

# PSY355 (Section 2) – Psychology and Culture Fall 2017

## INSTRUCTOR INFORMATION

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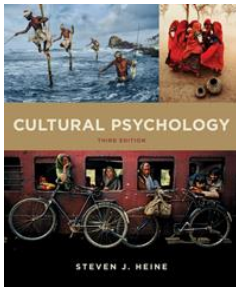
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## COURSE OVERVIEW

**Meeting Times and Place:** Mondays, Wednesdays, and Fridays, 9-9:50am, ASH 2146



**Textbook:** The textbook for this class will be Cultural Psychology (3<sup>rd</sup> edition) by Steven J. Heine (2015, Norton & Co.). **Note #1:** Additional readings will be distributed via the course's Blackboard website. **Note #2:** This textbook is required and necessary if you are committed to learning the content in this course. A copy has been placed on Course Reserve in the library. **Note #3:** You \*could\* use the 2<sup>nd</sup> edition, however be aware that the content differs between editions and you are ultimately responsible for the content in the 3<sup>rd</sup> edition.

**Course Description:** This course will examine a variety of topical areas in Psychology from a cultural perspective. Throughout this course, we will be identifying ways in which people's identities, thought processes, emotions, and behaviors vary across and within cultures. Moreover, and perhaps more interestingly, we will be applying the scientific method to examine how and why cultural differences – and similarities – occur, as well as their implications for health and well-being, and intra- and intercultural relations.

**Prerequisite(s):** PSY101 (Introductory Psychology) OR HNR234 (Society and Self: Psychological Perspective)

**Learning Objectives:** By the end of this course you should have a better understanding of the interplay between culture and behavior from a psychological perspective. You will...

- Possess a greater appreciation for the ways in which culture differs around the world.
- Be able to identify and describe a variety of psychological phenomenon that vary (or not) across cultures.
- Be able to think critically about psychological research and how and why cultural variations and similarities exist.
- Understand the scientific method as it applies to research within cross-cultural and cultural psychology.

- Possess a greater appreciation for the ways in which your culture has shaped your patterns of thinking, feeling, and behaving, and clearer insight into the cultural influences that facilitate or impair effective intercultural exchanges.

**Class Format:** The class is primarily lecture-based, but will include additional methods to foster active participation (i.e., class discussions, question-answer sessions, in-class activities, etc.). Class sessions and the text supplement each other – both cover material that will not (and cannot) be covered in the other format. Because class sessions highlight important concepts within the text, students are strongly encouraged to complete assigned readings PRIOR to the corresponding lecture, and attend all class sessions.

**Active Engagement with the Course Material:** To understand the material covered in ANY course, active engagement with the course material is necessary. Obviously, this means students should attend class regularly and be actively thinking about and using the material as it is discussed. Additionally, strong students are thoughtful and deliberate about how they actively engage with the material outside of class. Teaching experts suggest that students devote approximately 2-3 hours a week to studying for every 1 credit of coursework. Given this course is 3 credits, this means that if you desire an “A” in this course, you should be willing to devote 6-9 hours a week to this course. It is unreasonable to expect to earn a grade above a B- if the only “studying” you do is reading the textbook and taking notes on the study guide. Studying effectively for a 300-level Psychology course involves more than merely underlying sentences, memorizing definitions and the like. The Blackboard website has several resources (in External Links) that will help you identify and implement useful study strategies. In general, when you are reading the textbook, reviewing your notes, or studying, consider asking yourself the following questions to determine if you \*really\* understand the material you’ve been studying: 1) Can I describe the main point of this paragraph, or the “take home message” of the study described, without looking at the book or notes?; 2) Can I apply these concepts to understand hypothetical or “real world” situations? In other words, can I generate new examples of these concepts?; 3) Can I describe how these concepts relate to other concepts I’ve learned in this course?

### **GRADING POLICY**

Course grades will be based on total points earned from the following sources:

<b><u>COURSE ACTIVITY</u></b>		<b><u>POINT VALUE</u></b>
Exam #1 & #2	2 x 40 pts each	80 pts
Final Exam		55 pts
Class Participation	several x 1-2 pts	20 pts
Online Quizzes	3 x 10 pts each	30 pts
Plagiarism Assign.		10 pts
Chapter Analysis Assign.		40 pts
Group Assignment		65 pts
Extra Credit	2 x 8 pts each	16 pts

\*These course activities are subject to change. Total of 300 points, not including extra credit.

**Exams:** There will be two, non-cumulative, multiple-choice exams in this course, and a cumulative final exam. In terms of the final exam...about 75% of the questions will come from the material covered since the last exam, and about 25% of the questions will come from prior material (this is the cumulative portion). Study guides for each exam will be posted on Blackboard a week before the exam. Make-up exams will be given only in rare circumstances (see Policy section below).

**Class Participation (and Attendance):** To encourage active engagement and attendance, students will complete in-class activities throughout the semester that assess understanding and use of content covered during class sessions. These particular activities are begun and completed during the class session, and will be worth approximately 1-2 points. NOTE THAT THESE IN-CLASS ACTIVITIES CANNOT BE MADE UP. If you miss class, for whatever reason (even if that absence is excused), you miss out on these points.

**Online Quizzes:** To encourage distributed learning (i.e., studying continuously over the course of the semester, rather than only right before an exam), three quizzes are assigned, to be completed a week before each exam. These quizzes will be completed through Blackboard and will assess students' understanding of the core topics that will be covered on the upcoming exam. A secondary purpose is to help students identify the concepts they know well vs. need to review in more depth in preparation for the upcoming exam. You are encouraged to use your book and notes but NOT other people when completing the online quizzes. The deadline to complete all quizzes is 5pm on the dates stated below.

**Plagiarism Assignment:** In preparation for the two major writing assignments in this course, this Plagiarism Assignment assesses students' ability to identify and prevent plagiarism. Instructions are provided in a separate document on Blackboard.

**Chapter Analysis Assignment:** All courses at GVSU attempt to teach broad skills as well as the course's particular content. This is especially true of General Education courses. To hone your critical thinking skills, the chapter analysis assignment will involve reading and analyzing two chapters from the online readings available on the *Center for Cross-Cultural Research* website. Additionally, this assignment will also help you become more comfortable reading scientific writing and accessing original sources for useful, unbiased information. Instructions and tips are provided in a separate document on Blackboard.

**Comparing Cultures Group Assignment:** Learning to collaborate effectively is another skill set that will benefit you now and after graduation. I know, I know...you hate group work. However, group work is an inherent part of life as a social animal living in a society; learning HOW to coordinate and collaborate more effectively will facilitate your future collaborations and may even change your mind about the pleasures and pains of group work. The major, culminating project for this course will involve groups of 3 to 4 students identifying a psychological topic of interest (e.g., attachment style, major depressive disorder, etc.), locating research from different cultures that relates to this topic, and collaboratively writing a paper that summarizes and synthesizes this research. Students will also evaluate their performance and the performance of their groupmates at the end of the semester; these

evaluations will contribute to the overall grade for this assignment. Additional documents on Blackboard provide thorough instructions and tips/hints for completing the assignment.

**Extra Credit Opportunities:** GVSU values diversity and encourages cultural understanding. The campus community provides a lot of programs and events to encourage GVSU students, faculty, and staff to learn about and develop an appreciation for cultural experiences and perspectives different from their own. Students interested in earning extra credit can participate in on-campus or community events that relate to culture or diversity. An additional document (on Blackboard) will provide instructions and tips for completing the extra credit write-up. Up to 16 extra credit points can be earned (8 points per assignment).

Final grades are determined using this scale:

Grade	% Earned	Grade	% Earned
A	94 and above	C	73 – 76.9
A-	90 – 93.9	C-	70 – 72.9
B+	87 – 89.9	D+	67 – 69.9
B	83 – 86.9	D	63 – 66.9
B-	80 – 82.9	F	62.9 and below
C+	77 – 79.9		

#### **SCHEDULE OF READINGS AND ASSIGNMENTS**

<u>Date</u>	<u>Readings</u>	<u>Scheduled Topic</u>
Aug. 28 <sup>th</sup> (M), 30 <sup>th</sup> (W)	Chapter 1	Introduction to the Course
Sept. 1 <sup>st</sup> (F), 6 <sup>th</sup> (W), 8 <sup>th</sup> (F), 11 <sup>th</sup> (M)	Chapter 3	Cultural Evolution
<b>Sept. 4<sup>th</sup> (M)</b>		<b>Labor Day - NO CLASS</b>
Sept. 13 <sup>th</sup> (W), 15 <sup>th</sup> (F), 18 <sup>th</sup> (M)	Chapter 4	Cultural Research Methods
<b>Sept. 15<sup>th</sup> (F)</b>		<b>Plagiarism Assignment Due</b>
Sept. 20 <sup>th</sup> (W), 22 <sup>nd</sup> (F), 25 <sup>th</sup> (M), 27 <sup>th</sup> (W)	Chapter 5	Development and Socialization
<b>Sept. 22<sup>nd</sup> (F)</b>		<b>Online Quiz #1 Deadline</b>
<b>Sept. 29<sup>th</sup> (F)</b>		<b>EXAM #1</b>
Oct. 2 <sup>nd</sup> (M), 4 <sup>th</sup> (W), 6 <sup>th</sup> (F)	Chapter 6	Self and Personality
<b>Oct. 6<sup>th</sup> (F)</b>		<b>Chapter Analysis Assignment Due</b>
Oct. 9 <sup>th</sup> (M), 11 <sup>th</sup> (W), 13 <sup>th</sup> (F)	Chapter 8	Motivation
Oct. 16 <sup>th</sup> (M), 18 <sup>th</sup> (W), 20 <sup>th</sup> (F)	Chapter 9	Cognition and Perception
Oct. 23 <sup>rd</sup> (M), 25 <sup>th</sup> (W), 27 <sup>th</sup> (F)	Chapter 10	Emotions
<b>Oct. 25<sup>th</sup> (W)</b>		<b>Online Quiz #2 Deadline</b>
<b>Oct. 30<sup>th</sup> (M)</b>		<b>Meet with Groups - NO CLASS</b>

<b>Nov. 1<sup>st</sup> (W)</b>		<b>EXAM #2 List of Group Members and Project Proposal Due</b>
Nov. 3 <sup>rd</sup> (F), 6 <sup>th</sup> (M), 8 <sup>th</sup> (W)	Chapter 11	Attraction, Relationships, and Groups
Nov. 10 <sup>th</sup> (F), 13 <sup>th</sup> (M), 15 <sup>th</sup> (W)	Chapter 12	Morality, Religion & Justice
Nov. 17 <sup>th</sup> (F), 20 <sup>th</sup> (M)	Chapter 13	Physical Health
<b>Nov. 22<sup>nd</sup> (W), 24<sup>th</sup> (F)</b>		<b>Thanksgiving - NO CLASS</b>
Nov. 27 <sup>th</sup> (M), 29 <sup>th</sup> (W)	Chapter 14	Mental Health
<b>Nov. 29<sup>th</sup> (W)</b>		<b>Comparing Cultures Group Assignment Deadline</b>
Dec. 1 <sup>st</sup> (F), 4 <sup>th</sup> (M), 6 <sup>th</sup> (W), 8 <sup>th</sup> (F)	Chapter 7	Multiculturalism
<b>Dec. 4<sup>th</sup> (M)</b>		<b>Online Quiz #3 Deadline</b>
<b>Dec. 8<sup>th</sup> (F)</b>		<b>Extra Credit Deadline</b>
<b>Tuesday, Dec. 12<sup>th</sup> from 8am-9:50am</b>		<b>FINAL EXAM</b>

\*This schedule (including assigned readings) is subject to change. Students are responsible for any changes announced in class or on Blackboard.

### **COURSE POLICIES**

**Withdrawing from a Course:** The ultimate deadline for withdrawing from this course (or any course at GVSU) is Friday, October 27<sup>th</sup> at 5pm.

**Attendance Policy:** You are adults, so you should be able to regulate your behavior and evaluate the costs and benefits of your decisions, including whether or not you attend class sessions. Attendance is not required, but strongly recommended. If you miss class, you are strongly encouraged to download the abbreviated lecture notes from Blackboard and supplement these with notes from your classmates.

**Late Work Policy:** Assignments should be turned in during class, in person. If this is not possible, deliver assignments to the Psychology Department Office (2224 AuSable Hall). An assignment is considered late if it is handed in after 4pm on the day the assignment is due. Late assignments will be penalized 10% for each day it is late. Emailed assignments WILL NOT BE ACCEPTED. Exceptions to the late work policy will be considered ONLY if documentation (e.g., doctor's note, police report, etc.) is provided and/or arrangements are made at least 24 hours in advance to the assignment due date.

**Make-Up Policy:** Make-up exams are negotiable if 1) you have a good reason and coordinate with the professor at least one week before the scheduled exam; or 2) there is a real emergency or illness that is documented (e.g., doctor's note, police report, etc.). It is the student's responsibility to contact the professor in a timely manner (within a week of the exam) and make arrangements for a make-up exam. There will be no make-up opportunities for class participation activities, regardless of the reason for missing class.

**Accommodations for Students with Disabilities:** If you need academic accommodations because of a learning, physical, or other disability, please contact Disability Support Resources (DSR) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Please begin coordinating with your professor as soon as possible at the beginning of the semester. Furthermore, if you have a physical disability and think you will need assistance evacuating the classroom and/or building in an emergency situation, please contact me so I can develop a plan to assist you.

**Other Accommodations:** We all have lives outside this course. Arrangements can be made to accommodate various life circumstances (e.g., illness, religious observances, university-related athletic or academic obligations, death of a loved one, etc.), but only if students contact the professor in a timely manner and provide the appropriate documentation. In contrast, end-of-semester requests for more extra credit opportunities, revising a past assignment, or “just a couple more points” are unfair to your classmates and do not demonstrate a sincere commitment to learning – these will be denied.

**Classroom Conduct:** We are all capable of conducting ourselves in a civil and respectable manner. If you want to sleep, eat meals, watch YouTube videos, text/chat with friends, etc. – do it somewhere else! These activities are rude and distracting, and make your classmates hate you. If you are unable or unwilling to regulate your behavior and pay attention for an hour, you need to address that shortcoming immediately. Active participation in class activities and discussions is strongly encouraged! But please be mindful of whether you are preventing your classmates from contributing. It is okay to disagree with others, and it is okay to express non-mainstream views. However, bigotry and disrespect are unacceptable. Think about what you want to say, edit if necessary, then speak. Disrespectful students will be publically ridiculed, asked to leave, and/or removed from class by campus police.

**Statement on Academic Dishonesty:** The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or

oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Although students are encouraged to study together, all assignments and exams should be the sole work of the individual student, not a collaborative effort (unless the assignment is explicitly described as collaborative). Additionally, your instructor expects you to avoid any *appearance* of dishonesty. That is, avoid doing things that are associated with academic dishonesty (i.e., checking phone during exam, completing quizzes together) and thus raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale or on a small assignment, can result in a failing grade in the course.

**Blackboard:** The course Blackboard website is essential to your success in the course. It is the student's responsibility to visit Blackboard and stay current of the material posted in this forum. Blackboard will be used in the following ways:

- 1) Grades:** All grades will be posted on Blackboard in a timely manner. For security reasons, I am hesitant to discuss grades over email, and will only do so if the student initiates that conversation.
- 2) Course materials:** All course materials (e.g., syllabus, assignment descriptions, supplemental articles) will be posted on Blackboard. Review guides will be posted 1 week before the scheduled exam. Abbreviated lecture slides (for note-taking purposes) will be posted on Blackboard before class. I also post links to fun and/or educational Culture & Psychology-related weblinks, so if you have any to suggest, let me know.
- 3) Announcements:** In addition to making announcements in class, all major announcements will be posted on Blackboard.
- 4) Quizzes:** Three quizzes will be administered via Blackboard.
- 5) Emails:** Some emails sent by the professor will be sent via Blackboard. Please make sure your email address in Blackboard is accurate. I respond to emails promptly (within 12-24 hours, if not sooner) when they are sent during normal business hours (8am to 5pm, M-F). Emails sent on weekends, holidays or in the evening may receive delayed responses because your professor needs to have a life or she will go crazy.

**Library Resources:** Gayle Schaub is the Psychology librarian and she can provide you with individualized research assistance. Her office is in the Mary Idema Pew Library; contact info is [schaubg@gvsu.edu](mailto:schaubg@gvsu.edu) or 331-2629. Her Psychology Library Subject Guide (on Blackboard) contains links to all of the psychology databases and other specific resources for psychology students. The library also has Peer Research Consultants that can work with you one-on-one or in a small group to assist you with research. Information about Peer Research Consultants can be found on the library homepage (also linked on Blackboard).