

**PSY 355: Psychology and Culture
Fall 2023**

**Wolfgang Friedlmeier
Lake Huron Hall 103**

**Section 1
MWF 12-12:50**

**Section 2
MWF 11-11:50**

Instructor

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Office hours:

M 2 to 3 pm
W 2 to 3 pm
F 2 to 3 pm
Meeting ID: 406 828 8089
Passcode: 3UYDhZ

Textbook

Gardiner, H. W. (2018, 6th ed.). *Lives across cultures. Cross-cultural human development*. Boston, MA: Allyn and Bacon.

Further Readings

- American Psychological Association (2001). *Publication Manual of the American Psychological Association* (Fifth Edition). Washington, D.C.: APA.
- Friedlmeier, W., Chakkarath, P., & Schwarz, B. (Eds.). (2005). Culture and human development. The importance of cross-cultural research for social sciences. Hove, UK: Psychology Press.
- Friedlmeier, W., Corapci, F., & Benga, O. (2014). Cultural perspective on emotional development in early childhood. In L. Jensen (Ed.), *Oxford handbook of culture and development* (pp. 127-148). New York, NY: Oxford University Press.
- Friedlmeier, W., Corapci, F., Susa-Erdogan, G., Benga, O., & Kurman, J. (2019). Cultural variations of maternal emotion regulation of toddler's emotions in a delay of gratification context. *Culture and Brain*, 7, 1-27. <https://doi.org/10.1007/s40167-018-0076-0>
- Horace, M. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58, 503-507.
- Markus, H. R. & Kitayama, S. (1991). Culture and self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.
- Mesquita, B. & Albert, D. (2008). The cultural regulation of emotions (pp. 486-503). In J. Gross (Ed.), *Handbook of emotion regulation* (pp. 486-503). New York: Guilford.
- Online Readings in Psychology and Culture. <http://scholarworks.gvsu.edu/orpc/>
- Valsiner, J. (2000). *Culture and human development*. Thousand Oaks, CA: Sage.

More readings will be announced in class. Most of the readings will be available on Electronic Course Reserve.

Course Overview

The aim of this course is to acquaint students with basic topics of cross-cultural psychology. Upon completion of this course you should have an understanding of the concept of culture, the relevance of cultural context for psychological research and some insights into universal and culture-specific aspects of psychological phenomena. Beside the basic textbook specific cross-cultural studies will be discussed. The semester schedule and the specific readings will be announced in the first week of the semester.

Objectives

Upon successful completion of this course students will be able to:

1. Describe the concept of culture as used by psychologists.
2. Describe the research methodologies used by cultural and cross-cultural psychologists.
3. Identify and describe the ways in which culture influences psychological phenomena.
4. Explain that cultural variations and universals both characterize the human experience.
5. Think critically about why cultural variations and universals exist.

Prerequisites

PSY 101

General information

This course is subject to the GVSU policies (see <http://www.gvsu.edu/coursepolicies/>).

Withdrawal. The deadline for withdrawing from the class is **November 10, 5 pm**, through one of the Student Assistance Centers.

Special needs. If there is any student in this class who has special needs because of a learning, physical or other disability, please contact me or the Office of Academic Support (OAS) at 331-2490.

Plagiarism. “Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodical, speeches, or the writing of other students. The offering of materials assembled or collected by others in form of projects or collections without acknowledgement also is considered plagiarism. 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.” (GVSU, Undergraduate & Graduate Catalog 2004-2005, p. 91). **Plagiarism or cheating will result in an F for the course.**

IMPORTANT: When you use ChatGPT or similar devices to create text you are asked to cite these passages. Here is some information how to do this. <https://apastyle.apa.org/blog/how-to-cite-chatgpt> . Failing to mark such text as citation counts as plagiarism and will be graded as Failed.

Example:

When prompted with “Is the left brain right brain divide real or a metaphor?” the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, “the notation that people can be characterized as ‘left-brained’ or ‘right-brained’ is considered to be an oversimplification and a popular myth” (OpenAI, 2023).

In References Section

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

Psych Friends Peer-to-Peer Mentors

Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation and reflection skills, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the process of applying for graduate school, and how to maintain physical and mental health as a student. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!

Exams

There will be a midterm exam online. The exam will be available for the whole day from 8 am to 11 pm. Once you start the exam, you have to finish it. The exam is comprised of essay and problem-based questions. The midterm exam will be on **Wednesday, October 11**.

If you do not participate in the exams, you have to bring a written confirmation by the head of the department or by a physician. If you do not bring any document, I can decide to give you another written exam (maximal 70% of the points).

Exercises

There will be several in class exercises and your active participation is appreciated.

Assignments

You will be asked to fulfill five assignments. All assignments will be submitted through assignment manager on Blackboard. The deadline of assignments will be announced in the semester schedule.

Assignment 1: Developmental niche (40 points)

Interview a person and write an essay related to the concept of developmental niche.

Assignment 2: Individual presentation (40 points)

Present a cross-cultural study with focus on culture. Write a research paper about a cross-cultural topic related to the presented paper.

Assignment 3: Research paper (60 points)

Write a research paper about a cross-cultural topic related to the presented paper.

Assignment 4: Group presentation of a selected cultural group (40 points) plus internal evaluation (20 points)

Assignment 5: Reports: Short essay related to discussed topics based on the textbook

Extra Credit

An Extra Credit Task will be offered during the semester. You get a maximum of 10 points.

Grade Distribution

A	94 - 100%	A-	90 - 94.00%		
B+	87 - 90%	B	83 - 87%	B-	80 - 83%
C+	77 - 80%	C	73 - 77%	C-	70 - 73%
D+	64 - 70	D	60 - 64%	F	60% and lower

Grading

Your final grade in this class will be based upon the following achievements. Changes of the assignments and grading may occur during the semester and be announced in time:

Assignment 1: Developmental Niche	40 points
Assignment 2: Individual paper presentation	40 points
Assignment 3: Research paper	60 points
Assignment 4: Presentation of a topic (as group)	60 points
Assignment 5: Reports	60 points
Midterm Exam	40 points
Total	300 points
Extra credit	max. 10 points



Valley State University educates students to shape their lives, their professions, and their societies.

The General Education Program prepares students for informed citizenship, leading to responsible participation in local, national, and global communities.

PSY 355 Psychology and Culture

Cultures - Global Perspectives

Knowledge Student Learning Outcomes

1. Explain how culture affects people's efforts to understand, use, and survive in their environments, and how these efforts, in turn, affect culture.
2. Explain within a cultural context the worldviews, language, or ways of life of societies, nations, regions, or peoples located outside of the United States.

Skills Student Learning Outcomes

1. Critical Thinking: Comprehensively evaluate issues, ideas, artifacts, or events before forming a conclusion.
 - a. States an issue clearly and describes it comprehensively.
 - b. Uses appropriate evidence that includes relevant context(s), which facilitates a comprehensive analysis or synthesis of the issue.
 - c. Develops a position that thoroughly takes into account the complexities of an issue, limits of the position, and synthesizes others' points of view.
 - d. Develops conclusions, implications, and consequences that are logical and reflect an informed evaluation based on strength of evidence.
2. Collaboration: Effectively work on a team. (Students must participate in a group project conducted over a significant portion of the semester.)
 - a. Helps the team move forward by articulating the merits of alternative ideas or proposals.
 - b. Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.
 - c. Completes all assigned tasks by the deadline; work accomplished is thorough, comprehensive, and advances the project; proactively helps other team members complete their assigned tasks.
 - d. Actively promotes a constructive team climate.