



PSYC 322: Psychology and Culture
COURSE SYLLABUS
 Course Policies and Guidelines



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Course Objectives and Policies

Course Description and Objectives

This course serves as an introduction to the theoretical and methodological approaches to studying the relationship between psychology and culture. The psychological foundations of culture (i.e., the ways in which psychological processes contribute to origins and persistence of cultures) are addressed as are cross-cultural psychological comparisons (i.e., the ways in which human thought and behavior does or does not vary according to culture). Examples examine both minorities and non-Western societies. Thus, it is my intention that while completing this course, you will:

- Examine the sociocultural and international contexts that influence individual differences. (APA Objective 8.2)
- Use the concepts, language, and major theories of the discipline to account for psychological phenomena. (APA Objective 1.2)
- Apply psychological concepts, theories, and research findings as these relate to everyday life. (APA Objective 4.4)
- Seek and evaluate scientific evidence for psychological claims. (APA Objective 5.3)
- Demonstrate effective interpersonal communication skills. (APA Objective 7.4)

My job is to facilitate your achievement of these objectives. Thus, I am going to do what my professional training and experience suggest helps your long-term learning of important and relevant content and skills. *I have written more extensively about my teaching philosophy and posted it to the course D2L web site; you are strongly encouraged to read it.*

Attendance and Academic Standards

By university policy, regular attendance is required (see <http://www.uwsp.edu/req-rec/Attendance.aspx>). Thus, I will not take attendance or give points for it; you are simply expected to be in class, both in body and mind. If this expectation poses a problem for you this semester – for whatever reasons you may have – please consider taking the course in a semester when you can give it your full attention.

If there are factors creating difficulties for you in this course that are recognized disabilities under the Americans with Disabilities Act, please provide me with appropriate notification from Disability Services (103 Student Services Center, 715-346-3365, or at <http://www.uwsp.edu/special/disability/index.htm>). If the difficulties are of a personal and not academic nature, I will refer you to the UWSP Counseling Center (Third Floor Delzell Hall, 715-346-3553, or at counsel@uwsp.edu). *Appropriate accommodations may be made for due dates, testing procedures, etc. at the instructor's discretion.*

Representation of another's work as your own (i.e., cheating and plagiarism) will result in an automatic zero on that exam, quiz, paper, or assignment for all people involved. I will follow up on all cases in the manner described in "UWS/UWSP Chapter 14, Student Academic Standards and Disciplinary Procedures" (see <http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf>).

Course Grading

Course Assessments

Extensive explanations of the activities, paper/project, and exams will be available on the course D2L web site. An overview of due dates and point values for each of the course assessments are given below.

Assessments of Objectives:	Introduced:	Due:	Returned:	Points Earned:
Collaborative Activities and Assessments:				
Activities 1-4: Psychological Foundations	Weekly	2-19	2-24	_____ / 12 points
Activities 5-8: Cultural Variation	Weekly	4-2	4-7	_____ / 12 points
Activities 9-12: Psychological Processes	Weekly	5-7	5-12	_____ / 12 points
Individual Activities and Assessments:				
Paper: Biography OR Review Option	3-31	4-30	5-12	_____ / 35 points
Exam 1: Psychological Foundations	2-17	2-19	2-24	_____ / 40 points
Exam 2: Cultural Variation	3-31	4-2	4-7	_____ / 40 points
Exam 3: Psychological Processes	5-7	5-12		_____ / 50 points
Total =				_____ / 200 points

NOTE: Please note that the total points sum to a value slightly higher than 200 points, but 200 will be used to determine final grades. This favors you as it automatically builds a point of "extra credit" into the course.

Format and Grading of Assessments

The activities for this course are worksheet-based. Portions of each activity are designed to be completed in class in small groups; the other portions are designed to be completed on your own outside of class. *These activity worksheets will be posted on the course D2L site and must be downloaded and brought to class.*

The exams for this course are a combination of multiple choice and essay formats. *Notice that the final exam is worth more points than the other exam; this is because one of the essay questions on the final exam is "cumulative."* We will dedicate time on the final day of class specifically discussing and preparing for this question.

Grading of these assessments follows guidelines that are very similar to those used in my other classes. *An extensive explanation and associated grading rubrics (charts) are available on the course D2L site. You are strongly encouraged to read the grading explanation and rubric before you complete any work in this course.* Reading the guidelines will facilitate your ability to perform up to the high standards of this course.

All assessments will be due at the beginning of class on its due date. If you expect to miss an assessment, you may complete the material early (but not late). For all unexpected absences (e.g., illnesses, etc.), I require notice no later than the morning of the due date. Only students with instructor-validated documentation for the absence will be given an extension; *failure to follow this policy will result in an automatic zero for the assessment in question.*

Determination of Final Course Grades

Final course grades are determined by the percentage of possible points that you earn.

Grade:	Points Earned:	% of Total:	Grade:	Points Earned:	% of Total:
A	185 – 200	93%-100%	C+	153 – 158	77%-79%
A-	179 – 184	90%-92%	C	145 – 152	73%-76%
B+	173 – 178	87%-89%	C-	139 – 144	70%-72%
B	165 – 172	83%-86%	D+	133 – 138	67%-69%
B-	159 – 164	80%-82%	D	119 – 132	60%-66%

NOTE: Additional extra credit will NOT be available in this course; please do not ask about extra credit opportunities. If you are concerned about your grade, please speak with the instructor about improving your grades on the listed assessments.

Course Materials

There are several sources of reading material for this course. You will need all of the following:

Heine, S. J. (2008). *Cultural psychology*. New York: W. W. Norton.

This is the one required text for this class and it is available at text rental. I have chosen this text because it is a good and very readable overview of cultural psychology. It is a relatively long textbook, but I have structured the course to select only the most directly relevant chapters.

Harton, & Bourgeois, (2004). Some cultural elements emerge from dynamic social impact. In Schaller, M. & Crandall, C. S. (Eds.), *The psychological foundations of culture* (pp. 41 - 75). Mahwah, NJ: Erlbaum.

Landrum, R. E. (2002, Spring). Tips for doing well in psychology classes. *Eye on Psi Chi*, 6(3), 16-19. Available at http://www.psichi.org/pubs/articles/article_13.asp

Lonner, W.J., & Malpass, R.S. (Eds.). (1994). *Psychology and culture*. Boston, MA : Allyn and Bacon.

Samovar, L. A., & Porter, R. E. (2004). *Communication between cultures* (5th ed.). Belmont, CA: Thomson Wadsworth.

Smith, P. B., & Bond, M. H. (1999). *Social psychology across cultures* (2nd ed.). Boston, MA: Allyn and Bacon.

Tarakeshwar, N., Stanton, J., & Pargament, K. I. (2003). Religion: An overlooked dimension in cross-cultural psychology. *Journal of Cross Cultural Psychology*, 34, 377-394.

Triandis, H. C. (1996). The psychological measurement of cultural syndromes. *American Psychologist*, 51, 407-415.

However, because the textbook presents one major perspective of cultural psychology, it does not contain readings on all of the topics that we'll be discussing in this course. Thus, I've supplemented the text with chapters from the above readings. The relevant portions of these readings will be available on the course D2L web site.

Additionally, the activities will be available on the course D2L web site. Students having difficulty obtaining materials for the course are to contact the instructor immediately. *Failure to report a problem will be treated as a failure to complete the requirement.*

Tentative Course Schedule

This section contains a tentative and integrated schedule of topics and activities for the course. It situations necessitate it, any changes in reading assignments, course schedule, or other aspects of the class will be announced in class. *You are responsible for all announcements of changes whether or not you are present in class.*

Additionally, please pay attention to the university calendar and associated policies. Specifically, I will strictly adhere to the university calendar, including drop/add dates and the final exam schedule. See <http://www.uwsp.edu/reg-rec/registration.aspx> for more details.

DATE	Preparatory Readings	Topic for Class	Homework
Part I: Foundations of Cultural Psychology			
Week 1	Course Overview: What are the Goals of this Course?		
1-20	<input type="checkbox"/> Landrum (2002)	<input type="checkbox"/> Introduction to the Course	<input type="checkbox"/> Activity 1
1-22	<input type="checkbox"/> Samovar & Porter (2004, Ch. 10)	<input type="checkbox"/> Intercultural Competence	
Week 2	Psychology and Culture: How are the Two Concepts Related?		
1-27	<input type="checkbox"/> Heine (2008, Ch.1)	<input type="checkbox"/> Definitions of Culture	<input type="checkbox"/> Activity 2
1-29		<input type="checkbox"/> Relevant Disciplines of Study	

DATE	Preparatory Readings	Topic for Class	Homework
Week 3	Methodology: What Research Methods are Used to Study Cultures?		
2-3	<input type="checkbox"/> Heine (2008, Ch. 3)	<input type="checkbox"/> Global (Cross-Cultural) Approaches	<input type="checkbox"/> Activity 3
2-5	<input type="checkbox"/> Lonner & Malpass (1994, Ch. 5-6)	<input type="checkbox"/> Focal (Indigenous) Approaches	
Week 4	Psychological Foundations: What Does Psychology Teach Us about the Creation of Culture?		
2-10		<input type="checkbox"/> Evolutionary Needs Perspectives	<input type="checkbox"/> Activity 4
2-12	<input type="checkbox"/> Harton & Bourgeois (2004)	<input type="checkbox"/> Social Influence Perspectives	
Week 5	Exam Week: What are the Expectations for the Exam?		
2-17		<input type="checkbox"/> Preview of the Exam	<input type="checkbox"/> Grading Rubric
2-19		<input type="checkbox"/> Exam #1	
Part II: Understanding Cultural Variation			
Week 6	Cultural Variation: How Do We Describe the Major Cultural Differences?		
2-24	<input type="checkbox"/> Heine (2008, Ch. 2)	<input type="checkbox"/> Unpackaging Cultural Variation	<input type="checkbox"/> Activity 5
2-26		<input type="checkbox"/> Describing Cultural Variation	
Week 7	Cultural Values: How Do We Measure and Describe Cultural Values?		
3-3	<input type="checkbox"/> Triandis (1996)	<input type="checkbox"/> Representation of Cultural Values	<input type="checkbox"/> Activity 6
3-5		<input type="checkbox"/> Cultural Values and Products	
Week 8	Cultural Evolution: What Produces Differences Among Groups of People?		
3-10		<input type="checkbox"/> Ecology and Subsistence Patterns	<input type="checkbox"/> Activity 7
3-12	<input type="checkbox"/> Tarakeshwar et al. (2003)	<input type="checkbox"/> Sociopolitical Influences on Culture	
Week 9	Cultural Transmission: How Does Cultural Knowledge Move Across Generations?		
3-24	<input type="checkbox"/> Heine (2008, Ch. 4)	<input type="checkbox"/> Contextual Models of Development	<input type="checkbox"/> Activity 8
3-26		<input type="checkbox"/> Formal and Informal Transmission	
Week 10	Exam Week: What are the Expectations for the Paper and the Exam?		
3-31		<input type="checkbox"/> Preview of the Exam and Paper	<input type="checkbox"/> Paper Guidelines
4-2		<input type="checkbox"/> Exam #2	
Part III: Culture Impacts Psychological Processes			
Week 11	The Self: How Does Culture Impact Concepts of the Self?		
4-7	<input type="checkbox"/> Heine (2008, Ch. 5)	<input type="checkbox"/> Conceptualizations of the Self	<input type="checkbox"/> Activity 9
4-9		<input type="checkbox"/> Self-Focusing and Switching	
Week 12	Psychological Differentiation: What Differences Result from Cultural Processes?		
4-14	<input type="checkbox"/> Heine (2008, Ch. 9)	<input type="checkbox"/> Culture and Mental Habits	<input type="checkbox"/> Activity 10
4-16		<input type="checkbox"/> Culture and Event Knowledge	
Week 13	Minority Identity: What Models are Used to Conceptualize Ethnic Identities?		
4-21	<input type="checkbox"/> Heine (2008, Ch. 11)	<input type="checkbox"/> Group and Ethnic Identity	<input type="checkbox"/> Activity 11
4-23	<input type="checkbox"/> Lonner & Malpass (1994, Ch. 1-4)	<input type="checkbox"/> American Minority Identities	
Week 14	Acculturation: What Happens to Individuals as a Result of Cross-Cultural Contact?		
4-28	<input type="checkbox"/> Heine (2008, Ch. 12)	<input type="checkbox"/> Acculturative Stress and Adaptation	<input type="checkbox"/> Activity 12
4-30		<input type="checkbox"/> Acculturation in American Minorities	
Week 15	Cultural Change: What Happens to Cultures as a Result of Cross-Cultural Contact?		
5-5	<input type="checkbox"/> Smith & Bond (1999, Ch. 12)	<input type="checkbox"/> Cultural Change	
5-7		<input type="checkbox"/> The Future of the Discipline	
Week 16	Final Exam Week: What are the Expectations for the Final Exam?		
5-12		<input type="checkbox"/> Exam #3 (12:30 – 2:30 pm)	

NOTE: You are encouraged to use this grid to keep track of your progress in this course.