



## **Cultural Psychology Lecture (PSYC 242) Fall 2022 Course Syllabus**

*Tues/Thurs 10:00 – 11:30, Sharpless 430*

**Instructor:** Shu-wen Wang, PhD, Associate Professor of Psychology  
Pronouns: she/her/hers  
Feel free to call me: Shu-wen, Dr. Wang, or Prof. Wang

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**Office:** 410 Sharpless Hall

**Student Hours:** Tues 11:30-12:30 in-person and by appointment (email me)

### **Course Description and Objectives**

There is a tendency to think of psychological processes as being universal with rules that wholly govern the human mind and behavior. However, humans are a cultural species and the way we think, feel, and act is shaped by our context and experiences. *Culture is critical in providing us with certain contexts and experiences.* By culture, we refer to “systems of meanings” (e.g., social norms, roles, values, beliefs) that are “learned, socially shared, and variable” (Betancourt & Lopez, 1993). *Cultural psychology* is the systematic study of how psychological processes are different (as well as similar) across different cultures and groups of people.

This course provides an overview of theory and research on cultural variation in human development, social behavior, personality, motivation, cognition and perception, emotion, and physical and mental health. We also address cultural identities and examine race and ethnicity, immigrant experiences, and acculturation. While part of this course requires some self-exploration and application to personal experience, students are advised that the emphasis of the course is primarily on critically examining the theory and research in cultural psychology as a science.

### **By the end of the course, students are expected to:**

- 1) Understand and critically think about key cultural psychological theories
- 2) Comprehend the results of major research studies in the cultural psychology field
- 3) Have broad knowledge of various methodologies and challenges in the field
- 4) Develop an informed perspective and greater appreciation for diverse backgrounds
- 5) Apply cultural psychological concepts to better understand one’s own experiences

***Overall, I want you to develop an awareness of and appreciation for the profound impact that culture – often overlooked and largely invisible – has on psychology.***

**Course Readings**

You may purchase the required class textbook through the College Bookstore or elsewhere online. There are also multiple copies on reserve in the Science Library (Hilles 3<sup>rd</sup> floor in the KINSC).

- 1) Textbook – *Cultural Psychology 3<sup>rd</sup> Edition* by Steven J. Heine.
- 2) Additional required readings are available via the course website (Moodle).

**Tips on Reading for the Course**

This course contains a substantial amount of reading so it is absolutely imperative and to your benefit to keep up with the reading load on a weekly basis. Lecture material will only highlight a portion of the course readings, and new material may be presented in lecture that doesn't appear in the course readings. You are responsible for all material (lecture and readings). Studies have found that active learning strategies enhance comprehension and retention.

- Minimize distractions while you're in class.
- Actively take notes during lecture.
- Fully participate in class discussions and activities.
- Come to student hours, meet with me, ask questions (in meeting or email)
- Have a study partner or group to compare notes with and discuss material
- Write notes/outlines/summaries of readings (don't rely on highlighting)
- Quiz yourself as you read; ask yourself questions and answer them

**Slides and Lecture Material**

Slides and other lecture material (e.g., video links, other media materials) will be posted on Moodle for your reference AFTER the class lecture.

All films shown in class may be found on reserve in DVD format in the Science Library (Hilles 3<sup>rd</sup> floor). Streaming versions, when available, are posted to Moodle.

**Grading Scale**

Grade	Points	Grade	Points
A / 4.0	94-100	C+ / 2.3	77-79.99
A- / 3.7	90-93.99	C / 2.0	73-76.99
B+ / 3.3	87-89.99	C- / 1.7	70-72.99
B / 3.0	83-86.99	D+ / 1.3	67-69.99
B- / 2.7	80-82.99	D / 1.0	60-66.99
		F / 0.0	59.99 and below

**Course Requirements**

1. Cultural Simulation Paper	17.5%
2. Cultural Self-Assessment and Analysis Paper	17.5%
3. In-class Quizzes (4 total; drop lowest, others=10% each)	30%
4. Research Questions & Hypotheses Log (RQH Log)	10%
5. Research Proposal	25%
6. Attendance and participation	---
Total = 100% of grade	

- 1) **Cultural Simulation Analysis Paper (17.5%):** You will write a 4-5 page scholarly analysis of the cultural simulation activity conducted in class. You will examine your experiences and apply specific concepts, theory, and research findings from class material to your analysis. Please see instructions on Moodle.
- 2) **Cultural Self-Assessment and Analysis (17.5%):** You will write a 4-5 page self-assessment and analysis using the ADDRESSING culture sketch reviewed in class, and additional provided prompts. You will apply specific concepts and theory from class to your analysis. Please see instructions on Moodle.
- 3) **In-Class Quizzes (4 total = 30%; drop lowest, others=10% each):** There will be a series of 4 in-class quizzes (closed book). These 30-min short quizzes evaluate your comprehension of course material and application to scenarios. A typical quiz may contain 6-8 multiple choice items and 2-3 short answer items.
- 4) **Research Questions & Hypotheses Log (10%):** You will keep a log of your own critical reading of assigned course material in the form of research questions and hypotheses you have in response to the readings. There are 10 topics throughout the semester indicated with "RQH #X" on the course schedule. For each topic, you will think of a question that has not been asked yet or a hypothesis that has not been tested yet, develop your own best guess based on your understanding of class material, and articulate a brief rationale/justification. Each RQH should be no more than a short paragraph (3-5 sentences).
- 5) **Research Proposal (25%):** For your final ~8 page assignment, you will identify a specific topic of interest and conduct an independent literature review. Using your literature review, you will develop a brief research proposal with well-articulated research questions and/or hypotheses. Please see instructions on Moodle.
- 6) **Attendance and Participation (--):** No points are formally assigned for attendance and participation. I understand that we all run late every once in a while and that unforeseen events happen necessitating absence; however, generally, I expect that you will be on time and arrive ready to participate. Active engagement in class is crucial to your mastery of the material. *At my discretion, I may adjust your final grade depending on your attendance and participation.*

**Course Schedule**

Week	Dates	Topic	Reading Ch = Heine text # = Moodle reading
1	8/30 9/01	What is Cultural Psychology? Key Concepts and Methods	Ch1 3-33 Ch4 115-157
2	9/06 9/08	Acculturation and Migration (RQH #1) <b>Quiz 1 – Intro, Key Concepts, Methods</b>	Ch7 255-290 #1, #2
3	9/13 9/15	<i>Cultural Simulation</i> in KINSC Zubrow Commons Racial-Ethnic Identity (RQH #2) <i>Crossing Lines</i> film	#3, #4
4	9/20 9/22	Stereotyping, Prejudice, & Discrimination (RQH #3) <i>If These Halls Could Talk</i> film	Ch13 540-550, #5 #6
5	9/27 9/29	<b>Cultural Simulation Paper Due</b> S,P,&D continued; Self and Personality (RQH #4)	#7 Ch6 203-223,229-254
6	10/04 10/06	Development and Socialization; (RQH #5) <b>RQH Log #1-5 Due</b>	Ch5 159-191 #8
7	<b>Fall Break Enjoy!</b>		
8	10/18 10/20	<b>Cultural Self-Assessment Paper Due</b> <i>Babies</i> film Emotion (RQH #6)	Ch10 401-442
9	10/25 10/27	Emotion Continued; Motivation (RQH #7)	Ch8 299-316, #9 Ch8 322-344, #10
10	11/01 11/03	<b>Quiz 2 – Emotion and Motivation</b> Cognition and Perception (RQH #8)	Ch9 345-382 #11
11	11/08 11/10	Social Behavior and Relationships (RQH #9)	Ch11 443-478 #12, #13
12	11/15 11/17	<b>NO CLASS – Faculty Retreat</b> <b>Quiz 3 – Social Behavior</b> Communication and Negotiation	#14
13	11/22 11/24	Physical Health <i>Okinawa</i> (Japan) video, <i>Nicoya</i> (Costa Rica) video <b>NO CLASS – Thanksgiving</b>	Ch13 519-540, 551-57
14	11/29 12/01	Mental Health (RQH #10) <i>Discuss Research Proposal</i>	Ch12 558-591 #15
15	12/06 12/08	<b>RQH Log #6-10 Due</b> Mental Health <b>Quiz 4 – Physical and Mental Health</b> Course wrap-up; Research Proposal consultation	#16
<b><u>Research Proposal Due on Moodle</u></b> Friday Dec 16 by 12 noon			

## **Class Policies**

- 1) **Academic Integrity:** You are expected to generate your own unique, and unless otherwise noted, independent work. Avoid plagiarism, that is, using another person's work, words, or ideas without properly crediting them. Obviously, do not cheat on exams by providing or benefiting from assistance. Follow the Haverford College Honor Code and consult the APA Publication Manual for proper citation practice.
- 2) **Technology Etiquette:** Please turn off or silence your phones. No texting permitted. I advise against using laptops for note-taking as they provide distractions and may detract from your ability to encode information. However, if you have a need for laptop use, please restrict your use to class activities. I assume we are all here to learn. Violations of this policy are rude to me and your peers, and will result in your being asked to leave.
- 3) **Emails:** I will try to respond to emails within 24 hours. The more specific and clear your question, the better I'll be able to address it. For any question that requires an extensive response, I may ask you to meet with me instead.
- 4) **Student Hours and Scheduling Appointments:** I highly encourage you to see me in student hours and/or to email to schedule appointments. These are ideal times to ask me questions you have or to discuss your thoughts and ideas.
- 5) **Missed quizzes:**
  - If you miss a quiz without a legitimate reason, you will receive a 0.
  - If you miss a quiz for a legitimate reason (serious illness, personal emergency), we will reschedule your make-up quiz. You must email me within 24 hours of the missed class.
  - If you know in advance about a conflict with a quiz, you must email me as soon as possible. I will consider alternative arrangements on a case-by-case basis. Note that you may be asked to take the quiz at an earlier date. Legitimate reasons for a conflict include, for example, attending a funeral and job interviews.
- 6) **Late papers:**
  - You may have an **automatic "no questions asked" 48-hr extension on ONE of the paper assignments** (cultural simulation paper, cultural self-assessment, RQH logs, research proposal). To use this 48-hr extension, you must email me before the paper is due to indicate you will be taking the extension. Use this wisely as you only get one penalty-free extension.
  - Otherwise, my policy is that for each 24 hour period of lateness, I'll deduct one grade point level. For example, if your paper is submitted 23 hours late, your original grade of a 3.7 would become 3.3. If your paper is submitted 30 hours late, the 3.7 becomes a 3.0.
- 7) **Grade Disputes:** If you believe that you did not receive a fair grade on a quiz or paper, you may submit a written grade dispute to me. The typed grade dispute should include the reason why you believe your work/answer is correct including references to readings or lecture material for support, and the number of points you feel you should have received. The dispute should be submitted to me within 1 week after the quiz or the date the paper was returned to you. I will consider your case and make any adjustments at my discretion.

## **IMPORTANT INFORMATION ON SUPPORTS AND RESOURCES**

### **Support, Access, and Disability**

I am committed to partnering with you on your academic and intellectual journey. I also recognize that your ability to thrive academically can be impacted by your personal well-being and that stressors may impact you over the course of the semester. If the stressors are academic, I welcome the opportunity to discuss and address those stressors with you in order to find solutions together. If you are experiencing challenges or questions related to emotional health, finances, physical health, relationships, learning strategies or differences, or other potential stressors, I hope you will consider reaching out to the many resources available on campus. These resources include CAPS (free and unlimited counseling is available), the Office of Academic Resources, Health Services, Professional Health Advocate, Religious and Spiritual Life, the Office of Multicultural Affairs, the GRASE Center, and the Dean's Office. Additional information can be found at <https://www.haverford.edu/deans-office-student-life/offices-resources>.

Additionally, Haverford College is committed to creating a learning environment that meets the needs of its diverse student body and providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please contact the Office of Access and Disability Services (ADS) at [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu). The Director will confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement.

If, at any point in the semester, a disability or personal circumstances affect your learning in this course, please do not hesitate to reach out to me. I want to be sure you are aware of the full range of resources and options available to you.

*It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access and Disability Services and then must speak to me. Other class members need to be aware that this class may be recorded.*

## **Psychology Peer Mentoring Program**

Student leaders in the psychology major run a peer mentoring program for students who are interested in exploring psychology at Haverford College as pre-majors and/or navigating the psychology major or minor. Peer mentors offer friendly support and advice in two formats – weekly drop-in hours for all in the Psychology Lounge (Sharpless 4<sup>th</sup> floor) and paired mentoring for committed psychology majors and minors. Keep an eye out for announcements regarding accessing the peer mentoring program.

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## **Office of Academic Resources**

**The Office of Academic Resources (OAR)** is positioned to help you navigate Haverford from customs to commencement. Our services are free and unlimited. Our office is located on the first floor of Stokes and you're welcome anytime to study, relax, caffeinate, and connect with peers and/or a kind staff committed to your success and wellbeing. We offer an array of services, workshops, themed seasonal study breaks, and other events throughout the academic year, but our two main support structures are:

- **Academic Coaching:** Work with a professional coach to set goals and develop a plan for success (however you define it). We facilitate conversations to explore 'how' to do college, from balancing time management goals, managing large, or competing, projects, developing discipline-specific study strategies, such as methods to engage and balance readings, and preparing for an exam, along with much more! Trust the process.
- **Peer Tutoring:** Work individually with a peer on gaining content and/or conceptual level mastery and practice in over 40 courses in 17 STEM & Language departments.

Please visit [haverford.edu/oar](https://haverford.edu/oar) to learn more about us and/or schedule an appointment. We look forward to supporting you.

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**Title IX**

Haverford College is committed to fostering a safe and inclusive living and learning environment where all can feel secure and free from harassment. All forms of sexual misconduct, including sexual assault, sexual harassment, stalking, domestic violence, and dating violence are violations of Haverford's policies, whether they occur on or off campus. Haverford faculty are committed to helping to create a safe learning environment for all students and for the College community as a whole. If you have experienced any form of gender or sex-based discrimination, harassment, or violence, know that help and support are available. Staff members are trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.

The College strongly encourages all students to report any incidents of sexual misconduct. Please be aware that all Haverford employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the Bi-College Title IX Coordinator: <https://www.haverford.edu/users/ktaylor4>

Information about the College's Sexual Misconduct policy, reporting options, and a list of campus and local resources can be found on the College's website: <https://www.haverford.edu/sexual-misconduct>