

12-48
App-10/2/12
Info-11/6/12

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: PSYC 481: Special Topics in Psychology -- Cultural Psychology

Instructor(s) of Record: Krys Kaniasty

Phone: 724-357-5559 Email: kaniasty@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Paul R. ... (Chair) Dept. 9/24/12
Signature of Department Designee Date

Endorsed:

[Signature] 9/25/12
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedquist 10/2/12
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

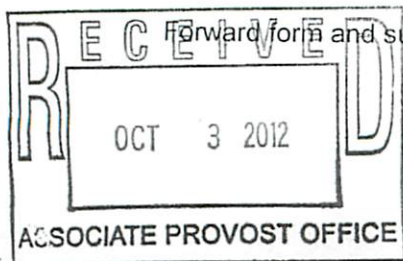
Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature] 10/5/12
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Received
SEP 25 2012
Liberal Studies

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: PSYC 481: Special Topics in Psychology – Cultural Psychology

Instructor(s) of Record: Dr. Krys Kaniasty

Phone: 724 -357 -5559

Email: kaniasty@iup

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

A1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

As a social and community psychologist, I conducted and participated in many studies concerning social support exchanges in the context of stressful life events at both individual (e.g., criminal victimization) and community (e.g., natural disasters) levels. My research examined mental health and sociopsychological consequences of potentially traumatic events in several countries with respondents representing different cultures, races or ethnicities. In USA, I studied large samples of European Americans, African Americans, and Latino Americans. In Mexico, our samples included contemporary Mexicans as well as indigenous peoples. I collected data in Poland from various population substrata (e.g., young, very old, rural, urban). In my nearly 30 years of studying stress and coping processes every time I design studies and analyze data I must consider race/ethnic/cultural factors. Almost all my empirical papers include race/ethnicity as a predictor of posttrauma functioning. Some of them were specifically devoted to cultural contexts of coping behavior (e.g., *Help-seeking comfort and receiving social support: The role of ethnicity and context of need; Placing age differences in cultural context: A comparison of the effects of age on PTSD after disasters in the U.S., Mexico, and Poland*). I have been maintaining scholarly and research collaborations with academician and mental health practitioners from all continents with exception of Antarctica (I am not giving up on it just yet). I was an editor of an international scholarly journal: *Anxiety, Stress and Coping: An International Journal* (<http://www.tandf.co.uk/journals/titles/10615806.html>). I am a current president of an interactional scholarly society: Stress and Anxiety Research Society (STAR, http://www.star-society.org/html/star_officers.html). The point I am trying to make is that my academic and scholarly career in psychology has been always closely tied to multicultural and international perspectives. I have studied cross-cultural and cultural psychology because it is a necessity in my line of research. I believe that these experiences prepared me well to teach a course devoted to cultural perspectives on human behavior.

My practice of distance education began in March, 2007 when I completed IUP's workshop "WebCT - Getting Your Course Online." Since Summer 2007, I have been teaching (at least once a year) a distance education course: PSYC 374 -Stress and Coping. This is a "designer course" because I created all the materials -- lists of readings, all lectures, presentations, assignments, and exams. This is not a course that uses publisher released resources. Hence, every

time I teach PSYC 374 on line I make revisions to the reading list, lectures/presentations, assignments, and essay questions for my exams. Every time I open a fresh "Forum" a new set of issues, special topics, and students' interests emerge. During the lifetime of the course I had to convert all my class resources from WebCT to MOODLE. That change in itself required training, affected the content of the course, and my interactions with students. Since Summer 2009, I also have been teaching an on-line course PSYC 330 – Social Psychology (the original distance education application was prepared by my colleague, Dr. Cora Lou Sherburne).

A2. How will each objective in the course be met using distance education technologies?

I decided to teach the Cultural Psychology course as a Special Topics course (PSYC481) because our department does not offer a course covering this content. I consider teaching this course a "pilot study." I hope to gather enough affirming evidence to develop this course as a standard offering at the undergraduate level by the Psychology Department. This course would augment attractiveness of available electives for our majors and minors. The content of this course is highly compatible with continuing efforts of our field in making psychology more cognizant of its own biases, more culture sensitive, and (frankly) less "Americanized" (i.e., researched mostly with white, relatively skilled and well-to-do, undergraduates).

Objective 1. To introduce students to contemporary theories and empirical research in psychology.

The overarching goal of Objective 1 is **METHODOLOGICAL**. Students must recognize psychology as a science that has created disciplined methods and empirical means of communicating facts, hypotheses, and theories. Students will recognize difficulties inherent in conducting psychological research in cultural and cross-cultural psychology. Students will be required to read the textbook, study my lectures (I do use some of the slides provided by the publishing house but customize and enhance them with my own materials and ideas) and read/engage in the supplemental materials that I will provide (i.e., additional readings, Websites, video clips, concurrently emerging relevant news items). I believe that teaching empirically-based thinking and rudimentary scientific methodology is most effective with the use of *GRAPHS*, *GRAPHS*, *TABLES*, & more *GRAPHS*, & more *TABLES*. My PowerPoint lectures will have numerous examples of research studies conducted in the field that will introduce students to different methodologies and associated with them difficulties in making strong (causal) inferences.

Objective 2. To examine the socio-cultural and international context of human behavior.

The overarching goal of Objective 2 is **EPISTEMOLOGICAL**. Students should learn to appreciate the importance of cultural factors in shaping human psychology. Students will demonstrate an understanding of the differences between universalist and relativist perspective in explaining their own and other people's actions. Students will realize that majority of contemporary theories in social, developmental, clinical, personality, and even community psychology have all-too-exclusively focused on a Western perspective. The class will show that what may hold true in many Western European and North American societies is not necessarily the norm in other societies, be they in Central/Eastern Europe, Asia, Africa

or indigenous to the Americans or Australia. To achieve these objectives, students will be required to thoughtfully read the textbook (the second edition of it was published in 2012 hence it is most current) as well as to study my PowerPoint lectures that will provide numerous instances of research findings showing (graphs, tables, photos, & video clips) how various ways of thinking and behaving differ across cultures. Although the premise of this course is based on cultural diversity, commonalities and similarities in human behavior will also be recognized and appreciated. One of the students' requirements will be to write a contextual analysis (6 pages long paper) of the influence of cultural dynamics as experienced by a movie character(s). I will provide the students with a list of several "culture-related" films (not hard to find, American and foreign) to select from (e.g., *Cairo Time*, *The Children of Sanchez*, *The Darjeeling Limited*, *Hotel Rwanda*, *The Joy Luck Club*, *Lost in Translation*, *The Namasake*, *Pot Luck*, *Stroszek*, *Vicky Cristina Barcelona*, *The Visitor*, *Walkabout*, *Whale Rider*). Students will be required to identify and reflect on cultural idiosyncrasies and similarities of the contexts and people depicted in the movies.

Objective 3. To encourage students to examine and heighten the appreciation of their own cultures and the cultures of people from their immediate social environments.

It will be important for students to understand their own cultural biases and prejudices. They also should recognize how privilege, power, and international politics may contribute to prejudice, discrimination, and inequity. Ultimately, this course may lay additional foundation for our students to interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural upbringings. The overarching goal of Objective 3 is PRACTICAL. Students ought to gain insights into their own conceptions of culture as well as their "ideologies or stereotypes" that govern their impressions of, and interactions with, those from different socio-economic-cultural milieus. Basically each chapter of the textbook and my lectures uncover sympathetic and deprecating cultural stereotypes and biases. There will be many structured opportunities for students (e.g., MOODLE FORUM TOOL) to discuss their own cultural experiences and ideas about how cultures created their perceptions of the world. Students will write a short essay (3-4 pages long) to address the question: "How does culture affect my own thoughts and behavior?"

A3. How will instructor-student and student-student, if applicable, interaction take place?

I will use the FORUM TOOL option for this course which will enable students to "talk" to me and with each other about issues covered in the course. All my lectures will include several DISCUSSION IDEAS that should initiate relevant discussions among the students. Each student will be required to respond to 3 DISCUSSION IDEAS per covered UNIT, for the total of 9 times. The responses must be written professionally and should make a point in 3-4 sentences. In addition, students will be able to send E-mail messages to me. My IUP E-mail address and phone numbers will be listed.

A4. How will student achievement be evaluated?

Student achievement will be evaluated based on their exam performance, the quality of their written assignments, and their participation in FORUM discussions. The course will be divided into 3 UNITS that revolve around the textbook chapters. For each unit, the students will take an exam composed of multiple-choice questions. The students will complete 2 written assignments (analysis of a cultural context of a film; analysis of how their own cultural background affects their psychology). Students will also earn part of their final grade based on their participation in FORUM discussions.

4. How will academic honesty for tests and assignments be addressed?

Exam questions will be based on the textbook's Test Bank that has over 400 multiple choice questions. I will write additional questions that will reflect material covered in my lectures not discussed in the textbook. Exam questions will be presented one at a time and students will not be permitted to return to previously presented questions. The amount of time that is allotted for each exam will be limited (e.g., 60 question in 70 minutes). The two writing assignments will require very specific (individualized) approach based on the content of each film and personal experience. It is unlikely that such "products" would be ready-made and available for purchase in term-paper writing services. The syllabus will include a statement about IUP's academic integrity policy.

(end)

A "bricks and mortar" version of the syllabus (Psychology Department does not offer a course covering this content)

PSYC 3## Cultural Psychology

3c-01-3cr

Prerequisite: PSYC 101

This course examines a selection of theoretical, empirical, and applied issues in understanding of cultural variation in human development and behavior. The class will explore how culture influences human thought and action.

Course Outcomes

Students completing this course should be able to:

- *Show familiarity with contemporary theories and empirical research in psychology
- *Recognize psychology as a science that has created disciplined methods and empirical means of communicating facts, hypotheses, and theories
- *Understand difficulties inherent in conducting psychological research in cultural and cross-cultural psychology
- * Recognize the socio-cultural and international context of behavior
- * Appreciate the importance of cultural factors in shaping human psychology
- * Demonstrate an understanding of the differences between universalist and relativist perspective in explaining their own and other people's actions
- *Express heightened appreciation of their own cultures and the cultures of people from their immediate social environments
- *Recognize how privilege, power, and international politics may contribute to prejudice, discrimination, and inequity.
- *Understand their own cultural biases and prejudices such that they will interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural upbringings.

Basic Course Outline

Cultural Psychology: Themes and Methods

Cultural Differences in Developmental and Socialization Processes

Culturally Defined Theories of the Self and Personality

Motivations for Self-knowledge, Self-enhancement, and Self-improvement

Perception and Cognition

Emotion and Cultural Display Rules

Interpersonal Attraction

Family and Close Relationships

Autonomy and Conformity

In-group and Out-group Social Dynamics

Helping Behavior and Cooperation with Others

Acculturation and Multiculturalism

Physical and Mental Health

Morality, Religion and Conceptions of Justice

**ONLINE (via MOODLE) COURSE SYLLABUS
PSYC 481: Special topics – Cultural Psychology
WINTER 2013**

Dr. Krys Kaniasty
Office: 305 Uhler Hall
Direct e-mail: kaniasty@iup.edu

PSYC 481: Special topics – Cultural Psychology

3c – 0 – 1 – 3cr

Prerequisite: PSYC 101

This course examines a selection of theoretical, empirical, and applied issues in understanding of cultural variation in human development and behavior. The class will explore how culture influences human thought and action.

Our personal contact should take place primarily via MOODLE and e-mail (kaniasty@iup.edu). I will check my e-mail every day and attempt to respond promptly to your questions, comments and other class-related concerns. Please always refer to “PSYC 481” in the subject line of your e-mails addressed to me to assure my immediate attention.

General Aims

This course is designed to provide an introduction to theories and research on cultural influences on human thoughts and actions. To what extent are our identities and behaviors common to people around the world or unique to our cultural environments? Modern psychology is still mainly embedded in a Western perspective that promotes unexamined assumptions that all human behavior can be explained by a similar and constant world view. However, recent psychological research clearly demonstrates that what may hold true in many contemporary Western European and North American societies is not necessarily the norm in other societies. To appreciate many of such differences this class will examine psychological constructs and theories through relativist and universalist perspectives, sometimes referred to as cultural psychology and cross-cultural psychology, respectively.

Although we will not cover everything there is to know about the literature on cultural and cross-cultural psychology, this course will present you with a good background into important issues concerning psychological diversity, and a solid foundation from which you can learn more about these topics.

Through textbook chapters, additional readings, my lectures, your written assignments and discussions we will explore both the similarity and cultural differences in human behavior. The primary goal of this course is to provide valuable, scientifically based information about human diversity and about how basic and complex psychological processes are shaped by cultural expectations and experiences. It is hoped that this information will be meaningful in the context of students’ life experiences.

Specific Objectives

After completing the course, the student shall:

METHODOLOGICAL OBJECTIVES

- *Become familiar with contemporary theories and empirical research in psychology
- *Recognize psychology as a science that has created disciplined methods and empirical means of communicating facts, hypotheses, and theories
- *Understand difficulties inherent in conducting psychological research in cultural and cross-cultural psychology

EPISTEMOLOGICAL OBJECTIVES

- * Recognize the socio-cultural and international context of behavior
- * Appreciate the importance of cultural factors in shaping human psychology
- * Demonstrate an understanding of the differences between universalist and relativist perspective in explaining their own and other people's actions

PRACTICAL OBJECTIVES

- *Express heightened appreciation of their own cultures and the cultures of people from their immediate social environments
- *Recognize how privilege, power, and international politics may contribute to prejudice, discrimination, and inequity.
- *Understand their own cultural biases and prejudices such that they will interact effectively and sensitively with people of diverse abilities, backgrounds, and cultural upbringings.

Textbook

Heine, Steven J. (2012). Cultural psychology. New York: W.W. Norton.

There may also be additional readings from other sources. All materials will be readily available as PDF files.

The readings and supplementary resources are organized into 3 UNITS corresponding to 3 weeks duration of the course. The materials will be presented within UNITS in a serial fashion. Please study these documents in the provided numerical sequence. The UNITS will become accessible as we move along.

Course logistics and requirements

A. Reading the textbook, additional readings, outlines, supplementary lectures and presentations

Each chapter will come with the CHAPTER LECTURE that I prepared for you in a form of PowerPoint Presentation in the PDF format. These outlines will help you ensure that you pay attention to the most important parts of each chapter. Although Heine's text is interesting, it is not always easy to follow. Some of the chapters will also be accompanied by a supplementary presentation (or other materials) based on and inspired by the particular part of the textbook.

Many of the lectures and presentations will have WEB-LINKS that will help you explore relevant sites (e.g., see the exact scale/instrument measuring a construct mentioned in the lecture). The materials will also contain "discussion questions/ideas" suggesting points that may be an interesting initiation for a

public exchange of your own experiences concerning the covered topics. All suggested questions for an UNIT are also presented as a set in a MOODLE forum — “POST YOUR DISCUSSION CONTRIBUTIONS – UNIT #.”

B. Discussions - your class participation

You will be required to initiate or respond to 3 discussion ideas per covered UNIT for the total of 9 times in the course. You can respond to my questions as well as start any relevant discussion on your own. Your responses must be written professionally and should make a relevant point of substance in 3 or more sentences. Hence, although you are welcome to be kind and encouraging in your reply to others in class, please do not expect courteous responses, or other niceties, to be counted toward the Discussion requirement. I will grade all responses simply as Very Interesting (=2), Acceptable (=1) or Unacceptable (=0). Here is an example of a “nice response” with “a zero informative value” that would be deemed as unacceptable: *“I agree with Joe. Good point, I think the same!”*

Do not forget that in order to earn the maximum number of points for discussions (18 = 100%) you must participate at least 3 times per UNIT (9 responses in just one Unit may give you only 6 points total for the entire Discussion requirement). Also, do not forget that your discussion contributions should be written professionally, and should not include negative or overly personal remarks about postings of other students.

Deadlines for posting your discussion comments are the same as the deadlines for completion of each UNIT’s exams. You will not be given a chance to make up discussion posts, thus please watchfully observe the schedule.

Although, I will not participate in these discussions, I will read your responses everyday and may choose to reply to all participants or any student privately. The intention here is for you to make the readings relevant to your lives, therefore my actual involvement might only constraint your creativity. You do not have to be right about the things you say or you do not need to know them scholarly -- you are expected to be thoughtful and motivated to explore the role of culture in your life or lives of others.

Please remember, if you have any questions related to the materials or content approach, me directly. If your concerns will be relevant for the entire class, I will share them with everyone.

C. Reflecting on my own culture – An essay

You will write a 4 page-long, double-spaced, essay that should answer the question: How does culture affect my life? You may want to consider the impact of your nationality, ethnicity, gender, language(s) you speak, religious/spiritual beliefs, sexual orientation, political perspective, or where you grew up and where you currently live, in developing your answer. References are not necessary for this essay and it can be longer than 4 pages.

D. Film analysis - Class paper

A paper of at least 6 double-spaced pages (not counting the title page, abstract and references) is also required. It will involve an analysis of a character or characters from a movie (film). Go to MOODLE’s Activities -- Assignment tool ([UPLOAD YOUR MOVIE ANALYSIS HERE](#)) to see a list of films and choose ONE to work with.

The films (of course) will be about how cultural expectations and contingencies shape experiences of a person or a group of people. In your essay you should attempt a **learned analysis of this material** and identify and reflect on cultural idiosyncrasies and similarities of the contexts and people depicted in the movies. I expect that you will (in other words: you must) **use and reference course materials** (e.g., specific parts of the textbook chapters) and, if you wish, other respectable sources of knowledge to analyze the movie you choose. Show me that you have learned something new in this class, show me that the class made you more sophisticated in understanding how cultures influence peoples values, choices, actions, and/or how cultures influence how we view others. I expect from you a piece of good thinking and writing that is informed by our readings and communicated with vocabulary appropriate for cultural psychology enthusiasts. **PLEASE NOTE:** This is not an English class assignment, therefore even well written paper that would not include cultural psychology-related (i.e., course-related) vocabulary, points of views, and references to class materials will not be considered as an adequate fulfillment of this assignment.

The movies I selected for you to view should be rather easy to rent from your local library, video store, or internet movie outfit. **DO NOT** wait until the night before the deadline to watch the film and write your paper. Chances are that the title you want will not be available, that your DVD player or computer will break in the middle of the movie, or that there will be a power shortage or tornado -- just to name a few lesser calamities...

The paper should be written in accordance with the APA writing (American Psychological Association, 6th edition) style. Not following the most obvious general APA guidelines (concerning the title page, running head, abstract page, margins, font size, line spacing, ways of citing materials in the text, and the references page) will of course affect your grade negatively. Help with APA writing style can be found at these (and many other) sites:

<http://owl.english.purdue.edu/owl/resource/560/01/>
http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

Grading and deadlines

Three exams will evaluate your mastery of material covered in each of the units. Please remember that all the materials posted on MOODLE are **REQUIRED READINGS!** Nothing is optional (unless explicitly stated). If a lecture or additional reading is posted within an **UNIT**, it is expected that you study it and be able to address an exam question corresponding to it.

Each exam must be taken between Monday and Wednesday of the unit's (week's) coverage and before the start of a subsequent unit (Thursday). The exams (70 minutes each in one uninterrupted attempt) will ask you to answer 60 (up to 70) multiple-choice questions.

Average of all 3 exams	= 66% of your final grade
Discussion posts sum	= 10% of your final grade
Essay about culture in your life	= 10% of the final grade.
Film analysis	= 14% of your final grade.

A letter grade for the course will be assigned according to the usual scale of 90-100=A, 80-89=B, and 70-79=C, etc.

Deadlines

Exams

Exam UNIT 1 -- must be completed by the hour 23:55 (11:55 PM), January 9th (Wednesday)

Exam UNIT 2 -- must be completed by the hour 23:55 (11:55 PM), January 16th (Wednesday)

Exam UNIT 3 -- must be completed by the hour 23:55 (11:55 PM), January 23rd (Wednesday)

Discussions

Unit 1 -- posted by the hour 23:55 (11:55 PM), January 9th (Wednesday)

Unit 2 -- posted by the hour 23:55 (11:55 PM), January 16th (Wednesday)

Unit 3 -- posted by the hour 23:55 (11:55 PM), January 23rd (Wednesday)

Reflecting on my own culture – An essay

Upload your essay by the hour 23:55, January 18th.

Film Analysis

Upload your completed paper by the hour 23:55, January 25th.

Final Thoughts

The deadlines for exams, discussions, and assignments must be taken seriously and followed. **THERE IS A LOT OF WORK TO DO IN THIS COURSE. YOU SHOULD EXPECT TO STUDY THE COURSE MATERIALS DAILY.** Late completion of exams or written assignments will be allowed **ONLY** in the case of a documented emergency, and **ONLY** if you have contacted me before the deadline to make arrangements.

For all exams and assignments, we will adhere to IUP's academic integrity policy, as spelled out in the Undergraduate Catalog. You must not share written assignments, turn in another's work as your own, or copy from the textbook or internet sources. See: <http://www.iup.edu/page.aspx?id=24475>

You must take the exams alone and not inform others about the questions being asked. These are very simple and honor based rules.

Notify me immediately if you are experiencing technical problems. I will try to help ASAP. Most of our contact will take place through e-mail. I consider e-mail between faculty and students to be professional communications. Simply, let's be respectful of each other.

I believe that taking an on-line course is actually more difficult than taking it face-to-face in class. This task is even more challenging in a 3-week long course!!! You will study 12 book chapters (out of 14). Of course, it will be your choice how much time you want to spend working in this class thus the success of this experience will greatly depend on your study habits and time management. I hope you will learn a lot and will enjoy the course.

KK

THE OUTLINE OF TOPICS AND READINGS

UNIT I > January 2 – January 9

**Introduction; Culture & Human Nature; Methods for Studying Culture and Psychology;
Development and Socialization**

Heine, Chapters 1, 2, 4, & 5
Supplementary materials

UNIT II > January 10 – January 17

Self and Personality; Motivation; Cognition and Perception; Interpersonal Attraction and Groups

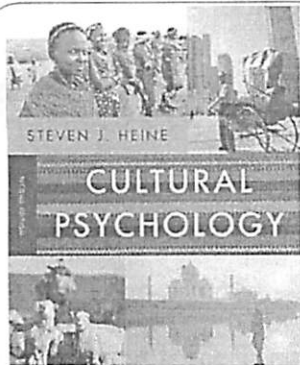
Heine, Chapters 6, 7, 8, & 9
Supplementary materials

UNIT III > January 18 – 23

Physical Health; Mental Health; Morality, Religion, and Justice; Emotions

Heine, Chapters 11, 12, 13, & 14
Supplementary materials

End. (September 20, 2012)



Chapter 1—Introduction
People from different cultures
also differ in their psychology

PSYC 481 – Cultural Psychology

Dr. Krys Kaniasty
Winter 2013

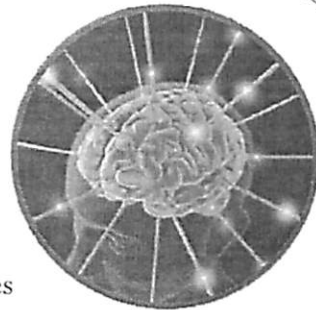
Chapter Objectives

- In this chapter, you will:
 - Know the overriding themes in cultural psychology
 - Understand the challenges to defining “culture”
 - See the historical process by which cultural psychology developed
 - Appreciate how cultural psychology differs from general psychology
 - Differentiate between various degrees of universality
 - Understand how something can be considered universal or culturally variable
 - Learn about the basis of the limited generalizability of much of current psychological data
 - Appreciate why cultural psychology, as a discipline, is important

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Overriding Themes in Cultural Psychology

- The main theme of the course
 - Psychological processes are shaped by experiences
- Universal brains vs. cultural experiences
 - Psychological processes are constrained and afforded by the neurological structures that underlie them
 - The brains that people are born with are virtually identical around the world
 - We share the same constraints and affordances of a universal human brain
 - How are humans similar, and how are they different?
 - The tension between UNIVERSAL psychologies and CULTURALLY variable psychologies will be another theme of this course



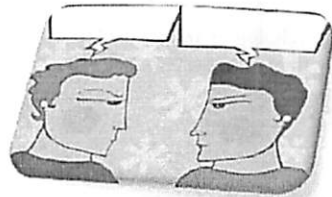
Defining “Culture”

- Information acquired from other members of a species
 - Culture is any kind of idea, belief, technology, habit, or practice that is learned from others
 - We are a “cultural” species
- A group of people who have a shared context (geographical, historical, linguistic, etc.)
 - People within a given culture might attend the same cultural institutions, engage in similar cultural practices, follow the same rules
- What are some challenges in defining “culture?”

Discussion



- Most of you, most likely, are members of a so called “Western culture”... try to define what it means to be a Westerner?
- If you are a member of a non-Western culture, please define it for us and describe what it means to be a part of your culture...



Challenges to Defining “Culture”

- “Cultural” boundaries are not distinct and often unclear.
- “Cultures” are dynamic and change over time.
- Just as much within-culture variation exists as between-culture variation.

Discussion



- Many people use the term “culture” in reference to dynamic groups of individuals that share a similar context, are exposed to many similar cultural messages, and contain a broad range of different individuals who are affected by those cultural messages in divergent ways
- Can we speak of a *FACEBOOK* culture?
 - How would you define it for someone who never used an online social network (e.g., *me – KzK*)



Origins of Cultural Psychology

- 1921—Wilhelm Wundt’s *Volkerpsychologie*
 - Recognized that cultural products (e.g. language and customs) have an effect on mental processes



<http://plato.stanford.edu/entries/wilhelm-wundt/>

- 1920’s—Russian cultural-historical school
 - Luria, Vygotsky, and others recognized that people-environment interactions are done using “tools” or cultural ideas that accumulate over the span of history.



http://www.youtube.com/watch?v=7J195QMny_4

Origins of Cultural Psychology

- Interest in cultural influences on mental processes waxed and waned after 1930s.
- 1960s—field gained momentum
- 1980s to 1990s—Shweder, Triandis, Markus, Kitayama, and others: Monumental contributions to the field
 - Cultural psychology established itself as a separate discipline within mainstream psychology



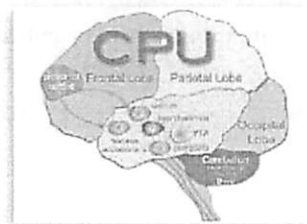
<http://psychology.uchicago.edu/people/faculty/rshweder.shtml>

<http://www.stanford.edu/~hazelm/cgi-bin/wordpress/>

http://sitemaker.umich.edu/shinobu.kitayama/research_interests

General Psychology vs. Cultural Psychology

- General psychology
 - Focus on universals
 - Human brain = CPU
 - The goal of psychology is to understand how the CPU works, and how natural laws govern human thought.
 - Context and content of thought is largely just noise.
 - Obscures our ability to understand CPU



Name these emotions...



<http://www.paulekman.com>

anger,
surprise,

happiness,
sadness,

disgust,
fear



<http://www.paulekman.com>

Famous example of “people are the same wherever you go”
Facial Expressions of Emotion

- Paul Ekman and others (see chapter 14) have conducted numerous studies indicating that the ability to interpret at least the six major emotions is cross-cultural—part of being human and not a product of people’s cultural experience



<http://www.youtube.com/watch?v=rAPbyzofRHU>

- Paul Ekman traveled to Papua New Guinea and studied a tribe which had been in isolation since the Stone Age.
- He and Friesen (1971) observed that these people were able to identify emotional expressions with a high degree of reliability by looking at photographs of people from cultures with which they had not been in contact



General Psychology vs. Cultural Psychology

- Cultural psychology
 - Focus on cultural variation
 - Thoughts are shaped by contexts; contexts inform the content of our thoughts
 - A simple act of a female American college student going out to have a cappuccino may mean SO MANY different things to us (or it is to US? :-)
 - Many of the possible meanings (for US) of that simple action are simply incompatible with some other cultural scripts
 - Cultural meanings are thus entangled with the ways the mind operates and we cannot consider the mind separate from its culture



Culturally Universal vs. Culturally Variable

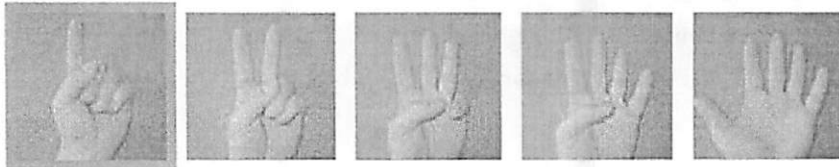
- Mathematical reasoning
 - Universal: The number "2"
 - Variable: Numbers beyond "3"
- Color words
 - Universal: The color "black"
 - Variable: The color "green"
- Norms
 - Universal: Smiling when happy
 - Variable: Biting tongue when embarrassed

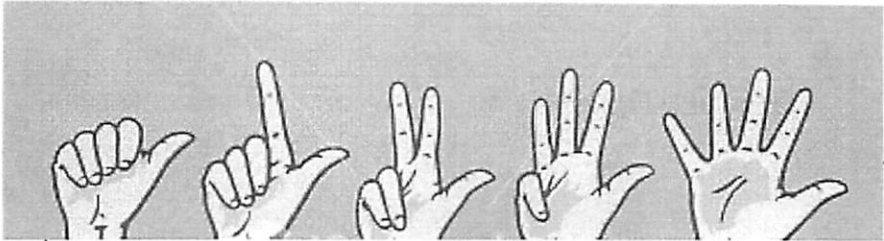
Count with your fingers

ONE to FIVE


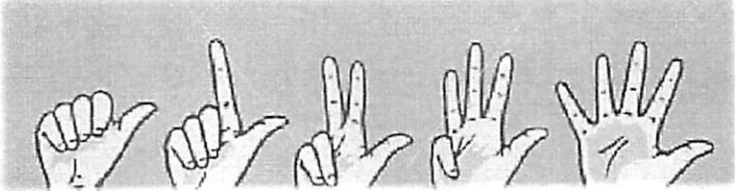

Count with your fingers

ONE to FIVE







ONE to FIVE



Did you see "*Inglourious Basterds*"?



http://www.digplanet.com/wiki/Finger_counting



The Sambia



- Tribe in Papua New Guinea
- Culturally ingrained initiation for boys to transform into men

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The Sambia

- Initiation practices are used to transform boys into men.
 - Piercing septum of nose
 - Thrashing boys with sticks
- Initiation also includes older men giving *jerungdu* to boys
 - Achieved through boys performing oral sex
 - Semen seen as physical basis of *jerungdu*
 - Males seen as incapable of producing semen

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The Sambia

- Believe that femaleness is innate natural essence; maleness must be cultivated
- Boys are seen as existing in a female world and are contaminated by mothers' wombs.
- Very important to rid boys of feminine habits and transform them into brave men

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The Sambia

- Throughout one's life, a male engages in:
 - Ingestion of semen from around ages 7 to 15
 - Receiving fellatio to impart semen at 15
 - Heterosexual contact with wife after age 17 (and some homosexual contact still)
- Females expected to be heterosexual throughout lifespan

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The Sambia

- Sambian males thus go through homosexual, bisexual, and heterosexual phases throughout their lives.
- Sexuality, seen as a core identity in Western cultures, is more dynamic in Sambian society.
- Question for consideration: What aspects of sexuality are human universals?

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The Cultural Brain

- Even activation of brain structures can be subject to cultural influences.
- These processes show that the mind is enmeshed with culture.

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Discussion

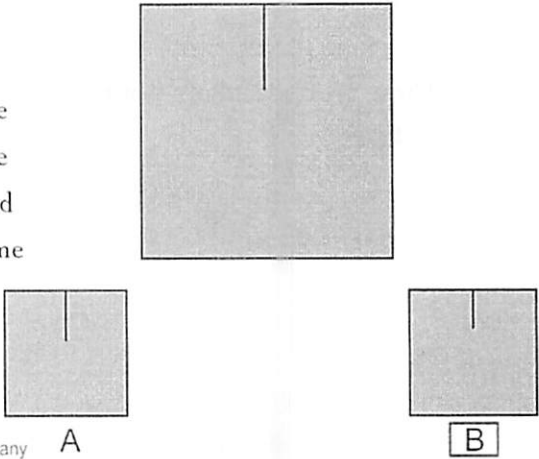


- How would you describe yourself in terms of your gender and/or your own sexuality?
 - Think of 6 ways in which your gender or your sexuality affects the way you behave?
 - Are you surprised with your numbers 5 and 6?
 - Would you share a couple of your choices with ?



(Modified) Figure-Line Task

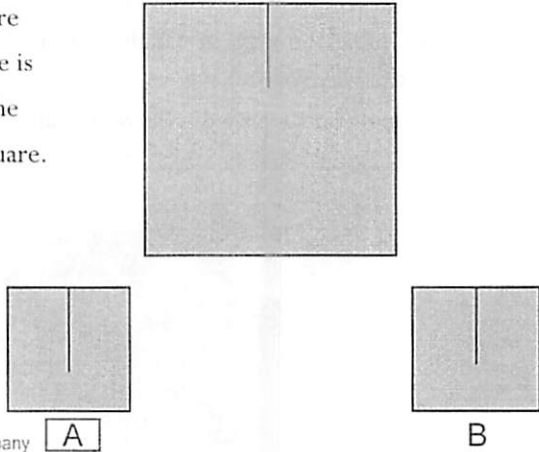
- Here's a task used to show how culture shapes the mind.
- Relative task:
Find the box (A or B) where the relationship between the length of the middle line and the size of the box is the same as that with the large box.



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(Modified) Figure-Line Task


- Absolute task:
Find the box (A or B) where the length of its middle line is the same as the length of the middle line in the large square.



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Look at the stimulus. Do not measure the length of the line in it

Stimulus




In the "absolute task" square, draw a line that is as close as possible to the *absolute length* of the line in the stimulus. Then, in the "relative task" square, draw a line that is as close as possible to the *relative length* of the line in the stimulus—that is, the line should be one-third the height of the "relative task" square. Measure each of your lines with a ruler

Absolute task



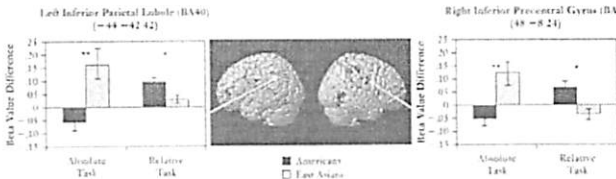
Relative task



Result:
The "absolute" line should be 12 mm long. The "relative" line should be 6 mm long.

Explanation:
As we'll explore more in chapter 8, people from western cultures tend to perform better at the absolute task. People from non-western cultures tend to perform better on the relative task. Which task were you more accurate in? Is this result consistent with what researchers would expect, given your cultural background?

Figure-Line Task



Left Inferior Parietal Lobule (BA40)
(-44 -42 42)

Right Inferior Precentral Gyrus (BA6)
(48 -8 24)

Brain Value Difference

Absolute Task Relative Task

Americans East Asians

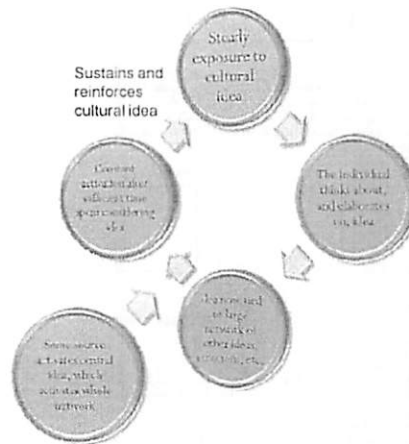
(Hedden et al., 2008)

- East Asians show more activation of the left inferior parietal lobule and the right precentral gyrus on the absolute task; Americans showed more activation on the relative task.
- Both regions of activation are associated with attentional control.
- When people performed the culturally "less-familiar" task, they showed more evidence for attentional control.

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How Does Culture Work?

- One *possible* mechanism:



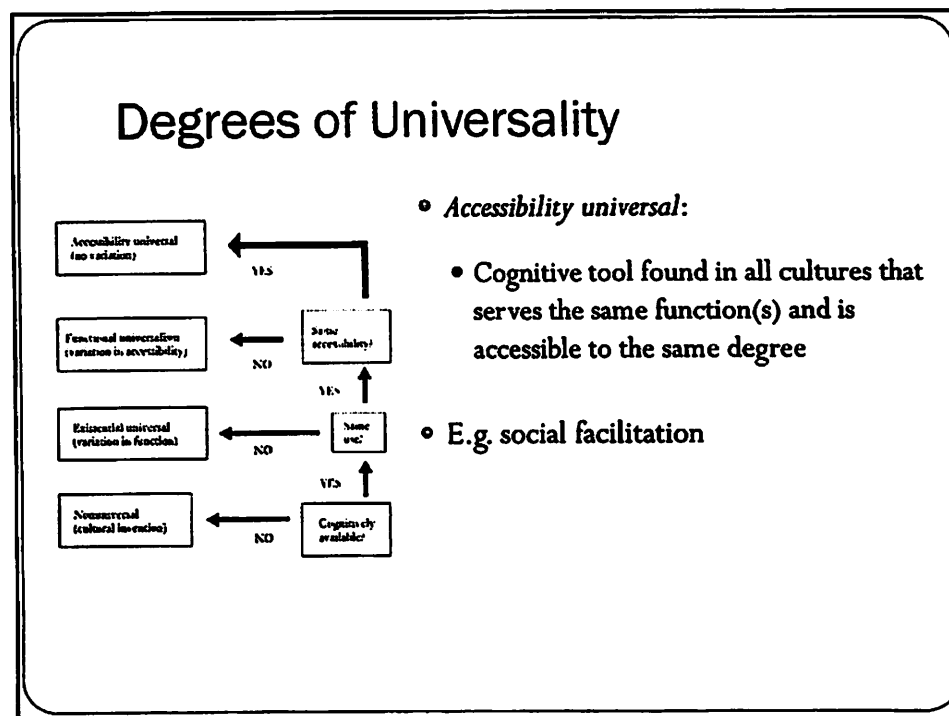
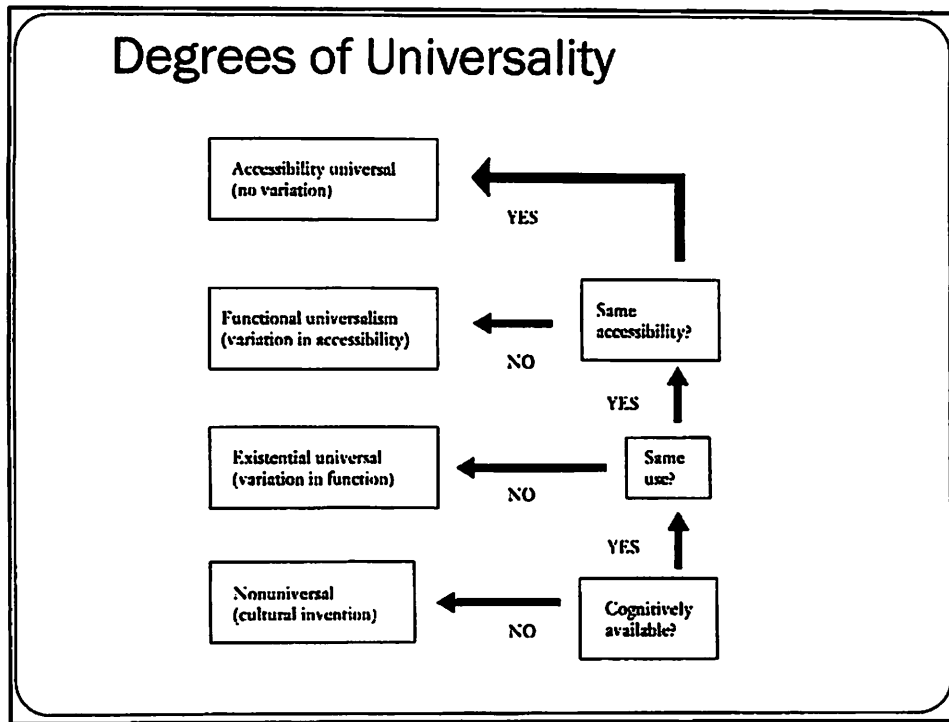
Determining Universality vs. Variability

- Level of analysis
 - Whether a process is universal or culturally variable often hinges on the level of definition.
 - Abstract definition generally leads to evidence supporting universality.
 - E.g. marriage = formal arrangement between man and woman accompanied by sexual exclusivity
 - Concrete definition generally leads to evidence supporting variability.
 - E.g. marriage = man and woman falling in love and agreeing to spend their lives with each other



<http://www.youtube.com/watch?v=gwtb7jz8G4k>

This is a longer piece (19 min.) but worth listening to



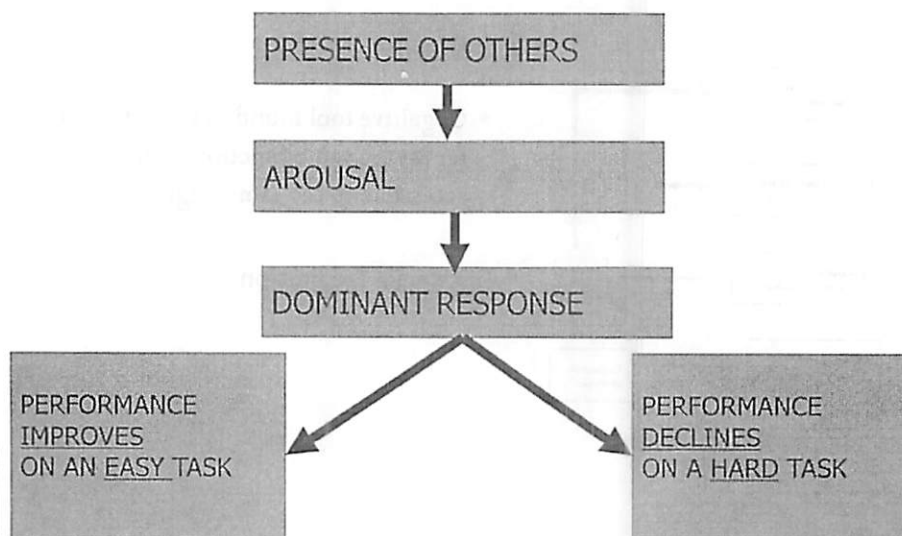
Social Facilitation: When the Presence of Others Energizes Us



Social Facilitation

The tendency for people to do better on simple tasks and worse on complex tasks when they are in the presence of others and their individual performance can be evaluated.

Social Facilitation: Robert Zajonc Model



Social facilitation occurs in both insects and humans

Robert Zajonc and colleagues (1969) devised an experiment involving cockroaches running a maze.

They constructed a simple maze where the cockroaches would either run the maze alone or in the presence of other cockroaches (figure 1).

They also constructed a complex maze in which the roaches either ran alone or in the presence of other roaches (figure 2).

Consistent with Zajonc's model, found that having an audience improved performance in the simple maze whereas having an audience decreased performance in the complex maze.

Remember: the study participants were cockroaches!!

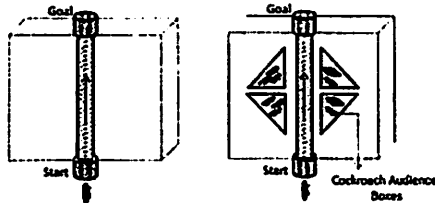


Figure 1. Simple maze

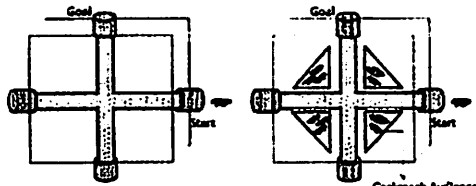
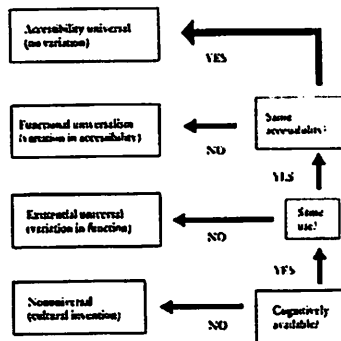


Figure 2. Complex maze

Degrees of Universality



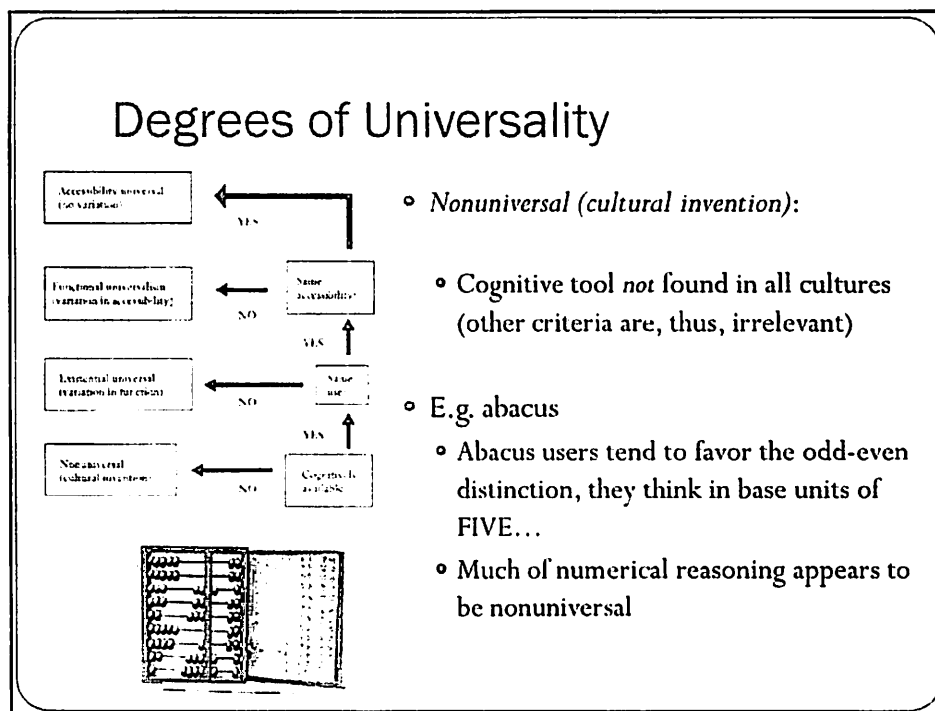
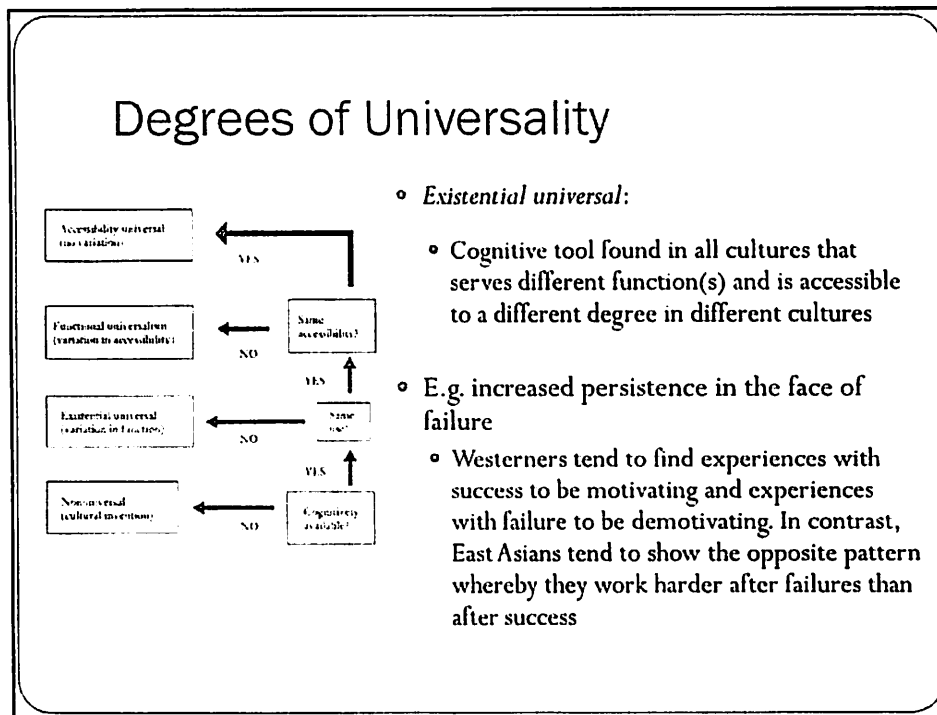
◦ *Functional universal:*

◦ Cognitive tool found in all cultures that serves the same function(s) but is used to different degrees in different cultures

◦ E.g. fairness-based punishments

More on Henrich at al (2006)

<http://www.wired.com/wiredscience/2010/03/evolution-of-fairness/>



Discussion



- It has been difficult to determine what processes are universal or culturally variable.
- How might something be universal and culturally variable at the same time?



Psychology Is WEIRD

- Most research can make sense of, and originate from, WEIRD societies:

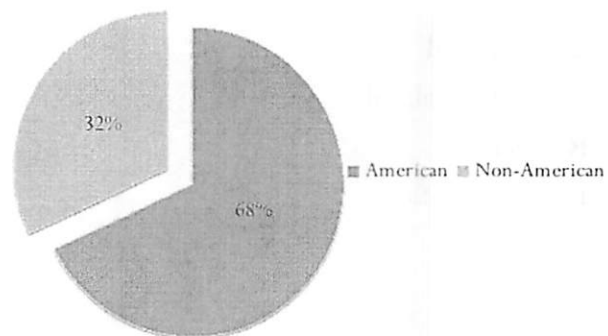
W estern
 E ducated
 I ndustrialized
 R ich
 D emocratic

Psychology Is WEIRD

- Evidence for WEIRD thinking has been shown by contrasting:
 - Industrialized vs. nonindustrialized societies
 - Western vs. non-Western societies
 - Americans vs. other Westerners
 - University-educated Americans vs. other Americans

Psychology Is WEIRD

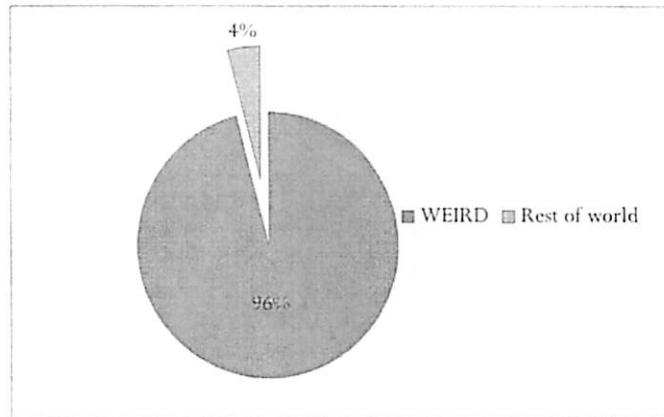
- 68% of psychology participants are Americans



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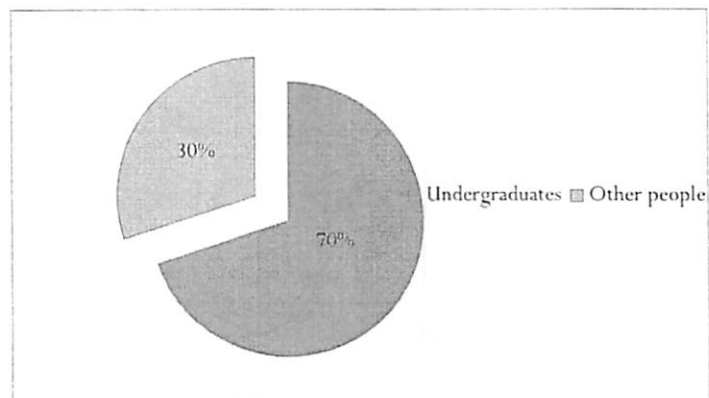
Psychology Is WEIRD

- 96% of psychology participants are from Western, industrialized countries.



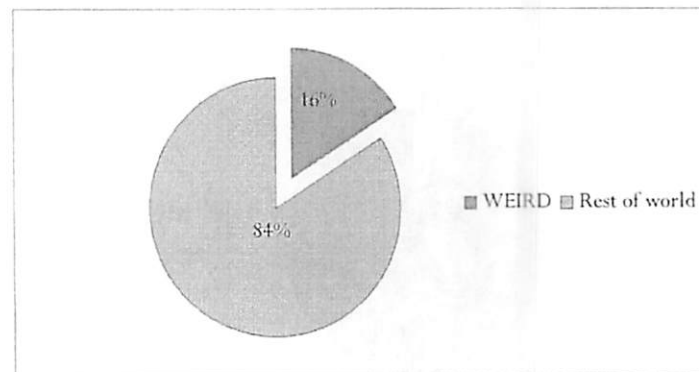
Psychology Is WEIRD

- Even more problematic: 70% of participants are psychology undergraduates



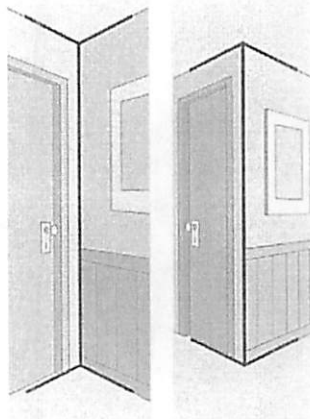
Psychology Is WEIRD

- But WEIRD countries only make up approximately 16% of world's population



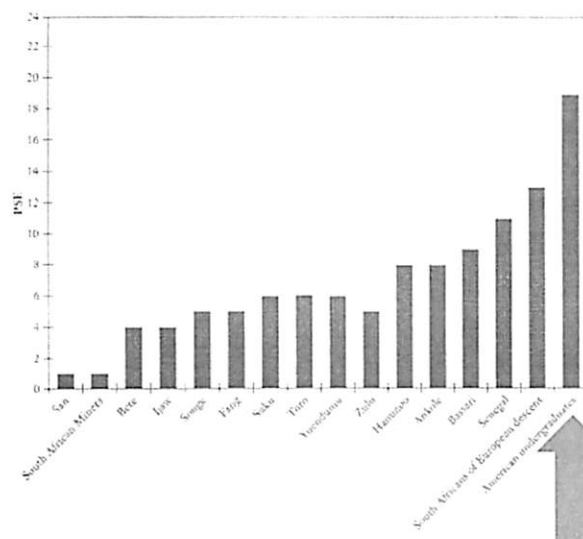
Example of WEIRD Finding

- Müller-Lyer illusion demo



Example of WEIRD Finding

- How does the United States stack up against other cultures?



The Müller-Lyer illusion is only an illusion in some cultures.

If you wanted to estimate the prevalence and magnitude of this illusion, you would get an exaggerated estimate if you focused on American samples

What Do We *Really* Know?

- Psychology studies have been focused on WEIRD people and WEIRD societies.
- Such participants are not representative of the rest of the human population.
- Responses tend to be toward the extremes.



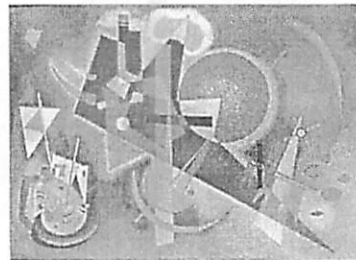
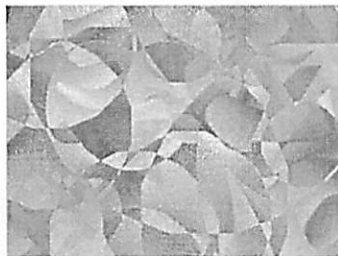
Importance of Cultural Psychology

- Without seeing how culture shapes psychological processes, we get a limited/incomplete understanding of how the human mind works.
- Especially important in multicultural societies
 - How does a color-blind approach compare to a multicultural approach?

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Importance of Cultural Psychology

- Recognize our own ethnocentrism
 - Perceiving one's own culture as a standard of comparison
 - Tendency to judge people from other cultures by comparing them to our culture



In a series of experiments by Tajfel (1974), participants were first asked to express their opinions about artists they had never heard of and were then randomly assigned to a group that appreciated either the "Klee style" or the "Kandinsky style," ostensibly due to their picture preferences. Discrimination toward each other emerged!

Discussion



- What issues (if any) arise for you when you interact with persons of different nationality or ethnicity?
- Can you recall a moment in your life when your behavior was misunderstood by others (from different cultural backgrounds) and led to unintended consequences?
 - (hopefully not severe but potentially funny)
 - or, maybe you misunderstood the behavior of someone from a different culture?



http://www.youtube.com/watch?v=6_WAm13cMdk

Summary

- Cultures are difficult to define because cultural boundaries are unclear, and cultures are dynamic.
- Cultural psychology vs. general psychology have different foci (focuses) and premises.
- Psychological processes have different degrees of universality.
- Much of current psychology is WEIRD.
- Cultural psychology provides an important perspective on how the human mind works.

