

PSYCH 75: INTRODUCTION TO CULTURAL PSYCHOLOGY
Winter Quarter 2017

Lecture: Tuesday and Thursdays 1:30PM – 2:50PM, location 420-041
Discussion Section: Thursdays and Fridays

Hazel Rose Markus (hmarkus@stanford.edu)
Jordan Hall (Bldg. 420), Room 256
Office hours: Thursday or Friday afternoons, by appointment

COURSE WEBSITE

We will be using Canvas (<http://canvas.stanford.edu>) for this class. Required reading materials, assignments, and announcements will be posted on the course website. It is your responsibility to check this website regularly.

COURSE DESCRIPTION

This course examines the sociocultural sources of diversity in self, agency, thinking, emotion, motivation, development, and relationships. It is a broad survey of how the ideas and practices associated with various regions of the world, social class, race, gender, and religion construct, maintain, and change psychological tendencies.

REQUIRED READINGS

Markus, H. R., & Conner, A. (2014). *Clash! How to thrive in a multicultural world*. New York: Hudson Street Press.

Heine, S. J. (2016). *Cultural psychology*. New York: Norton. 3rd Edition.

Other reading assignments will be available on Canvas.

REQUIREMENTS

NOTE: This is a Writing in the Major (WIM) course.

The assigned articles and chapters are to be read by the date indicated. Other requirements include one long written assignment, a midterm, film and play events and responses, online questionnaires, and a final, as well as section attendance, in-class activities, and participation. Attendance at lectures, sections, and the play event is mandatory. Film screening attendance is preferred, but students can also plan to watch the films independently. See below for a more detailed description of the requirements.

Writing assignment:

Writing assignments will require you to utilize course readings in order to construct a thorough, thoughtful, and critical analysis of the assignment theme. There will be one long paper assignment (approx. 4-5 pages) which will be available on Canvas on **Thurs, Jan 19**. An outline will be due one week later on **Thurs, January 26**. A first draft of the paper will be due on **Thurs, Feb 21**. You will receive feedback and then the final paper with revisions will be due on **Thurs, March 7**. You must upload a soft copy of the assignments to Canvas before class on the dates they are due.

Exams:

There will be one take-home midterm and one take home final exam. The take-home midterm exam will draw on readings and lectures through Week 4 and will be distributed in lecture on **Thurs, Feb 2** and due the following **Thurs, Feb 9** in class. The take-home final exam will draw on readings and lectures from Week 5 – Week 9. The exam will be distributed in lecture on **Thurs, Mar 14**, and due the following week on **Tues, Mar 21**. You must upload a soft copy to Canvas before class.

In-class activities:

Throughout the quarter, the lecture will incorporate in-class activities. You must be present in class to receive credit for completing these activities. There are NO make-ups for in-class activities.

Film events:

There will be three film events. You are required to participate in at least one film event. The films will take place **7:30 PM – 9:30 PM** on Tues: **Jan 17, Feb 9, and Feb 21**, location TBD. If you cannot attend the event, you can watch the film on your own. More details about the films will be provided during the quarter. If you participate in more than one film event, you can earn extra credit.

There will also be a live performance in class on Feb 28.

For each film and performance event, you will write a 1-page (double-spaced) response paper, which will be due on the following Friday or Sunday after the event. See the schedule below for exact dates. Response papers should analyze how the film represents particular ideas and practices from the cultural context of focus. Papers should have a central argument and key examples from the film to support your argument. Response papers must be uploaded to Canvas before class. More details will be provided on what we expect for the response paper during the quarter and on Canvas.

Online questionnaires

You are required to complete online questionnaires at the beginning and at the end of the quarter. More details will be provided on Canvas.

Section requirements:

Each section will be led by advanced graduate students. Sections will meet once a week for 50 minutes and take place on either Thursday or Friday. The following requirements will contribute to your section grade.

- Section attendance and participation
- Sign up to present (More info to come in section)
- Office hours

You must attend the office hours of your section leader at least once during the quarter. This will allow your section leader to check in with you and discuss your progress in the course. A good time to take advantage of office hours is before you turn in your 4-5 page paper to receive feedback on your ideas.

Late Submissions Policy

All assignments must be turned in on time. Any assignments that are received past the deadline for any reason will receive a penalty (one letter grade for every day late).

Grading breakdown:

- 15% – Outline and 1st draft of long paper
- 15% – Revisions of long paper
- 15% – Midterm
- 15% – Film and performance responses
- 15% – Final
- 25% – Section and in-class activities

TEACHING ASSISTANTS

Juan Arias – jmarias@stanford.edu (CERAS 202) <u>Office hours:</u> Wednesdays, 2:30 PM - 4:30 PM	Discussion section (160-325) Fridays 1:30PM – 2:20PM
Shannon Brady – stbrady@stanford.edu (CERAS 409) <u>Office hours:</u> Fridays, 9:00-10:20 AM, 11:20 AM-12:00 PM	Discussion section (160-323) Fridays 10:30AM – 11:20PM
Ellie Chestnut – ekc@stanford.edu <u>Office hours:</u> Tuesdays & Thursdays, 3:00 PM - 4:00 PM	Discussion section (420-050) Thursdays 5:30PM – 6:20PM
Camilla Griffiths – camillag@stanford.edu (420-248) <u>Office hours:</u> Thursdays, 3:00 - 4:00 PM; Fridays, 12:30 - 1:30 PM	Discussion section (160-314) Fridays 11:30AM – 12:20PM
Caitie Handron (Head TA) – handron@stanford.edu (420-378) <u>Office hours:</u> Wednesdays, 1:00 PM - 3:00 PM	Discussion section (160-323) Thursdays 4:30PM – 5:20PM
Sal Lempert – slempert@stanford.edu (420-378) <u>Office hours:</u> Tuesdays, 3:00 PM - 5:00 PM	Discussion section (160-325) Thursdays 3:00PM – 3:50PM
Takuya Sawaoka – sawaoka@stanford.edu (420-396) <u>Office hours:</u> Tuesdays, 3:00 PM - 5:00 PM	Discussion section (160-322) Fridays 12:30PM – 1:20PM
Amy Stillwell – astillwe@stanford.edu (Coho) <u>Office hours:</u> Thursdays, 5:30-7:30 PM	Discussion section (100-101k) Thursdays 4:30PM – 5:20PM
Lucy Zhang Bencharit – ylzhang@stanford.edu (420-181) <u>Office hours:</u> Wednesdays, 11:00 AM-1:00 PM	Discussion section (160-322) Thursdays 4:30PM – 5:20PM

Any Head TA questions should be directed to Caitie (handron@stanford.edu).

Brief Schedule of Topics and Assignments

Week 1

Tue, Jan 10 – Cultural Psychology: What Is It?; **Receive** online questionnaire 1
 Thurs, Jan 12 – Models of Person, Self, and Agency
 Fri, Jan 13 – **DUE** online questionnaire 1 by 5:00 PM
 Sat, Jan 14 - **Receive** online questionnaire 2

Week 2

Tue, Jan 17 – European American Culture Cycles;
 Tue, Jan 17 – **Film Event 1**, 7:30PM – 9:30PM
 Wed, Jan 18 - **DUE** online questionnaire 2 by 5:00 PM
 Thurs, Jan 19 – European American Culture Cycles (Guest Lecturer: Alana Conner); **Receive** Paper Assignment
 Fri, Jan 20 – **DUE** Film Event 1 response paper by 5PM

Week 3

Tue, Jan 24 – Japanese Culture Cycles (Guest Lecturer: Takuya Sawaoka)
 Thurs, Jan 26 – Chinese Culture Cycles (Guest Lecturer: Alyssa Fu Ward); **DUE** Outline of Paper

Week 4

Tue, Jan 31 – South Asian Culture Cycles
 Thurs, Feb 2 – Middle Eastern Culture Cycles (Guest Lecturer: Ezgi Akcinar); **Receive** Midterm Exam

Week 5

Tue, Feb 7 – Downward Social Constitution: From Difference to Inferiority and Superiority
 Thurs, Feb 9 - American Indian Culture Cycles (Guest Lecturer: Stephanie Fryberg); **DUE** Midterm exam
 Thurs, Feb 9 – **Film Event 2**, 7:30PM – 9:30PM
 Sun, Feb 12 – **DUE** Film Event 2 reaction paper by 5PM

Week 6

Tue, Feb 14 – African American Culture Cycles (Guest Lecturer: Tiffany Brannon)
 Thurs, Feb 16 – Mexican/Latino American Culture Cycles (Guest Lecturer: Rebecca Carey + Nidia Ruedas-Gracia)

Week 7

Tue, Feb 21 -- Culture and Cognition; **DUE** 1st Draft of Paper
 Tue, Feb 21 – **Film Event 3**, 7:30PM – 9:30PM
 Thurs, Feb 23 – Culture and Emotion (Guest Lecturer: Batja Mesquita)
 Fri, Feb 24 – **DUE** Film Event 3 reaction paper by 5PM

Week 8

Tue, Feb 28 – Live performance
 Thurs, Mar 2 – Culture and Relationships
 Fri, Mar 3 – **DUE** Performance reaction paper by 5PM

Week 9

Tue, Mar 7 – Culture and Development; **DUE** Long paper
 Thurs, Mar 9 – Multicultural Worlds, Multicultural Selves;

Week 10

Tue, Mar 14 – Course Wrap-Up: Receive Final
 Thurs, Mar 16 – (no class)

Final

Tues, Mar 21 - **DUE** Final by 5PM

SCHEDULE OF TOPICS AND REQUIRED READINGS

(*Readings indicated by an asterisk are optional)

Week 1 Tuesday, Jan 10 – Cultural Psychology: What Is It?

Heine, S. J. (2016). What is cultural psychology? In *Cultural psychology* (pp. 3-33). New York: Norton.
Read only pages noted!

*Adams, G., & Markus, H. R. (2004). Toward a conception of culture suitable for a social psychology of culture. In M. Schaller & C. S. Crandall (Eds.), *The psychological foundations of culture* (pp. 335-346). Mahwah, NJ: Erlbaum. **Read only pages noted!**

*Shweder, R. (1995). Cultural psychology: What is it? In N. R. Goldberger & J. B. Veroff (Eds.), *The culture and psychology reader* (pp. 41-86). New York: New York University Press.

Week 1 Thursday, Jan 12 – Models of Person, Self, and Agency

Markus, H. R., & Conner, A. (2014). *Clash! How to thrive in a multicultural world*. New York: Hudson Street Press. **Intro, Chapters 1, 2 and 10.**

*Heine, S. J. (2016). Culture and human nature. In *Cultural psychology* (pp. 33-66). New York: Norton.
Read only pages noted!

Week 2 Tuesday, Jan 17 – European American Culture Cycles

Markus, H. R., & Conner, A. (2014). *Clash! How to thrive in a multicultural world*. New York: Hudson Street Press. **Chapters 6 and 8.**

Heine, S. J. (2016). Motivation. In *Cultural psychology* (pp. 299-322). New York: Norton. **Read only pages noted!**

Lander, C. (2008). *Stuff White people like: A definitive guide to the unique taste of millions* (pp. 3-26). New York: Random House Digital, Inc. **Read only pages noted!**

*Hochschild, J. L. (1995). What is the American dream? In *Facing up to the American dream* (pp. 15-38). Princeton: Princeton University Press.

Week 2 Thursday, Jan 19 – European American Culture Cycles

Markus, H. R., & Conner, A. (2014). *Clash! How to thrive in a multicultural world*. New York: Hudson Street Press. **Chapters 3 and 5.**

Lubrano, A. (2003). Introduction. In *Limbo: Blue-collar roots, white-collar dreams* (pp. 1-29). New York: Wiley.

Heine, S. J. (2016). Motivation. In *Cultural psychology* (pp. 322-343). New York: Norton. **Read only pages noted!**

*Heine, S. J. (2016). Physical health. In *Cultural psychology*, (pp. 519-557). New York: Norton. **Read only pages noted!**

Week 3 Tuesday, Jan 24 – Japanese Culture Cycles (Guest Lecturer: Takuya Sawaoka)

Markus, H. R., Mullally, P. R., & Kitayama, S. (1997). Selfways: Diversity in modes of cultural participation. In U. Neisser & D. Jopling (Eds.), *The conceptual self in context: Culture, experience, self-understanding* (pp. 16-22). New York: Cambridge University Press. **Read only pages noted!**

Lewis, C. C. (1995). Discipline: How peers and teachers manage misbehavior. In *Educating hearts and minds* (pp. 124-148). New York: Cambridge University Press.

Week 3 Thursday, Jan 26 – Chinese Culture Cycles (Guest Lecturer: Alyssa Fu Ward)

Heine, S. J. (2016). Cognition and perception. In *Cultural psychology*, (pp. 345-374). New York: Norton. **Read only pages noted!**

Li, J. (2005). Mind or virtue: Western and Chinese beliefs about learning. *Current Directions in Psychological Science*, 14(4), 190-194.

*Chao, R. K. (1995). Chinese and European American cultural models of the self reflected in mothers' childrearing beliefs. *Ethos*, 23(3), 332–352. **Read only pages noted!**

Week 4 Tuesday, Jan 31 – South Asian Culture Cycles

Markus, H. R., & Conner, A. (2014). *Clash! How to thrive in a multicultural world*. New York: Hudson Street Press. **Chapter 9.**

Savani, K., Markus, H. R., Naidu, N. V., Kumar, S., & Berlia, N. (2010). What counts as a choice? US Americans are more likely than Indians to construe actions as choices. *Psychological science*, 21, 391.

*Kamdar, M. (2007). Indians and Americans. In *Planet India* (pp. 25-47). New York: Scribner.

*Shweder, R. A., Much, N. C., Mahapatra, M., & Park, L. (2003). The “Big Three” of morality (autonomy, community and divinity) and the “Big Three” explanations of suffering. In R. A. ShThurser (Ed.), *Why do men barbecue? Recipes for a cultural psychology* (pp. 74-133). Cambridge: Harvard University Press.

Week 4 Thursday, Feb 2 – Middle Eastern Culture Cycles (Guest Lecturer: Ezgi Akcinar)

Dumas, F. (2003). *Funny in Farsi: A memoir of growing up Iranian in America*. New York: Villard. **Read “It’s all relatives” (pp. 96-103) and “The Wedding” (pp. 141-153)!**

Rosen, L. (2010). Understanding corruption. *The American Interest*, 5(4). Retrieved from <http://www.the-american-interest.com/article.cfm?piece=792>

Week 5 Tuesday, Feb 7 – Downward Social Constitution: From Difference to Inferiority and Superiority

Markus, H. R., & Conner, A. (2014). *Clash! How to thrive in a multicultural world*. New York: Hudson Street Press. **Chapter 4.**

Heine, S. J. (2016). Living in multicultural worlds. In *Cultural psychology*, (pp. 255-278). New York: Norton. **Read only pages noted!**

Ehrenreich, B. (1999). Nickel-and-dimed on. *Harper's Magazine*, 298, 1-14.

Week 5 Thursday, Feb 9 – American Indian Culture Cycles (Guest Lecturer: Stephanie Fryberg)

Fryberg, S. A., & Markus, H. R. (2007). Cultural models of education in American Indian, Asian American and European American Contexts. *Social Psychology of Education*, 10, 213-246. **Read only the Introduction (pp. 213-221)!**

Swinomish Tribal Mental Health Project. (1991). *A gathering of wisdoms. Tribal mental health: A cultural perspective* (pp. 145-184). Mt. Vernon, WA: Vanguard.

*Wexler, L. (2009). Identifying colonial discourses in Inupiat young people's narratives as a way to understand the no future of Inupiat youth suicide. *Indian and Alaska Native Mental Health Research: The Journal of the National Center*, 16, 1-24.

Week 6 Tuesday, Feb 14 – African American Culture Cycles (Guest Lecturer: Tiffany Brannon)

Nobles, W. W. (1981). African philosophy: Foundations for Black psychology. In R. L. Jones (Ed.), *Black psychology* (pp. 47-63). Berkeley: Cobb & Henry.

Boyd-Franklin, N. (1989). Black, Afro-American families in therapy: An overview. In *Black families in therapy: A multisystems approach* (pp. 3-14). New York: Guilford. **Read only pages noted!**

Brannon, T. N., Markus, H. R., & Taylor, V. J. (2015). "Two souls, two thoughts," two self-schemas: Double consciousness can have positive academic consequences for African Americans. *Journal of Personality and Social Psychology*, 108(4), 586.

Week 6 Thursday, Feb 16 – Mexican/Latino American Culture Cycles (Guest Lecturer: Rebecca Carey and Nidia Ruedas-Gracia)

Holloway, R. A., Waldrip, A. M., & Ickes, W. (2009). Evidence that a simpático self-schema accounts for differences in the self-concepts and social behavior of Latinos versus Whites (and Blacks). *Journal of Personality and Social Psychology*, 96(5), 1012-1028.

Valdès, G. (1996). Raising children. In *Con respeto: Bridging the distances between culturally diverse families and schools* (pp. 116-139). New York: Teachers College Press.

*Condon, J. C. (1985). *Good neighbors: Communicating with the Mexicans*. Yarmouth, ME: Intercultural Press. **Read only Chapters 5, 6, 7, 9, and 11!**

Week 7 Tuesday, Feb 21 – Culture and Cognition

Heine, S. J. (2016). Cognition and perception. In *Cultural psychology*, (pp. 382-397). New York: Norton. **Read only pages noted!**

Shea, C. (2001). White men can't contextualize. *Lingua Franca*, September, 44-51.

*Plaut, V. C., & Markus, H. R. (2005). The "inside" story: A cultural-historical analysis of being smart and motivated, American style. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 457-488). New York, NY: Guilford Publications.

Week 7 Thursday, Feb 23 – Culture and Emotion (Guest Lecturer: Batja Mesquita)

Heine, S. J. (2016). Emotions. In *Cultural psychology*, (pp. 401-441). New York: Norton. **Read only pages noted!**

Week 8 Tuesday, Feb 28 – Live Performance

(No readings)

Week 8 Thursday, Mar 2 – Culture and Relationships

Heine, S. J. (2016). Interpersonal attraction, close relationships, and groups. In *Cultural psychology*, (pp. 443-477). New York: Norton. **Read only pages noted!**

*Adams, G., Anderson, S. L., & Adonu, J. K. (2004). The cultural grounding of closeness and intimacy. In D. Mashek & A. Aron (Eds.), *Handbook of closeness and intimacy* (pp. 321-339). Mahwah, NJ: Erlbaum.

Week 9 Tuesday, Mar 7 Culture and Development

Heine, S. J. (2016). Development and socialization. In *Cultural psychology*, (pp. 159-201). New York: Norton. **Read only pages noted!**

Wang, Q. (2017). Five myths about the role of culture in psychological research. *Observer*, 30(1).

Retriever from:

<http://www.psychologicalscience.org/observer/five-myths-about-the-role-of-culture-in-psychological-research#.WGyGsPkrK01>

*DeLoache, J. S. & Gottlieb, A. (2000). If Dr. Spock were born in Bali: Raising a world of babies. In J. DeLoache & A. Gottlieb (Eds.), *A world of babies: Imagined childcare guides for seven societies* (pp. 1-27). Cambridge: Cambridge University Press.

Week 9 Thursday, Mar 9 – Multicultural Worlds, Multicultural Selves

Heine, S. J. (2016). Living in multicultural worlds. In *Cultural psychology*, (pp. 278-297). New York: Norton. **Read only pages noted!**

Gillem, A. R., Cohn, L. R., & Throne, C. (2001). Black identity in biracial Black/White people: A comparison of Jacqueline who refuses to be exclusively Black and Adolphus who wishes he were. *Cultural Diversity and Ethnic Minority Psychology*, 7(2), 182-196.

*Hong, Y., Morris, M. W., Chiu, C., Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55(7), 709-720.

Week 10 Tuesday, Mar 14 – Course Wrap-Up

Week 10 Thursday, Mar 16 – No Class

Mark your Calendars

Evening Events:

- *Jan 17 – Film Event 1
- *Feb 9 – Film Event 2
- *Feb 21 – Film Event 3

Assignments

- Jan 10 – *Receive* Online Questionnaire 1
- Jan 13 – **Due** Online Questionnaire 1
- Jan 14 – *Receive* Online Questionnaire 2
- Jan 18 – **Due** Online Questionnaire 2
- Jan 19 – *Receive* Long Paper Assignment
- *Jan 20 – **Due** Film 1 Event response
- Jan 26 – **Due** Outline of Paper
- Feb 2 – *Receive* Midterm
- Feb 9 – **Due** Midterm
- *Feb 12 – **Due** Film 2 Event Response
- Feb 21 – **Due** 1st Draft of Paper
- *Feb 24 – **Due** Film 3 Event Response
- Mar 3– **Due** Performance Response
- Mar 7 – **Due** Final Long Paper Assignment
- Mar 14 – *Receive* Final
- Mar 21 – **Due** Final

*** Indicates that you only have to do 1 of the 3**