



PSY 251E Cultural Psychology

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Office Hours: Wednesday 11.00-12.00

Course Information:
Spring 2019
Monday & Wednesday
09.00-10.50

Course Description

This course has been designed to offer a comprehensive view of Cultural Psychology with its most important phenomena, theoretical dilemmas, research methodologies and applications. We will approach these issues through a continuous navigating between theoretical developments and specific cases or examples, including those from the everydayness of our daily lives.

Course Goals and Methodology

This course addresses the following goals:

- Understand what cultural psychology consists of, and why it is useful.
- Understand the general dynamics characterizing the relationship between subjects and cultures.
- Understand how these influences take place during the process of development, and become aware of the risk of ethnocentrism.
- Be able to apply what you learn to your daily life, learning to reflect about what is “normal” in relation to your perception of reality, and of yourself.

The topics to work on include cognition, human development, emotions, the self, and cultural values. In the case of each of these topics, a principal focus of analysis will be whether the particular psychological processes and behaviors in question, at both individual and collective levels, can be explained more fully in culture-specific or universalistic terms, and how they are related to the salient characteristics of the cultural-historical context in which they are embedded. Specific research and intervention projects which run in different contexts (education, work-place, immigration policies) will also be presented and discussed. To give the class a relevant outlook, the bibliography studied will include both classic readings in the discipline as well as emergent new trends.

In order to achieve a meaningful understanding of the concepts involved in the subject, we will combine different materials such as teacher expositions, analysis of scientific articles, student's project presentations, class debates and films. Student's participation will be fostered and required.

Prerequisites

There are no prerequisites.

Learning Objectives

After this course you will be able to:

- Understand the dynamic interaction between culture and individuals
- Understand how these dynamics permeate our psychological functions, but also ourselves, our daily lives, and our perception of “normality”.
- Use concrete terms to discuss these dynamics, appropriating theoretical concepts and using them in relation to real-life examples.
- Think critically about different possibilities concerning perceptions of what is normal in terms of development, and of psychological functioning.
- Summing up, the most important goal is to become able to bring the theory you learn to concrete use, understanding everyday phenomena from the perspective of cultural psychology.

Required Texts

A course pack is available from the ‘copistería’ (Building 18). The following texts are included:

- Bruner, J. (2008). Culture and mind: Their fruitful incommensurability. *Ethos*, 36(1), 29-45.
- Cole, M. (2009). The illusion of culture-free intelligence testing. Retrieved from <http://communication.ucsd.edu/MCA/Paper/Cole/iq.html>.
- Cubero, M. de la Mata, M. and Cubero, R. (2008). Activity Settings, Discourse Modes and Ways of Understanding: On the Heterogeneity of Verbal Thinking, *Culture & Psychology*, 14 (4), 403-430.
- De la Mata, ML., Santamaría, A., & Ruiz, M. L. (2016). Toward the Model of Independence The Influence of Formal Schooling Experience on Earliest Autobiographical Memories and Self-Construals. *Journal of Cross-Cultural Psychology*, 47(5), 670-679.
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466(7302), 29-29.
- Keith, K. D. (Ed.). (2011). *Cross-cultural psychology: Contemporary themes and perspectives*. John Wiley & Sons.
- Kirmayer, L. J. (2001). Cultural variations in the clinical presentation of depression and anxiety: implications for diagnosis and treatment. *Journal of Clinical Psychiatry*, 62, 22-30.
- Macías, B.; García, J.; Sánchez, J.A; Marco, M.J. (2010). Literacy and the formation of cultural identity. *Theory and Psychology*. 20 (2), pp. 231 - 250.
- Markus, H. R., & Kitayama, S. (2010). Cultures and selves a cycle of mutual constitution. *Perspectives on Psychological Science*, 5(4), 420-430.
- Martínez, V.; Sánchez, J.A.; Goudena, P.P.A (2011). Cross-Cultural study of observed conflicts between young children. *Journal of Cross-Cultural Psychology*. 42(6), 895-907.
- Matsumoto, D. (2001). Cross-cultural psychology in the 21st century. The many faces of psychological research in the 21st century: Society for the Teaching of Psychology, 98-115.
- McLeod, S. A. (2007). Nature Nurture in Psychology. Retrieved from www.simplypsychology.org/naturevsnurture.html
- Oyserman, D. (2017). Culture Three Ways: Culture and Subcultures Within Countries. *Annual Review of Psychology*, 68(1), 435 - 463.

- Rogoff, B. (2012). Learning without lessons: Opportunities to expand knowledge. *Infancia y Aprendizaje*, 35(2), 233 - 252.
- Segall, M. H., Campbell, D. T., & Herskovits, M. J. (1966). The influence of culture on visual perception (p. 184). Indianapolis: Bobbs-Merrill.

Recommended readings

- *Books:*
 - Bruner, J. S. (1990). *Acts of meaning* (Vol. 3). Harvard University Press.
 - Cole, M. (1996). *Cultural Psychology. A once and future discipline*. Harvard University Press
 - Heine, S. J. (2015). *Cultural Psychology: Third International Student Edition*. Norton & Company.
 - Keith, K. D. (Ed.). (2011). *Cross-cultural psychology: Contemporary themes and perspectives*. John Wiley & Sons.
 - Kitayama, S. & Cohen, D. (2007): *Handbook of Cultural Psychology*. New York: The Guilford Press
 - Rogoff, B. (2003). *The cultural nature of Human development*. Oxford University Press.
- *Journal articles:*
 - De la Mata, ML., Santamaría, A., & Ruiz, M. L. (2016). Toward the Model of Independence The Influence of Formal Schooling Experience on Earliest Autobiographical Memories and Self-Construals. *Journal of Cross-Cultural Psychology*, 47(5), 670-679.
 - Hammack, P. (2010). The cultural psychology of Palestinian youth: A narrative approach, *Culture & Psychology*, 16(4)507–537.
 - Henrich, J., Heine, S. J., & Noranyazan A. (2010) The weirdest people in the world. *Behavioral and Brain Sciences*, 1 - 75.
 - Macías, B., García, J., & Sánchez, J.A. (2008). Cultural identity and immigration. In B. VanOers; E. Elbers; R. Van der Veer and W. Wardekker (Eds.). *The transformation of learning. Perspectives from activity theory*. Cambridge: Cambridge University Press.
 - Nelson, K., & Fivush, R. (2004). The emergence of autobiographical memory: a social cultural developmental theory. *Psychological review*, 111(2), 486.
 - Prinz, J. (2004). Which emotions are basic. *Emotion, evolution, and rationality*, 69, 88.
 - Ratner, C. (2008). Cultural Psychology and Qualitative Methodology: Scientific and Political Considerations, *Culture & Psychology*, 14 (3), 259-288.
 - Rogoff, B. (2012). Learning without lessons: Opportunities to expand knowledge. *Infancia y Aprendizaje*, 35(2), 233 - 252.
 - Shweder, R. A. (1999). Why cultural psychology? *Ethos*, 27(1), 62-73.
 - Valsiner, J. (2009): *Cultural Psychology Today: Innovations and Oversights*. *Culture & Psychology*, 15 (1), 5-39.
 - Wertsch, J. V., & Tulviste, P. (1992). L. S. Vygotsky and contemporary developmental psychology. *Developmental Psychology*, 28, 548-557.
 - Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge, Mass.: Harvard University Press, chapter 1.

Course Requirements and Grading

Students will be evaluated on their ability to articulate and critically apply the terms, concepts and theories from class and readings verbally, during class discussions, as well as in writing, on exams and in written assignments.

The final grade for the course is comprised of the following:

- Participation (20%)
- Activities (20%)
- Mid-term exam (15%)
- Final exam (15%)
- Research project (30%)

Participation

Participation is essential during the class and also outside of it. During the class you will be able to contribute to organized discussions or to introduce new topics relevant to the subject being studied. Suggestions of new materials to discuss or to consider are welcome, as well as activities which could contribute to enrich our approach to the course subjects. Also as part of the class you will participate in organizing and presenting contents together with your classmates. This will make classes more dynamic, fostering abilities related to the selection of information, organization of it into time-units, and social skills related to presenting contents to the others.

Outside of the class you will need to prepare for the classes, reading materials, reflecting about them and becoming ready to have a proper view on the issues being studied.

Participation is structured the following way:

- In-class presentation of a supplementary reading offered by the teacher (10%)
- Class participation and attitude (5%)
- On-line participation: 0,5 points if you write a post for our blog: <http://culturalpsychologyseville.blogspot.com.es> (5%):
 - Choose a topic you want about your experience in Spain. You can reflect on anything you want.
 - Write at least 200 words and send it to samuel@us.es, before the end of the classes
 - Specify if you want to remain anonymous, if not, I will write your name at the end.
 - I will read every post. If there is nothing offensive or inappropriate, I will just copy and paste it as you sent it to me. For the maximum grade of 5 points, you should include a picture related to the topic.

Participation is graded on a scale from 1 (lowest) through 5 (highest), using the following rubric. The criteria focus on what you demonstrate, and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from.

Expectations for class participation

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|---|--|
| 1 | Absent. |
| 2 | Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion. |
| 3 | Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g. straight from the case or reading), without elaboration, or does so very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement. |
| 4 | Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. Offers interpretations and analysis of case material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement. |
| 5 | Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g. readings, course material, discussions, experiences etc.). Offers analysis, synthesis, and evaluation of case material; for example, puts together pieces of the discussion to develop new approaches that take the class further. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate etc. Demonstrates ongoing very active involvement. |

Activities

Activities 1 and 2 (Units 1 & 2) and Activities 3 and 4 (Units 3 & 4) will be carried out during class time or at home and students will be able to use any book or reading to do it.

Mid-term exam

You will have short questions about theoretical concepts and you will have to deliver short essays (around 700 words) to answer some specific questions using the theoretical concepts worked on and applied to the understanding of one example-situation.

Final exam

You will have short questions about theoretical concepts and you will have to deliver short essays (around 700 words) to answer some specific questions using the theoretical concepts worked on and applied to the understanding of one example-situation.

Final paper-research project

In this project students will work in groups (3 or 4 students) to explore in depth an object of study related to Cultural Psychology. The object of study can take manifold forms, it is open and creativity and innovative ideas are welcome. To analyze the select object in

this project, students can draw from the course readings and/or from additional readings related to the topic. The groups will present their projects in class, during the last 3 classes. The professor will give students feedback throughout the semester as the projects are developed. Papers, between 3000 and 5000 words, must be presented printed before the end of the classes.

Your paper-research project grade will be calculated as follows:

- Group presentation (10%)
- Written Report Format (10%)
- Written Report Content (10%)

General Course Policies

Please do not hesitate to ask about anything that may not be clear to you (concerning learning contents, class organization, dates). You can always ask me in class (after or before), or during office hours. The use of computers and tablets will be strictly limited to learning purposes.

Missed or Late Work

If you fail to participate in class on regular basis, or if you miss assignments (e.g. essays, class examples and presentations, or exams) your final grade will be affected (as you will not be able to sum up the grades of missed activities). Please keep this in mind.

Attendance and Punctuality

Attendance is mandatory at all classes. As we understand that you might fall ill or be unable to come to class (e.g. due to a religious holiday, a flight delay, a family wedding/reunion, a graduation, a job interview, etc.) at some point during the semester, you are allowed up to 4 absences. You will be responsible for the material covered and any work missed. You will not need to justify your absences (up to 4) in any way **unless** you miss an exam, a presentation, a quiz, etc. In this case, you **must** present a doctor's note (signed, stamped and dated) to be able to reschedule the exam, etc. It will still count as an absence but you will be allowed to retake the exam, etc. We don't encourage you to use all 4 days unless you really need them as your participation grade may suffer if you are not in class. If used unwisely and you get sick late in the semester, the following penalties will apply:

- On your 5th absence, 1 point will be taken off of your final Spanish grade
- On your 6th absence, 3 points will be taken off of your final Spanish grade
- On your 7th absence, 5 points will be taken off of your final Spanish grade

Punctuality is required. Arriving late to class is disruptive to both the professor and your classmates. Please be punctual, as your professor may count your late arrival as a full absence.

Academic Honesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly, using footnotes and a

bibliography, and not cutting and pasting information from various websites when writing assignments.

Learning accommodations

If you require special accommodations, you must stop by the International Center to speak to Rubén (the Faculty coordinator) to either turn in your documentation or to confirm that our office has received it. The deadline is February 22nd. Rubén will explain the options available to you.

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

Course Contents

Unit 1. History and Theories of Cultural Psychology

Unit 2. Cognition

Unit 3. Emotion & Motivation

Unit 4. Human Development

Class Schedule

| DAY | | TOPIC | Keith, K. D. (Ed.). (2011). Book Chapter for presentations | BASIC READINGS |
|-----|-------|---|--|---|
| 1 | 30/01 | Course presentation | | Syllabus |
| 2 | 04/02 | Introduction <i>0.1 A WEIRD Psychology</i> | | Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. <i>Nature</i> , 466(7302), 29-29. |
| 3 | 06/02 | HISTORY AND THEORIES OF CULTURAL PSYCHOLOGY <i>1.1. Nature-nurture debate</i> | | McLeod, S. A. (2007). Nature Nurture in Psychology. Retrieved from www.simplypsychology.org/naturevsnurture |
| 4 | 11/02 | <i>1.2. Culture and Subcultures</i> | | |
| 5 | 13/02 | <i>1.3. Culture & experience</i> + ORGANIZATION | | |
| 6 | 18/02 | <i>1.4 Cultures and selves</i> | | Oyserman, D. (2017). Culture Three Ways: Culture and Subcultures Within countries. <i>Annual Review of Psychology</i> , 68(1), 435 - 463. |
| 7 | 20/02 | Activity Unit 1 + Research project | <i>In this session you will do the first activity, we will organize groups, and we will start working on research projects</i> | |
| 8 | 25/02 | COGNITION <i>2.1 Sensation and Perception</i> | Chapter 7 Culture & Cognition | Bruner, J. (2008). Culture and mind: Their fruitful incommensurability. <i>Ethos</i> , 36(1), 29-45. |
| 9 | 27/02 | <i>2.2 Culture and Memory</i> | Chapter 8 Visual Perception | |

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| 10 | 04/03 | 2.3 <i>A narrative perspective</i> | Chapter 20 Language & Culture | Cole, M. (2009). The illusion of culture-free intelligence testing. |
| 11 | 06/03 | 2.4 <i>Models of Intelligence</i> | Chapter 21 Cross-cultural Communication | |
| 12 | 11/03 | Activity Unit 2 + Research project | <i>In this session you will do the second activity, and you will work with your group to design the data collection</i> | |
| 13 | 13/03 | MID-TERM EXAM + PROJECT EVALUATION | | |
| 14 | 18/03 | EMOTION & MOTIVATION 3.1 <i>Theories of Innate Emotions</i> | Chapter 17 Emotional Expression | Matsumoto, D. (2001). Cross-cultural psychology in the 21st century. The many faces of psychological research in the 21st century: Society for the Teaching of Psychology, 98-115 |
| 15 | 20/03 | 3.2 <i>Cultural influences on Emotional Expression</i> | Chapter 18 Happiness around the world | |
| 16 | 25/03 | 3.3 <i>Future research on Culture and Emotion</i> | Chapter 19 Well-being across the world | Motivation, book chapter. |
| 17 | 27/03 | 3.4 <i>Theories of Motivation</i> | Chapter 26 Attractiveness across cultures | |
| 18 | 01/04 | Activity Unit 3 + Research project | <i>In this session you will do the third activity and you will work with your group in the data analysis and discussion.</i> | |

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| 19 | 03/04 | HUMAN DEVELOPMENT <i>4.1 The cultural nature of Human development</i> | Chapter 5 Child development | Rogoff, B. (2012). Learning without lessons: Opportunities to expand knowledge. <i>Infancia y Aprendizaje</i> , 35(2), 233 - 252. |
| 20 | 08/04 | <i>4.2 How do people learn without being taught?</i> | Chapter 6 Perception of aging | |
| 21 | 10/04 | <i>4.3 Definitions and myths of mental disorders</i> | Chapter 11 Women across cultures | Kirmayer, L. J. (2001). Cultural variations in the clinical presentation of depression and anxiety: implications for diagnosis and treatment. <i>Journal of Clinical Psychiatry</i> , 62, 22-30. |
| 22 | 22/04 | <i>4.4. Psychological disorders across Culture</i> | Chapter 29 What Does the Future Hold? | |
| 23 | 24/04 | Activity Unit 4 + Research project | <i>In this session you will do the last activity and you will work with your group to elaborate the presentation of your project results.</i> | |
| 24 | 29/04 | Project presentations 1 | | |
| 25 | 13/05 | Project presentations 2 | | |
| 26 | 15/05 | Project presentations 3 + Closure | | |
| FINALS WEEK (Monday, May 20 – Thursday, May 23) | | | | |

Holidays

Thursday, February 28 – Día de Andalucía

Sunday, April 14 – Sunday, April 21 - Semana Santa (Holy Week)

Wednesday, May 1 - Labor Day

Saturday, May 4 - Saturday, May 11 – Feria de Abril (Seville's April Fair)

This syllabus is subject to change.