PSY 251E Cultural Psychology

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Email: arias.sanchez.samuel@gmail.com

Course Information:
Fall 2019
Monday & Wednesday
13.30-14.50

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.

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). These texts are included:


**Recommended readings:**

**Books:**

**Journal articles:**
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 (20%)
- Final exam (20%)
- Research project (20%)
Participation (20%)

Participation is essential during the class and also outside of it. During the class you are expected to contribute to discussions with ideas relevant to the subject being studied. Suggestions of new materials to discuss are welcome as well as activities which could contribute to enrich our approach to course. 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-unities, 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%)**. The rubric that the professor will use to evaluate these presentations and the presentations of the research projects will be available on the virtual platform.

- **On-line participation**: 0.5 points if you write a post for our blog: [http://culturalpsychologyseville.blogspot.com.es](http://culturalpsychologyseville.blogspot.com.es) (5%):
  - Choose a topic you want about your experience in Spain. You can reflect on anything you want, and include a picture made by you.
  - Write at least 200 words and send it to samuel@us.es before our last class.
  - 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 photo related to the topic made recently by you.

- **Class participation and attitude (5%)**. Participation is graded on a scale from 1 (lowest) through 5 (highest), using the following rubric of expectations for class participation. The criteria focus on what you demonstrate, and do not presume to guess at what you know but do not demonstrate. What you offer to the class is what you and others learn from. Feedback will be given of this grade, which may improve or worsen depending on the participation in class until the last day.
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 without elaboration or does so infrequently. Does not offer to contribute to discussion, but does it 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 (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.

5 Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material. 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 and suggests alternative ways of approaching material etc. Demonstrates ongoing very active involvement.

Activities (20%)
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. Each activity will be related to the content of each one of the four themes, and will be carried out and evaluated individually.

Mid-term exam (20%)
You will have short questions about theoretical concepts and chapters of the book presented by the students, and you will have to deliver short essays (around one page) to answer some specific questions using the theoretical concepts worked on and applied to the understanding of one example-situation.

Final exam (20%)
You will have short questions about theoretical concepts and the research projects and chapters of the book presented by the students, of and you will have to deliver short essays (around one page) to answer some specific questions using the theoretical concepts worked on and applied to the understanding of one example-situation.

Research project (20%)
In this project students will work in groups (3 or 4 students) to replicate a real research made from a Cultural Psychology perspective. This project can take manifold forms, it is open and creativity, and innovative ideas are welcome, although some possible articles to replicate will also be given as examples. The professor will give students feedback throughout the semester as the projects are developed. The groups will present their projects in class, during the last 3 classes in a maximum of 20 minutes, followed by 10 minutes of answers to the teacher's questions.

In-class presentation of this replication will be evaluated with a rubric that will be available on the virtual platform (10%). The description of the state of the research
done in the midterm will be evaluated (5%), and the answers given to the questions of the teacher and the complexity of the topic addressed will also be considered (5%).

**General Course Policies**

**Leaving the classroom:** Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10 minute breaks in between classes to fill up your water bottle, use the restroom, etc.

**Punctuality and tardiness:** 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 half of an absence or simply close the door, not let any late students in and consider it as one full absence.

**Communicating with instructor:** Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

**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: rdialop@acu.upo.es) to either turn in your documentation or to confirm that our office has received it. The deadline is **September 26th**. 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. Cell phone use is not allowed and animals (except seeing-eye dogs) are not permitted in the classrooms.

**Course Contents**
Unit 1. Theories of Cultural Psychology.
Unit 2. Cognition.
Unit 3. Emotion & Motivation.
Unit 4. Human Development.

**Class Schedule**

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<thead>
<tr>
<th>DAY</th>
<th>TOPIC</th>
<th>BASIC READINGS</th>
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<tbody>
<tr>
<td>1</td>
<td>11/09 Course presentation</td>
<td>Syllabus</td>
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<td></td>
<td>1.1. Nature-nurture debate</td>
<td></td>
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<td>4</td>
<td>23/09 1.2. Culture and Subcultures</td>
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<tr>
<td>6</td>
<td>30/09 1.4 Cultures and selves</td>
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<tr>
<td>7</td>
<td>02/10 Activity Unit 1 + Research project</td>
<td><em>In this session you will do the first activity, we will organize groups, and we will start working on research projects</em></td>
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<tr>
<td>8</td>
<td>07/10 COGNITION</td>
<td>Bruner, J. (2008). Culture and mind:</td>
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*Chapter 7*
<table>
<thead>
<tr>
<th>DAY</th>
<th>TOPIC</th>
<th>BASIC READINGS</th>
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<tbody>
<tr>
<td>10</td>
<td>2.2 Culture and Memory</td>
<td>Chapter 8 Visual Perception</td>
</tr>
<tr>
<td>12</td>
<td>2.4 Models of Intelligence</td>
<td>Chapter 21 Cross-cultural Communication</td>
</tr>
<tr>
<td>13</td>
<td>Activity Unit 2 + Research project</td>
<td>In this session you will do the second activity, and you will work with your group to design the data collection</td>
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<td>15</td>
<td>3.2 Cultural influences on Emotional Expression</td>
<td>Chapter 18 Happiness around the world</td>
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<tr>
<td>17</td>
<td>3.4 Theories of Motivation</td>
<td>Chapter 26 Attractiveness across cultures</td>
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<tr>
<td>18</td>
<td>Activity Unit 3 + Research project</td>
<td>In this session you will do the third activity and you will work with your group in the data analysis and discussion.</td>
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<tr>
<td>20</td>
<td>4.1 The cultural nature of Human development</td>
<td>Chapter 6 Perception of aging</td>
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<tr>
<td>21</td>
<td>4.2 How do people learn without being taught?</td>
<td>Chapter 11 Women across</td>
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Centro Universitario Internacional

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<tr>
<th>Mental Disorders</th>
<th>Cultures</th>
<th>Depression and Anxiety: Implications for Diagnosis and Treatment. Journal of Clinical Psychiatry, 62, 22-30.</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 25/11 4.4. Psychological disorders across cultures</td>
<td>Chapter 29 What Does the Future Hold?</td>
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<tr>
<th>Activity Unit 4 + Research Project</th>
<th>In this session you will do the last activity and you will work with your group to elaborate the presentation of your project results.</th>
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<tr>
<td>23 27/11 4.4. Psychological disorders across cultures</td>
<td>Chapter 29 What Does the Future Hold?</td>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>24 02/12</td>
<td>Project presentations 1 Groups 1 and 2</td>
</tr>
<tr>
<td>25 04/12</td>
<td>Project presentations 2 Groups 3 and 4</td>
</tr>
<tr>
<td>26 11/12</td>
<td>Project presentations 3 Groups 5 and 6</td>
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</tbody>
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**FINALS WEEK (December 12 - December 17)**

**Holidays:**
- Friday, November 1: All Saint’s Day.
- Monday, December 9: Bank holiday. No classes will be held.

*This syllabus is subject to change.*