

Instructor: Larry White, professor of psychology
Class Meetings: MWF 2:45 – 3:50 in Science Center 245
Office Hours: MF 4:00 - 5:00 and TuTh 9:30 - 10:30 in Science Center 236
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Course Objectives

The eminent social scientist Clyde Kluckhohn once said, “Every man is like all other men, like some other men, and like no other man.” The not-so-eminent psychologist Larry White once said, “Poulet à la Kiev, pollo en mole, tandoori chicken, kanašnitzel, and chicken nuggets. They’re prepared differently and with different spices, but they’re all chicken.”

In this course, we will investigate universal and culturally-variable aspects of psychological phenomena such as perception and cognition, emotions, personality and the self, motivation, moral judgments, parenting, sexual behavior, liking and loving, and mental and physical health. You will gain a better understanding of other cultures and of your own culture. You will also learn how to interact more effectively with persons who are culturally different.

I expect you to think carefully, work hard, be prepared for class, meet your obligations, and ask for help when you need it. You can expect me to be prepared, provide you with candid assessments of your performance, and help you when you ask for help.

Required Textbook [available at Turtle Creek Bookstore]

Cultural Psychology by Steven J. Heine (2012, second edition, W. W. Norton)

Required Readings [I will e-mail electronic copies to you]

1. Watters, E. (2013, February 25). We aren't the world. *Pacific Standard*. At <http://www.psmag.com/magazines/pacific-standard-cover-story/joe-henrich-weird-ultimatum-game-shaking-up-psychology-economics-53135/>
2. Levine, R. V., Norenzayan, A., & Philbrick, K. (2001). Cross-cultural differences in helping strangers. *Journal of Cross-Cultural Psychology*, 32(5), 543-560.
3. Druckerman, P. (2012, February). Why French parents are superior. *The Wall Street Journal*. At <http://online.wsj.com/article/SB10001424052970204740904577196931457473816.html>
4. Horn, H. (2012, February). French moms: We're not as superior at parenting as you Americans think. *The Atlantic*. At <http://www.theatlantic.com/international/archive/2012/02/french-moms-were-not-as-superior-at-parenting-as-you-americans-think/252895/>
5. McCrae, R. R., & Terracciano, A. (2006). National character and personality. *Current Directions in Psychological Science*, 15(4), 156-161.
6. Heine, S. J., Buchtel, E. E., & Norenzayan, A. (2008). What do cross-national comparisons of personality traits tell us? The case of conscientiousness. *Psychological Science*, 19(4), 309-313.

7. Baumeister, R. (2007). Is there anything good about men? An invited address to the American Psychological Association.
 8. Wu, S., & Keysar, B. (2007). The effect of culture on perspective taking. *Psychological Science*, 18(7), 600-606.
 9. Triandis, H. C. (1989). The self and social behavior in differing cultural contexts. *Psychological Review*, 96, 506-520.
 10. Carbaugh, D. (1995). Are Americans really superficial? Notes on Finnish and American cultures in linguistic interaction. In L. Salo-Lee (Ed.), *Language and Culture in Learning and Teaching* (pp. 53-60). Publication 12 of the Department of Communication of the University of Jyväskylä, Finland.
 11. Bochner, S. (1994). Culture shock. In W. Lonner & R. Malpass (Eds.), *Psychology and Culture* (pp. 245-251). Boston: Allyn and Bacon.
 12. A 12-minute video about Morocco at <http://www.youtube.com/watch?v=l4KKRTO-hLE>
 13. CultureGram for the Kingdom of Morocco. (2010). Published by CultureGrams, a division of Brigham Young University.
 14. Davis, D., & Davis, S. (1994). Sexual values in a Moroccan town. In W. Lonner & R. Malpass (Eds.), *Psychology and Culture* (pp. 225-230). Boston: Allyn and Bacon.
 15. White, L. T., Valk, R., & Dialmy, A. (2011). What is the meaning of “on time”? The sociocultural nature of standards of punctuality. *Journal of Cross-Cultural Psychology*, 42(3), 482-493.
 16. Krueger, J. (2011, December). What I learned from a Moroccan carpet merchant. *Psychology Today*. At <http://www.psychologytoday.com/blog/one-among-many/201112/what-i-learned-moroccan-carpet-merchant>
 17. Lawless, L. (date). Women in Morocco. *Moroccan Culture Series*. At <http://french.about.com/library/travel/bl-ma-index.htm>
 18. Stuart, R. B. (2004). Twelve practical suggestions for achieving multicultural competence. *Professional Psychology: Research and Practice*, 35(1), 3-9.
 19. Nobles, A., & Sciarra, D. (2000). Cultural determinants in the treatment of Arab Americans: A primer for mainstream therapists. *American Journal of Orthopsychiatry*, 70(2), 182-191.
 20. Haidt, J., & Joseph, C. (2004). Intuitive ethics: How innately prepared intuitions generate culturally variable virtues. *Daedalus*, 133(4), 55-66.
 21. Nock, M., et al. (2008). Suicide and suicidal behavior. *Epidemiologic Reviews*, 30, 133-154.
- Optional:** Samuels, D. (2007, May). Let’s die together: Why is anonymous group suicide so popular in Japan? *The Atlantic*. At <http://www.theatlantic.com/magazine/archive/2007/05/let-s-die-together/305776/>

To get the most from the readings, be an active reader. Highlight key points, think about assumptions and implications, ask yourself questions as you read, write notes in the margin, and think about how the material connects to other ideas you’ve encountered. Active reading leads to deep learning. Deep learning is more gratifying than superficial learning—and leads to better scores on quizzes and exams.

Week of	Topic	Read for Monday
Jan. 20	What is Cross-Cultural Psychology?	Chapter 1 & Reading 1
Jan. 27	Key Concepts	Chapters 2-3
Feb. 3	Conducting Research across Cultures	Chapter 4 & Reading 2
Feb. 10	Development, Socialization, and Culture	Chapter 5 & Readings 3-4
Feb. 17	Personality and Self-Concept	Chapter 6 & Readings 5-6

Feb. 24	Do Motivations Differ across Cultures?	Chapter 7 & Reading 7
March 3	Culture and Cognition	Chapter 8 & Reading 8

The week of March 10-14 is midterm break—and a good time to read about Group X.

March 17	Interpersonal and Group Relationships	Chapter 9 & Reading 9
March 24	Living in Multicultural Worlds	Ch. 10 & Readings 10-11
March 31	Case Study: The Moroccan Psyche	Readings 12-17
April 7	Physical and Mental Health	Chapters 11-12
April 14	Psychotherapy in a Cultural Framework	Readings 18-19
April 21	Morality in Sociocultural Context	Chapter 13 & Reading 20
April 28	Emotions and Suicide	Chapter 14 & Reading 21
May 5	Wrap-up and Review	no readings this week

If you are unable to attend class or complete an assignment because of an upcoming event (e.g., a religious holiday), please talk with me as soon as possible so we can make alternate arrangements.

If you have a disability and would like to speak to someone about possible accommodations, please visit the Office of Learning Enrichment and Disability Services (LEADS), located in Pearsons Hall on the second floor. If you wish to receive accommodations in this course, you must obtain an Accommodation Verification Letter from the Director, dated for this semester.

Free peer tutoring is available for this class. To request a tutor, access your Portal account and use the Student Life tab.

Assignments and Assessments

These are designed to help you learn as much as possible about cross-cultural psychology and intercultural communication. They'll also let you evaluate how much you've learned and the degree to which you're able to think like a cross-cultural psychologist.

1. Weekly Quizzes

I propose we have a quiz every Friday (worth 20 points). Each quiz will test your knowledge of assigned readings and lecture material. People learn best when they are tested frequently and receive prompt feedback. These quizzes will give you an incentive to read carefully and listen carefully in class—and what we do in class will benefit greatly if everyone has done the reading.

There will be 14 quizzes altogether. You may not take a missed quiz at a later date, but you can drop your lowest quiz score.

2. Two Papers

Encounter with a Different Culture: Sometime between now and the middle of February, arrange to “encounter” a different culture. Examples of encounters are a cultural celebration (e.g., a Pakistani wedding), spending a full day with someone from a foreign country, shopping and eating in an ethnic neighborhood (e.g., the Pilsen neighborhood in Chicago), or attending a worship service at an unfamiliar church (e.g., Emmanuel Baptist Church in Beloit).

After your encounter, write a brief paper (4-5 pages) that describes (a) what you observed and (b) your emotional and intellectual reactions to what you observed. In the first part of the paper, strive to be an observant, nonjudgmental ethnographer. In the second part, write candidly about the emotions you experienced and the thoughts that popped into your head as you encountered the different culture. This paper can earn a maximum of 50 points. Prepare a clear and thoughtful report of a substantial experience (i.e., one in which you are immersed in “foreignness”). Include the date and location of your encounter and names of people with whom you interacted. **This paper is due in class on Monday, February 24.**

An Informed Analysis of A Cultural Group’s Psyche: In this paper (8-10 pages), you’ll apply what you’ve learned in this course to an investigation of the so-called “psyche” of a cultural or ethnic group of your choosing. To make your task easier, choose a group that is relatively homogeneous and well-defined. “Asian Americans,” for example, is a poor choice because that “group” includes large numbers of people from very different cultural backgrounds (e.g., China, Japan, Vietnam, Indonesia) with different religious traditions (e.g., Buddhist, Shinto, Islamic, Christian) and different degrees of acculturation (e.g., new immigrants, totally integrated).

In your paper, answer these five questions. Part 4 should be the largest part of your paper.

1. Why is it important or valuable for you to learn about the psychology of Group X?
2. What can be said about Group X in terms of its demographic characteristics, values, history, religion, and group identity?
3. How can Group X’s culture be characterized in terms of its location on specific cultural dimensions (I-C and T-L, for example)?
4. What predictions can you make about the thoughts, feelings, and behaviors of Xers in light of their cultural background? For example, how would you expect Xers, as a group, to perform on various psychological measures (e.g., a measure of self-esteem or cognitive style) and specific tasks (e.g., perspective taking or helping strangers)?
5. To what extent will Group X’s modal psychological profile be an accurate predictor of the beliefs and actions of an individual member of Group X? Explain your reasoning.

This paper is partly a research paper (with sources and in-text citations), but it is mostly an analytical essay in which you demonstrate your ability **to think like a cross-cultural psychologist**. Format your in-text citations and references according to APA style, which you can find on-line at <http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm>. Our textbook also provides models. Your paper should cite at least 10 reputable sources. These

sources should include scholarly books and studies published in journals but also personal memoirs and other materials written by members of Group X. When reading, your overarching goal is to get inside the head of an Xer, to see the world from an Xer's point of view.

A useful resource for this assignment is Geert Hofstede's website, which has data about cultural dimensions for many nations. See <http://geert-hofstede.com/countries.html>.

Your paper will necessarily be speculative and somewhat risky (in terms of being accurate). But remember, you're not trying to predict the thoughts, feelings, and behaviors of an individual person; you're trying to anticipate or forecast the TYPICAL thoughts, feelings, and behaviors of a group as a whole—and that's easier.

This paper can earn a maximum of 100 points. To earn the maximum number of points, prepare an insightful analysis that is clear, well-informed, comprehensive, and full of cultural psychology. **This paper is due on Monday, April 21. Please e-mail an electronic copy to me before 5:00. The paper must be formatted in MS Word or Rich Text Format.**

3. A Final Essay Exam

This exam (worth 60 points) will be a 5/3/2 essay exam. The questions will require you to think carefully about overarching issues in cross-cultural psychology. You won't regurgitate specific facts, but knowledge of the facts will be a necessary first step for you to develop informed and insightful answers. Here's a sample question. "First support and then refute the following statement: When it comes to predicting human behavior, culture is the single most important variable." I'll distribute the essay questions a week in advance of the exam. **The final exam is scheduled for Friday, May 9, at 2:00 p.m.**

4. Class Membership

I propose that a substantial part of your course grade (50 points) be based on your full membership in the class. "Full membership" means you attend all class meetings, complete reading assignments, participate in class discussions and activities, take quizzes and exams when scheduled, and turn in papers when they are due. Late papers will lose 10 points for each day they are late. A rescheduled exam will cost you 10 points.

Electronic devices can be socially disruptive and personally distracting. Please turn off all electronic devices before entering our classroom and leave them off until you exit the room. You may use a laptop or tablet, but ONLY to take notes.

There are 520 possible points in this course. If you earn 90% or more (468+) of the possible points, you'll receive at least an A-. If you earn 80% or more (416+), you'll receive at least a B- and so forth.

I've designed this course so you can learn new and interesting ideas that will lead you to think differently about psychology, about other people, and even about yourself. I hope you enjoy it.

Spring 2014