



## **PSY 251E Cultural Psychology**

### **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) including these 10 texts:

1. Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466(7302), 29-29.
2. McLeod, S. A. (2007). Nature Nurture in Psychology. Retrieved from [www.simplypsychology.org/naturevsnurture.html](http://www.simplypsychology.org/naturevsnurture.html)
3. Oyserman, D. (2017). Culture Three Ways: Culture and Subcultures within countries. *Annual Review of Psychology*, 68(1), 435 - 463.
4. Barrett, H. C. (2020). Towards a cognitive science of the human: cross-cultural approaches and their urgency. *Trends in Cognitive Sciences*, 24(8), 620-638.
5. Cole, M. (2009). The illusion of culture-free intelligence testing. Retrieved from <http://communication.ucsd.edu/MCA/Paper/Cole/iq.html>.
6. 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.
7. Meyer, E. (2017). Being the boss in Brussels, Boston, and Beijing. *Harvard Business Review*, 95(4), 70-77.
8. Rogoff, B. (2012). Learning without lessons: Opportunities to expand knowledge. *Infancia y Aprendizaje*, 35(2), 233 - 252.
9. Nielsen, M., & Haun, D. (2016). Why developmental psychology is incomplete without comparative and cross-cultural perspectives. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 371(1686), 20150071.
10. Bohannon, L. (1966). Shakespeare in the Bush. *Language: Readings in language and culture*, 27-36.

## Recommended readings:

### **Books:**

- Bruner, J. S. (1990). *Acts of meaning*. Harvard University Press.
- Cole, M. (1996): *Cultural Psychology. A once and future discipline*. Harvard University Press
- Heine, S. J. (2015). *Cultural Psychology*. 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.
- Rosling, H. (2019). *Factfulness*. Flammarion.

**Journal articles:**

- Abdullah, T., & Brown, T. L. (2011). Mental illness stigma and ethnocultural beliefs, values, and norms: An integrative review. *Clinical psychology review*, 31(6), 934-948.
- Boesch, E. E. (1996). The seven flaws of cross-cultural psychology. The story of conversion. *Mind, Culture, and Activity*, 3(1), 2-10.
- Bruner, J. (2008). Culture and mind: Their fruitful incommensurability. *Ethos*, 36(1), 29-45
- 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., & 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 University Press.
- 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.
- 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.
- Segall, M. H., Campbell, D. T., & Herskovits, M. J. (1966). The influence of culture on visual perception (p. 184). Indianapolis: Bobbs-Merrill.
- 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.

**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 (25%)
- Final exam (25%)
- Research project (10%)

### 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 richen 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.
- **Blog 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, and include a picture made by you and a link to a real news.
  - Write at least 200 words **before the Midterm**.
  - 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 send more than 200 words (1), write about an original or not too obvious topic (2); include a reference to some topic discussed in class (3), include a reference with a link to a real news (4) and include an original photograph (not taken from the internet) related to the topic (5).
- **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

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, uploaded to the blackboard, and evaluated individually.

Mid-term exam (25%)

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. Compulsory readings, and presentations used by the teacher and by students in class are study materials for this exam.

Final exam (25%)

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. Compulsory readings, and all presentations used by the teacher and by students in class are study materials for this exam.

Research project (10%)

In this project students will work individually or in groups (max. 3 or 4 students) to conduct any personal project from a Cultural Psychology perspective. This project can take manifold forms, it is open to creativity, and innovative ideas are welcome, although a qualitative methodology based on interviews must be followed and thematic lines will be preferred. The professor will give students feedback throughout the semester as the projects are developed. These projects will be presented in class, during the last classes in a maximum number of minutes followed by some questions.

There will be an evaluation rubric that will also serve as a guide for carrying out the project. Unless expressly requested by all team members before the final presentation, all components will obtain the same group grade.

**General Course Policies**

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. 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.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending to class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

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.

**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, you will automatically fail

For classes that meet once a week, each absence counts as two. For classes that meet daily, the penalties outlined above apply if you go over 6 absences (7th absence=5th absence above). Exams missed due to an excused absence must be made up within a week of returning to classes. Talk to your professor immediately after your return.

**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. The International Center may also report this to your home university. 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 or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to the Faculty Coordinator to either turn in your documentation or to confirm that our office has received it. The Faculty Coordinator 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. Theories of Cultural Psychology.

Unit 2. Cognition.

Unit 3. Emotion & Motivation.

Unit 4. Development and education.

### Class Schedule

DAY	TOPIC	Keith, K. D. (Ed.). (2011). Book Chapter for presentations
1	Course presentation	
2	Introduction <i>0.1 A WEIRD Psychology</i>	
3	<b>THEORIES OF CULTURAL PSYCHOLOGY</b> <i>1.1. Nature-nurture debate</i>	
4	<i>1.2. Culture and Subcultures</i>	
5	<i>1.3. Culture &amp; experience + organization</i>	
6	<i>1.4 Cultures and selves</i>	
7	<b>Activity Unit 1 + Personal project</b>	<i>In this session you will do the first activity, we will organize groups, and we will start working on research projects</i>
8	<b>COGNITION</b> <i>2.1 Sensation and Perception</i>	Chapter 7 Culture & Cognition
9	<i>2.2 Culture and Memory</i>	Chapter 8 Visual Perception
10	<i>2.3 A narrative perspective</i>	Chapter 21 Cross-cultural Communication
11	<i>2.4 Models of Intelligence</i>	Chapter 10 Cognitive processes in mathematical classroom
12	<b>Activity Unit 2 + Personal project</b>	<i>In this session you will do the second activity, and you will work with your group to design the data collection</i>
13	<b>MID-TERM EXAM + PROJECT EVALUATION</b>	

DAY		TOPIC	Keith, K. D. (Ed.). (2011). Book Chapter for presentations
14		<b>EMOTION &amp; MOTIVATION</b> <i>3.1 Theories of Innate Emotions</i>	Chapter 17 Emotional Expression
15		<i>3.2 Cultural influences on Emotional Expression</i>	Chapter 26 Attractiveness across cultures
16		<i>3.3 Future research on Culture and Emotion</i>	Chapter 19 Well-being across the world
17		<i>3.4 Theories of Motivation</i>	Chapter 28 Organizational psychology in Africa
18		<b>Activity Unit 3</b> <b>+ Personal project</b>	<i>In this session you will do the third activity and you will work with your group in the data analysis and discussion.</i>
19		<b>HUMAN DEVELOPMENT</b> <i>4.1 Basic human development</i>	Chapter 5 Child development
20		<i>4.2 Cultural development</i>	Chapter 11 Women across cultures
21		<i>4.3 Learning without schools</i>	Chapter 15 Evidence- Based intervention
22		<i>4.4. Culture and mental health</i>	Chapter 13 Cultural influences in health
23		<b>Activity Unit 4</b> <b>+ Personal project</b>	<i>In this session we will debate the last activity and the presentation of the projects.</i>
24		Guest presentation	<i>Invited talk to confirm</i>
25		Project presentations 1	Groups 1 and 2
26		Project presentations 2	Groups 3 and 4
<b>FINALS WEEK</b>			