

# PSYCH 287: Cultural Psychology

Counts towards Transfer: Social Science Area 2 requirement  
Counts towards Diversity and Globalism Study

**Instructor:** Yay-hyung Cho, PhD

How to reach Yayhyung:

Email: [ycho@highline.edu](mailto:ycho@highline.edu) (Please feel free to contact me for ANY questions. If my student hours are not working with your schedule, I will be happy to meet you via zoom when it works for you. I will respond within 24 hrs.)

**Course prerequisite:** Placement eligible for English 101, PSYC&100

## Course description:

We will examine psychological theories and research from a cultural perspective. Students discuss the impact of culture on cognition, development, emotion, motivation, sex roles, disorders, group behavior, conflict, stereotyping, and prejudice.

## Student Learning Outcome:

By the end of the course, students will be able to

- Discuss ways culture impacts our cognition, behavior, and emotion
- Describe how culture and our biology interact with each other
- Identify ethnocentrism in previous psychological studies and suggest ways for reducing bias
- Apply concepts from the course to the everyday behavior of people from various cultural backgrounds
- Explain the relationship between psychology and other disciplines (i.e., anthropology and sociology) to profoundly investigate the human mind from a global perspective

**Required Text:** Heine. Cultural Psychology (3rd edition), ISBN-13: 978-0393263985

## Selected Readings that will be used for in-class discussions

### Week 1: Introduction

Arnett, J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist*, 63, 602-614.

## **Week 2: The Self and Culture**

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224.

## **Week 3: Method for studying culture and psychology**

Elfenbein, H. A., & Ambady, N. (2003). Universals and cultural differences in recognizing emotions. *Current directions in psychological science*, 12(5), 159-164.

## **Week 5: Culture & Biology**

Kim, H. S., Sherman, D. K., Mojaverian, T., Sasaki, J. Y., Park, J., Suh, E. M., & Taylor, S. E. (2011). Gene–culture interaction: Oxytocin receptor polymorphism (OXTR) and emotion regulation. *Social Psychological and Personality Science*, 2(6), 665-672.

## **Week 6: Mental Health**

Saint Martin, M. L. (1999). Running amok: A modern perspective on a culture-bound syndrome. *Primary care companion to the Journal of clinical psychiatry*, 1(3), 66.

## **Week 7: Multicultural U.S**

Iyengar, S. S., & Lepper, M. R. (2000). When choice is demotivating: Can one desire too much of a good thing?. *Journal of personality and social psychology*, 79(6), 995.

**Internet Access and the Canvas Site:** All the assignments, the course calendar with due dates, videos, and lecture recordings are on the course Canvas site. You will be submitting your assignments online (also, you'll take tests through the Canvas site), so you will need to have access to the internet on a regular basis. Canvas works reliably only with Firefox or Chrome. Safari and Explorer are very unreliable, with unfortunate outcomes, so plan to use Firefox or Chrome when accessing Canvas (<http://canvas.highline.edu>).

**Grading Policies:** Your grade will be determined by your mastery of the material as determined by completing the online quizzes, discussions, and writing assignments.

Although all students are encouraged to complete all quizzes, discussions, and writing and assignments, the grading system includes extra point options to obtain maximum effort points even if you miss an occasional class, examination, or assignment.

### **Zoom Attendance Points (14 points)**

To encourage students to come to the zoom sessions, I will check attendance for zoom sessions on Tuesdays and Thursdays (1 point per session). Late attendance will get 70% of a presence.

### **Writing Points for Weekly Papers (10 points \* 6: Drop one lowest):**

*Format and goals of response papers:*

Each week you can submit a 1 page (it should not be less than ½ of one page) single-spaced reaction paper through the Canvas website. The purpose of these papers is two-fold.

1. To help you consolidate the information you've absorbed through the weekly readings and lectures.
2. To provide you with an opportunity to go beyond the weekly readings and lecture to explore the ideas you're most captivated with.

In your weekly papers, you should:

- Discuss at least five topics that you learned each week
- For each topic, 1) provide a textbook definition and 2) also the definition that is written in your own words (Please write your own definition as you are explaining each concept to 7 years old), and lastly 3) present and discuss real-world examples that do or do not fit the points made in the weekly readings and lecture or your future questions.

Your grade will be determined by how you successfully satisfied the three bullet points mentioned above. Your weekly response papers are due every Sunday. This will provide me with enough time to read through them and integrate your ideas next week.

If you do not hand in your paper on time, you will receive zero credit for that week's assignment. Feel free to check in with me at any point during the quarter about your grades and progress.

**Mastery Points: Quizzes (20 points \* 6: Drop one lowest):** There will be seven open-book mini-quizzes, each covering material from the textbook, readings, and lectures. The lowest test score that you earn during the quarter will be dropped, so 6 tests will count toward your grade.

### *Exam format:*

Tests are multiple-choice questions. Each test will have 20 questions. In general, each test will cover the assigned reading for that module, information from videos, and discussion/lecture.

### **Weekly Discussion Points (10 points \* 6: Drop one lowest):**

You would need to post one discussion thread and also respond to your classmates' discussion thread to receive discussion points. This is a graded discussion dedicated to helping each other out to do well in this class.

Part 1: Difficult concepts you would like help with

Identify at least two concepts from this reading or lecture that you found most difficult and explain why you found them difficult. The more specific you are about where and how you are having difficulty, the better the help you will get.

Part 2: Helping Your Classmates

Who: Respond to one of your group members. The group member needs to be those who have not yet received any responses. If all group members have a reaction, respond to anyone you'd like.

Now, it is your time to help your groupmate understand at least one of the concepts they are having a hard time with. You can try 1) explaining it in your own words 2) providing an example 3) sharing a website or video that explains it especially well. When you are using the third option, don't forget to include a short description of the website or video in your own words to get full points.

### **Active Learning Activities (total 30 points)**

I will be including low stake, not so difficult learning activities in your weekly modules. You will get up to 5 points every week by completing those activities. It will be different every week, and the goal is to make you either apply what you learned to a new situation or practice it with hands-on activities.

### **Final Week Discussion and Exam**

#### **Final Course Review Discussion (worth 20 points)**

Looking back over the course, identify the 10 most important things you learned in this course. Rank order them so the most important is number 1, the second most important is number 2, and so on.

For each of those important things, explain what the concept is, and explain why it is important.

Who: Respond to at least two classmates. The classmates need to be those who have not yet received any responses. If all classmates have a response, respond to anyone you'd like.

What: Respond to a classmate's initial post with at least two of the following types of comments.

1. A compliment, e.g., "I like how... because...," "I like that... because..."
2. A comment, e.g., "I agree that... because...," "I disagree that... because..."
3. A connection, e.g., "I have also read that...," "I have also thought that...," "That reminds me of..."
4. A question, e.g., "I wonder why...," "I wonder how..."

### **Final Exam (worth 50 points)**

This will be a cumulative exam and will include many questions you have been asked in the previous quiz. If you took notes of the questions you missed previously, you will do a good job. Unlike previous quizzes, there will be a time limit for this exam.

### **Missed Exams or Assignments**

Illnesses, death in the family or other traumatic events, unfortunately, are part of life. I strongly encourage you to reach out to me if you need to discuss a make-up exam. If you are missing the test for the first time, I will not arrange a make-up test because you can drop that score.

### **Gradings**

Your mastery points will be totaled, along with your scores from your papers, daily quizzes, and other effort points to determine your course grade. Grades will be determined on a percentage of 355 total possible points, as follows (<https://percentagecalculator.net/>):

%	GRADE	%	GRADE	%	GRADE
95	4.0	83	2.8	68	1.6
94	3.9	82	2.7	67	1.5
93	3.8	81	2.6	66	1.4
92	3.7	80	2.5	65	1.3
91	3.6	79	2.4	64	1.2
90	3.5	78	2.3	63	1.1
89	3.4	77	2.2	62	1.0
88	3.3	75	2.1	61	0.9
87	3.2	73	2.0	60	0.8
86	3.1	71	1.9	59	0.7
85	3.0	70	1.8		
84	2.9	69	1.7		

### **Accommodations**

If you have a health condition or disability that may require accommodations in order to fully participate in this class, please contact me after class or contact Access Services in Building 99-180, by phone (206) 592-3857, or email [access@highline.edu](mailto:access@highline.edu). Information about disability will be regarded as confidential.

### **Academic honesty**

Students are expected to maintain a high standard of honesty in their academic work. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, collusion, or academic misconduct. Acts of cheating may include submitting work for credit that is not your own, copying examination answers from fellow students or other sources, or assisting other students in acts of these kinds. Plagiarism, the presentation of another's writings or ideas as one's own, can take a number of forms - failing to cite sources, copying source texts or online sources without quotation, or inadequately paraphrasing or synthesizing source materials. Academic dishonesty of any kind will result in a grade of zero on the assignment and possible disciplinary action from the college. If I have reason to believe that you engaged in academic dishonesty, I may make a report to the Office of Student Conduct after speaking with you about the situation. Students who have more than one report of alleged academic dishonesty during their time at Highline College may be required to meet with a Conduct Officer for a student conduct hearing and have sanctions imposed. It is both your right and responsibility to be familiar with the Student Conduct Code.

## **Mutual respect for one another**

In this class, we recognize and respect the diversity of ethnicity and race, gender, sexual identity, class, age, and disability. Differences provide us with opportunities to learn new things, compare experiences, test our assertions, understand ourselves better, and find common ground. Differences also sometimes trigger conflict. In the midst of conflict, we'll maintain a language and an attitude of respect.

## **Ground Rules for Class Discussions**

1. **Confidentiality.** We want to create an atmosphere for an open, honest exchange
2. **Our primary commitment is to learn from each other.** We will listen to each other and not talk at each other. We acknowledge differences among us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understand through this process.
3. **We will not demean, devalue, or “put down” people** for their experiences, lack of experiences, or difference in interpretation of those experiences.
4. **We will trust that people are always doing the best they can**
5. **Speak about your discomfort.** If something is bothering you, please share this with the group. Often our emotional reactions to this process offer the most valuable learning opportunities.
6. **Monitor your airtime.** Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation.