

## Psychology 4020 6.0: Advanced Seminar in Social Psychology

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Fall 2013–Winter 2014

Class: Wednesdays 11:30–2:30 in Vari Hall 1005

Instructor: Dr. Joni Sasaki

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Office Hours: by appointment

### Course Description

This course will cover advanced research in cultural psychology. By discussing both classic and current research in cultural psychology, we will explore the ways in which culture shapes the self, cognition, motivation, emotion, and social interactions, among other topics. Although it is not required that students in this course have PSYC 3350 (Cultural Psychology) as a prerequisite, it is highly recommended, as it will greatly help you in understanding many of the topics in this course.

### Course Goals

By the end of the session, I hope that you will: (1) understand how culture and the mind inevitably make each other up, (2) be familiar with theoretical and empirical evidence demonstrating the importance of culture in psychology, and (3) be able to apply cultural psychological perspectives to other areas of research.

### Grading and Deadlines

Your grade for the course will be based on the following:

|                              |                                  |      |
|------------------------------|----------------------------------|------|
| Reaction papers              | Due Tuesdays, 11:30am            | 10 % |
| Leading discussion           | Date assigned in class           | 10 % |
| Class participation          | Weekly                           | 10%  |
| Pop quizzes                  | 2-3 per semester                 | 5%   |
| Topic proposal               | Due Nov. 9, 5pm                  | 5%   |
| Literature review            | Due Dec. 18, 5pm                 | 15%  |
| Methods & analysis worksheet | Due Feb. 8, 5pm                  | 5%   |
| Oral presentation            | Last 4 weeks (assigned in class) | 10%  |
| Full written proposal        | Due April 16, 5pm                | 30 % |

My grading policy follows York's recommendations:

|          |    |         |    |         |    |
|----------|----|---------|----|---------|----|
| 90 - 100 | A+ | 70 - 74 | B  | 55 - 59 | D+ |
| 80 - 89  | A  | 65 - 69 | C+ | 50 - 54 | D  |
| 75 - 79  | B+ | 60 - 64 | C  | 40 - 49 | E  |
|          |    |         |    | 0 - 39  | F  |

## Assignment Details

**Reaction papers.** To help you prepare for class, a reaction paper will be due 24 hours before the start of each class (i.e., by Tuesdays at 11:30am). Each paper should be 1-1.5 pages double-spaced and uploaded to the course Moodle website by the deadline. Your goal for these papers is to demonstrate that you did the readings while, most importantly, showing that you are thinking critically about the bigger ideas in the papers, the way the research was conducted, and the appropriate inferences to draw from the results. Each paper will be graded based on whether it shows that you did the readings (pass: 100%) or not (fail: 0%). In addition, each passing paper will be evaluated for your personal benefit (i.e., not factored into your grade) as weak (-), acceptable (√), strong (√+), or very strong (+). *Late papers will not receive credit*, although I can still provide an evaluation (again not factored into your grade). You are not required to submit a reaction paper for the week that you are one of the discussion leaders, and there are a few weeks when a different assignment is required instead of the usual reaction paper, so please read the schedule for each week carefully. In your paper, please spend a few sentences (around 2-3) per article summarizing the main points, and then the bulk of the paper should be a careful reflection of the articles that includes any of the following:

- Analyzing overarching issues or themes across multiple readings.
- Connecting the readings to other areas of research in psychology.
- Discussing questions you had about the readings.
- Offering critiques of the research, including weaknesses in the study design or interpretation of results. Remember that criticisms should be constructive.
- Suggesting ideas for future research based on the readings.
- Highlighting points in the readings that you found particularly important or interesting and explaining why.

**Leading discussions.** For each class meeting, two students will be assigned to be discussion leaders. Discussion leaders should be prepared to first help the class briefly summarize the main points in the articles so that everyone is on the same page, but the main goal is to raise important questions or topics to facilitate discussion about the readings. The leaders should discuss their plans for class together beforehand so they are prepared to help facilitate discussions. Powerpoint is generally not permitted for discussions.

**Class participation.** Everyone in the class will be expected to have done all the readings and participate in weekly discussions. Attendance will be taken in each class meeting because you cannot earn participation marks without attending class, and you will be graded based on the quality of your contributions. Good contributions are those that:

- Show you have carefully considered the important issues in the readings and previous discussions in class.
- Provide a new insight that is also relevant to the topic at hand (i.e., long off-track comments are not always the most constructive).
- Build on contributions from others in the class in order to move the discussion forward.
- Offer honest but respectful questions and criticisms of the readings.

**Pop quizzes.** There will be 2-3 pop quizzes per semester based on readings assigned that week. Quizzes will be administered at the beginning of class, and missed quizzes cannot be given again.

**Research proposal.** The research proposal is meant to help you integrate what you're learning in the class with your own interests. In the paper, you will ultimately propose an idea for a new study based on past research relevant to this course. The paper has five components that will be due at different points throughout the academic year: (1) topic proposal, (2) literature review, (3) methods and analysis worksheet, (4) oral presentation, and (5) full written proposal.

1. **Topic proposal.** The topic proposal is a 2-page paper explaining what you would like to do for your research proposal and summarizing the relevant background literature. The purpose of the topic proposal is for you to have a chance to check your topic with me before moving on with the full proposal. Before deciding on a topic, you should do a thorough literature search on several potential topics on PsycINFO to first explore background research. You should choose a topic that has not been done before, but at the same time, there should be enough relevant background literature to support the idea you would (hypothetically) like to test.
2. **Literature review.** The literature review is a 5-page paper clearly summarizing relevant background research while formalizing an argument for your full written proposal. You should reference a minimum of 10 peer-reviewed academic journal articles in your paper. The purpose of the literature review assignment is to become more familiar with articles relevant to your topic while further developing your research proposal idea, and you can also think of it as a draft of your introduction section for the full written proposal. Note that this should not be written in a "book report" style, which tends to just summarize one article per paragraph. Instead, your literature review should be similar to what you would see in the introduction of a journal article—the paragraphs should be organized around arguments or points that you are trying to make in order to set up your research idea, and you should use references to support your points.
3. **Methods and analysis worksheet.** The methods and analysis worksheet will ask you to complete information about your proposal study methods (including participants, design, materials or measures, procedure) and data analysis plan. The purpose of the worksheet is to help you think about the details of how you would actually conduct your study and analyze the data, which will then help you prepare for your full written proposal.
4. **Oral presentation.** Students will present their research proposal to the class in a 15-min. powerpoint presentation. Students should also be prepared to answer questions from the class and the instructor about their proposal. The goal of the oral presentation is to build formal presentation skills while giving students the opportunity to get feedback from the class before the full written proposal is due.
5. **Full written proposal.** The full written proposal should be a like psychology journal article, except that it will have a data analysis plan and anticipated implications and limitations instead of results and discussion since you will not actually collect data. The paper should include a title page, abstract, introduction, method, data analysis plan, anticipated implications and limitations, and references, all in APA style. It should be about 10 pages double-spaced, not including the title page, abstract, and reference section.

## SCHEDULE OF TOPICS

\*You should be able to download all assigned readings through York's library system using the PsycINFO database, except for the Shweder chapter and De Waal book excerpts in the first week, which I will upload on the course Moodle website. If you are not sure how to access PsycINFO, please ask one of the librarians at York for assistance.

### Fall Semester:

#### **Week 1, September 11 – Class overview**

#### **Week 2, September 18 – What is culture, and why study it?**

Shweder, R. (1995). Cultural psychology: What is it? In N. R. Goldberger & J. B. Veroff (Eds.), *The Culture and Psychology Reader* (pp. 41–86). New York: New York University Press.

Henrich, J., Heine, S. J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466, 29.

Excerpts from: De Waal, F. B. M. (2001). *The Ape and the Sushi Master*. New York: Basic Books.

#### **Week 3, September 25 – Self I: Conceptualization of the self**

*Do assigned reading below; reaction paper is slightly different than usual:*

In class, there will be a guest discussion leader, and you will watch an in-class video. Instead of the usual reaction paper, your assignment this week is to write a 1-1.5 page paper that integrates your reactions to the video with this week's readings. This means that your paper should briefly summarize the main points from the video and provide a reflection of how it relates to the readings. You should also briefly summarize the readings, as in your usual reaction papers. You will also have the opportunity to discuss the video and participate in activities with the guest discussant in class, who will be evaluating participation for that week. This paper will be due *Saturday, September 28 at 5pm.*

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224–253.

Gardner, W. L., Gabriel, S., & Lee, A. Y. (1999). "I" value freedom, but "we" value relationships: Self-construal priming mirrors cultural differences in judgment. *Psychological Science*, 10, 321–326.

#### **Week 4, October 2 – Current research and graduate school in cultural psychology**

*No assigned readings for this week; reaction paper is different than usual:*

In class, there will be one or two research presentations by York University researchers in cultural psychology. Instead of the usual reaction paper, your assignment this week is to write a 1-1.5 page paper in response to these presentations. You should take the opportunity in class to ask the researchers questions about their research to learn more about their work and also to help you with your paper. Your paper should briefly summarize the research presentations and provide a reflection of the talks, similar to what you would do in a usual reaction paper, and will be due *Saturday, October 5 at 5pm.* After the presentations, there will be a Q&A session about graduate school in psychology.

### **Week 5, October 9 – Self II: Feelings about the self**

Heine, S. J., Lehman, D. R., Markus, H. R., & Kitayama, S. (1999). Is there a universal need for positive self-regard? *Psychological Review*, *106*, 766–794.

Suh, E. M. (2002). Culture, identity consistency, and subjective well-being. *Journal of Personality and Social Psychology*, *83*, 1378–1391.

Kitayama, S., Markus, H. R., Matsumoto, H., & Norasakkunkit, V. (1997). Individual and collective processes in the construction of the self: Self-enhancement in the United States and self-criticism in Japan. *Journal of Personality and Social Psychology*, *72*, 1245–1267.

#### Optional readings:

Heine, S. J., Takemoto, T., Moskaleiko, S., Lasaleta, J., & Henrich, J. (2008). Mirrors in the head: Cultural variation in objective self-awareness. *Personality and Social Psychology Bulletin*, *34*, 879–887.

Oyserman, D., Coon, H. M., & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: Evaluation of theoretical assumptions and meta-analysis. *Psychological Bulletin*, *128*, 3–72.

### **Week 6, October 16 – Cognition I: Systems of thought**

Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review*, *108*, 291–310.

Peng, K., & Nisbett, R. E. (1999). Culture, dialectics, and reasoning about contradiction. *American Psychologist*, *54*, 741–754.

Masuda, T., & Nisbett, R. E. (2001). Attending holistically versus analytically: Comparing the context sensitivity of Japanese and Americans. *Journal of Personality and Social Psychology*, *81*, 922–934.

#### Optional readings:

Miyamoto, Y., Nisbett, R. E., & Masuda, T. (2006). Culture and the physical environment: Holistic versus analytic perceptual affordances. *Psychological Science*, *17*, 113–119.

Wang, H., Masuda, T., Ito, K., & Rashid, M. (2012). How much information: East Asian and North American cultural products and information search performance. *Personality and Social Psychology Bulletin*, *38*, 1539–1551.

### **Week 7, October 23 – Cognition II: Perspective taking, space and time**

Wu, S., & Keysar, B. (2008). The effect of culture on perspective taking. *Psychological Science*, *18*, 600–606.

Boroditsky, L., & Gaby, A. (2010). Remembrances of times east: Absolute spatial representations of time in an Australian aboriginal community. *Psychological Science*, *21*, 1635–1639.

Boroditsky, L. (2001). Does language shape thought? English and Mandarin speakers' conceptions of time. *Cognitive Psychology*, *43*, 1–22.

### **Week 8, October 30 – No class or assignments scheduled (Co-curricular day)**

### **Week 9, November 6 – Motivation**

Heine, S. J., Kitayama, S., Lehman, D., Takata, T., Ide, E., Leung, C., & Matsumoto, H. (2001). Divergent consequences of success and failure in Japan and North America: An investigation of self-improving motivations and malleable selves. *Journal of Personality and Social Psychology*, *81*, 599–615.

Iyengar, S. S., & Lepper, M. R. (1999). Rethinking the value of choice: A cultural perspective on intrinsic motivation. *Journal of Personality and Social Psychology*, *76*, 349–366.

### **Week 10, November 13 – No class scheduled (Individual meetings)**

*No readings assigned for this week, and no reaction paper:*

Instead of class, you will have an individual meeting with me on either Monday or Tuesday of that week to discuss your topic proposal. Because we will meet after your topic proposal is due to me (the Saturday before), I can give you feedback in our meeting, and you will be able to clarify any questions you have about your topic.

### **Week 11, November 20 – Choice**

Kim, H., & Markus, H. R. (1999). Deviance or uniqueness, harmony or conformity? A cultural analysis. *Journal of Personality and Social Psychology*, *77*, 785–800.

Savani, K., Markus, H. R., & Conner, A. L. (2008). Let your preference be your guide? Preferences and choices are more tightly linked for North Americans than for Indians. *Journal of Personality and Social Psychology*, *95*, 861–876.

Hoshino-Browne, E., Zanna, A. S., Spencer, S. J., Zanna, M. P., Kitayama, S., & Lackenbauer, S. (2005). On the cultural guises of cognitive dissonance: The case of Easterners and Westerners. *Journal of Personality and Social Psychology*, *89*, 294–310.

#### Optional reading:

Kim, H. S., & Drolet, A. (2009). Express your social self: Cultural differences in choice of brand-name versus generic products. *Personality and Social Psychology Bulletin*, *35*, 1555–1566.

### **Week 12, November 27 – Emotion**

Elfenbein, H. A., & Ambady, N. (2003). Universals and cultural differences in recognizing emotions of a different cultural group. *Current Directions in Psychological Science*, *12*, 159–164.

Butler, E. A., Lee, T. L., & Gross, J. J. (2007). Emotion regulation and culture: Are the social consequences of emotion suppression culture-specific? *Emotion*, *7*, 30–48.

Tsai, J. L., Knutson, B., & Fung, H. H. (2006). Cultural variation in affect valuation. *Journal of Personality and Social Psychology*, *90*, 288–307.

#### Optional reading:

Kitayama, S., Mesquita, B., & Karasawa, M. (2006). Cultural affordances and emotional experience: Socially engaging and disengaging emotions in Japan and the United States. *Journal of Personality and Social Psychology*, *91*, 890–903.

Jack, R. E., Garrod, O. G. B., Yu, H., Caldara, R., & Schyns, P. G. (2012). Facial expressions of emotion are not culturally universal. *Proceedings of the National Academy of Sciences*, *109*, 7241–7244.

Ekman, P., Sorenson, E. R., & Friesen, W. V. (1969). Pan-cultural elements in facial display of emotions. *Science*, 164, 86-88.

### **Week 13, December 4 – Relationships and attachment**

- Adams, G. (2005). The cultural grounding of personal relationship: Enemyship in North American and West African worlds. *Journal of Personality and Social Psychology*, 88, 948-968.
- Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture: Security in the United States and Japan. *American Psychologist*, 55, 1093-1104.
- Yuki, M., Maddux, W. W., Brewer, M. B., & Takemura, K. (2005). Cross-cultural differences in relationship and group-based trust. *Personality and Social Psychology Bulletin*, 31, 48-62.

#### Optional reading:

Campos, B., Keltner, D., Beck, J., Gonzaga, G. C., & John, O. P. (2007). Culture and teasing: The relational benefits of reduced desire for positive differentiation. *Personality and Social Psychology Bulletin*, 33, 3-16.

### **Winter Semester:**

#### **Week 1, January 8 – Health and coping**

- Kim, H. S., Sherman, D. K., & Taylor, S. E. (2008). Culture and social support. *American Psychologist*, 68, 518-526.
- Chentsova-Dutton, Y. E., & Vaughn, A. (2012). Let me tell you what to do: Cultural differences in advice-giving. *Journal of Cross-Cultural Psychology*, 43, 687-703.
- Sasaki, J. Y., & Kim, H. S. (2011). At the intersection of culture and religion: A cultural analysis of religion's implications for secondary control and social affiliation. *Journal of Personality and Social Psychology*, 101, 401-414.

#### Optional readings:

- Oishi, S., & Diener, E. (2001). Goals, culture, and subjective well-being. *Personality and Social Psychology Bulletin*, 27, 1674-1682.
- Chentsova-Dutton, Y. E., Chu, J. P., Tsai, J. L., Rottenberg, J., Gross, J. J., & Gotlib, I. H. (2007). Depression and emotional reactivity: Variation among Asian Americans of East Asian descent and European Americans. *Journal of Abnormal Psychology*, 116, 776-785.

#### **Week 2, January 15 – Morality**

- Miller, J. G., Bersoff, D. M., & Harwood, R. L. (1990). Perceptions of social responsibilities in India and in the United States: Moral imperatives or personal decisions? *Journal of Personality and Social Psychology*, 58, 33-47.
- Haidt, J., Koller, S. H., & Dias, M. G. (1993). Affect, culture, and morality, or is it wrong to eat your dog? *Journal of Personality and Social Psychology*, 65, 613-628.

#### **Week 3, January 22 – Religion as culture**

- Cohen, A. B. (2009). Many forms of culture. *American Psychologist*, 64, 194-204.
- Sanchez-Burks, J. (2002). Protestant relational ideology and (in)attention to relational cues in work settings. *Journal of Personality and Social Psychology*, 83, 919-929.

Tsai, J. L., Miao, F. F., & Seppala, E. (2007). Good feelings in Christianity and Buddhism: Religious differences in ideal affect. *Personality and Social Psychology Bulletin*, 33, 409–421.

#### **Week 4, January 29 – Region as culture**

- Nisbett, R. E. (1993). Violence and U.S. regional culture. *American Psychologist*, 48, 441–449.
- Plaut, V. C., Markus, H. R., Treadway, J. R., & Fu, A. S. (2012). The cultural construction of self and well-being: A tale of two cities. *Personality and Social Psychology Bulletin*, 38, 1644–1658.
- Cohen, D., & Nisbett, R. E. (1997). Field experiments examining the culture of honor: The role of institutions in perpetuating norms about violence. *Personality and Social Psychology Bulletin*, 23, 1188–1199.

#### **Week 5, February 5 – Social class as culture**

- Kraus, M. W., Piff, P. K., & Keltner, D. (2011). Social class as culture: The convergence of resources and rank in the social realm. *Current Directions in Psychological Science*, 20, 246–250.
- Snibbe, A. C., & Markus, H. R. (2005). You can't always get what you want: Educational attainment, agency, and choice. *Journal of Personality and Social Psychology*, 88, 703–720.
- Stephens, N. M., Townsend, S. S. M., Markus, H. R., & Phillips, L. T. (2012). A cultural mismatch: Independent cultural norms produce greater increases in cortisol and more negative emotions among first-generation college students. *Journal of Experimental Social Psychology*, 48, 1389–1393.

#### **Week 6, February 12 –Multiculturalism and acculturation**

- Hong, Y.-Y., Morris, M. W., Chiu, C.-Y., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55, 709–720.
- Giguère, B., Lalonde, R., & Lou, E. (2010). Living at the crossroads of cultural worlds: The experience of normative conflicts by second generation immigrant youth. *Social and Personality Psychology Compass*, 4, 14–29.
- Lou, E., Lalonde, R. N., & Giguère, B. (2012). Making the decision to move out: Bicultural young adults and the negotiation of cultural demands and family relationships. *Journal of Cross-Cultural Psychology*, 43, 663–670.

#### **Week 7, February 19 – No class or assignments scheduled (Reading week)**

#### **Week 8, February 26 – Origins of culture**

- Uskul, A. K., Kitayama, S., & Nisbett, R. E. (2008). Ecocultural basis of cognition: Farmers and fishermen are more holistic than herders. *Proceedings of the National Academy of Sciences of the USA*, 105, 8552–8556.
- Kitayama, S., Ishii, K., Imada, T., Takemura, K., & Ramaswamy, J. (2006). Voluntary settlement and the spirit of independence: Evidence from Japan's “northern frontier.” *Journal of Personality and Social Psychology*, 91, 369–384.
- Boyd, R., Richerson, P. J., & Henrich, J. (2011). The cultural niche: Why social learning is essential for human adaptation. *Proceedings of the National Academy of Sciences*, 108, 10918–10925.



Optional readings:

- Fincher, C. L., Thornhill, R., Murray, D. R., & Schaller, M. (2008). Pathogen prevalence predicts human cross-cultural variability in individualism/collectivism. *Proceedings of the Royal Society B: Biological Sciences*, 275, 1279–1285.
- Oishi, S., Lun, J., & Sherman, G. D. (2007). Residential mobility, self-concept, and positive affect in social interactions. *Journal of Personality and Social Psychology*, 93, 131–141.

**Week 9, March 5 – Cultural neuroscience and genetics**

- Kim, H. S., & Sasaki, J. Y. (2014). Cultural neuroscience: Biology of the mind in cultural contexts. *Annual Review of Psychology*, 65, 21.4–24.48.
- Chiao, J. Y., & Blizinsky, K. D. (2010). Culture–gene coevolution of individualism–collectivism and the serotonin transporter gene (5-HTTLPR). *Proceedings of the Royal Society B: Biological Sciences*, 277, 529–537.
- Sasaki, J. Y., Kim, H. S., & Xu, J. (2011). Religion and well-being: The moderating role of culture and the oxytocin receptor (OXTR) gene. *Journal of Cross-Cultural Psychology*, 42, 1394–1405.

Optional readings:

- Tang, Y., Zhang, W., Chen, K., Feng, S., Shen, J., Reiman, E. M., & Liu, Y. (2006). Arithmetic processing in the brain shaped by culture. *Proceedings of the National Academy of Sciences*, 103, 10775–10780.
- Kim, H. S., Sherman, D. K., Sasaki, J. Y., Xu, J., Chu, T. Q., Ryu, C., ... Taylor, S. E. (2010). Culture, distress and oxytocin receptor polymorphism (OXTR) interact to influence emotional support seeking. *Proceedings of the National Academy of Sciences*, 107, 15717–15721.

**Week 10, March 12 – Student oral presentations**

**Week 11, March 19 – Student oral presentations**

**Week 12, March 26 – Student oral presentations**

**Week 13, April 2 – Student oral presentations**