

Faculty of Health
Department of Psychology
PSYC 4020 Section A: Wednesdays 11:30-2:30pm in Vari Hall 3003
SEMINAR IN SOCIAL PSYCHOLOGY
Y (6.0) 2016-2017

Instructor Information

Instructor: Dr. Joni Sasaki
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Office Hours: by appointment
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Course Prerequisite(s): Course prerequisites are strictly enforced.

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2120 3.00 (Social Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits (excluding (EDUC) education courses)

Course website: [Moodle](#)

Course Description

This course will centre on readings and in-class discussions on 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 in understanding many of the topics in this course. A strong understanding of statistics and research methods will also be important for success in this course. Students will learn to apply course material to their own original research ideas by producing a research paper.

Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in social psychology.
2. Critically evaluate, synthesize and resolve conflicting results in social psychology.
3. Articulate trends in social psychology.
4. Locate research articles and show critical thinking about research findings in psychology.
5. Express knowledge of social psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives

Specific objectives for this advanced topic are to:

1. Understand theoretical and empirical evidence of the importance of culture in psychology.
2. Gain experience reviewing literature and applying cultural psychology to other areas of research.

Required Text

- No required textbook or reader.
- Shweder chapter and De Waal book excerpts in Week 2 can be downloaded from Moodle.
- You should be able to download all other assigned readings through York’s library system using the PsycINFO database or by searching Google Scholar.

Note: If you are uncertain about how to access PsycINFO, please be sure to ask one of the York librarians for assistance.

Course Requirements and Assessment

Grades for the course will be based on the following components:

Assessment	Date of Evaluation (if known)	Weighting
Class participation	Weekly	15%
Leading discussion	Date assigned in class	10%
Pop quizzes	Dates not given beforehand	5%
Analysis worksheets	Due Tuesdays at 5pm	20%
Reaction papers	See syllabus for dates	20%
Oral presentation	Last 4 weeks, assigned in class	10%
Final paper	Due April 14 at 5pm	20%
Total		100%

Description of Assignments

Each assignment in this class is in place for a specific purpose, because it is important for students to gain concrete knowledge and skills for future schooling and a career. I hope to make these goals explicit by explaining them at the end of each assignment description below.

Class participation. Everyone in the class will be expected to have done all the readings and participate in weekly discussions. Please note that good discussions involve both speaking *and* listening. It is important to listen carefully to what your classmates have to say and to also communicate your own ideas clearly and respectfully. Good discussions also involve asking questions so that the group as a whole can come to a deeper understanding of the issues involved in each topic. You must bring the assigned weekly readings to every class, along with your article analysis worksheet or reaction paper assigned for that week (either hardcopy or digital is fine) so that you can use these materials to help you participate more effectively. For each class meeting, you should have already prepared your thoughts and questions about the readings for discussion. Attendance will be taken in each class meeting because you cannot earn participation marks without attending class, and you will receive credit for high-quality contributions, which:

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

**Note:* During the weeks of student oral presentations, you are expected to attend class and participate even for weeks when you are not signed up to present. Your participation grade for presentation weeks will be based on the questions you ask about your classmates’ presentations.

What is the purpose of class participation? As a fourth year seminar, this course is structured similarly to a graduate course, which has class discussion as a foundation. Discussions are meant to help students learn to share their thoughts clearly, and to provide a space where students feel comfortable responding to each other's ideas. Productive discussions will ideally help everyone gain a stronger understanding of the material and also improve critical thinking. Although students can learn a lot from simply listening to discussions, the ideal is for everyone to try their best to contribute in order to strengthen communication skills. Discussions work best when everyone participates.

*Note: I understand that some students may find it more difficult to participate in class for different reasons. If you find that it is difficult for you, I encourage you to let me know so that we can discuss ways to help you participate more comfortably.

Leading discussions. For most class meetings, 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, especially the key findings, as well as any methodological points necessary in order to understand the results. Discussion leaders should try not to read summaries of the articles themselves; instead, they should try to ask questions to the class to first allow others to provide the main points from the articles. After summarizing the main points so that everyone is on the same page, the leaders should raise important questions or topics to facilitate discussion about the readings. The main goal for discussion leaders is to help the class think about the articles critically; the class should clearly understand the results and implications of the research for social psychological theory and for the real world. It can also be helpful for the class to have an activity to introduce the general topic or to learn more about a specific part of the readings, so I encourage discussion leaders to think of their own activities. For certain topics, I may have activities to potentially add. Discussion leaders do not need to discuss their plans with me beforehand, but they must discuss their plans together so they are prepared to help facilitate discussions as a team. Powerpoint is generally not permitted for discussions, although in special cases students can use it for visual aides (e.g., short video clips) as long as they check with me in advance. Discussion leaders will receive a grade from 0-10 points after their assigned class date, and they will receive a grade as a team. You are not required to submit a worksheet (see below) for the week when you are one of the discussion leaders.

What is the purpose of leading discussion? Sharing your ideas and facilitating an open and engaging discussion with other people is an important skill for many careers. Also, the best way to understand the material deeply yourself is to be prepared to help others understand it. The topic you understand the best at the end of the course will likely be the one you were assigned to lead.

Pop quizzes. There will be 2-3 pop quizzes per semester (i.e., dates not given beforehand) based on readings assigned that week. Quizzes will be administered, unscheduled, at the beginning of class. They will be multiple choice and should take no more than 5-10 minutes. Any quizzes missed for regular absences cannot be given again. There are no other forms of examination in this course, so pop quizzes are the only real "tests" required.

What is the purpose of pop quizzes? Tests can motivate students to keep up with the readings and remember the material. The benefits of testing for learning and retaining information are well established in education and psychology research (e.g., Abbott, 1909; Allen, Mahler, & Estes, 1969; Lachman & Laughery, 1968; McDaniel & Fisher, 1991; see Roediger & Karpick, 2006 for review). For example, see this recent [New York Times article](#) on "How Tests Make Us Smarter" by Dr. Henry Roediger.

Analysis worksheets. For most weeks, you will be asked to complete an analysis worksheet about the assigned readings. You should download the worksheets from the course Moodle website and then upload each completed worksheet as a MS Word file before the start of each class (i.e., by Tuesdays at 5pm). These

worksheets will come in “levels” so that earlier on in the course, the questions in the worksheet are at an introductory level, and later in the course, as you learn more, the questions become more advanced. Please check the Schedule of Topics below to see which worksheet level you should submit each week. Please note that you are expected to do the course readings in full; discussions and quizzes will be based on anything in the readings and not just information from the worksheets. Each worksheet will be graded based on whether it shows that you did the readings (pass: 100%) or not (fail: 0%). *Late worksheets will not receive credit.* At the end of the course, your two lowest worksheet grades will be dropped, so you essentially have two “free passes” to use if you are sick or are otherwise unable to complete it in a satisfactory manner. Remember that you are not required to submit a worksheet for the week when you are one of the discussion leaders.

What is the purpose of analysis worksheets? The readings in this course are mostly empirical articles or review papers, which are often technical and dense. It can be difficult to find even basic information when you are not accustomed to these types of readings. The analysis worksheets will help you focus on some of this basic information. The worksheets will also help you prepare for class discussions by giving you a chance to think about questions and comments before class.

Reaction papers. To help you think more deeply about the topics in this course, there will be 4 reaction papers assigned throughout the year. Each paper must be uploaded to the course Moodle website by the specified deadline (see Schedule of Topics below) and should be approximately 2 pages double-spaced in Times New Roman font. The 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 articles, the way the research was conducted, and the appropriate inferences to draw from the results. In your paper, you must discuss at least two of the assigned readings for that week, but please do not spend more than 2–3 sentences summarizing the readings. The strongest papers include very short summaries (or none at all) and discuss new ideas and questions while demonstrating a deep understanding of the key points from the readings. For your paper, you can do any of the following:

- Analyze overarching issues or themes across multiple readings.
- Connect the readings to other areas of research in psychology.
- Discuss questions you had about the readings.
- Offer critiques of the research, including weaknesses in the study design or interpretation of results. Remember that criticisms should be constructive.
- Suggest ideas for future research based on the readings.
- Highlight points in the readings that you found particularly important or interesting and then expanding on *why* you thought they were interesting/important.

**Note:* Each paper will be graded based on the extent to which it shows that you made a serious effort to read and carefully think about the articles. Proper spelling, grammar, and overall writing structure all count. *Late papers will not be accepted.*

What is the purpose of reaction papers? Strong writing is one of the most important concrete skills for students to gain from an undergraduate degree, and one of the best ways to master this skill is to write frequently and to challenge yourself to improve your writing over time. Reaction paper assignments are also designed to help you improve critical thinking skills as you read empirical journal articles, and they will also help you prepare for class discussions.

Research project. The research project is meant to help you integrate what you’re learning in the class with your own interests by ultimately proposing an idea for a new study based on past research relevant to this course. The research project has three components: (1) paper draft, (2) oral presentation, and (3) final paper.

1. **Paper draft.** You must bring a complete hardcopy draft of your paper to the “Paper draft workshop” toward the end of the course (see course schedule below for due date). Please follow the Research Project Guidelines for the final paper as closely as possible on this draft assignment. The purpose of the paper draft is for you to have a chance to check your topic with me and get feedback on your paper from your classmates before moving on with the oral presentation and final paper. Before deciding on a topic, you should do a thorough literature search on several potential topics in PsycINFO to first explore the available background research. Sometimes students decide to change their topic after they actually conduct a literature search, so be sure to give yourself enough time to think about your topic and do some research well before this assignment is due. I would recommend starting at least 4 weeks in advance, but the earlier the better. 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. You are welcome to use the course syllabus as a starting place for ideas, or you can draw on a topic you enjoyed from another class and see if you can integrate it with topics in cultural psychology.
2. **Oral presentation.** Each student will present his or her research project to the class in a 10-min. Powerpoint presentation toward the end of the course. You should also be prepared to answer questions from the class and the instructor about your project. The goal of the oral presentation is to build formal presentation skills while giving you the opportunity to get feedback before the final paper is due. Note that you are responsible for bringing your presentation on a USB drive on the day you are signed up to present.
3. **Final paper.** The final paper should be like the introduction of a psychology journal article, beginning with a literature review of your topic and ending with a new, original research question and testable hypothesis. The whole paper should be in APA style with a minimum of 10 peer-reviewed academic journal articles and should include a title page and reference section. The body of the paper should be 6–7 pages double-spaced, not including the title page and reference section. Your paper must be submitted electronically through Moodle (see course requirements for due date).

What is the purpose of the research project? The research proposal provides an opportunity for improving formal writing skills and critical thinking in research. It helps students exercise creativity by coming up with their own research question, while also thinking carefully about scientific rigor as they formulate testable hypotheses.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g., A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system, see the York University Undergraduate Calendar: <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>

Missed Class and Late Work

Emergency or sickness. Students who missed a class or assignment due to a documented reason, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>), may request accommodation by emailing me as soon as you are safely able to do so. If you missed a pop quiz due to an excused absence, it is your responsibility to ask me about rescheduling a short-answer written version of the quiz as soon as possible. If you were unable to write a reaction paper on time due to illness, it is your

responsibility to contact me about the possibility of an extension. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Late work. Because it is very important to turn in your assignments on time, you should plan to submit your assignments with enough time before a given deadline to account for possible technical difficulties, travel plans, etc. Remember that you can always submit assignments early. Late submissions for reaction papers or worksheets will not receive credit. For the final research paper, there will be a 10% deduction from your grade per 24 hours or portion thereof past the deadline. Examples: 5 minutes late = 10% deduction; 18 hours late = 10% deduction; 25 hours late = 20% deduction, etc.

Add/Drop Deadlines

For a list of all important dates please refer to: [Important Dates](#)

Important dates	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a “W” on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

Attendance Policy

Attendance for this seminar course is mandatory.

Electronic Device Policy

It is expected that you are attentive and respectful during class, which means not using your phone or looking at things unrelated to class on your laptop. The use of laptops is permitted only for taking notes and referring to assigned readings during class discussion.

Information on Plagiarism Detection

“Turn-it-in” software will be used via the course Moodle to detect possible plagiarism in assignments.

Academic Integrity for Students

Academic honesty is important because the integrity of every student’s degree and knowledge from his or her education depends on an honest reflection of one’s own achievements. Cases of suspected breach of academic honesty—including but not limited to cheating on quizzes, plagiarizing others’ work, or submitting work for one class to a second class—will be taken very seriously. Please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic for more information.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)

- [Resources for students to help improve their writing and research skill](#)

Test Banks

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited too: buying or selling test banks.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

Policy. While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with university guidelines.

Resources. The [York University Accessibility Hub](#) is your online stop for accessibility on campus, providing tools, assistance, and resources. For further information, read: [York university academic accommodation for students with disabilities policy](#).

Emailing Etiquette

When writing emails to professors and others within an academic setting, please remember that there are general norms for how to write them appropriately. Your email correspondence can leave a lasting impression at times, so it is important to keep in mind these tips for emailing etiquette:

- Check course materials, including the syllabus, to see if the information you need is there.
- Try to avoid overly informal language.
- Use correct spelling, grammar, and punctuation.
- Think carefully about your question first, and then explain it clearly and succinctly.
- Do your best to email well ahead of when you need an answer.
- See the Career Centre's "12 Tips for Writing Effective Emails" pdf posted on Moodle.

Example of appropriate email:

Hello Dr. Sasaki,

I hope all is well and that you are enjoying your weekend. I have been looking over my past assignments, and I was wondering if I could make an appointment to see you during office hours to discuss how I can improve for my presentation and final paper. Tuesdays and Wednesdays would be the best days for me. Looking forward to hearing from you.

- [Student's name]

Example of inappropriate email:

hey prof, i was wondering if i could come and see you tmrw? i just started working on my presentation and ran into some problems and im kind of confused as to what i should do in regards to my topic.thx

Course Materials Copyright Information

These course materials are designed for use as part of the HH/PSYC 4020 6.0A course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#)

Course Schedule

Fall Week 1, September 14 – Class overview

Fall Week 2, September 21 – What is culture, and why study it?

Reaction paper #1 due on Tuesday, September 20 at 5pm based on readings below.

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*. (pp. 1–10, 194–216). New York: Basic Books.

Fall Week 3, September 28 – Cultural dimensions

Worksheet (introductory level) due based on readings below. *

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

*Gelfand, M. J., Raver, J. L., Nishii, L., Leslie, L. M., Lun, J., Lim, B. C., ... Yamaguchi, S. (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, 332, 1100–1104.

*Cross, S. E., Uskul, A. K., Gerçek-Swing, B., Sunbay, Z., Alözkan, C., Günsoy, C., ... Karakitapoğlu-Aygün, Z. (2014). Cultural prototypes and dimensions of honor. *Personality and Social Psychology Bulletin*, 40, 232–249.

Optional readings:

Kashima, Y., Yamaguchi, S., Kim, U., Choi, S.-C., Gelfand, M. J., & Yuki, M. (1995). Culture, gender, and self: A perspective from individualism–collectivism research. *Journal of Personality and Social Psychology*, 69, 925–937.

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

Fall Week 4, October 5 – The self

Worksheet (introductory level) due based on readings below. *

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.

*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.

Optional readings:

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.

Fall Week 5, October 12 – Cognition I: Systems of thought

*Worksheet (introductory level) due based on readings below.**

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

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

Uskul, A. K., Kitayama, S., & Nisbett, R. N. (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.*

Fall Week 6, October 19 – Cognition II: Time and space

Worksheet (introductory level) due based on readings below.

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

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

de la Fuente, J., Santiago, J., Román, A., Dumitrache, C., & Casasanto, D. (2014). When you think about it, your past is in front of you: How culture shapes spatial conceptions of time. *Psychological Science*, 25, 1682–1690.

Optional readings:

Fuhrman, O., & Boroditsky, L. (2010). Cross-cultural differences in mental representations of time: Evidence from an implicit nonlinguistic task. *Cognitive Science*, 34, 1430–1451.

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

Fall Week 7, October 26 – Motivation

Reaction paper #2 due Saturday, October 31 at 5pm based on in-class video and readings below.

In class we will discuss the articles and watch a video. Instead of the usual reaction paper, your assignment is to write a reaction paper integrating your reactions to the video with this week's readings. Your paper should very briefly summarize the readings and main points from the video while providing a detailed reflection of how certain parts of the video relate to the readings.

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.

Fall Week 8, November 2 – Choice

Worksheet (intermediate level) due based on readings below.

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.

Optional readings:

Miller, J. G., Das, R., & Chakravarthy, S. (2011). Culture and the role of choice in agency. *Journal of Personality and Social Psychology*, *101*, 46-61.

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.

Fall Week 9, November 9 – Emotion

Worksheet (intermediate level) due based on readings below.

Tracy, J. L., Shariff, A. F., Zhao, W., & Henrich, J. (2013). Cross-cultural evidence that the nonverbal expression of pride is an automatic status signal. *Journal of Experimental Psychology: General*, *142*, 163-180.

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.

Rychlowska, M., Miyamoto, Y., Matsumoto, D., Hess, U., Gilboa-Schechtman, E., Kamble, S., Muluk, H., ... & Niedenthal, P. M. (2015). Heterogeneity of long-history migration explains cultural differences in reports of emotional expressivity and the functions of smiles. *Proceedings of the National Academy of Sciences*, *112*, E2429-E2436.

Optional readings:

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.

Tsai, J. L., Louie, J. Y., Chen, E. E., & Uchida, Y. (2007). Learning what feelings to desire: Socialization of ideal affect through children's storybooks. *Personality and Social Psychology Bulletin*, *33*, 17-30.

Boiger, M., De Deyne, S., & Mesquita, B. (2013). Emotions in "the world": Cultural practices, products and meanings of anger and shame in two individualist cultures. *Frontiers in Psychology*, *4*.

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.

Fall Week 10, November 16 – Relationships

Worksheet (intermediate level) due based on readings below.

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.*

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.*

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.

Endo, Y., Heine, S. J., & Lehman, D. R. (2000). Culture and positive illusions in close relationships: How my relationships are better than yours. *Personality and Social Psychology Bulletin*, 26, 1571–1586.

Fall Week 11, November 23 – Current research and graduate school in cultural psychology (Guest lecturers)

Reaction paper #3 due Saturday, November 26 at 5pm based on in-class presentations and discussion with guest lecturers.

In class there will be two research presentations by York University researchers in cultural psychology. Instead of the usual reaction paper, your assignment this week is to write a 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 careful reflection of the talks. After the presentations, there will be an informal Q&A session about graduate school in psychology.

Fall Week 12, November 30 – Morality

Worksheet (intermediate level) due based on readings below.

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.

Optional readings:

Graham, J., Haidt, J., & Nosek, B. A. (2009). Liberals and conservatives rely on different sets of moral foundations. *Journal of Personality and Social Psychology*, 96, 1029–1046.

Winter Week 1, January 11 – Many forms of culture

Worksheet (advanced level) due based on readings below.

Cohen, A. B. (2009). Many forms of culture. *American Psychologist*, 64, 194–204.

Takooshian, H. (2010). Rediscovering differential psychology? *American Psychologist*, 65, 57–58.

Tebes, J. K. (2010). Community psychology, diversity, and the many forms of culture. *American Psychologist*, 65, 58–59.

Cohen, A. B. (2010). Just how many different forms of culture are there? *American Psychologist*, 65, 59–61.

Winter Week 2, January 18 – Region as culture

Worksheet (advanced level) due based on readings below.

Nisbett, R. E. (1993). Violence and U.S. regional culture. *American Psychologist*, 48, 441–449.

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.

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.

Optional reading:

Cohen, D., Nisbett, R. E., Bowdle, B. F., & Schwarz, N. (1996). Insult, aggression, and the southern culture of honor: An “experimental ethnography.” *Journal of Personality and Social Psychology*, 70, 945–960.

Winter Week 3, January 25 – Social class as culture

Worksheet (advanced level) due based on readings below.

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.

Optional readings:

Stephens, N. M., Markus, H. R., & Townsend, S. S. M. (2007). Choice as an act of meaning: The case of social class. *Journal of Personality and Social Psychology*, 93, 814–830.

Winter Week 4, February 1 – Religion as culture?

Worksheet (advanced level) due based on readings below.

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.

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.

Clobert, M., Saroglou, V., & Hwang, K.-K. (2015). Buddhist concepts as implicitly reducing prejudice and increasing prosociality. *Personality and Social Psychology Bulletin*, 41, 513–525.

Optional readings:

Cohen, A. B., & Rozin, P. (2001). Religion and the morality of mentality. *Journal of Personality and Social Psychology*, 81, 697–710.

Kim, E., Zeppenfeld, V., & Cohen, D. (2013). Sublimation, culture, and creativity. *Journal of Personality and Social Psychology*, 105, 639–666.

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.

Winter Week 5, February 8 – Multiculturalism and acculturation

Worksheet (advanced level) due based on readings below.

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.

Cila, J., & Lalonde, R. N. (2014). Personal openness toward interfaith dating and marriage among Muslim young adults: The role of religiosity, cultural identity, and family connectedness. *Group Processes and Intergroup Relations*, 17, 357–370.

Fulmer, C. A., Gelfand, M. J., Kruglanski, A. W., Kim-Prieto, C., Diener, E., Pierro, A., & Higgins, E. T. (2010). On “feeling right” in cultural contexts: How person–culture match affects self-esteem and subjective well-being. *Psychological Science*, 21, 1563–1569.

Optional readings:

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.

Haji, R., Lalonde, R. N., Durbin, A., & Naveh-Benjamin, I. (2011). A multidimensional approach to identity: Religious and cultural identity in young Jewish Canadians. *Group Processes & Intergroup Relations*, 14, 3–18.

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.

Winter Week 6, February 15 – Origins of cultures

Reaction paper #4 due on Tuesday, February 14 at 5pm based on readings below.

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.

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.

Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., & Kitayama, S. (2014). Large-scale psychological differences within China explained by rice versus wheat agriculture. *Science*, 344, 603–608.

Optional reading:

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.

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.

Winter Week 7, February 22 – No class or assignments scheduled (Reading week)

Winter Week 8, March 1 – Cultural neuroscience and genetics

Worksheet (advanced level) due based on readings below.

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.

Zhu, Y., Zhang, L., Fan, J., & Han, S. (2007). Neural basis of cultural influence on self-representation. *NeuroImage*, 34, 1310–1316.

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.

Optional readings:

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.

Kitayama, S., King, A., Yoon, C., Tompson, S., Huff, S., & Liberzon, I. (2014). The dopamine D4 receptor gene (DRD4) moderates cultural difference in independent versus interdependent social orientation. *Psychological Science*, 25, 1169–1177.

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.

Winter Week 9, March 8 – Paper draft workshop

In lieu of readings this week, we will have an in-class workshop where you will go over a *complete hardcopy draft of your research paper* in pairs or groups. I will check on your topic with you, and you can ask me any questions you have about your paper. Please carefully read over the research project paper draft section under “Description of Assignments” in the syllabus.

Winter Week 10, March 15 – Student oral presentations

Winter Week 11, March 22 – Student oral presentations

Winter Week 12, March 29 – Student oral presentations

Winter Week 13, April 5 – Student oral presentations