

PSYC 4020 3.0 M: Advanced Seminar in Social Psychology

Winter, 2015

Thursdays, 2:30pm – 5:30pm, McLaughlin College 109

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Course Prerequisites and Important Date

All 4000-level psychology courses require the successful completion of the following prerequisites in order to enroll: honours standing, 84 completed credits, PSYC 1010 6.0 with minimum grade of C, PSYC 2020 3.0 or 2021 3.0, and PSYC 2030 3.0. Please note that you should drop from this course yourself if you do not meet these prerequisites to avoid losing fees or being de-enrolled later in the semester.

The last date to drop course without receiving a grade is *February 6, 2015*.

Course Description

This course will cover advanced research as it pertains to culture and psychology. Through a sample of original research in cultural psychology, we will explore the critical role of culture in a wide array of psychological phenomena, such as the self, cognition, motivation, and relationships. Throughout this course, we will consider different theoretical and methodological approaches, how to understand and explain cultural similarities and differences, and how individuals and groups navigate their cultural worlds. Although it is not required to have taken PSYC 3350 (Cultural Psychology) prior to this course, it is highly recommended.

Learning Objectives

By the end of this course, I hope you will be (1) increase your understanding of the intricate relationship between culture and psychology; (2) become familiar with research in cultural psychology and be able to evaluate the empirical evidence and theoretical positions critically; (3) gain experience with designing your own research and learn to apply cultural psychological perspectives to other areas of research.

Course Organization

As a seminar course, its focus is on reflecting on, discussing, and communicating scheduled topics with the rest of the class. Therefore, the assigned readings are central to the course and everyone should come prepared to participate actively in various roles such as leading or contributing to class discussions and presenting your research proposal.

Evaluation and Deadlines

Class participation	Weekly	10%
Leading discussion	Once (assigned in class)	15%
Reaction papers	Weekly, Due Wednesdays, 10pm	15%
Topic proposal & literature review	Due February 13, 10pm	15%
Proposal presentation	Last 4 weeks (assigned in class)	15%
Full research proposal	Due April 8, 10pm	30%

Class participation. Everyone in the class will be expected to finish all the readings and contribute to weekly discussions. Attendance will be taken in each class meeting and you will be graded based on the quality of your contributions. At the end of the course, you will receive a grade ranging from 0 to 10 points for your class participation. Good contributions are those that:

- Show you have carefully considered the important issues in the readings.
- Offer objective and well-reasoned critiques of the readings.
- Provide new insights that are clear and relevant to the topic at hand.
- Build on contributions from others in the class and previous discussions.
- Relate the readings to other topics of this course and other areas of research.

Leading discussion. For each class meeting, three or four students will be assigned to be discussion leaders. Discussion leaders should be prepared to achieve two goals. First, they should ask the class to summarize the main points of each article, including the theoretical premise, key results, and important methodological points. It can be helpful for discussion leaders to think of an activity to introduce the given topic or to learn a bit more about the readings. Second, discussion leaders should raise relevant questions to facilitate discussion about the readings. The questions should help the class think about the articles critically and gain a deeper understanding of the findings and their implications. Given the number of discussion leaders in each class meeting, they are required to discuss their plans beforehand and divide the responsibilities among themselves. Discussion leaders should conduct themselves as a team and I will evaluate the team performance from 0 to 10 points. Note that discussion leaders are not required to submit a reaction paper on the week they are scheduled to lead discussion (see below).

Reaction papers. To help you prepare for each class meeting, a reaction paper will be due the evening before. Each paper should be 1–1.5 pages, double-spaced, and uploaded to Moodle by the deadline. The goal for these papers should be to show that you can summarize the main points of these articles and you are thinking critically, especially about the way the research was conducted, and the appropriate inferences to draw from the results. Begin each paper with a brief summary of the main points of at least two articles (e.g., hypotheses, methods, and results). The remainder of the paper should be a careful reflection that includes any of the following:

- Analyzing broad issues or themes connecting multiple readings.
- Discussing questions you had about the readings.
- Offering constructive criticism of the research

- Suggesting ideas for future research based on the findings
- Integrating the readings with other areas of research you have knowledge of
- Pointing out what you found particularly interesting and what you could expand on in your own research.

Each paper will be graded based on the following rubric: Weak (50%), Acceptable (70%), Strong (85%), or Excellent (100%). *Late papers will not receive credit.* Note again that you are not required to submit a reaction paper for the week that you are one of the discussion leaders.

Topic proposal & literature review. This assignment is meant to help you narrow down to a topic for your proposed research based on past research relevant to this course. It should be about 4 pages, (1) explaining what you would like to study and (2) summarizing the relevant background literature. Be sure to include a reference section at the end of your proposal. Before deciding on a topic, I highly recommend that you set aside enough time to do a thorough literature search on potential topics in PsycINFO. Literature search is essential; it allows you to make an informed decision as there might not be enough background literature to support your idea or your idea may have already been investigated in the exact way you would like to test it. Therefore, topics appropriate for this proposal should be either novel ones yet with sufficient literature backing (at least 5 references) or an alternative take on existing topics that offers new insights. At least half of this proposal needs to be a clear review of the literature you have found on the chosen topic. You can think of literature review as preparing you to formalize a basis for the full research proposal. For late submissions, there will be a 10% deduction from your grade every 24 hours past the deadline.

Proposal presentation. The goal of an oral presentation is to build formal presentation skills while giving you the opportunity to get feedback from the class before the full written proposal is due. Each student will make a 10-min. powerpoint presentation that includes the following sections: overview, research questions or hypotheses, research design, key variables to be manipulated or measures, participants and procedures, and proposed statistical analysis. After each presentation, 5 minutes will be allotted for the class to ask questions about the research and clarify issues.

Full research proposal. The full written proposal should be similar to a psychology journal article that includes the title page, abstract, the main body, and references. The main body of the proposal, in turn, should contain introduction, methods, data analysis plan, and anticipated implications and limitations. Because no actual data will be collected, you should replace the Results section with hypothetical statistical analysis with and the Discussion section with potential implications and limitations. The proposal should be 8-10 pages, double-spaced, all in APA style. The title page, abstract, and reference section are in addition to these 8-10 pages. For late submissions, there will be a 10% deduction from your grade every 24 hours past the deadline.

Grading

To convert percentage grades to letter grades:

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

Academic Integrity and Other Considerations

Important information for students regarding university policies regarding academic honesty can be found at <http://www.yorku.ca/academicintegrity/students/index.htm> Breach of academic honesty will be taken very seriously and the penalties for doing so are harsh.

Become familiar with the rules and regulations regarding academic misconduct, including plagiarism and submitting work from a different class:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

In addition, all students are expected to familiarize themselves with the following information (<http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>) available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage under Reports, Initiatives, Documents:

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Schedule of Topics

Week 1 (January 8): Class overview

Week 2 (January 15): Basic principles and cultural dimensions

- 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.
- Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on Psychological Science*, 5, 420-430.
- Shavitt, S., Torelli, C. J., & Reimer, H. (2010). Horizontal and vertical individualism and collectivism: Implications for understanding psychological processes. In M. J. Gelfand, C.-y. Chiu, & Y.-y. Hong (Eds.), *Advances in culture and psychology* (Vol.1, pp. 309-350). New York, NY: Oxford University Press. *will be uploaded to Moodle*

Week 3 (January 22): The self

- 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.
- Kim, Y.-H., Cohen, D., & Au, W.-T. (2010). The jury and abjuration of my peers: The self in Face and Dignity cultures. *Journal of Personality and Social Psychology*, 98, 904-916.
- Spencer-Rodgers, J., Boucher, H. C., Mori, S., Peng, K., & Wang, L. (2009). The dialectical self-concept: Contradiction, change, and holism in East Asian cultures. *Personality and Social Psychology Bulletin*, 35, 29-44.

Week 4 (January 29): Cognition

- Chiu, C.-y., Morris, M. W., Hong, Y. Y., & Menon, T. (2000). Motivated cultural cognition: The impact of implicit cultural theories on dispositional attribution varies as a function of need for closure. *Journal of Personality and Social Psychology*, 78, 247–259.
- Ji, L.J., Nisbett, R.E., & Su, Y. (2001) Culture, change, and prediction. *Psychological Science*, 12, 450-456.
- Masuda, T., Gonzalez, R. Kwan, L., & Nisbett, R. E. (2008). Culture and aesthetic preference: Comparing the attention to context of East Asians and European Americans. *Personality and Social Psychology Bulletin*, 34, 1260-1275.

Week 5 (February 5): Motivation and Agency

- 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.
- Hoshino-Browne, E. (2012), Cultural variations in motivation for cognitive consistency: Influences of self-systems on cognitive dissonance. *Social and Personality Psychology Compass*, 6, 126–141.
- 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.

Week 6 (February 12): Groups and Relationships

- 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.
- Schug, J., Yuki, M., & Maddux, W. (2010). Relational mobility explains between- and within-culture differences in self-disclosure to close friends. *Psychological Science*, *21*, 1471-1478.
- 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.

Week 7 (February 19): Reading week

Week 8 (February 26): Different forms of culture

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

Week 9 (March 5): Explaining culture

- Chiu, C.-y., Gelfand, M. J., Yamagishi, T., Shteynberg, G., & Wan, C. (2010). Intersubjective culture: The role of intersubjective perceptions in cross-cultural research. *Perspectives on Psychological Science*, *5*, 482-493.
- Oishi, S. (2010). The psychology of residential mobility: Implications for the self, social relationships, and well-being. *Perspectives on Psychological Science*, *5*, 5-21.
- 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.

Week 10 (March 12): Acculturation and multiculturalism & Student oral presentations

- De Leersnyder, J., Mesquita, B., & Kim, H. (2011). Where do my emotions belong? A study of immigrants' emotional acculturation. *Personality and Social Psychology Bulletin*, *37*, 451-463.
- 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.

Week 11 (March 19): Student oral presentations

Week 12 (March 26): Student oral presentations

Week 13 (April 2): Student oral presentations