HP3901: Cultural Psychology

Textbook, Readings, and References

Heine, S. J. (2016). *Cultural Psychology, International Student Edition*. New York: Norton.

Course Description

Humans are social animals with a lot in common, but there are also remarkable differences across cultures whereby people do not think, feel, or behave in the same way. Why is it that people in some cultures have their first name listed before their last, while others do the reverse? Is the wisdom of "practice makes perfect" equally emphasized in different parts of the world? Some parents discipline their kids by threatening to disown them while others resort to grounding, why? You will find insight into these and other observations of culture and psychology in this course. Finally, you will receive progressive training on theoretical thinking, critical reasoning, and methodological designs.

The central theme of this course is the interplay between the basic principles of the human mind and culture. To fully understand the key aspects of human cognition, it is important to consider the relevance of cultural contexts in which people are embedded. Throughout this course, you will learn about 1) theories that describe and explain how culture evolves; 2) the strategies for conducting cross-cultural research scientifically; 3) cultural similarities and differences in various forms, from perception and judgments to emotion and morality; 4) how these cultural patterns can be explained and predicted by major theoretical models; and 5) the ways to derive novel cultural hypotheses from your daily observations and the knowledge you have acquired from other courses.

More broadly, this course is in deep connection with other key courses of the program such as Introduction to Psychology, Social Psychology, Cognitive Psychology, Social Cognition, Developmental Psychology, Human Motivation, Laboratory in Social Psychology, Fundamentals of Social Science Research, and Research Design and Data Analysis in Psychology. The course forms part of the foundational training on psychological knowledge, research capability, theoretical reasoning, and critical thinking.

Intended Learning Outcomes (ILOs)

By the end of this course, you should be able to:

1) describe basic theories of cultural psychology
2) identify, compare, and contrast the conceptual properties of basic frameworks in cultural psychology
3) explain social phenomena in real life with basic frameworks in cultural psychology
4) evaluate socio-cultural phenomena with scientific and statistical evidence

Class Schedule and Reading Assignments

Week	Topic	Chapters or Remarks	Course ILOs	Optional Readings/ Activities
1		--	--	--
2	Introduction to Cultural Psychology	Chapters 1, 2	1, 2, 3, 4	N/A
3	Cultural Evolution	Chapter 3	1, 2, 3, 4	Diamond, J. M. (1998). *Guns, germs and steel: A short history of everybody for the last 13,000 years*. Random House.
4	Methods for Cultural Psychology	Chapter 4	1, 2, 3, 4	N/A
5	Self and Personality	Chapter 6	1, 2, 3, 4	Richard, E. N. (2019). *Geography of thought: How Asians and Westerners think differently-and why*. Nicholas Brealey Pub.
6	Motivation	Chapter 8	1, 2, 3, 4	N/A
7	Quiz 1	Materials from Week 2-6	1, 2, 3, 4	N/A
	Recess Week (No class)	--	--	--
8	Cognition and Perception	Chapter 9	1, 2, 3, 4	Nisbett, R. E. (2007). Eastern and Western ways of perceiving the world. In Y. Shoda, D. Cervone, & G. Downey (Eds.), *Persons in context: Building a science of the individual* (pp. 62–83). New York, NY: Guilford Press. Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: holistic versus analytic cognition. *Psychological Review, 108*(2), 291.
9	Interpersonal Attraction and Close Relationships	Chapter 11	1, 2, 3, 4	N/A
10	Morality, Religion, and Justice	Chapter 12	1, 2, 3, 4	N/A
11	Emotions	Chapter 10	1, 2, 3, 4	Matsumoto, D. (1989). Cultural influences on the perception of emotion. *Journal of Cross-Cultural Psychology, 20*(1), 92-105.
12	Physical and Mental Health	Chapters 13, 14	1, 2, 3, 4	N/A
13	Living in Multicultural Worlds	Chapter 7	1, 2, 3, 4	N/A
TBA	Quiz 2	Materials from Week 8-13	1, 2, 3, 4	N/A

Assessments

	Component	Course Learning Outcomes Tested	Related Program Learning Outcomes or Graduate Attributes	Weighting	Training on Team/Individual
1	Tutorial Participation	3, 4	Communication Character Civic-mindedness	10%	Individual, team
2	Quiz 1	1, 2, 3, 4	Competence	20%	Individual
3	Group Project	1, 2, 3, 4	Competence Creativity Communication Character Civic-mindedness	30%	Individual, team

4	Quiz 2	1, 2, 3, 4	Competence	40%	Individual
	Total			100%	

Course Policies, Student Responsibilities, and Assessment Components Descriptions
General

You are expected to complete all assigned pre-class readings and activities, attend all classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments, and course related announcements for seminar sessions you have missed.

Students are expected to read the assigned chapters **before** coming to class each week.
Lectures are based on 1) the assigned chapters from the textbook and 2) complementary materials **not** in the textbook (e.g., films, videos, class demonstrations). In the interest of effective learning, instructors would post skeletal class notes online which do not contain all the details of the lectures. They can be downloaded from NTULearn before class.

The instructor expects students to be active in thinking and learning. Given the nature of social psychology, chances are that the familiar oh-yea-that-rings-a-bell moment will strike you from time to time as the course progresses. So please share your thoughts with the class if you have one!

If you miss a class, you are expected to borrow notes from a classmate or consult your TA or the instructor for missing information.

Communication and Email Etiquette

Due to the large class size, email communication can become challenging and so please allow 48 hours for your email to be processed. If a simple answer is what you need, it may be more efficient to first contact your TA for quick help. Alternatively, see me before/after class or during office hours and I will be happy to discuss with you at greater length.

If you are unclear about the general structure or setup of the course, please consult the syllabus first – there is a good chance that you will find an answer there. You are strongly encouraged to make use of online resources such as the forum boards on NTULearn for discussions and collaborative learning. Finally, if these platforms do not adequately address your questions or concerns, please do not hesitate to contact me or your TA.

Formative Feedback

Depending on the scopes and goals of the course, you may have the opportunities to identify your progress in this course via feedback in three different forms: (1) general feedback based on your performance on Quiz 1 (so you have a chance to evaluate progress in comparison to the progress of your peers), (2) specific feedback throughout tutorial assignments (so you have a chance to evaluate your understanding of key concepts in terms of depth and accuracy) and (3) feedback obtained from individual meetings on group project throughout the semester (so you have a chance to evaluate your theoretical thinking, critical thinking, and understanding of methodology).

Absenteeism

Collaborative learning requires students to be in class to contribute to teamwork. In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Tutorial Participation

Learning is much more effective when activities are memorable and examples are relatable to daily life. Accordingly, the tutorials are designed to prompt students to experience cultural psychology from a unique angle through a variety of class exercises and activities. The tutorials, important also for the training it provides for the group project, will be assisted by your TA, Some tutorials will end with a group assignment, to be completed and submitted by project groups (see Group Project below). The assignments are designed to reinforce the conceptual understanding and practical application of class materials. **Throughout the course, each project group is expected to submit a total of 5 assignments, 3 before Quiz 1 and 2 after Quiz 1.** In other words, students are not required to complete every assignment given to the class; they will have the flexibility to work on the assignments of their choice as long as I receive five assignments from the group before the semester is over.

Group Project

Creativity is central to learning, and a group project lends itself well for students to demonstrate academic knowledge without sacrificing creativity. The group project in this course is a balance of both, to be completed in the form of an academic poster.

Form groups in Week 3 tutorials (5-6 students per group). Throughout the course, the group would choose a theory that has been discussed and support it with a theoretical (e.g., what is the rationale of the theory) and methodological summary (e.g., how was the theory tested in past research). This will be the first section of the poster, focusing on the theoretical view of a topic in social psychology.

Then, extend this theory by linking it to a variable not directly implicated in the theory (e.g., gender differences, group differences, relationship with prejudice) and propose an empirical study that can test this theoretical extension. **No data collection or class presentation is required.** This will be the second section of the poster, focusing on creativity and collaborative skills in learning.

In the interest of fairness, I give students the opportunities to evaluate their own work after they submit their poster. In other words, your performance in the group project will be jointly evaluated by the instructor and your group (i.e., peer evaluations).

Quizzes 1 and 2

Quiz 1, in the format of multiple-choice questions, will cover the textbook and lecture materials (e.g., demonstrations, videos) from Week 2 – 6. Quiz 2, in the format of multiple choice and short answer questions, will cover the textbook and lecture materials (e.g., demonstrations, videos) from Week 8 – 13. Tutorial materials will not be tested.

There will be no make-up test. Students who miss Quiz 1 or 2 due to a documented emergency – such as medical and family emergencies – will receive a weight adjustment in the assessments of tutorial and group project; missing the quizzes without documentation will result in a loss of the marks associated with it. Contact your TA as soon as you can and be prepared to submit documentation for such events.

Learning and Teaching Approach

Approach	How does this approach support students in achieving the learning outcomes?
Anonymous voting system	With the help of clickers during lectures, you will have a chance to anonymously express your views on frameworks or topics without looking silly in case you fail to get the right answers. **This approach is especially effective for ILOs 1, 2, 3, and 4** because you will be presented in items that focus on theoretical reasoning, specific knowledge of social psychology, application of such knowledge, and relevance of such knowledge to daily life.
Collaborative learning	With the help of small groups in tutorials and group projects, you will have a chance to learn collaboratively and develop the skills it requires, instead of learning social psychology in a solitary manner. **This approach is effective for ILOs 1, 2, 3, and 4** because you will be presented with various kinds of problems that put your theoretical reasoning, specific knowledge of social psychology, and application of such knowledge to test. To do well, you have to take advantage of team effort such as integrating the views of everyone on the team or borrowing their expertise for different tasks.
Interactive classroom activities	With the help of group activities in lectures and tutorials, you will have a chance to learn interactively instead of learning social psychology in a passive manner. **This approach is effective for ILOs 1, 2, 3, and 4** because you will engage in various activities that help you better understand abstract concepts that are otherwise hard to grasp. These activities are engaging for their interesting nature, educational for highlighting the gist of important concepts, memorable for standing out from traditional approaches of teaching, and relatable for their links to daily life.

Academic Integrity

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honor Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.