

Culture and Cognition (Psychology 442, 2014 F)

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Class email: psyc442A@gmail.com

Class time: Monday 11:30am – 2:20pm

Classroom: [BIOSCI 1120](#)

This course will examine a wide range of social cognitive topics (e.g., self, choice, motivation, emotion, reasoning, education and socialization) from a cultural perspective by drawing on a wide range of cross-cultural and sometimes within-cultural studies.

Thought Questions

You are required to turn in 2-3 thought questions (**half page only, single spaced**) after reading for each topic. The thought questions should include ideas of yours that **GO BEYOND** the material presented in the readings. You can discuss future directions for research, how the material relates to other material that you know, criticism of the readings, life experiences that may be explained by the reading, underlying big questions and assumptions, any questions or concerns you may have about the major points in the readings, etc. Do **NOT** summarize the readings in your reaction papers.

In your thought questions, you need to cover all the readings for the topic. E.g., you can write one question for each paper you read, or you can comment on two/three papers at the same time.

Thought questions should be emailed to both the discussion leaders and Psyc442A@gmail.com before the deadline (see details in the timetable) so that the discussion leaders can have time to incorporate your questions/comments into the discussions. Please write in the subject line: “your name: Discussion # questions” (“Joe Davis: Discussion 1 questions”). Also submit your questions in a word document with your name included as part of the file name (e.g., Joe_Davis Discussion 1).

Topic Presentation and Leading Class Discussion

Each student (together with one or two others) will be responsible for leading a class discussion during one class period. Group members are expected to work together on the presentation. Except in rare circumstances, each person’s individual mark will be the same as the group mark. Be creative. Feel free to do demonstrations, organize a debate, show brief videos, etc. At the very least, you should prepare an outline of how and where you want the discussion to proceed as well as a list of issues or questions you want the class to discuss. The class will evaluate the leaders immediately after the discussion, and your grade will be based primarily on these ratings and my own evaluation.

I will be available, if needed, to help you prepare your discussion.

Participation

You are expected to actively participate in class discussions. Be prepared with questions and comments before coming to class. Many of you are taking this course because you have had significant cross-cultural experiences. Learning about cultural experiences from other students is central to this course, so I expect that you contribute.

Picture Project (Due by 4pm on Oct 15)

Think about yourself and the way you have become the person you are now. Think of all the cultural influences that may have impinged on you: your parents, your parental milieu, your ethnic group, your religion, the areas/countries you lived in, your gender, the schools you went to and the school ideology, your peers and their backgrounds, etc. Use pictures to capture some of these environmental and cultural factors. Write 1-2 sentences to explain how they had an impact on you and what in your way of being they influenced exactly.

This is not about merely a history of yourself. Focus on the forces in your life that made you the way you are *now*. Explain briefly how those forces shaped you: what would have been different without them. Try to emphasize cultural influences, rather than merely individual influences.

Put the pictures in a power point file. You may use 6-8 slides (each slide may contain one or multiple pictures) in total to present how social practice and the culture you grew up may have shaped you. Next to each picture (or in the note section), you may use a couple of sentences to explain why you choose the picture. On each slide, indicate your name (e.g., J. Davis) and number the pictures.

Final Paper

Identify a phenomenon you are curious about. Or identify an interesting effect reported in a top psychology journal (such as Psychological Science or Journal of Personality and Social Psychology). Then explore theoretically, based on what we have learned in this class, how different cultures of your choice may differ in this effect (i.e., your prediction or hypothesis) and why (it's extremely important to have strong rationales for your prediction)

Then describe 2 different studies to examine this effect cross-culturally in a compelling and interesting way. One of these studies must be an experiment in which some variable is manipulated. You do not need to actually carry out the studies. You only need to outline them in enough detail so that you can show the reader that the studies will convincingly demonstrate what you want to demonstrate. Note: a few references would probably be helpful. But this paper is not a report of other people's research (you will read enough of that for class). Rather this is a research proposal describing a phenomenon you want to examine cross-culturally, describing why this phenomenon is theoretically interesting and why cultural differences should be expected (and how), and then describing compelling ways (involving at least 1 experiment) that your idea can be tested. (total 8-10 pages, double spaced).

The paper will be graded on the following criteria

- Original ideas
- Strong and convincing rationales
- Well designed studies
- Coherence and Clarity
- Mechanics (e.g., citing your sources appropriately and in APA style, including a References section; having a paper that is free of typographical and grammatical errors)
- Overall quality

You are strongly encouraged to discuss your topic with me. Be sure to get the ORIGINAL source (papers), whenever possible, and base your paper on them. You are required to have at least 6 reference papers.

The paper is due on Dec 1st by 4:30pm. You are required to submit both a hard copy (to my mailbox or my office) and a word document by email to psyc442A@gmail.com

Evaluation

The breakdown for your grade will be as follows:

Thought questions	25 %
Topic Presentation	20 %
Picture project	7 %
Final Paper	30 %
Class Participation (regular attendance, keeping up with the readings, participating in class discussions)	18 %

Late policies:

No late assignment is accepted for thought questions. For the final paper, you will get a 2% deduction, out of the total 30%, for each day that your paper is late. (Special considerations may be given for medical emergency.)

Additional tips for thought questions:

I'm looking for your own thoughts in these questions. It's important to elaborate your questions to show what and how you think about them. You may apply the findings to other topics/fields, predict what would happen and explain **why**. You may suggest following-up studies, including predictions and major procedures. Your questions should be in some way an extension of the reading. Critically analyze the reading. Take issue with the theory, the generalizations, or the way the idea was tested. Avoid quotes, especially long ones.

Ideally, some of your thought questions will lead to a testable hypothesis. State it explicitly if you can. Be brave enough to take a stance and argue for it. [This will help your final paper as well.]

For any questions you ask, try to answer them yourself first – so that I can see how you think about this. Again, the thoughts you put into every question will show themselves.

Discussion Leaders

1. Do research on at least some of the questions raised by the class, and feel free to introduce research that we are not reading in this class, esp. if it's highly relevant and addresses students' questions. It'll be beneficial if you have done some research on some questions so that you can back up the discussion with some empirical evidence.
2. It may be good to incorporate fun activities/videos etc, but it should be made clear how they are relevant /related to the discussion topic.
3. It will be nice to have a summary in the end of the presentation if you can.
4. Prepare additional questions as backups in case you run out of topics for discussion.

Copyright of Course Materials

This material is copyrighted and is for the sole use of students registered in Psyc442. This material shall not be distributed or disseminated to anyone other than students registered in Psyc442. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1 <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Schedule

Week	Date	Topic	Deadline	Discussion Leaders
1	Sept 8	Syllabus, introduction		
2	Sept 15	Research Methods Video 1	Discussion questions due by Friday 8am	
3	Sept 22	Discussion1: Self Video 2	Discussion questions due by Friday 8am	
4	Set 29	Discussion2: Choice Video 3	Discussion questions due by Friday 8am	
5	Oct 6	Discussion 3: Motivation Discussion 4: Emotion	Discussion questions due by Friday 8am	
6	Oct 13	No Class (Thanksgiving)	Picture Project due by 4pm on Oct 15th	
7	Oct 20	Discussion5: Reasoning Picture Project Presentation	Discussion questions due by Friday 8am	
8	Oct 27	Discussion6: Language and cognition Video 4	Discussion questions due by Friday 8am	
9	Nov 3	Lecture Discussion7: Learning and Development	Discussion questions due by Friday 8am	
10	Nov 10	Discussion8: religion Video 5	Discussion questions due by Friday 8am	
11.	Nov 17	Discussion 9: Multicultural minds Video 6	Discussion questions due by Friday 8am	
12	Nov 24	Discussion 10: Cultural Life Open Discussion		
			Final paper Due by 4:30pm on Dec 1st.	

Psych 442 Readings (2014F)

<u>Week</u>	<u>Topic</u>
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1.	Introduction Introduction to Cultural Psychology [Lecture]
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2.	Cultural Psychology Research Methods [Lecture]
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3.	Self
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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.

Morrison, K.R., & Johnson, C.S. (2011). When What You Have Is Who You Are: Self-Uncertainty Leads Individualists to See Themselves in Their Possessions, *Personality and Social Psychology Bulletin*, 37, 639-651.

4.	Choice
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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. ,

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(4), 861-876.

5.	Motivation
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Heine, S., 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 & Social Psychology*. 81, 599-615.

Shechter, O. G., Durik, A. M., Miyamoto, Y., & Harackiewicz, J. M. (2011). The Role of Utility Value in Achievement Behavior: The Importance of Culture. *Personality and Social Psychology Bulletin*, 37, 303-317.

Emotion and Affect

Tsai, J. L. (2007). Ideal affect: Cultural causes and behavioral consequences. *Perspectives on Psychological Science*, 2(3), 242-259.

White, K., Lehman, D. R., & Cohen, D. (2006). Culture, self-construal, and affective reactions to successful and unsuccessful others. *Journal of Experimental Social Psychology*, 42(5), 582-592.

6.	No Class (Thanksgiving)
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7.	Reasoning
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Peng, K. & Nisbett, R.E. (1999). Culture, dialectics, and reasoning about contradiction. *American Psychologist*, 54, 741-754.

Ma-Kellams, C., & Blascovich, J. (2012). Enjoying Life in the Face of Death: East–West Differences in Responses to Mortality Salience. *Journal of Personality and Social Psychology*, Jul 23, [electronic publication ahead of print].

8.	language and Cognition
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- Miller, K. F., Smith, C. M., Zhu, J., & Zhang, H. (1995). Preschool origins of cross-national differences in mathematical competence: The role of number-naming systems. *Psychological Science*, 6(1), 56-60.
- Maass, A., Karasawa, M., Politi, F., & Suga, S. (2006). Do verbs and adjectives play different roles in different cultures? A cross-linguistic analysis of person representation. *Journal of Personality and Social Psychology*, 90(5), 734-750.

9. Lecture Learning and Development

- Tweed, R.G., & Lehman, D. R. (2003) Learning considered within a cultural context: Confucian and Socratic approaches. *American Psychologist*. 57, 89-99.
- Ji, L.J. (2008) The leopard cannot change his spots, or can he: Culture and the development of lay theories of change. *Personality and Social Psychology Bulletin*, 34(5), 613-622.

10. Religion

- Cohen, A. B., & Rozin, P. (2001). Religion and the morality of mentality. *Journal of Personality and Social Psychology*, 81(4), 697-710.
- Ginges, J., Hansen, I., & Norenzayan, A. (2009). Religion and support for suicide attacks. *Psychological Science*, 20(2), 224-230.
- Rounding, K., Lee, A., Jacobson, J., & Ji, L.J. (2012). Religion Replenishes Self-Control. *Psychological Science*. 23(6), 635-642.

11. Bicultural and multicultural minds

- Hong, Y., Morris, M.W., Chiu, C., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55, 709-720.
- Tadmor, C.T., Galinsky, A. D., & Maddux, W.W. (2012). Getting the Most Out of Living Abroad: Biculturalism and Integrative Complexity as Key Drivers of Creative and Professional Success. *Journal of Personality and Social Psychology*, 103(3), 520-542.

12. Cultural Life

- Campos, B., Keltner, D., Beck, J. M., Gonzaga, G. C., & John, O. P. (2007). Culture and teasing: The relational benefits of reduced desire for positive self-differentiation. *Personality and Social Psychology Bulletin*, 33(1), 3-16.
- Rattan, A, Savani, K., Naidu, N. V. R., & Dweck, C.S.(2012).Can everyone become highly intelligent? Cultural differences in and societal consequences of beliefs about the universal potential for intelligence. *Journal of Personality and Social Psychology*, 103, 787-803

Letter grades

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

Arts & Science Letter Grade Input Scheme

Assignment mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
F0 (0)	0

Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below