

Culture and Cognition (Psychology 442, 2017 F)

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Office hour: by email or appointment

Class time: Mondays 11:30am – 2:20pm

Classroom: [Hum 223](#)

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 submitted via onQ** before the deadline (see details in the timetable) so that the discussion leaders can have time to incorporate your questions/comments into the discussions. 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 presentation and 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 15th)

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 about 6 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

You will submit a research paper (8-10 page long) by 4pm on Dec 6th. Details will be provided later.

Evaluation breakdown

Thought questions	24 %
Topic Presentation	20 %
Picture project	6 %
Final Paper	30 %
Class Participation (regular attendance, keeping up with the readings, participating in class discussions)	20 %

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.)

Schedule

Week	Date	Topic	Deadline	Discussion Leaders
1	Sept 11	Syllabus, Introduction		
2	Sept 18	Lecture: Research Methods Video 1	Discussion questions due by 21 st 11:59pm	
3	Sept 25	Discussion1: Self Video 2	Discussion questions due by Thurs 11:59pm	
4	Oct 2	Discussion2: Motivation Video 3	Discussion questions due by Thurs 11:59pm	
5	Oct 9	NO CLASS. Thanksgiving		
6	Oct 16	Discussion 3: Reasoning Lecture	Discussion questions due by Thurs 11:59pm	Picture Project due by 4pm on Oct 15th
7	Oct 23	Discussion 4: Emotion Picture Project Presentation	Discussion questions due by Thurs 11:59pm	
8	Oct 30	Discussion5: Time Lecture	Discussion questions due by Thurs 11:59pm	
9	Nov 6	Discussion6: Language and cognition Video 4	Discussion questions due by Thurs 11:59pm	
10	Nov 13	Discussion7: Religion Video 5	Discussion questions due by Thurs 11:59pm	
11.	Nov 20	Discussion8: Relationship Video 6	Discussion questions due by Thurs 11:59pm	
12	Nov 27	Discussion 9: Cultural Life		

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.

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 is 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.

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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.

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