

## PSY 251Ea CULTURAL PSYCHOLOGY

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Office Hour: Tuesday 15.00-16.00

### Course Information:

Spring 2017

Tuesday & Thursday

16.00-17.20

### Course description

This course has been designed to offer a comprehensive view of Cultural Psychology with its most important phenomena, theoretical dilemmas, research methodologies and applications. We will approach these issues through a continuous navigating between theoretical developments and specific cases or examples, including those from the everydayness of our daily lives.

### Course Goals and Methodology

In general, this course addresses the following learning objectives:

- Understand what cultural psychology consists of, and why it is useful.
- Understand the general dynamics characterizing the relationship between subjects and cultures.
- Understand how these influences take place during the process of development, and become aware of the risk of ethnocentrism.
- Be able to apply what you learn to your daily life, learning to reflect about what is “normal” in relation to your perception of reality, and of yourself.

The topics to work on include cognition, human development, emotions, the self, and cultural values. In the case of each of these topics, a principal focus of analysis will be whether the particular psychological processes and behaviors in question, at both individual and collective levels, can be explained more fully in culture-specific or universalistic terms, and how they are related to the salient characteristics of the cultural-historical context in which they are embedded. Specific research and intervention projects which run in different contexts (education, work-place, immigration policies) will also be presented and discussed. To give the class a relevant outlook, the bibliography studied will include both classic readings in the discipline as well as emergent new trends.

In order to achieve a meaningful understanding of the concepts involved in the subject, we will combine different materials such as teacher expositions, analysis of scientific articles, student’s project presentations, class debates and films. Student’s participation will be fostered and required.

### Prerequisites

There are no prerequisites.

## Learning Objectives

After this course you will be able to:

- Understand the dynamic interaction between culture and individuals
- Understand how these dynamics permeate our psychological functions, but also our selves, our daily lives, and our perception of “normality”.
- Use concrete terms to discuss these dynamics, appropriating theoretical concepts and using them in relation to real-life examples.
- Think critically about different possibilities concerning perceptions of what is normal in terms of development, and of psychological functioning.
- Summing up, the most important goal is to become able to bring the theory you learn to concrete use, understanding everyday phenomena from the perspective of cultural psychology.

## Required Texts

- Bruner, J. (2008). Culture and mind: Their fruitful incommensurability. *Ethos*, 36(1), 29-45.
- Cole, M. (2009). The illusion of culture-free intelligence testing. Retrieved from <http://communication.ucsd.edu/MCA/Paper/Cole/iq.html>.
- Cubero, M. de la Mata, M. and Cubero, R. (2008). Activity Settings, Discourse Modes and Ways of Understanding: On the Heterogeneity of Verbal Thinking, *Culture & Psychology*, 14 (4), 403-430.
- De la Mata, ML., Santamaría, A., & Ruiz, M. L. (2016). Toward the Model of Independence The Influence of Formal Schooling Experience on Earliest Autobiographical Memories and Self-Construals. *Journal of Cross-Cultural Psychology*, 47(5), 670-679.
- Kirmayer, L. J. (2001). Cultural variations in the clinical presentation of depression and anxiety: implications for diagnosis and treatment. *Journal of Clinical Psychiatry*, 62, 22-30.
- Macías, B.; García, J.; Sánchez, J.A; Marco, M.J. (2010). Literacy and the formation of cultural identity. *Theory and Psychology*. 20 (2), pp. 231 - 250.
- Markus, H. R., & Kitayama, S. (2010). Cultures and selves a cycle of mutual constitution. *Perspectives on Psychological Science*, 5(4), 420-430.
- Martínez, V.; Sánchez, J.A.; Goudena, P.P.A (2011). Cross-Cultural study of observed conflicts between young children. *Journal of Cross-Cultural Psychology*. 42(6), 895-907.
- Matsumoto, D. (2001). *Cross-cultural psychology in the 21st century*. The many faces of psychological research in the 21st century: Society for the Teaching of Psychology, 98-115.
- McLeod, S. A. (2007). *Nature Nurture in Psychology*. Retrieved from [www.simplypsychology.org/naturevsnurture.html](http://www.simplypsychology.org/naturevsnurture.html)
- Oyserman, D. (2017). Culture Three Ways: Culture and Subcultures Within Countries. *Annual Review of Psychology*, 68(1), 435 - 463.
- Prinz, J. (2004). Which emotions are basic. *Emotion, evolution, and rationality*, 69, 88.
- Rogoff, B. (2003). *The cultural nature of Human development*. Ny: Oxford University Press, chapter 1.
- Russell, J. A. (1995). Facial expressions of emotion: What lies beyond minimal universality?. *Psychological bulletin*, 118(3), 379.
- Sagi, A., Van IJzendoorn, M. H., & Koren-Karie, N. (1991). Primary appraisal of the Strange Situation: A cross-cultural analysis of pre-separation episodes. *Developmental Psychology*, 27(4), 587.
- Segall, M. H., Campbell, D. T., & Herskovits, M. J. (1966). The influence of culture on visual perception (p. 184). Indianapolis: Bobbs-Merrill.
- Ubillos, S., Paez, D., & González, J. L. (2000). Culture and sexual behavior. *Psicothema*, 12, 70-82.

## **General Course Policies**

Please do not hesitate to ask about anything that may not be clear to you (concerning learning contents, class organization, dates). You can always ask me in class (after or before), or during office hours. The use of computers and tablets will be **strictly limited to learning purposes**.

## **Course Requirements and Grading**

Students will be evaluated on their ability to articulate and critically apply the terms, concepts and theories from class and readings verbally, during class discussions, as well as in writing, on exams and in written assignments.

The final grade for the course is comprised of the following:

Participation	20%
Midterm Exam	25%
Final Exam	25%
Research Project	30%

### **Participation.**

Participation is essential during the class and also outside of it. During the class you will be able to contribute to organized discussions or to introduce new topics relevant to the subject being studied. Suggestions of new materials to discuss or to consider are welcome, as well as activities which could contribute to enrich our approach to the course subjects. Also as part of the class you will participate in organizing and presenting contents together with your classmates. This will make classes more dynamic, fostering abilities related to the selection of information, organization of it into time-unities, and social skills related to presenting contents to the others.

Outside of the class you will need to prepare for the classes, reading materials, reflecting about them and becoming ready to have a proper view on the issues being studied.

**This participation represents 20% of your grade. It is structured the following way:**

- 10%** Voluntary class concepts presentation.
- 5%** Class debate participation.
- 5%** On-line debate participation.

### **Mid-term Exam (short questions and written essay): 25% of your final grade.**

Working individually, you will have short questions about theoretical concepts and you will have to deliver a short essay (around 700 words) to answer some specific questions using the theoretical concepts worked on and applied to the understanding of one example-situations.

### **Final exam (written essay): 25% of your final grade.**

Working individually, you will have to deliver a short essay (around 700 words). You will have to answer some specific questions using the theoretical concepts worked on and applied to the understanding of a selection of example-situations.

### **Final paper-research project: This research represent 30% of your final grade.**

In this project students will work in groups (3 or 4 students) to explore in depth an object of study selected by them related to Cultural Psychology. The object of study can take manifold forms, it is open and creativity and innovative ideas are welcome. To analyze the select object in this project, students can draw from the course readings and/or from additional readings related to the selected topic.

The groups will present their projects in class, during the last 4 classes. The professor will give students feedback throughout the semester as the projects are developed.

Papers, up to 6000 words, must be presented printed before the May 10<sup>th</sup>.

- 20%** Project written report:
- 10%** Project class presentations

**Key Dates:**

Midterm Exam: March, 14<sup>th</sup>.

Project oral Presentation: From April 18<sup>th</sup> to April 27<sup>th</sup>.

Project paper Presentation: Before May 11<sup>th</sup>.

Final Exam: (between May, 15<sup>th</sup> - 19<sup>th</sup>).

Spanish grades and their equivalences:

Spanish grades	10	9,9	9,4	8,9	8,4	7,9	7,4	6,9	6,4	5,9	5,4	4,9
		-	-	-	-	-	-	-	-	-	-	-
		9,5	9	8,5	8	7,5	7	6,5	6	5,5	5	0
USA	A	A	A-	B+	B	B	B-	C+	C	C	C-	F
ECTS	A	B	B	C	C	C	C	D	D	E	E	F

**Attendance and Punctuality**

Attendance is mandatory. More than 3 unexcused absences will result in the lowering of the final grade (please mind that these excuses need to be related to medical reasons). Students with more than 2 such absences may not challenge the final grade received. Punctuality is required.

If you need to skip classes due to medical reasons, please do not forget to ask for a certificate to justify your absence.

**Missed or Late Work**

If you fail to participate in class on regular basis, or if you miss assignments (e.g. essays, class examples and presentations, or exams) your final grade will be affected (as you will not be able to sum up the grades of missed activities). Please keep this in mind.

**Academic Dishonesty**

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. Avoid plagiarism by citing sources properly (using footnotes or endnotes and a bibliography).

**Students with Disabilities**

If you have a disability that requires special academic accommodation, please speak to your professor within the first three (3) weeks of the semester in order to discuss any adjustments. It is the student's responsibility to provide the International Center with documentation confirming the disability and the accommodations required (if you have provided this to your study abroad organization, they have most likely informed the International Center already but please confirm).

**Behavior Policy**

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.

## Class Schedule

Session	Topic	Basic readings
1 26/01/17	<b>Course presentation</b>	Human Evolution - History of Humanity Documentary: <a href="https://youtu.be/y9Ski3H8dXk">https://youtu.be/y9Ski3H8dXk</a>
2 31/01/17	<b>History and Theories of Cultural Psychology</b> 1.1 The History of Cultural Psychology	Matsumoto, D. (2001). Cross-cultural psychology in the 21st century. The many faces of psychological research in the 21st century: Society for the Teaching of Psychology, 98-115.
3 02/02/17	<b>History and Theories of Cultural Psychology</b> 1.2. Prevailing Theories	Oyserman, D. (2017). Culture Three Ways: Culture and Subcultures Within countries. <i>Annual Review of Psychology</i> , 68(1), 435 - 463.
4 07/02/17	<b>History and Theories of Cultural Psychology</b> 1.3. The nature-nurture debate	McLeod, S. A. (2007). Nature Nurture in Psychology. Retrieved from <a href="http://www.simplypsychology.org/naturevsnurture/">www.simplypsychology.org/naturevsnurture/</a>
5 09/02/17	<b>History and Theories of Cultural Psychology</b> 1.4 Cultures and selves + <b>QUIZ I</b>	Markus, H. R., & Kitayama, S. (2010). Cultures and selves A cycle of mutual constitution. <i>Perspectives on Psychological Science</i> , 5(4), 420-430.
6 14/02/17	<b>Research project:</b>	<ul style="list-style-type: none"> <li>• Organizing groups, choosing topics and start working on research projects.</li> <li>• Reading: How psychologists study?</li> </ul>
7 16/02/17	<b>Cognition</b> 2.1 Sensation and Perception	Segall, M. H., Campbell, D. T., & Herskovits, M. J. (1966). The influence of culture on visual perception (p. 184). Indianapolis: Bobbs-Merrill.
8 21/02/17	<b>Cognition</b> 2.2 Narratives	Bruner, J. (2008). Culture and mind: Their fruitful incommensurability. <i>Ethos</i> , 36(1), 29-45.
9 23/02/17	<b>Cognition</b> 2.3 Memory and Self-Construals	De la Mata, ML., Santamaría, A., & Ruiz, M. L. (2016). Toward the Model of Independence The Influence of Formal Schooling Experience on Earliest Autobiographical Memories and Self-Construals. <i>Journal of Cross-Cultural Psychology</i> , 47(5), 670-679.
10 02/03/17	<b>Cognition</b> 2.4 Models of Intelligence + <b>QUIZ II</b>	Cole, M. (2009). The illusion of culture-free intelligence testing.
11 07/03/17	<b>Emotion &amp; Motivation</b> 3.1 Theories of Innate Emotions	Prinz, J. (2004). Which emotions are basic. <i>Emotion, evolution, and rationality</i> , 69, 88.
12 09/03/17	<b>Emotion &amp; Motivation</b> 3.2 The Case for Universal & Culture-Specific Emotions	Russell, J. A. (1995). Facial expressions of emotion: What lies beyond minimal universality? <i>Psychological bulletin</i> , 118(3), 379.
13 14/03/17	<b>MID-TERM EXAM</b>	

<b>14</b> 16/03/17	<b>Emotion &amp; Motivation</b> 3.3 Theories of Motivation	Motivation, book chapter Expanded Maslow's Hierarchy of Needs video: <a href="https://www.youtube.com/watch?v=yM8SwZkvCIY&amp;feature=youtu.be">https://www.youtube.com/watch?v=yM8SwZkvCIY&amp;feature=youtu.be</a>
<b>15</b> 21/03/17	<b>Emotion &amp; Motivation</b> 3.4 Sex Similarities and Differences across Cultures + <b>QUIZ III</b>	Ubillos, S., Paez, D., & González, J. L. (2000). Culture and sexual behavior. <i>Psicothema</i> , 12, 70-82.
<b>16</b> 23/03/17	<b>Research project:</b>	In this session you will work with your group
<b>17</b> 28/03/17	<b>Human Development</b> 4.1 Cognitive Development and moral Reasoning	Sagi, A., Van IJzendoorn, M. H., & Koren-Karie, N. (1991). Primary appraisal of the Strange Situation: A cross-cultural analysis of preseparation episodes. <i>Developmental Psychology</i> , 27(4), 587.
<b>18</b> 30/03/17	<b>Human Development</b> 4.2 Cultural development	Rogoff, B. (2003). <i>The cultural nature of Human development</i> . Ny: Oxford University Press, first chapter.
<b>19</b> 04/04/17	<b>Human Development</b> 4.3 Cultural Research in Seville + <b>QUIZ IV</b>	<ul style="list-style-type: none"> <li>• Cubero, M. de la Mata, M. &amp; Cubero, R. (2008).</li> <li>• Macías, B., et al. M.J. (2010).</li> <li>• Martínez, V.; Sánchez, J.A.; Goudena, P.P.A (2011).</li> </ul>
<b>20</b> 06/04/17	<b>Research project:</b>	In this session you will work with your group to elaborate the presentation of your project results, ask last-minute questions, etc.
<b>21</b> 18/04/17	Project presentations 1	
<b>22</b> 20/04/17	Project presentations 2	
<b>23</b> 25/04/17	Project presentations 3	
<b>24</b> 27/04/17	Project presentations 4	
<b>25</b> 09/05/17	<b>Human Development</b> 4.4. Psychological disorders across Cultures	Kirmayer, L. J. (2001). Cultural variations in the clinical presentation of depression and anxiety: implications for diagnosis and treatment. <i>Journal of Clinical Psychiatry</i> , 62, 22-30.
<b>26</b> 11/05/17	<b>Closure</b>	
15 to 19/05/17	<b>FINALS WEEK</b>	

Presentations (readers and research projects): to be scheduled in class.

**Midterm Exam:** March, 14<sup>th</sup>.

**Final Exam:** to be scheduled: May 15<sup>th</sup> - 19<sup>th</sup>.

**Project paper presentation:** Before May 11<sup>th</sup>.

This syllabus is subject to change.

## Recommended readings:

### Books:

Bruner, J. S. (1990). *Acts of meaning* (Vol. 3). Harvard University Press.

Cole, M. (1996): *Cultural Psychology. A once and future discipline*. Harvard: Harvard University Press

Gilligan, C. (1977). In a different voice: Women's conceptions of the self and of morality. *Harvard Educational Review*, 47, 481-517.

Kitayama, S. & Cohen, D. (2007): *Handbook of Cultural Psychology*. New York/London: the Guilford Press

Rogoff, B. (1990). *Apprenticeship in thinking*. New York: Oxford University Press.

### Journal articles:

Hammack, P. (2010). The cultural psychology of Palestinian youth: A narrative approach, *Culture & Psychology*, 16(4)507–537.

Kral, M. J., & Burkhardt, K. J. (2002). A new research agenda for a cultural psychology. *Canadian Psychology*, 43(3) 154-162.

Macías, B., García, J., & Sánchez, J.A. (2008). Cultural identity and immigration. In B. VanOers; E. Elbers; R. Van der Veer and W. Wardekker (Eds.). *The transformation of learning. Perspectives from activity theory*. Cambridge: Cambridge University Press.

Nelson, K., & Fivush, R. (2004). The emergence of autobiographical memory: a social cultural developmental theory. *Psychological review*, 111(2), 486.

Ratner, C. (200): A cultural-historical analysis of emotions, *Culture & Psychology*, 6(1): 5-39.

Ratner, C. (2008). Cultural Psychology and Qualitative Methodology: Scientific and Political Considerations, *Culture & Psychology*, 14 (3), 259-288.

Shweder, R. A. (1999). Why cultural psychology? *Ethos*, 27(1), 62-73.

Shweder, R. A., & Sullivan, M. A. (1993). Cultural psychology: Who needs it?. *Annual review of psychology*, 44(1), 497-523.

Super, C.M., & Harkness, S. (1986). The developmental niche: A conceptualization at the interface of child and culture. *International Journal of Behavioral Development*, 9, 545-569.

Valsiner, J. (2009): Cultural Psychology Today: Innovations and Oversights. *Culture & Psychology*, 15 (1), 5-39.

Wertsch, J. V., & Tulviste, P. (1992). L. S. Vygotsky and contemporary developmental psychology. *Developmental Psychology*, 28, 548-557.

Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge, Mass.: Harvard University Press, chapter 1.

Wierzbicka, A. (2004). The English Expressions Good Boy and Good Girl and Cultural Models of Child Rearing, *Culture & Psychology*, 10 (3), 251-278.