

## **Culture and Cognition (Psychology 442, 2016 F)**

**Instructor: Li-Jun Ji, 306 Craine, 533-2888**

**Class email: [psyc442A@gmail.com](mailto:psyc442A@gmail.com)**

Class time: Tuesday 11:30am – 2:20pm

Classroom: [Ontario 209](#)

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](mailto: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 14th)**

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**

You are required to submit a research paper (8-10 page long, double spaced) on a cross-cultural comparison of some aspect of psychological functioning. You may choose a topic from a list (to be given in a few weeks). The paper must focus on a comparison between at least two cultures with respect to the psychological phenomenon being addressed. 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 10 reference papers.

The paper should include the following section (not necessarily in the same order though):

- a) Explain to the reader why this topic is important and interesting, theoretically or practically. Discuss implications for real world applications.
- b) Literature review: how the topic or phenomenon has been investigated (briefly describe the methodology) and what has been found. The literature review should be based on most relevant literature.
- c) Summarize the current research, and point out possible future research directions.

The paper will be graded on the following criteria

Good and comprehensive literature review; Coherence and clarity in presentation; Mechanics (e.g., citing your sources appropriately and in APA style, including a References section; free of typographical and grammatical errors); Overall quality

The paper is due on Dec 6th by 4pm. 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](mailto:psyc442A@gmail.com)

### **Evaluation**

The breakdown for your grade will be as follows:

Thought questions	27 %
Topic Presentation	20 %
Picture project	5 %
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 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.

### **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](http://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 13	Syllabus, Introduction		
2	Sept 20	Lecture: Research Methods Video 1	Discussion questions due by Friday (Sept 23 <sup>rd</sup> ) 7pm	
3	Sept 27	<b>Discussion1: Self</b> Video 2	Discussion questions due by Friday 7pm	Julie E. (16JJE4), Jasmin (16JEE)
4	Oct 4	<b>Discussion2: Motivation</b> Video 3	Discussion questions due by Friday 7pm	Emma D. (12EMRD1), Brittany (12BD18), Celeste (12CKA)
5	Oct 11	<b>Discussion 3: Reasoning</b> Lecture	Discussion questions due by Friday 7pm <b>Picture Project due by 4pm on Oct 14th</b>	Ariane, ?
6	Oct 18	<b>Discussion 4: Emotion</b> <b>Picture Project Presentation</b>	Discussion questions due by Friday 7pm	Julie B, Lucy, Kendra
7	Oct 25	<b>Discussion5: Time</b> Lecture	Discussion questions due by Friday 7pm	Carley, Alex
8	Nov 1	<b>Discussion6: Language and cognition</b> Lecture	Discussion questions due by Friday 7pm	Natasha, Vera, Jordan
9	Nov 8	<b>Discussion7: Learning and Development</b> Video 4	Discussion questions due by Friday 7pm	Leah, Zoe, Cindy
10	Nov 15	<b>Discussion8: Religion</b> Video 5	Discussion questions due by Friday 7pm	Violette, Emma VK, Alexa
11.	Nov 22	<b>Discussion 9: Multicultural minds</b> Video 6	Discussion questions due by Friday 7pm	Johanna, Vanessa, Andrea
12	Nov 29	<b>Discussion 10: Cultural Life</b>		Sarah, Katherine
			<b>Final paper Due by 4pm on Dec 6th.</b>	

## Psych 442 Readings (2016F)

### Week            Topic

#### 1.     **Introduction to Cultural Psychology [Lecture]**

#### 2.     **Cultural Psychology Research Methods [Lecture]**

#### 3.     **Self**

Markus, H.R., & Kitayama, S. (2010) Cultures and selves: A cycle of mutual constitution. *Perspectives on Psychological Science*, 5(4), 420-430.

English, T., & Chen, S. (2007) Culture and self-concept stability: Consistency across and within contexts among Asian Americans and European Americans. *Journal of Personality and Social Psychology*, 93(3), 478-490.

Kashima, Y., Kokubo, T., Kashima, E.S., Boxall, D., Yamaguchi, S., & Macrae, K. (2004). Culture and self: Are there within-culture differences in self between metropolitan areas and regional cities? *Personality and Social Psychology Bulletin*, 30(7), 816-823.

#### 4.     **Motivation**

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.

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.

#### 5.     **Attention, Reasoning and Prediction**

Peng, K. & Nisbett, R.E. (1999). Culture, dialectics, and reasoning about contradiction. *American Psychologist*, 54, 741-754.

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 Americans. *Personality and Social Psychology Bulletin*, 34(9), 1260-1275.

#### 6 **Emotion and Affect**

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

Grandey, A.A., Fisk, G. M. & Steiner, D. D. (2005). Must "service with a smile" be stressful? The moderating role of personal control for American and French employees. *Journal of Applied Psychology*, 90(5), 893-904.

Shiota, M. N., Campos, B., Gonzaga, G. C., Keltner, D., & Peng, K. (2010). I love you but . . . : Cultural differences in complexity of emotional experience during interaction with a romantic partner. *Cognition & Emotion*, 24, 786-799.

#### 7. **Culture and Time**

Ji, L.J., Guo, T., Zhang, Z., Messervey, D. (2009). Looking into the past: Cultural differences in perception and representation of past information. *Journal of Personality and Social Psychology*, 96, 761-769.

- Maddux, W. W., & M. (2006). The “ripple effect”: Cultural differences in perceptions of the consequences of events. *Personality and Social Psychology Bulletin*, *32*, 669–683.
- Guo, T., Ji, L.J., Spina, R., & Zhang, Z. (2012). Culture, temporal focus, and values of the past and the future. *Personality and Social Psychology Bulletin*, *38*, 1030–1040.

### **8. Language and Cognition**

- 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.
- Ji, L. J., Zhang, Z., & Nisbett, R. E. (2004). Is it Culture, or is it language? Examination of language effects in cross-cultural research on categorization. *Journal of Personality and social Psychology*, *87*(1), 57-65.

### **9. 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.
- Cheung, B. Y., Chudek, M., & Heine, S. J. (2011). Evidence for a sensitive window for acculturation. Younger immigrants report acculturating at a faster rate. *Psychological Science*, *22*, 147-152.

### **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.
- Gervais, W. M. & Norenzayan, A. (2012). Analytic thinking promotes religious disbelief. *Science*, *336*, 493-496.

### **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.
- Chen, S.X., Lam, B.C.P., Hui, B.P.H., Ng, J.C.K., Mak, W.W.S., Guan, Y., Buchtel, E.E., Tang, W.C.S., & Lau, V.C.Y. (2016). Conceptualizing psychological processes in response to globalization: Components, antecedents, and consequences of global orientations. *Journal of Personality and Social Psychology*, *110*(2), 302-31.

### **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
- Miyamoto, Y., Nisbett, R. E., & Masuda, T. (2006). Culture and the physical environment: Holistic versus analytic perceptual affordances. *Psychological Science*, *17*, 113-119

### 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*

<b>Assignment mark</b>	<b>Numerical value for calculation of final mark</b>
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*

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
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