

## **Culture and Cognition (Psychology 442, 2023 F)**

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

### **Learning Objectives:**

Students will be able to:

- Review, explain and evaluate primary and secondary sources to gain conceptual knowledge of theory and analyze empirical findings in the field of culture and cognition
- Engage in critical discussion of topics by applying research findings to defend claims
- Adopt professional conventions of communication to convey arguments/proposals to a variety of audiences

### **Thought Questions**

You are required to turn in 2-3 thought questions (**half page only, single spaced**, 12 pitch font, Times New Roman) after reading 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 thought questions.

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 with a single question.

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, including your name in the document.

### **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 experience or interest in cross-cultural experiences. Learning about cultural experiences from other students is central to this course, so I expect each of you to contribute.

**Please arrive at class on time so that we may begin promptly. Excessive tardiness (both frequency and duration) and absence will warrant deductions from participation grade.**

### **Video Project (Due by 11:59pm on Nov 22nd)**

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 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/videos to capture one or two of these environmental and cultural factors.

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. Make it a story in a video, like a mini-documentary.

**Film review** (12%). Students will choose and get approval (by 9/25/23) to watch and review an international (non-American/non-Canadian and non-student's nationality) film and write a 750-1250-word analysis of human behavior, affect, and cognition through multiple cultural artifacts, values, assumptions/beliefs. The purpose of this assignment is to give you an opportunity to identify ways that cultural institutions reinforce a society's cultural values and beliefs that further influence individuals' values and behaviors. In your essay, you will explain and describe in what ways you knew the film was not American/Canadian (e.g., plot, pacing, humor, settings, costumes, treatment of sex, violence, family, and other issues). Focus on values, morals, beliefs, and norms that were portrayed. Discuss psychological aspects regarding behaviors, feelings, and attitudes that were demonstrated in the film and discuss how these may be similar or different in the USA and explain your reasons. Take note of idioms and phrases that were strange to you and explain what they mean. Be sure to cite resources from which you drew your ideas. You might need to read some assigned articles in advance of their assigned date in order to help formulate your thoughts clearly and convincingly. The grading criteria are below.

- Describe what the film was about. (15%)
- Who were the main characters? What were their roles in the film? (15%)
- How did you know the film was not American/Canadian? (20%)
  - Values? Beliefs? Morals? Norms? Idioms? Plot? Pacing? Humor? Settings? Costumes; Treatment of family, women, sex, violence? Other ways you knew it was not American/Canadian?

- Discuss the behaviors, feelings, and attitudes that were demonstrated in the film (linking them to values, beliefs, morals, and norms). (15%)
- Discuss if similar behaviors, feelings, and attitudes, as well as values, beliefs, morals, and norms, might be displayed in the USA/Canada. (20%)

- Format & Language (15%):

Format: APA (7th ed.) style title page (center: Title in Capitals, Informative, Concise, Author, Institution, and Date), page header, page numbers (on every page), clean, concise, correct punctuation, double space, 12 pitch font, Times New Roman, 1-inch margins all around, left justified.

Language: includes correct spelling, grammar (Correct tense; noun-verb agreement; noun-pronoun agreement), no typographical errors, and correct use of quotations.

### **Final Paper**

**Cross-Cultural Psychology (CCP) United Nations (UN) Sustainable Development Goal (SDG)**

**Literature Review Report** (15%). Students will develop a deeper understanding of a psychology topic from a cross-cultural lens and connect the topic to a United Nations (UN) Sustainable Development Goal

(SDG). You may wish to **read Berry (2023)** to give you a good sense of functional vs. universal perspectives influencing views of human behavior and adaptation. You can choose a topic or principle in psychology that you would like to learn more about and use that topic to guide the brief (**1,200 to 1,500-word**) literature review report you'll prepare in relation to a **UNSDG** (<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>). Think about the UNSDG goal or subgoal you wish to focus on from a cross-cultural lens with respect to your chosen psychological topic/principle. Following **APA-style** formatting for written works, you will integrate **at least 6 empirical peer reviewed psychology articles** (published since 2013 and at least 3 of which were published 2021 or after, and 3 of which are not ones you read for class) into a compelling, informative, and professional piece about the latest findings that would support initiatives to achieve the selected UNSDG. More information can be found on OnQ.

Berry, J. W. (2023). Ecology, culture, and behavior: Role in societal development. *Journal of Cross-Cultural Psychology*, 54(2), 215–231. <https://doi.org/10.1177/00220221221105494>

**General Writing tips:**

<https://pages.stern.nyu.edu/~wstarbuc/Writing/Fussy.htm>

**Tentative Schedule**

Week	Date	Topic	Deadline	Discussion Leaders
1	Sept 11	Syllabus, Introduction		
2	Sept 18	Lecture: Research Methods	Discussion 1 questions due by Sept 21 <sup>st</sup>	
3	Sept 25	Discussion1: Self	D2 questions due by 28	
4	Oct 2	Discussion2: Attention and Reasoning	D3 questions due by Oct 5th	
5	Oct 9	Thanksgiving. No Class		
6	Oct 16	Discussion 3: Emotion	D4 questions due by Oct 19	
7	Oct 23	Discussion 4: Relationships	D5 questions due by Oct 26th	
8	Oct 30	Discussion 5: Learning and Development	D6 questions due by Nov 2 <sup>nd</sup> ; Film review due Oct 31 <sup>st</sup> .	
9	Nov 6	Discussion 6: Morality	D7 questions due by Nov 9	
10	Nov 13	Discussion 7: Language	D8 questions due by Nov 16	
11.	Nov 20	Discussion 8: Multiculturalism	Video due Nov 22nd	
12	Nov 27	Presentation		
13	Dec 4	Presentation		SDG literature review paper due on Dec 10th

### **Evaluation breakdown**

All assignments are due by 11:59pm on the due date, unless specified otherwise.

Thought questions (4% x 7)	28 %
Topic Presentation	20 %
Film review	12%
Video project	5 %
SDG literature review	15%
Class Participation (regular attendance, keeping up with the readings, participating in class discussions)	20 %

### **Late policies:**

No late assignment is accepted for thought questions or the picture project. For the final paper, you will get a 2% deduction, out of the course final, 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.

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. Use 1-2 slides to summarize each assigned paper if needed. Spend no more than 5 minutes in total for summarizing all papers. Leave most time for discussion.
2. 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.
3. It is good to incorporate fun activities/videos etc, but it should be made clear how they are relevant /related to the discussion topic.
4. It will be nice to have a summary in the end of the presentation if you can.
5. Prepare additional questions as backups in case you run out of topics for discussion.

### **Academic Integrity**

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. 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 that 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.

### ***Turnitin***

*This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through*

*onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.*

### **Accommodations for Disabilities**

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at [Senate in November 2016](#). If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the [QSAS website](#).

### **Academic Consideration for Students in Extenuating Circumstances**

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty.

For guidance on **submitting requests**, please see refer to the Resource Guides available on the [Academic Consideration website](#) under "Applying for Academic Consideration."

If you need to request academic consideration for this course, you will be required to provide the following info to ensure it reaches the instructor accordingly:

Instructor/Course Coordinator Name:

Students are encouraged to submit requests as soon as the need becomes apparent and to contact their Professors/Course Coordinators as soon as possible once Consideration has been verified. Any delay in contact may limit the Consideration options available.

**Please follow up by email within 3 days of receiving verification of your Consideration request.**

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).