

PSYC W2650: Introduction to Cultural Psychology

Welcome to our class. Due to the high demand for this course, I have not been able to respond to individual emails about registration. Students signed up on a first come, first serve basis. The registrar then admitted others because they were seniors. If you are trying to get into this course, we will do our best to enroll you. Please keep in mind the course is capped at 150. This course may not be taught next year because I *might* be on leave.

Until the group projects start, your TA has been assigned to you based on the first initial of your last name. My name is "Purdie-Vaughns" so my TA is Emily (based on P and not V).

Registration:

- Regardless of your registration status please complete the class attendance slip
- *If you are registered for the course* and you show up on the first day of class, you are in.
- *If you are registered for the course* and DO NOT show up on the first day of class, your spot is subject to be given to someone else.
- *If you are on the waitlist*, please indicate this on the form. You do not need to email the TAs. We will let you know on FRIDAY whether you are in the course. Please keep attending because attendance in the first two days is crucial.
- *If you are neither registered nor on the waitlist*, please indicate this on the form. You do not need to email the TAs about this. We will let you know on FRIDAY whether you are in the course. Please keep attending because attendance in the first two days is crucial.

TA Assignment based on last name:

A-C Paula Aguti

- pa2412@columbia.edu

D-F Mark Conley

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G-J Maneeza Dawood

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K-N Tinatin Japaridze

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O-Q Emily Kenyon

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R-U Sergio Saenz

- ss4344@columbia.edu

V-Z Hannah Weinstock

- hew2123@columbia.edu

PSYC W2650: Introduction to Cultural Psychology
Tuesdays/Thursdays 11:40AM-12:55PM, 501 Schermerhorn Hall
Spring 2016

Professor: Valerie Purdie-Vaughns
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Office: Schermerhorn 402-D
Phone: (212) 854-1954
Office Hours: Tuesdays 4:30-5:30PM

Teaching Assistants (in alphabetical order):

**Indicates HEAD TAs

Paula Aguti
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Office Hours: W: 1-2pm, F: 11am-12pm

**Mark Conley
E-mail: mac2393@columbia.edu
Office Hours: M: 1:30-2:30pm in Schermerhorn 200B
R: 1-2pm in Schermerhorn 329

**Maneeza Dawood
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Tinatin Japaridze
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W: 10-11am in Schermerhorn 354

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Hannah Weinstock
Email: hew2123@columbia.edu
Office Location: Schermerhorn 200D
Office Hours: M/W: 11:30-12:30pm

Notes:

-No prerequisites to this course. Some basic knowledge of social psychology is desirable.

COURSE DESCRIPTION

This course will provide a comprehensive introduction to general theories and methods related to culture and diversity. The class will explore psychological and political underpinnings of culture and diversity, emphasizing social psychological approaches. Principal goals of the course will include developing critical thinking skills related to identity-based research. Students will learn basic knowledge of course topics through the textbook and lectures. This course will begin with an introduction to cultural psychology. During initial weeks, we will emphasize psychological theories that link culture to mental processes (i.e., affect, cognition, attitudes). Next, lectures will focus on specific topics that bridge cultural psychology and basic concepts related to multiculturalism. Topics include: group and identity formation, stereotyping, prejudice, stigma, and intergroup contact. Finally, the course will end with an interrogation of multiculturalism and psychological approaches to the study of diversity. The course will culminate in a group project where students apply their knowledge to critique community programs that are based on topics learned in the course.

READINGS

Readings on the assigned day of class should be completed by start of the class. They are designed as background for the lecture.

Heine, S. J. (2015). Cultural Psychology (3rd ed.). New York: W. W. Norton & Company, Inc.

***PLEASE NOTE THAT THE READINGS FOR THE FIRST TWO WEEKS OF THE CLASS WILL BE ONLINE AND WILL BE FROM THE SECOND EDITION OF THE TEXTBOOK. WE WILL DO THIS UNTIL THE THIRD EDITION ARRIVES AT THE BOOKSTORE.

Additional readings (posted on Courseworks):

On occasion there will be additional readings. They will be posted on Courseworks.

GRADING

Midterm (25%)

The midterm will be in class and will consist of multiple-choice, short answer, and long answer. One piece of it will be take home (long answer). The midterm will be on Thursday, March 10th. There is NO MAKE UP. IF YOU CANNOT MAKE THIS DATE, YOU SHOULD NOT TAKE THIS COURSE.

Final (37.5%)

The midterm will be at the university-designated time. The final will be Thursday, May 12th. It will consist of multiple-choice, short answer, and long answer. The final is cumulative and includes content from the first and second part of the course.

Group Project (37.5%):

The goal of this project is to produce a comprehensive critique of a specific cultural or diversity program in New York City. Moreover, the ultimate goal of this project is to experience—up close and personal—how diversity is implemented in the metropolitan area. Diversity programs are prolific in our society. They include kindergarten tolerance programs, Jenny Craig campaigns marketed towards women from diverse ethnic backgrounds, police department racial profiling prevention programs, corporate diversity mentoring programs, etc. Each group will

have the opportunity to identify their program of choice, conduct a site visit, and write an action letter critiquing the program. The written critique should include recommendations to improve the program based on relevant empirical research that we have examined throughout the course.

- **Action letter (20% of 37.5%).** One eight-page single-spaced action letter formatted as IF it were given to the organization you researched (but given only to the instructor) (1 action letter from the entire group is graded). The action letter is due Thursday, April 28th.
- **Poster presentation (10% of 37.5%).** One poster created by the group to be displayed during poster presentation day. (1 poster from the entire group). The poster presentation first draft is due Tuesday, April 19th (email to TA) and the final poster presentation is due April 26th in class.
- **Attendance and participation (7.5% of 37.5%).** In a “round robin” style, each member of the group will rate the participation and meeting attendance of another member of the group. Points are deducted for missing meetings and not following up on agreed upon group assignments (Each person will receive an individual score).

Please note that groups MAY NOT rely on Columbia University “run of the mill” campus resources (i.e., student groups, equal opportunity office, admissions officers).

COURSE DEVELOPMENT AND RESEARCH

Because I want to encourage experimentation, the course will include two short surveys. The data from these surveys will be used in a continual process of refining exercises and developing new ones for the course. Just as prior students have contributed to your learning experience by contributing to this data, you will be contributing to future classes by answering questions about your experiences. Identifying information is removed from the datasets after the term ends, so the records will be anonymous. Because these are part of the course, I strongly encourage you to complete all surveys. The data from the surveys will be presented in class. However, because they are considered research, we will need to complete human subjects permission from you in order for you to complete the surveys. Completing them has no bearing on your grade in the course.

GROUND RULES

These are some ground rules for our course:

1. You are expected to be come to class prepared, having read the readings, and ready to engage in the topics.
2. You are expected to take notes independently without having access to the slides. Slides are not provided at anytime during the class.
3. You are expected to fully participate in the group projects and make time in your schedule to meet with your group IN PERSON.

ASSIGNMENTS AND DEADLINES

Please upload a copy to COURSEWORKS in advance of the session and bring a hardcopy with you to class.

Due Date	Item
Tuesday 1/26 (10pm)	Group project: Submit group project interest survey. Complete the FIRST online cultural network assessment survey
Tuesday, 2/2	Group project: Meet group project members in class
Tuesday, 2/23	Group project: Proposal due
Thursday, 3/3	Group project: Deadline for first meeting with your TA as a group
Thursday, 3/10	MIDTERM (**REVIEW SESSION TIME TBA)
MONDAY, 3/14-Friday, 3/18	Spring Break
Tuesday, 4/12	Group project: Field Notes due
Tuesday, 4/19	Group project: First draft of poster due and deadline for second meeting with your TA
Tuesday, 4/26	Group project: in class poster presentation day
Thursday, 4/28	Group project: in class presentations for top rated posters (select groups only)
Thursday, 4/28	Group project: Action Letter Due and Participation Round-Robin Sheets due
Thursday, 5/5	Complete the SECOND online cultural network assessment survey
Thursday, 5/12 (4:10-7:00)	FINAL EXAM (**REVIEW SESSION TIME TBA)

SECTION I. CULTURE AND SOCIAL PSYCHOLOGICAL PROCESSES

CLASS 1	T, JANUARY 19 READINGS: No readings	Introduction
CLASS 2	R, JANUARY 21 READINGS: Heine, Chapter 1 (ALL)*2 nd edition (Posted online)	What is culture? Perspectives on culture in psychology
CLASS 3	T, JANUARY 26 READINGS: Heine, Chapter 3, 72-108 *2 nd edition (Posted online)	What is culture? Perspectives on culture in psychology (PART II)
CLASS 4	R, JANUARY 28 READINGS: Heine, Chapter 4, 110-131 *2 nd edition (Posted online) READINGS: Heine, Chapter 4, 118-137 (3rd Edition)	Research methods: how do we study culture? (PART I)
CLASS 5	T, FEBRUARY 2 READINGS: Heine, Chapter 4, 138-157 (3 rd EDITION FROM NOW ON)	Research methods: how do we study culture? (PART II)
CLASS 6	R, FEBRUARY 4 READINGS: Heine, Chapter 6	Culture, self and motivation: PART I
CLASS 7	T, FEBRUARY 9 READINGS: Heine, Chapter 8	Culture, self and motivation: PART II
CLASS 8	R, FEBRUARY 11 READINGS: Heine, Chapter 9, 345-367	Culture & Cognition: Part I
CLASS 9	T, FEBRUARY 16 READINGS: Heine, Chapter 9, 368-398	Culture & Cognition: Part II
CLASS 10	R, FEBRUARY 18 READINGS: Heine Chapter 12, 478-496	Culture, Morality, Religion and Justice: PART I
CLASS 11	T, FEBRUARY 23 READINGS: TBA	MOVIE DAY! Wasteland, Directed by Lucy Walker
CLASS 12	R, FEBRUARY 25 READINGS: TBA	MOVIE DAY! Wasteland, Directed by Lucy Walker
CLASS 13	T, MARCH 1 READINGS: CHAPTER 12, 497-516	Culture, Morality, Religion and Justice: PART II
CLASS 14	R, MARCH 3 READINGS: TBA	Acculturation: What is acculturation (Part I)
CLASS 15	T, MARCH 8 READINGS: NO READINGS	Acculturation: Naming as acculturation (Part II)
CLASS 16	R, MARCH 10	MIDTERM

****SPRING BREAK******SECTION II. FROM CULTURE TO DIVERSITY**

CLASS 17	T, MARCH 22 READINGS: TBA	Ethnic Identity: What does it mean to have an ethnic identity?
CLASS 18	R, MARCH 24 READINGS: TBA	Prejudice: "Us" vs. "Them" (Part I)
CLASS 19	T, MARCH 29 READINGS: TBA	Prejudice: "Us" vs. "Them" (Part II)
CLASS 20	R, MARCH 31 READINGS: TBA	Stigma: The Other Side of the Coin (Part I)
CLASS 21	T, APRIL 5 READINGS: TBA	Stigma: The Other Side of the Coin (Part II)
CLASS 22	R, APRIL 7 READINGS: TBA	Intergroup Contact: Bringing different worlds together
CLASS 23	T, APRIL 12 READINGS: TBA	What is diversity? (Part I)
CLASS 24	R, APRIL 14 READINGS: TBA	What is diversity? (Part II)
CLASS 25	T, APRIL 19 READINGS: TBA	The bottom line: Does diversity make a difference? (Part I)
CLASS 26	R, APRIL 21 READINGS: TBA	The bottom line: Does diversity make a difference?
CLASS 27	T, APRIL 26 READINGS: NO READINGS	IN-CLASS POSTER SESSION (all groups)
CLASS 28	R, APRIL 28 READINGS: NO READINGS	IN-CLASS GROUP PRESENTATIONS

PROJECTED FINAL EXAM: Thursday, May 12, 4:10-7:00PM