

The Psychology of Culture and Diversity
Psychology G4615
Spring 2015

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Class meetings:

T 2:10-4:00: Location 405 Schermerhorn hall

Course description:

This course will provide a comprehensive introduction to general theories and methods related to culture and diversity. The principal goals of the course include developing critical thinking skills related to identity-based research. The first half of this course emphasizes psychological theories that link culture to mental processes (i.e., affect, cognition, attitudes). The second half of the course centers on key topics relevant to culture and diversity (mental health, religion, multiculturalism). Although readings focus on psychology research and methods, readings from anthropology, sociology, and sociomedical sciences are included. Papers will be augmented by an intensive writing project where students produce a grant proposal related to the topics discussed in this seminar.

The students who “get the most” out of this course are well versed in reading and critiquing empirical articles in psychology.

Course requirements and grading:

Class participation/weekly discussion papers	40%
Grant Proposal	60%

Weekly discussion papers: 3 required.

Students will prepare three reaction papers (1.5-2 pages single spaced). The questions or issues that are discussed should consist of ideas for research, and/or critiques of research generated by the readings. Papers should be focused and analytical (not personal reactions). When possible they should integrate concepts across articles. Papers that fail to show clear evidence that articles were read carefully will be down-graded. Papers will be graded with \surd , $\surd+$, $\surd-$ (check, check +, check-). Papers will be used as a vehicle for further class discussion and analysis.

***papers are due by NOON the day before class in Courseworks in your folder. They will be returned no later than the week AFTER the class discussion.**

Grant Project:

The goal of this project is to produce a grant proposal related to the topics we discuss in this seminar. Through the process of writing a proposal, you will gain an understanding and appreciation of all steps of scientific discovery including the identification of fruitful areas of research, a review of what is known (and, more importantly, what is *not* known) on the topic, and the planning of one well-designed study to explore your issue of interest.

A second goal of the grant project is to familiarize each student with the process of how grants are evaluated and funded. The structure and review process will simulate the National Science Foundation.

Key Dates:

DUE February 11th (in class)

- One single-page proposal idea (Called a “Letter of Intent”) explaining the topic, central research questions, general idea for proposed studies, and significance.

DUE March 11th, 25th

- Two classes will be spent “workshopping” each proposal in small groups (6 per class).
- Study materials “worksheet” that outlines basic idea, hypotheses, initial literature review, study design, participants, method, independent variables, dependent variables.

DUE April 8th (in class)

- Methods section of grant due (will be peer reviewed and graded).

DUE April 22nd (11:59PM)

- A full grant proposal (Grant Proposal = 10 pages single spaced not including references), including:
 - Significance, Major Aims & Background: The first sections of the grant will explain why your research topic is important (i.e., why anyone should fund your research), what past research has demonstrated with respect to your topic, and why further research (and *your* research in particular) is needed. (approximately 3-4 pages: single spaced)

- Methods: A second section detailing ONE STUDY to address your topic of interest. For your study, you should clearly explain the methods IN DETAIL. *Experiment, anticipated results, data analysis, and anticipated pitfalls and their solutions* (approximately 3-4 pages: single spaced)
- Timetable, Dissemination plans, etc. (approx 1 page single spaced)
- References (not included in page limit)

***Grants need to be read and reviewed before last class on Tuesday, December 3rd.**

We will read and discuss each grant (stripped of identifying information) and assign a grade worth 15% of the total grade on the assignment. The top grant will be “funded” (which does not translate into a monetary amount but you will receive a formal letter awarding you your grant!).

Course Readings:

Available on Courseworks.

**Readings on the assigned day of class should be completed by start of the class.*

**You may prepare a reaction paper for any 3 classes except Weeks 1 and grant workshop weeks.*

Statement of Academic Integrity:

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. . . . In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.

From the Faculty Statement on Academic Integrity -

<https://www.college.columbia.edu/academics/integrity-statement>

Cheating on assignments or exams and plagiarism are very serious violations within the academic community. Students are expected to do their own work on all tests and assignments for this class. You are expected to always act in accordance with the Columbia honor code. Any student found cheating or plagiarizing in this class will be reported to the university for academic discipline. If you have questions about academic integrity at Columbia, please refer to the following link:

<https://www.college.columbia.edu/academics/integrity>

CLASS 1 TUES., JANUARY 20 Introduction

Heine, S.J., & Ruby, M. B. (2010). Cultural psychology. *Wiley Interdisciplinary Reviews: Cognitive Science*, 1, 254-26.

CLASS 2 TUES., JANUARY 27 Through the looking glass: What is cultural psychology and how do we study it?

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

Hannerz, Ulf. "Roots of black manhood." *Society* 6.11 (1969): 13-21.

Gelfand, M., Raver, J., Nishii, L., Leslie, L. & Lun, J., *et al.* (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, 332, 1100–1104.

Zou, Xi, T., Tam, K.P., Morris, M.W., Lee, S. Lau, I., Chiu, C. (2009). Culture as common sense: Perceived consensus versus personal beliefs as mechanisms of cultural influence. *Journal of Personality and Social psychology*, 97, 579-597.

CLASS 3 TUES., FEBRUARY 3 Culture models of the self (A “feel” for the self in individual-centered and situation centered cultures)

Hsu, E L. K. (1981). *American and Chinese. Passage to differences*. Honolulu: University of Hawaii Press. READ Preface, Chapter 3 (The Beginnings of Contrast).

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

Gregg, G. (2007). *Culture and identity in a Muslim society*. New York: Oxford University Press. Introduction pp. 3-14. Chapter 3 pp. 89-128.

Burrell, J. O., Winston, C. E., & Freeman, K. E. (2013). Race-acting: The varied and complex affirmative meaning of “acting Black” for African-American adolescents. *Culture & Psychology*, 19(1), 95-116.

DUE: Brief in-class discussion of what you would like to pursue for grant proposal

CLASS 4 TUES., FEBRUARY 10 Culture models of the self (continued)

Cousins, S. (1989). Culture and self hood in Japan and the U.S. *Journal of Personality and Social Psychology*, 56, 124-131.

Chiao, J. Y., Harada, T., Komeda, H., Li, Z., Mano, Y., Saito, D., .& Iidaka, T. (2010). Dynamic cultural influences on neural representations of the self. *Journal of Cognitive Neuroscience*, 22(1), 1-11.

Stephens, N. M., Fryberg, S. A., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012). Unseen disadvantage: How American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of Personality and Social Psychology*, 102(6), 1178.

Fryberg, S. A., Markus, H. R., Oyserman, D., & Stone, J. M. (2008). Of warrior chiefs and Indian princesses: The psychological consequences of American Indian mascots. *Basic and Applied Social Psychology*, 30(3), 208-218.

DUE: Grant Letter of Intent (one page)

CLASS 5 TUES., FEBRUARY 17 Culture and cognition

Cole, M. (1985). The Zone of Proximal Development-Where Culture and Cognition Create Each Other.

Nisbett, R. E., Peng, K., Choi, I., Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review*, 108, 291-310.

Miyamoto, Y., Nisbett, R. E., & Masuda, T. (2006). Culture and the physical environment holistic versus analytic perceptual affordances. *Psychological Science*, 17(2), 113-119.

Uskul, A. K., Kitayama, S., & Nisbett, R. E. (2008). Ecocultural basis of cognition: Farmers and fishermen are more holistic than herders. *Proceedings of the National Academy of Sciences*, 105(25), 8552.

CLASS 6 TUES., FEBRUARY 24 Emotions and motivation

Mead, M. (1935). *Sex and temperament*. Routledge and Kegan Paul.

Uchida, Y., & Kitayama, S. (2009). Happiness and unhappiness in east and west: themes and variations. *Emotion*, 9(4), 441.

Stephens, N. M., Hamedani, M. G., Markus, H. R., Bergsieker, H. B., & Eloul, L. (2009). Why did they “choose” to stay? Perspectives of Hurricane Katrina observers and survivors. *Psychological Science, 20*, 878-886.

Adams, G. (2005). The cultural grounding of personal relationships: Enemyship in North American and West African worlds. *Journal of Personality and Social Psychology, 88*, 948-968.

CLASS 7 TUES., MARCH 3 “I feeeeeeeel good!”: Culture and mental health

Watters, E. (2010). *Crazy like us: The globalization of the American psyche*. Simon and Schuster. (Introduction, pp. 1-9, Chapter 4, pp. 187-249 The mega-marketing of depression in Japan).

Taylor, S. E., Welch, W. T., Kim, H. S., & Sherman, D. K. (2007). Cultural differences in the impact of social support on psychological and biological stress responses. *Psychological Science, 18*(9), 831-837.

Yang, L. H., Purdie-Vaughns, V., Kotabe, H., Link, B. G., Saw, A., Wong, G., & Phelan, J. C. (2013). Culture, threat, and mental illness stigma: Identifying culture-specific threat among Chinese-American groups. *Social Science & Medicine*.

Phillips, M. R., Pearson, V., Li, F., Xu, M., & Yang, L. (2002). Stigma and expressed emotion: a study of people with schizophrenia and their family members in China. *The British Journal of Psychiatry, 181*(6), 488-493.

CLASS 8 TUES., MARCH 10 Workshopping Grants Group 1 (6 people)

NO CLASS TUES., MARCH 17

CLASS 9 TUES., MARCH 24 Workshopping Grants Group 2 (6 people)

CLASS 10 TUES., APRIL 31 Culture and Religion

Geertz, C., & Banton, M. (1966). *Religion as a cultural system*.

McAdams, Dan. *American Identity: The Redemptive Self*. Division One Awards Address.

Sternthal, M. J., Williams, D. R., Musick, M. A., & Campbell, A. (2010). Depression, Anxiety, and Religious Life: A Search for Mediators. *Journal of Health and Social Behavior*, 51(3), 343-59.

Sasaki, J. Y., & Kim, H. S. (2011). At the intersection of culture and religion: a cultural analysis of religion's implications for secondary control and social affiliation. *Journal of personality and social psychology*, 101(2), 401.

Haidt, Jonathan (2012). *The Righteous Mind: Why Good People Are Divided by Politics and Religion*. [Pantheon](#). (pp. 246-274 Religion is a Team Sport).

CLASS 11 TUES., APRIL 7 Genes, Culture and Brain

Sasakik, J & Kim, H. (in press). Cultural Neuroscience: Biology of the Mind in Cultural Contexts.

Kim, H. S., Sherman, D. K., Mojaverian, T., Sasaki, J. Y., Park, J., Suh, E. M., & Taylor, S. E. (2011). Gene–Culture Interaction Oxytocin Receptor Polymorphism (OXTR) and Emotion Regulation. *Social Psychological and Personality Science*, 2(6), 665-672.

Dar-Nimrod, I., & Heine, S. J. (2011). Some thoughts on essence placeholders, interactionism, and heritability: Reply to Haslam (2011) and Turkheimer (2011). *Psychological Bulletin*, 137, 829-833.

Eberhardt, J. L. (2005). Imaging race. *American Psychologist*, 60(2), 181.

DUE: Methods Section of Grant

CLASS 12 TUES., APRIL 14 The case for and against diversity as a science

Plaut, V. C. (2010). Diversity science: Why and how difference makes a difference. *Psychological Inquiry*, 21, 77-99.

Unzueta, M.M., Knowles, E.D., & Ho, G.C (2012), Diversity is what you want it to be: How social dominance motives affect diversity construals. *Psychological Science*, 23, 303-309.

Kalev, A., Dobbin, F. and Kelly, E. (2006). Best Practices or Best Guesses? Diversity Management and the Remediation of Inequality. *American Sociological Review*, 71, 589–617.

Norton, M.I., Sommers, S.R., Apfelbaum, E.P., Pura, N., & Ariely, D. (2006). Color Blindness and Interracial Interaction: Playing the Political Correctness Game. *Psychological Science, Vol 17*(11), 949-953.

CLASS 13 TUES., APRIL 21 But wait? Is diversity always good for us?

Purdie-Vaughns, V., Walton, G. Is multiculturalism bad for African Americans? Redefining inclusion through the lens of identity safety. In L. Tropp. *New Perspectives on Intergroup Relations*.

Is Multiculturalism Bad for Women? (An essay by Okin with fifteen commentaries by other authors and a reply by Okin). Edited by Joshua Cohen, Martha Nussbaum and Matthew Howard (Princeton: Princeton University Press, 1999)

Abu-Lughod, L. (2002). Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist, 104*, 783-790

Kalev, A., Dobbin, F. and Kelly, E. (2006). Best Practices or Best Guesses? Diversity Management and the Remediation of Inequality. *American Sociological Review, 71* , 589–617.

DUE: Grant Proposal

CLASS 14 TUES., APRIL 28 Grant Reviews

Review panel for grant applications

CLASS 15 TUES., MAY 4 Grant Reviews

Review panel for grant applications
