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:

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<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Class participation/weekly discussion papers</td>
<td>40%</td>
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<tr>
<td>Grant Proposal</td>
<td>60%</td>
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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 √, √+, √- (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](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](https://www.college.columbia.edu/academics/integrity)

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CLASS 1 TUES., JANUARY 20 Introduction


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


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


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

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


DUE: Grant Letter of Intent (one page)

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CLASS 5 TUES., FEBRUARY 17 Culture and cognition


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CLASS 6 TUES., FEBRUARY 24 Emotions and motivation


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


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

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**NO CLASS**  **TUES., MARCH 17**

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

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**CLASS 10**  **TUES., APRIL 31**  **Culture and Religion**


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


**DUE: Methods Section of Grant**

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


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


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)


**DUE: Grant Proposal**

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**CLASS 14  TUES., APRIL 28  Grant Reviews**

Review panel for grant applications

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**CLASS 15  TUES., MAY 4  Grant Reviews**

Review panel for grant applications

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