Columbia University
PSYC 4645 GU: Culture, Motivation and Prosocial Behavior
Fall, 2020
Time: Mondays, 10:10-12:00
Room: 405 Schermerhorn

Instructor: Dr. Svetlana Komissarouk
E-mail: Skomissarouk@psych.columbia.edu
Office: Room 329, Schermerhorn
Office hours: TBD

Prerequisites

Research Methods, Statistics, Social Psychology, and Instructor's permission.

Course Description

Reviews and integrates current research on three important topics of social psychology: culture, motivation, and prosocial behavior. Discussions and readings will cover theoretical principles, methodological approaches, and the intersection of these three topics. Students will write a personal research proposal based on the theories presented during the seminar.

Course Rationale and Overview

This seminar invites you to engage in critical and creative thinking by pursuing an unusual approach to a social phenomenon of helping. During the course we will review the main theories in contemporary Social Psychology and develop new ideas for research in exploring cultural and motivational roots of prosocial behavior. In addition to providing a solid knowledge base and relevant scientific research literacy, you will cultivate your oral (e.g. through leading discussions) and written (e.g. through writing a proposal) communication skills in this course.

The first half of the term class sessions will center on discussions of assigned readings: review, theory and empirical papers. We will give an opportunity for each student to lead the class in a role of discussant. In order to fully understand the topics we discuss, it is essential to read the original papers. Detailed recommendations about reading scientific articles are posted on Courseworks. You will be quizzed about the main article during each discussion. ***Missed quizzes cannot be made up.***

The second part of the term will be dedicated to creating a personal proposal through communication both in class and during personal meetings with me. The final product of this process will be a written proposal that connects theoretical constructs from culture, motivation and prosocial behavior literature into a comprehensive research idea that can be tested empirically. The proposal should be 8-10 pages long and should include Introduction, Method,

Predicted Results and Discussion. The detailed requirements for the proposal are posted on Courseworks.

In order to plan and develop this project you will meet with me individually at least twice throughout the term (more as deemed necessary). As part of the assignment, you will complete a 10-15-minute PowerPoint, to present during the class meeting your ideas along with detailed study methods. This will allow us to brainstorm together and provide you with constructive group feedback. The final paper will be due **12.11.20**.

Course Goals

By the end of this course you will have:

- Learned fundamental principles and theories in three important fields of social psychology: culture, motivation and prosocial behavior.
- Improved your creative thinking by synthesizing and applying social psychological material, including research findings, to your new ideas.
- Cultivated your personal presentation style as discussion leader through developing your skills to raise interesting questions to engage the audience in it.
- Learned to analyze and critically evaluate ideas and arguments about the intercept of culture and motivation with prosocial behavior.
- Cultivated your writing of a scientific papers through writing a research proposal that clearly communicates theories, hypotheses, research methods, and research findings.

PSYC G4645 will fulfill the following degree requirements:

- For Psychology Graduate Students, it will apply toward the "two seriously graded seminars" requirement of the Master's degree.

- For the Psychology major or concentration in the College and in G.S., for the Psychology minor in Engineering, and for the Psychology Postbac certificate, it will meet the Group III (Social, Personality, and Abnormal) distribution requirement.

- For Psychology Postbac certificate students, and for Psychology majors who enter Columbia in Fall 2013 or later, it will fulfill the seminar requirement.

- For the Barnard Psychology major, it will fulfill the senior seminar requirement.

- For G.S. students it will meet one term of the social science requirement, provided that students obtain the necessary permissions and have taken the prerequisite psychology courses. Majors will have priority over students who are taking the course for social science credit.

Course Grading and Requirements

20%	Class participation
15%	Quizzes
15%	Leading discussion
50%	Research proposal (10% presentation, 40% final paper)
5%	Bonus for the productive brainstorming during the second part of the term.

Class Participation

You are expected to attend and actively participate in every class meeting. As attendance and participation are essential not just to your own experience but to that of the rest of the class, inadequate preparation and/or unexcused absences (see Course Policies) will lead to losing participation points - one point for each unexcused absence. As the major focus of each class meeting is discussion, I encourage you to come to me with any concerns ahead of time.
While assigned discussion leaders are expected to lead the class, they are certainly not the only ones responsible for a productive class session. Effective participation involves helping your peers by giving required materials a thorough and thoughtful read while preparing to engage in various points of discussion.

During the second part of the term, we will discuss the personal proposals of all class members, helping them to shape it to comprehensive research project.

Weekly Quizzes

Each quiz will be comprised of several multiple choice and/or short answer questions and will occur on the day in which the article is assigned to be discussed in class. At the end of the semester, I will allow you to drop your lowest quiz score. ***Missed quizzes cannot be made up.***

Leading Discussions

You are responsible for leading the class discussion once during the course. Each class will have two discussants and two main articles to work on (see the list below). Your role as discussion leader is to provide a succinct overview of the chosen article and read and integrate the *supplemental* readings for that day into the discussion. You are in charge of initiating and sustaining a healthy class discussion on this material. We will talk more about what that means in class, and I will lead the first class's discussions to help you to get the idea. Leaders are also required to meet with me at least 2 days before their class to go over a discussion map.

Additionally, an important role as discussion leader will be to provide an in-depth analysis of the supplemental paper(s) for that day, including a summary of the authors' rationale, hypotheses, methods, results, and implications. Many of you will find using PowerPoint to aid your discussion to be particularly helpful in this regard, but note that I will *not* be grading your

PowerPoint or other presentation tools. I will be grading the quality of the discussion your presentation ensues and your ability to raise interesting questions to engage the audience in it.

The personal proposal

The research proposal paper (8-10 pages, double-spaced, not including references) involves developing an idea and design for an original research study on helping behavior. It will be comprised of Introduction, Method, Predicted Results and Discussion. Your proposal should be inspired by theoretical and empirical findings covered in the course and based on additional literature you will find on your own (one good way to do this would be to research papers that cited the main articles we read for class). The topic of the paper will be determined by each student and should be discussed with me during the first part of the course – no later than by **30th of October, 2020**.

In order to help you to fully formulate your research idea, we will schedule 10-15 minutes Power point presentations in class during the second part of the term, and individual meetings with me.

Before the in-class presentation of personal proposal, each student will confirm with me and submit on Courseworks one reading that is relevant to their presentation for the whole class to read ahead of time. E.g., a study that uses a similar method, or that addresses the same topic but in a different way. Two days before the presentation, s/he will send the one-page summary of the proposal to the whole class to read as well. These steps help ensure that the other students can make helpful and informed suggestions about the research proposals. During the second part of the term, I will monitor the class participation in brainstorming of proposed ideas. Up to 5 points bonus will be added to your final grade for particularly helpful suggestions during these sessions.

Class Attendance

Excused absences are granted only if proper documentation (i.e. a letter from your doctor or advising dean) is provided. An unexcused absence will lead to losing participation points - one point for each unexcused absence -- and to receiving a grade of zero on each missed quiz. Note that you are still responsible for the work that is due for that particular class session.

Mobile phones are not permitted during class. Laptops may be used for anything course-related, but please refrain from unrelated activities as it distracts you and others.

Students with Disabilities

If you require particular classroom accommodations or support services, please contact the Office of Disability Services (ODS—http://health.columbia.edu/services/ods) to make the necessary arrangements.

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
(www.college.columbia.edu/academics/integrity-statement)

Last but not least, cheating and plagiarism are not tolerated. Any student found guilty of either will receive a zero for that assignment and be referred to the Dean's Disciplinary Process, described here (www.college.columbia.edu/academics/disciplinaryprocess). For more information on what constitutes a violation of academic integrity, consult the Columbia University Guide to Academic Integrity (http://www.college.columbia.edu/academics/integrity). Although an exhaustive review of Columbia's policies and the numerous forms that plagiarism can take is not possible here, keep in mind that the following are unacceptable:

- Submitting essays (or portions of essays) written by others as one's own
- Failing to acknowledge—through proper bibliographic and in-text citations—the sources of one's work. This can range from:
    - Direct quotations and paraphrases to expressions and *ideas* reflected in others' work. References (and quotation marks where appropriate) are required in all cases, including for website material.
    - Intentional to accidental plagiarism—neither is tolerated. It is your responsibility to remain knowledgeable and careful regarding inadvertent plagiarism.
- Collaborating on an assignment without specific permission from the instructor

It is your responsibility to ensure that your work maintains expected standards. Remember that when it comes to issues of academic integrity, it is better to err on the side of caution. That said, if you have any questions about how to appropriately cite existing work or build upon someone else's ideas, please feel free to contact me and I will be happy to help.

Tentative Reading List

The following is the preliminary reading list, which is subject to revision during the semester.

Class	Date	Discussion topics	Required readings: page numbers
1	TBD	Introduction	Syllabus
2	TBD	Culture, Definitions and history.	Marcus & Kitayama, pp.224-253, Nisbett et al., pp.291-310
3	TBD	Culture, Theories and approaches.	Gelfand et al., pp.1100–1104, Leung & Cohen, pp.507-526

4	TBD	Motivation, Theories and approaches.	Ryan & Deci, pp.68-78, Higgins, pp.319-340
5	TBD	Motivation, Self- Regulation.	Higgins, pp.1280-1300, Kruglanski et al., pp.793-815
6	TBD	Prosocial behavior. Evolution and the Social psychology of altruism.	Madsen et al, pp.339-359, Batson &. Shaw, pp.107-122
7	TBD	Help-seeking and help-giving on personal level.	Nadler, pp.1-29 Komissarouk & Nadler, pp.726-738
8	TBD	Presentations 1	In the second half of the semester, readings for each class will consist of two or three student proposals and two or three empirical papers, assigned in advance by that day's presenters following discussion with me and my confirmation.
9	TBD	Presentations 2	
10	TBD	Presentations 3	
11	TBD	Presentations 4	
12	TBD	Summary	
	12.11.20	Final submission of the paper	

Bibliography of Required & Supplemental Readings

All papers are available on Courseworks. Readings in *italics* are supplemental readings (required for discussion leaders).

Class 1. Introduction.

There are no assigned readings for this class. Please, go over the syllabus.

Class 2. **Culture. Definitions and history.**

1. Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. Psychological Review, *98*(2), 224-253.

- *Markus, H. R., & Kitayama, S. (2010). Cultures and selves. A cycle of mutual constitution. Perspectives on Psychological Science, 5(4), 420-430.*
- *Singelis, T. M. (1994). The measurement of independent and interdependent self-construals. Personality and Social Psychology Bulletin, 20(5), 580-591.*

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

- *Cross, S. E., Hardin, E. E., & Gercek-Swing, B. (2010). The what, how, why, and where of self-construal. Personality and Social Psychology Review, 15(2), 142-179.*

- *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. **Culture. Theories and approaches.**

1. Leung, A. K. Y., & Cohen, D. (2011). Within-and between-culture variation: individual differences and the cultural logics of honor, face, and dignity cultures. Journal of Personality and Social Psychology, 100(3), 507-526.

- *Cohen, D., & Nisbett, R. E. (1994). Self-protection and the culture of honor: Explaining southern violence. Personality and Social Psychology Bulletin, 20, 551–567.*
- *Cohen, D., & Nisbett, R. E. (1997). Field experiments examining the culture of honor: The role of institutions in perpetuating norms about violence. Personality and Social Psychology Bulletin, 23, 1188–1199*

2. 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.

- *Triandis, H. C., & Gelfand, M. J. (1998). Converging measurement of horizontal and vertical individualism and collectivism. Journal of Personality and Social Psychology, 74(1), 118-128.*
  Harrington, J. R., & Gelfand, M. J. (2014). Tightness–looseness across the 50 united states. Proceedings of the National Academy of Sciences, 111(22), 7990-7995.

Class 4. Motivation. Theories and approaches.

1. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American psychologist, 55(1), 68-78.

- *Chirkov, V., Ryan, R. M., Kim, Y., & Kaplan, U. (2003). Differentiating autonomy from individualism and independence: A self-determination theory perspective on internalization of cultural orientations and well-being. Journal of Personality and Social Psychology, 84, 97-110.*
- *Deci, E. L., & Ryan, R. M. (2000). The" what" and" why" of goal pursuits: Human needs and the self-determination of behavior. Psychological inquiry, 11(4), 227-268.*
- *Deci, E. L., & Ryan, R. M. (2002). Overview of self-determination theory: An organismic dialectical perspective. Handbook of self-determination research, 3-33.*
- *Ryan, R. M., & Deci, E. L. (2011). A Self-Determination Theory Perspective on Social, Institutional, Cultural, and Economic Supports for Autonomy and Their Importance for Well-Being. In Chirkov, V., Ryan, R., & Sheldon, K. (Ed.) Human Autonomy in Cross-Cultural Context, 45-65.*

Note: the discussant may choose any two papers *from listed above.*

2. Higgins, E. T. (1987). Self-discrepancy: a theory relating self and affect. Psychological review, 94(3), 319-340.

- *Frimer, J. A., Schaefer, N. K., & Oakes, H. (2014). Moral Actor, Selfish Agent. Journal of Personality and Social Psychology, 106(5), 790-802.*
- *Moretti, M. M., & Higgins, E. T. (1990). Relating self-discrepancy to self-esteem: The contribution of discrepancy beyond actual-self ratings. Journal of Experimental Social Psychology, 26(2), 108-123.*

Class 5. Motivation, Self-regulation.

1. Higgins, E. T. (1997). Beyond pleasure and pain. American Psychologist, 52, 1280-1300.

- *Crowe, E., & Higgins, E. T. (1997). Regulatory focus and strategic inclinations: Promotion and prevention in decision-making. Organizational behavior and human decision processes, 69(2), 117-132.*
- *Higgins, E. T. (2000). Making a good decision: Value from "fit". American Psychologist, 55, 1217-1230.*
- *Uskul, A. K., Sherman, D. K., & Fitzgibbon, J. (2009). The cultural congruency effect: Culture, regulatory focus, and the effectiveness of gain-vs. Loss-framed health messages. Journal of Experimental Social Psychology, 45(3), 535-541.*

2. Kruglanski, A. W., Thompson, E. P., Higgins, E. T., Atash, M., Pierro, A., Shah, J. Y., & Spiegel, S. (2000). To" do the right thing" or to" just do it": locomotion and assessment as distinct self-regulatory imperatives. Journal of Personality and Social Psychology, 79(5), 793-815.

- *Pierro, A., Kruglanski, A. W., & Higgins, E. T. (2006). Regulatory mode and the joys of doing: effects of 'locomotion' and 'assessment' on intrinsic and extrinsic task-motivation. European Journal of Personality, 20(5), 355-375.*
- *Bélanger, J. J., Pierro, A., Kruglanski, A. W., Vallerand, R. J., De Carlo, N., & Falco, A. (2014). On feeling good at work: the role of regulatory mode and passion in psychological adjustment. Journal of Applied Social Psychology, 45(6), 319-329.*

Class 6. Prosocial behavior. Evolution, Altruism and the Social psychology of Helping.

1. Madsen, E. A., Tunney, R. J., Fieldman, G., Plotkin, H. C., Dunbar, R. I., Richardson, J. M., & McFarland, D. (2007). Kinship and altruism: A cross-cultural experimental study. British Journal of Psychology, 98(2), 339-359.

- *Van Vugt, M., & Park, J.N (2010). The Tribal Instinct Hypothesis. Evolution and the Social Psychology of Intergroup Relations. In Sturmer, S. & Shyder, M., (Ed). The Psychology of Prosocial Behavior: Group Processes, intergroup relations, and helping. Malden, MA: Willey- Blackwell, 13-33*

- *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.*

2. Batson, C. D., & Shaw, L. L. (1991). Evidence for altruism: Toward a pluralism of prosocial motives. Psychological Inquiry, 2(2), 107-122.

- *Batson, C. D., Dyck, J. L., Brandt, J. R., Batson, J. G., Powell, A. L., McMaster, M. R., & Griffitt, C. (1988). Five studies testing two new egoistic alternatives to the empathy-altruism hypothesis. Journal of Personality and Social Psychology, 55(1), 52-77*
- *Batson, C. D., Sager, K., Garst, E., Kang, M., Rubchinsky, K., & Dawson, K. (1997). Is empathy-induced helping due to self–other merging? Journal of Personality and Social Psychology, 73(3), 495-509.*

Class 7. Help-seeking and help-giving on personal and group level.

1. Nadler, A. (2012). From help-giving to helping relations: Belongingness and independence in social relations. In M. Snyder & K. Deaux (Eds.). The Oxford Handbook of Personality and Social Psychology. New York, NY: Oxford University Press, 394-418. (*To read for class till "Intergroup relations" only).*

- *Nadler, A., & Chernyak-Hai, L. (2014). Helping them stay where they are: Status effects on dependency/autonomy-oriented helping. Journal of Personality and Social Psychology, 106, 58-72*
- *Kunstman, J. W., & Plant, E. A. (2008). Racing to help: racial bias in high emergency helping situations. Journal of personality and social psychology, 95(6), 1499-1510.*

2. Komissarouk, S., & Nadler, A. (2014). "I" Seek Autonomy, "We" Rely on Each Other. Self-Construal and Regulatory Focus as Determinants of Autonomy-and Dependency-Oriented Help-Seeking Behavior. Personality and Social Psychology Bulletin, 40(6), 726-738.

- *Alvarez, K., & van Leeuwen, E. (2011). To teach or to tell? Consequences of receiving help from experts and peers. European Journal of Social Psychology, 41(3), 397-402.*
- *Nadler, A., & Halabi, S. (2006). Inter-group helping as status relations: Effects of status stability, identification, and type of help on receptivity to high- status group's help. Journal of Personality and Social Psychology, 91(1), 97-110.*

—Syllabus is subject to revision. Updates will be posted on Courseworks. —