The Psychology of Culture and Diversity

Psychology G4615

Spring 2025

**Instructor:**

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**Class Meetings:**

 • **Day:** Thursday

 • **Time:** 10:10 AM–12:00 PM

**Teaching Assistant:**

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**Office Hours:**

 • To Be Determined (TBD)

**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 (what is diversity? How does diversity affect performance?). 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 articles in psychology.

More about this course

Dear Students,

I have been teaching this course for almost 15 years. The course started when I was a young professor at Yale and a recent graduate of Stanford University where I learned about culture from Hazel Markus. My earlier courses were designed after Hazel’s and I dutifully moved from topic to topic to cover foundational theories in cultural (e.g., Margaret Mead, Clifford Geertz) to fundamental studies on culture, self, cognition, motivation, emotion and so on.

Today, this seems like ages ago. Research in cultural psychology has exploded. Moreover, the newer field of diversity science is well established. Diversity science explores how people who are very different from each other can function together in a pluralistic society. This is a topic that graces the front pages of many newspapers daily. It is featured in many recent Supreme Court cases. In short, it too is important. So today, my course has sacrificed some of the research on culture to include this important new field of diversity science. Hence, the title, “The Psychology of Culture and Diversity.”

The title of the course used to be “Methodological Issues in the Study of Culture and Diversity.” No need to discuss why that title was changed! Too long…too boring…not helpful on transcripts to get into medical school, BUT… the spirit of the title has not left us. My goal is for each student to become a critical consumer of research on culture. Just because you value diversity or you belong to a marginalized groups or care about certain issues in society, it does not give you an excuse to read uncritically. Great topics can result in bad science. So, we have an entire class devoted to learning how to critique scientific articles and cultural psychological principles. The core of each class involves critiquing the readings, not just reading the readings. I encourage you to read, critique, and advance the science as we move through the course.

The class has a moderately heavy reading load, writing assignments, and a final exam. This is the second time since I have taught this course that I am including a final exam. *Why?* I have found that over the last ten years, my brilliant students have, in a quest to take more courses in shorter amounts of time, packed in 5-6 courses per semester. What does this mean for effort in my class? Try as students might, they move from reading to skimming and never look back. This used to sadden and frustrate me, but now, I believe it is a detriment to our education. THE IDEAS IN THIS CLASS ARE IMPORTANT FOR EVERYDAY LIVING. Smart people need to know how to slice and dice research on culture and diversity. I invest in this class every week and am hoping that you will too. So, this year, I am adding a final exam. I decided to drastically shorten the grant writing project, I updated the readings so that we will review the classics and work hot off the presses (journal articles are not printed on presses anymore, but you get the point). Deep down inside, you know the mild pressure of the exam will motivate you to read and absorb the information deeply. You don’t want one, but you know it will spur you on to learn.

I do hope that you take this course. I do hope that you learn how to both *appreciate* and *ferociously critique* research on culture and diversity.

Warmly,

Overview of Course Requirements and Grading

 • **Class Participation:** 20%

 • **Article Analyses (2):** 20%

 • **Grant Proposal:** 30%

 • **Final Exam:** 30%

Assignments and Grading

Participation: 20%

**Attendance (5%)**

Attendance is mandatory for all class sessions, as these provide an essential opportunity to deepen your understanding of the concepts, theories, and studies that form the foundation of this course. Your presence is not only important for your own learning but also contributes to the overall dynamic and success of the class. Absences may negatively impact not just your engagement but also the collective experience of your peers.

**Class Participation (5%)**

Active participation in class discussions is a crucial part of this course. Students are expected to engage thoughtfully with the material and their classmates, building on others’ comments, respectfully challenging perspectives, or providing evidence for alternative viewpoints. The most valued contributions are those that move the discussion to a deeper level of reflection or understanding. Consistently achieving this level of participation will be required for a perfect score. Class participation is tracked during each session, with attention to both the quantity and quality of contributions.

**Quizzes (10%)**

Every other week, you will complete a short paper-based quiz during the first 15 minutes of class. These quizzes will assess your ability to describe one of the assigned readings or videos from the past two weeks. The quizzes are straightforward, and the format will remain consistent throughout the course. Sample questions and answers will be provided on Canvas for Week 2 to help you prepare.

Participation in this course is not just about showing up—it is about actively engaging with the material and contributing meaningfully to our shared learning experience.

Article Analyses (2 Analyses): 20%

For two classes during the semester, you will submit an analysis of the assigned article(s) that critiques the research you have read. Each analysis should be **1.5 pages, single-spaced**, and will be scored on a scale from **1–5**, with a total of **20 points possible** for both assignments.

**Submission Deadline:**

Your article analysis is **due by 11:59 PM on the Tuesday night before the corresponding class.** This allows the professor to read and incorporate your thoughts into the class discussion.

**Structure and Content:**

Your analysis should critique the article while following the basic structure outlined below:

 1. **Introduction and Summary (First 1–2 paragraphs):**

 • Summarize the article’s objectives, methods, results, and conclusions as presented by the authors.

 • Ensure this section reflects your understanding of the research and provides a clear overview of the article.

 2. **Strengths (Next paragraph):**

 • Discuss the strong aspects of the article.

 • Highlight sections that were particularly well-done or insightful (e.g., the introduction, methods, or discussion).

 3. **Weaknesses (Next paragraph):**

 • Identify and explain any weaknesses or confusing aspects of the article.

 • Discuss specific sections that were unclear or aspects of the research design, analysis, or conclusions that seemed flawed or incomplete.

 4. **Broader Implications and Future Directions (Last paragraph):**

 • Speculate on the broader implications of the research.

 • Consider whether the findings represent breakthroughs or have significant real-world applications.

 • Suggest future directions for this research, offering creative or innovative ideas for what could be studied next.

**Advanced Approach:**

For a more comprehensive and nuanced analysis, consider integrating **at least two articles** into your critique. This will allow you to compare perspectives, methodologies, or findings and provide a more in-depth evaluation. Additional guidance on this approach will be provided during the course.

Grant Project: 30%

The goal of this project is to produce a grant proposal related to the topics discussed in this seminar. Through this process, you will develop an understanding and appreciation of all steps in scientific discovery, including identifying fruitful areas of research, reviewing what is known (and what is not known) on the topic, and designing one well-structured study to address your research question. Additionally, this project will familiarize you with the process of how grants are evaluated and funded. The structure and review process will simulate those of the National Science Foundation.

**Grant Proposal Requirements:**

You must submit a **full grant proposal** (10 pages single-spaced, not including references) consisting of the following sections:

 • **Significance, Major Aims, & Background:** Explain why your research topic is important, what past research has demonstrated about your topic, and why further research (and your research in particular) is needed.

 • **Methods:** Detail ONE study to address your research topic, including experiment design, anticipated results, data analysis, potential pitfalls, and proposed solutions.

 • **Timetable and Dissemination Plans**

 • **References** (not included in the page limit).

The grant proposal will be discussed and reviewed by the class (with identifying information removed) and will receive a grade worth 15% of your total course grade. The top proposal will be “funded,” which includes a formal letter awarding you your grant.

**Grant Submission Process:**

 1. **Letter of Intent (Step 1):**

 • The first step is to submit a **Letter of Intent**, a one-page proposal that outlines your topic, central research questions, general ideas for the proposed study, and its significance.

 • I will provide feedback on your letter, and it will also be shared with two classmates for peer feedback.

 2. **Methods and Results (Step 2):**

 • You will submit a draft of the **Methods and Anticipated Results** section of your grant for review and feedback. This step will ensure your methodology is clear, feasible, and well-defined.

 3. **Full Grant Proposal (Step 3):**

 • After incorporating feedback, you will submit the **complete grant proposal** for final grading and review by the class.

Handouts will be provided to describe the details of the grant process, including expectations for each stage and tips for crafting a strong proposal.

Final Exam: 30%

The final exam will be an **in-class, paper-based exam** held during finals week (May 9–16). The exam will consist of essay questions. The questions are designed to be integrative, focusing on critical concepts, themes, and experiments in cultural psychology and diversity science.

**Important Notes:**

 • **Content Coverage:** You are responsible for understanding the names of researchers, dates, paper titles, methods, and results from assigned readings, whether we discussed them in class or not.

 • **Study Expectations:** This is a graduate-level course; therefore, there will be no review session. You are encouraged to form study groups to review course materials collaboratively.

 • **Preparation Tips:**

 • Read the assigned papers carefully before each class.

 • Actively participate in discussions and take thorough notes.

 • After class, review and ensure you understand the concepts and discussions covered.

 • **What is NOT Required:** You will not need to recall specific statistical tests but should understand the general findings and implications of each study.

 • **Sample Questions:** Sample exam questions with strong answers will be provided by **spring break** to guide your preparation.

This exam is an opportunity to demonstrate your ability to synthesize knowledge from the course and critically engage with the material.

Course Readings:

Available on Courseworks/Canvas.

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

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>

KEY DATES AND ASSIGNMENTS

Once the first week of shopping period is over and the class size is finalized, all assignments and due dates will be outlined in **Canvas**. Below are the important dates confirmed so far:

 • **Letter of Intent for Grant Proposal:** Thursday, February 27

 • **Final Grant Proposal Due:** Friday, April 25

 • **Final Exam:** May 9–16 (Tentative date: Friday, May 10 – subject to confirmation with the registrar)

MODULE 1: CULTURE, MIND AND THE SOCIAL BRAIN

# Week 1: Course Introduction

**Date:** Thursday, January 30

**Topic:**

On the first day of class, we will introduce the course by exploring the foundational concepts of culture and diversity. We will discuss their significance in shaping psychological theory and practice and set expectations for collaborative and reflective engagement throughout the semester.

**Assigned Readings:**

None

# Week 2: Introduction to Cultural Psychology and Diversity

**Date:** Thursday, January 30th

**Topic:**

This week, we will introduce the field of cultural psychology and explore how diversity shapes psychological theory and practice. We will discuss how cultural traditions evolve in the face of globalization and technological change and examine foundational and contemporary perspectives on cultural psychology. Additionally, we will delve into the importance of integrating indigenous knowledge systems into psychological research and practice to create culturally relevant approaches. These discussions will provide a broad understanding of how culture impacts human thought, emotion, and behavior.

**Assigned Readings:**

 1. **The New Yorker. (n.d.). Is culture dying? Retrieved from https://www.newyorker.com/culture/culture-wars**

 • This popular press article examines the evolving role of culture in modern society, discussing potential threats to cultural traditions in the context of globalization and technology.

 2. **Markus, H. R., & Kitayama, S. (2009). The what, why, and how of cultural psychology: A review of Shweder’s *Thinking Through Cultures*. *Culture & Psychology, 15*(3), 357–364. https://doi.org/XXXXXX**

 • This theory paper reviews Shweder’s seminal work, *Thinking Through Cultures*, providing insights into the foundational ideas and methodological approaches in cultural psychology.

 3. **Kitayama, O., Uskul, A. K., & Salvador, C. E. (2024). Cultural psychology: Beyond East and West. *Annual Review of Psychology, 75*, 123–150. https://doi.org/10.1146/annurev-psych-xxxxx**

 • This theory article synthesizes recent research on cultural psychology, highlighting the complexities of cultural influences beyond traditional East vs. West comparisons.

 4. **Edwards, S. D. (2004). Using indigenous knowledge in psychology. *University of Zululand.***

 • This paper explores the integration of indigenous knowledge systems into psychological practice and research, emphasizing their importance in creating culturally relevant approaches to mental health and well-being.

# Week 3: When We Study Culture, What Are We Studying?

**Date:** Thursday, February 6 (This class will be held by Zoom, and students can stay at their homes.)

**Topic:**

This week, we will explore the methods and measures used in cultural psychology to understand how researchers study culture and its impact on human behavior. We will examine foundational methodological approaches, from experimental and neuroscience methods to innovative cross-cultural techniques like the “cultural imagination.” These readings will provide tools for analyzing empirical articles and understanding how different approaches address the complexities of culture and psychology.

**Assigned Readings and Resources:**

 1. **Fraza, C. (2024). How to read papers effectively: Scanning like a scientist [Video]. YouTube.**

 • This helpful video provides practical tips for efficiently reading and analyzing empirical journal articles.

[Watch here](https://www.youtube.com/watch?v=Cv262mV4Mig)

 2. **Heine, S. J. (2016). *Cultural Psychology* (3rd ed.). W.W. Norton & Company.**

 • **Chapter 4: Methods for Studying Culture and Psychology**

This chapter provides a clear and accessible overview of the methodological approaches in cultural psychology, including experimental and field-based designs.

 3. **Chiao, J. Y. (2015). Cultural neuroscience: Understanding the intersection of culture and biology. In J. Y. Chiao, S.-C. Li, R. Seligman, & R. Turner (Eds.), *The Oxford Handbook of Cultural Neuroscience* (pp. 21–37). Oxford University Press.**

 • This chapter provides a foundational overview of how neuroscientists conceptualize and study the intersection of cultural and biological processes, focusing on methodologies such as fMRI, EEG, and cross-cultural comparative studies.

 4. **Oishi, S., & Uskul, A. K. (in press). A cross-cultural method in social and personality psychology: The cultural imagination. In H. Reis, C. Judd, & T. West (Eds.), *Handbook of Research Methods in Social and Personality Psychology* (3rd ed.). Cambridge University Press.**

 • This forthcoming chapter introduces the “cultural imagination” approach, offering innovative strategies for conducting cross-cultural research in social and personality psychology.

# Week 4: Theoretical Perspectives: Mutual Constitution of Culture and Psyche and Social Norms

**Date:** Thursday, February 13

**Topic:**

This week, we delve into theoretical perspectives in cultural psychology, focusing on how culture and individual psychology shape one another. We will examine two key approaches: the mutual constitution of culture and psyche, which explores the bidirectional relationship between cultural contexts and psychological processes, and the role of social norms, which investigates how shared rules and expectations shape individual and collective behaviors. These frameworks offer a diverse understanding of how cultural influences operate across different levels of human experience.

**Assigned Readings:**

 1. **Markus, H. R., & Conner, A. (2013). *Clash! How to thrive in a multicultural world.* Penguin Books.**

 • **Chapter 1: Culture Clashes**

This chapter introduces the concept of the “Culture Cycle,” illustrating how individuals and cultures mutually shape each other through real-world examples.

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

 • This article discusses how culture and the self are interdependent, influencing and reinforcing each other in a continuous cycle.

 3. **Gelfand, M. J. (2018). *Rule makers, rule breakers: How tight and loose cultures wire our world.* Scribner.**

 • **Chapter 1: The Tight-Loose World**

This chapter introduces the foundational concepts of cultural tightness and looseness, explaining how the strictness or permissiveness of social norms varies across cultures and shapes behavior, innovation, and conflict.

 4. **Ma, A., Liu, F., Savani, K., & Kay, A. C. (2022). The mutual constitution of culture and psyche: The bidirectional relationship between individuals’ perceived control and cultural tightness–looseness. *Journal of Personality and Social Psychology, 124*(5), 901–916.**

 • This study investigates how individuals’ sense of control influences and is influenced by the cultural context of societal tightness or looseness.

# Week 5: Theoretical Perspectives II: Socio-Ecological Psychology and Institutional Inversion Theory

**Date:** Thursday, February 20

**Topic:**

This week, we continue exploring theoretical perspectives in cultural psychology, focusing on socio-ecological psychology and its emphasis on how physical and social environments shape human behavior and cultural patterns. We will also delve into Dov Cohen’s Institutional Inversion Theory, which examines how cultural attitudes and values shape institutions and how those institutions, in turn, influence behaviors that may contradict the original cultural norms. These readings provide critical insights into the complex interplay between environment, culture, and human behavior.

**Assigned Readings:**

 1. **Uskul, A. K., & Oishi, S. (2020). Socio-ecological psychology: Introduction to the special issue. *Current Opinion in Psychology, 32*, 181–184.**

 • This introductory article provides an overview of socio-ecological psychology, discussing how social and physical environments influence human behavior and psychological processes.

 2. **Talhelm, T., & Harati, H. (2023). Water scarcity changes how people think. *Scientific American.***

 • This article discusses how the scarcity of resources, like water, influences cognitive processes and decision-making.

 3. **Cohen, D., Seo, M., & Lawless, R. M. (2023). Institutional inversion and “demand-side” versus “supply-side” views of culture. *Current Directions in Psychological Science, 32*(2), 131–136.**

 • This article discusses how collective attitudes can lead to the creation of institutions that, in turn, produce behaviors opposite to those attitudes, using the case of debt to illustrate this phenomenon.

 4. **Cohen, D., Shin, F., & Lawless, R. M. (2021). Attitudes, behavior, and institutional inversion: The case of debt. *Journal of Personality and Social Psychology, 120*(5), 1117–1145.**

 • This study explores how historical attitudes toward debt in Protestant versus Catholic cultures have led to the development of institutions that inadvertently encourage borrowing, exemplifying the concept of institutional inversion.

# Week 6: Getting Started on Writing a Grant

**Date:** Thursday, February 27

**Topic:**

In this session, students will be introduced to the grant-writing assignment and the expectations for its completion. We will review examples of successful grants from previous years to identify the key components of strong proposals. Students will also collaborate in groups to discuss and refine their initial project ideas, receiving valuable feedback from their peers. By the end of the session, students will have a clearer direction for their grant projects and actionable steps to advance their work.

Readings on grant writing will be assigned.

# Week 7: Culture, Self, and Cognition

**Date:** Thursday, March 6

**Topic:**

This week, we will explore how culture shapes self-concepts, cognitive processes, and emotional experiences. Using foundational and contemporary readings, we will examine cultural differences in analytic and holistic thought, the role of cultural contexts in shaping memory and perception, and the interplay between the self and the brain. Additionally, we will discuss how gender interacts with culture to influence cognitive abilities across diverse contexts. These discussions will provide a deeper understanding of the interconnectedness of culture, self, and cognition.

**Assigned Readings:**

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

 • This seminal article explores how cultural contexts shape self-concepts and the implications of these differences for cognition, emotion, and motivation.

 2. **Kim, H. S., & Markus, H. R. (1999). Deviance or uniqueness, harmony or conformity? A cultural analysis. *Journal of Personality and Social Psychology, 77*, 785–800.**

 • This study examines cultural differences in the value placed on uniqueness versus harmony, revealing how cultural norms influence individual preferences and behaviors.

 3. **Kitayama, S., & Park, J. (2010). Cultural neuroscience of the self: Understanding the social grounding of the brain. *Social Cognitive and Affective Neuroscience, 5*(2–3), 111–129.**

 • This article discusses how cultural contexts shape neural processes associated with the self, providing evidence for the social grounding of brain activity.

 4. **Reilly, D., Neumann, D. L., & Andrews, G. (2012). Gender, culture, and sex-typed cognitive abilities. *Personality and Social Psychology Bulletin, 40*(6), 739–749.**

 • This study examines how cultural factors influence gender differences in cognitive abilities, analyzing data from 65 nations to assess variations in reading, mathematics, and science literacy among boys and girls.

# Week 8: Culture Betwixt and Between: Living in Two Cultures

**Date:** Thursday, March 13

**Topic:**

This week, we will explore the challenges and opportunities of navigating between two cultures, focusing on the experiences of bicultural individuals and the social dynamics that arise from cultural intersections. We will examine theoretical frameworks like Bicultural Identity Integration (BII) and apply these ideas to real-world examples of globalization and cross-cultural interactions. Additionally, we will begin watching *American Factory*, a documentary that highlights the cultural tensions and collaborations between Chinese and American workers in a shared workplace. Through these discussions, we will deepen our understanding of the complexities of living “betwixt and between” cultures.

**To Start Watching at Home:**

**Bognar, S., & Reichert, J. (Directors). (2019). *American Factory* [Film]. Higher Ground Productions. Netflix.**

 • This documentary explores the cultural and economic tensions that arise when a Chinese company reopens a former General Motors plant in Ohio, highlighting the complexities of globalization and labor dynamics.

**Video:**

**Hwang, R. (2018, April). *The power of diversity within yourself* [Video]. TED2018.**

 • This TED Talk explores how embracing the multiple facets of one’s identity can enhance personal and professional relationships, fostering greater empathy and connection.

[Watch here](https://www.ted.com/talks/rebeca_hwang_the_power_of_diversity_within_yourself).

**Assigned Readings:**

 1. **Huynh, Q.-L., Nguyen, A.-M. T. D., & Benet-Martínez, V. (2011). Bicultural identity integration. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles (Eds.), *Handbook of Identity Theory and Research* (pp. 827–842). Springer.**

 • This book chapter delves into the construct of Bicultural Identity Integration (BII), examining how bicultural individuals perceive and integrate their dual cultural identities, and the psychological outcomes associated with different levels of BII.

**2. Page, A. D., & Peacock, J. R. (2013). Negotiating identities in a heteronormative context. *Journal of Homosexuality, 60*(4), 639–654. https://doi.org/10.1080/00918369.2012.724632**

 • This article examines how individuals navigate and negotiate their identities within heteronormative social structures, highlighting the challenges and strategies employed to resist or conform to societal expectations.

SPRING Break March 16-21

# Week 9: Applying Cultural Psychology to Social and Global Issues

**Date:** Thursday, March 27, 2025

**Topic:**

This week, we will explore how cultural psychology provides a lens to understand pressing social and global issues, including health, politics, and societal well-being. Through the assigned readings and video, we will examine the role of cultural beliefs in shaping mental health practices, the dynamics of polarization in social systems, and variations in attitudes toward happiness across different cultural contexts. By engaging with these topics, students will gain a deeper appreciation of how cultural psychology can address and inform global challenges.

**Assigned Readings and Resources:**

 1. **Delle, S. (2017, February). *There’s no shame in taking care of your mental health* [Video]. TEDLagos Ideas Search.**

 • This TED Talk addresses the stigma surrounding mental health care and emphasizes the importance of seeking support for mental well-being.

[Watch here](https://www.ted.com/talks/sangu_delle_there_s_no_shame_in_taking_care_of_your_mental_health).

 2. **Xiang, P., Zhang, H., Geng, L., & Zhou, K. (2019). Individualist–Collectivist Differences in Climate Change Inaction: The Role of Perceived Intractability. *Frontiers in Psychology, 10*, 187. https://doi.org/10.3389/fpsyg.2019.00187**

 • This study investigates how cultural orientations, specifically individualism and collectivism, influence individuals’ perceptions of the intractability of climate change, which in turn affects their willingness to engage in pro-environmental behaviors.

 3. **Jost, J. T., & Banaji, M. R. (2022). Unraveling polarization: Insights into individual and collective dynamics. *Proceedings of the National Academy of Sciences Nexus, 3*(10), ePgae426.**

 • This article examines the role of individual beliefs and collective emotions in polarization, emphasizing how media, political, and social structures reinforce collective states of division.

 4. **Joshanloo, M., & Weijers, D. (2014). Aversion to happiness across cultures: A review of where and why people are averse to happiness. *Journal of Happiness Studies, 15*(3), 717–735.**

 • This study examines cultural variations in attitudes toward happiness, highlighting that in some cultures, happiness is perceived negatively, which influences overall well-being.

 5. **Makoni, M. (2023, October 12). Why Africa’s young scientists should help check the quality of climate change research. *The Conversation.* https://theconversation.com/why-africas-young-scientists-should-help-check-the-quality-of-climate-change-research-244719**

 • This VERY SHORT news article argues that involving young African scientists in assessing the quality of climate change research can enhance the relevance and accuracy of findings, ensuring that they address the continent’s unique challenges and needs.

# Week 10: The Psychology of Identity: Who Am I?

**Date:** Thursday, April 3, 2025

**Topic:**

This week, we will examine the psychology of identity, focusing on how personal, social, and cultural dimensions shape our sense of self. Through the readings, we will explore theories of identity development, the interplay of intersectionality, and the ways in which identity impacts well-being and social interactions in various contexts.

**Assigned Readings:**

 1. **Appiah, K. A. (2018). *The lies that bind: Rethinking identity.* Liveright Publishing Corporation.**

 • In this book, Kwame Anthony Appiah explores the complex nature of identity, examining how constructs such as creed, country, color, class, and culture shape perceptions and interactions, while challenging misconceptions that often lead to division and conflict.

 2. **Crocetti, E., Prati, F., & Rubini, M. (2022). Identities: A developmental social-psychological perspective. *European Review of Social Psychology, 33*(1), 1–38.**

 • This article provides a comprehensive and accessible overview of personal and social identities from a developmental social-psychological perspective, highlighting the dynamic processes underlying identity formation.

 3. **Shields, S. A. (2008). Gender: An intersectionality perspective. *Sex Roles, 59*(5), 301–311.**

 • This article examines gender through an intersectionality lens, emphasizing how multiple social categories intersect to shape individuals’ experiences and identities in complex ways.

 4. **Cooper, K., Smith, L. G. E., & Russell, A. J. (2021). Personal identity after an autism diagnosis: Relationships with self-esteem, mental wellbeing, and diagnostic timing. *Frontiers in Psychology, 12*, 699335. https://doi.org/10.3389/fpsyg.2021.699335**

 • This study investigates how receiving an autism diagnosis impacts personal identity, self-esteem, and mental well-being, highlighting the importance of diagnostic timing in shaping these outcomes.

# Week 11: Stigma, Prejudice, and Stereotyping

**Date:** Thursday, April 10, 2025

**Topic:**

This week, we will explore the psychological and social dimensions of stigma, prejudice, and stereotyping, focusing on how these processes affect individuals and groups in diverse contexts. Through readings and videos, we will examine personal experiences with stigma, strategies for addressing bias, and the importance of fostering inclusive environments. The discussions will highlight both the systemic challenges of discrimination and the potential for individual and collective growth in addressing prejudice.

**Assigned Readings and Resources:**

 1. **Nazario, I. (2014, November). *What I learned as a kid in jail* [Video]. TEDxNewYork.**

 • In this talk, Ismael Nazario shares his experiences as a teenager incarcerated at Rikers Island, where he spent 300 days in solitary confinement before being convicted of a crime. He discusses the challenges faced by young inmates and advocates for prison reform to create a more rehabilitative environment.

[Watch here](https://www.ted.com/talks/ismael_nazario_what_i_learned_as_a_kid_in_jail).

 2. **Purdie-Greenaway, V. (2018, April). *What happens when you become the science that you study?* [Video]. TED2018.**

 • In this talk, Valerie Purdie-Greenaway explores the intersection of personal identity and scientific research, discussing how her experiences as an African-American woman have influenced her work in psychology and the importance of diversity in scientific inquiry.

[Watch here](https://www.ted.com/talks/valerie_purdie_greenaway_what_happens_when_you_become_the_science_that_you_study).

 3. **Rattan, A., Kroeper, K., Arnett, R., Brown, X., & Murphy, M. (2023). Not such a complainer anymore: Confrontation that signals a growth mindset can undercut backlash. *Journal of Personality and Social Psychology, 124*(2), 344–361. https://doi.org/10.1037/pspi0000412**

 • This study demonstrates that confronting bias with a growth mindset framework can reduce negative backlash, promoting more constructive and inclusive responses to bias.

 4. **Two readings to be assigned after students’ interests are established.**

# Week 12: Preparing for Grant Proposal Submission Day

**Date:** Thursday, April 17, 2025

**Topic:**

This week, students will deepen their understanding of the grant-writing process by learning how grants are scored and reviewed in real-world settings. We will discuss strategies for crafting persuasive proposals and identifying common pitfalls in grant writing. During class, students will practice reviewing sample grants, applying scoring criteria, and providing constructive feedback. These activities will prepare students for both submitting their final proposals and participating in the peer review process.

**Readings and Resources:**

 • Select readings and sample grants will be assigned.

# Week 13: Capstone – Integrating Cultural Psychology and Diversity, Equity, and Inclusion to Make the World Better (and Smarter!)

**Date:** Thursday, April 24, 2025

**Topic:**

This week serves as the capstone of the course, focusing on how cultural psychology and diversity, equity, and inclusion (DEI) research can address real-world challenges and foster smarter, more equitable systems. Students will explore cutting-edge theories and practices, examine the interplay between DEI and organizational dynamics, and reflect on the global implications of cross-cultural and inclusive research. By integrating these insights, we will discuss how cultural psychology and DEI can be leveraged to create lasting positive change in society.

**Assigned Readings:**

 1. **Chang, E. H., Milkman, K. L., Chugh, D., & Akinola, M. (2018). Diversity thresholds: How social norms, visibility, and scrutiny relate to group composition. *Academy of Management Journal, 61*(5), 1553–1577. https://doi.org/10.5465/amj.2017.0440**

 • This article examines how social norms, group visibility, and external scrutiny influence diversity thresholds within organizations, offering insights into how these factors shape group composition and inclusivity.

 2. **Causadias, J. M., Anderson, R. E., Ryu, E., Tein, J.-Y., & Kim, S. Y. (2023). Innovative theory and methods for the next generation of diversity, equity, and inclusion sciences. *Cultural Diversity and Ethnic Minority Psychology, 29*(1), 1–6. https://doi.org/10.1037/cdp0000521**

 • This special issue introduces novel theories and methods in DEI sciences, emphasizing the importance of advancing research to promote equity and inclusion in diverse contexts.

 3. **Weisinger, J. Y., Borges-Méndez, R., & Milofsky, C. (2016). From diversity to inclusion to equity: A theory of generative interactions. *Journal of Business Ethics, 157*(3), 1–13. https://doi.org/10.1007/s10551-019-04180-1**

 • This paper presents a practice-based theory of generative interactions, demonstrating how equitable practices in organizations enhance collaboration and drive meaningful change.

 4. **Anjum, G., & Aziz, M. (2024). Advancing equity in cross-cultural psychology: Embracing diverse epistemologies and fostering collaborative practices. *Frontiers in Psychology, 15*, Article 1368663. https://doi.org/10.3389/fpsyg.2024.1368663**

 • This article critiques the marginalization of Global South scholarship in cross-cultural psychology and advocates for more inclusive epistemologies and collaborative research practices.

# Week 14: Grant Panel Day

**Date:** Thursday, May 1, 2025

**Topic:**

This week marks the culmination of the grant project. Students will submit their completed grant proposals and participate in a peer-review panel. During class, students will read, review, and score each other’s grants using established evaluation criteria, providing constructive feedback and engaging in discussions about the strengths and areas for improvement in the proposals.

**Activities:**

 • Submission of final grant proposals.

 • Peer review and scoring of classmates’ grant proposals.

 • Panel discussions to reflect on the grant-writing process and lessons learned.