

Psychology 166AC
Cultural Psychology

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appointment (send me a message to make an appointment)

Textbook

Cultural Psychology, 4th edition
by Steven Heine

Articles

1. Barger, S. D., Donoho, C. J., & Wayment, H. A. (2009). The relative contributions of race/ethnicity, socioeconomic status, health, and social relationships to life satisfaction in the United States. *Quality of Life Research*, 18(2), 179-189.
2. Brondolo, E., Hausmann, L. R., Jhalani, J., Pencille, M., Atencio-Bacayon, J., Kumar, A., ... & Crupi, R. (2011). Dimensions of perceived racism and self-reported health: examination of racial/ethnic differences and potential mediators. *Annals of Behavioral Medicine*, 42(1), 14-28.
3. Carlson, C., Uppal, S., & Prosser, E. C. (2000). Ethnic differences in processes contributing to the self-esteem of early adolescent girls. *The Journal of Early Adolescence*, 20(1), 44-67.
4. Contrada, R. J., Ashmore, R. D., Gary, M. L., Coups, E., Egeth, J. D., Sewell, A., ... & Chasse, V. (2000). Ethnicity-related sources of stress and their effects on well-being. *Current Directions in Psychological Science*, 9(4), 136-139.
5. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 1241-1299.
6. Frederick, D. A., Forbes, G. B., Grigorian, K. E., & Jarcho, J. M. (2007). The UCLA Body Project I: Gender and ethnic differences in self-objectification and body satisfaction among 2,206 undergraduates. *Sex Roles*, 57(5-6), 317-327.
7. Martinez, R. O., & Dukes, R. L. (1997). The effects of ethnic identity, ethnicity, and gender on adolescent well-being. *Journal of Youth and Adolescence*, 26(5), 503-516.
8. Matsumoto, D. (1993). Ethnic differences in affect intensity, emotion judgments, display rule attitudes, and self-reported emotional expression in an American sample. *Motivation and Emotion*, 17(2), 107-123.
9. Okazaki, S. (1997). Sources of ethnic differences between Asian American and white American college students on measures of depression and social anxiety. *Journal of Abnormal Psychology*, 106(1), 52.
10. Omi, M., & Winant, H. (2006). Racial formations. The social construction of difference and inequality: Race, class, gender, and sexuality, 19-29.
11. Phinney, J. S., Cantu, C. L., & Kurtz, D. A. (1997). Ethnic and American identity as predictors of self-esteem among African American, Latino, and White adolescents. *Journal of Youth and Adolescence*, 26(2), 165-185.
12. Soto, J. A., & Levenson, R. W. (2009). Emotion recognition across cultures: the influence of ethnicity on empathic accuracy and physiological linkage. *Emotion*, 9(6), 874.
13. Yates, A., Edman, J., & Aruguete, M. (2004). Ethnic differences in BMI and body/self-dissatisfaction among Whites, Asian subgroups, Pacific Islanders, and African-Americans. *Journal of Adolescent Health*, 34(4), 300-307.

Course Objectives

By the end of the course you should have an improved understanding of the following:

- (a) The Big Picture – Why is cultural psychology important? What are the benefits of cultural psychology and what are the dangers?
- (b) Methodology – understand the methods used in cultural psychology, including their strengths and limitations
- (c) Think Like a Cultural Psychologist – gain a basic understanding of the important concepts and findings of cultural psychology
- (d) Application – gain a greater understanding of your own culture(s), the cultures of others, and the role of culture in human interactions

Psychology Major Program Learning Goals

Through a mixture of course lectures, readings, assignments, discussions, and exams, this course aims to address facets of each of the seven program learning goals of the Psychology Major at UC Berkeley.

1. Understand basic concepts that characterize psychology as a field of scientific inquiry, and appreciate the various subfields that form the discipline as well as things that differentiate it from other related disciplines
2. Develop an understanding of the central questions/issues in contemporary psychology as well as a historical perspective of psychological theories and key empirical data
3. Develop a thorough understanding of one of the major content areas of psychology (i.e., Social/Personality, Developmental, Clinical, Cognitive, Biological)
4. Develop skills to critically evaluate the presentation of scientific ideas and research in original scientific papers as well as in the popular media
5. Become familiar with research methods used in psychological research, and become proficient in basic concepts of statistical analyses and familiar with more advanced methods in data analyses and modeling
6. Learn to develop, articulate, and communicate, both orally and in written form, a testable hypothesis, or an argument drawing from an existing body of literature
7. Apply a psychological principle to an everyday problem, or take an everyday problem and identify the relevant psychological mechanisms/issues

Class Policies

Special Needs. If you have any special needs that require accommodation, please notify me as soon as possible. Similarly, if you are having a hard time in the course for personal reasons (e.g. working full-time & going to school, parenting young children, illness in the family), please notify me as soon as possible and I will work with you on how to best deal with the situation.

Email and bCourses. I will answer all email received Monday to Friday 9am to 5pm within 72 hours. I do not always check emails at night or on weekends so responses may be slower. Please check bCourses for announcements.

Academic Honesty. It is very important that the work you submit in this class is your own. The penalty for cheating on an exam by discussing questions or answers with other people or sharing or posting exam questions will range from failure of the exam to automatic failure of the course.

Grading		% of grade
Group Creation Questionnaire	***required but not counted toward grade***	
Pre-Class Questionnaires		10%
Small Group Discussion		20%
Midterm Exam		30%
Final Exam		40%
	total	100%

Lectures will consist of videos of lecture slides with narration and will be posted on bCourses on Mondays, Wednesdays, and Fridays at 9am. Pdfs of lecture slides will also be posted. For some lectures, you will also be asked to watch additional videos (e.g., YouTube videos, TED talks). All of these components are meant to work together to make the course interesting and enhance your understanding of the course content. Lectures are located in “modules” in bCourses.

The **Group Creation Questionnaire** will be completed in bCourses and will consist of general questions about your background. I will use your answers to assign you to a discussion group. Students who join the class late should email me about being added to a discussion group.

Pre-Class Questionnaires are questionnaires used by cultural psychologists in their research. The questionnaires will be posted to bCourses and you will get full credit as long as you complete them by the due date. You may miss one pre-class questionnaire without it affecting your grade. However, the pre-class questionnaires are all relevant to your learning and understanding the course content so I recommend that you complete all of them.

Small Group Discussion is an important component of this class. It is your best opportunity to get to know other students in the class and become part of community of learners. For each discussion topic, you will be required to answer questions and to respond to your group members’ posts. You may miss one discussion without it affecting your grade. If you complete all of the discussions, your lowest score will be dropped. Small group discussions cannot be made up late for credit. To get credit for the discussions, you must complete them on time.

Exams are open book, open notes, and multiple choice and are based on material covered in lecture and the text. Exams must be completed individually. Working with other people on exams, sharing exam questions, or posting exam questions constitute academic dishonesty.

The midterm exam will cover material from the first half of the class. It is worth 50 points and you will have an hour and a half to complete the exam. The final exam is cumulative with an emphasis on material from the second half of the class. It is worth 100 points. You will have three hours to complete the final exam.

Exams can only be made up in cases of unforeseeable and documented emergencies. The form of the makeup exam will be at my discretion and may be all essay questions.

Campus Resources

Counseling and Psychological Services

free group and individual counseling for students

<https://uhs.berkeley.edu/counseling>

Disabled Students Program

academic accommodations

<http://dsp.berkeley.edu/>

Psychology Undergraduate Academic Advisors

help with the major and class scheduling

<http://psychology.berkeley.edu/students/undergraduate-program/academic-advising>

Student Learning Center Writing

free help with writing via peer tutors

<http://slc.berkeley.edu/writing>

American Cultures

This course fulfills the American Cultures requirement. Classes that fulfill this requirement “must be integrative and comparative and address theoretical and analytical issues relevant to understanding race, culture, and ethnicity in American history and society”¹. This course fulfills this requirement by (a) discussing the general patterns of behavior, thought, and feelings that are most common in the US (compared to other countries) based on psychological research and (b) discussing psychological research that compares patterns of behavior, thought, and feelings of African-Americans, Latinos, Asian-Americans, and Whites in the US.

This course will address theoretical and analytical issues relevant to understanding race, culture, and ethnicity in American society by discussing how cultural psychologists define and study cultural groups during the first week of class. Then, during the last week of class, when students are familiar with cultural psychological approaches to studying culture, we will delve more deeply into the complexities, limitations, and problematic aspects of the cultural psychological approach to defining cultural groups, in part by comparing the contemporary cultural psychological approach to other historical and disciplinary approaches (Crenshaw, 1991; Omi & Winant, 2015). For each of these topics, I will lecture during the first half of class to familiarize you with the basic topics and terminology. During the second half of class, you will break into small discussion groups to discuss questions that encourage you to consider the material in greater depth, think critically about the material and, when appropriate, use it to reflect on your own life and experiences.

This course will also discuss psychological research that compares patterns of behavior, thought, and feelings of African-Americans, Latinos, Asian-Americans, and Whites in the US. For example, when we cover the self we will discuss research that examines ethnic differences in self-esteem between Latina, African-American, and White adolescents (Carlson, Uppal, & Prosser, 2000) and research that investigates

¹ <http://guide.berkeley.edu/undergraduate/colleges-schools/chemistry/american-cultures-requirement/>

links between the strength of ethnic identity and American identity and self-esteem (Phinney, Cantu, & Kurtz, 1997).

When we cover health, we will discuss ethnic differences in body image (Fredrick, Forbes, Griogorian, & Jarcho, 2007; Yates, Edman, & Aruguete, 2001). We will also discuss research that explores the connection between perceived racism and physical and psychological health in Asian, African-American, and Latino adults (Brondolo et al., 2011) and research that investigates potential causes of differential rates of depression and social anxiety in Asian-American and White college students (Okazaki, 1997).

When we cover well-being, we will discuss the effects of ethnicity and ethnic identity on the well-being of Native American, African-American, Latino, and White adolescents (Martinez & Dukes, 1997) and research exploring the link between ethnic discrimination and well-being (Contrada et al., 2000).

These discussions will focus on differences between ethnic groups in the US as well as the theories that may help to explain these differences. After these discussions, students should have a more sophisticated and nuanced understanding of the psychology of African-Americans, Latinos, Asian-Americans, and Whites in the US and should be starting to think about psychological, structural, and societal causes of disparities in outcomes as well as ways in which students who are committed to social justice may begin to attempt to reduce those disparities. They will also learn about protective factors, such as a strong sense of ethnic identity, that promote resilience and can sometimes protect ethnic minorities in the US from negative outcomes.

Pandemic Learning

Because we are currently in the midst of a pandemic, I want to make one thing perfectly clear: I want you to prioritize your health and safety and follow local laws intended to keep you and others safe and healthy. If circumstances arise related to the pandemic that interfere with your ability to complete work for this class (e.g., you or a loved one becomes sick, you are not allowed to leave your home and your home internet stops working), please let me know as soon as possible. I do not want you to endanger your safety or break any laws in order to complete this class.

Online Learning and Summer Classes

Online learning presents different challenges and opportunities than face to face learning and summer classes pose some additional challenges as well. Here are some tips to help you succeed in this class.

1. Use a laptop or desktop computer for this class if at all possible.
2. Have a system for keeping track of all due dates. This is extremely important. Every online class is set up differently so it is important that you have your own system for keeping track of due dates (rather than expecting due dates to be posted in a particular place in bCourses). The schedule at the end of this syllabus contains all of the due dates for this class. It is important that you keep track of them and submit your work on time. Not being aware of or losing track of due dates is not an acceptable excuse and late work will not be accepted.
3. Keep up! Given the fast-paced nature of summer classes and the fact that it is easy to procrastinate in online courses, it would be easy to get behind. Have a schedule for watching lectures, doing the reading, and getting your work done. If you fall behind schedule, it will be very difficult to catch up.
4. Do the work! In past online classes, the majority of students who did poorly did so at least in part because they did not submit all of the required assignments. To do well, make sure to complete everything (on time!).
5. Study! The exams for this class are open book, which may make it tempting to not study because you can look things up during the exams. However, (a) most questions on the exam will not be questions that you can easily look up, (b) you will have a limited amount of time to complete the exams and you will not have time to look up answers to every question, and (c) trying to figure out where to find the relevant information is stressful and time consuming. If you are prepared for exams and only have to look up a few things, you should be able to do well.

Schedule

date	topic	readings	class activities, assignments
M July 6	Introduction to class and syllabus	<i>Cultural Psychology</i> chapter 1	
W July 8	What is culture?		pre-class questionnaire #1 (ethnocentrism) due by 11pm
F July 10	Research Methods	<i>Cultural Psychology</i> chapter 4	Group Creation Questionnaire due by 11pm
M July 13	Personality	<i>Cultural Psychology</i> chapter 6	pre-class questionnaire #2 (the big 5) due by 11pm Small Group Discussion 1: Getting to Know Each Other Discussion available at 9am
W July 15	The Self	articles 3 and 11	pre-class questionnaire #3 (RSE) due by 11pm SGD 1: Getting to Know Each Other Discussion posts due by 11pm
F July 17	Motivation	<i>Cultural Psychology</i> chapter 8	pre-class questionnaire #4 (loss of face) due by 11pm SGD 1: Getting to Know Each Other Discussion responses due by 11pm
M July 20	Interpersonal Attraction	<i>Cultural Psychology</i> chapter 11	SGD 2: Close Relationships Discussion available at 9am
W July 22	Close Relationships		SGD 2: Close Relationships Discussion posts due by 11pm
F July 24	Cognition and Perception	<i>Cultural Psychology</i> chapter 9	pre-class questionnaire #5 (cognition) due on bCourses by 11pm SGD 2: Close Relationships Discussion responses due by 11pm
M July 27	MIDTERM EXAM available M July 27 at 9am; due W July 29 by 11pm covers topics up to and including cognition and perception		SGD 3: Mental Health Discussion available at 9am
W July 29	Physical Health	<i>Cultural Psychology</i> chapter 13 articles 2, 6, and 13	SGD 3: Mental Health Discussion posts due by 11pm
F July 31	Mental Health	<i>Cultural Psychology</i> chapter 14 article 9	SGD 3: Mental Health Discussion responses due by 11pm
M Aug 3	Well-Being	articles 1, 4, and 7	SGD 4: Emotion Discussion available at 9am
W Aug 5	Emotion	<i>Cultural Psychology</i> chapter 10 articles 8 and 12	SGD 4: Emotion Discussion posts due by 11pm

F Aug 7	Integration and Review		SGD 4: Emotion Discussion responses due by 11pm
M Aug 10	Complexities and Critiques	articles 5 and 10	
W Aug 12 and F Aug 14	FINAL EXAM available W Aug 12 at 9am due F Aug 14 by 11pm cumulative including topics not covered on Midterm Exam		