

**University of Alberta**  
**Psychology 542 A1: Advanced Social and Cultural Psychology II**  
Fall 2016: September 1 – December 7

**Class times:** Monday 1:00 pm – 3:50 pm @ BSP-319N

**Course Website:** <https://eclass.srv.ualberta.ca/portal/>

**Instructor:** Takahiko Masuda, Ph. D.

**Office:** BSP-355

**Phone:** 492-7861

**Office hours:** Wednesday 4 pm – 5pm

**Email:** [tmasuda@ualberta.ca](mailto:tmasuda@ualberta.ca).

**Course Materials:** Please access the Library Website if for published papers. If papers are not published or inaccessible via PsycINFO, the instructor will distribute materials one week before those classes.

**Suggested Readings:** Kitayama, S., & Cohen, D. (2007). Handbook of cultural psychology. New York: Guilford Press.

**Course Description:** This graduate school course will deal with issues in advanced topics in social and cultural psychology, especially in cultural psychology. The course involves a good deal of article readings and practical activities. We will read empirical research articles that show contributions to the field. Students are also expected to take initiative to lead in-class discussions and to provide discussion material through critical reading of listed articles. We will cover a wide domain of methods in cultural psychology, including culture and cognition, culture and the self, culture and emotion, and culture and perception. At the end of the semester, we will discuss some criticism related to current theoretical and methodological frameworks in recent cultural psychology.

**Prerequisites:** This is a course for graduate students. There are no prerequisite courses.

**Course Structure:** *The class consists of four parts:*

- (1) The instructor's brief introduction of the day's topic (several minutes).
- (2) Students' in-class discussion of assigned articles (about one hour).
- (3) Practical activities related to carrying out research (about one hour).
- (4) Presentation of the previous week's homework (about one hour).

**Evaluations:** The final grade will be based on your performance in class activities (40%), two in-class exams (60%), and a term paper (15%). Class performance consists of (1) questions submitted in relation to class discussion (10%), (2) discussion leadership (10%), (3) participation in discussion (10%), and (4) performance in class activities and homework from these activities (10%).

### **In class Activities**

***Discussion Questions:*** By the end of the *Friday (8PM)* immediately preceding the Monday lecture, at least 1 question (*per assigned reading*) must be submitted via e-mail to the instructor. Questions should be thoughtful and provide meaningful discussion to the class. Exam questions may be related to readings and in class discussions.

***Discussion Leaderships:*** At the beginning of the semester, students will select around 10 articles from the list of readings. Then, you will have opportunity to be a discussion leader in collaboration with other presenters. Students who are not leading discussions are required to be an active discussant in class. The instructor will forward discussion questions to discussion leaders on Saturday morning preceding discussions.

***Classroom participation:*** Meaningful participation is expected in class and discussion.

***In Class Activities and Homework:*** In most classes, students will be assigned to engage in class activities including literature reviews, experiment designing, etc. The final product at the end of the following week's class is the target of evaluation.

### **Exams**

Exams will be based on assigned articles, lecture materials, and class activities. The midterm and the final will include only material covered immediately preceding that exam. You will have 2 hours to complete these exams. The format of the exam is mostly short essay questions. If an examination is missed due to a serious medical condition verified by a personal physician, a make-up exam will be offered. In order to exercise this option, however, the instructor must be contacted within 48 hours of the scheduled examination time and date. If the final examination is missed, the deferred examination will be held on **Friday, January 15th, 2017 at 4pm at BSP123.**

### **The Term Paper**

You will be asked to write up a single-spaced 4 page research proposal which demonstrates your application of cultural psychology methodologies (relevant to the assigned readings). It should consist of (1) a short introduction/review, (2) clear and meaningful research hypotheses, (3) experimental designs that test the hypotheses, and (4) possible implications. The topic will be selected through discussion with the instructor during the semester. The deadline of the final paper is **Friday, December 16th at 4pm.** An electronic copy of your paper should be sent to Taka Masuda (tmasuda@ualberta.ca) by this deadline. Late submission will receive a deduction of 20% per day. For example, if you submit two business days after the due date, you will lose 40% of your grade.

**SSDS Support:** If you experience visual or auditory limitations, or if you have a learning disability, please contact Services for Students with Disabilities in SUB. It is possible to get help with note taking in class.

**Academic Offences:** The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards

regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm))

**Final Grades:** Final grades are reported using letter grades. Final grades are determined after combining students' class performance (discussions, active participation in discussion), tests, and the final paper. Students are ranked in accordance with these scores and a grade is assigned so that the class average falls approximately within the University-suggested ranges for the fourth-year students (shown below):

Letter Grade	<b>A+</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>F</b>
Percentiles	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	below45%

## Course Outline

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### **September 12: Course Guidance, Theoretical Frameworks in Cultural Psychology (1)**

Miller, J. G. (1999). Cultural psychology: Implications for basic psychological theory. *Psychological Science, 10*, 85–91.

### **September 19: Theoretical Frameworks in Cultural Psychology (2)**

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

Peng, K., Spencer-Rodgers, J., & Zhong, N. (2005). Naive dialecticism and the Tao of Chinese thought. In Kim, U., Yang, K.S., Huang, G (Eds.). *Indigenous and cultural psychology: Understanding people in context* (pp. 247- 262). New York, NY: Springer.

### **September 26: Origins of Cultural Variations in Cognition, and Depth of Cultural Influence on Cognition**

Miyamoto, Y. (2013). Culture and analytic versus holistic cognition: Toward multilevel analyses of cultural influences. *Advances in Experimental Social Psychology, 47*, 131-188.

Kitayama, S., & Uskul, A. (2011). Culture, Mind, and the Brain: Current Evidence and Future Directions. *Annual Review of Psychology, 62*, 419-449.

### **October 3: Social Orientation**

Varnum, M. E., Grossmann, I., Kitayama, S., & Nisbett, R. E. (2010). The origin of cultural differences in cognition the social orientation hypothesis. *Current directions in psychological science, 19*, 9–13.

Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., & Kitayama, S. (2014). Large-scale psychological differences within China explained by rice versus wheat agriculture. *Science, 344*, 603–608.

Uskul, A., Kitayama, S., & Nisbett, R. (2008). Ecocultural basis of cognition: Farmers and fishermen are more holistic than herders. *Proceedings of The National Academy Of Sciences, 105*, 8552-8556.

### **October 10: Culture and Social Cognition**

Uleman, J. S., Saribay, S. A., & Gonzalez, C. M. (2008). Spontaneous inferences, implicit impressions, and implicit theories. *Annual Review Psychology, 59*, 329-360.

Carlston, D. E., & Skowronski, J. J. (1994). Savings in the relearning of trait information as evidence for spontaneous inference generation. *Journal of Personality and Social Psychology, 66*, 840-856.

Todorov, A., & Uleman, J. S. (2002). Spontaneous trait inferences are bound to actors' faces: evidence from a false recognition paradigm. *Journal of Personality and Social Psychology*, 83, 1051-1065.

Na, J., & Kitayama, S. (2011). Spontaneous trait inference is culture-specific behavioral and neural evidence. *Psychological Science*, 22, 1025-1032.

### **October 17: In-Class Exam 1 (2 hours), Measuring Eye-Movements (Lab Sessions)**

### **October 24: Culture, Dialecticism, Temporal/Spatial Perception**

Ji, L. J., Guo, T., Zhang, Z., & Messervey, D. (2009). Looking into the past: cultural differences in perception and representation of past information. *Journal of Personality and Social Psychology*, 96(4), 761-769.

Guo, T., Ji, L. J., Spina, R., & Zhang, Z. (2012). Culture, temporal focus, and values of the past and the future. *Personality and Social Psychology Bulletin*, 38(8), 1030 – 1040. *Personality and Social Psychology Bulletin*. 36(5), 583-597.

Lee, A., & Ji, L. J. (2014). Moving away from a bad past and toward a good future: Feelings influence the metaphorical understanding of time. *Journal of Experimental Psychology: General*, 143(1), 21-26.

Ji, L. J., Zhang, Z., & Guo, T. (2008). To buy or to sell: cultural differences in stock market decisions based on price trends. *Journal of Behavioral Decision Making*, 21(4), 399-413.

### **October 31: Culture and Emotion**

Uchida, Y., & Kitayama, S. (2009). Happiness and unhappiness in east and west: Themes and variations. *Emotion*, 9, 441-456.

Miyamoto, Y., Uchida, Y., & Ellsworth, P. C. (2010). Culture and mixed emotions: Co-occurrence of positive and negative emotions in Japan and the U.S. *Emotion*, 10, 404-415.

Tsai, J. L., Knutson, B., Fung, H. H. (2006). Cultural variation in affect valuation. *Journal of personality and social psychology*, 90(2), 288-307.

### **November 7-11: FALL SEMESTER READING WEEK**

### **November 14: Relational/Residential Mobility**

Oishi, S., Schug, J., Yuki, M., & Axt, J. (2015). The psychology of residential and relational mobilities. In M. J. Gelfand, C.-Y. Chiu, and Y.-Y. Hong (Eds). *Handbook of advances in culture and psychology*, 5 [pp. 221-272].

Schug, J., Yuki, M., & Maddux, W.W. (2010). Relational Mobility Explains Between- and Within-Culture Differences in Self-Disclosure to Close Friends. *Psychological Science*, 21, 1471-1478.

Schug, J., Yuki, M., Horikawa, H., & Takemura, K. (2009). Similarity attraction and actually selecting similar others: How cross-societal differences in relational mobility affect interpersonal similarity in Japan and the United States. *Asian Journal of Social Psychology, 12*(2), 95-103.

### **November 21: Culture and Motivation**

Heine, S. J., & Hamamura, T. In search of East Asian self-enhancement. *Personality and Social Psychology Review, 11*(1), 4-27.

Heine, S. J., Lehman, D. R., Markus, H. R., & Kitayama, S. (1999). Is there a universal need for positive self-regard? *Psychological review 106*(4), 766 -794.

Falk, C. F., & Heine, S. J. (2015). What is implicit self-esteem, and does it vary across cultures? *Personality and Social Psychological Review, 19*, 177-198.

### **November 28: Culture and Genes**

Kim, H. S., Sherman, D. K., Sasaki, J. Y., Xu, J., Chu, T. Q., Ryu, C., Suh, E. M., Graham, K., & Taylor, S. E. (2010). Culture, distress and oxytocin receptor polymorphism (OXTR) interact to influence emotional support seeking. *Proceedings of the National Academy of Sciences, 107*, 15717-15721.

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.

Kitayama, S., King, A., Yoon, C., Tompson, S., Huff, S., & Liberzon, I. (2014). The dopamine D4 receptor gene (DRD4) moderates cultural difference in independent versus interdependent social orientation. *Psychological science, 25*(6), 1169-1177

Sasaki, J. Y., Kim, H. S., Mojaverian, T., Kelley, L. D. S., Park, I. Y., & Janušonis, S. (2013). Religion priming differentially increases prosocial behavior among variants of the dopamine D4 receptor (DRD4) gene. *Social Cognitive and Affective Neuroscience, 8*, 209-215.

### **December 5: In-Class Exam 2 (2 hours)**

**NOTE: Policy about course outlines can be found in 23.4(2) of the University Calendar**

\*Targets of discussion topics; † Not available online