

Horizon Seminar: Culture, Psychology, Self (PSYC 4085)

Session 3: May 31- June 22 – 100% online

Syllabus

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Required Texts

This course uses the textbook *Cultural Psychology* by S. Heine (2016). However, it is not required purchasing that textbook or any other book. The **focus will be on the reading material** that has to be read in addition to the slide presentations. All reading material are provided as PDFs and made available in the LIBRARY on Course Den.

Course Description

This Horizon class takes its start in **cultural psychology** and is organized around three main goals.

1) We will examine how psychological experience is shaped by and founded in the socio-cultural and historical conditions we can find in any given setting. As a consequence, this means that psychological experience does not exist “as such”, it does not exist outside of any context. Rather, psychological experience is tied to a person living in specific culture (maybe more than one) and in a certain society to a certain time. In this sense, psychological experience is sensitive to a cultural context and to its social and historical aspects: in which culture, in what kind of society and social situation, and to which historical time is a person living a certain experience? Such as: the experience of emotions, being driven by motivations, perceiving and understanding reality. In this way, we speak of psychological experiences *according to* specific socio-cultural and historical settings.

2) We will consider psychology as a cultural construct itself. This means to view the discipline of psychology as the cultural product of a certain time and of a specific socio-cultural context. This context is modern Western culture, starting with the 20th century. As a cultural product of this specific culture, psychology has its own biases; it has a specific gaze and attitude toward psychological experiences that are non-Western. At the end of the 20th century, a reflection about this fact started within psychology, which resulted in *the contrast between general and cultural psychology*. We will briefly address the differences between these psychologies.

3) Our focus is on the third goal. We will discuss the **notion of the Self as tied to a specific cultural understanding of persons:** do we understand ourselves more as *independent* individuals (“I did it all by myself!”), or more as *interdependent* individuals (“I succeeded by the help of

others”)? Interestingly, cultures do teach us to be either independent or interdependent individuals. This is done through socialization, when we are learning the norms and values of our culture, its way to do things, to behave, and even to feel a certain way – our culture has its agenda for us (“I have to feel happy at my sister’s wedding”, “I have to feel *very* happy at my own wedding”).

Exactly because becoming a certain kind of self is done by teaching and learning, non-verbal and verbal *communication* comes to be very important. We are learning while communicating with others, listening to stories, gossiping, greeting each other etc. Therefore, our third goal highlights **the close relationship between a cultural Self and language** — language being the most common activity in human beings. We will become aware of the *cultural power of language* as closely related to our psychological experiences, particularly of being “a self”.

Course Objectives

- **Knowledge about cultural psychology as a critical perspective on general psychology**
 - *Objective:* Demonstrate meta-level perspective and critical thinking about psychology.
 - *Measurement:* lesson quizzes, and summary quiz.
- **Understanding of the core notions of Culture, Self, and Language**
 - *Objective:* Demonstrate conceptual level of understanding (in contrast to a content-oriented level).
 - *Measurement:* 1 Post “Culture Quilt”; the Reflection Journals “The Voices of My Culture” and “Listening to Others’ Ways of Speaking”; summary quiz.
- **Knowledge about the complex relationship between culture, self, and language**
 - *Objective:* Demonstrate knowledge about how psychological processes are interacting with cultural circumstances and practices; particularly: practices of “becoming and being a self” through the speaking and listening of fellow others.
 - *Measurement:* The Reflection Journals “Voices” and “Ways of Speaking”, lesson quizzes, and summary quiz.
- **Familiarity with reading of academic texts**
 - *Objective:* Demonstrate analytical reading skills and understanding of academic genre “research article”.
 - *Measurement:* Reflection Journal “Contemplating my Reading Process throughout the Course”.

Teaching and Learning Philosophy

My philosophy of teaching and learning is based in the principle of **teaching that offers material to learning**, which is coupled on the side of the student with **responsible learning**.

Responsible learning is done with a **commitment to one’s own development**; it is organized by the *constraint* of being graded but also by the *freedom* to navigate the material offered by the teacher according to one’s interests.

Therefore, I do not test you on the readings you have to do for each lesson, only on the presentation slides. Rather, **it is your decision** how much, how deep, and how precisely you read the material. **It is your learning. Commit yourself to it.** The reading questions I provide intend to help and enhance your reading and understanding process. If you take them, you will get a different learning experience than if you don't.

Note that it is your decision to take immediately the sheet with the answers to the reading questions, or to try to find out yourself what the answer might be. **You are the one who shapes your learning process and its outcomes.**

Another important principle is that we learn better, when we talk about what we learn, what we find puzzling, interesting etc. This is the principle of **dialogic learning**. Therefore, I have no closed-book quizzes, and I would even appreciate you to take the quizzes with a friend, discuss the questions and find the answers together. You can do this similarly with the readings, looking together at the questions. This embodies the principle of dialogical learning.

These principles provide you with responsibility in taking decisions how to do the reading work. **The more you attend to the reading** in terms of taking your time, being in a calm and non-distractive environment, focused reading, looking up for unknown words, talking/thinking about the material, going thoughtfully through the questions to the readings – **the better will your learning outcome be.** The quizzes you take for each lesson will provide me only with one kind of measurement, the biggest part is for you: You will be the one to know what you have learned at the end of the course.

The Optimal Way to Learn According to the Teaching and Learning Philosophy:

The optimal to learn is the following:

DAY ONE: LESSON IN SLIDES

- 1) read carefully the slides;
- 2) You can start reading the material assigned for this lesson. Read carefully, i.e. take your time in a calm place (alone or with a friend; the library has nice study rooms).

DAY TWO: READING MATERIAL, QUESTIONS, ANSWERS, REFLECTION NOTES

- 3) Re-take or take the reading, and now take the reading questions along your reading and try to find the answers. At the end of reading and answering, have a look at the answers to the reading questions and give yourself (or each other) a feedback to your understanding. You might go back to the text for a question you did not understand in the first place.
- 4) You might want to go back to the slides and browse through in order to do the final step:
- 5) Take the lesson quiz.

I have planned one day with the lesson's presentation slides and one for the reading ("reading day" in the schedule). Take your time for both kinds of readings; you will need more time for the reading material than for the slides. I have also planned enough time to write the Reflection Journals.

Course Material

- Presentation slides (supplied in the module to each lesson)
- Reading: a text or article, often only extracts (exactly given) (supplied in the **LIBRARY**)
- Questions to readings: coming along with each reading (supplied in the module to each lesson)
- Answers to the reading questions (supplied in the module to each lesson)
- Writing instructions for each of the three journals (supplied in the specific lesson)
- Guide for referencing (supplied as sub-module to the **LIBRARY** in the **Referencing Guide**)

Support to Learning and Understanding

Questions to the Readings: Each reading comes along with a Reading Instruction that includes:

- A brief introduction to the subject topic of the text
- Questions to the reading that should be answered during the reading. These questions help the students in their reading and understanding process.
- Answers to the reading. Note that it is your decision to take immediately the sheet with the answers to the reading questions, or to try to find out yourself what the answer might be
- At the end of each reading, the student will be asked to take a moment reflecting on the reading went and take short notes about this experience. These notes are important in order to write the final Reflection Journal "Contemplating my Reading Process throughout the Course"

All reading are available in the **Library**.

Course Requirements:

- **Examinations**

Students will be tested to the 10 topics delivered through the 10 lessons by lesson quizzes, a summary quiz, and three reflection journals:

1. Lesson quiz after each complete lesson, that is, slides and reading(s) to the lesson; the quiz is open-book and open notes, it can be taken two times within a defined time frame.
2. Summary quiz at the end of the course about the content given in the summary lesson. The final quiz is also open-book and open notes and it can also be taken two times within a defined time frame.
3. Reflection Journals. There are 3 journals to write:
 - 1 "The Voices of My Culture" – due 06/16
 - 2 "Listening to Others' Ways of Speaking" – due 06/20
 - 3 "Contemplating my Reading Process throughout the Course" – due 06/21

Lesson quiz: After the students have completed their readings of the lesson slides and of the additional material, the students will take the mandatory lesson quiz. These quizzes help students

learn and memorize what they have elaborated during their reading. The quiz is open-book and open notes, but it can be taken two times within a definite time frame.

As said in my Teaching and Learning Philosophy, you might take the quiz together with a friend. Or you might prefer to do it on your own, to test yourself. This is your decision, it will not be known by me. However, when you decide, be mindful: The way you learn and the way you take tests have different effect on the outcomes. Further details on this: see Teaching and Learning Philosophy.

Summary quiz: At the end of the course, students will take a final quiz that addresses the core topics and issues as delivered in the summary lesson; this quiz will consist of **10 questions**. The final quiz is like the lesson quizzes: open-book and open notes, it can be taken two times within a definite time frame.

- **Quilt Post**

Students will post one piece to the “Culture Quilt” into a common **Google Drawing**. **This piece must also be submitted to Course Den in the Assessment area in “Assignments”.** So you have to submit your little piece two times: to the Google Drawing and to Course Den.

The Google Drawing will be visible to us all; it should show this class’ specific quilt!

The submission to Course Den is needed for grading to be transferred to your grade book. If you have any problems with uploading your quilt piece to the Google Drawing, make sure that you submit it to Course Den. Otherwise I cannot grade it.

You will get an email the first day of class providing you with the link to go to our common google drawing where can upload your small, yet important contribution. Besides, you find **instructions to the assignment itself as well as in lesson 2B.**

Each student will provide a picture (private or from public resources) in order to show a specific cultural practice she or he is familiar with. Instances could be: walking your dog at the dog park, celebrating a birthday, chatting at the coffee shop with friends, or cooking a specific meal; cultural rituals are also possible, such as a wedding, a funeral, a baptism, a graduation.

In addition to the picture, students will write 2 short sentences about the cultural practice depicted in the picture and her/his name.

The aim of this post is to introduce to each other and to start constructing the notion of “culture”: culture is in the first place practices we do together and teach each other (transmitting them also to the younger generation). I hope for a colorful quilt!

Note: If you post a private picture, be aware that you publish it to the public domain of this course; the instructor cannot prevent pictures from being copied and disseminated. In this sense, the publisher of a picture takes whole responsibility of her/his post.

If you take a public picture, be mindful of possible copyrights that can prevent publishing with paying royalties. The publisher takes whole responsibility of her/his post.

- **Reflection Journals**

All three Reflection Journals have two aims. **First**, they lead to a reflection about students' own cultured psychological experience. **Second**, they link this personal experience to notions elaborated in the specific lesson to which the journal is tied. In this way, students can move from a personal and concrete experience to a more general and abstract, conceptual notion used in science.

#1 "The Voices of My Culture". This journal is tied to Lesson 6 "Becoming a Self in Culture" and students will have to work with the notions of *voice*, *developmental task*, and *developmental transition* elaborated in that lesson – therefore, it is not useful to write the journal before the lesson.

The journal is about your own experience with culture - independently of the fact whether or not you are, or were, moving between cultures. It is about what you experience as messages coming from your own culture in your present situation. Hence, "The Voices of My Cultures" will be a self-description linking back to theoretical notions. You are free in describing, try only to be reflective and precise.

A writing guide for journal #1 is available in Lesson 6.

#2 "Listening to Others' Ways of Speaking": This journal is tied to Lesson 8 "Voices, Accents, and Persons". Students will have to work with the content and notions elaborated in this lesson – it is therefore not useful to write the journal before the lesson.

The journal is about your own experience of listening to ways of speaking you are not familiar with, such as people with an accent from a specific region of the United States, or from an alien country. It is a reflection on your own attitudes and a small exercise in sensitizing you to how our cultural heritage shapes our perception and understanding of the Other. Students will use also the questionnaire in Moran (2014) and watch two short video clips: the links are provided in the reading instructions to the reading Moran (2014).

A writing guide for journal #2 is available in Lesson 8.

#3 "Contemplating my Reading Process throughout the Course": This journal is tied to the whole course and draws on the notes you have taken at the end of each reading. I will NOT grade your opinion, but you clear argumentation and formal correctness. My hope is that you feel enough to talk about your experience of reading, and how it developed. So it is a look back from where you are at the end of the course. The short notes you took to each reading should help you to write this easily.

Your journal should address the following three topics briefly, but *how* you do this is up to you; I have only some suggestions here for you.

1. **How did your reading develop during the course? Do you experience any differences between the start and the end?**
2. **How did you read?** -- Sometimes/always with a friend, I did not read most of the material...
3. **Compare shortly reading primary sources as you did in this course versus a textbook.**

A writing guide for journal #3 is available in Lesson 9.

Layout of Journals: The journals need to be written in 11 pt., and 1.5-line spacing. Length: at least one page, maximum one and a half page – but try to keep it one page long, I would appreciate.

References and quotes: If you happen to mention any author in one of your texts, it is mandatory that you add a year of publication right after his/her name in the text and the complete reference in APA style at the end of your text. Also, when you provide a verbal quote from an author’s work, the quote needs to put in hyphens (not italicized!) supplemented with the author’s name, the publication date of the work, and the page the quote is taken from.

Example for quote and referencing:

Therefore, the notion of voice is central: “Voice is the means by which individuals express themselves and are shaped by their culture” (Smith, 2015, p. 13).

A guide for referencing in text and at the end of a text is provided in the sub-module to the **LIBRARY** in the **Referencing Guide**.

Grading Rubric for the Reflection Journals

When grading your entries, I will be looking for evidence of:

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|---|-------|
| 1) Thoughtful and thorough engagement with the subject | 5 pts |
| 2) Clear arguments, critical thinking and analysis | 5 pts |
| 3) Formal correctness (spelling, phrasing, references in case there are some) | 5 pts |
| 4) Respecting layout requests | 5 pts |

Overall Grading of the Course

I work with weighted grades, the percentage matters:

- Four Modules Making up Your Grade:

- | | |
|----------------------|-------------------|
| 1) Lesson Quizzes | 35% (15 pts each) |
| 2) Summary Quiz | 10% (100 pts) |
| 3) 1 Post | 5% (pass/fail) |
| 4) 3 Journal Entries | 50% (20 pts each) |
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Total	100%
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- Grade Scale

- | | |
|---|---------------|
| A | 90% and above |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |

F 59% and below

Course Schedule

The schedule below is designed for optimal pacing through the 10 lessons of this course, which essentially boils down to one lesson each second day, followed by a reading day providing you with enough time to go through the reading that goes to the lesson.

The optimal way of pacing is described in the section The Optimal Way to Learn According to the Teaching and Learning Philosophy. However, some flexibility has been built into the schedule to accommodate students' different preferences and paces of learning. I will open the lessons and quizzes for a week at the first day of that week: Week 1 opens May 31 (lesson #1); Week 2 opens June 4 (lessons #2, 3, 4); Week 3 opens June 11 (lessons #5, 6, 7), and Week 4 opens June 18 (lessons # 8, 9, 10). All weeks opened will stay open throughout the course.

All quizzes are due on the Sunday of that week. Journals have own due dates, see the schedule.

Please be judicious about your pacing, know your own way of working and your pace of reading, and maximize your opportunity to a good and successful learning experience in the course. It is your responsibility to complete all assignments (quizzes, post, and reflection journals) and to do this according to the deadlines.

Schedule see next page!!!

Summer 2018 Lesson Schedule

	Date	Lesson	Reading Assignment & Quizzes	
Week 1	May 31	Introduction to Course #1 Culture and Cultural Psychology	Syllabus + Video clip slides; Clay 2017; Heinrich et al. 2010 QUIZ TO LESSON #1	
	Jun 01	#2A Cultural Psych. Experience	slides; Callister 2003 QUIZ TO LESSON #2A	
	02 03	All quizzes from Week 1 due by 11:59 pm		
Week 2	04	#2B Cultural Psych. Experience	slides;	
	05	"Cultural Quilt" due by 06/05	QUIZ TO LESSON #2B	

	06	#3 Socialization into Culture	slides; QUIZ TO LESSON #3	

	07	#4 Acculturation	slides	
	08	<i>reading day</i>	Bhatia 2012 (extracts) QUIZ TO LESSON #4	
	09 10	All quizzes from Week 2 are due by 11:59 pm		
	Week 3	11	#5 Cultures of Self	slides;
		12	<i>reading day</i>	Markus & Kitayama 1991(extracts) QUIZ TO LESSON #5

13		#6 Becoming a Self	slides;	
14		<i>reading day</i>	Demuth et al. 2011 + "The Voices of My Culture" due by 06/16 QUIZ TO LESSON #6	

15		#7 Language, Culture, Self	slides; Humboldt 1999;	
16		<i>reading day</i>	Hermans 2001 (extracts) QUIZ TO LESSON #7	
17		All quizzes from Week 3 are due by 11:59 pm		
Week 4		18	#8 Voices, Accents, and Persons	slides;
	19	<i>reading day</i>	Moran 2014 + "Listening to Others' Ways of Speaking" due by 06/20 QUIZ TO LESSON #8	

	<u>20</u>	#9 The Future of Psychology	slides; Bhatia 2007(extracts) QUIZ TO LESSON #9 + "Contemplating my Reading Process throughout the Course" due by 06/21	

<u>21</u>	#10 Summary of Core Ideas	slides; FINAL QUIZ TO SUMMARY!		
All quizzes from Week 4 are due by 11:59 pm				