



**ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Liberal Arts & Sciences Department Psychology  
 Subject PSY Number 394 Title Intro to Cultural Psychology Units: 3

Is this a cross-listed course? No  
 If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_

Course description:

This course provides an overview of theory, methods, and findings in Cultural Psychology.

**Requested designation:** Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
 For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

**A complete proposal should include:**

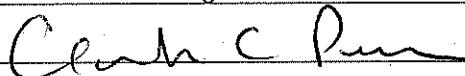
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

**Contact information:**

Name Cindy Theisman Phone (480) 965-9376  
 Mail code 1104 E-mail: cindy.theisman@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Dr. Clark Presson, Director of Undergraduate Studies Date: 9/12/13

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	See syllabus
		2. A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	See syllabus
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

<b>Course Prefix</b>	<b>Number</b>	<b>Title</b>	<b>Designation</b>
			<b>CULTURAL</b>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<b>Criteria (from checksheet)</b>	<b>How course meets spirit (contextualize specific examples in next column)</b>	<b>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</b>
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
2b.S	Provides a survey of contemporary cultural differences in psychological and behavioral tendencies of cultural groups within the US (ethnic groups, regional differences, SES differences) as well as between the US and other countries.	See Syllabus Pg. 1 (Overview)
1	The course provides coverage of contemporary cultural differences in the US in terms of psychological and behavioral tendencies.	See Syllabus Pg 1 (Overview)

## ***Syllabus for PSY 394: Cultural Psychology, Spring 2014***

Professor Michael Varnum  
Department of Psychology  
Arizona State University, Tempe

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*Time and Location:* Section 1 TTH 1:30-2:45 Durham Lang. rm. 247, Section 2 TTH 3:00-4:15 Durham Lang. rm. 263

*Office Hours:* XX-XX or by appointment, 246C Psychology Building

*Contact:* [mvarnum@asu.edu](mailto:mvarnum@asu.edu)

### **Overview – What is it all about?**

Culture shapes everything from our values, to our emotional experiences, to how we reason about the world, to the physical products we create (art, buildings, entertainment). In this course we will explore how culture influences these and other psychological and behavioral tendencies. This course will provide a broad introduction to methods, major findings, and theories in cultural psychology. We will also cover cutting edge research integrating neuroscience and genetics with the study of human culture as well as new research on regional variations within societies and cultural change over time. Throughout the course we will consider not only the theoretical implications of cultural differences, but also culture's consequences for our everyday lives.

### **Objectives and Learning Outcomes – What are we trying to do, and what will you get out of it?**

The goal of this course is to introduce you to cultural psychology. By the end of this course you should have a sense of what culture is, the processes by which it shapes psychology, the methods used by cultural psychologists, and knowledge of the major dimensions of cross-cultural difference. By the end of this course you will be knowledgeable about not only psychological differences between societies but also within our society (as a function of ethnicity, region, and social class). You should also come away from this course with a better understanding of why cultures differ and how culture affects the world that you live in.

### **Schedule - What are we going to do and when?**

- |        |   |
|--------|---|
| Week 1 | <b>What is Culture and Why Study it?</b><br>Reading: Heine, Ch 1        |
| Week 2 | <b>Where do Cultural Differences come from?</b><br>Reading: Heine, Ch 3 |
| Week 3 | <b>How do We Study Culture?</b>   |

Week 4	Reading: Heine, Ch 4 <b>Culture and Development</b>
Week 5	Reading: Heine, Ch 5 <b>Culture and the Self</b>
Week 6	Reading: Heine, Ch 6 <i>Quiz #1 on Thursday</i> <b>Culture and Motivation</b>
Week 7	Reading: Heine, Ch 7 <b>Culture and Cognition</b>
Week 8	Reading: Heine, Ch 8 <b>Culture and Emotions</b>
Week 9	Reading: Heine, Ch 14 <b>Culture and Relationships</b>
Week 10	Reading: Heine, Ch 9 <b>Acculturation and Biculturalism</b>
Week 11	Reading: Heine, Ch 10 <b>Frontiers and the Origins of Individualism</b>
Week 12	Reading: Kitayama, Varnum, & Sevincer, 2014 <b>Cultural Change</b>
Week 13	Reading: Gentile, Campbell, & Twenge, 2014 <b>This is Your Brain (and Genes) on Culture</b>
Week 14	Reading: Sasaki & Kim, 2014 <i>Quiz #2 on Thursday</i> <b>Wrapping up: What do We Know about Culture? What's Next?</b>
Week 15	Reading: None ☺ <i>Study Guide Assignments due Sunday by 11:59pm</i> <b>In Class EXAM</b>

### Readings

You should come to class at the beginning of the week prepared to discuss all mandatory readings.

- Gentile, B., Campbell, W. K., Twenge, J. M. (2014). Generational cultures. In A. Cohen (Ed.) *Culture Reexamined: Broadening our Understanding of Social and Evolutionary Influences*, 31-48. Washington, DC: APA Books.
- Heine, S. (2011). *Cultural Psychology, 2<sup>nd</sup> Edition*. New York: Norton.
- Kitayama, S., Varnum, M. E. W., Sevincer, A. T. (2014). Frontier settlement and cultural change. In A. Cohen (Ed.) *Culture Reexamined: Broadening our Understanding of Social and Evolutionary Influences*, 93-128. Washington, DC: APA Books.
- Sasaki, J. Y., & Kim, H. S. (2014). Cultural neuroscience: Biology of the mind in cultural contexts. *Annual Review of Psychology*, 65, XX-XX.

## Assignments and Grading

Attendance: You will be expected to attend all classes. You should come to class each week prepared to discuss the assigned readings.

Weekly Discussion Questions: Each week you will turn in two questions based on the assigned reading. For example, you might have questions regarding how different theories relate to each other, about how these ideas might play out in other cultures than those discussed in the reading, or about real-world implications of the findings and ideas covered in the reading. The purpose of these assignments is stimulate your thinking about the material, to guide our discussions, and to provide me with feedback so that I can better tailor the lecture portion of class to suite your interests and your needs. For the first week no discussion questions will be due, for weeks 2-14 questions will be due by midnight the Sunday before class.

Quizzes: There will be 2 short quizzes, one covering material from the first half of the course, the second covering material from the second half of the course. These quizzes serve 2 functions, 1) they will help me to assess how much you've learned, 2) they will help you get a sense of what type of questions might be on the final exam.

Study Guide Preparation: For this assignment you and a partner will prepare a 2 page study guide covering 1 week's reading and lecture. Previous studies have found that active learning, such as creating summaries of what one reads, dramatically boosts memory. Preparing your portion of the guide will help you to master the material and together you and your classmates will create a useful resource for preparing for the final exam.

Final Exam: The final exam will consist of both multiple choice questions and short answer questions covering material from the readings and material presented in lecture.

### **Final Grade Breakdown:**

Discussion Questions	13 x 2pts	26pts
Quizzes	2 x 15pts	30pts
Study Guide Assignment	1 x 10pts	10pts
Final Exam	1 x 40pts	34pts
Total		100pts

This course is graded A-E. 98-100 = A+, 93-97 = A, 90-92 = A-, 86-89 = B+, 82-85 = B, 79-81 = B-, 75-77 = C+, 72-74 = C, 69-71 = C-, 66-68 = D+, 63-65 = D, 60-62 = D-, 0-59 = E.

## Policies – The Fine Print

Laptops, phones, etc: Let's face it, if you're on facebook in class, you're not going to learn very much. I want every one of you to succeed, and what we're doing is important. This stuff matters. So, laptops, phones, and anything else with a screen is to be switched off during class (with the exception of devices that are part of documented accommodations for those with learning disabilities). Studies have also found that it benefits your mental and physical well-being to unplug from time to time, so not only will you learn more, but you'll be healthier and happier too.

Absences, make-ups: Late work will not generally be accepted, nor will there be make-up exams. However, exceptions will be granted in the case of religious observances and practices as well as university sanctioned activities and events (as defined in ACD 304-04, "Accommodation for Religious Practices," and ACD 304-02, "Missed Classes Due to University-Sanctioned Activities"). Please let me know ASAP if you will need to schedule a make-up exam for either of these reasons. It is your responsibility (and a really, really good idea) to get notes from a classmate for any classes that you may miss.

Academic Integrity: Plagiarism and cheating will not be tolerated in this course and incidents of either may result in grading penalties or further academic sanctions (see the "Student Academic Integrity Policy" for further details).

Disability Accommodations: Students requesting accommodations must submit appropriate documentation to the Disability Resource Center (DRC) and must be registered with the DRC.



# CULTURAL PSYCHOLOGY

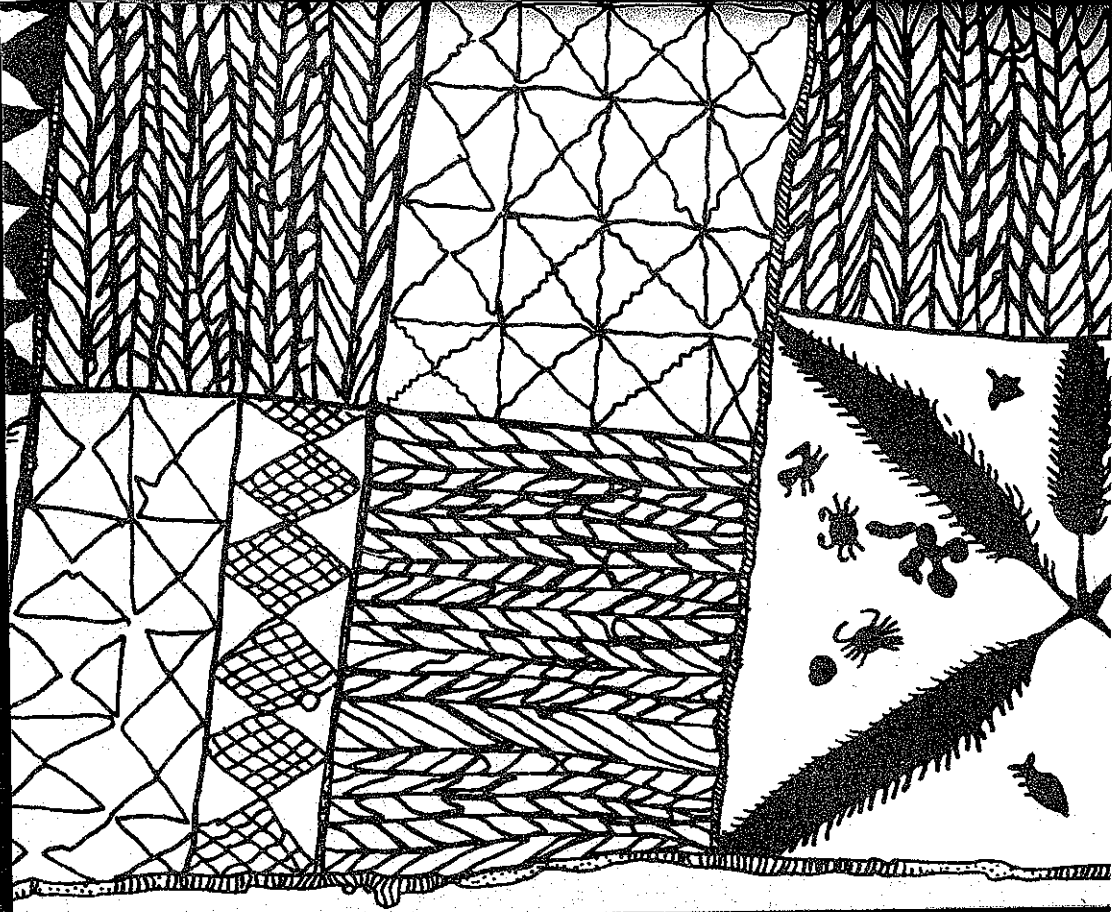
SECOND EDITION

STEVEN J. HEINE

*University of British Columbia*



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## CONTENTS

*Preface* xix  
*Resources for Instructors* xxiii

### I

#### INTRODUCTION I

- A Psychology for a Cultural Species 2
  - What Is Culture? 3
- Psychological Processes Can Vary Across Cultures 5
  - Is the Mind Independent From, or Intertwined With, Culture? 6
  - Case Study: The Sambia 13
  - Psychological Universals and Levels of Analysis 16
  - The Psychological Database Is Largely WEIRD 20
- Why Should We Study Cultural Psychology? 23
- You Are a Product of Your Own Culture 26
- Where Does Cultural Psychology Come From? 27

#### SUMMARY 31

### 2

#### CULTURE AND HUMAN NATURE 32

- Is Culture Unique to Humans? 34
  - Cultural Learning 37
  - Cumulative Cultural Evolution 43

**Why Are Humans Adept at Cultural Learning?** 48  
 You and Your Big Brain 48  
 Humans versus Chimpanzees 48  
 What Is the Evolutionary Advantage of a Large Brain? 50  
**SUMMARY** 5

**3**

**CULTURAL EVOLUTION** 59  
**Where Does Cultural Variation Come From?** 62  
 Ecological and Geographical Variation 62  
**How Do Ideas Catch On?** 72  
 Parallels Between Biological and Cultural Evolution 72  
**Factors That Cause Ideas to Spread** 78  
**How Have Cultures Been Changing?** 85  
 Cultures Are Becoming Increasingly Interconnected 86  
 Many Cultures Are Becoming More Individualistic 88  
 People in Many Cultures Are Becoming More Intelligent 93  
**In the Face of Change, How Do Cultures Persist?** 97  
 Cultural Innovations Build on Previous Structures 99  
 Early Conditions Have Disproportionate Influence on Cultural Evolution 103  
 Pluralistic Ignorance 106  
**SUMMARY** 109

**4**

**METHODS FOR STUDYING CULTURE AND PSYCHOLOGY** 110  
**Considerations for Conducting Research Across Cultures** 112  
 What Cultures Should We Study? 113  
 Making Meaningful Comparisons Across Cultures 114  
 Conducting Cross-Cultural Research with Surveys 119  
 Conducting Cross-Cultural Research with Experiments 131  
**Some Methods Particular to the Study of Culture** 134  
 Stratton Sampling 134  
 Cultural Priming 136  
 Culture-Level Measure 137  
 The Challenge of Unpackaging 139

Conducting Cross-Cultural Research with Multiple Methods 142  
 Case Study: The Culture of Honor in the Southern United States 143  
**SUMMARY** 151

**5**

**DEVELOPMENT AND SOCIALIZATION** 152  
**Universal Brains Develop into Culturally Variable Minds** 153  
 Sensitive Periods for Cultural Socialization 154  
 Sensitive Periods for Language Acquisition 155  
 Sensitive Periods for Acquiring Culture 160  
**Cultural Differences in Psychological Processes Emerge with Age** 162  
**How Do Early Childhood Experiences Differ Across Cultures?** 164  
 Infants' Personal Space 164  
 Parenting Styles 172  
 Noun Biases 176  
**Difficult Developmental Transitions** 179  
 The Terrible Twos 179  
 Adolescent Rebellion 180  
**Socialization Through Education** 183  
 Case Study: East Asians and Math Education 189  
**SUMMARY** 193

**6**

**SELF AND PERSONALITY** 194  
**Who Am I?** 195  
**Independent versus Interdependent Views of Self** 200  
 Individualism and Collectivism 205  
 Beyond Individualism and Collectivism 208  
**A Note on Heterogeneity of Individuals and Cultures** 208  
**Gender and Culture** 209  
**Some Other Ways That Cultures Differ in the Self-Concept** 215  
 Self-Consistency 215  
 Self-Awareness 223  
**Implicit Theories Regarding the Nature of the Self** 229  
 Personality 232  
 The Five Factor Model of Personality 237  
**SUMMARY** 238

**7**

**MOTIVATION 239**

Motivations for Self-Enhancement and Self-Esteem 240

Motivations for Face and Self-Improvement 251

Religion and Achievement Motivation 254

Agency and Control 263

Primary and Secondary Control 264

Making Choices 269

Motivations to Fit In or to Stick Out 278

**SUMMARY 284**

**8**

**COGNITION AND PERCEPTION 285**

Analytic and Holistic Thinking 288

Attention 291

Understanding Other People's Behaviors 300

The Fundamental Attribution Error 301

Reasoning Styles 304

Tolerance of Contradiction 307

Creative Thinking 312

Talking and Thinking 315

Explicit versus Implicit Communication 320

Linguistic Relativity 323

How We Understand Humans' Place in the World 335

**SUMMARY 337**

**9**

**INTERPERSONAL ATTRACTION, CLOSE RELATIONSHIPS, AND GROUPS 339**

Interpersonal Attraction 340

Other Bases of Interpersonal Attraction 346

Similarity-Attraction Effect 348

Close Relationships 350

Friends and Enemies 350

Love 359

Groups 367

Relations with Ingroups and Outgroups 367

The Four Elementary Forms of Relationships 370

Working with Others 372

**SUMMARY 381**

**10**

**LIVING IN MULTICULTURAL WORLDS 383**

Difficulties in Studying Acculturation 386

What Happens When People Move to a New Culture? 387

Changes in Attitudes Toward the Host Culture 387

Who Adjusts Better? 391

Some Pitfalls of Acculturation 398

Different But Often Unequal 400

Multicultural People 405

Evidence for Blending 406

Frame-Switching 408

Multicultural People May Be More Creative 418

**SUMMARY 422**

**11**

**PHYSICAL HEALTH 423**

Biological Variability of Humans 426

Genetic Variation Across Populations 427

Acquired Physical Variation Across Cultures 433

Culture and Health 440

Socioeconomic Status and Health 440

Ethnicity and Health 448

Medicine and Culture 451

**SUMMARY 457**

**12**

**MENTAL HEALTH 458**

What Is a Psychological Disorder? 461

Culture-Bound Syndromes 463

Eating Disorders 463

Koro 466

Amok 467  
 Hysteria 469  
 Other Culture-Bound Disorders 469  
 Universal Syndromes 470  
 Depression 470  
 Social Anxiety Disorder 475  
 Suicide 478  
 Schizophrenia 482  
 Mental Health Treatment 484  
 SUMMARY 490

# 13

**MORALITY, RELIGION, AND JUSTICE 491**  
 Universalism, Evolutionism, and Relativism 494  
 Ethnocentrism and Interpreting Cultural Variability 497  
 Kohlberg's Stages of Moral Development 499  
 Level 1: The Preconventional Level 499  
 Level 2: The Conventional Level 500  
 Level 3: The Postconventional Level 500  
 Cross-Cultural Evidence for Kohlberg's Model 501  
**Ethics of Autonomy, Community, and Divinity 502**  
 Ethic of Community 504  
 Gemeinschaft and Gesellschaft Relations 504  
 Ethic of Community in India 505  
 Ethic of Divinity 508  
 Culture Wars 510  
 Culture and Fairness 515  
 The Morality of Thoughts 523  
 SUMMARY 527

# 14

**EMOTIONS 528**  
 What Is an Emotion? 530  
 The James-Lange Theory of Emotions 531  
 The Two-Factor Theory of Emotions 532

**Does Emotional Experience Vary Across Cultures? 536**  
 Emotions and Facial Expressions 536  
 Cultural Display Rules 544  
 Facial Feedback Hypothesis 547  
 Cultural Variation in Intensity of Emotional Experience 549  
**Emotion and Language 551**  
 Cultural Variation in Kinds of Emotional Experiences 554  
 Cultural Variation in Subjective Well-Being and Happiness 556  
 Conclusions Regarding Cultural Variation in Emotions 565  
 SUMMARY 567

*Glossary G-1*  
*References R-1*  
*Credits C-1*  
*Name Index N-1*  
*Subject Index S-1*