ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

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

<table>
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<tr>
<th>Academic Unit</th>
<th>College of Liberal Arts &amp; Sciences</th>
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</thead>
<tbody>
<tr>
<td>Department</td>
<td>Psychology</td>
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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): 

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
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.

### ASU--[C] CRITERIA

CULTURAL DIVERSITY IN THE UNITED STATES

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. A Cultural Diversity course must meet the following general criteria:

   The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.  

   - See syllabus

2. A Cultural Diversity course must then meet at least one of the following specific criteria:
   - See syllabus
   - See syllabus

   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.

   - See syllabus

   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.

   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.
Cultural Diversity [C]

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CULTURAL</td>
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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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example - See 2b. Compares 2 U.S. cultures</td>
<td>Example - Compares Latino &amp; African American Music</td>
<td>Example - See Syllabus Pg. 5</td>
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<tr>
<td>2b.S</td>
<td>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.</td>
<td>See Syllabus Pg. 1 (Overview)</td>
</tr>
<tr>
<td>1</td>
<td>The course provides coverage of contemporary cultural differences in the US in terms of psychological and behavioral tendencies.</td>
<td>See Syllabus Pg 1 (Overview)</td>
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Syllabus for PSY 394: Cultural Psychology, Spring 2014

Professor Michael Varnum
Department of Psychology
Arizona State University, Tempe

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

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  What is Culture and Why Study it?
Reading: Heine, Ch 1
Week 2  Where do Cultural Differences come from?
Reading: Heine, Ch 3
Week 3  How do We Study Culture?
Week 4  
**Culture and Development**  
Reading: Heine, Ch 4

Week 5  
**Culture and the Self**  
Reading: Heine, Ch 6  
*Quiz #1 on Thursday*

Week 6  
**Culture and Motivation**  
Reading: Heine, Ch 7

Week 7  
**Culture and Cognition**  
Reading: Heine, Ch 8

Week 8  
**Culture and Emotions**  
Reading: Heine, Ch 14

Week 9  
**Culture and Relationships**  
Reading: Heine, Ch 9

Week 10  
**Acculturation and Biculturalism**  
Reading: Heine, Ch 10

Week 11  
**Frontiers and the Origins of Individualism**  
Reading: Kitayama, Varnum, & Sevincer, 2014

Week 12  
**Cultural Change**  
Reading: Gentile, Campbell, & Twenge, 2014

Week 13  
**This is Your Brain (and Genes) on Culture**  
Reading: Sasaki & Kim, 2014  
*Quiz #2 on Thursday*

Week 14  
**Wrapping up: What do We Know about Culture? What’s Next?**  
Reading: None 😊  
*Study Guide Assignments due Sunday by 11:59pm*

Week 15  
**In Class EXAM**

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**Readings**

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


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 suit 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Discussion Questions</td>
<td>13 x 2pts = 26pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>2 x 15pts = 30pts</td>
</tr>
<tr>
<td>Study Guide Assignment</td>
<td>1 x 10pts = 10pts</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 x 40pts = 34pts</td>
</tr>
<tr>
<td>Total</td>
<td>100pts</td>
</tr>
</tbody>
</table>

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.
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