

## Cultural Psychology: Principles, Methods, and Applications

### ***Instructor***

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### ***Textbook, Readings, and References***

To be announced.

### ***Venue***

To be announced.

### ***Course Description***

Humans are social animals with a lot in common, but there are also remarkable differences across cultures whereby people do not think, feel, or behave in the same way. Why is it that people in some cultures seem to prioritize the self over the group to which they belong, whereas people in other cultures do it the other way around? Is the wisdom of “practice makes perfect” equally emphasized in different parts of the world? You will find insight into these and other observations of culture in this workshop series.

The core theme of this workshop series is the interplay between the basic principles of the human mind and culture. To fully understand the key aspects of human cognition, it is important to consider the relevance of cultural contexts in which people are embedded. Throughout this workshop, you will learn about 1) theories that describe and explain how culture evolves; 2) the strategies for conducting cross-cultural research scientifically; 3) cultural similarities and differences in various forms, from perception and judgments to emotion and morality; 4) how these cultural patterns can be explained and predicted by major theoretical models; and 5) the ways to derive novel cultural hypotheses from your daily observations and the knowledge you have acquired from other sources.

By the end of this course, you should be able to:

- 1) describe basic theories of cultural psychology
- 2) identify, compare, and contrast the conceptual properties of basic frameworks in cultural psychology
- 3) explain social phenomena in real life with basic frameworks in cultural psychology
- 4) evaluate socio-cultural phenomena with scientific and statistical evidence

### ***Class Schedule and Reading Assignments***

#### ***Assessments***

	<b>Component</b>	<b>Correspondence to Course Learning Outcomes</b>	<b>Weighting</b>	<b>Assessment Rubrics</b>
1	Participation	3, 4	25%	see descriptions below
2	Thought Papers	1, 2, 3, 4	25%	see descriptions below
3	Project Proposal	1, 2, 3, 4	50%	see descriptions below

		100%	
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## ***Course Policies, Student Responsibilities, and Assessment Components Descriptions***

### *General*

You are expected to complete all assigned pre-class readings and activities, attend all classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments, and course related announcements for the sessions you have missed.

Students are expected to read the assigned chapters **before** coming to class each week. The workshop is based on 1) the assigned chapters from the textbook and 2) complementary materials **not** in the textbook (e.g., films, videos, class demonstrations). In the interest of effective learning, instructor will provide skeletal class notes online which do not contain all the details of the lectures.

The instructor expects students to be active in thinking and learning. Given the nature of culture and cognition, chances are that the familiar oh-yea-that-rings-a-bell moment will strike you from time to time as the course progresses. So please share your thoughts with the class if you have one!

If you miss a class, you are expected to borrow notes from a classmate or the instructor for missing information.

### *Communication and Email Etiquette*

Email communication can become challenging at times. Please allow 48 hours for your email to be processed. Alternatively, see me before/after class or during office hours and I will be happy to discuss with you at greater length.

If you are unclear about the general structure or setup of the workshop, please consult the syllabus first – there is a good chance that you will find an answer there.

### *Formative Feedback*

Depending on the scopes and goals of the workshop, you may have the opportunities to identify your progress in this course via feedback in three different forms: (1) general feedback based on your performance on thought papers, (2) specific feedback during discussions and (3) feedback obtained from the meetings on the project proposal.

### *Absenteeism*

Collaborative learning requires students to be in class to contribute meaningfully to discussions and activities. Absence from class without a valid reason will affect overall learning and your standing in class. Valid reasons include falling sick supported by a medical certificate. There will be no make-up opportunities for in-class activities.

### *Participation*

Learning is much more effective when activities are memorable with examples relatable to daily life. Accordingly, the workshop is designed to prompt students to experience culture and cognition from a unique angle through a variety of class discussions and activities. Expectations are shown in the rubric below.

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Inadequate</b>
<b>Frequency of Participation</b>	Proactively contributes to class discussion all the time. Initiates discussion on issues related to class topics, generates new information each time.	Proactively and frequently contributes to class discussions on issues related to class topics.	Contributes to class discussion infrequently. Seldom volunteers but responds to direct questions.	Never participates in class discussions or responds to direct questions.
<b>Quality of Participation</b>	Comments and questions are deep and reflect considerable engagement with the course material.	Comments and questions demonstrate adequate engagement with course material.	Comments and questions are superficial and do not reflect adequate engagement with course material.	Comments and questions reflect little or no engagement with course material.
<b>Preparation</b>	Student is always well-prepared for class discussions and demonstrates deep thoughts about the material ahead of class.	Student demonstrates that he or she has thought about the material ahead of class.	Student has only casually or partially thought about course material.	Student shows no signs of having read or thought about the material ahead of class.

### *Thought Papers*

Students will receive tailored feedback on their intellectual progress through thought papers. Expectations are shown in the rubric below.

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Inadequate</b>
<b>Reflection</b>	Insightful, critical reflection of the assigned readings that reflects considerable engagement with the readings. Reflection fully developed and	Critical reflection of the assigned readings that reflects adequate engagement with the readings. Reflection partially developed and logically argued.	Some reflection of the assigned readings that reflects only surface engagement with the readings. Reflection is somewhat developed but with major gaps in argument.	Lack of reflection of the assigned readings. Lack of development of arguments.

	logically argued.			
<b>Writing</b>	Clear, fully coherent, use of language to high precision	Mostly clear and coherent, minor problem with precision	Partial lack of clarity and coherence, imprecise use of language	Lack of clarity and coherence, misuse of language

### *Project Proposal*

Creativity is central to learning, and a project proposal lends itself well for students to demonstrate academic knowledge without sacrificing creativity. The project proposal in this workshop is a balance of both.

Throughout the workshop, students would choose a theory that has been discussed and support it with a theoretical (e.g., what is the rationale of the theory) and methodological summary (e.g., how was the theory tested in past research). This will be the first component of the project proposal, focusing on the theoretical view of a topic in cultural and cognition.

Then, extend this theory by linking it to a variable not directly implicated in the theory (e.g., gender differences, group differences, relationship with prejudice) and propose an empirical study that can test this theoretical extension. **No data collection or class presentation is required.** This will be the second section of the proposal, focusing on methodology and creativity.

### *Academic Integrity*

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should look it up in the University website for more information. Consult your instructor if you need any clarification about the requirements of academic integrity.