

**University of Alberta**  
**Psychology 405/505 A2: Special Topics in Psychology II**  
**Culture and Cognition**  
**Fall 2009: September 2-December 3**

**Class times:** Wednesday 1:00 pm – 3:50 pm @ BSP-123

**Course Website:** <http://www.ualberta.ca/WEBCT/>

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

**Office:** BSP-355

**Phone:** 492-7861

**Office hours:** Friday 2 pm – 3 pm or by appointment

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

(Please *always* put PSYCO 405/505 under the subject Heading.)

**T.A.:** Ken Ito

**Office:** BSP-357

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

**Office hours:** Tuesday 10 am – noon.

**Course Pack:** PSYCO405/505 Course pack will be at the store by the mid September.

**Course Description:** This course will deal with issues in experimental cultural psychology. The course is intended for senior undergraduate students and graduate students, and hence involves a good deal of readings. We will read theoretical and empirical research articles that contribute to the advances of the field. The students are also expected to take initiative to present the assigned readings and lead the in-class discussion. The topics include theoretical bases of cultural psychology, culture and the self, culture and cognition, culture and perception, culture and emotion, and culture and social institutions. At the end of the semester, we will cover some critics towards the theoretical and methodological frameworks in the recent cultural psychology.

**Prerequisites:** PSYCO 104, PSYCO 105, and at least one 200 & one 300 level PSYCO courses. Please contact me if you have not fulfilled the prerequisites.

**Course Structure:** The class consists of three parts: (1) the Instructor's lecture about the background of the day's topic (15-30 minutes); (2) students' presentation of assigned articles (30 minutes); (3) a free discussion session (2 hours).

**Evaluations:** The final grade will be based on your performance in class (30%), three in-class exams (50%) and the term paper (20%). The class performance consists of (1) the quality of oral presentation followed by discussion & participation in discussion.

***Presentation & Discussion:*** At the beginning of the semester, students will select two-three articles from the list of readings which have the number. You have two opportunities to be a presenter as well as a discussion leader in collaboration with other presenters.

**Class Participation:** The class attendance is mandatory. Please show up, stay aware, ask and answer questions. The Students who are not the presenter of the week will be required to be an active discussant in class. A medical note is needed from your family doctor if you miss the class but need to maintain a minimal point per each class.

**Movies & Discussions:** You will watch two different movies. One is the original Japanese version of “Shall We Dance?”, and the another is Hollywood Remake of “Shall We Dance?” Using the materials, we will critically analyze the cultural differences in discourses, social roles, gender, and so on.

**In-class Quizzes:** In-class quizzes will be held concerning past and current materials sometimes at the beginning of the class.

**Final paper:** You will write up a single-spaced 4 page research proposal which plans to test your research interests relevant to the assigned readings. It should consist of (1) reasonable amount of review in introduction, (2) clear and meaningful research hypotheses, and (3) experimental designs that test the hypotheses, and (4) possible implications. The topic will be selected by discussing with the instructor during the semester. The deadline of the final paper is Friday, December 18 at 4pm. A hardcopy of your paper should be submitted to the Psychology Main Office by then. Late submission will receive a deduction of 20% per day. For example, if you submitted two business days after the due, you will lose 40%.

**SSDS Support:** If you are hampered by visual or auditory limitations, or if you have a learning disability, please contact Services for Students with Disabilities in SUB. It is possible both 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 (two presentations & leading discussion; active participation in discussion) , quizzes, and the final paper. Students are ranked in order of total scores and a grade is assigned so that the class average falls approximately within the University-suggested ranges for the forth-year level students (shown below):

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Distribution	8%	12%	17%	16%	16%	12%	7%	5%	3%	2%	1%	1%



## **October 21: Culture & Perception (2)**

Masuda, T., Gonzalez, R. Kwan, L., & Nisbett, R. E. (2008). Culture and aesthetic preference: Comparing the attention to context of East Asians and European Americans. *Personality and Social Psychology Bulletin*, 34, 1260-1275.

Masuda, T., Ellsworth, P. C., Mesquita, B., Leu, J., Tanida, S., & van de Veerdonk, E. (2008). Placing the face in context: Cultural differences in the perception of facial emotion. *Journal of Personality and Social Psychology*, 94, 365-381.

## **October 28: In-Class Quiz 2 + Culture & Perception (3)**

Measuring Attention Process: In-class Exercise

## **November 4: Culture & Emotion**

Elfenbein, H. A., & Ambady, N. (2002). On the universality and cultural specificity of emotion recognition: A meta-analysis. *Psychological Bulletin*, 128, 203-235.

## **November 11: Remembrance Day No Class**

## **November 18: Culture & Social Institution**

Cohen, D. (2001). Cultural Variation: Considerations and Implications. *Psychological Bulletin*, 127, 451-471.

## **November 25: Critical Review of Cultural Psychology**

Hermans, H. J. M., & Kempen, H. J. G. Moving cultures: The perilous problems of cultural dichotomies in a globalizing society. *American Psychologist*, 53, 1111-1120.

Matsumoto, D., & Yoo, S. H. (2006). Toward a new generation of cross-cultural research. *Perspectives on Psychological Science*, 1, 234-250.

## **December 2: In-Class Quiz 3 + Future of Cultural Psychology**

Heine, S. J., Lehman, D. R., Peng, K., & Greenholtz, J. (2002). What's wrong with cross-cultural comparisons of subjective Likert scales?: The reference-group effect. *Journal of Personality and Social Psychology*, 82, 903-918.

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

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