

課程資訊 (Course Information)					
科號 Course Number	11120KPC 712400	學分 Credit	3	人數限制 Size of Limit	15
中文名稱 Course Title	高等文化心理學				
英文名稱 Course English Title	Advanced Psychology of Culture				
任課教師 Instructor	張硯評				
上課時間 Time	T3T4Tn (10:00-12:40)	上課教室 Room	南大 2203		
開課年級		先修課程	無		
課程概述 (約 120 字)					
<p>Welcome! In this course, you'll learn how psychologists think about culture and what we've found about it. You might have noticed that the course will be taught in English. Yes, and it's because I want to bring diversity to the class, from folks in different disciplines and even speaking different languages (when unfortunately, I can only offer the course in English). That said, we'll do a lot of discussion and sharing in class, about the reading materials and, if you wish, personal experiences. After all, this is what cultural psychology is all about.</p> <p>這堂課會聚焦「心理學取向的」文化研究，介紹心理學家如何分析文化，以及重要的研究發現。我們的課會以英語授課，希望能吸引不同領域的文化研究者、以及講不同語言、不同文化背景同學參與。也因此這堂課只會有少量的「講授」，適量的閱讀，不會有考試。課程時間主要會是以每周閱讀出發的討論與經驗分享，希望藉此把大家的「文化」帶入課堂。（對，就是像語言交換讀書會那樣）</p> <p>Keywords: Psychology, Culture, EMI, 心理, 文化, 英語授課</p>					
課程大綱 (Syllabus)					
(Ver. 2023/2/16) 一、課程說明 (Course Description)					

This course is a “psychological” cultural-psychology course, meaning we’ll focus on how psychologists approach culture and some of the classic and more recent findings in the field. That said, we “especially” welcome those who don’t yet have much experience with the psychological approach but are interested in culture. Motivation is the most important criterion. We’ll start from some of the fundamentals to give you a big picture, then address the trinity of psychology—self, cognition, and emotion—one after another. As cultural psyc is heavily rooted in social psyc, subsequently, we’ll touch on the social part of our cultural world, from the closer, the family, to the farther, the socioecology. Finally, toward the end of the semester, you’ll get a little taste of what cultural psyc can do to make the world a better place: the applied sciences around it. You’ll also learn from (and teach) you classmates what they (you) think about the roles of culture are in our minds with your final group presentations.

二、指定用書 (Text Books)

There will be about 2 articles to read every week. They’re mostly in English but some are in Chinese. I ask you to carefully study the first, underlined piece of each week listed in the schedule below, and then “skim” the other. Indeed, one skill that I’d like you to start learning this semester is the art of skimming, or what I call “reading effectively.” You’ll find the assigned articles or the instructions on how to find them on eLearn. Finally, there are some other articles not listed below but also uploaded to eLearn. You may take a look if you have time.

三、參考書籍 (References)

I’ll periodically post news articles I come across online on eLearn. They’re usually but not limited to discussions about new scientific findings, reflections on our society and world based on the science, and reports of anecdotes that I find relevant to our course. You’re NOT required to read the posts and they’ll NOT be on exams or assignments, unless otherwise announced.

四、教學方式 (Teaching Method)

Course format: Our classes will be largely discussion-based, and everyone is expected to contribute. To facilitate the discussion, a small group of students who signed up for the week will take the responsibility to “efficiently” summarize the reading materials of the week for the class. They’ll then lead the following discussion of the reading. Please notice that the discussion is what we really want in this course. People will, and should, have read the assigned reading anyway before coming to class. There’s therefore no need to “read for them.” This is not that kind of courses. Lastly, to make our gathering a quality learning experience, as said, we should all read the assigned materials before coming to class, and please, talk.

- I'm thinking about 2 persons a group, 10 groups plus me for 11 weeks of discussion, so 21 people in total in the class. But you never know how many folks will take the course. We'll sort this out in our first meeting.
- This course will be taught in English. Specifically, we'll speak in English in class and you should write weekly homework in English. The final group project can be in either English or Chinese.

Course website: The course website is located on eLearn. Announcements and course materials will be posted there. You will also find supplementary reading, if any, on eLearn.

Attendance: I don't take attendance, although it is strongly recommended. Otherwise, why bother taking the course? The only benefit you'll get from the class is to come to the class.

Communication: Everyone is welcome to send me messages "on eLearn," to request an appointment, ask questions, share your thoughts and concerns about the course. It's the best way for me not to miss your messages, as I miss regular emails all the time but don't want to miss yours. I will try my best to respond to you within two business days.

Office hours: (TBD)

- I encourage you to take advantage of office hours at least once during this semester. Office hours are a great opportunity to clarify course material and ask questions regarding assignments.
- You're welcome to just walk in during the designated time. I however would ask you for a favor: Whenever possible, message me before you come, telling me what I can do for you, what questions/suggestions you have etc. Just so I can be better prepared and make our meetings as efficient and meaningful as possible. Also, that prevents you from bumping into others, for their, your own privacy.

Expectations:

- Please be respectful of your fellow students and silence your phone.
- Please be responsible for your learning by budgeting your time, being on time and prepared, and seeking assistance when needed.
- You are responsible for all information presented in class, even if you have an excused absence for a particular day. If you are going to miss a class, plan ahead to get the material from classmates or me, before or after the class.

五、教學進度 (Syllabus)

(subject to change as we go)

1) 02/14 Course overview

You (2021). Syllabus, read the syllabus before class. *Psychology of Culture*.

On culture in psychology

2) 02/21 Classic perspectives

Greenfield, P. M. (2000). Three approaches to the psychology of culture: Where do they come from?

Where can they go? *Asian journal of social psychology*, 3(3), 223-240.

Shweder, R. A., & Sullivan, M. A. (1993). Cultural psychology: Who needs it? *Annual review of psychology*, 44(1), 497-523.

* Ellis, B. D., & Stam, H. J. (2015). Crisis? What crisis? Cross-cultural psychology's appropriation of cultural psychology. *Culture & Psychology*, 21(3), 293-317.

3) 02/28 No class (Holiday)

4) 03/07 Modern perspectives

Morris, M. W., Chiu, C. Y., & Liu, Z. (2015). Polycultural psychology. *Annual review of psychology*, 66, 631-659.

Kashima, Y. (2016). Culture and psychology in the 21st century: Conceptions of culture and person for psychology revisited. *Journal of Cross-Cultural Psychology*, 47(1), 4-20.

* Liu, W. (2022). Boundless China and backward Asians: Hegemonic confucianism as epistemological violence in queer psychology. *Integrative Psychological and Behavioral Science*, 56(2), 491-505.

03/14 No class (YPC away for conference)

The 3 pillars

5) 03/21 Self

Brewer, M. B., & Chen, Y. R. (2007). Where (who) are collectives in collectivism? Toward conceptual clarification of individualism and collectivism. *Psychological review*, 114(1), 133-151.

Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives on psychological science*, 5(4), 420-430.

* Gebauer, J. E., Sedikides, C., Wagner, J., Bleidorn, W., Rentfrow, P. J., Potter, J., & Gosling, S. D. (2015). Cultural norm fulfillment, interpersonal belonging, or getting ahead? A large-scale cross-cultural test of three perspectives on the function of self-esteem. *Journal of Personality and Social Psychology*, 109(3), 526-548.

6) 03/28 Cognition

Varnum, M. E., Grossmann, I., Kitayama, S., & Nisbett, R. E. (2010). The origin of cultural differences in cognition: The social orientation hypothesis. *Current directions in psychological science*, 19(1), 9-13.

Masuda, T. (2017). Culture and attention: Recent empirical findings and new directions in cultural psychology. *Social and Personality Psychology Compass*, 11(12), e12363.

* Na, J., Grossmann, I., Varnum, M. E., Kitayama, S., Gonzalez, R., & Nisbett, R. E. (2010). Cultural differences are not always reducible to individual differences. *Proceedings of the National Academy of Sciences*, 107(14), 6192-6197.

7) 04/04 No class (Holiday)

8) 04/11 Emotions

Boiger, M., & Mesquita, B. (2012). The construction of emotion in interactions, relationships, and cultures. *Emotion review*, 4(3), 221-229.

Jackson, J. C., Watts, J., Henry, T. R., List, J. M., Forkel, R., Mucha, P. J., ... & Lindquist, K. A. (2019). Emotion semantics show both cultural variation and universal structure. *Science*, 366(6472), 1517-1522.

* Tsai, J. L., Blevins, E., Bencharit, L. Z., Chim, L., Fung, H. H., & Yeung, D. Y. (2019). Cultural variation in social judgments of smiles: The role of ideal affect. *Journal of Personality and Social Psychology*, 116(6), 966-988.

Socialization

9) 04/18 Parenting

Lansford, J. E., Godwin, J., Al-Hassan, S. M., Bacchini, D., Bornstein, M. H., Chang, L., ... & Malone, P. S. (2018). Longitudinal associations between parenting and youth adjustment in twelve cultural groups: Cultural normativeness of parenting as a moderator. *Developmental Psychology*, 54(2), 362-377.

Bedford, O., & Yeh, K. H. (2019). The history and the future of the psychology of filial piety: Chinese norms to contextualized personality construct. *Frontiers in Psychology*, 10, 100.

* Ng, J., Ng, F. F., & Pomerantz, E. M. (2021). Mothers' goals influence their responses to children's performance: An experimental study in the United States and Hong Kong. *Child development*, 92(6), 2317-2334.

10) 04/25 Relationships

Tasfiliz, D., Selcuk, E., Gunaydin, G., Slatcher, R. B., Corriero, E. F., & Ong, A. D. (2018). Patterns of perceived partner responsiveness and well-being in Japan and the United States. *Journal of Family Psychology*, 32(3), 355-365.

Wang, C. S., Leung, A. K. Y., See, Y. H. M., & Gao, X. Y. (2011). The effects of culture and friendship on rewarding honesty and punishing deception. *Journal of Experimental Social Psychology*, 47(6), 1295-1299.

* Yamagishi, T., Hashimoto, H., & Schug, J. (2008). Preferences versus strategies as explanations for culture-specific behavior. *Psychological Science*, 19(6), 579-584.

11) 05/02 Socioecology

Oishi, S. (2014). Socioecological psychology. *Annual review of psychology*, 65, 581-609.

Whitehouse, H., Francois, P., Savage, P. E., Currie, T. E., Feeney, K. C., Cioni, E., ... & Ter Haar, B. (2019). Complex societies precede moralizing gods throughout world history. *Nature*, 568(7751), 226-229.

* Van Leeuwen, F., Park, J. H., Koenig, B. L., & Graham, J. (2012). Regional variation in pathogen prevalence predicts endorsement of group-focused moral concerns. *Evolution and Human Behavior*, 33(5), 429-437.

Applications

12) 05/09 Organizational and consumer behavior **(Proposal outline due by class)**

De Mooij, M., & Hofstede, G. (2011). Cross-cultural consumer behavior: A review of research findings. *Journal of International Consumer Marketing*, 23(3-4), 181-192.

林姿葶、鄭伯璦、周麗芳 (2014)。家長式領導：回顧與前瞻。本土心理學研究，42，3-82。

* Maddux, W. W., Lu, J. G., Affinito, S. J., & Galinsky, A. D. (2021). Multicultural experiences: A systematic review and new theoretical framework. *Academy of Management Annals*, 15(2), 345-376.

13) 05/16 Psychological disorders

Ryder, A. G., Ban, L. M., & Chentsova-Dutton, Y. E. (2011). Towards a cultural-clinical psychology. *Social and Personality Psychology Compass*, 5(12), 960-975.

李維倫、林耀盛 (2019)。從文化心理學到人文臨床心理學：臨床心理學本土化論述與踐行。本土心理學研究，51，89-167。

* Bernier, R., Mao, A., & Yen, J. (2010). Psychopathology, families, and culture: autism. *Child and Adolescent Psychiatric Clinics*, 19(4), 855-867.

14) 05/23 Education

De Castella, K., Byrne, D., & Covington, M. (2013). Unmotivated or motivated to fail? A cross-cultural study of achievement motivation, fear of failure, and student disengagement. *Journal of Educational Psychology*, 105(3), 861–880

陳舜文、魏嘉瑩 (2013)。大學生學習動機之「雙因素模式」：學業認同與角色認同之功能。中華心理學刊，55(1)，41-55。

* Fryberg, S. A., Troop-Gordon, W., D'Arrioso, A., Flores, H., Ponizovskiy, V., Ranney, J. D., ... & Burack, J. A. (2013). Cultural mismatch and the education of Aboriginal youths: The interplay of cultural identities and teacher ratings. *Developmental psychology*, 49(1), 72-79.

Term projects

15) 05/30 Presentations x 5

16) 06/06 Presentations x 5

17) 06/13 No class (**Final proposal due by the class time**)

六、成績考核 (Evaluation)

Individual reflection notes: To pass the course, you'll need to collect 8 reflection notes "in time" over the semester. This is a basic requirement to pass the course. I'll fail people who don't fulfill this requirement. To get the notes, choose as many or few weeks of discussion as needed out of the 11 discussion weeks in the schedule above—that is, excluding the first class and term project presentations—and write a short reflection essay on each of the weeks chosen.

-- I don't mind that you write a full paper, but by reflection "notes," what I'm picturing is a 150-to-200-word abstract-like text. You can write about the things in the reading (or classmates' projects if a project week) that make you feel surprised, puzzled, or even inspired, scientifically or spiritually. What I'm looking for is the depth of your analysis of the subject matter. You don't have to always bring up a question and then answer it. If you don't end up finding an answer for something after your reflection/meditation, that's fine. The goal of the assignment is simply to help you think and help you get ready to participate in class.

- 2 pts for “Insightful!”, 1 for “Pertinent with room to improve”, and 0 for no submission. Just to give you a sense of how I’m going to grade your work, I expect to see an “insightful” out of every 3 “pertinent.” But of course, everyone is different and the grading is only about the quality, not the quantity, of your work. I’m not going to take away points to hold the ratio.
- You’re welcome to post more notes than you need to pass the course. And that gives you a better chance to get more “insightful,” which adds to your final grade. See below for how the grade is calculated.
- Post your reflection notes on eLearn no later than 24 hours before the class of the topic you write about (i.e., before Tue 10 am), so the discussion leading group can incorporate your writing into their discussion plans. Also, I expect you all at least skim others’ posts, either before you write your own or after you’ve done so. Think this way: We’re a team, brainstorming together this semester and having fun together through the journey, so you do want to know what other people are thinking.
- I accept late submissions, with a penalty. Late submissions may still give you some points, less effectively, but they may be the points you need. Let me know if you plan to do a makeup note. Late submissions won’t be counted without my permission.

Group term project: There will be no exam for this course, but when all classes end, as the embodiment of your learning, in groups of 2, you’ll present a research proposal on something, anything that is relevant to what we’ll have covered. The proposal will focus on an empirically testable question (assuming you have all the resources needed) and design studies to test it. If you’ve never seen a psychological research proposal, it’s basically a research paper without the discussion section and with a method-results section turning into “what you plan to do” as opposed to what you’ve done. To help you make sure you’re on track, there will be a few “checkpoints” in the semester.

- First, you’ll turn in a rough outline of what you’re going to write for the proposal. This is only for you to get my feedback early on, and won’t be graded. I can nonetheless assure you that this will be really beneficial for you, and me, as it would protect you from doing the things you don’t want to be doing (e.g., proposing a 10-year research program; I’ll appreciate your passion and aspiration, but please don’t). There’s no format requirement for this assignment except that it should be about 400 to 450 words long. Submit through eLearn.
- Secondly, toward the end of the semester, when you’ll have almost finished your draft, you’ll give a 20-min presentation on your work followed by a 10-min Q&A, like in a conference. The presentation will be graded. You can, as many will, use slides, but this is not required. Most importantly, take the chance to get feedback from your peers to really polish your final product. I’ll prepare snacks and drinks. I mean, it’s a mini-conference.
- Finally, the written research proposal. The work should be on an empirically testable question and include studies testing the question. That is, you’re not purely proposing a new theory or reviewing

the literature, because I do want to see that you learn the methods of cultural psychology, in addition to the theories. The proposal should be at least 2000 words long (excluding bibliography), and formatted. You're welcome to follow the APA style; that's the go-to, but not required. The goal of formatting is merely to help you organize information and to help readers (i.e., me) see the organization. I won't check your format like a bored librarian. And yes, you can write in Chinese or English.

Course grade:

- Course participation for 25% course grade
- Reflection notes for 25% course grade; use the formula:
this part of the course grade = $60 + 6 \times \text{\# of 2-pt "insightful" notes}$
Yes, you get more than 100 here if you get more than 7 "insightful."
- Term project presentation for 25% course grade
- Term project proposal for 25% course grade

七、可連結之網頁位址

<https://elearn.nthu.edu.tw/course/view.php?id=25150>