

The Psychology of Culture and Diversity
Psychology G4615.001/.002
Spring 2012

Professor:

Dr. Valerie Purdie-Vaughns
355B Schermerhorn Hall
E-mail: vpvaughns@psych.columbia.edu
Office hours: Mondays 4:00-5:30. Located in room 355B, Schermerhorn Hall

Class meetings:

M 10:10-12:00: Location 405 Schermerhorn hall
M 12:10-2:00: Location 405 Schermerhorn hall

Course description:

This course will provide a comprehensive introduction to general theories and methods related to culture and diversity. The class will explore psychological and political underpinnings of culture and diversity, emphasizing social psychological approaches. Principal goals of the course will include developing critical thinking skills related to identity-based research. This course will begin with an introduction to cultural psychology. During initial weeks, we will emphasize psychological theories that link culture to mental processes (i.e., affect, cognition, attitudes). Articles include a mixture of anthropology, sociology, law, sociomedical sciences, and psychology. Next, discussion will focus on specific topics that bridge cultural psychology and concepts related to multiculturalism. Topics include: biculturalism, stereotyping and prejudice, and stigma. Finally, this course will end with discussions centered on diversity and multiculturalism as empirical constructs. The course will culminate in an intensive writing project where students produce a grant proposal for a series of studies related to the topics discussed in this seminar. The grant proposal will be reviewed by a panel of students with the goal of conducting a mock National Science Foundation panel review.

Course requirements and grading:

Class participation 15%
Weekly discussion papers 20% (5% per Discussion paper)
Grant Proposal 50%
Mock NSF panel reviews 15%

Weekly discussion papers: 4 required.

In conjunction with readings for each week, students will prepare a written discussion or analysis of issues stimulated by the reading. The questions or issues that are discussed should consist of ideas for research, and/or critiques of research generated by the readings. Papers should be focused and analytical (not personal reactions). When possible they should integrate concepts across articles. Papers that fail to show clear evidence that articles were read carefully will be down-graded. Papers will be graded with \surd , $\surd+$, $\surd-$ (check, check +, check-). Papers will be used as a vehicle for further class discussion and analysis.

*papers are due by NOON the day before class. They will be returned no later than the week AFTER the class discussion.

Grant Project (Overview):

The goal of this project is to produce a grant proposal for a series of studies related to the topics we

discuss in this seminar. Through the process of writing a proposal, you will gain an understanding and appreciation of all steps of scientific discovery, from the identification of fruitful areas of research, to a review of what is known (and, more importantly, what is not known) on the topic, to the planning of a series of well-designed studies to explore your issue of interest using a variety of methodologies.

A second goal of the grant project is to familiarize each student with the process of how grants are evaluated and funded. The structure and review process will simulate the National Science Foundation.

Each grant proposal will consist of the following:

DUE February 28, 2011 (in class)

♣ One single-page proposal idea (Called a "Letter of Intent") explaining the topic, central research questions, general idea for proposed studies, and significance (Due February 28). This will be reviewed by the National Science Foundation Director (Professor Purdie-Vaughns), the Project Officer (Nick Camp), and an anonymous panel (4 other students in the other class)

DUE April 20, 2001 (5:00PM)

♣ A full grant proposal (Grant Proposal = 15 pages single spaced), including:

o Significance, Major Aims & Background: The first sections of the grant will explain why your research topic is important (i.e., why anyone should fund your research), what past research has demonstrated with respect to your topic, and why further research (and your research in particular) is needed.

(approximately 5-6 pages: single spaced)

o Methods: A second section detailing a series of 3-4 studies to address your topic of interest. For each study, you should clearly explain the methods IN DETAIL. First series of experiments, second series of experiments, anticipated results, and anticipated pitfalls and their solutions (approximately 5-6 pages: single spaced)

o Timetable, Dissemination plans, etc. (approx 2-3 page single spaced)

o References (not included in page limit)

Each section of this seminar will read and discuss the other seminar's grants (stripped of identifying information), and assign a grade worth 15% of the total grade on the assignment. The top 2 grants in each class will "funded" (which does not translate into a monetary amount but you will receive a formal letter awarding you your grant!).

Key dates:

Tuesday, 2/28 Letter of Intent (1 page) Due

Wednesday, 4/20 Hand In Grant Proposal & Email to Grants "Project Director", Nick Camp/ 5:00PM NO EXCEPTIONS

Monday 4/25 NSF Mock Grant Review Panel I

Tuesday, 4/27 NSF Mock Grant Review Panel II

Course Readings:

Available at the Columbia bookstore:

Steele C. M. (2010). Whistling Vivaldi and other clues to how stereotypes affect us. New York: W. W. Norton and Company.

Weekly readings:

Available on Courseworks.

*Readings on the assigned day of class should be completed by start of the class.

*You may prepare a reaction paper for any 4 classes except Weeks 1 and 2.

SECTION I. CULTURE AND SOCIAL PSYCHOLOGICAL PROCESSES

CLASS 1 MON., JANUARY 24 Introduction

No readings

CLASS 2 MON., JANUARY 31 Reading and writing research in cultural psychology

University of Waterloo: Professor Christian H. Jordan's and Professor Mark P. Zanna's "How to Read a Journal Article in Social Psychology."

Bem, D. J. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.), *The compleat academic: A practical guide for the beginning social scientist* (pp. 171-201). New York: Random House.

Cohen, D. (2007). Methods in cultural psychology. In S. Kitayama & D. Cohen (Eds.) *Handbook of cultural psychology*. (pp. 196-236). New York: Guilford Press.

*NOTE: Class will be facilitated by Nick Camp (Grants Project Director).

CLASS 3 MON., FEBRUARY 7 Through the looking glass: What is cultural psychology and how do we study it?

Zou, Xi, T., Tam, K.P., Morris, M.W., Lee, S. Lau, I., Chiu, C. (2009). Culture as common sense: Perceived consensus versus personal beliefs as mechanisms of cultural influence. *Journal of Personality and Social Psychology*, 97, 579-597.

Shweder, R. (1990). Cultural psychology - what is it? In J.W. Stigler, R.A. Shweder, and G. Herdt (eds.), *Cultural psychology: Essays on comparative human development*. New York: Cambridge.

Matsumoto, D., & Yoo, S. H. (2006). Toward a new generation of cross-cultural research. *Perspectives on Psychological Science*, 1(3), 234-250.

Miner, H. (1956). Body ritual among the Nacirema. *American Anthropologist*, 58, 503-507.

CLASS 4 TUE, FEBRUARY 9 Culture models of the self (A "feel" for the self in individual-centered and situation centered cultures)

Hsu, E L. K. (1981). *American and Chinese. Passage to differences*. Honolulu: University of Hawaii Press. READ Preface, Prologue pp. 1-17, The Beginnings of Contrast pp. 76-108.

Gregg, G. (2007). *Culture and identity in a Muslim society*. New York: Oxford University Press. Introduction pp. 3-14. Chapter 3 pp. 89-128.

Cousins, S. (1989). Culture and self hood in Japan and the U.S. *Journal of Personality and Social*

Psychology, 56, 124-131.

Kitayama, S., Markus, H. R., Matsumoto, H., & Norasakkunkit, V. (1997). Individual and collective processes in the construction of the self: Self-enhancement in the United States and self-criticism in Japan. *Journal of Personality and Social Psychology*, 72, 1245-1267.

CLASS 5 MON, FEBRUARY 14 Culture and cognition

Hsu, E L. K. (1981). *American and Chinese. Passage to differences*. Honolulu: University of Hawaii Press. READ *Mirrors of Life* pp. 19-48.

Leung, A. K.-y., & Cohen, D. (2007). The soft embodiment of culture: Camera angles and motion through time and space. *Psychological Science*, 18, 824-840.

Miyamoto, Y., Nisbett, R. E., & Masuda, T. (2006). Culture and the physical environment: Holistic versus analytic affordances. *Psychological Science*, 17, 113-119.

Uskul, A. K., Kitayama, S., & Nisbett, R. E. (2008). Ecocultural basis of cognition: Farmers and fishermen are more holistic than herders. *Proceedings of the National Academy of Sciences*, 105(25), 8552.

Supplemental:

Nisbett, R. E., Peng, K., Choi, I., Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review*, 108, 291-310.

CLASS 6 TUE, FEBRUARY 21 Emotions and motivation

Kim, H. S., & Sherman, D. K. (2007). "Express yourself": Culture and the effect of self-expression on choice. *Journal of Personality and Social Psychology*, 92, 1-11.

Landau, M. J., Greenberg, J., & Rothschild, Z. K. (2009). Motivated cultural worldview adherence and culturally loaded test performance. *Personality and Social Psychology Bulletin*, 35, 442-453.

Adams, G. (2005). The cultural grounding of personal relationships: Enemyship in North American and West African worlds. *Journal of Personality and Social Psychology*, 88, 948-968.

Stephens, N. M., Hamedani, M. G., Markus, H. R., Bergsieker, H. B., & Eloul, L. (2009). Why did they "choose" to stay? Perspectives of Hurricane Katrina observers and survivors. *Psychological Science*, 20, 878-886.

Supplemental:

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.

CLASS 7 MON, FEBRUARY 28 "I feeeeeeeel good!": Culture and mental health

Kleinman, A. & Good, B (1985). *Culture and depression: Studies in the anthropology and cross-cultural psychiatry of affect and disorder*. University of California Press. (selected readings: will post).

Yang, L.H., Kleinman, A., Link, B.G., Phelan, J.C., Lee, S., Good, B. (2007). Culture and Stigma: Adding Moral Experience to Stigma Theory." *Social Science and Medicine*, 64 (7) 1524-1535.

Yang, L.H., Purdie-Vaughns, V., Kotabe, H., Phelan, J. & Link, B (in progress). Culture, Threat and Stigma: Integrating 'Threat to Moral Personhood' with Mental Illness Stigma. In prep for *Journal of Personality and Social Psychology*.

Taylor, S. E., Sherman, D. K., Kim, H. S., Jarcho, J., Takagi, K., & Dunagan, M. S. (2004). Culture and social support: Who seeks it and why? *Journal of Personality and Social Psychology*, 87, 354-362.

CLASS 8 MON, MARCH 9 Culture betwixt and between: Psychology and bi-culturalism

LaFromboise, T., Coleman, H. L. K., & Gerton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological Bulletin*, 114, 395-412.

Tadmor, C., Tetlock, P. & Peng, K. (2009). Acculturation strategies and integrative complexity: The cognitive implications of biculturalism. *Journal of Cross-cultural Psychology*, 40, 105-139.

Note: One hour of this class will be devoted to the grant proposal project. See Courseworks for additional readings on grant writing to be posted the week before class.

CLASS 9 MON, MARCH 21 Culture betwixt and between: Psychology and bi-culturalism (cont'd)/Cultural relativism

Ross, M., Xun, W. Q. E., & Wilson, A. E. (2002). Language and the bicultural self. *Personality and Social Psychology Bulletin*, 28, 1040-1050.

Ramírez-Esparza, N., Gosling, S. D., Benet-Martinez, V., Potter, J. P., & Pennebaker, J. W. (2006). Do bilinguals have two personalities? A special case of cultural frame switching. *Journal of Research in Personality*, 40, 99-120.

Supplemental:

Shih, M., & Sanchez, D. (2005). Perspectives and research on the positive and negative effects of having multiple racial identities. *Psychological Bulletin*, 131, 569-591

Are all cultures valid?: Group rights and cultural relativism

Lacayo, R., Biegel, A., & Dickerson, J. (1993) The cultural defense, *Time Magazine*.

Golding, M.P. (2002). The cultural defense. *Ratio Juris*, 15, 146-158.

PART II: FROM "CULTURE" TO IDENTITY

CLASS 10 MON, MARCH 28 Prejudice and stereotyping: Where does it come from?

Markus, H. (2008). Pride, Prejudice, and Ambivalence: Toward a Unified Theory of Race and Ethnicity, *American Psychologist*.

Fein, S., & Spencer, S. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, 73, 31-44.

Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*, 56, 5-18.

Williams, M. J., & Eberhardt, J. L. (2008). Biological conceptions of race and the motivation to cross racial boundaries. *Journal of Personality and Social Psychology*, 94 (6), 1033-1047.

CLASS 11 Perspectives of the disadvantaged: Stigma

Anderson, E. (1999). The Social Situation of the Black Executive: Black and White Identities in the Corporate World, in Michele Lamont (ed.), *The Cultural Territories of Race: Black and White Boundaries*, Chicago: University of Chicago Press.

Steele, C.M. & Aronson, J. (1995) Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, Vol 69(5), 797-811.

Yoshino, K. (2006, January 15). The pressure to cover. *The New York Times*. 32-37.

Sedlovskaya, A., Purdie-Vaughns, V. & Eibach, R. (2011). The phenomenology of the closet: Concealable stigma and the distinction between public and private selves. *Journal of Personality and Social Psychology*, under review.

CLASS 12 MON, MARCH 28 Whistling Vivaldi: The interplay of stereotyping and stigma

Steele C. M. (2010). *Whistling Vivaldi and other clues to how stereotypes affect us*. New York: W. W. Norton and Company.

SECTION III. THE SCIENCE OF DIVERSITY

CLASS 13 MON, APRIL 4 The case for and against diversity as a science

Plaut, V. C. (2010). Diversity science: Why and how difference makes a difference (Target Article). *Psychological Inquiry*, 21, 77-99.

Antonio, A. L. (2001). Diversity and the influence of friendship groups in college. *The Review of Higher Education*, 25, 63-89

Appiah, K.A. (1997, October 9). The Multiculturalist Misunderstanding. *The New York Review of Books*, Vol. XLIV (15), 30-36.

Redding, R. E. (2001). Sociopolitical diversity in psychology: The case for pluralism. *American Psychologist*, 56, 205-215.

CLASS 14 MON, APRIL 11 The science of diversity: Empirical evidence

Schofield, J. W. (1986). Causes and consequences of the colorblind perspective. J. F. Dovidio & S. L. Gaertner (Eds.), *Prejudice, discrimination, and racism* (pp. 231-253). San Diego, CA: Academic Press.

Norton, M.I., Sommers, S.R., Apfelbaum, E.P., Pura, N., & Ariely, D. (2006). Color Blindness and Interracial Interaction: Playing the Political Correctness Game. *Psychological Science*, Vol 17(11), 949-953.

Purdie-Vaughns, V., Steele, C.M., Davies, P.G., Dittmann, R., & Crosby, J. R. (2008). Social identity contingencies: How diversity cues signal threat or safety for African Americans in mainstream institutions. *Journal of Personality and Social Psychology*, Vol 94(4), 615-630.

Gutierrez, A. S. & Unzueta, M. M. (2010). The effect of interethnic ideologies on the perceptions of stereotypic vs. counterstereotypic minority targets. *Journal of Experimental Social Psychology*, 46, 743-752.

CLASS 15 MON, APRIL 18 But wait? Is diversity always good for us?

Purdie-Vaughns, V., Walton, G. Is multiculturalism bad for African Americans? Redefining inclusion through the lens of identity safety. In L. Tropp. *New Perspectives on Intergroup Relations. Is Multiculturalism Bad for Women?*" (An essay by Okin with fifteen commentaries by other authors and a reply by Okin). Edited by Joshua Cohen, Martha Nussbaum and Matthew Howard (Princeton: Princeton University Press, 1999)

Abu-Lughod, L. (2002). Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist*, 104, 783-790

Kalev, A., Dobbin, F. and Kelly, E. (2006). Best Practices or Best Guesses? Diversity Management and the Remediation of Inequality. *American Sociological Review*, 71 , 589-617.

CLASS 16 MON, APRIL 25 Globalization and intercultural competence

Alter, A., & Kwan. V. S. Y. (2009). Cultural sharing in a global village: Evidence for extracultural cognition in European Americans. *Journal of Personality and Social Psychology*, 96, 742-760.

Arnett, J. J. (2002). The psychology of globalization. *American Psychologist*, 57, 774-783

Leung, A. K.-y., Maddux, W. W., Galinsky, A. D., & Chiu, C. (2008). Multicultural experience enhances creativity. *American Psychologist*, 63, 169-181.

Corbett, S. (2008, April 13). Can the cellphone help end global poverty? *The New York Times*. Retrieved from <http://nytimes.com>

CLASS 17 MON, MAY 2 Grant Reviews

Review panel for grant applications
