

**PSYC 462 (52642) – Culture and Mental Health**  
**Spring 2013**

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**Mon/Wed – 8:00-9:50 am**

**GFS 118**

**Lecturer:** Regina Chopp, PhD  
**E-mail:** [rchopp@usc.edu](mailto:rchopp@usc.edu) (best contact)  
**Office Hrs:** 10-10:50 am M & Wed, or by appt

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**Required Text**

- Kieth, K. (2011). *Cross-cultural psychology: Contemporary themes and perspectives*. United Kingdom: Wiley-Blackwell.
- Additional readings will be provided to students online

**Course Objectives**

- To understand contemporary theories and research in cross-cultural psychology.
- To learn about the influence of culture, ethnicity, race, gender, and sexual orientation on human behavior and human diversity.
- To highlight mental health issues relevant to U.S. minority groups

**Use of Electronic Devices**

Laptops or other electronic devices will **NOT** be permitted in the classroom. Students who require laptops as part of academic accommodations must provide a letter stating so from Disability Services. The use of laptops is restricted to typing class notes (for students with accommodations) or for aid with class presentations. I reserve the right to ask any student without accommodations to remove electronic devices that have not been approved prior to the start of class.

**Grading and Other Policies**

Class participation is an essential part of the learning experience. Thus, this class is organized in the style of an advanced seminar (compared to a lecture course), involving a great deal of interaction among class members. My expectation is that you will attend class, that you will have completed all required readings, and that you will contribute to class discussions. Guidelines for ensuring respectful class dialogue will be developed by the class during our first week together and will constitute our class contract.

Your active engagement in class will be evaluated by your attendance, by class participation, and by the quality of the discussion questions that you submit. Periodically, attendance will be taken at the beginning of class. Students who enter the classroom 15+ mins. late (8:15 a.m. or later) will not receive attendance credit for that day. If you are concerned about your ability to arrive on time for class due to circumstances outside of your control it is in your best interest to discuss this with me directly at the **beginning** of the semester.

## Discussion Questions (30%)

The purpose of submitting discussion questions (DQs) is threefold 1) to demonstrate that you have completed and understood the readings, 2) to reflect on your reactions to course content prior to class, and 3) to think critically about what you have read in order to identify ideas that you would like to discuss further. Even if you completely agree with a class film, journal article, or book chapter you should be able to utilize critical thinking skills to pose additional questions about each topic. DQs will be based on the assigned readings and, when possible, should integrate material from elsewhere in the course. They will be graded on a 3-point scale (with 3 points being awarded to excellent DQs). Examples of 3 point, 2 point, and 1 point DQs will be provided to students and will also be made available for easy review on Blackboard.

- Students are required to submit one DQ by e-mail to the class e-mail account [psyc462@gmail.com](mailto:psyc462@gmail.com) every **Sunday and Tuesday evening by 7pm**.
- The e-mail subject line should simply read: *Your name, Topic date* (e.g., for the discussion question due on January 16<sup>th</sup> the subject line would read: Your Name, Jan 16).
- Please do not attach your question in a separate word or pdf document. Instead **type your DQ directly into the body of your e-mail**. This should eliminate problems of file compatibility between computers.
- If you would like to turn in DQs early, please do so in **separate e-mails** with the correct (differently dated) subject line for each question. This will help immensely in creating a master list of DQs for separate class dates.

There are 24 possible DQ dates/topics—23 per person since you will not be required to submit a question on the date your group presents. Each student's top **20 DQs** will count toward her/his overall grade (for a maximum of 60 points). Thus, a student may miss up to three homework assignments without penalty. For this reason, **NO MAKE-UP DQs** will be accepted. Those students wishing to improve their DQ point total may attempt to do so by completing all 23 possible DQs **by the date that they are due**. Questions that earn 3 points will replace those earning 2 or 1 point in up to three cases.

## Professor for a Day - Minority Mental Health (25%)

This is your opportunity to choose a topic of interest, select the assigned readings, and lead discussion for the day. This will be accomplished in groups of five or fewer students. Twelve class periods will be devoted to student designed and led discussions. On **Feb 4th** we will finalize which students will participate in each group topic. Project requirements include:

1. Identifying **two** recent (no more than 5 years old) journal articles or book chapters to be the assigned readings for your presentation date. I am happy to meet with groups to help identify potential resources. Journal articles should be saved as pdf files and book chapters should be scanned and converted to pdf files. You will submit these by 8 a.m. on **March 4<sup>th</sup>** to [psyc462@gmail.com](mailto:psyc462@gmail.com)
2. Providing a general outline to the instructor, with each member's name on it, prior to the presentation. The outline must roughly identify each member's responsibility or group task(s) and which kind of in-class activity (described below) the group plans to do. These will also be submitted by 8 a.m. on **March 4<sup>th</sup>** to [psyc462@gmail.com](mailto:psyc462@gmail.com)
3. Timing presentations to run approximately 1-1.5 hours in length, including any film clips and the class activity. Groups will have access to the questions submitted by their peers to aid in

facilitating class discussion; however, as with all other DQ due dates, they will not be available until the evening before the presentation.

**In-class activity.** Each group must facilitate one in-class activity in addition to leading the discussion or presenting other material (e.g., videos). An in-class activity is intended to get all of your classmates involved. Examples from previous classes include games of Jeopardy, Taboo, Bingo, etc based on the reading assignments. Students have broken off into groups and proposed solutions to an issue and then asked the instructor to vote on the most innovative solution. Be creative.

Groups are welcome (and even encouraged) to include relevant movie/documentary clips as part of the presentation. However, these should constitute no more than 25%-30% of your overall presentation time. For example, if you present for 1 hour, your media portion(s) should occupy no longer than 15-20 minutes of your allotted time.

I will ask you to evaluate your fellow group member(s) and briefly meet with me to discuss the experience. Therefore, how much you participated in your own group project will also be factored into your participation grade.

### **Reaction Papers (15% each)**

Three reaction papers will be due throughout the course, each worth 15% of your overall grade. These assignments are intended to provide you with an opportunity to immerse yourself more deeply with course content by drawing connections between your own life experiences and the course material. Each reaction paper:

- Should be approx. 1,500 - 1,700 words in length (about 4-6 pgs. double spaced)
- Should contain an additional works cited/references/bibliography page
- Should include your name and student ID on each page
- Should be provided in hard copy (e.g., not e-mailed) *on or before* the due date
- Pages must be stapled together (e.g., not paper clipped, not folded in the corner)

Papers not received, in hard copy form, by the beginning of class on the due date will be considered late. Your grade will drop one increment (e.g., from A to A-, from A- to B+) for every day that your paper is late. **Most importantly, it is your responsibility to read and follow USC guidelines for avoiding plagiarism.** This information can be downloaded and reviewed at: <http://www.usc.edu/student-affairs/SJACS/forms/tig.pdf>

- **Reaction Paper #1:** Defining & Understanding Your Cultural Identity (**due 2/11/13**)
- **Reaction Paper #2:** Sound & Fury: Deaf Culture & Cochlear Implants (**due 3/11/13**)
- **Reaction Paper #3:** PSYC 462 Retrospective (**due 5/01/13**)

### **Final Grades will be determined according to the following breakdown:**

<u>A: 93-100%</u>	<u>B+: 87-89%</u>	<u>C+: 77-79%</u>	<u>D+: 67-69%</u>	<u>F: 59 and below</u>
	<u>B: 83-86%</u>	<u>C: 73-76%</u>	<u>D: 60-66%</u>	
<u>A-:90-92%</u>	<u>B-: 80-82</u>	<u>C-: 70-72%</u>		

Grades for this course will not be altered for any reason other than miscalculation. If you have concerns about your grade in this course, your best approach will include:

- **Organization.** Entering important due dates onto a calendar at the beginning of the semester
- **Time management.** Allowing yourself enough time to complete reading assignments so that you submit your DQs on time. NOTE: there will be upwards of 72 pages of reading (**with an average of 43 pages of reading) per class period.**
- **Advanced planning.** Generate ideas for reaction papers as the class progresses. Keep the reaction paper assignments in mind when you are taking notes on the readings or during class.
- **Cooperation.** Be a good group member, make yourself available to meet early on in the semester, follow-through on tasks to which you have agreed to complete, check in with each other periodically to ensure that everyone is on the same page and work is not being unnecessarily duplicated.
- **Be proactive.** I enjoy getting to know students. Utilize office hours to get additional help, clarify concepts, discuss concerns about the class or your progress, or to chat about graduate school. If you are not available during my regular office hours feel free to request an appointment in advance for a different date/time.

### **Statement for Students with Disabilities**

Any student requesting academic accommodations is required to register with the Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. This information will be kept private. DSP is located in STU 301 and is open 8:30-5:00, M-F. The phone number to DSP is 213-740-0776.

## **Reading and Assignment Schedule**

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### **M-Jan 14: Introduction to Course**

- Class and professor introductions, discuss class expectations, design class contract (guidelines for respectful class discussion), review syllabus, answer questions.

### **W-Jan 16: Basic Concepts**

- Chpt 1. Introduction to Cross-Cultural Psychology (*Keith*), 3-19
- Chpt 2. Ethnocentrism: Seeing the World From Where We Stand (*Keith*), 20-33
- Sue, D.W. (2010). Microaggressions, marginality, and oppression: An introduction. In D.W. Sue (Ed.), *Microaggressions and Marginality: Manifestation, Dynamics, and Impact* (pp. 3-22). New Jersey: John Wiley & Sons Inc.

### **M-Jan 21: (no class, Martin Luther King Jr. birthday observed)**

W-Jan 23: Approaches to Cross-Cultural Research

- Chpt 3. Methodological and Conceptual Issues in Cross-Cultural Research (*Bernard C. Beins*), 37-55
- Chpt 4. Why Diversity Matters: The Power of Inclusion in Research Methods (*Woelf and Hulsizer*), 56-72
- Sears, D. O. (1986). College sophomores in the laboratory: Influences of a narrow data base on social psychology's view of human nature. *Journal of Personality and Social Psychology*, 51(3), 515-530. –we will only be reading the conclusion

M-Jan 28: Identity & Attributions

- Chpt 24. Multiple Dimensions of Human Diversity (*Prieto and Schwatken*), 459-474
- Chpt 25. Cross-Cultural Differences and Similarities in Attribution (*Koenig and Dean*), 475-493
- Chpt 27. Multicultural Identity Development: Theory and Research (*Miller*), 509-523

W-Jan 30: Culture & Aging Around the World: Adolescence to Old Age

- Chpt 6. Cultural Variations in Perceptions of Aging (*Gire*), 110-129
- Aging in other countries and across cultures in the United States, 43-67
- Crockett, L. J. (1999). Cultural, Historical, and Subcultural Contexts of Adolescence: Implications for Health and Development, 23-53.

M- Feb 4: Gender and Sex Roles –**Finalize groups**

- Chpt 11. Women Across Cultures (*Lips and Lawson*), 213-234
- Gorney, C. (2011). Too Young to Wed: The secret world of child brides, *National Geographic*, 1-10.
- Ronald, F. L. (2011). Research in the psychology of men and masculinity using the gender role strain paradigm as a framework. *The American Psychologist*, 66(8), 765- 776.

W- Feb 6: Health, Disorders, & Treatment

- Chpt 13. Cultural Influences on Health (*Gurung*), 259-273
- Chpt 14. Culture and Psychotherapy: Searching for an Empirically Supported Relationship (*Tanaka-Matsumi*), 274-292

- Mossakowski, K.N., Kaplan, L.M., and Terrence, D.H. (2011). Americans' attitudes toward mental illness and involuntary psychiatric medication. *Society and Mental Health, 1*(3), 200-216.

M- Feb 11: Emotion & Well-being - **Reaction Paper #1 due**

- Chpt 18. Happiness Around the World (*Zwolinski*), 344-364
- Class Film: Happy (75 minutes)

W- Feb 13: East Meets West

- Chpt 22. Culture and Theories of Personality: Western, Confucian, and Buddhist Perspectives (*Giordano*), 423-444
- Chpt 23. East Meets West: The Non-Self Versus the Reified Self (*Mosig*), 445-456
- Neff, K.D., Kirkpatrick, K. L., and Rude, S. S. (2007). Self-compassion and adaptive psychological functioning. *Journal of Research in Personality, 41*, 139–154.
- Film Clips: The Dhamma Brothers

M- Feb 18: (no class, President's Day)

W- Feb 20: Secularity & Atheism

- “Nones” on the Rise- One-in-Five Adults Have No Religious Affiliation. Report (10-09-12) was produced by the Pew Research Center's Forum on Religion & Public Life, pp. 1-44 [The full report can be accessed at: <http://www.pewforum.org/unaffiliated/nones-on-the-rise.aspx>]
- Hammer, J.H., Cragun, R.T., Hwang, K., and Smith, J.M. (2012). Forms, frequency, and correlates of perceived anti-atheist discrimination. *Secularism and Nonreligion, 1*, 43-67.
- “Laws Penalizing Blasphemy, Apostasy and Defamation of Religion are Widespread.” Analysis (12-21-12) produced by the Pew Research Center's Forum on Religion & Public Life, pp 1-4.

M- Feb 25: Hip Hop Culture

- Jenkins, T.S. (2011). A beautiful mind: Black male intellectual identity and hip-hop culture. *Journal of Black Studies, 42*(8), 1231-1251.
- Henry, W.J., West, N.M., & Jackson, A. (2010). Hip-hop's influence on the identity development of black female college students: A literature review. *Journal of College Student Development, 51*(3), 237-251.

- Fekadu, M. (August 24, 2012 Friday). Rappers call for end of homophobia in hip- hop. Prince George Citizen (British Columbia), Retrieved from [www.lexisnexis.com/hottopics/lnacademic](http://www.lexisnexis.com/hottopics/lnacademic)
- P.O.S. “De La Souls” from Audition (lyrics)
- Class Film: HIP-HOP: Beyond Beats and Rhymes (61 minutes)

W- Feb 27: Deaf Culture -**No DQ due**

- Chongmin, L. (2012). Deafness and cochlear implants: A deaf scholar’s perspective. *Journal of Child Neurology*, 27(6) 821-823.
- Padden, C. A. (2005). Talking culture: Deaf people and disability studies. *Modern Language Association*, 120 (2), pp. 508-513.
- Peters, S. W. (2007). Cultural awareness: Enhancing counselor, understanding, sensitivity, and effectiveness with clients who are deaf. *Journal of Multicultural Counseling and Development*, 35 (3), 182-190.
- Voices of Deafness Transcripts, 1-4
- Class Film: Sound and Fury (78 minutes)

M- Mar 4: Sexual Minorities, pt 1 - **Group outlines & two readings due**

- Chpt 12. Experiences of Sexual Minorities in Diverse Cultures (*Nguyen Littleford and Kite*), 235-256
- Meyer, I.H. (2010). Identity, stress, and resilience in lesbians, gay men, and bisexuals of color. *The Counseling Psychologist*, 38, 442–454.
- Class Film: Changing Our Minds: The Story of Dr. Evelyn Hooker (77 minutes)

W- Mar 6: Sexual Minorities, pt 2

- Herek, G.M. (2010). Sexual orientation differences as deficits: Science and stigma in the history of American psychology. *Perspectives on Psychological Science*, 5(6), 693–699.
- Fingerhut, A.W., Riggle, E.D.B., and Scales Rostosky, S. (2011). Same-sex marriage: The social and psychological implications of policy and debates. *Journal of Social Issues*, 67 (2), 225-241.
- Horne, S. G., Rostosky, S. S., & Riggle, E. D. B. (2011). Impact of marriage restriction amendments on family members of lesbian, gay, and bisexual Individuals: A mixed-method approach. *Journal of Social Issues*, 67, 358 – 375.

M- Mar 11: Student Presentation - **Reaction Paper #2 due**

W- Mar 13: Student Presentation

M- Mar 18 & W- Mar 20 (*no class, spring break*)

M- Mar 25: Student Presentation

W- Mar 27: Student Presentation

M- Apr 1: Student Presentation

W- Apr 3: Student Presentation

M- Apr 8: TBA (Guest Lecture) - **No DQ due**

W- Apr 10: TBA (Guest Lecture) - **No DQ due**

M- Apr 15: Student Presentation

W- Apr 17: Student Presentation

M- Apr 22: Student Presentation

W- Apr 24: Student Presentation

M- May 29: Student Presentation

W- May 1: Student Presentation - **Reaction Paper #3 due**

M-13: Final Exam (11-1pm) - **Bring Blue Book**