

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Psychology	College/School	Liberal Arts
Prepared by	Janet Schichnes	Phone	474-6163
Email Contact	jcschichnes@alaska.edu	Faculty Contact	Janet C Schichnes

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept  Course #  No. of Credits

COURSE TITLE

**2. ACTION DESIRED:  Check the changes to be made to the existing course.**

Change Course  If Change, indicate below what is changing. Drop Course

NUMBER	<input type="text" value="301"/>	TITLE	<input type="text"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input type="text" value="275"/>	FREQUENCY OF OFFERING		<input type="text" value="Fall &amp; Spring"/>	

\*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)  COURSE CLASSIFICATION

ADD A STACKED LEVEL (400/600)  Dept.  Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

ADD NEW CROSS-LISTING	<input type="text" value="N/A"/>	Dept. & No.	<input type="text"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="text" value="N/A"/>	Dept. & No.	<input type="text"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input style="width: 500px;" type="text"/>			

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities	<input type="checkbox"/>	S = Social Sciences	<input checked="" type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

N/A
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How many times may the course be repeated for credit?

N/A	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

N/A	CREDITS
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6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

*Example of a complete description:*

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)  
3 Credits

Offered As Demand Warrants

Case-study Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. Seven ~~Aberiginal~~ situations Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

**PSY F201 Culture and Psychology (s)**

3 Credits

Offered Fall and Spring

Examines cultural influences on human thought and behavior; interactions of culture and self; multicultural experiences; and intercultural relations. This course p-Presents a survey of both historic and contemporary psychological research and theory on culture with a consideration of unique methodological challenges presented by cross-cultural psychological research. Includes discussion on cross-cultural, multicultural, and cultural perspectives in psychology. Also introduces students to diversity-based clinical and community applications of psychological research. Prerequisites: PSY F101 and PSY 275 or permission of instructor. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

**PSY F301 Culture and Psychology (s)**

3 credits

Offered Fall and Spring

Examines cultural influences on human thought and behavior; interactions of culture and self; multicultural experiences; and intercultural relations. Presents a survey of historic and contemporary psychological research and theory on culture with a consideration of unique methodological challenges presented by cross-cultural psychological research. Prerequisites: PSY 101 and PSY 275 or permission of instructor. (3+0)

8. GRADING SYSTEM: Specify only one.

LETTER:  XX

PASS/FAIL:

9. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impacts are anticipated. This course is already required for psychology majors so allocated resources will be the same (budget, space and faculty).

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes

See attached

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

No other departments will be impacted by this change.

12. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

POSITIVE: Students will be better prepared to engage with the content and subsequent upper division psychology courses. Students will earn upper division credit toward graduation requirement.  
NEGATIVE: No negative impacts expected.

13. JUSTIFICATION FOR ACTION REQUESTED

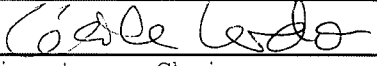
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.


PSY 201 was developed as part of the department's Program Changes (took effect 2013). At that time, the faculty decided to require the course of all its majors and offer it early in the program sequence. Now that it has been taught for five semesters by three instructors, the department faculty has concluded that a 300 level is more appropriate for this material. for the following reasons:

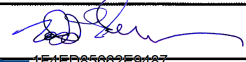
- It is not productive to teach methodological concerns of cross cultural research when students have not studied introductory research methods.
- The course content includes topics drawn from other disciplines (ex. anthropology, geography, sociology, evolutionary biology). Students must integrate material from fields which are unfamiliar to many of them. This requires a level of critical thinking beyond a usual survey course. The diversity issues also require a certain level of maturity.

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**APPROVALS:** (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date	9/8/15
Signature, Chair, Program/Department of:	Cecile Lardon, Psychology	

	Date	December 9, 2015
Signature, Chair, College/School Curriculum Council for:		

	Date	December 10, 2015
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	Date	
Signature of Provost (if applicable)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

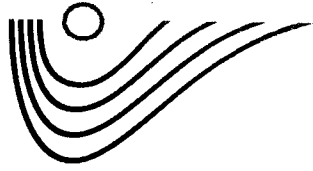
	Date	
Signature, Chair Faculty Senate Review Committee:	<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		



# PSY 301 Culture and Psychology

University of Alaska Fairbanks

Fall 2014

Time: TBA

Room: TBA

Instructor TBA

Office TBA

Phone: TBA

Email: TBA

Office hours: TBA

*If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.*

Margaret Mead

**Course Description:** This course examines cultural influences on human thought and behavior, concepts of interactions of culture and self, multicultural experiences and intercultural relations as well as methodological issues. (3+0)

Prerequisite: PSY 101 and PSY 275

You will gain a better appreciation of how human culture and the human psyche interact. You will explore the following topics: What is culture and where does it come from? What is unique about human culture? How does culture mediate actions, thoughts and emotions? Do culture and the mind exist separately from each other? How well do mainstream Western psychological principles and theories apply to other cultures? How does culture affect beliefs and practices about health, wellness and mental illness? What have we learned and what research would add to our knowledge base? You will develop a better appreciate of how culture mediates your own actions and beliefs and you may be surprised!. Finally, you will gain a greater appreciation, understanding of human diversity.

**Required Textbooks:**

Heine, S. J. (2008). *Cultural Psychology*. New York: W. W. Norton. (Main Text)

Fadiman, Anne (1997) *The Spirit Catches You and Fall Down*. New York: Farrar, Straus and Giroux.

**Recommended:**

Publication Manual of the American Psychological Association (APA).

**Student Learning Objectives**

Psychology as a field tends to focus on Western understanding of beliefs, attitudes and behaviors. However, as our world becomes more interconnected, it is crucial we develop a better appreciation of how other cultures think, feel and behave.:

1. Define, identify and comprehend key concepts in the study of culture through psychology.
2. Identify and comprehend methods of scientific inquiry to explore culture as a psychological phenomenon.
3. Apply key concepts in the psychological study of culture to your own lives, in order to gain insight regarding the effects of culture on yourself and others in our society.
4. Examine social institutions such as educational and health systems from a cross-cultural perspective.
5. Examine the ways physical and mental health beliefs, values and outcomes are influenced by social and cultural factors.
6. Develop increased appreciation for the diversity of cultures and how culture influences behaviors, thoughts, and feelings in a variety of ways.

**Instructional Methods**

The course will employ a variety of instructional formats to facilitate learning, such as: lectures, student presentations, small group activities and discussion, films, written reflections and guest speakers.

**Assignments and Grading**

Grades are assigned on a letter basis (A-F). Points will be assigned as follows:

A = 369-410; B = 328-368; C = 287-327; D = 246-286; F = 245 and below

Tests (3 x 50)	150 points
Final Exam	50 points
Homework Assignments (4 x 15)	60 points
Group Presentation	50 points
International Student Interview	50 points
Paper (Fadiman book)	50 points
	<hr/>
	410 points

**1. Tests (3 x 50 = 150 pts)**

There will be four tests and I will count your three highest scores. Tests will be multiple choice with a few short answers. Since I will drop one test score, **no make ups will be allowed.**

**2. Final Exam (50 pts)**

The final comprehensive exam will be the same format as the tests. If you have taken all four tests, you may substitute one of the tests grades for the final **so no makeups will be allowed.** In other words, you are encouraged to take ALL four tests. Exceptions will only be made in cases of documented emergencies outside the control of the student (ex. death in the family, hospitalization, etc.). Having missed one test is NOT an emergency. Plan ahead for tests and the final. Dates are clearly marked on the syllabus.

**3. Homework Assignments (4 x 15 = 60 pts)**

There are four homework and/or take-home activities to supplement your learning. Details will be distributed in class and posted on BB.

**4. Group Presentations (50 pts)**

You will form groups of 4-5 members and present one chapter from the text book. Students can use the book as their main source but are encouraged to incorporate other reference material. You can be creative in your presentations (use of visual aids, video clips, classroom activities, etc.). You will receive further instruction and a grading rubric.

**5. International Student Interview (50 points)**

Instructions for this assignment will be distributed in class and posted on BB. Late papers will be downgraded 10% the first 24 hours late and 5% each day thereafter.

**DUE: October 29**

**6. Paper (50 pts) “The Spirit Catches You and You Fall Down”**

Choose two individuals from the book and attempt to stand in their shoes. How did each perceive the situations and behaviors of what was happening? Define and apply at least five concepts from the text to support your line of reasoning. You may consider the historical, cultural, psychological and spiritual backgrounds of each person. Compare their perspectives on the same concept.

**Extra Credit Learning Opportunities: (up to a total of 25 points)**

You have the opportunity to earn up to 25 extra credit points. The amount of points awarded will depend on how well you complete the assignment(s). Maximum points are not guaranteed.

- 1. Ch. 1 Quiz** is designed to give you a chance to become familiar with types of questions on the tests/exam and guide your future reading/studying. You may earn up to 10 pts.
- 2. Volunteer for Free Counseling with the Masters Students.**(up to 10 points) Submit a 2-3 page (typed) reaction paper describing the cultural context and components of your experience. Do not discuss your individual issues but how this experience was congruent or not with your culture. Explain your answer. Reference the text or other sources in APA format. Contact Dr. Valerie Gifford to volunteer ( [vmgifford@alaska.edu](mailto:vmgifford@alaska.edu)). You must attend all contracted sessions since the students will be counting on you for their practicum.
- 3. Be a subject in a research project** in the UAF Dept. of Psychology and complete a reaction paper (up to 5 pts). Opportunities and details will be announced when/if they become available.

4. **Movie Review and Reaction Paper (10 pts)** Watch a movie that has a cultural theme/aspect that is different from your own. Identify and apply the cultural differences and at least five psychological concepts from our text that are applicable in supporting your opinion, reaction, analysis. APA format (500 words) and use a minimum two references including the text.

### **Attendance, Course Policies and Class Etiquette**

*“80 percent of success is showing up.” Woody Allen*

- Treat everyone with respect; be civil in your discourse even when you disagree strongly with someone. Everyone should have a chance to be heard. Allow others to speak and do not monopolize a discussion.
- As with every class, you get out of it what you put into it. Although attendance is not required, it will certainly enhance your learning experience. In-class assignments (including tests and activities) **cannot** be made up if you are absent. The grading schema provides a buffer for unavoidable absences.
- **Cell phones and laptops.** NO use of cell phones is permitted. Silence and put away your phones. Under no circumstances should you take calls or read/return texts.

I will allow laptops/tablets for **note taking only; do not access the internet during class.** Use of computers is a privilege, not a right. Abuse of computers during class (ex. movies, games, texting, checking email, etc.) are distracting to me and your neighbors. A class discussion does not include Google!

- Incomplete grades will only be given for documented emergency situations out of your control (ex. family emergency) AND you have completed the majority of the coursework.
- Much of the information regarding assignments, tests and general class information will be posted on Blackboard. Though students will be given advanced notice about changes to the syllabus and assignments, it is YOUR responsibility to keep up to date with Blackboard and check it regularly.

### **Honor code:**

- Students must abide by academic integrity standards as outlined in the Student Code of Conduct found online at <http://www.uaf.edu/catalog/current/academics/regs3.html#/Student> or in the current UAF Catalog. You are encouraged to work together to prepare for activities, tests, homework and projects. However, everything you submit must be your own work or properly cited.
- You will lose all credit for any assignment, test or exam which includes plagiarism or cheating.

### **Student Resources and Support Services**

Take advantage of my office hours or make an appointment if you have concerns or questions. Problems are best addressed early on, so please don't let situations fester.



- **Disability Services:** The Office of Disability Services at UAF implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 Whitaker, 474-7043) to provide reasonable accommodation to students with documented disabilities. If applicable, please make arrangements with me within the first few weeks of classes. If you have any questions about the services available for individuals with documented disabilities, I would be happy to answer them.
- **The Writing Center** (Gr 8<sup>th</sup> floor, 474-5314) will help you prepare and print your papers. Tyler Hoyt, our TA will also be available to help you with any questions you may have about APA style writing and citations. Please visit the **Psychology Dept. Writing Center** on the first floor of Gruening and sign-up for an available time.
- **Student Support Services** (GR 5<sup>th</sup> floor) are available to students who meet federal TRIO guidelines: low-income OR first generation college OR have a documented disability. Services include: 1) free tutorial services; 2) small study groups; 3) academic advising, mentoring, and personal support; 4) direct financial assistance to qualified Pell Grant recipients; 5) use of laptop computers, labs, and other technology resources; and 6) cultural and social engagement. The office is located at 508 Gruening Building, and the phone number is 474-6844. Find out if you are eligible.
- **The Student Health and Counseling Center** is located on the 2<sup>nd</sup> floor of the Whitaker Building (Fire Station) is open Monday – Friday 8 am – 5 pm. **Students enrolled for at least nine credits can receive up to six free counseling sessions.** Call 474-7043 to make an appointment.
- **Veterans Services** at UAF include the Veterans Resource Center located in Eielson 111, the VA certifying officials in Financial Aid, as well as military and veteran points of contact in the offices of Admissions and the Registrar and Career Services. These services are here to foster a smooth transition from military to civilian life. For more information please contact the Veterans Service Officer at 474-2475 or visit Veterans Services on the web  
> (<http://www.uaf.edu/veterans/> or <http://www.facebook.com/UAFVA>)
- **Speaking Center** Students can come to the Speaking Center to receive help in conceiving, organizing, writing, delivering, and refining an individual or group presentation. Student may have their presentations digitally recorded for their own viewing. Students should email [fyspeak@gmail.com](mailto:fyspeak@gmail.com) or call 907-474-5470 to set an appointment.

COURSE CALENDAR

Week One:	Psychology for a Cultural Species
Week Two:	Culture and Human Nature
Week Three:	Cultural Evolution
Week Four:	Methods for Studying Culture and Psychology
Week Five:	Development and Socialization
Week Six:	Self and Personality
Week Seven:	Motivation
Week Eight:	Cognition and Perception
Week Nine:	Interpersonal Attraction, Close Relationships and Groups
Week Ten:	Living in Multicultural Worlds
Week Eleven:	Physical Health
Week Twelve:	Mental Health
Week Thirteen	Morality, Religion and Justice
Week Fourteen	Emotions