

Psychology 462: Culture and Mental Health
Spring 2021

TuTh 10-11:50am

Zoom

Professor: Stan Huey, Ph.D.
Email: hueyjr@usc.edu (best way to contact)
Office Hours: Thurs 8-9:45am (but need to schedule appointments)

Required Readings:

Heine, S.J. (2020). *Cultural Psychology* (4th ed.). New York: Norton.

Readings posted on Blackboard

Course Objectives:

- To provide an introduction to the study of how culture and ethnicity influence human behavior more generally and mental health more specifically.
- Understand the nature and sources of ethnic/cultural differences in behavior and mental health
- To foster creative, critical, and informed thinking about culture, race, ethnicity, and human behavior

Course Mechanics: Readings for this course will consist of book chapters and articles in the areas of culture, ethnicity, and human behavior. Class meetings will consist primarily of lecture, demonstrations, and class discussion.

Although attention will be given to cross-national comparisons, particular emphasis will be on the major ethnic groups in the U.S. (i.e., African Americans, Asian Americans, European Americans, and Latinxs).

Class Expectations: It is to your benefit to keep up with the weekly readings. Also, regular attendance is expected. If you are unable to attend a class, make sure to obtain notes from a classmate. The professor will not provide you with class notes or powerpoint slides.

Evaluation:	Midterm 1	30%
	Midterm 2	30%
	Final Exam	35%
	Participation	5%

Exams. Two in-class midterms will be given. Together, the midterms will account for 60% of your grade. The final exam will not be cumulative, and will account for 35% of your grade. Class attendance and participation will count for 5% of your grade. Your final exam is scheduled for **Tuesday, May 11th, 11am-1pm.**

Missed Exams: If you miss an examination, you will receive a score of zero on that exam. Exceptions to this policy will only be considered in the event of a serious, unavoidable emergency (e.g., a medical emergency). If you miss an exam you must contact the instructor within 24 hours of the exam by telephone, and written proof of the serious emergency (e.g., letter from doctor; copy of police accident report) will be required for an excuse to be considered. If the instructor approves your reason for missing an exam, an alternative make-up exam will be administered. Please note that the following do NOT constitute serious, unavoidable emergencies: oversleeping, intoxication, forgetting about the exam, going to the wrong classroom, distress over a recent break-up with your girlfriend, experiencing a headache, test anxiety, etc.

Final Grade. Course final grades will be determined using the following scale: A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = 59 and below.

Extra Credit: Students will be able to earn up to 3 extra credit points in this course. To earn the maximum extra credit points, students have the option of *either* (1) participating in the psychology department subject pool, or (2) participating in the Joint Educational Project (JEP). The number of points earned will be added to your final point tally for the course.

Subject Pool. The first option involves participation in the USC Psychology Department subject pool. For each subject pool credit, you will earn *half* of a percentage point towards your final point total. Thus, if you have 2 subject pool credits, you will accumulate 1 extra credit point for this class. If you have 4 subject pool credits, you will accumulate 2 extra points for this class. Finally, if you have 6 subject pool credits, you will accumulate 3 extra points for this class. You can earn a *maximum of 3 extra credit points through subject pool participation.* Refer to the documents on Blackboard for more information on subject pool participation. Go to <http://usc.sona-systems.com/> to sign up for subject pool experiments.

Students who choose the subject pool option will *not* receive additional credit by participating in JEP.

JEP. Participating in JEP is a second option for receiving 3 extra credit points. JEP is a service-learning program on campus that allows students to earn extra credit by participating in USC-sponsored community projects. See JEP's website (<http://college.usc.edu/joint-educational-project/>) for more information. If you choose this option, please contact me to discuss further. Students who choose the JEP option will *not* receive additional credit by participating in the subject pool.

Statement for Students with Disabilities: Any student requesting academic accommodations based on a disability is required to register with 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. DSP is located in GFS 120 and is open 8:30 a.m. – 4:30 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Course Readings, By Week:

<u>Week</u>	<u>Date</u>	<u>Chapter</u>	<u>Topic</u>
1	1/19/2021	---	Introduction
	1/21	1	Key Concepts
2	1/26	4	Methods in Cultural Psychology
	1/28	4	Methods in Cultural Psychology
3	2/2	7	Identity and Acculturation
	2/4	6	The Self & Personality
4	2/9	6	The Self & Personality
	2/11	8	Motivation
5	2/16	---	MIDTERM #1
	2/18	8	Motivation
6	2/23	---	TBA
	2/25	9	Cognition
7	3/2	9	Cognition
	3/4	11	Social Influence & Interpersonal Relations
8	3/9	11	Social Influence & Interpersonal Relations
	3/11	10	Emotion
9	3/16	5 (pp.191-198); 7 (pp.268-271); BB	Education
	3/18	---	Education
10	3/23	---	NO CLASS – WELLNESS DAY!
	3/25	---	MIDTERM #2
11	3/30	BB	Bias
	4/1	BB	Bias
12	4/6	13	Physical Health
	4/8	14 (pp.534-556); BB	Mental Health
13	4/13	BB	Mental Health
	4/15	BB	Intervention
14	4/20	14 (pp.557-562); BB	Intervention

	4/22	---	NO CLASS – WELLNESS DAY!
15	4/27	BB	Intervention – Lopez Guest Lecture
	4/29	---	Overview
	5/11	---	FINAL EXAM (11am-1pm)

Note: *BB* = Blackboard (blackboard.usc.edu)

Specific Course Readings

Key Concepts

Textbook (Chapter 1)

Methods

Textbook (Chapter 4)

Payne, B.K. (2006). Weapon bias: Split-second decisions and unintended stereotyping. *Current Directions in Psychological Science*, 15, 287-291.

Vogt, W.P., Gardner, D.C., & Haeffele, L.M. (2012). When to use experimental designs. In W.P. Vogt, D.C. Gardner, & L.M. Haeffele (Eds.), *When to use what research design* (pp. 48-64). New York: Guilford Press.

Identity & Acculturation

Textbook (Chapter 7)

The Self & Personality

Textbook (Chapter 6)

Motivation

Textbook (Chapter 8)

Cognition

Textbook (Chapter 9)

Social Influence & Interpersonal Relations

Textbook (Chapter 11)

Emotion

Textbook (Chapter 10)

Education

Textbook (Chapter 5 [pp. 191-198]; Chapter 7 [pp. 268-271])

Steele, Claude. (2010) *Whistling Vivaldi: And other clues to how stereotypes affect us*. New York: W.W. Norton & Company. (Selected chapters)

Race, Ethnicity, & Bias

Banaji & Greenwald (2013) (Selected Chapters)

Payne, B.K. (2006). Weapon bias: Split-second decisions and unintended stereotyping. *Current Directions in Psychological Science*, 15, 287-291.

Richeson, J.A., & Shelton, J.N. (2007). Negotiating interracial interactions: Costs, consequences, and possibilities. *Psychological Science*, 16, 316-320.

Physical & Mental Health

Textbook (Chapters 13 & 14 [pp. 534-556])

Kutchins, H., & Kirk, S. A. (1997). The enduring legacy of racism in the diagnosis of mental disorders. In H. Kutchins & S. A. Kirk (Eds.), *Making us crazy: DSM: The psychiatric bible and the creation of mental disorders* (pp. 200-237). New York, NY: The Free Press.

Nakash, O., & Saguy, T. (2015). Social identities of clients and therapists during the mental health intake predict diagnostic accuracy. *Social Psychological & Personality Science*, 6(6), 710-717.

TBA

Intervention

Textbook (Chapter 14 [pp. 557-562])

Huey, S.J., Jr., Tilley, J.L., Jones, E.O., & Smith, C.A. (2014). The contribution of cultural competence to evidence-based care for ethnically diverse populations. *Annual Review of Clinical Psychology*, 10, 305-338.

Lopez, S.R., Ribasi, A.C., Sheinbaum, T., Santos, M.M., Benalcazar, A., Garro, L., & Kopelowicz, A. (2020). Defining and assessing key behavioral indicators of the Shifting Cultural Lenses model of cultural competence. *Transcultural Psychiatry*, 57(4), 594-609.

Rogler, L. H., Malgady, R. G., Costantino, G., & Blumenthal, R. (1987). What do culturally sensitive mental health services mean? The case of Hispanics. *American Psychologist*, 42(6), 565-570.

Schulman, K.A, Berlin, J.A., Harless, W., et al. (1999). The effect of race and sex on physicians' recommendations for cardiac catheterization. *New England Journal of Medicine*, 340(8), 618-626.

Schwartz, L.M., Woloshin, S., & Welch, H.G. (1999). Misunderstandings about the effects of race and sex on physician's referrals for cardiac catheterization. *New England Journal of Medicine*, 341, 279-283.

TBA