

PSYC*3350-01, Course Outline: Fall 2016

General Information

Course Title: Cross-Cultural Psychology

Course Description:

Throughout the world, peoples of differing cultural backgrounds are increasingly coming into contact through travel, business, work, temporary and permanent settlement, and information and communication technologies. What happens as a result of their contacts can vary from mutual learning and appreciation to hostility and overt conflict.

This course provides an examination of cultural differences and of individual and group relations within and between culturally diverse societies from psychological perspectives. The course focuses on two equally important issues. First, we will examine how psychology can help to understand and cope with the diversity of our world. Second, we will examine the validity and generalizability of psychological knowledge in a different cultural context. The aim is to facilitate an understanding of the broad cultural similarities and differences that exist across and within societies and organizations.

Credit Weight: 0.50

Academic Department (or campus): Department of Psychology

Semester Offering: Fall 2016

Class Schedule and Location: Tuesdays & Thursdays 11:30am to 12:50, MacKinnon 120

Course website: Please visit regularly the course website at <http://courselink.uoguelph.ca> to obtain important information and materials for this course (e.g., instructions for assignments, lecture slides).

Instructor Information

Instructor Name: Dr. Benjamin Giguère

Instructor Email: bgiguere@uoguelph.ca

Office location: MacKinnon Building Extension (MACK) 4007 (*newer part of MACK, with 4 digit rooms*)

Office hours: Mondays 14:30 to 15:30

Thursdays 14:00 to 15:00

Or by appointment

Course coordinator Information

Name: Mamta Vaswani
 Email: mvaswani@uoguelph.ca

Please note: The course coordinator is the person to contact for issues related to the exams during the semester.

GTA Information

Students with **last names starting with AAA to TBA**, your TA is:

GTA Name: TBA
 GTA Email: TBA
 GTA office location: TBA
 GTA office hours: TBA

Students with **last names starting with TBA to ZZZ**, your TA is:

GTA Name: TBA
 GTA Email: TBA
 GTA office location: TBA
 GTA office hours: TBA

Please note that TA office hours will start during the third week of class.

Course Content

Specific Learning Outcomes:

This course focuses on five primary intended learning outcomes. These primary outcomes will be both taught and assessed. The primary intended learning outcomes for this course are:

1. **Depth and Breadth of Understanding:** Demonstrates knowledge of key concepts in psychology, and integrates that knowledge across disciplinary and disciplinary boundaries. By the completion of this course students are expected to be able to:
 - 1.1. Identify and delineate the concept of culture from a psychological perspective.
 - 1.2. Identify, delineate and understand the core concepts¹ of knowledge generate and mobilization in cross-cultural psychology
 - 1.3. Identify and delineate core concepts of cross-cultural psychology pertaining to child and adolescent development
 - 1.4. Identify and delineate core concepts of the influence of culture on the self
 - 1.5. Identify and delineate core concepts of the influence of culture human perception and cognition.

¹ Core concepts refer to concepts that are recognized as core the field based on a consensus among scholars in the field.

- 1.6. Identify and delineate core concepts and theories pertaining to the influence of culture on the experience and expression of human emotions
 - 1.7. Identify and delineate core concepts and theories pertaining to the influence of culture on human motivation
 - 1.8. Identify and delineate core concepts and theories pertaining to the influence of culture on mental health.
 - 1.9. Identify and delineate core concepts and theories pertaining to the influence of culture on social relationships.
 - 1.10. Identify and delineate core concepts and theories pertaining the advantages and challenges of cultural diversity from a psychological perspective.
2. **Cultural Understanding:** Comprehension of the variety of political, religious, cultural, geographical, biological, environmental and historical forces in psychology. By the completion of this course students are expected to be able to:
 - 2.1. Show awareness of how cultural values influences psychological knowledge.
 - 2.2. Identify similarities and differences across cultures.
 - 2.3. Compare psychological processes across cultures.
 3. **Diversity competence.** A set of cognitive, affective, and behavioural skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. By the completion of this course students are expected to be able to:
 - 3.1. Shows awareness of diverse perspectives
 - 3.2. Acknowledges differences between cultures and what makes them unique and similar.
 - 3.3. Demonstrates mature sense of openness, empathy, and shows evidence of knowledge of different cultures
 4. **Ethical Issues in Research.** Includes the understanding and application of how human and animal rights and cultural relativism applies to ethical decision making in the context of research. By the completion of this course students are expected to be able to:
 - 4.1. Demonstrates sensitivity to the socio-cultural environment in which the research is taking place
 5. **Reading Comprehension.** The understanding of theoretical and empirical literature in psychology. By the completion of this course students are expected to be able to:

Understand and acquire most of the information from sophisticated theoretical and empirical writings in psychology, particularly relevant to cross-cultural psychology, including scholarly articles. Primary intended learning outcomes		How taught	How assessed
1	All lectures; in class activities; readings	Midterms, research report, final exam	
2	Lectures 2, 3, 7, & 8 and associated in-class activities and readings	Related questions on midterms and final exam, & research report	
3	Lectures 2, 3, 21, & 22 and associated in-class activities and readings	Related questions on midterm 1 and final exam, & research report	
4	Lectures 4 & 5 and associated in-class activities and readings	Related questions on midterm 1 & research report	
5	Lectures 4 & 5, Jordan & Zanna reading, and assigned readings discussed in class every week	Related questions on midterms and final exam, & research report	

This course also has nine secondary intended learning outcomes. These secondary outcomes are assumed to have already been acquired (e.g., as part of 1st and 2nd year courses), and as such will not comprise any significant portion of the learning activities of this course. These outcomes will be assessed through related questions on midterm and final exams, and the research report. If you have not mastered these outcomes it is your responsibility to seek out the appropriate resources as soon as possible or to reconsider your enrolment in this course at this time. These secondary intended learning outcomes for this course are:

6. **Personal Organization / Time Management:** An ability to manage several tasks at once and prioritize. Students in this course are expected to:
 - 6.1. Recognize the importance of planning for completion of many tasks.
 - 6.2. Prioritize and complete important or urgent tasks
 - 6.3. Demonstrate personal accountability and responsibility.
7. **Ethical Reasoning,** includes moral maturity; a moral sense of mind behind decision-making. Students in this course are expected to:
 - 7.1. Demonstrate behaviour consistent with academic integrity
 - 7.2. Recognize when something is ethically right or wrong
 - 7.3. Reflect on personal or others' judgment and analyze reasoning or lack of reasoning regarding ethical issues
8. **Problem Solving:** Is a process in which one works through a series of operations to come to a conclusion. Students in this course are expected to:
 - 8.1. Identify issues and create a plan to address the problem using knowledge from psychology.
 - 8.2. Evaluate the appropriateness of different approaches and reject less acceptable methods to solving the problem.
9. **Inquiry and Analysis:** A systematic process of exploring issues, objects and works in psychology through the collection and analysis of evidence that result in informed conclusions or judgments. Students in this course are expected to:
 - 9.1. Find relevant evidence with a critical eye.
 - 9.2. Recognize the importance of supporting statements with evidence.
 - 9.3. Ask in-depth and specific questions regarding psychological material, including reliability of the source, and evaluate it critically.
10. **Methodological literacy:** The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science. Students in this course are expected to:
 - 10.1. Recognize, understand and describe basic research methodologies commonly used in psychology (e.g., random assignment, correlational)
 - 10.2. Evaluate the appropriateness (e.g., strengths, weaknesses) of different methodologies for different questions (e.g., correlational vs. experimental designs in terms of causality inferences)
11. **Quantitative literacy:** Includes numeracy, and competence in working with numerical data. Students in this course are expected to:
 - 11.1. Understand the commonly used forms of numerical data in knowledge generation and mobilization in psychology.
 - 11.2. Demonstrate a basic ability to interpret data in psychology
 - 11.3. Use quantitative data as evidence for a claim.

12. Technological literacy: The ability to select and use appropriate technology relevant to course completion and research reporting. Students in this course are expected to:

- 12.1. Use technology to research and support the retrieval and communication of knowledge (e.g., Courselink, library website).

13. Information literacy: The ability to know when there is a need for information, where to locate it and the ability to identify the value and differences of potential resources in a variety of formats. Students in this course are expected to:

- 13.1. Locate and use information from a variety of resources and formats including books, psychology journals, and journals from related disciplines.
- 13.2. Evaluate relevance and quality of sources used.
- 13.3. Evaluate relevance and quality of psychological information within those sources.

14. Written Communication: The ability to express one's ideas and summarize theory and research through a variety of writing styles (e.g., American Psychological Association [APA] style, term papers, posters). Students in this course are expected to:

- 14.1. Write clearly and demonstrate general psychological knowledge when describing an idea.
- 14.2. Write with appropriate vocabulary, little grammatical, spelling or functional errors.
- 14.3. Know and apply APA style, including proper referencing,

15. Integrative Communication: A mental process that integrates existing psychological knowledge to develop and communicate new knowledge across the curriculum. Students in this course are expected to be able to relate the concepts covered to their personal experiences and interests to aid in the learning process.

Lecture Content:

Lectures will be coordinated with the readings. The schedule for the readings is provided below along with the schedule for the lectures. To genuinely benefit from this course you need to do the readings prior to attending weekly lectures. Otherwise your experience will be mixed. The readings from the textbook will be supplemented with other material. These will be posted on the course website.

Lectures are designed to both complement and supplement the readings. Material not covered in the readings will be presented during the lectures. Lectures are also designed to present links between the different topics we will be covering. This integration of the material is meant to help you create a more unified (and easier to remember) story for the course and to think more critically about psychological research.

A PDF copy of the lecture slides for each lecture, with the copyrighted material removed, will be posted on the course website. Please review the policy regarding course material found in the course policy section of this outline before downloading them.

Week	Lecture	Date	Topic	Assigned Readings
1	1	Sept 8th	Course overview	None
2	2	Sept 13th	What is culture?	Ch 1 + Jordan & Zanna
2	3	Sept 15th	How is culture acquired and modified?	Ch 2 and 3 + Jordan & Zanna
3	4	Sept 20th	Knowledge generation and mobilization in cross-cultural psychology part 1	Ch 4 + Heine et al. 2002
3	5	Sept 22nd	Knowledge generation and mobilization in cross-cultural psychology part 2	Ch 4 + Heine et al. 2002
4	6	Sept 27th	How does culture shape development? Part 1	Ch 5+ Miller, Smith, Zhu & Zhang, 1995
4	7	Sept 29th	How does culture shape development? Part 2	Ch 5 + Miller, Smith, Zhu & Zhang, 1995
5		Oct 4th	Exam 1 20%	
5	8	Oct 6th	How does culture shape who we are and how we see ourselves? Part 1	Ch 6 + Markus & Kitayama, 1991
6	9	Oct 11th	No class—Fall study break	
6	10	Oct 13th	How does culture shape who we are and how we see ourselves? Part 2	Ch 6 + Markus & Kitayama, 1991
7	11	Oct 18th	How does culture shape how we perceive the world and think about it? Part 1	Ch 9+ Kim, 2002
7	12	Oct 20th	How does culture shape how we perceive the world and think about it? Part 2	Ch 9 + Kim, 2002
8	13	Oct 25th	How does culture shape our emotions? Part 1	Ch 10 +Tracy & Matsumoto, 2008
8	14	Oct 27th	How does culture shape our emotions? Part 2	Ch 10 +Tracy & Matsumoto, 2008
9		Nov 1st	Exam #2	
9	15	Nov 3rd	How does culture affect what motivates us? Part 1	Ch 8+ Morling, 2000
Nov. 4th		is the fortieth class day--Last day to drop one semester courses		

Week	Lecture	Date	Topic	Assigned Readings
10	16	Nov 8th	How does culture affect what motivates us? Part 2	Ch 8+ Morling, 2000
10	17	Nov 10th	Mental health Part 1	Ch 14 +Ryder et al., 2008
11	18	Nov 15th	Mental health Part 2	Ch 14 +Ryder et al., 2008
11	19	Nov 17th	Relationships Part 1	Ch 11 + Adams 2005
12	20	Nov 22nd	Relationships Part 2	Ch 11 + Adams 2005
12	21	Nov 24th	Living in a culturally diverse world Part 1	Ch 7 + Verkuyten, 2005
13	22	Nov 29th	Living in a culturally diverse world Part 2	Ch 7 + Verkuyten, 2005
13	22	Dec 1st	TBA	TBA

(may be subject to changes, please consult course website for announcements)

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Exam 1	Oct 4 th , in class during regular class time and location	20%	1, 2, 4, 5
Exam 2	Nov. 1 st , in class during regular class time and location	20%	1, 2, 5
Research report	Nov. 15 th 11:30am; See submission instructions on course website	30%	1, 2, 3, 4, 5
Final exam	December 9th 2016 11:30am to 1:30pm; location TBA	30%	1, 2, 3, 5

Additional Notes:

Exam #1: The exam will contain approximately 20 multiple-choice questions and 2 written answer questions. Questions may be drawn from all the course material covered (e.g., readings, lectures) up to and including the material covered during the previous class. The exam will include questions based on material from the textbook and readings but not covered in class, and on material covered in class but not covered in the textbook and

readings. **Please MAKE SURE YOU HAVE your student ID card, a few sharpened HB pencils and an eraser with you at the exam.**

Exam #2: The exam will contain approximately 20 multiple-choice questions and 2 written answer questions. Questions may be drawn from all the course material covered (e.g., readings, lectures) since the first exam up to and including the material covered during the previous class. The exam will include questions based on material from the textbook and readings but not covered in class, and on material covered in class but not covered in the textbook and readings. **Please MAKE SURE YOU HAVE your student ID card, a few sharpened HB pencils and an eraser with you at the exam.**

Research report: The influence of culture often goes unnoticed, unless we take the time to stop and think about it. The overall aim of the paper is to give you an opportunity to become aware of and to appreciate how the influence of culture on psychology shapes the world around you. Your report must offer thesis for which the rationale is supported by scientific research. That means that your arguments have to be supported by peer-reviewed articles used as primary sources (as opposed to folk explanations and personal opinions; see intended learning outcomes of the course). The report will be a maximum of 2000 words (excluding references).

Instructions for the report will be posted on the course website, along with the marking rubric, please make sure to refer to them. The submission procedure can be found in the instructions posted on the course website.

Final Exam: The exam will contain approximately 30 multiple-choice questions and 3 written answer questions. It will be a cumulative exam, however, the exam will primarily focus on the material covered since the second exam. Questions may be drawn from all the course material covered (e.g., readings, lectures). The exams will include questions based on material from the textbook and readings but not covered in class and on material covered in class but not covered in the textbook and readings. **Please MAKE SURE YOU HAVE your student ID card, a few sharpened HB pencils and an eraser with you at the exam.**

Final examination date and time:

December 9th 2016 11:30am to 1:30pm; Make sure to confirm the date and time of the final exam by visiting the [registrar's website](#). In case of conflicting information, provided in class, on the course website or any other source you MUST follow the instructions provided on the registrar's website.

Final exam weighting:

30%

Course Resources

Required Texts:

Heine, S. J. (2016). *Cultural Psychology (3rd edition)*. New York, NY: W. W. Norton & Company.
ISBN 978-0-393-26398-5

Recommended Texts:

Dunn, D. A. (2011). A short guide to writing about psychology (3rd edition). Toronto, Canada:
Longman/Pearson. ISBN: 978-0-205-75281-2

Lab Manual:

Not applicable.

Other Resources:

Please visit regularly the course website at <http://courselink.uoguelph.ca> to obtain important information and resources for this course (e.g., instructions for assignments, readings, lecture slides).

Field Trips:

Not applicable.

Additional Costs:

Not applicable.

Course Policies

Grading Policies

Please consult the university's [grading procedure](#) found in the undergraduate calendar.
The grading procedure for the research report is provided in the instructions for the report available on the course website.

The time and date for submitting the research report are listed in this course outline. The procedure to submit the research report is indicated in instructions provided on the course website. Late submissions for the report will be penalized 10% of the marking grade per day. Please note that technology issues (e.g., hard drive crashing--make sure to have backups) and leisure travel are not valid reasons for extensions.

Please also note that work submitted for grades may be **screened electronically for academic misconduct**, including breaches of academic integrity and plagiarism.

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

The last date to submit any materials for evaluation for this course is the last day before the final exam period starts, *December 2nd 2016 at 5pm*, with the exception of the final exam, which will be conducted during the final exam period.

Supplemental evaluations/examination

Please note that there is no supplemental evaluation or examination for this course, beyond the credits that are assigned as per the course outline.

Final exam date and time

The official time and date for the final exam will be posted on the [university's registrarial services website](#). In case of conflicting information, provided in class, on the course website or any other source you MUST follow the instructions provided on the university's registrarial services website.

<https://www.uoguelph.ca/registrar/>

Course Policy on Group Work:

Not applicable.

Policy on missed classes and exams

All of the information related to the logistical and administrative components of this course will be communicated during class time. If you miss a class, it is your responsibility to make contact with a fellow student and catch up on what you missed, regardless of whether the absence was justified or not.

If you miss an evaluation (e.g., exam, due date for an assignment) you may wish to seek academic consideration for your absence (e.g., if you believe your absence qualifies for medical or compassionate reasons). Please contact the course instructor as soon as possible if you miss an exam or a due date or if you have an ongoing personal or health issue that will affect your ability to meet any due date or deadline.

Any documentation provided (e.g., doctor's notes) may be verified by different means, including calling the doctor's office for confirmation. See the undergraduate calendar for detailed information on regulations and procedures for Academic Consideration.

Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Policy regarding materials provided by instructor and his designates

The material shared by the course instructor or by his designate (e.g., TA) as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized student and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

Policy on emails

Only questions that can be answered simply, for example by yes or no or with a short sentence, will be answered by email. For longer answers you will most likely receive an email asking you to come and see me.

Emails will usually be answered within 24 to 48 hours during weekdays. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. So do not hesitate to come and see one of us if your email was not answered. The university expects you to check your U of Guelph email account regularly and us to use it to communicate with you.

Policy regarding exam copies

Copies of the exam are loaned to registered students for the duration of the examination only. They remain the property of the course instructor and the University at all times. All copies must be returned to the instructor or his designate at the end of the examination time. They cannot be removed from the examination room under any circumstances, except by the instructor or his designates. All material contained in the exams is copyrighted, and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies**Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration, Appeals and Petitions**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and

students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:
[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible.

For more information, contact [SAS](#) at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#).

Drop date

The last date to drop one-semester courses, without academic penalty, is the fortieth class day.

For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Undergraduate Calendar](#)