

PSYC*3350, Course Outline: Fall 2019

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: 0.5

Academic Department: Psychology

Semester Offering: Fall 2019

Class Schedule and Location: Mondays & Wednesdays 2:30 – 4:00 pm, MCKN 120

Instructor Information

Instructor Name: Kimberley Goh

Instructor Email: kgoh@uoguelph.ca

Office Hours: Mondays & Wednesdays 4:00 - 5:30 pm and by appointment

Location: MacKinnon Extension 4022

Graduate Teaching Assistant (GTA) Information

Elcin Ray

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Rima Hanna

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Office hours by appointment only

Course Content

Learning Outcomes:

Upon successful completion of this course you should be able to:

1. Demonstrate knowledge of key concepts in cross-cultural psychology in terms of variations and similarities of human behaviour, emotion, and beliefs across culture.
2. Be aware of some of your own cultural assumptions and of different cultural perspectives.
3. Engage with people from different cultures and understand and analyze cultural practices and customs.
4. Be able to find relevant information about cross-cultural psychology and evaluate and write a critical review.
5. Present and evaluate information effectively using visually appealing techniques.
6. Work together in a respectful and collaborative manner to complete the Culture Project.

Lecture Content:

Date	Topic	Chapter	Quiz
September 9	Introduction		
September 11	Defining culture	1	
September 16	Cultures, nations, and societies	-	#1
September 18	Challenges with conducting cross-cultural research	2	#2
September 23	Cross-cultural methodology	-	#3
September 25	Who am I? Culture, self, and identity	5	#4
September 30	Enculturation: Culture and social environment	3	#5
October 2	Culture and developmental process	4	#6
October 7	Culture and personality	6	#7
October 9	Cultural influences on cognition	8	#8
October 14	Thanksgiving Holiday – No Class		

Date	Topic	Chapter	Quiz
October 16	Review session for midterm		
October 21	Midterm		
October 23	No class: Time to work on Culture Project & Midterm Reflection		
October 28	Emotion and expression across culture	9	#9
October 30	Language and communication across culture	10	#10
November 4	Culture and gender	7	#11
November 6	Cultural influences on physical health	11	#12
November 11	Culture and mental health	12	#13
November 13	Psychological treatment across culture	13	#14
November 18	No class: Time to work on Culture Project & Course Evaluations		
November 20	Culture and intergroup relations	14	#15
November 25	Culture and organizations	15	#16
November 27	Catch up, wrap up, concluding remarks		
November 29 (FRI)	Review session for final		

Final exam Wednesday, December 11th 7 – 9pm. Room TBA

Course Assignments and Tests:

Assignment or Test (#) Order of details below	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
(6) In-class Quizzes	In class starting Sept 16	12%	LO # 1
(1) Midterm	Oct 21 st in class	15%	LO # 1
(3) Midterm Reflection	Oct 23 rd , 11:59pm	5%	LO # 1 & 2
(4) Culture Project Poster	Nov 17 th , 11:59pm	15%	LO # 2, 3, 4, & 6
(4) Culture Project Paper	Nov 18 th , 11:59pm	15%	LO # 2, 3, 5, & 6
(5) Poster Feedback	Nov 18 th – 24 th , 11:59pm	8%	LO # 5
(2) Final Exam	December 11 th , 2019, 7 – 9pm, Location TBA	25%	LO # 1
(3) Final Reflection	Dec 12 th , 11:59pm	5%	LO # 1 & 2

Additional Notes:

Exam questions will be drawn from a combination of lectures and assigned readings.

(1) Midterm (15%)

Chapters: 1, 2, 3, 4, 5, 6, 8 and lecture materials. Multiple choice and short-answer.

(2) Final exam (25%)

All chapters and lecture materials since the start of the semester. However, the emphasis is on Chapters: 7, 9, 10, 12, 13, 14, & 15 and lecture materials after the midterm. Multiple-choice.

(3) Reflections (10%)

You will submit two reflections—one at the midpoint and end of the semester (worth 5% each). These short reflections (400 words max) are your chance to think critically about and engage with course concepts and content as it relates to you as an individual. Reflection topics could include (but are not limited to): What concepts from the course have resonated with you? Have you made any self-discoveries? How has your experience with the course (lectures, textbook, interactions) been? What is one thing that you learned through this course that you think would be valuable to share with others? While students are expected to maintain a professional tone of writing, references/citations are not required. Reflections are to be submitted on CourseLink by **11:59pm the day they are due. No late exceptions.**

(4) Culture Project: poster and paper (30%)

For this assignment students should work as a pair. Students are required to meet with an individual from another culture (e.g. an international student who is a newcomer to the university or an immigrant) who has lived in Canada for less than a year. We refer to this individual from a different culture as Person X. You and your partner should meet with Person X at least two times. These meetings provide opportunities for learning about each other's culture. Through these meetings students develop some basic knowledge about cultural and individual differences.

In the first or the second meeting, you have to identify a topic that Person X and you and your partner are interested in pursuing. This includes any of the topics that are covered in the course such as, cultural differences in communication, expression of emotion, conformity, family obligations, dating, funeral and/or wedding norms and practices, eating habits, and gender relations. If you are unsure about a topic, you should meet with the instructor and get approval before continuing with the project.

Once students and Person X agree on a topic and have developed some understanding about the nature of the topic in both cultures (i.e., Canada and another country), students have to conduct a literature review examining the psychological research on the specific topic. The focus of the review should be to describe how the particular behaviour, attitude, or emotion is understood in Western culture of Canada and how it is explained and examined in another culture. For example, Person X is from India and you have identified that, in India, family obligations are much stronger than in Canada. As some examples of this, you find that Indian parents often support their children throughout their education (often including university)

until they find stable employment. Reciprocal support between adult children and their parents continues for their full lifetimes. Adult children and their parents may reside together. This allows adult children to support their parents when they get older, and it allows parents to support their adult children in raising their own children. In your paper, you should discuss the relevant literature that explains these tendencies and how fulfilling family obligation is functional in one culture and less so in another.

After you write a draft of your paper, you should meet with Person X and share what you have written with him or her. **The aim of this meeting is to encourage you to avoid seeing such an experience and people from another culture as mere resources available for exploitation in the process of achieving your goal.** Encourage Person X to provide feedback. This experience should be of some benefit to all involved, which requires openness in discussion and negotiation related to needs, purposes, goals, and benefits. By presenting your analysis to Person X, you are providing some validation of your work. Also, be prepared to alter your conclusions if Person X says you have misunderstood or under- or over-emphasized something.

You are required to keep detailed information of every interaction including the date, time, duration, location of the meeting, and any other relevant information. This information should be provided as an appendix to the paper.

The approximate length of the paper is 1500-2000 words (6-10 pages) excluding references and appendices. A shorter version of the paper should be presented as a poster. You and your partner will present one online poster and submit one paper. You and your partner will receive identical grades for this project. The poster must be uploaded on the Peer Assessment Evaluation and Review (PEAR) by **November 17th, 2019 at 11:59 pm** and the paper is due the day after. There is a one-time late penalty of 25% for anything submitted after the due date. The penalty is the same if you submit your poster or paper one day or one week after the due date. **We will not accept anything after the last class.**

The pedagogical reason for this project is to prepare you to actively understand and develop attitudes of acceptance and respect for cultural differences. Once you are able to recognize your own culture-based beliefs, feelings, and behaviour, you can communicate your cultural system to others more effectively. You are also more prepared to understand a different cultural system.

This is a pair project, meaning that, although you may divide the work between you and your partner (in any way that suits you best), both of you are responsible for the project as a whole. Collaboration and teamwork are important skills to be developed—especially in a project that gains value from the unique experiences and perspective that each individual contributes. This also means that you must develop cooperative ways of working together that will ensure an interpersonally positive and intellectually rewarding experience. It is expected that most, if not all, groups will function well; however, unforeseen problems could arise. If they do, let the instructor know as soon as possible.

(5) Poster feedback (8% + 1% bonus mark)

From November 18th to 24th (one week) students have the opportunity to evaluate poster presentations of other students online using PEAR. The criteria for evaluation will be posted on CourseLink and announced in class. Each student should give a grade out of 100 and provide one statement on the strength and one statement on the weakness for each poster. Although it is recommended that you evaluate all the posters, the minimum requirement is 20 posters. These evaluations will remain confidential and the presenters only receive a final mark for the poster that is based on the instructor's (50%), the TAs' (25%), and the students' (25%) grades. All the written comments will be provided to the presenters, anonymously.

If you evaluate less than 20, your online participation mark will be calculated based on the percentage of the posters that you evaluated. E.g. if you evaluate 15 out of 20 posters, you will receive 6 out of 8. You are randomly assigned 20 posters to evaluate. If you evaluate 30 posters or more, you will receive one bonus mark. **All feedback is due by 11:59pm on November 24th.**

(6) In-class quizzes using iClicker (12%)

Sixteen quizzes are administered in class. **Your mark is based on the best 12.** Each quiz is worth 1%. You can only complete these quizzes in class using your "clicker" (information about iClickers will be presented on the first day of class). Each quiz is based on the lecture that is presented on that day. If you do not attend a lecture that contains a quiz or you do not have your clicker with you, **you miss the quiz and there is no make-up for it.** The pedagogical reason for incorporating these quizzes is to increase students' participation and involvement in class and receive feedback from students on their understanding of the material.

You must register your clicker on the course website, using CourseLink. Grades for in-class quizzes will be updated on CourseLink. It is your responsibility to check your grades on CourseLink and inform the instructor ASAP if you have no mark for in-class quizzes. **You have until the last day of class to inform the instructor if your marks for in-class quizzes are not uploaded on CourseLink.** After this date, no changes will be made.

Final examination date and time:

December 11th, 2019, 7 – 9pm. Location TBA

Final exam weighting:

The final exam is cumulative and all material including all the chapters and lecture topics will be included. However, the emphasis will be on the material after the midterm and only 20% of the questions will be from the first half of the semester. The format of the exam is multiple-choice. Please familiarize yourself with [Examination Regulations](#)

Course Resources

Required Texts:

Matsumoto, D. & Juang, L. (2016). Culture & Psychology (6th ed.). Belmont, USA: Thomson Wadsworth.

You are also required to order one iClicker.

Copies of the textbook are available on Reserve in the Library for two hours.

Other Resources:

The lecture notes and additional readings will be accessible through CourseLink. The lecture notes for each week are available at the end of that week. The results of examinations and the grades for all assignments will also be posted and regularly updated on CourseLink. All relevant course messages will be posted on CourseLink. You are responsible to check CourseLink on a regular basis to avoid missing messages that are posted and ensure the accuracy of your grades that are regularly updated on CourseLink.

Course Policies

Grading Policies

If you miss the midterm, you have to provide supporting documentations to get permission for the make-up.

There is no make-up or late submission for in-class quizzes. If you do not attend a lecture that contains a quiz or you do not have your clicker with you, you miss the quiz and there is no make-up for it. Note that you may miss up to four in-class quizzes and still get perfect for in-class quizzes as they are based on the best 12 out of 16 quizzes.

[Undergraduate Grading Procedures](#)

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is not allowed 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 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:

[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 the Student Accessibility Services (SAS) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email accessibility@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 **November 29, 2019**.

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

[Current Undergraduate Calendar](#)