



PSYC*6930, Course Outline: Fall 2020

General Information

Due to the COVID-19 pandemic, this course is offered in an alternative format:
Alternative Delivery synchronous – AD-S Virtual: Tuesdays 2:30-5:20 pm in Virtual Room

Course Title: Community, Culture and Global Citizenship

Course Description:

The purpose of this course is to provide students with a framework for thinking about community and cultural psychological work in the context of global citizenship. The course will cover theory and methods for addressing such issues as community health, poverty and violence, immigration, diversity and acculturation, in an increasingly interconnected, interdependent and globalized world. One of the central themes of the course is how applied social psychology can theorize and intervene at the intersection of individual and social issues.

Credit Weight: 0.5

Academic Department: Psychology

Semester Offering: Fall 2020

Instructor Information

Instructor Name: Prof. Saba Safdar

Instructor Email: ssafdar@uoguelph.ca

As a general rule, I will do my best to answer emails within 2 business days. However, please be more forgiving if it is a weekend or holiday.

Course Content

The course is designed to meet the following Learning Objectives of the University:

- 1) Literacy: The quality of written communication will be a major factor in the assessment of written work.
- 2) Understanding of Forms of Inquiry: A major theme of this course will pertain to the process whereby worthwhile research questions are identified and tackled.
- 3) Depth and Breadth of Understanding: This course will cross several conventional discipline boundaries within the broad areas of psychology, including social, organizational, environmental, political, health, media, and education. Moreover, students will be encouraged to go beyond material discussed in class.
- 4) Independent Thought: Emphasis will be placed on identifying and understanding the basis for current viewpoints and examining challenges to certain theoretical frameworks.

5) Motivation to Learn: This course will be aimed at helping students to reflect on their own learning and education.

Seminar Content:

Dates	Topics & Readings
<p>Week 1 September 15</p>	<p>Introduction: The Impact of COVID-19</p> <ol style="list-style-type: none"> 1. Chenneville, T. & Schwartz-Mette, R. (2020). Considerations for psychologists in the time of COVID-19. <i>American Psychologist</i>, 75(5), 644-654. http://dx.doi.org/10.1037/amp0000661 2. Sibley, C.G. et al. (2020). Effects of the COVID-19 pandemic and nationwide lockdown on trust, attitudes toward government, and well-being. <i>American Psychologist</i>, 75(5), 618-630. http://dx.doi.org/10.1037/amp0000662 3. Xin, M. et al. (2020). Negative cognitive and psychological correlates of mandatory quarantine during the initial COVID-19 outbreak in China. <i>American Psychologist</i>, 75(5), 607-617. http://dx.doi.org/10.1037/amp0000692
<p>Week 2 September 22</p>	<p>Defining Culture and Indigenous psychology</p> <ol style="list-style-type: none"> 1. Allwood, C. M., & Berry, J. W. (2006). Origins and development of indigenous psychologies: An international analysis. <i>International Journal of Psychology: Journal International de Psychologie</i>, 41(4), 243–268. 2. Christopher, J. C., Wendt, D. C., Marecek, J., & Goodman, D. M. (2014). Critical cultural awareness: contributions to a globalizing psychology. <i>American Psychologist</i>, 69(7), 645–655. 3. Hong, Y-Y & Cheon, B.K. (2017). How does culture matter in the face of globalization? <i>Perspectives on Psychological Science</i>, 12(5), 810-823. DOI:10.1177/1745691617700496 4. Poortinga, Y. (2015). Is “culture” a workable concept for (cross-) cultural psychology? <i>Online Readings in Psychology and Culture</i>, 2(1). http://dx.doi.org/10.9707/2307-0919.1139
<p>Week 3 September 29</p>	<p>Immigration & Acculturation</p> <ol style="list-style-type: none"> 1. Berry, J.W. (2013). Immigration, acculturation, and Adaptation (195-211). In E. Tartakovsky (Ed.), <i>Immigration: Policies, Challenges and Impact</i>. Hauppauge, NY: Nova Science Publisher. 2. Van Oudenhoven, J.P., Stuart, J., & Tip, L.K. (2016). Immigrants and ethnocultural groups (134-152). In D. Sam & J.W. Berry (Eds.), <i>The Cambridge Handbook of Acculturation Psychology</i>. Cambridge, Cambridge University Press. 3. Ferguson, G.M., Boer, D., Fischer, R., Hanke, K., Ferreira, M.C., Gouveia, V., et al. (2016). “Get up, stand up, stand up for your rights!” The Jamaicanization of youth across 11 countries through Reggae music? <i>Journal of Cross-Cultural Psychology</i>, 47(4), 581-604.

Dates	Topics & Readings
Week 4 October 6	<p data-bbox="423 195 1094 226">Intercultural Relations & Cross-Cultural Psychology</p> <ol data-bbox="423 268 1414 789" style="list-style-type: none"> <li data-bbox="423 268 1414 464">1. Ashdown, B.K. & Buck, M. (2018). International aid as modern imperialism - what does cross-cultural psychology <i>really</i> have to offer? A commentary on ‘the positive role of culture: What cross-cultural psychology has to offer to developmental aid effectiveness research by Symen A. Brouwers’. <i>Journal of Cross-Cultural Psychology</i>, 49(4), 545-553. <li data-bbox="423 474 1414 585">2. Brouwers, S. A. (2018). The positive role of culture: What cross-cultural psychology has to offer to developmental aid effectiveness research. <i>Journal of Cross-Cultural Psychology</i>, 49(4), 519-534. <li data-bbox="423 596 1414 789">3. Chaudhary, N. (2018). Cross-cultural psychology as a solution to global inequality: Optimism, overconfidence, or naivete? A commentary on ‘the positive role of culture: What cross-cultural psychology has to offer to developmental aid effectiveness research’ by Symen A. Brouwers. <i>Journal of Cross-Cultural Psychology</i>, 49(4), 535-544.
October 9-13	Fall Break
Week 5 October 20	<p data-bbox="423 940 951 972">Health Behaviour, Intervention Programs</p> <ol data-bbox="423 1014 1414 1367" style="list-style-type: none"> <li data-bbox="423 1014 1414 1125">1. Kirmayer, L. J. (2006). Beyond the “new cross-cultural psychiatry”: cultural biology, discursive psychology and the ironies of globalization. <i>Transcultural Psychiatry</i>, 43(1), 126–144. <li data-bbox="423 1136 1414 1283">2. Kirmayer, L. J., Brass, G. M., & Tait, C. L. (2000). The mental health of Aboriginal peoples: transformations of identity and community. <i>Canadian Journal of Psychiatry. Revue Canadienne de Psychiatrie</i>, 45(7), 607–616. <li data-bbox="423 1293 1414 1367">3. Summerfield, D. (2012). Afterward: Against “global mental health.” <i>Transcultural Psychiatry</i>, 49 (3-4), 519-530. DOI: 10.1177/1363461512454701
Week 6 October 27	<p data-bbox="423 1402 516 1434">Racism</p> <ol data-bbox="423 1476 1414 1875" style="list-style-type: none"> <li data-bbox="423 1476 1414 1623">1. David, E. J. R., Schroeder, T. M., Fernandez, J. (2019). Internalized racism: A systematic review of the psychological literature on racism’s most insidious consequence. <i>Journal of Social Issues</i>, Vol. 75 (4), pp. 1057--1086 doi: 10.1111/josi.12350 <li data-bbox="423 1633 1414 1745">2. Karmali, F. et al. (2019). I don’t see race (or conflict): Strategic descriptions of ambiguous negative intergroup contexts. <i>Journal of Social Issues</i>, Vol. 75 (4), pp. 1002--1034 doi: 10.1111/josi.12353 <li data-bbox="423 1755 1414 1875">3. Kovera, M.B. (2019). Racial disparities in the criminal justice system: Prevalence, causes, and a search for solutions. <i>Journal of Social Issues</i>, Vol. 75 (4), pp. 1139--1164 doi: 10.1111/josi.12355
Week 7	Reproductive Justice

Dates	Topics & Readings
November 3	<ol style="list-style-type: none"> 1. Avery, L. R. & Stanton, A. G. (2020). Subverting the mandates of our methods: Tensions and considerations for incorporating reproductive justice frameworks into psychological science. <i>Journal of Social Issues, Vol. 76 (2)</i>, pp. 447--455 doi: 10.1111/josi.12386 2. Grabe, S. & Ramirez, D. R. (2020). Reproductive justice: The role of community-based organization participation in reproductive decision-making and educational aspirations among women in Nicaragua. <i>Journal of Social Issues, Vol. 76 (2)</i>, pp. 391--415 doi: 10.1111/josi.12377 3. Rigga, D. W. & Bartholomaeus, C. (2020). Toward trans reproductive justice: A qualitative analysis of views on fertility preservation for Australian transgender and non-binary people. <i>Journal of Social Issues, Vol. 76 (2)</i>, pp. 314--337 doi: 10.1111/josi.12364
Week 8 November 10	Review of Critical Paper No Seminar
Week 9 November 17	<p>What Is “Community”?, Relationship between the individual and the social, Conceptual framework</p> <ol style="list-style-type: none"> 1. Biesta, G., & Cowell, G. (2012). How is community done? Understanding civic learning through psychogeographic mapping. <i>International Journal of Lifelong Education, 31(1)</i>, 47–61. 2. Jewkes, R., & Murcott, A. (1996). Meanings of community. <i>Social Science & Medicine, 43(4)</i>, 555–563. 3. Young, I. M. (1986). The Ideal of Community and the Politics of Difference. <i>Social Theory and Practice, 12(1)</i>, 1–26.
Week 10 November 24	<p>Community Psychology</p> <ol style="list-style-type: none"> 1. Campbell, C., & Murray, M. (2004). Community health psychology: promoting analysis and action for social change. <i>Journal of Health Psychology, 9(2)</i>, 187–195. 2. Nelson, G., Lavoie, F., & Mitchell, T. (2007). The History and Theories of Community Psychology in Canada. In S. M. Reich, M. Riemer, I. Prilleltensky, & M. Montero (Eds.), <i>International Community Psychology</i> (pp. 13–36). New York: Springer US. 3. Silka, L. (2018). Adding a community focus to the psychological investigation of immigration issues and policies. <i>Journal of Social Issues, Vol. 74 (4)</i>, pp. 856--870 doi: 10.1111/josi.12302
Week 11 December 1	Gender, Diversity, Violence

Dates	Topics & Readings
	<ol style="list-style-type: none"> 1. Baumeister, R.F. & Vohs, K.D. (2012). Sexual economics, culture, men, and modern sexual trends. <i>Society</i>, 49(6): 520-524. DOI 10.1007/s12115-012-9596-y 2. Eagly, A. H. (2018). The shaping of science by ideology: How feminism inspired, led, and constrained scientific understanding of sex and gender. <i>Journal of Social Issues</i>, Vol. 74 (4), pp. 871--888 doi: 10.1111/josi.12291 3. Gibbons, J.L. & Luna, S.E. (2015). For men life is hard, for women life is harder: Gender roles in Central America (307-326). In S. Safdar & N. Kosakowska-Berezecka (Ed.). <i>Psychology of Gender Through the Lens of Culture, Theories and Applications</i>. New York: Springer Publisher.
Week 12 December 3	<p>Globalization & Psychology</p> <ol style="list-style-type: none"> 1. Breckenridge, J.N. & Moghaddam, F.M. (2012). Globalization and a conservative dilemma: Economic openness and retributive policies. <i>Journal of Social Issues</i>, Vol. 68 (3), pp. 559--570 2. Carolissen, R. (2012). "Belonging" as a theoretical framework for the study of psychology and globalization. <i>Journal of Social Issues</i>, Vol. 68 (3), pp. 630--642 3. Marsella, A. (2012). Psychology and Globalization: Understanding a Complex Relationship. <i>The Journal of Social Issues</i>, 68(3), 454--472.

Course Assignments and Tests:

Students are expected to focus on theory and research in community and cultural psychology in their writing and presentation.

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Seminar Presentation	TBD	30	2, 3, & 4
Seminar Participation	TBD	10	2, 3, & 5
Journal Writings	Weeks 2 & 11	20	1, 3, & 4
Critical Review Paper	Weeks 7 & 12	40	1, 3, & 4

Additional Notes:

(1) Seminar Presentation (30%). Each student will present a topic selected from the course outline. Presentations will involve three components: (1) presenting a brief commentary on the readings assigned for that week; (2) description of key methodology and results; (3) critical assessment of the conclusions and the contribution of the paper to our understanding of the field. In addition, presenters also should develop a set of questions on the readings and lead discussion in class. Constructing the big picture is a crucial element of presenting the material.

It is also expected that the presenter expands upon the topic of the seminar by adding one new article to the list of the readings. Full reference of the article should be provided to the class at least a week in advance. The new article should be published in the last 5 years (2015 or later).

For each topic the presenter should discuss why the topic is important globally and discuss the topic within the Canadian society.

The grade for the seminar presentation is based on the instructor's (75%) and the peer's (25%) evaluation. Students should submit their qualitative and quantitative evaluation of the presenter only to the instructor at the end of the seminar or within 24 hours after the presentation.

(2) Seminar Participation (10%). Students are expected to attend virtual class each week and participate in weekly seminar discussions. These questions will be the basis of discussion and critical reviews of the weekly readings. I expect class discussions to be wide ranging and involve critical evaluations of the readings. It is expected that all the students construct commentaries and reflect on the readings. The seminar participation grade is based partly on class participation and partly on submission of grades and feedback for peer evaluation.

(3) Journal writing (20%). Students have to submit two reflective papers, each worth 10%. The first paper is a reflection on your learning plan. You are encouraged to develop an active learning schedule that reflects your interest in any particular topics of the course. In this paper, you should answer three questions: A) What do you expect to get out of this course? B) How are you going to achieve your goal? How do you currently understand the connections between community, culture and global citizenship? Due date is second week of the course.

In the second paper, you should critically examine your learning process. In this paper, you should address three issues: A) Describe the change in your level of insights into topics of interests. B) Describe some of the challenges in your learning process. C) What were the most and least effective methods in increasing your engagement with the topic? D) How has your understanding of the connections between A, B and C changed, if at all, over the course of semester? Due date is 11th week of the course (at the end of the seminar).

Half of your grade is based on submission (5%) and half will be based on writing a critically reflective learning plan, engagement with the process, examples of experiential and deep learning, and suggestions on how to develop such learning.

(4) Critical Review Paper (40%). The review paper should consist of a critical review of some of the relevant scholarly literature on a selected topic from course outline. The topic of your critical review paper should be different from the topic of your presentation. In the paper, you should discuss selected literature within a particular topic (e.g., gender inequality across culture). You should provide a review of the literature, critically analyze the empirical studies, and give suggestions regarding future work. It is hoped that the reviews will be an opportunity for students to pursue topics, or questions, that are of interest to them. The word limit for each review paper is between 2500 to 3000 words, double spaced pages, excluding references. The first submission of the critical paper is due on Week 7 (at the end of seminar). The instructor anonymizes students' papers and sends them to two other students for review. Therefore, each student receives feedback on their paper from two reviewers. Students are

expected to incorporate the feedback they received from the two reviewers before submitting the second version of their critical paper to the instructor which is due on Week 12 (at the end of the seminar). The final submission should include two documents, 1) the critical review manuscript; 2) a document outlining how and where in the manuscript the comments of the reviewers are addressed.

More information about the critical review paper is provided at the end of the course outline.

Course Resources

Required Texts:

A list of topics is presented under 'Course Topics' with list of readings (mostly journal articles) corresponding to each topic.

Course Policies

Grading Policies

If you miss a class or an assignment, please inform me as soon as possible. You may present your seminar presentation at an alternative time without a penalty if you inform me in advance. However, there is a penalty for late submission of the Critical Review Paper. Failure to submit first draft of the paper will result in a 10% penalty off the final paper grade. Late penalty for submitting the final paper is 5% for every 24 hours. [Graduate Grade interpretation](#) Please note that these policies are binding unless academic consideration is given to an individual student.

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

Electronic recording of virtual classes is 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.

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. See the academic calendar for information on regulations and procedures for

[Grounds for Academic Consideration](#)

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 [Graduate Calendar](#):

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](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the [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 4th, 2020. For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#)

Additional Course Information

Critical Review Paper

Each student is expected to review TWO papers, using the criteria provided at the end of this section. There is no class during week 8 so that students can perform peer review during this time. Students will provide both qualitative and quantitative feedback in their reviews. The quantitative feedback will assign a grade to the paper, which is worth 10% of the final grade (5% per review). Peer review feedback is due during week 9 (at the end of seminar). You will have two weeks to generate a final draft of your term paper following receipt of your peer reviews. The final draft of the term paper is due during week 12 (at the end of seminar). Dr. Safdar will grade the final draft of the term paper, and it is worth 30% of your final grade. Cumulatively, all graded components of the term paper are worth 40%.

Please note that course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of

academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2014/15 Undergraduate Calendar states: "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" (p. 31).

I may use Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing 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.

Term Paper Marking Scheme

Student Name: _____

Paper Topic: _____

Introduction and Topic Definition

Answers the question: “Is the topic clearly defined and introduced, and is it narrow enough for an article of this length?”

- Is the main research question clearly defined, with the topic sufficiently focused to be covered by the scope of the paper?

1	2	3	4	5
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- Are the papers that comprise the cluster of publications introduced and briefly described, with an outline of the contents to follow provided?

1	2	3	4	5
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Critique

Answers the question: “Has the cluster of research publications been critically evaluated, and are the arguments supported by evidence from authoritative sources?”

- Is the original contribution represented by each piece of work discussed?

1	2	3	4	5	6	7	8	9	10
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- Is it clear how the studies complement (and possibly build on) one another?

1	2	3	4	5	6	7	8	9	10
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- Are there frequent associations made to show relationships between studies?

1	2	3	4	5	6	7	8	9	10
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- Are the strengths and the weaknesses of the various studies identified?

1	2	3	4	5	6	7	8	9	10
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- Does the author incorporate details, facts and other supporting evidence appropriately?

1	2	3	4	5	6	7	8	9	10
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Conclusion

Answers the questions: “Is the information presented in the critique effectively summarized, and are logical next steps in the research presented?”

- Does the student provide a brief summary or concluding remarks at the end of the paper?

1	2	3	4	5
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- Are there suggestions for future research?

1	2	3	4	5
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Clarity & Organization

Answers the questions: “Is the information organized in a logical, easy-to-follow sequence, and is the article written in the scientific style?”

- Are there any grammar, spelling punctuation, etc. mistakes?

1	2	3	4	5
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• Is the paper well organized and does it follow a logical train of thought?

1	2	3	4	5
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• Is the writing concise? Are the sentences short and to the point, or long and convoluted?

1	2	3	4	5
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• Is the language appropriate? Does the author use appropriate scientific and academic terminology? Were the important terms appropriately defined?

1	2	3	4	5
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References

Answers the question: “Are the selected references appropriate given the stated research question, and do they conform to the American Psychological Association (APA) style?”

• Do the selected references comprise a logical cluster of publications?

1	2	3	4	5
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• Did the student reference all relevant citations, and use the appropriate citation style, throughout the paper (APA)?

1	2	3	4	5
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Total _____ /100

Qualitative Comments

In this section, you will provide detailed comments on three aspects of the paper. These are:

(1) Commendations – comment on what you see as being the strengths of the paper and what was done well.

(2) Recommendations – comment on at least one aspect of the paper that you think is in need of improvement and give suggestion on how this might be accomplished.

(3) Corrections – If you felt that some aspect of the paper was done incorrectly and that the critical paper requirements were not met in some way, comment on the error and make suggestion.

Feedback on Peer Presentations

Name: _____

DATE: _____

PRESENTER: _____

Total: _____

TOPIC: _____

Please use this feedback form to give comments to the presenters. Feel free to comment on other points important to you.

Circle your rating: Strongly disagree = 1; Strongly agree = 10

A: Content

1. Previous work (theory and research) was suitably selected and evaluated:

1 2 3 4 5 6 7 8 9 10

2. The presenters considered the implications of their material for research and practice/application.

1 2 3 4 5 6 7 8 9 10

B: Presenters' Knowledge of Subject Matter

3. Demonstrated an in-depth understanding of the subject matter, a good grasp of the issues and material:

1 2 3 4 5 6 7 8 9 10

4. Provided thoughtful and appropriate responses to comments and questions:

1 2 3 4 5 6 7 8 9 10

C: Organization

5. The sequence and grouping of material was logical and coherent:

1 2 3 4 5 6 7 8 9 10

6. The material was well integrated across the different segments and presenters:

1 2 3 4 5 6 7 8 9 10

D: Overall Presentation/Delivery

7. The presenter made the subject interesting; kept the attention of the audience, and stimulated discussion:

1 2 3 4 5 6 7 8 9 10

8. Ideas and arguments were clearly formulated; information was made understandable to the audience:

1 2 3 4 5 6 7 8 9 10