



PSYC*6930, Course Outline: Fall 2024

General Information

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 2024

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
Week 1 September 9	Defining Culture <ol style="list-style-type: none"> 1. Beugelsdijk, S. & Welze, C. (2018). Dimensions and dynamics of national culture: Synthesizing Hofstede with Inglehart. <i>Journal of Cross-Cultural Psychology</i>, 49,10, 1469–1505 2. 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 3. 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
Week 3 September 16	Immigration & Acculturation <ol style="list-style-type: none"> 1. Bierwiazzonek, K. & Kunst, J. R. (2021). Revisiting the Integration Hypothesis: Correlational and Longitudinal Meta-Analyses Demonstrate the Limited Role of Acculturation for Cross-Cultural Adaptation. <i>Psychological Science</i>, 32(9). 1476-1493 2. Grigoryev, D., Berry, J.W., Stogianni, M., Nguyen, A-M. D., Bender, M., & Benet-Martínez, V. (2023). The integration hypothesis: A critical evaluation informed by multilevel meta-analyses of three multinational datasets. <i>International Journal of Intercultural Relations</i>, 97, 101897, https://doi.org/10.1016/j.ijintrel.2023.101897 3. Ward, C. (2024). Down the rabbit hole: Acculturation, integration and adaptation. <i>International Journal of Intercultural Relations</i>, 100, 101978, https://doi.org/10.1016/j.ijintrel.2024.101978
Week September 23	Intercultural Relations <ol style="list-style-type: none"> 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. 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. 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.
Week 4 September 30	COVID-19

	<ol style="list-style-type: none"> 1. Luk, J. W., Stangl, B. L., Schwandt, M. L., Gunawan, T., Joseph, P. V., Momenan, R., Goldman, D., Diazgranados, N., & Ramchandani, V. A. (2023). A person-centered approach to capture health disparities and multidimensional impact of COVID-related stressors. <i>American Psychologist</i>, 78(3), 321–332. https://doi.org/10.1037/amp0001044 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
Week 5 October 7	<p>Health</p> <ol style="list-style-type: none"> 1. Carpenter, B. D., Gatz, M., & Smyer, M. A. (2022). Mental health and aging in the 2020s. <i>American Psychologist</i>, 77(4), 538–550. https://doi.org/10.1037/amp0000873 2. Gone, J. P., Hartmann, W. E., Pomerville, A., Wendt, D. C., Klem, S. H., & Burrage, R. L. (2019). The impact of historical trauma on health outcomes for indigenous populations in the USA and Canada: A systematic review. <i>American Psychologist</i>, 74(1), 20–35. https://doi.org/10.1037/amp0000338 3. Krendl, A.C. & Pescosolido, B.A. (2020). Countries and Cultural Differences in the Stigma of Mental Illness: The East–West Divide. <i>Journal of cross-cultural psychology</i>, 51 (2), 149-167.
October 11-15	Fall Break
Week 6 October 21	<p>Racism</p> <ol style="list-style-type: none"> 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 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 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 October 28	<p>Reproductive Justice</p> <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</i>, Vol. 76 (2), pp. 447--455 doi: 10.1111/josi.12386

	<ol style="list-style-type: none"> 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</i>, Vol. 76 (2), 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</i>, Vol. 76 (2), pp. 314--337 doi: 10.1111/josi.12364
Week 8 November 4	Review of Critical Paper No Seminar
Week 9 November 11	<p>Political psychology</p> <ol style="list-style-type: none"> 1. García Coll, C., & Marks, A. K. (2017). Missing developmental and sociocultural perspectives: Comment on the “Psychology of Terrorism” special issue (2017). <i>American Psychologist</i>, 72(7), 701–702. https://doi.org/10.1037/amp0000211 2. Gelfand, M.J., LaFree, G., Fahey, S., & Feinberg, E. (2013). Culture and Extremism. <i>Journal of Social Issues</i>, 69, 3, 2013, 495—517 3. Pfundmair, M., Wood, N.R., Hales, A., Wesselmann, E.D. (2024). How social exclusion makes radicalism flourish: A review of empirical evidence. <i>Journal of social issues</i>, 80(1), 341-359. DOI: 10.1111/josi.12520
Week 10 November 18	<p>Community Psychology</p> <ol style="list-style-type: none"> 1. Munger, F., MacLeod, T., & Loomis, C. (2016). Social Change: Toward an Informed and Critical Understanding of Social Justice and the Capabilities Approach in Community Psychology. <i>American Journal of Community Psychology</i>. 57, 171-180. DOI 10.1002/ajcp.12034 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</i>, Vol. 74 (4), pp. 856--870 doi: 10.1111/josi.12302
Week 11 November 25	<p>Gender</p> <ol style="list-style-type: none"> 1. 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 2. Kollmayer, M., Schober, B., & Spiel, C. (2018) Gender stereotypes in education: Development, consequences, and interventions, <i>European Journal of Developmental Psychology</i>, 15:4, 361-377, DOI: 10.1080/17405629.2016.1193483

	<p>3. Kosakowska-Berezecka, N., Besta , T., Jurek , P., Olech , M. Sobiecki , J., Bosson , J., Vandello, J., Best , D., Zawisza , M., Safdar , S., Włodarczyk , A., Żadkowska, M. (2024). Towards Gender Harmony Dataset: Gender Beliefs and Gender Stereotypes in 62 Countries. <i>Nature: Scientific Data</i>. 11:392 (1-8). https://doi.org/10.1038/s41597-024-03235-x</p>
<p>Week 12 November 28 or 29</p>	<p>Globalization</p> <ol style="list-style-type: none"> 1. Chaudhary, N. (2018). Cross-Cultural Psychology as a Solution to Global Inequality: Optimism, Overconfidence, or Naiveté?: 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 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. Hamedani, M.G., Markus, H.R., Hetey, R.C., & Eberhardt, J.L. (2024). We Built This Culture (so We Can Change It): Seven Principles for Intentional Culture Change. <i>American Psychologist</i>, 79, 3, 384–402. https://doi.org/10.1037/amp0001209

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. The presentation will consist of three key components:

- Commentary on Readings**: Provide a brief overview of the assigned readings for the week.
- Methodology and Results**: Describe the key methodologies used and the results obtained.

C. **Critical Assessment:** Critically evaluate the conclusions and discuss the paper's contribution to our understanding of the field.

Additionally, presenters should formulate a set of discussion questions based on the readings and lead the class discussion. A crucial element of the presentation is constructing the "big picture" to contextualize the material.

Presenters are also expected to expand on the seminar topic by adding a new article to the reading list. The selected article should be published within the last 5 years (2019 or later), and the full reference must be provided to the class at least one week in advance.

For each topic, presenters should address the global significance of the topic and explore its relevance within Canadian society.

The grade for the seminar presentation will be based on evaluations by the instructor (75%) and peers (25%). Students should submit both qualitative and quantitative evaluations of the presenter 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 class each week and actively engage in seminar discussions. Participation is evaluated based on critical engagement with the weekly readings. All students are expected to prepare commentaries and reflections on the assigned readings.

The seminar participation grade is composed of two parts:

- **Class Participation (5%):** Active involvement in discussions during class.
- **Peer Evaluation Submission (5%):** Timely submission of grades and feedback for peer evaluations.

(3) **Journal Writing (20%):** Students are required to submit two reflective papers, each worth 10%.

A. **First Paper:** This paper is a reflection on your learning plan. You are encouraged to develop an active learning schedule that aligns with your interests in specific course topics. In this paper, you should address the following questions:

- a. What do you expect to gain from this course?
- b. How do you plan to achieve your goals?
- c. How do you currently understand the connections between community, culture, and global citizenship?

Due Date: End of the second week of the course.

B. **Second Paper:** This paper requires you to critically examine your learning process.

Address the following issues:

- a. Describe any changes in your understanding of topics of interest.
- b. Outline the challenges you faced during your learning process.
- c. Identify the most and least effective methods in increasing your engagement with the material.
- d. Discuss how your understanding of the connections between community, culture, and global citizenship may have changed over the semester.

Due Date: End of the 11th week of the course (at the conclusion of the seminar).

Grading: Half of your grade (10%) will be based on timely submission, and the other half (10%) will be based on the quality of your critically reflective learning plan. This includes your engagement with the learning process, examples of experiential and deep learning, and suggestions for further development.

(4) **Critical Review Paper (40%)**: The critical review paper should offer a thorough examination of relevant scholarly literature on a selected topic from the course outline. The topic for your critical review must differ from that of your presentation. In your paper, you should:

- A. **Literature Review**: Provide an overview of the selected literature within a particular topic (e.g., gender inequality across cultures).
- B. **Critical Analysis**: Critically analyze the empirical studies, identifying strengths, weaknesses, and gaps.
- C. **Future Directions**: Offer suggestions for future research on the topic.

This assignment is designed to give students the opportunity to explore topics or questions of personal interest. The paper should be between 2,500 to 3,000 words, double-spaced, excluding references.

Submission Process:

- **First Submission**: Due in Week 7 (at the end of the seminar). The instructor will anonymize the papers and distribute them to two other students for peer review. Each student will receive feedback from two reviewers.
- **Final Submission**: After incorporating the feedback, submit the revised version of your critical paper by Week 12 (at the end of the seminar). The final submission should include:
 - A. The revised critical review manuscript.
 - B. A document detailing how and where the reviewers' comments were addressed.

More information about the critical review paper will be 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 seminars 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 Centre for Students with Disabilities as soon as possible.

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

Course Evaluation Information

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

Drop date

Please consult the undergraduate calendar for the last date to drop one-semester courses, without academic penalty. For regulations and procedures for Dropping Courses, [Schedule of Dates in the Academic Calendar](#). [Current Graduate Calendar](#)

Additional Course Information

Critical Review Paper

Each student is required to review two papers, using the criteria provided at the end of this section. Week 8 is designated as a no-class week to allow students time for peer review. In your reviews, you should provide both qualitative and quantitative feedback. The quantitative feedback will include a grade for each paper, contributing 10% to your final grade (5% per review). Peer review feedback is due by the end of Week 9 (at the conclusion of the seminar). Following receipt of your peer reviews, you will have about two weeks to revise and finalize your term paper. The final draft is due by the end of Week 12 (at the conclusion of the seminar). Dr. Safdar will grade the final draft, which will account for 30% of your final grade. Altogether, the graded components of the term paper constitute 40% of your final grade.

Please note that course instructors may use software to detect plagiarism or unauthorized copying of student assignments. I may use Turnitin.com to identify possible plagiarism, unauthorized collaboration, or copying, as part of ongoing efforts to prevent academic misconduct in the College of Social and Applied Human Sciences. A significant benefit of Turnitin is that it allows students to educate and empower themselves in avoiding plagiarism. In this course, you are encouraged to screen your assignments through Turnitin as many times as you wish before the due date. The system will generate reports that show where you have properly or improperly referenced outside sources and materials in your assignment.

Term Paper Marking Scheme

Student Name: _____

Paper Topic: _____

1. Introduction and Topic Definition

Assesses whether the topic is clearly defined, appropriately narrowed, and well-introduced for the scope of the paper.

- **Clarity of Research Question**

Is the main research question clearly defined, and is the topic sufficiently focused to fit the length of the paper?

1	2	3	4	5
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- **Introduction of Papers**

Are the papers in the cluster introduced and briefly described, with an outline of the content to follow?

1	2	3	4	5
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2. Critique

Assesses whether the research publications are critically evaluated and arguments are supported by authoritative evidence.

- **Original Contribution**

Is the original contribution of each piece of work discussed?

1	2	3	4	5
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- **Complementarity of Studies**

Is it clear how the studies complement and build on each other?

1	2	3	4	5
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- **Strengths and Weaknesses**

Are the strengths and weaknesses of the various studies identified?

1	2	3	4	5
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- **Use of Evidence**

Does the author appropriately incorporate details, facts, and other supporting evidence?

1	2	3	4	5
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3. Conclusion

Assesses whether the critique is effectively summarized and logical next steps in the research are presented.

- **Summary and Concluding Remarks**

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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- **Suggestions for Future Research**

Are there suggestions for future research?

1	2	3	4	5
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4. Clarity & Organization

Assesses whether the paper is logically organized, well-written, and adheres to scientific style.

- **Grammar and Mechanics**

Are there any grammar, spelling, punctuation, or other mechanical errors?

1	2	3	4	5
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- **Organization and Logical Flow**

Is the paper well-organized and does it follow a logical sequence of thought?

1	2	3	4	5
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- **Conciseness**

Is the writing concise? Are sentences short and to the point, or are they long and convoluted?

1	2	3	4	5
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- **Appropriateness of Language**

Is the language appropriate? Does the author use suitable scientific and academic terminology, and are important terms clearly defined?

1	2	3	4	5
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5. References

Assesses whether the references are appropriate for the research question and conform to APA style.

- **Selection of References**

Do the selected references form a logical cluster of publications?

1	2	3	4	5
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- **APA Style and Citation**

Did the student cite all relevant sources correctly and use APA style throughout the paper?

1	2	3	4	5
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Total: _____ /100

Qualitative Comments

In this section, provide detailed feedback on the following three aspects of the paper:

1. Commendations

- **Strengths:** Highlight the strengths of the paper, including any exceptional aspects of the research, analysis, writing, or presentation. Discuss what was done well and provide specific examples of how these strengths enhance the overall quality of the paper.

2. Recommendations

- **Areas for Improvement:** Identify at least one area of the paper that requires improvement. Offer constructive feedback and practical suggestions for enhancing this aspect. Explain how addressing these recommendations could improve the paper's overall effectiveness and quality.

3. Corrections

- **Errors and Critical Issues:** Point out any inaccuracies or significant issues that detract from the paper's quality. Describe the nature of these errors and how they impact the paper. Provide guidance on how to correct these mistakes and meet critical paper requirements more effectively.

Feedback on Peer Presentations

Name: _____

Date: _____

Presenter: _____

Total Score: _____

Topic: _____

Please use this feedback form to provide constructive comments to the presenters. You may also include any additional observations you find relevant.

Circle your rating: Strongly Disagree = 1; Strongly Agree = 10

A: Content

Relevance of Previous Work

1) The presenter selected and evaluated relevant theories and research appropriately.

1 2 3 4 5 6 7 8 9 10

Implications for Research and Practice

2) The presenter effectively considered the implications of their material for future research and practical applications.

1 2 3 4 5 6 7 8 9 10

B: Presenter's Knowledge of Subject Matter

Depth of Understanding

3) The presenter demonstrated a thorough understanding of the subject matter and addressed the key issues effectively.

1 2 3 4 5 6 7 8 9 10

Response to Questions

4) The presenter provided thoughtful and relevant responses to questions and comments.

1 2 3 4 5 6 7 8 9 10

C: Organization

Logical Flow of Material

5) The sequence and grouping of the material were logical and coherent throughout the presentation.

1 2 3 4 5 6 7 8 9 10

Integration of Material

6) The material was well-integrated across different segments (and if applicable, between different presenters).

1 2 3 4 5 6 7 8 9 10

D: Overall Presentation and Delivery

Engagement and Interaction

7) The presenter made the subject engaging, maintained audience attention, and effectively stimulated discussion.

1 2 3 4 5 6 7 8 9 10

Clarity and Comprehensibility

8) The ideas and arguments were clearly formulated, and the information was communicated in a way that was easily understandable.

1 2 3 4 5 6 7 8 9 10