

**Faculty of Health
Department of Psychology
PSYC 3350 3.0 Section M: CULTURAL PSYCHOLOGY
Thursdays – 8:30 to 11:20 – CLH E
Winter term 2019-2020**

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Student Last Name	A to K	L to Z

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Recommended prerequisite courses (not essential, but very helpful)

- Social Psychology, Research Methods, Statistical Methods I & II, Writing in Psychology

Course website: [Moodle](#)

Course Description

The goal of this course is to get you to think about the deep and meaningful ways in which culture shapes who we are, how we think, and what we do. We will do this by addressing theory, research, and methods pertaining to culture and psychology. The potential role of culture is examined across a range of psychological areas including perception, cognition, emotion, developmental processes, as well as social and abnormal behaviour.

In addition to content, weekly lectures may include a research demonstration, some video clips, and class discussion. Each lecture is related in part to an assigned chapter from the textbook as well as an additional journal article. Lectures are designed to stimulate your interest in cultural psychology and to highlight and clarify some of the content that is related to the weekly topic. Not all of the information presented in the text will be covered in class. Moreover, some lecture information will not be found in the textbook. You are responsible for covering the text and the additional readings in their entirety. It would be a good idea to borrow notes from a classmate if you must miss a class, as all information presented in class (e.g., videos, research demonstrations) may lead to questions appearing on exams.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in cultural psychology.
2. Articulate trends in cultural psychology.
3. Express knowledge of cultural psychology in written form.
4. Describe and explain limits to generalizability of research findings on cultural psychology.
5. Demonstrate ability to relate information in cultural psychology to own and others' life experiences.

Specific Learning Objectives

Students who complete this course should achieve the above learning outcomes in the following ways. An in-depth knowledge of cultural psychology should be achieved given that the course examines theory, research, and methods across a range of psychological areas. Recent empirical research in cultural psychology (e.g., assigned readings) will ensure that current trends in the literature will be presented. The paper assignment will require students to develop their knowledge of cultural psychology by writing on a particular topic and will provide them with insight into the limits and generalizability of single studies. Multiple opportunities will be provided in class for students to relate information in cultural psychology to their own and others' life experiences.

Required Text & Journal Articles

Heine, S.J. (2016). *Cultural Psychology* (3rd Edition). New York, NY: Norton.

Journal articles – A journal article will be assigned each week except for the introductory lecture. These papers are available through the York library's e-resources or through Moodle.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Exam 1	February 7	35%
Exam 2	April exam period	35%
Paper	March 19	30%
Total		100%

Description of Assessments

Each exam will consist of multiple choice and short answer questions. Information on the paper will be provided in week 2.

Reviewing Exams

Students are encouraged to review their exams to improve their performance on future work. Requests to review an exam should be made within two weeks of the grade posting. Note that grade changes will be made only in exceptional circumstances. After the two-week period, there will be no opportunity for revisions to grades.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2019-20](#)

Late Work/Missed Tests or Exams

Students with a documented reason for missing an exam, such as illness or compassionate grounds, need to have supporting documentation (e.g., Attending Physician Statement which can be found at: <http://myacademicrecord.students.yorku.ca/pdf/attending-physicians-statement.pdf>) and may request accommodation from the Course Instructor. Further extensions or accommodations will require a formal petition to the Faculty.

Students must contact their assigned TA within 48 hours from a missed exam or assignment date. ***The make-up exam date will be non-negotiable.*** Failure to write the make-up exam on the scheduled date will result in a grade of zero.

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. [HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2019-20 - Important Dates

	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Jan. 19
Last date to add a course with permission of instructor (also see Financial Deadlines)	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	March 14 - Apr. 5

***Note:** *You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree.*

Plagiarism Detection: The software platform Turnitin will be used to detect plagiarism.

Electronic Device Policy: Cell phones ***must be turned off or in airplane mode*** when students are in class. Lecturing will stop when a cell phone is in use. Laptops are only to be used for note taking.

Attendance Policy

Attendance is strongly encouraged. Some of the knowledge tested on exams will only be presented in lectures.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review York's [Academic Integrity Module](#) and the [Academic Integrity Quiz](#).

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Electronic Devices During a Test/Examination

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, we shall take reasonable steps to accommodate their needs in a manner consistent York's [academic accommodation for students with disabilities policy](#). The [York University Accessibility Hub](#) is your online stop for accessibility on campus. This hub provides tools, assistance and resources.

Course Materials Copyright Information

Course materials are designed for use as part of the Cultural Psychology course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule (including Assigned Chapters and Readings)

January 9 Culture & Human Nature (Chapters 1 & 2)

January 16 Cultural Evolution (Chapter 3)

Saucier, G., Kenner, J., Iurino, K., Bou Malham, P., Chen, Z., Thalmayer, A. G., ... & Çankaya, B. (2015). Cross-cultural differences in a global "survey of world views." *Journal of Cross-Cultural Psychology, 46*, 53-70.

January 23 Research Methods (Chapter 4)

Hormes, J., & Rozin, P. (2010). Does "craving" carve nature at the joints? Absence of a synonym for craving in many languages. *Addictive Behaviors, 35*, 459-463.

January 30 Development and Socialization (Chapter 5)

Miller, K.F., Smith, C.M., Zhu, J., & Zhang, H. (1995). Preschool origins of cross-national differences in mathematical competence: The role of number-naming systems. *Psychological Science, 6*, 56-60.

February 6 Self & Personality (Chap 6) (Chap8: 301-313; 322-328)

February 13 Mid-term Exam

February 27 Cognition & Perception (Chap 9; Chap 8 pp. 328-337)

Masuda, T., Gonzalez, R., Kwan, L., & Nisbett, R. E. (2008). Culture and aesthetic preference: Comparing the attention to context of East Asians and Americans. *Personality and Social Psychology Bulletin, 34*, 1260-1275.

March 5 Emotions (Chapter 10)

Seibt, B., Schubert, T. W., Zickfeld, J. H., Zhu, L., Arriaga, P., ... & Fiske, A. P. (2017). Kama Muta: Similar emotional responses to touching videos across the United States, Norway, China, Israel, and Portugal. *Journal of Cross-Cultural Psychology, 49*, 418-435.

March 12 Morality & Religion (Chapter 12)

Haidt, J. (2007). The new synthesis in moral psychology. *Science, 316*, 998-1002.

March 19 Health (Chapters 13 & 14) ***NB – paper due on this date***

Kuo, B. C. H., Hsu, W. S., & Lai, N. H. (2011). Indigenous crisis counselling in Taiwan: An exploratory qualitative case study of an expert therapist. *International Journal for the Advancement of Counselling, 33*, 1-21.

March 26 Relationships and Groups (Chapter 11)

Adams, G. (2005). The cultural grounding of personal relationship: Enemyship in North American and West African worlds. *Journal of Personality and Social Psychology, 88*, 948-968.

April 2 Multicultural Issues (Chapter 7)