Faculty of Health
Department of Psychology
PSYC3350 Section A: CULTURAL PSYCHOLOGY
Fall 2021
Mondays 11:30-2:30 Eastern Standard Time, remote live class via Zoom

Instructor and T.A. Information
Instructor: Dr. Sadia Zafar
Office Hours: by appointment via zoom
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Office Hours	Email to schedule appointment.	Email to schedule an appointment.

How to reach your instructor or teaching assistant:

- The preferred method of contact is via email. Any correspondence directed to the professor or TA must indicate the course number and section letter in the subject heading. Our course number and section letter are: PSYC 3350 Section A.
    - Be sure to include your full name and student number in the body of the email.
    - Check the course materials (e.g., the syllabus, course website, FAQ forum), to see if the answer is already provided.
    - Send your email well in advance of when a response is required. **If you email the teaching team a day before assignment is due, we will not be able to respond in a timely manner**. An email sent on Friday evening is likely to be responded on Monday morning.
    - Follow-up within 3-7 days if a response has not been received, but not any sooner.

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- Completed at least 54 earned credits

Course Credit Exclusions

Please refer to York Courses Website for a listing of any course credit exclusions.

Course website: eClass
All course materials will be available on the course eClass site. This site will be your central access point for course materials.

Course Delivery and Technical Requirements

This course will be delivered *remotely and synchronously*. There will be live weekly lectures on Mondays (Starting Sep 13) from 11:30- 2:30 via Zoom. You must log in through your passport

York to join the lecture meetings. Link for the meetings is posted on eClass course website. The expectation is that we will meet during our scheduled lecture time. Lecture will be recorded and made available on eClass course site for a week after the lecture date. Our success as an online class will depend on the same commitment, we all bring to the physical classroom. We will adopt the same rules and norms (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the course in a quiet place whenever possible. Turn on your video whenever possible. Mute your microphone unless you are speaking. Close browser tabs not required for participating in class.

In order to fully participate in PSYC3350 A you will need to have access to:

1. Stable, higher-speed internet connection
2. Computer (and or smart device) with webcam & microphone

Below are some useful resources to help you navigate the technological set up of the course

Student Guide to EClass
Zoom@YorkU Best Practices
Zoom@YorkU User Reference Guide
Student Guide to eLearning at York University
Computing for students Website

Course Description

This course addresses theory, research, and methods pertaining to culture and psychology. The course begins by offering different perspectives on culture and the methodological challenges that researchers face when bringing a cultural level of analysis to human behaviour. 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.

There will be a lecture each week. Lectures will reflect content from the textbook, but I will give additional information to provide added value in the class. Not all of the information presented in the text can be covered in class. Similarly, lectures may contain information not included in the text. You are responsible for all the material presented in lectures and in your text in their entirety as all this information will be used in assessments.

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

Course objectives may be obtained through readings and studying the course textbook, through satisfactory completion of assignments, and by attention to and active participation in classroom lectures, discussions, and activities. The infograph and concept illustration and reflection assignments are designed to help students develop in-depth understanding and critique of cultural phenomenon and contemporary research areas in cultural psychology and to apply this knowledge to real life with a cross cultural lens. Concept illustration and application paper is also designed to help students develop critical writing skills and professional writing in psychology using APA guidelines. Classroom activities (discussions, videos, case studies) will encourage students to relate information in cultural psychology to own and others' life experiences.

Required Text

Heine, S. J. (2020). Cultural Psychology (4th Edition). New York, NY: Norton.
Previous editions do not contain the same material. Assessments will be based on 4th edition. Please see the York University Bookstore webpage (https://bookstore.yorku.ca) for ordering e-books and for the information about free shipping of course books to students with a Canadian address.

Course content note

We will be exploring and engaging with certain topics and issues in this course that some students may find troubling or retraumatizing. I will attempt to indicate to the class about the nature of the topic before lecturing about it but it may not be always possible. It is important for you to gauge whether certain material will be emotionally challenging for you. I post my lecture slides on the evening before the lecture date. Please review the lecture slides before the start of the lecture so that you can determine if the content is emotionally challenging for you.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Midterm	Oct 25	30%
Infograph	Nov 8, 9:00 pm; see assignment deadline section below	10%
Final Exam	Final exam period	35%
Concept Illustration and Reflection	Due Dec 1, 9:00 pm; see assignment deadline section below	25%
Total		**100%**

Description of Assignments

Exams You will have two exams over the semester. The exams will cover material from both the textbook and the lectures. They will **NOT** be cumulative. They may be a combination of multiple-choice and/or short-answer questions and/or long answer questions.

Assignment: Infograph

Submission: via Turnitin submission portal

Infograph: an infograph is a visual representation of any kind of information or data. Infographics present complex information quickly and clearly in a way that is engaging, interesting, and easy to comprehend. There are some good resources about creating an infograph provided in this document. If you need further help, please feel free to contact your teaching team.

The purpose of this assignment is to help you develop a deeper understanding of why and how a cultural phenomenon develops and evolves, and to apply theories and concepts from the course to analyze this evolution.

- Choose a cultural phenomenon that you have heard of, but have never experienced for example a festival (Chinese New Year, Kwanzaa, Christmas, Eid, Mardi gras), a custom (ground hog day, dowry, hazing) cultural rites (rites of passage, exorcism)
- You can use examples from the course, or you can use a topic that you have been curious about.
- Research the phenomena by reading about it, using internet resources, watching documentaries. Sources for this need not be academic in origin.
- Begin your infograph to inform the reader about what the phenomenon is, its significance and evolution in its culture.
- Then use concept/ theories from the course to explain what you think this phenomenon symbolizes and signifies for the cultural group? What does it do for the people who observe it, why and how it evolved into its current shape? How does it reflect the geography, history of the culture? For this part use academic sources to support your analysis. Provide APA style reference for these sources. Citations can be put on a separate page.
- Late submissions will be penalized by 10% deduction of the maximum points for every 24
- Students are responsible for ensuring that the infograph has been uploaded on course website in uncorrupted files. Assignment not received will be given a grade of zero.

Below are some resources to help you with creating of the infograph

https://sites.google.com/view/cj-391-corrections/home/assignments-online/infographic?authuser=0

Infographic: https://www.customermagnetism.com/what-is-an-infographic/

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Rubric for grading of the infograph` will be posted on eclass.

Assignment: Concept Illustration and Reflection
Submission: via Turnitin submission portal

The purpose of this assignment is to provide you with a deeper understanding of one aspect of cultural psychology, and to allow you to observe how it manifests in daily life.

Instructions

- Choose a concept or topic covered in the course or text that is of interest to you. Your topic must involve the role of culture in some psychological process. For example, you can choose to study, 'how emotions are expressed cross-culturally" or "how the institution of marriage *(role and obligations of husband wife, role of extended family in couples' life etc.)* differs across cultures."
- Use scholarly resources to conduct a **literature review** on the topic you have chosen.
- To ensure adequate breadth in your literature review, you should **identify and read at least 5 scholarly articles on your topic**.
- Scholarly articles are those that appear in academic journals such as the *Journal of Cross-Cultural Psychology,* NOT newspaper or magazine articles.
- In your paper, identify the topic you are studying and summarize what you have learned about this concept/topic from the literature.How has it been found to differ across cultures?
- Try to answer the question of *why* your chosen concept differs across cultures: is it affected by culturally rooted values or practices, is it associated with underlying dimensions of cultural variability (such as *individualism-collectivism, power distance, uncertainty avoidance etc.)?*
- Summarize the research methods and results of specific research studies that you use for literature review. The paper should present a comprehensive and integrated summary of the literature and should **NOT** be a list of summarized articles.
- Once you have learned about how the topic is understood in the academic literature, observe it unfolding in real life in two different contexts context.
- You should be able to describe how your chosen topic/concept is understood in Western culture and how it is explained and examined in another non- Western culture, for example East Asian culture.
- Rent movies on your chosen topic Western and foreign, read two novels on the topic, Western and foreign, examine media or website content, or interview someone you know from both cultures.

  With any of these methods, see if you can understand how culture affects the topic you studied.

- In the last 3 to 5 pages of your paper, describe how the topic or concept you studied is illustrated in your analysis of the real world.
- For this portion of the paper, you may write in the first person to critically reflect on what you observed and whether or not it supports what you reviewed from the academic literature.
- If your observations do not match your conclusions from the literature review, try to explain this discrepancy using theories, concepts from the course, for example, methodological problems in cross cultural research.

Writing Style

In this assignment, **APA style** must be used for citations and references. Therefore, a references section must be included, and the sources of your ideas cited.

- Papers should be **8 to (MAX) 10 pages** in length and must be **typed double spaced in 12-point font with 1" margins**.
- An abstract is **NOT** required.
- Attach a **title page** with the name of the assignment, your name and student number.
- Reference page and tittle page are **NOT** included in the 8–10-page limit.
- Late papers will be penalized by 10% deduction of the maximum points for every 24 hours.
- Students are responsible for ensuring that the paper has been uploaded on course website in uncorrupted files. Papers not received will be given a grade of zero.
- *Sample Topics***:**
  Gender, Parenting, Marriage, Mental Health, Emotions, Motivation

Rubric for grading of the paper will be posted on eclass.

Assignment Deadlines: The deadline for submission of infographic is Nov 8, 9:00pm (Est) but extension may be provided till Nov 13, 9:00 pm (Est). Please email the teaching team to request for this extension. This five- day extension time frame has been calculated for students with accommodations and following the universal learning design is being offered to all students. Thus, the extended Nov 13 9:00 pm (Est) submission date (if requested) applies to all students including students with accommodations. Similarly, the concept illustration and reflection paper is due on Dec 1, 9:00 pm (Est) but following the universal learning design the extension may be granted till December 6, 9:00pm (Est). Please follow the procedure mentioned above to request the extension. The extended Dec 6, 9:00pm (Est) submission date (if requested) applies to all students including students with accommodations. The TA's and I need these fixed deadlines in order to plan our own work schedules, and to ensure that you received timely feedback. It is the responsibility of the student to ensure that the assignment is uploaded in uncorrupted file before the deadline

Turnitin Originality Check

- For assessments, your instructor will be using Turnitin to detect possible plagiarism, unauthorized collaboration or copying.
- Plagiarism will be dealt with according to university regulations.

Class Format and Attendance Policy

You are expected to attend the synchronous lectures.

Discussion Boards: are provided to create a space for you where you can interact with your classmates and share information. Please read the instructions posted on course website about Netiquette carefully before adding a post on discussion boards.

FAQ Forum: There will be a question-and-answer forum on eClass where you can post questions related to the course. Students are welcome to contribute and share their answers. This forum will be answered twice in a week by teaching assistants. If you have any questions, please refer to this forum. You are welcome to email the TA or course instructor if your question is not addressed by this forum.

Discussion Forum: A discussion forum will be made available to allow students to meet and chat online. This is a space for students to socialize and chat about the course. This forum is not monitored by the teaching team. Please follow the Netiquettes when posting on the forums.

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 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar - Grading Scheme for 2021-22

Missed Tests/Midterm Exams/Late Assignment:
For any missed quiz or late assignment, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.
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 missed quiz or late assignment.
The student must contact the instructor by e-mail within 48 hours of the examination.
Tests or examinations missed on the grounds of non-medical circumstances must be supported by appropriate documentation (i.e., death certificates, obituary notice, automobile accident reports). Vacations and holidays are not valid reasons for missing an examination. A conflict with another course is also not a reason for missing an exam.

Make-up exams will be offered only under extenuating circumstances. In the case of a make-up test/exam, the student must be prepared to write within the week following the missed test (instructor will set the date). Although the course content for make-up exam will be the same, the format may or may not follow that of the original exam. **Make-up exam will be offered once only**, if you are unable to write the exam on the specified date and time the **weight and content** of the midterm exam may be shifted to the final exam if proper documentation as specified above is provided.This means that in this case the student will write a final exam worth 65% and this exam will include the entire course content. Missing the make-up exam without a valid reason/documentation will result in a grade of zero.Please note that if you miss the test prior to the drop date you have waived the right to have a specific percentage of graded feedback available to you prior to the drop date.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2021-22 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course **without permission** of instructor (also see Financial Deadlines)	Sept 21.	Sept 21.	Jan. 23
Last date to add a course **with permission** of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	March 18
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13-Dec. 7	Feb. 12 – April 10	March 19-April 10

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#). You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. After that date, you must contact the professor/department offering the course to arrange permission. You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

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.

Turnitin

The university has subscribed to the Turnitin service which helps professors identify internet plagiarism and helps students maintain academic integrity. All assignments will be submitted online thorough the course website; **no assignments will be accepted through email**. Students will submit their assignments to Turnitin.com (via the course website) for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. It is your responsibility to ensure that the assignments are uploaded in uncorrupted files.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open book.

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 Academic Integrity by completing the Academic Integrity Tutorial and Academic Honesty 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.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with *Student Accessibility Services (SAS)* to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

https://accessibility.students.yorku.ca/

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the

curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy.](#)

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 3350 Section: A 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.

Weekly Class Schedule

This is a tentative schedule and subject to change. Be sure to check the course website regularly to be aware of any changes.

Sep 13	**Introduction, Culture & Human Nature** (Chapters 1 & 2)
Sep 20	**Culture & Human Nature** (Chapters 1 & 2) **Cultural Evolution** (Chapter 3)
Sep 27	**Research Methods** (Chapter 4)
Oct 4	**Development and Socialization** (Chapter 5)
Oct 11	Reading week
Oct 18	**Self and Personality** (Chapter 6) **Guest Lecture**
Oct 25	Exam 1
Nov 1	**Motivation (Chapter 8)** **Cognition & Perception** (Chapter 9)
Nov 8	**Cognition & Perception** (Chapter 9) **Emotions** (Chapter 10)
Nov 15	**Morality and Religion** (Chapter 12)
Nov 22	**Health** (Chapters 13 & 14)
Nov 29	**Multicultural Issues** (Chapter 7)
Dec 6	**Wrap up and Review**