

Faculty of Health
Department of Psychology
PSYC 3350 3.0 Section B: CULTURAL PSYCHOLOGY
Thursdays, 11:30 – 2:30/ Online via Zoom
Fall 2021

This course will be delivered remotely through a combination of synchronous and asynchronous activity, including participation in Zoom meetings and access to lectures and other content posted on eClass. Students are required to attend a Zoom meeting at class time (11:30 am, Thursdays) and be prepared for to participate in activities and small group discussions, as well as listening to lecture content. Additional lecture content will be posted on eClass, and can be watched during or after class time. Exams will also be held online, pending further changes to protocols recommended by York University.

Instructor and T.A. Information

Instructor: Cindel White
Office Hours: By appointment via zoom
Email: cjmwhite@yorku.ca

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|---------------------|--|--|
| T.A. | Amir Zarie | Stephanie McKenzie |
| Email | am1r@my.yorku.ca | stephmck@yorku.ca |
| Office Hours | By appointment | By appointment |

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, including additional readings, lecture recordings, and links to Zoom meetings.

Email Protocol

For any emails to the professor or TAs, please include your full name and Student ID number in the body of the email and include “PSYC 3350 Cultural Psychology” in the subject line. Also check whether the answer to your question is answered on the syllabus before emailing.

Course Description

This course teaches you about the ways that culture shapes human cognition and behavior, across many areas of psychology including perception, emotion, self and social cognition, development, health, and interpersonal behavior. We will discuss theoretical perspectives, methodologies, and research results showing how human psychology varies across cultural contexts.

Each week will include assigned readings (from the textbook and empirical articles), synchronous and asynchronous lectures, video clips, class discussions, and demonstrations. Lectures will cover some of the textbook/reading content as well as new material not present in the textbook/readings. Moreover, the textbook will contain material not discussed in the lectures. You are responsible for all material in the lecture and assigned textbook and article readings, in their entirety. All of this material may appear in tests and be relevant to assignments.

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 learning outcomes will be achieved through participation in class discussion and lectures, and through completion of the assignments and readings. All of these activities will provide students with in-depth knowledge about the theory and research of cultural psychology, and give students practice describing and explaining the limitations of psychological research. Assigned readings, in addition to the textbook, will provide insight into current trends in cultural psychology research. Students will be able to demonstrate their understanding and express knowledge of cultural psychology through the essay assignment. There will also be many opportunities in this class for students to relate the information learned about cultural psychology to one's own and others' life experiences.

Required Text

Heine, S.J. (2020). *Cultural Psychology* (4th Edition). New York, NY: Norton.

Journal articles – A journal article will be assigned most weeks (see Course Schedule below). These articles will be posed on eClass, and also available through York library’s e-resources.

Course Requirements and Assessment:

| Assessment | Date of Evaluation | Weighting |
|--------------|----------------------|-------------|
| Exam 1 | October 21 | 34% |
| Exam 2 | December exam period | 35% |
| Paper | November 22 | 30% |
| Survey | September 15 | 1% |
| Total | | 100% |

Description of Assignments

Class survey: In the first week of class, you will receive a link to a short survey that will ask about demographic information (e.g., ethnicity) and questions associated with topics covered throughout the semester. Responses are anonymous, confidential, and will be aggregated into summary scores presented during class lectures. You will receive 1 point for completing this survey within a week after the first class.

Exams: Both exams will consist of a series of multiple choice and short answer questions. Exams will be completed virtually, and more specific details about the format will be provided prior to each exam. These exams are not cumulative, but will cover all lecture, textbook, and reading material presented in the first half (Exam 1) or second half (Exam 2) of the semester.

Paper: One written assignment will involve proposing a cultural psychology study. You will write a 5-page paper in which you will propose a hypothesis relevant to cultural psychology, summarize relevant background literature, and propose a method for testing it (you will not actually carry out this study, only propose it). Further details about this assignment, and details about submission through Turnitin, will be provided on eClass.

Class Format and Attendance Policy

This course will be conducted remotely, largely through participation in Zoom meetings and access to content posted on eClass. These platforms will be used for all interactions between students, the professor, and the TAs (no part of this course will take place on campus). You are required to attend a Zoom meeting at class time (11:30 am, Thursdays) and be prepared for to participate in activities and small group discussions, as well as listening to lecture content. Additional lecture content will be posted on eClass, and can be watched during or after class time.

Zoom-based class meetings will be also be recorded and posted to the course website, to allow other students to view it. You will be notified when a session is being recorded (it won’t be recorded without you knowing about it). If you have privacy concerns, only provide your first name or a nickname when joining Zoom sessions.

As a result of this remote format, this course requires that you have access to a computer equipped with a webcam, microphone, and high speed internet access. If you do not have access to any of this equipment, or if you have concerns about appearing on video, let us know within the first week of classes so that we can find a reasonable solution.

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

The only medical problems or exceptional circumstances are legitimate reasons for missing an exam. **You must contact the course instructor by email within 48 hours of the missed exam**, including your name, student number, the course number, and your reason for missing the exam. Exams missed due to exceptional non-medical circumstances must be supported by appropriate documentation (e.g., obituary notice, automobile accident report).

Failure to contact the instructor within 48 hours of the exam will result in a grade of 0. The course instructor (Cindel White) will determine whether and how the student will make up a missed exam. The format of the make up exam may not be the same as the original exam, although it will cover the same course material. Vacations, holidays, and conflict with another course are not appropriate reasons for missing an exam or make up exam.

For the paper assignment, students who submit the assignment late but do not provide a legitimate reason (medical problem or exceptional circumstance) will be penalized 3% per day (including weekends).

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.

NOTE to instructors: We cannot request APS during the Summer due to COVID-19. We recommend you are explicit about penalties for missing a test/exam/assignment, or any other evaluated course component. If you know when you will provide a make-up test, outline it at this point so it is clear for students. In addition, if you have expectations or examples of what is a legitimate reason for missing a test, please provide examples.

Add/Drop Deadlines

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

| | Fall (Term F) | Year (Term Y) | Winter (Term 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 | 18-Mar |
| 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.

Information on Plagiarism Detection

Plagiarism – the presentation of another person’s ideas or writing as one’s own, without proper acknowledgement – will not be accepted. To ensure academic integrity in your written work, you will be required to submit your essay assignment through Turnitin (via the course eClass website). Turnitin compares the text of your submission to the text of assignments submitted by other university students, to detect possible plagiarism. The material you submit will be included in the Turnitin reference database, so that it can be compared to other students’ new submissions in future years. Further details about this service are available at Turnitin.com.

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 will complete tests/exams in a manner that does not require consulting an unauthorised source during an examination. Electronic mobile devices (with the exception of the laptop being used for the exam) must be turned off and placed away from the workspace during exams.

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](#)

To ensure academic integrity in your written work, you will be required to submit your essay assignment through Turnitin (via the course eClass website).

Proctortrack may also be used during scheduled exams. Proctortrack has been approved for use at York University, and promotes academic integrity by monitoring student behavior during exams. Further instructions will be provided if this service is to be used during an exam. Frequently Asked Questions (FAQs) and details about this proctoring service can be found at <https://registrar.yorku.ca/proctortrack-faq>.

Violations of academic integrity may lead to various penalties, ranging from disciplinary reprimands to the withholding of a York degree, diploma, or certificate.

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 the course instructor 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 B, 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](#).

Student etiquette

You will have several opportunities to engage with your fellow students, including in small group exercises and in the Student Forum on eClass. Respectful and appropriate behaviour is required in all interactions with your fellow students, including:

- Be respectful. Do not say anything that is derogatory, hurtful, offensive, or may be construed as such by other class members. Think about how your comments may affect the feelings of others. Also respect others' rights to hold opinions different from yours. Challenge yourself to see things from others' points of view, regardless of how you and they may differ in terms of race/ethnicity, gender, nationality, religion, or otherwise.
- Use standard English. In written posts, avoid slang terms, texting abbreviation, emojis, strong language, and sarcasm. It is easy for non-standard language to be misconstrued, especially in writing. Do not assume that other people know the intentions behind your words.
- Do not share inappropriate material or confidential information about yourself. You are able to share personal experiences as they are relevant to course material, but remember that what you share will be viewed by others.
- Be tolerant, kind, patient, and understanding when interacting with other students. Some students may not feel comfortable communicating in English, or may not have

participated in class interactions like this before. Be forgiving of mistakes and misunderstandings.

Useful resources for technical assistance

eClass: <https://lthelp.yorku.ca/student-guide-to-moodle>

Zoom: <https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf>

staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf

General computing: <https://www.yorku.ca/uit/student-services/>

General eLearning strategies: <http://elearning-guide.apps01.yorku.ca/>

Course Schedule

| Date | Topic | Readings |
|---------|-----------------------------|---|
| Sept 9 | Introduction & Methods | Chapters 1 & 4 |
| Sept 16 | Culture and human nature | Chapter 2 Singh, M., Kaptchuk, T. J., & Henrich, J. (2020). Small gods, rituals, and cooperation: The Mentawai water spirit Sikameinan. <i>Evolution and Human Behavior</i> . |
| Sept 23 | Development & Socialization | Chapter 5 McNamara, R. A., & Wertz, A. E. (2021). Early Plant Learning in Fiji. <i>Human Nature</i> , 32(1), 115–149. |
| Sept 30 | Cultural evolution | Chapter 3 Talhelm, T., & English, A. S. (2020). Historically rice-farming societies have tighter social norms in China and worldwide. <i>Proceedings of the National Academy of Sciences</i> , 117(33), 19816–19824. |
| Oct 7 | The Self & Motivation | Chapters 6 & 8 San Martin, A., Sinaceur, M., Madi, A., Tompson, S., Maddux, W. W., & Kitayama, S. (2018). Self-assertive interdependence in Arab culture. <i>Nature Human Behaviour</i> , 2(11), 830–837. |
| Oct 14 | Reading break | No Class |
| Oct 21 | | Exam 1 |

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| Oct 28 | Cognition & Perception | Chapter 9 Davis, H. E., Stack, J., & Cashdan, E. (2021). Cultural Change Reduces Gender Differences in Mobility and Spatial Ability among Semimadic Pastoralist-Forager Children in Northern Namibia. <i>Human Nature</i> , 32(1), 178–206. |
| Nov 4 | Emotion | Chapter 10 Jackson, J. C., Watts, J., Henry, T. R., List, J.-M., Forkel, R., Mucha, P. J., Greenhill, S. J., Gray, R. D., & Lindquist, K. A. (2019). Emotion semantics show both cultural variation and universal structure. <i>Science</i> , 366(6472), 1517–1522. |
| Nov 11 | Attraction and relationships | Chapter 11 & Chapter 15 (pages 568 - 582) Adams, G. (2005). The cultural grounding of personal relationship: Enemyship in North American and West African worlds. <i>Journal of Personality and Social Psychology</i> , 88, 948–968. |
| Nov 18 | Morality & Religion | Chapter 12 & Chapter 15 (pages 582 - 601) Schulz, J. F., Bahrami-Rad, D., Beauchamp, J. P., & Henrich, J. (2019). The Church, intensive kinship, and global psychological variation. <i>Science</i> , 366(6466). |
| Nov 25 | Health | Chapters 13 & 14 Zefferman, M. R., & Mathew, S. (2021). Combat stress in a small-scale society suggests divergent evolutionary roots for posttraumatic stress disorder symptoms. <i>Proceedings of the National Academy of Sciences</i> , 118(15). |
| Dec 2 | Multicultural issues | Chapter 7 Mesoudi, A., Magid, K., & Hussain, D. (2016). How Do People Become W.E.I.R.D.? Migration Reveals the Cultural Transmission Mechanisms Underlying Variation in Psychological Processes. <i>PLoS One</i> , 11(1), e0147162. |

This is a tentative schedule and may change during the semester. You will be notified of any changes through the course website.