

**Faculty of Health
Department of Psychology
PSYC 3350 3.0 Section M: CULTURAL PSYCHOLOGY
Thursdays/11:30 to 2:20 /Vari Hall B
Winter/2017-2018**

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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, Introduction to Research Methods, Statistical Methods I & II

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

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 8 | 35% |
| Exam 2 | April exam period | 35% |
| Paper topic | February 15 | 5% |
| Paper | March 22 | 25% |
| Total | | 100% |

Description of Assignments

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

Reviewing Exams and Assignments

Students are encouraged to review their exams and assignments to improve their performance on future work. Requests to review exams or assignments 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 2017-18](#))

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.

Important New Information Regarding Missed Tests

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 2017-18 - Important Dates](#)

| | WINTER (W) |
|---|-----------------------|
| Last date to add a course without permission of instructor (also see Financial Deadlines) | Jan. 17 |
| Last date to add a course with permission of instructor (also see Financial Deadlines) | Jan. 31 |
| Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines) | March 9 |
| Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below) | March 10 - Apr. 6 |

***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.*

Information on 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. Laptops are only to be used for note taking.

Attendance Policy

Attendance is not mandatory, but very strongly encouraged as some of the material appearing on exams will only be presented in class.

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.

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

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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: 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, instructors shall take reasonable

steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

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 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 4: Culture & Human Nature (Chapters 1 & 2)

January 11: 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 18: 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 25: 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 1: Self & Personality (Chap 6) (Chap8: 301-313; 322-328)

Markus, H. R., Uchida, Y., Omoregie, H., Townsend S. S. M., & Kitayama S. (2006). Going for the gold: Models of agency in Japanese and American contexts. *Psychological Science*, 17,103–112.

February 8: Mid-term Exam

February 15: Cognition & Perception NB – paper topic & 2 refs due on this date (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.

February 22: Reading Week

March 1: Emotions (Chapter 10)

Seibt, B., Schubert, T. W., Zickfeld, J. H., Zhu, L., Arriaga, P., Simão, C., ... & 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*. DOI: 10.1177/0022022117746240.

March 8: Morality & Religion (Chapter 12)

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

March 15: Health (Chapters 13 & 14)

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 22: Relationships and Groups (Chapter 11) *NB – paper due on this date*

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.

March 29: Multicultural Issues (Chapter 7)

Giguère, B., Lalonde, R. N., & Lou, E. (2010). Living at the crossroads of cultural worlds: The experience of normative conflicts by second generation immigrant youth. *Social and Personality Psychology Compass*, 4, 14–29.