

**Faculty of Health
Department of Psychology
PSYC3350 Section A: CULTURAL PSYCHOLOGY
Fall 2020**

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

Email: zafars@yorku.ca

T.A.	Bilal Afsin	Rebecca Dunk
Email	bafsin@yorku.ca	rjdunk@yorku.ca
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 the night before assignment is due, we will not be able to respond in a timely manner.
 - 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 14) from 11:30- 2:30 via Zoom. You have to 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. Recording for the first class will be made available for two weeks.

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 or the assigned readings. You are responsible for all the material presented in lectures, in your text and assigned readings 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 and supplemental readings, through satisfactory completion of assignments, and by attention to and active participation in classroom lectures, discussions, and activities. The paper assignment is designed to help students develop an in-depth understanding and critique of a contemporary research area in cultural psychology and to apply this knowledge to real life with a cross cultural lens. 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.

Journal articles: A journal article will be assigned each week except for the introductory lecture to help students understand and critically evaluate contemporary research in cultural psychology. We will discuss the paper in class and students are expected to contribute to this discussion. These papers are available through the York library's e-resources.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Exam 1	Oct 19	25%
Exam 2	Nov 16	30%
Exam 3	Final exam period	30%
Research review and application	Due Dec 1, 9:00 pm. Upload on eClass course website. Late papers will be penalized by 10% deduction of the maximum points for every 24 hours. Papers will not be accepted after Dec 5.	15%
Total		100%

Description of Assignments

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

Assignment: Concept Illustration and Reflection; Due Dec. 1

The purpose of this assignment is to provide you with a deeper understanding of one aspect of cross-cultural psychology, and to allow you to observe how it manifests in daily life. 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. Use the library's resources (e.g. Psych-info online) and 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 3 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. Our textbook and other books may be used in addition to the 3 scholarly articles, but do not themselves count as scholarly articles.

In your paper, identify the topic you are studying and summarize what you have learned about this concept from the literature. How is the psychological process affected by culture? How has it been found to differ across cultures? Try to answer the question of *why* the process 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.*)? In doing so,

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 the particular behaviour, attitude, or emotion is understood in Western culture (WEIRD sample) and how it is explained and examined in another non- Western culture, for example East Asian culture. Observe members of your own culture (“Western” or otherwise), rent a foreign film, read a foreign novel, examine media or website content, or interview someone you know from a different culture. 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.

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. Plagiarism will be dealt with according to university regulations. Late assignments will be penalized at a rate of 10% deduction per day. 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. Rubric for grading will be posted on eClass.

Submission of assignment: Students will be required to submit this paper 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.

Sample Topics:

Gender
Parenting
Marriage
Mental Health
Emotions
Motivation

Class Format and Attendance Policy

Attendance is not mandatory but is strongly encouraged.

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.

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 2020-21](#)

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 in another course is also not a reason for missing a makeup exam.

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. Please note that if you miss the test(s) prior to the drop date you have waived the right to have a specific percentage of graded feedback available to them prior to the drop date.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7-Dec. 8	Feb. 6 – April 12	March 13-April 12

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. The work submitted by you in this course will be submitted through Turnitin via eClass.

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

Sep 14	Introduction, Culture & Human Nature (Chapters 1 & 2)
Sep 21	Cultural Evolution (Chapter 3) Uskul, A. K., Kitayama, S., & Nisbett, R. E. (2008). Ecocultural basis of cognition: Farmers and fishermen are more holistic than herders. <i>Proceedings of the National Academy of Sciences</i> , 105, 8552–8556.
Sep 28	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. <i>Addictive Behaviors</i> , 35, 459–463.
Oct 5	Development and Socialization (Chapter 5) Goyal, N., Wice, M., Aladro, A., Kallberg-Shroff, M., Miller, J. (2019). Culture and the development of views of agency: Perspectives from storybooks, parents, and children. <i>Developmental psychology</i> , 55, 5, 1096-1110

Oct 12	Reading week
Oct 19	EXAM 1
Oct 26	Self & Personality + Motivation (Chap 6 & Chap 8) Zhu, Y. , Zhang L., Fan, J., & Hana, S. (2007). Neural basis of cultural influence on self-representation. <i>Neuroimage</i> , 34, 1310-1316
Nov 2	Cognition & Perception (Chap 9) Wu, S., & Keysar, B.(2007).The effect of culture on perspective taking. <i>Psychological Science</i> 18,(7) 600-606 .
Nov 9	Emotions (Chapter 10) Matsumoto, D. & Willingham, B. (2009). Spontaneous facial expressions of emotion of congenitally and noncongenitally blind individuals. <i>Journal of Personality and Social Psychology</i> 96, (1) 1-10
Nov 16	EXAM2
Nov 23	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. <i>International Journal for the Advancement of Counselling</i> , 33, 1–21.
Nov 30	Relationships & Morality and Religion (Chap 11 & 12) Gold, A., Pulford, B., & Colman, A. (2014). Cultural differences in responses to real-life and hypothetical trolley problems. <i>Judgment and decision making</i> 9 (1), 65-76 .
Dec 7	Multicultural Issues (Chap 7) Hong, Y.-Y., Morris, M. W., Chiu, C.-Y., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. <i>American Psychologist</i> , 55, 709–720.

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