

PSYC 3350 3.0 Section M: CULTURAL PSYCHOLOGY
Thursdays – 8:30 to 11:20
Winter term 2020-2021

Instructor: Richard Lalonde
Office Hours: By appointment
Email: lalonde@yorku.ca Web: <http://lalonde.info.yorku.ca>

T.A.s	Rebecca Dunk	James Mallari
Email	rjdunk@yorku.ca	jmallari@yorku.ca
Web	https://rebeccajoydunk.wixsite.com/researcher	
Office Hours	By appointment	By appointment
Student Last Name	A to L	M to Z

Email protocol: When you email the prof or one of the TAs you must include your Student ID and full name in the body of your email with “PSYC3350 Cultural Psychology” in the subject line. We will not answer emails regarding issues covered in this syllabus – read the syllabus before emailing.

Course Prerequisite(s): PSYC 1010 6.00 (Introduction to Psychology), minimum grade of C.

Recommended prerequisite courses: Social Psychology, Research Methods, Statistical Methods I & II, Writing in Psychology

Technical Requirements: This course depends on remote teaching and learning. There will be no in-person interactions or activities on campus. As such, there are technical requirements for taking the course. First off, a computer equipped with a webcam and microphone, as well as high speed internet access are musts. If you do not have access to any of these technological requirements, let us know within the first week of classes so that we can find a reasonable solution to help you complete the course. Several platforms may be used to support this course (eClass, Zoom, Turnitin). These platforms will allow you to interact with the course materials, the course director/assistant, as well as with one another.

eClass: All course materials will be available on the course eClass (formerly Moodle). This will be your central access point for course information and materials.

Zoom: Zoom will be used for class meetings. It is hosted on servers in the U.S. This includes recordings done through Zoom. If you have privacy concerns about your data, provide only your first name or a nickname when you join a session. The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Video: You may sometimes need to appear on video (e.g., for small group discussions, meeting with the professor/TA, or remote exam proctoring). If you have any concerns about appearing on video or do not have access to a webcam, please inform the course instructor within the first week of class.

Turnitin: To promote academic integrity in this course, you will be required to submit your written work (e.g., course paper) through Turnitin (within the course eClass). Turnitin reviews textual similarity and helps in the detection of possible plagiarism (see below). By using this software, you are allowing your submitted material to be included as a source document in the Turnitin.com reference database, that will be used only for the purpose of detecting plagiarism. Terms applying to the University's use of the Turnitin service are described on Turnitin.com.

Tech: Following are some useful links for you regarding computing information and resources:

[Student Guide to Moodle \(eClass\)](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

Proctortrack: If the administration of online exams becomes problematic, this course may use a remote exam proctoring program, Proctortrack, for the exam scheduled during the exam period in April. Proctortrack has been approved for exams being held during this period by the Senate of York University. Proctortrack may be used during exams to promote academic integrity. If this online service is used, you will need to become familiar with it at least five days before a scheduled exam. For technology requirements, Frequently Asked Questions (FAQs) and details about this proctoring service can be found at <https://registrar.yorku.ca/proctortrack-faq> . As noted earlier, students are required to share any IT accommodation needs with the instructor within the first week of class.

Course Description

The goal of this course is to get you to think about the 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, video clips, and class discussion. Lectures are related to assigned chapters and additional readings. They are designed to stimulate your interest in cultural psychology and to highlight and clarify some of the content related to a weekly topic. Not all of the information presented in the text will be covered in lectures. 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.

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

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

Journal articles – A journal article will be assigned each week with a few exceptions. These papers are available through the York library's e-resources or through eClass.

Course Format: The format of the course will be to use a blended format of synchronous (i.e., live) presentations and asynchronous (i.e., recorded presentations). Because of the likelihood that some of us will experience technical difficulties at times, there will be more recorded presentations than live presentations.

Each week will begin with a brief live interaction at 9:00 on Thursday mornings. This portion of the lecture will be used to introduce you to the topic of the day. This period will also allow you to ask questions or raise concerns that you have regarding the course content and delivery. This live period will involve the use of Zoom and you will need to join the class using the link that is posted in eClass. Get ready to participate during this live period!

Following the live component of the weekly topic, "lecture segments" dealing with the content related to the week's topic will be posted. Recorded lecture segments are designed to stimulate your interest in Cultural Psychology, by highlighting some of the concepts that are elaborated upon in your textbook. Lecture slides also will be posted on eClass. Take notes when listening! Research shows that note taking "in your own words" is an effective learning strategy.

Not all of the information presented in your textbook will be covered in the recorded lectures. **You are responsible for reading the book in its entirety.** Lectures are designed to highlight some aspects of the weekly topic and to motivate you to learn. Moreover, **some of the lectures will contain information that is not in the textbook** and questions pertaining to such information may appear on exams. Additional weekly readings, as well as other material posted in eClass, are also subject to examination on exams.

Course Evaluation

Assessment	Date of Evaluation	Weighting
Survey	January 21	1%
Syllabus quiz	January 28	1%
Exam 1	February 25	34%
Exam 2	April exam period	34%
Paper	March 18	30%
Total		100%

Class survey: A link to a brief survey will be sent to you at the beginning of the term and you will have one week to complete it. It asks for demographic information such as ethnicity, as well as for information related to the topics covered in the term. Responses are anonymous and data will be summarized and integrated into lectures. Completion of the survey will give you 1 point.

Syllabus quiz: A brief quiz will be given at the start of the third class on January 28th. This survey requires you to be familiar with the course syllabus and with the University policy on academic integrity. This will be an easy quiz in which you can earn up to 1 point.

Exams: The 1st exam will consist of sequential multiple choice and short answer questions. Virtual assessment is an evolving process and the format of the 2nd exam may be different.

Paper: Information on the written assignment for the course is provided in a separate document posted on eClass. The software platform Turnitin will be used to submit the course paper.

Missed exams: The only legitimate reasons for missing an exam are *medical problems or exceptional circumstances*. If you miss an exam, **you must contact the course instructor by e-mail within 48 hours of the missed exam**. Clearly state your name, student number, and course number in your message. Failure to contact the course instructor within this 48 hour period will result in a grade of 0. You may need to have a private Zoom meeting with Dr. Lalonde to him to explain your absence. He will then decide whether a make-up opportunity will be allowed.

Exams missed on the grounds of medical circumstances should be supported by an Attending Physician's Statement or a statement from a registered professional. The Attending Physician's Statement must include (i) the full name, mailing address and telephone number of the Physicians, (ii) state the nature of the illness and its duration (i.e., specific dates covered), and (iii) an indication of whether the illness and/or medication prescribed would have seriously affected your ability to study and perform over the period in question.

Exams missed on the ground of exceptional non-medical circumstances must be supported by appropriate documentation, i.e., obituary notice, automobile accident report, airline/train/bus tickets/receipt for emergency travel (with date of booking and travel).

Make up exams: Although the content coverage of a make-up exam is the same, the format may be different. All make up exams will be scheduled to occur at the **end of the April examination period** and will be completed in person if the campus is open with appropriate safety protocols. If the campus is still not open, make up exams will be administered online and monitored through Zoom. *Students can only write one make up exam.*

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 [Grading Scheme for FW2020-21](#))

Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2020-21 - Important Dates

	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	January 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	February 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	March 13 - April 12

**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.*

Attendance Policy

Virtual attendance is strongly encouraged. Some questions appearing on exams will be based on information presented in the live portion of lectures.

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. If you are registered with the [York University Accessibility Hub](#), please provide us with your documentation ASAP so that we can prepare to accommodate your needs for your exams. Provided that students have given sufficient notice about their accommodation needs, we shall take reasonable steps to accommodate their needs in a manner consistent with York’s [academic accommodation for students with disabilities policy](#).

Religious Observance Accommodation: Please refer to the following link.

<https://futurestudents.yorku.ca/enrol/dates/religious-accommodation-guidelines-2020-2021>

Important general information for all students. You are expected to familiarize yourself with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy web page (see Reports, Initiatives, Documents) -

<http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>

Student Rights and Responsibilities: Inform yourself of your rights and responsibilities using the following link. <http://oscr.students.yorku.ca/csrr>

Student Etiquette

You will sometimes be asked to engage with other students in small group exercises. You will find a Student Forum on the course eClass. This allows you to share your thoughts and questions about the course with one another. Appropriate and respectful behaviour in group discussions and the online forum is essential. Follow these guidelines to insure a safe space for all of you: *Respect others.* You, your peers, and the teaching team are real people who are affected by what you write. Be mindful of the opinions and feelings of others, even if they differ from your own. Rule of thumb: Don't write anything online that you would not say publicly.

Proofread. Before sending an email, sending a message to a chat or responding to a discussion, review your response to ensure that it is clear, concise and respectful.

Emails are private. Individualized messages to/from the professor, TAs, and other students are private communications that are not to be shared or taken in screen shots.

Avoid strong language, all caps, and excessive exclamation points. It is very easy for written text to be misread and misunderstood. Watch out for strong language, and try to identify and avoid potential confusions in your wording before sending messages.

Avoid slang and use standard English. This is a work environment so please avoid slang terms (e.g., wassup) and texting abbreviations (e.g., u instead of you).

Avoid the use of emoticons and emojis.

Be careful with humour and avoid sarcasm. The tone of a message is often lost in a written message and do not assume that everyone understands where you are coming from.

Personal information and confidentiality. Do not reveal confidential information about yourself or others. You are, of course, free to share some personal anecdotes about your life if they are relevant to the question being discussed, but keep in mind that the online spaces provided by or eClass are public spaces that are shared and viewed by others.

Don't post or share inappropriate material.

Be forgiving. Be mindful that for many students in this course, this will be a new way of interacting and that some may have more difficulty communicating in English. Be kind, patient, and understanding with your peers.

Academic Integrity for Students

You will be demonstrating academic integrity in your behaviour when you are being honest about your knowledge and your work. A student who engages in academically dishonest behaviour such as cheating and plagiarism is said to lack academic integrity.

Learning about Academic integrity: Go to the following website and complete a learning module about academic integrity. Some of its highlights are provided below.

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Cheating/Plagiarism. The University does not look favourably on cheating of any kind and the penalties for doing so are very harsh. Become familiar with the rules and regulations regarding cheating/plagiarism and academic honesty.

<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>

Cheating: Cheating is the attempt to gain an improper advantage in an academic evaluation. Among the forms this kind of dishonesty can take are; obtaining a copy of an exam before it is officially available or learning an examination question before it is officially available; copying another person's answer to an exam question; consulting an unauthorized source during an exam; obtaining assistance by means of electronic or other aids during an exam.

Impersonation: It is a breach of academic honesty to have someone impersonate you in an examination. Both the impersonator and the individual impersonated may be charged.

Plagiarism: Plagiarism is the representation of another person's ideas or writing as one's own. The most obvious form of this kind of dishonesty is the presentation of all or part of another person's published work as something one has written. Paraphrasing another's writing without proper acknowledgment is also a form of plagiarism.

Test banks. The buying or selling (or attempts to buy or sell test banks – question sets and/or answers related to the course), or any course specific test questions/answers is breach of 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 Exams. Electronic mobile devices of any kind are not allowed during a test or examination, with the exception of laptops on which the exam is being taken. Students are required to turn off and secure any other electronic mobile devices. They are to be placed away from your workspace while the exam is in progress.

Class group chats. Be mindful and respectful when participating in group chats. You do not want to compromise your academic integrity. Sending or reading messages in group chats during exams is prohibited. It is equivalent to cheating on an in-class exam and will be treated as such.

Sanctions for Academic Misconduct: When verified, a violation of academic integrity may lead to a range of penalties ranging from an oral or written disciplinary reprimand to the withholding or rescinding of a York degree, diploma or certificate.

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 (e.g., journal articles, videos) have either been licensed for use in 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 14 Culture & Human Nature (Chapters 1 & 2)

January 21 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 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. *Addictive Behaviors*, 35, 459–463.

February 4 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 18 Self & Personality (Chapter 6) (Chapter 8: 4th ed, 294-305; 309-316; 3rd ed, 301-313; 322-328)

February 25 Mid-term Exam

March 4 Cognition & Perception (Chapter 9) (Chapter 8: 4th ed, 316-325; 3rd ed, 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 11 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 18 Morality & Religion (Chapter 12) ***NB – paper due on this date***

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

March 25 Health (Chapters 13 & 14)

Gul, P., Cross, S. E., & Uskul, A. K. (2020). Implications of culture of honor theory and research for practitioners and prevention researchers. *American Psychologist*.

April 1 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 8 Multicultural Issues (Chapter 7)