

## **Psychology 4020 3.0 M: Advanced Seminar in Social Psychology**

Summer (S2) 2014

Class: Mondays and Wednesdays 14h00 – 17h00 in FC-103

Instructor: Maya A. Yampolsky

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Course start date: June 23, 2014

Course end date: Aug 5, 2014

Last date to drop course without receiving a grade: July 18, 2014

### **Course Description**

This course will focus on key themes in cultural psychology, with a particular focus on multicultural experiences. Through reading and discussing classic and current literature in the field, this course will examine how our cultural contexts, and our multicultural contexts, contribute to our own identities, relationships, motivations, and intergroup experiences.

To enroll in this course, students must have earned a minimum final letter grade of C in PSYCH 1010. While PSYC 3350 (Cultural Psychology) is not a prerequisite, it is highly recommended because it will help you understand many of the topics covered in this course.

### **Course goals**

The goal of this seminar course is to (1) increase your understanding of how culture and the mind make each other up, (2) increase your familiarity and understanding of the theoretical and empirical work examining culture and multicultural experiences in psychology, and (3) increase your ability to apply cultural psychological perspectives to other areas of research.

### **Grading, course requirements and deadlines**

Your grade will be based on the following requirements:

Class participation	Every class	20%
Leading class discussion	Once (date assigned in class)	10%
Article summaries	Weekly, Due Wednesday	10%
Paper topic proposal	Due Monday, July 7, 2014	5%
Research proposal presentation (15 min)	Last 2.5 classes (dates assigned in class)	25%
Research proposal paper (10 pages)	Due August 11	30%

**Class participation.** Everyone in the class will need to have done all the readings and participate in weekly discussions. Attendance will be taken in each class meeting because you cannot earn participation marks without attending class, and you will be graded based on the quality of your contributions. Good contributions are those that:

- Show you have carefully considered the important issues in the readings and previous discussions in class.
- Provide a new insight that is also relevant to the topic at hand (i.e., keep it on topic and constructive)
- Build on contributions from others in the class in order to move the discussion forward.
- Honestly and respectfully evaluate the strengths and limitations of the readings, and ask pertinent questions.
- Discuss applications of the findings and theories to other topics and fields of study.

**Leading discussions.** For each class, 3-4 students will be assigned to be discussion leaders. Discussion leaders should be prepared to first briefly summarize the main points in the articles for the class (purpose, key issues, research methods and results) so that everyone is on the same page. In addition, the main goal is to raise important questions or topics to facilitate discussion about the readings. In addition, activities relevant to the material may be part of the discussion. The leaders should discuss their plans for class together beforehand so they are prepared to help facilitate discussions. Powerpoint is not permitted for discussions.

### **Article summaries**

To help you prepare for class and paper writing, an article summary for the week's assigned readings will be due at the beginning of Wednesday's class (you choose which reading you want to summarize). Each summary should be about 1 page double-spaced and be submitted in person at the beginning of the Monday class (if you're summarizing a Monday reading) or the Wednesday class (if you're summarizing a Wednesday reading). Your goal for these papers is to demonstrate that you did the readings, to show that you can summarize the skeleton and main points from the article, and to show that you are thinking critically about the bigger ideas in the papers, the way the research was conducted, and the appropriate inferences to draw from the results.

The first part of the summary should summarize the theoretical underpinnings. In addition, when writing about an empirical article, summarize the hypotheses, methods, design, analyses and results, and implications of the work. This summary may be written in a list style. Following the summary, the second half of the paper should be a careful reflection of the articles that includes any of the following:

- Analyzing overarching issues or themes across multiple readings.
- Connecting the readings to other areas of research in psychology.
- Discussing questions you had about the readings.
- Offering critiques of the research, including weaknesses in the study design or interpretation of results. Remember that criticisms should be constructive.
- Suggesting ideas for future research based on the readings.
- Highlighting points in the readings that you found particularly important or interesting and explaining why.

Each paper will be graded as a pass (100%) or fail (0%) based on whether or not it shows that you did the readings. In addition, you will receive an evaluation of your paper for your own improvement, though this additional evaluation will not count towards your grade: weak, acceptable, strong, or very strong. *Late papers will not receive credit.* You are not required to submit a reaction paper for the week that you are one of the discussion leaders.

**Topic proposal.** The topic proposal is a 1-page paper explaining what you would like to do for your research proposal and summarizing the relevant background literature. The purpose of the topic proposal is for you to have a chance to check your topic with me before moving on with the full proposal. Before deciding on a topic, you should do a thorough literature search on several potential topics on PsycINFO to first explore background research. You should choose a topic that has not been done before, but at the same time, there should be enough relevant background literature to support the idea you would (hypothetically) like to test.

**Research Proposal Presentation:** Each student will make a 15 minute presentation of a research proposal. Your presentation will involve the use of **powerpoint** and will include the following topics: description of the problem or issue, a specific statement of the research question, hypotheses, key variables to be manipulated or measures (e.g., independent variables, dependent variables), the design of the research (e.g., nonexperimental, experimental, quasi-experimental), participants, procedures, and proposed statistical analysis. After each presentation, 5 minutes will be allotted for the class to ask questions about the research and clarify issues. The topic for the research proposal will focus on issues associated with the topic of the course.

**Written Research Proposal:** After the research proposal presentation, each student will submit a **10 page, typed, APA Style**, proposal online through moodle as a word document, and in person to the course secretary. The **written proposal will involve the following sections:** Introduction (e.g., literature review, statement of the issue, statement of the purpose of the research question, hypotheses), methods (e.g., participants, design, materials, procedures) results (potential statistical analyses), implications (what does this mean if your hypotheses are supported/refuted), and references. The paper must be type written in APA Style (6th Edition) and it must also contain a title page, abstract, reference section, and appendix if needed. These sections are in addition to the 10 pages for the primary proposal.

#### **Grading**

<b>Percentage</b>	<b>Letter Grade</b>
90+	A+
80-89	A
75-79	B+
70-74	B
65-69	C+
60-64	C
55-59	D+
50-54	D
40-49	E
0-39	F

**Academic Integrity:**

Important information for students regarding University policies, including Academic Honesty/Integrity (see below as well) can be found at: <http://www.yorku.ca/secretariat/policies/>

**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. Go to the following website <http://www.yorku.ca/academicintegrity/> and read the section 'For Students.'

**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 examination before it is officially available or learning an examination question before it is officially available; copying another person's answer to an examination question; consulting an unauthorized source during an examination; obtaining assistance by means of documentary, electronic or other aids which are not approved by the instructor; or changing a score or a record of an examination result.

**Impersonation:** It is a breach of academic honesty to have someone impersonates one's self in class, in a test or examination, or in connection with any other type of assignment in a course. Both the impersonator and the individual impersonated may be charged.

**Plagiarism** and other misappropriation of the work of another: 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. However, paraphrasing another's writing without proper acknowledgment may also be considered plagiarism. It is also a violation of academic honesty to represent another's artistic or technical work or creation as one's own. This is not to say that students should not use the work of others with the proper acknowledgment.

**Sanctions for Academic Misconduct:**

When verified, a violation of academic honesty may lead to the following penalties:

1. Oral or written disciplinary warning or reprimand;
2. A make-up assignment or examination;
3. Lower grade or failure on assignment or examination;
4. Failure in the course;
5. Suspension from the University for a definite period;
6. Notation on transcript;
7. Withholding or rescinding a York degree, diploma or certificate

### Course Timeline and Associated Readings

Course	Date	Topic	Readings (see moodle)
1	Monday, June 23	Social context and core principles	Hall (1996) neeganagwedgin (2014) Shweder & Sullivan (1993)
2	Wednesday, June 25	Core principles and methods	Cohen (2007) Heine et al. (2009) Video: Throat Song
3	Monday, June 30	Acculturation	Berry et al. (2006) Doucerain et al. (2013) Video: I for India
4	Wednesday, July 2	Motivation and intersubjectivity	Kagitcibasi (2005) Chiu et al. (2010)
5	Monday, July 7	Multicultural identity 1	Hong et al. (2000) Benet-Martinez et al. (2002)
6	Wednesday, July 9	Multicultural identity 2	Tadmor et al. (2009) Yampolsky et al. (2013) Video: Between: living in the hyphen
7	Monday, July 14	Presentations from invited speakers	Gupta (1999) Shwartz & Bardi (2001)
8	Wednesday, July 16	Presentations from invited speakers	Usborne & Taylor (2010) Fiske (1998)
9	Monday, July 21	Discrimination	Sue et al. (2007) Cheryan & Monin (2005) Video : la leçon de discrimination
10	Wednesday, July 23	Close and romantic relationships	Dion & Dion (1993) Hatfield et al. (2007) Uskul et al. (2011)
11	Monday, July 28	Close and romantic relationships *Student proposal presentations begin	Farrer et al. (2008) Taylor et al. (2004)
12	Wednesday, July 30	Student proposal presentations	
13	Monday, Aug 4	Student proposal presentations	