

Faculty of Health
Department of Psychology
PSYC 3350 3.0 Section A: CULTURAL PSYCHOLOGY
Tuesday 2:30-5:30pm, Vari Hall C
Fall 2017

Instructor and T.A. Information

Instructor: Dr. Joni Sasaki
Office: BSB 330
Office Hours: By appointment
Email: jsasaki@yorku.ca

T.A.	Heewon Kwon
Email	heewonkwon14@gmail.com
3Office	
Office Hours	

*If you have questions about your grade on a test or about the assigned readings, please contact the TA first, and then contact the instructor.

Course Prerequisite(s): Course prerequisites are strictly enforced

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

Course Credit Exclusions

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

Course website: [Moodle](#)

Course Description

This course explores how culture shapes thoughts and behaviors. We will cover both theoretical and methodological issues in cultural psychology as we discuss classic and current research in this area. We will examine how a cultural psychological approach can be applied to a wide range of topics in psychology, including the self, cognition, motivation, emotion, and social interactions, among other topics.

This course is primarily lecture-based and includes research demonstrations/activities, videos, current research presentations from experts in the field, and class discussion. The readings include both textbook chapters and journal articles. *Lectures and readings in this course are not interchangeable.* Lectures are meant to supplement the assigned readings and often include information not in the readings or on slides. You are responsible for understanding all material covered both in the readings and in lecture (including research demonstrations, videos, etc.). It is recommended that you borrow notes from a classmate if you must miss a class.

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

1. Understand theoretical and empirical evidence of the importance of culture in psychology.
2. Gain experience applying cultural psychology to other areas of research.

Required Text

- Heine, S. J. (2015). *Cultural Psychology* (3rd edition). New York, NY: Norton.

Journal Articles

Journal articles will be assigned almost every week. You should be able to download all assigned readings through York's library system using the PsycINFO database or by searching Google Scholar.

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Exam 1	October 3	20%
Exam 2	October 24	20%
Topic proposal	October 30 at 5pm	5%
Exam 3	November 28	20%
Final paper	December 6 at 5pm	35%
Total		100%

Description of Assignments

Exams. There will be three exams given during class, and each will consist of multiple choice questions. There is no "final exam" in that all exams are *non-cumulative*.

Topic proposal. The topic proposal is a 1-page (max) double-spaced paper in Times New Roman font explaining what you would like to do for your research proposal, including a potential research question and summary of the relevant background literature that includes a minimum of 2 peer-reviewed academic journal articles. Please also include a reference section in APA style at the end of your paper, and upload your assignment to the course Moodle website. The purpose of the topic proposal is for you to have a chance to check your topic before moving on with the full proposal. Before deciding on a topic, you should do a thorough literature search on several potential topics in PsycINFO to first explore the available background research. Sometimes students decide to change their topic after they actually conduct a literature search, so be sure to give yourself enough time to think about your topic and do some research well before this assignment is due. 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. You are welcome

to use the course syllabus as a starting place for ideas, or you can draw on a topic you enjoyed from another class and see if you can integrate it with topics in cultural psychology. More detailed information about this assignment will be provided on the course Moodle.

Final paper. There will be a final paper due during the final exam period. The paper should be like the introduction of a psychology journal article, beginning with a literature review of your topic and ending with a new, original research question and testable hypothesis. The whole paper should be in APA style with a minimum of 10 peer-reviewed academic journal articles and should include a title page and reference section. The body of the paper should be 5 pages (max) double-spaced in Times New Roman font, not including the title page and reference section, and you should upload your assignment to Moodle. More detailed information about this assignment will be provided on the course Moodle.

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 2017-18](#))

Missed Exams and Late Work

Missed exams. Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement (APS) which can be found at: <https://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. All accommodations are made at the discretion of the Course Instructor.

For missed exams, students must submit the original APS form within 48 hours of the missed exam, and students must be prepared to write the make-up exam within the week following the missed exam. Make-up exams may be in a different format (e.g., essay questions) than the original missed exam. It is the student's responsibility to contact the TA about make-up exams. *There will be one set date for any make-up exams, and there are no exceptions for missing a make-up exam.* Further accommodations require that students submit a formal petition to the Faculty.

Late work. Because it is very important to turn in your assignments on time, you should plan to submit your assignments with enough time before a given deadline to account for possible technical difficulties, travel plans, etc. Remember that you can always submit assignments early. For any late work, there will be a 10% deduction from your grade per 24 hours or portion thereof past the deadline. Examples: 5 minutes late = 10% deduction; 18 hours late = 10% deduction; 25 hours late = 20% deduction, etc.

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](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 17
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 4	Oct. 18	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 10	Feb. 9	March 9
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 11 - Dec. 4	Feb. 10 - Apr. 6	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

"Turn-it-in" software will be used via the course Moodle to detect possible plagiarism in assignments.

Electronic Device Policy

It is expected that you are attentive and respectful during class, which means not using your phone or looking at things unrelated to class on your laptop. The use of laptops is permitted only for taking notes and referring to assigned readings during class discussion.

Attendance Policy

Class attendance is very important for your success in the course. Although attendance is not a formal part of your course grade, please keep in mind that lectures often include information not covered by the readings and not on slides.

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, providing tools, assistance, and resources.

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](#).

Emailing Etiquette

When writing emails to professors and others within an academic setting, please remember that there are general norms for how to write them appropriately. Your email correspondence can leave a lasting impression at times, so it is important to keep in mind these tips for emailing etiquette:

- Check course materials, including the syllabus, to see if the information you need is there.
- Include your full name, student ID, and course number.
- Use correct spelling, grammar, and punctuation, and avoid overly informal language.
- Think carefully about your question first, and then explain it clearly and succinctly.
- Do your best to email well ahead of when you need an answer.
- See the Career Centre’s “12 Tips for Writing Effective Emails” pdf posted on Moodle.

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 3350 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. See [Intellectual Property Rights Statement](#).

Course Schedule

September 12: Class Overview

September 19: Culture and Human Nature

Textbook Ch. 1-2

Excerpts from: De Waal, F. B. M. (2001). *The Ape and the Sushi Master*. (pp. 1–10, 194–216). New York: Basic Books.

September 26: Cultural Evolution and Research Methods

Textbook Ch. 3-4

Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., & Kitayama, S. (2014). Large-scale psychological differences within China explained by rice versus wheat agriculture. *Science*, *344*, 603–608.

October 3: Exam 1; Development and Socialization (In-class Video: Preschool in Three Cultures)

Textbook Ch. 5

October 10: Self and Personality (Guest lecture)

Textbook Ch. 6

Kim, H., Schimmack, U., & Oishi, S. (2012). Cultural differences in self- and other-evaluations and well-being: A study of European and Asian Canadians. *Journal of Personality and Social Psychology*, *102*, 856-873.

October 17: Motivation

Textbook Ch. 8

Iyengar, S. S., & Lepper, M. R. (1999). Rethinking the value of choice: A cultural perspective on intrinsic motivation. *Journal of Personality and Social Psychology*, *76*, 349–366.

October 24: Exam 2; Paper Topic Q&A

**Topic proposal due Monday, October 30 at 5pm.*

October 31: Cognition and Perception (Guest lecture)

Textbook Ch. 9

Uskul, A. K., Kitayama, S., & Nisbett, R. N. (2008). Ecocultural basis of cognition: Farmers and fishermen are more holistic than herders. *Proceedings of the National Academy of Sciences of the USA*, *105*, 8552–8556.

November 7: Morality, Religion, and Many Forms of Culture

Textbook Ch. 12

Haidt, J., Koller, S. H., & Dias, M. G. (1993). Affect, culture, and morality, or is it wrong to eat your dog? *Journal of Personality and Social Psychology*, *65*, 613–628.

November 14: Multiculturalism and Acculturation (Guest lecture)

Textbook Ch. 7

Hong, Y.-Y., Morris, M. W., Chiu, C.-Y., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55, 709–720.

November 21: Review Session and Final Paper Q&A

November 28: Exam 3