

**Faculty of Health**  
**Department of Psychology**  
**PSYC 3350 3.0 A: CULTURAL PSYCHOLOGY**  
**Mondays – 11:30 to 14:30 – CLH F**  
**Fall/2019-2020**

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**Instructor and T.A. Information**

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Office Hours	By appointment	By appointment

**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

*Recommended prerequisites* (not essential, but very helpful)

- Social Psychology; Introduction to Research Methods

**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 the self-concept, emotion, developmental processes, and interpersonal relationships, among other topics. Each week we will have a lecture which may include a research demonstration, some video, class discussion, etc. Each lecture will be largely based on the assigned chapter from the textbook as well as an additional journal article. Typically, lectures are designed to stimulate your interest in cultural psychology and not all of the information presented in the text can be covered in class. Nevertheless, you are responsible for covering the text and the additional readings in their entirety. Similarly, lectures may contain information not included in the text or the assigned readings. So, if you miss a class it would be a good idea to borrow notes from a classmate, as all information presented in class (including videos and 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

**Textbook:** Heine, S. J. (2016). Cultural Psychology (3<sup>rd</sup> Edition). New York, NY: Norton.

**Journal Articles:** A journal article will be assigned each week except for the introductory lecture. These are available through the York library's e-resources or through Moodle. There are two purposes to including articles in the course: (a) to give you the opportunity to familiarize yourselves with academic papers – which are written differently than textbooks; and (b) help you with your own papers.

## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Assignment 1	September 15	3%
Assignment 2	December 4	2%
Exam 1	October 7	25%
Exam 2	November 11	25%
Exam 3	December Exam Period	25%
Paper	November 25	20%
Total		100%

## Description of Assessment

**Assignments:** Both assignments are to be completed online. The links will be posted on Moodle.

**Exams:** Each exam will consist of multiple choice and short answer questions. Exams are not cumulative.

**Paper:** Five double-spaced pages that focus on a cultural issue of interest. Detailed information on the paper will be provided in Week 2.

## 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 2019-20](#)

## Missed Tests/Midterm Exams/Late Assignment:

For any missed tests, midterm exam 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 missed tests, midterm exam or late assignments.

In addition to the online form, students' documented reason for a missed test, midterm exam or late assignment such as illness, compassionate grounds, etc., **MUST** submit official documentation (e.g. [Attending Physician Statement](#)). Exams missed on the ground of exceptional non-medical circumstances must be supported by appropriate documentation (e.g., obituary notice, automobile accident reports, etc.). This official documentation can be submitted in ONE of three ways:

- a. Attach it with the online form for missed tests/exams [preferred method]
- b. Email a scanned copy of the documentation to course instructor; or
- c. Place in instructor's mailbox in BSB 101

In the case of the make up exam, you must be prepared to write within the week following the missed exam. Although the content to be examined will be the same, the format may or may not follow that of the original exam. Information about the make-up exam will be shared via Moodle. It is your responsibility to check your Moodle account to confirm the date/time and location of the make-up exam. A conflict with another course during the time of the make-up is **NOT** an acceptable reason for missing a make-up, unless the conflict involves another exam (in this case you will need to submit documentation that clearly shows the conflict). Do **NOT** book any flights or make any travel plans until the final exam schedule has been finalized. An end-of-year trip or vacation is **NOT** a valid reason for missing the final exam.

## Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	<b>FALL (F)</b>	<b>YEAR (Y)</b>	<b>WINTER (W)</b>
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 17	Sept. 17	Jan. 19
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 1	Oct. 22	Feb. 3
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 3	March 13
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 9 - Dec. 3	Feb. 4 - Apr. 5	March 14 - Apr. 5

**\*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 for this course, however, it is strongly encouraged. Students can benefit greatly from interacting with the material and their fellow students in class. In addition, some of the material presented in class may not be covered in the textbook, and questions from that material may appear in exams.

### **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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

### **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 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 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

<b>September 9</b>	<b>Introduction; Culture &amp; Human Nature</b> (Chapters 1 & 2)
<b>September 16</b>	<b>Cultural Evolution</b> (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.
<b>September 23</b>	<b>Research Methods</b> (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.
<b>September 30</b>	<b>Development and Socialization</b> (Chapter 5) Zhou, C., Yiu, W. Y. V., Wu, M. S., & Greenfield, P. M. (2018). Perception of cross-generational differences in child behavior and parent socialization: a mixed-method interview study with grandmothers in China. <i>Journal of Cross-Cultural Psychology</i> , 49, 62–81.
<b>October 7</b>	<b>Term Test 1</b>
<b>October 14</b>	<b>Reading Week – No Class</b>
<b>October 21</b>	<b>Self &amp; Personality</b> (Chap 6; Chap 8: 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. <i>Psychological Science</i> , 17, 103–112.
<b>October 28</b>	<b>Cognition &amp; Perception</b> (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. <i>Personality and Social Psychology Bulletin</i> , 34, 1260–1275.
<b>November 4</b>	<b>Emotions</b> (Chapter 10) Seibt, B., Schubert, T. W., Zickfeld, J. H., Zhu, L., Arriaga, P., ... & Fiske, A. P. (2017). <i>Journal of Cross-Cultural Psychology</i> , 49, 418-435.
<b>November 11</b>	<b>Term Test 2</b>
<b>November 18</b>	<b>Health</b> (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.
<b>November 25</b>	<b>Relationships and Groups</b> (Chap 11) + <b>Morality</b> (Chap 12 pp. 487-504) Adams, G. (2005). The cultural grounding of personal relationship: Enemyship in North American and West African worlds. <i>Journal of Personality and Social Psychology</i> , 88, 948–968. *** <b>PAPER DUE ON THIS DAY</b> ***
<b>December 2</b>	<b>Multicultural Issues</b> (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.