

# PSYC\*6930, Course Outline: Fall 2018

## General Information

**Course Title: Community, Culture and Global Citizenship**

### **Course Description:**

The purpose of this course is to provide students with a framework for thinking about community and cultural psychological work in the context of global citizenship. The course will cover theory and methods for addressing such issues as community health, poverty and violence, immigration, diversity and acculturation, in an increasingly interconnected, interdependent and globalized world. One of the central themes of the course is how applied social psychology can theorize and intervene at the intersection of individual and social issues.

**Credit Weight: 0.5**

**Academic Department (or campus): Psychology**

**Semester Offering: Fall 2018**

**Class Schedule and Location: Tuesdays 2:30 – 5:20 pm  
ROZH 108**

## Instructor Information

Instructor Name: Prof. Saba Safdar

Instructor Email: ssafdar@uoguelph.ca

Office location and office hours: 4017 Mackinnon Building, by appointment

## Course Content

### **Specific Learning Outcomes:**

*The course is designed to meet the following Learning Objectives of the University:*

*1) Literacy: The quality of written communication will be a major factor in the assessment of written work.*

*2) Understanding of Forms of Inquiry: A major theme of this course will pertain to the process whereby worthwhile research questions are identified and tackled.*

*3) Depth and Breadth of Understanding: This course will cross several conventional discipline boundaries within the broad areas of psychology, including social, organizational,*

environmental, political, health, media, and education. Moreover, students will be encouraged to go beyond material discussed in class.

4) *Independent Thought*: Emphasis will be placed on identifying and understanding the basis for current viewpoints and examining challenges to certain theoretical frameworks.

5) *Motivation to Learn*: This course will be aimed at helping students to reflect on their own learning and education.

**Seminar Content:**

Dates	Topics & Readings
Week 1 September 11	Integrative introduction <ol style="list-style-type: none"> <li>1. Billig, M. (1995). <i>Banal nationalism</i> (Chapter 1). London: Sage.</li> <li>2. Brodsky, A. (2001). More than epistemology: Relationships in applied research with underserved communities. <i>Journal of Social Issues</i>, 57, 323-335.</li> <li>3. Demick, J. (2000). Toward a mindful psychological science: Theory and application. <i>Journal of Social Issues</i>, 56, 141-159.</li> </ol>
Week 2 September 18	What is culture? Defining the field and indigenous psychology <ol style="list-style-type: none"> <li>1. Allwood, C. M., &amp; Berry, J. W. (2006). Origins and development of indigenous psychologies: An international analysis. <i>International Journal of Psychology: Journal International de Psychologie</i>, 41(4), 243–268.</li> <li>2. Christopher, J. C., Wendt, D. C., Marecek, J., &amp; Goodman, D. M. (2014). Critical cultural awareness: contributions to a globalizing psychology. <i>The American Psychologist</i>, 69(7), 645–655.</li> <li>3. Hong, Y-Y &amp; Cheon, B.K. (in press). How does culture matter in the face of globalization? <i>Perspectives on Psychological Science</i>.</li> <li>4. Poortinga, Y. (2015). Is “culture” a workable concept for (cross-) cultural psychology? <a href="http://dx.doi.org/10.9707/2307-0919.1139">Online Readings in Psychology and Culture</a>, 2(1). <a href="http://dx.doi.org/10.9707/2307-0919.1139">http://dx.doi.org/10.9707/2307-0919.1139</a></li> </ol>
Week 3 September 25	Immigration & acculturation <ol style="list-style-type: none"> <li>1. Berry, J.W. (2013). Immigration, acculturation, and Adaptation (195-211). In E. Tartakovsky (Ed.), <i>Immigration: Policies, Challenges and Impact</i>. Hauppauge, NY: Nova Science Publisher.</li> <li>2. Van Oudenhoven, J.P., Stuart, J., &amp; Tip, L.K. (2016). Immigrants and ethnocultural groups (134-152). In D. Sam &amp; J.W. Berry (Eds.), <i>The Cambridge Handbook of Acculturation Psychology</i>. Cambridge, Cambridge University Press.</li> <li>3. Ferguson, G.M., Boer, D., Fischer, R., Hanke, K., Ferreira, M.C., Gouveia, V., et al. (2016). “Get up, stand up, stand up for your rights!” The</li> </ol>

Dates	Topics & Readings
	Jamaicanization of youth across 11 countries through Reggae music? Journal of Cross-Cultural Psychology, 47(4), 581-604.
Week 4 October 2	<p>intercultural conflict, improving intercultural interaction and communication</p> <ol style="list-style-type: none"> <li>1. Ashdown, B.K. &amp; Buck, M. (2018). International aid as modern imperialism - what does cross-cultural psychology <i>really</i> have to offer? A commentary on ‘the positive role of culture: What cross-cultural psychology has to offer to developmental aid effectiveness research by Symen A. Brouwers’. Journal of Cross-Cultural Psychology, 49(4), 545-553.</li> <li>2. Brouwers, S. A. (2018). The positive role of culture: What cross-cultural psychology has to offer to developmental aid effectiveness research. Journal of Cross-Cultural Psychology, 49(4), 519-534.</li> <li>3. Chaudhary, N. (2018). Cross-cultural psychology as a solution to global inequality: Optimism, overconfidence, or naivete? A commentary on ‘the positive role of culture: What cross-cultural psychology has to offer to developmental aid effectiveness research’ by Symen A. Brouwers. Journal of Cross-Cultural Psychology, 49(4), 535-544.</li> </ol>
October 9	Fall Break
Week 5 October 16	<p>Health behaviour, intervention programs, Mental Health Interventions Culturally sensitive programs</p> <ol style="list-style-type: none"> <li>1. Kirmayer, L. J. (2006). Beyond the “new cross-cultural psychiatry”: cultural biology, discursive psychology and the ironies of globalization. <i>Transcultural Psychiatry</i>, 43(1), 126–144.</li> <li>2. Kirmayer, L. J., Brass, G. M., &amp; Tait, C. L. (2000). The mental health of Aboriginal peoples: transformations of identity and community. <i>Canadian Journal of Psychiatry. Revue Canadienne de Psychiatrie</i>, 45(7), 607–616.</li> <li>3. Summerfield, D. (2012). Afterward: Against “global mental health.” <i>Transcultural Psychiatry</i>, 49 (3-4), 519-530. DOI: 10.1177/1363461512454701</li> </ol>
Week 6 October 23	<p>Political psychology and culture, peace, political violence and terrorism: Middle East and beyond</p> <ol style="list-style-type: none"> <li>1. Crenshaw, W. (2004). Psychology of Political Terrorism. In Jost &amp; Sidanius (eds.) Political Psychology: Key Readings [Available online as an ebook through the library]</li> <li>2. Kuklinski, James H. (2002). Introduction: Political psychology and the study of politics. In Kuklinski (ed.) Thinking about Political Psychology. [Available online as an ebook through the library]</li> <li>3. Vedder, P. &amp; van Geel, M. (2013). Radicalizing Muslim Youth: A conceptual analysis and consequences for interventions (395-414). In E.</li> </ol>

Dates	Topics & Readings
	Tartakovsky (Ed.), <i>Immigration: Policies, Challenges and Impact</i> . Hauppauge, NY: Nova Science Publisher.
Week 7 October 30	<p>Environmental Justice, Activism</p> <ol style="list-style-type: none"> <li>1. Bullard, R.D. &amp; Johnson, G. S. (2000). Environmental justice: Grassroots activism and its impact on public policy decision making. <i>Journal of Social Issues</i>, 56, 555-578</li> <li>2. Mazar, N. &amp; Zhong, C-B. (2010). Do green products make us better people? <i>Psychological Science</i>, 21(4), 494-498.</li> <li>3. Oskamp, S. (2000). Psychology of promoting environmentalism: Psychological contributions to achieving an ecologically sustainable future for humanity. <i>Journal of Social Issues</i>, 56, 373-390.</li> </ol>
Week 8 November 6	<p>Review of Critical Paper No Seminar</p>
Week 9 November 13	<p>What is “community”?, Relationship between the individual and the social, Conceptual framework</p> <ol style="list-style-type: none"> <li>1. Biesta, G., &amp; Cowell, G. (2012). How is community done? Understanding civic learning through psychogeographic mapping. <i>International Journal of Lifelong Education</i>, 31(1), 47–61.</li> <li>2. Jewkes, R., &amp; Murcott, A. (1996). Meanings of community. <i>Social Science &amp; Medicine</i>, 43(4), 555–563.</li> <li>3. Young, I. M. (1986). The Ideal of Community and the Politics of Difference. <i>Social Theory and Practice</i>, 12(1), 1–26.</li> </ol>
Week 10 November 20	<p>Community psychology, History, Community interventions, Participatory action research</p> <ol style="list-style-type: none"> <li>1. Brydon-Miller, M. (1997). Participatory Action Research: Psychology and Social Change. <i>The Journal of Social Issues</i>, 53(4), 657–666.</li> <li>2. Campbell, C., &amp; Murray, M. (2004). Community health psychology: promoting analysis and action for social change. <i>Journal of Health Psychology</i>, 9(2), 187–195.</li> <li>3. Nelson, G., Lavoie, F., &amp; Mitchell, T. (2007). The History and Theories of Community Psychology in Canada. In S. M. Reich, M. Riemer, I. Prilleltensky, &amp; M. Montero (Eds.), <i>International Community Psychology</i> (pp. 13–36). New York: Springer US.</li> </ol>
Week 11 November 27	<p>Gender, Diversity, Violence</p> <ol style="list-style-type: none"> <li>1. Baumeister, R.F. &amp; Vohs, K.D. (2012). Sexual economics, culture, men, and modern sexual trends. <i>Society</i>, 49(6): 520-524. DOI 10.1007/s12115-012-9596-y</li> <li>2. Fulop, M. &amp; Berkics, M. (2015). Perception of gender differences in competition in the post-socialist Hungary (193-218). In S. Safdar &amp; N.</li> </ol>

Dates	Topics & Readings
	Kosakowska-Berezecka (Ed.). <i>Psychology of Gender Through the Lens of Culture, Theories and Applications</i> . New York: Springer Publisher. 3. Gibbons, J.L. & Luna, S.E. (2015). For men life is hard, for women life is harder: Gender roles in Central America (307-326). In S. Safdar & N. Kosakowska-Berezecka (Ed.). <i>Psychology of Gender Through the Lens of Culture, Theories and Applications</i> . New York: Springer Publisher.
Week 12 December 4	Global citizenship How do community and culture relate to global citizenship  1. Marsella, A. J. (1998). Toward a “global-community psychology”: Meeting the needs of a changing world. <i>The American Psychologist</i> , 53(12), 1282. 2. Marsella, A. (2012). Psychology and Globalization: Understanding a Complex Relationship. <i>The Journal of Social Issues</i> , 68(3), 454–472. 3. O’Donnell, C. R., & Tharp, R. G. (2012). Integrating cultural community psychology: activity settings and the shared meanings of intersubjectivity. <i>American Journal of Community Psychology</i> , 49(1-2), 22–30.

### Course Assignments and Tests:

Students are expected to focus on theory and research in community and cultural psychology in their writing and presentation.

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Seminar Presentation	TBD	30	2, 3, & 4
Seminar Participation	TBD	10	2, 3, & 5
Journal Writings	Weeks 2 & 11	20	1, 3, & 4
Critical Review Paper	Weeks 7 & 12	40	1, 3, & 4

### Additional Notes:

(1) Seminar Presentation (30%). Each student will present a topic selected from the course outline. Presentations will involve three components: (1) presenting a brief commentary on the readings assigned for that week; (2) description of key methodology and results; (3) critical assessment of the conclusions and the contribution of the paper to our understanding of the field. Presenters also should develop a set of questions on the readings and lead discussion in class. Constructing the big picture is a crucial element of presenting the material.

Additionally, the presenter should expand upon the topic of the seminar by adding one new article to the list of the readings. Full reference of the article should be provided to the class at least a week in advance. The new article should be published in the last 5-6 year (2010 or later).

For each topic the presenter should discuss why the topic is important globally (e.g., environmental justice: negative impact of human activities on the environment using specific global references) and discuss the topic within the Canadian society (e.g., environmental injustice in Canada with reference to the first nation communities).

The grades for both the independent seminar presentation and the co-presentation are based on the instructor's (75%) and the peer's (25%) evaluation. Students should submit their qualitative and quantitative evaluation of the presenter only to the instructor at the end of the seminar or within 24 hours after the presentation. The peer evaluation will be anonymous.

(2) Seminar Participation (10%). Students are expected to attend class each week, and participate in weekly seminar discussions. Each student should prepare questions for discussion on all readings and come prepared to examine the readings in class. These questions will be the basis of discussion and critical reviews of the weekly readings. I expect class discussions to be wide ranging and involve critical evaluations of the readings. It is expected that all the students construct commentaries and reflect on the readings. The seminar participation grade is based partly on class participation and partly on submission of grades and feedback for peer evaluation.

(3) Journal writing (20%). Students have to submit two reflective papers, each worth 10%.

The first paper is a reflection on your learning plan. You are encouraged to develop an active learning schedule that reflects your interest in any particular topics of the course. In this paper, you should answer three questions: A) What do you expect to get out of this course? B) How are you going to achieve your goal? How do you currently understand the connections between community, culture and global citizenship? Due date is second week of the course.

In the second paper, you should critically examine your learning process. In this paper, you should address three issues: A) Describe the change in your level of insights into topics of interests. B) Describe some of the challenges in your learning process. C) What were the most and least effective methods in increasing your engagement with the topic? D) How has your understanding of the connections between C, C and G changed, if at all, over the course of semester? Due data is 11<sup>th</sup> week of the course.

Half of your grade is based on submission (5%) and half will be based on writing a critically reflective learning plan, engagement with the process, examples of experiential and deep learning, and suggestions on how to develop such learning.

(4) Critical Review Paper (40%). The review paper should consist of a critical review of some of the relevant scholarly literature on a selected topic from course outline. The topic of your critical review paper should be different from the topic of your presentation. In the paper, you should discuss selected literature within a particular topic (e.g., gender inequality across culture). You should provide a review of the literature, critically analyze the empirical studies,

and give suggestions regarding future work. It is hoped that the reviews will be an opportunity for students to pursue topics, or questions, that are of interest to them. The word limit for each review paper is between 2500 to 3000 word, double spaced pages, excluding references. The submission to Peer Review is due on Week 7 and the submission to the instructor is due on Week 12. More information about the critical review paper is provided at the end of the course outline.

## **Course Resources**

### **Required Texts:**

A list of topics is presented under 'Course Topics' with list of readings (mostly journal articles) corresponding to each topic.

## **Course Policies**

### **Grading Policies**

If you miss a class or an assignment, please inform me as soon as possible. You may present your seminar presentation at an alternative time without a penalty if you inform me in advance. However, there is a penalty for late submission of the Critical Review Paper. Failure to submit first draft of the paper will result in a 10% penalty off the final paper grade. Late penalty for submitting the final paper is 5% for every 24 hours. [Graduate Grade interpretation](#)

Please note that these policies are binding unless academic consideration is given to an individual student.

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for [Grounds for Academic Consideration](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [csdexam@uoguelph.ca](mailto:csdexam@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

### **Drop date**

The last date to drop one-semester courses, without academic penalty, is November 4<sup>th</sup>, 2016. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). [Current Graduate Calendar](#)

### **Additional Course Information**

#### **Critical Review Paper**

Each student is expected to review TWO papers, using the criteria provided at the end of this section. There is no class during week 8 so that students can perform peer review during this time. Students will provide both qualitative and quantitative feedback in their reviews. The



quantitative feedback will assign a grade to the paper, which is worth 10% of the final grade (5% per review). Peer review feedback is due during week 9. You will have two weeks to generate a final draft of your term paper following receipt of your peer reviews. The final draft of the term paper is due during week 12. Dr. Safdar will grade the final draft of the term paper, and it is worth 30% of your final grade. Cumulatively, all graded components of the term paper are worth 40%.

Please note that Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. As the 2014/15 Undergraduate Calendar states: "Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it" (p. 31).

I may use Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Term Paper Marking Scheme

Student Name: \_\_\_\_\_

Paper Topic: \_\_\_\_\_

**Introduction and Topic Definition**

Answers the question: “Is the topic clearly defined and introduced, and is it narrow enough for an article of this length?”

- Is the main research question clearly defined, with the topic sufficiently focused to be covered by the scope of the paper?

1	2	3	4	5
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- Are the papers that comprise the cluster of publications introduced and briefly described, with an outline of the contents to follow provided?

1	2	3	4	5
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**Critique**

Answers the question: “Has the cluster of research publications been critically evaluated, and are the arguments supported by evidence from authoritative sources?”

- Is the original contribution represented by each piece of work discussed?

1	2	3	4	5	6	7	8	9	10
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- Is it clear how the studies complement (and possibly build on) one another?

1	2	3	4	5	6	7	8	9	10
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- Are there frequent associations made to show relationships between studies?

1	2	3	4	5	6	7	8	9	10
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- Are the strengths and the weaknesses of the various studies identified?

1	2	3	4	5	6	7	8	9	10
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- Does the author incorporate details, facts and other supporting evidence appropriately?

1	2	3	4	5	6	7	8	9	10
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### Conclusion

Answers the questions: “Is the information presented in the critique effectively summarized, and are logical next steps in the research presented?”

- Does the student provide a brief summary or concluding remarks at the end of the paper?

1	2	3	4	5
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- Are there suggestions for future research?

1	2	3	4	5
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### Clarity & Organization

Answers the questions: “Is the information organized in a logical, easy-to-follow sequence, and is the article written in the scientific style?”

- Are there any grammar, spelling punctuation, etc. mistakes?

1	2	3	4	5
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- Is the paper well organized and does it follow a logical train of thought?

1	2	3	4	5
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- Is the writing concise? Are the sentences short and to the point, or long and convoluted?

1	2	3	4	5
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- Is the language appropriate? Does the author use appropriate scientific and academic terminology? Were the important terms appropriately defined?

1	2	3	4	5
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### References

Answers the question: “Are the selected references appropriate given the stated research question, and do they conform to the American Psychological Association (APA) style?”

- Do the selected references comprise a logical cluster of publications?

1	2	3	4	5
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- Did the student reference all relevant citations, and use the appropriate citation style, throughout the paper (APA)?

1	2	3	4	5
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Total \_\_\_\_\_/100

## **Qualitative Comments**

In this section, you will provide detailed comments on three aspects of the paper. These are:

(1) Commendations – comment on what you see as being the strengths of the paper, and what was done well.

(2) Recommendations – comment on at least one aspect of the paper that you think is in need of improvement and give suggest how this might be accomplished.

(3) Corrections – If you felt that some aspect of the paper was done incorrectly, and that the term paper requirements were not met by the paper in some way, comment on the error and suggest