General Information

Due to the COVID-19 pandemic, this course is offered in an alternative format: Alternative Delivery synchronous – AD-S Virtual: Tuesdays 2:30-5:20 pm in Virtual Room

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: Psychology

Semester Offering: Fall 2020

Instructor Information

Instructor Name: Prof. Saba Safdar
Instructor Email: ssafdar@uoguelph.ca
As a general rule, I will do my best to answer emails within 2 business days. However, please be more forgiving if it is a weekend or holiday.

Course Content

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:**

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<tr>
<th>Dates</th>
<th>Topics &amp; Readings</th>
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<tr>
<td><strong>Week 1</strong></td>
<td>Introduction: The Impact of COVID-19</td>
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| **Week 2**  | Defining Culture and Indigenous psychology                                       |

<p>| <strong>Week 3</strong>  | Immigration &amp; Acculturation                                                       |</p>
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<td>Intercultural Relations &amp; Cross-Cultural Psychology</td>
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<td>October 9-13</td>
<td>Fall Break</td>
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<td>Week 5</td>
<td>Health Behaviour, Intervention Programs</td>
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<td>Week 6</td>
<td>Racism</td>
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<td>Reproductive Justice</td>
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<td>Dates</td>
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| Week 8    | Review of Critical Paper  
Week 10    | No Seminar                                                                                                                                                                                                         |
<p>| Week 9    | What Is “Community”?, Relationship between the individual and the social, Conceptual framework                                                                                                                                 |
| Week 10    | Community Psychology                                                                                                                                                                                                 |
| Week 11    | Gender, Diversity, Violence                                                                                                                                                                                          |
| December 1 |                                                                                                                                                                                                                     |</p>
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**Week 12 December 3**

**Globalization & Psychology**

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<tr>
<th>Assignment or Test</th>
<th>Due Date</th>
<th>Contribution to Final Mark (%)</th>
<th>Learning Outcomes Assessed</th>
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<tr>
<td>Seminar Presentation</td>
<td>TBD</td>
<td>30</td>
<td>2, 3, &amp; 4</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>TBD</td>
<td>10</td>
<td>2, 3, &amp; 5</td>
</tr>
<tr>
<td>Journal Writings</td>
<td>Weeks 2 &amp; 11</td>
<td>20</td>
<td>1, 3, &amp; 4</td>
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<tr>
<td>Critical Review Paper</td>
<td>Weeks 7 &amp; 12</td>
<td>40</td>
<td>1, 3, &amp; 4</td>
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**Course Assignments and Tests:**

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

**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. In addition, 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.
It is also expected that the presenter expands 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 years (2015 or later).

For each topic the presenter should discuss why the topic is important globally and discuss the topic within the Canadian society.

The grade for the seminar presentation is 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.

(2) Seminar Participation (10%). Students are expected to attend virtual class each week and participate in weekly seminar discussions. 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 A, B and C changed, if at all, over the course of semester? Due data is 11th week of the course (at the end of the seminar).

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 first submission of the critical paper is due on Week 7 (at the end of seminar). The instructor anonymizes students’ papers and sends them to two other students for review. Therefore, each student receives feedback on their paper from two reviewers. Students are
expected to incorporate the feedback they received from the two reviewers before submitting the second version of their critical paper to the instructor which is due on Week 12 (at the end of the seminar). The final submission should include two documents, 1) the critical review manuscript; 2) a document outlining how and where in the manuscript the comments of the reviewers are addressed. 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 virtual 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. 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 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 4th, 2020. For regulations and procedures for Dropping Courses, see the [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 (at the end of seminar). 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 (at the end of seminar). 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

- 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

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

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

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

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

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

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

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

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
• Is the paper well organized and does it follow a logical train of thought?

1 2 3 4 5

• Is the writing concise? Are the sentences short and to the point, or long and convoluted?

1 2 3 4 5

• Is the language appropriate? Does the author use appropriate scientific and academic terminology? Were the important terms appropriately defined?

1 2 3 4 5

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

• Did the student reference all relevant citations, and use the appropriate citation style, throughout the paper (APA)?

1 2 3 4 5

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 suggestion on how this might be accomplished.
(3) Corrections – If you felt that some aspect of the paper was done incorrectly and that the critical paper requirements were not met in some way, comment on the error and make suggestion.
Feedback on Peer Presentations

Name: ______________________ DATE: ______________
PRESENTER: ______________________
Total: ______________
TOPIC: __________________________________________

Please use this feedback form to give comments to the presenters. Feel free to comment on other points important to you.
Circle your rating: Strongly disagree = 1; Strongly agree = 10

A: Content

1. Previous work (theory and research) was suitably selected and evaluated:
   1  2  3  4  5  6  7  8  9  10

2. The presenters considered the implications of their material for research and practice/application.
   1  2  3  4  5  6  7  8  9  10

B: Presenters’ Knowledge of Subject Matter

3. Demonstrated an in-depth understanding of the subject matter, a good grasp of the issues and material:
   1  2  3  4  5  6  7  8  9  10

4. Provided thoughtful and appropriate responses to comments and questions:
   1  2  3  4  5  6  7  8  9  10

C: Organization

5. The sequence and grouping of material was logical and coherent:
   1  2  3  4  5  6  7  8  9  10

6. The material was well integrated across the different segments and presenters:
   1  2  3  4  5  6  7  8  9  10

D: Overall Presentation/Delivery

7. The presenter made the subject interesting; kept the attention of the audience, and stimulated discussion:
   1  2  3  4  5  6  7  8  9  10

8. Ideas and arguments were clearly formulated; information was made understandable to the audience:
   1  2  3  4  5  6  7  8  9  10