

PSYC*6930, Course Outline: Fall 2022

General Information

Course Title: Culture, community and global citizenship

Course Description:

The purpose of this course is to conceptualize 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, violence, immigration, diversity and acculturation, in an interconnected, interdependent and globalized world.

Credit Weight: 0.50

Academic Department (or campus): Department of Psychology

Semester Offering: Fall 2022

Class Schedule: Wednesdays 11:30-14:20

Location: ROZH 107

Instructor Information:

Instructor Name: Benjamin Giguère

Instructor Email: bgiguere@uoguelph.ca

Telephone: 519-824-4120 ext. 56562

Office location: MacKinnon Building Extension (MCKN) 4007

Office hours: TBA

Course Content

Upon completion of the course, through concise, accurate and reliable oral and written communication, students will be able to:

1. demonstrate an in depth understanding of social psychology approaches to community, culture and globalization
2. demonstrate the ability to critically think about and integrate research from different social psychology theories as they pertain to community, culture and globalization
3. demonstrate the ability to apply social psychological theories to think critically and creatively about the nature of social problems from a community, cultural and/or global perspective
4. demonstrate the ability to facilitate conversations about complex social psychological research and theories, as well as their application to address social and practical problems
5. demonstrate key ethical principles and professionalism (including accountability, responsibility, time management)

Seminar Content:

Meeting #	Date	Topic and readings
1	Sept. 14th	<p>Course introduction</p> <ul style="list-style-type: none"> a. Overview of the course b. Review skills for effective seminar participation and facilitation
2	Sept. 21st	<p>Cultural and cross-cultural psychologies</p> <ul style="list-style-type: none"> • Kim, U. (2000). Indigenous, cultural, and cross-cultural psychology: A theoretical, conceptual, and epistemological analysis. <i>Asian Journal of Social Psychology, 3</i>, 265– 287. • Segall, M. H., Lonner, W. J., & Berry, J. W. (1998). Cross-cultural psychology as a scholarly discipline: On the flowering of culture in behavioral research. <i>American Psychologist, 53</i>, 1101– 1110. • Hong, Y.-y., Cheon, B. K. (2017). How does culture matter in the face of globalization? <i>Perspectives on Psychological Science, 12</i>, 810–823.
3	Sept. 28th	<p>Community approaches to psychology</p> <ul style="list-style-type: none"> • McMillan, D.W., & Chavis, D.M. (1986). Sense of community: A definition and theory. <i>American Journal of Community Psychology, 14</i>, 6-23 • Jewkes, R., & Murcott, A. (1996). Meanings of community. <i>Social Science & Medicine, 43</i>, 555–563. • Silka, L. (2018). Adding a community focus to the psychological investigation of immigration issues and policies. <i>Journal of Social Issues, 74</i>, 856-870 doi: 10.1111/josi.12302
4	Oct. 5th	<p>Comparing across populations and cultures</p> <ul style="list-style-type: none"> • Norenzayan, A., & Heine, S. J. (2005). Psychological Universals: What Are They and How Can We Know? <i>Psychological Bulletin, 131</i>, 763–784. https://doi.org/10.1037/0033-2909.131.5.763U • Henrich, J., Heine, S. J., Norenzayan, A (2010). The weirdest people in the world? <i>Behavioral and brain sciences, 33</i>, 61-83. doi:10.1017/S0140525X0999152X • Supplemental reading: Ellard-Gray, A., Jeffrey, N. K., Choubak, M., & Crann, S. E. (2015). Finding the Hidden Participant: Solutions for Recruiting Hidden, Hard-to-Reach, and Vulnerable Populations. <i>International Journal of Qualitative Methods 14</i>, 1-10.

5	Oct. 12th	<p>Cultural differences shaping communities</p> <ul style="list-style-type: none"> • Adams, G. (2005). The cultural groundings of personal relationship: Enemyship in North American and West African Worlds. <i>Journal of Personality and Social Psychology</i>, 88, 948-968. • Aneesh, A. (2012). Negotiating globalization: Men and Women of India's Call Centers. <i>Journal of Social Issues</i>, 68, 514-533. • Ryder, A. G., Yang, J., Zhu, X., Yao, S., Yi, J., Heine, S. J. & Bagby, R. M. (2008). The cultural shaping of depression: Somatic symptoms in China, Psychological Symptoms in North America. <i>Journal of Abnormal Psychology</i>, 117, 300-313.
6	Oct. 19th	<p>Immigration and acculturation</p> <ul style="list-style-type: none"> • Berry, J. W. (1997). Immigration, acculturation, and adaptation. <i>Applied Psychology: An International Review</i>, 46, 5-68. • Bourhis, R.Y. , Moïse, L.C. , & Perrault, S. (1997). Towards an interactive acculturation model: A social psychological approach. <i>International Journal of Psychology</i> , 32, 369-386. • Zagefka, H., & Brown, R. (2002). The relationship between acculturation strategies, relative fit and intergroup relations: Immigrant-majority relations in Germany. <i>European Journal of Social Psychology</i>, 32(2), 171-188. https://doi.org/10.1002/ejsp.73
7	Oct. 26th	<p>Discrimination and prejudice</p> <ul style="list-style-type: none"> • Lalonde, R. N., & Cameron, J. E. (1994). Behavioral responses to discrimination: A focus on action. In M. P. Zanna & J. M. Olson (Eds.), <i>The psychology of prejudice: The Ontario Symposium</i> (Vol. 7, pp. 257-288). Hillsdale, NJ: Erlbaum. • Dion, K. L. (2001). Immigrants' perceptions of housing discrimination in Toronto: The housing new Canadians project. <i>Journal of Social Issues</i>, 57, 523-539 • Louis WR, Duck JM, Terry DJ, Schuller RA, Lalonde RA. (2007). Why do citizens want to keep refugees out? Threats, fairness, and hostile norms in the treatment of asylum seekers. <i>European Journal of Social Psychology</i>, 37, 53-73.
8	Nov. 2nd	<p>Diversity and intergroup contact</p> <ul style="list-style-type: none"> • Antonio, A. L., Chang, M. J., Hakuta, K., Kenny, D. A., Levin, S., & Milem, J. F. (2004). Effects of racial diversity on complex thinking in college students. <i>Psychological Science</i>, 15, 507-510.

		<ul style="list-style-type: none"> Galinsky, A. D., Todd, A. R., Homan, A. C., Phillips, K. W., Apfelbaum, E. P., Sasaki, S. J., ... Maddux, W. W. (2015). Maximizing the gains and minimizing the pains of diversity: A policy perspective. <i>Perspectives on Psychological Science</i>, 10, 742-748. https://doi.org/10.1177/1745691615598513 Davies, K., Tropp, L. R., Aron, A., Pettigrew, T. F., & Wright, S. C. (2011). Cross-group friendships and intergroup attitudes: A meta-analytic review. <i>Personality and Social Psychology Review</i>, 15, 332–351. https://doi.org/10.1177/1088868311411103 Powers, S. L., Graefe, A. R., Benfield, J. A., Hickerson, B., Baker, B. L., Mullenbach, L. E., Mowen, A. J. (2022). Exploring the conditions that promote intergroup contact at urban parks. <i>Journal of Leisure Research</i>, 53, 426-449. https://doi.org/10.1080/00222216.2021.1910089.
9	Nov. 9th	<p>Aboriginal, First Nations, and Inuit</p> <ul style="list-style-type: none"> Chandler, M. J. & Lalonde, C. (1998). Cultural continuity as a hedge against suicide in Canada's First Nations. <i>Transcultural Psychiatry</i>, 35, 191-219. Taylor, D. M. (1997). The quest for collective identity: The plight of disadvantaged ethnic minorities. <i>Canadian Psychology</i>, 38, 174-190. Taylor, D. M. & de la Sablonnière R. (2014). <i>Survey research as a vehicle for constructive community change</i>. pp. 180-200. In <i>Towards Constructive Change in Aboriginal Communities: A social psychological perspective</i>.
10	Nov. 16th	<p>Reproductive justice</p> <ul style="list-style-type: none"> Avery, L. R. & Stanton, A. G. (2020). Subverting the mandates of our methods: Tensions and considerations for incorporating reproductive justice frameworks into psychological science. <i>Journal of Social Issues</i>, Vol. 76 (2), pp. 447--455 doi: 10.1111/josi.12386 Grabe, S. & Ramirez, D. R. (2020). Reproductive justice: The role of community- based organization participation in reproductive decision-making and educational aspirations among women in Nicaragua. <i>Journal of Social Issues</i>, Vol. 76 (2), pp. 391--415 doi: 10.1111/josi.12377 Rigga, D. W. & Bartholomaeus, C. (2020). Toward trans reproductive justice: A qualitative analysis of views on fertility preservation for Australian transgender and non-binary people. <i>Journal of Social Issues</i>, Vol. 76 (2), pp. 314--337 doi: 10.1111/josi.12364

11	Nov. 23rd	<p>Collective movements shaping communities and the world</p> <ul style="list-style-type: none"> • Klandermans, B., Sabucedo, J. M., Rodriguez, M., & De Weerd, M. (2002). Identity processes in collective action participation: Farmers' identity and farmers' protest in the Netherlands and Spain. <i>Political Psychology</i>, 23, 235–251. • Thomas, E. F., & Louis, W. R. (2013). Doing democracy: The social psychological mobilization and consequences of collective action. <i>Social Issues and Policy Review</i>, 7, 173-200. • Van de Vyver, J., Leite, A. C., Abrams, D., & Palmer, S. B. (2018). Brexit or Bremain? A person and social analysis of voting decisions in the EU referendum. <i>Journal of Community & Applied Social Psychology</i>, 28(2), 65–79
12	Nov. 30th	<p>Globalization and communities</p> <ul style="list-style-type: none"> • Marsella, A. (2012). Psychology and globalization: Understanding a complex relationship. <i>Journal of Social Issues</i>, 68, 454– 472. • Kashima, Y., Shi, J., Tsuchiya, K., Kashima, E. S., Cheng, S. Y. Y., Chao, M. M., & Shin, S.-H. (2011). Globalization and folk theory of social change: How globalization relates to social perceptions about the past and future. <i>Journal of Social Issues</i>, 67, 696–715. • de Rivera, J. (2018). Themes for the celebration of global community. <i>Peace and Conflict: Journal of Peace Psychology</i>, 24, 216-224. https://doi.org/10.1037/pac0000340

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Participation in seminar discussions	Varied	20%	1,2,3,5
Facilitation #1	Varied	10%	4,5
Facilitation #2	Varied	10%	4,5
Thought Paper #1	Oct. 12th	10%	1,2,3,5
Thought Paper #2	Nov. 9th	10%	1,2,3,5
Research proposal	Dec. 9 th	40%	1,2,3,4,5

Participation in seminar discussion

Given that this course is seminar, most of the learning will take place during class discussions. The seminar will be a collaborative effort between the students aimed at producing thoughtful analysis and discussion. The class will meet once a week to discuss the assigned topics. The readings are organized around a particular topic area and are intended to provide a common knowledge base from which relevant theoretical, methodological, and practical issues can be addressed. Class members are expected to read the assigned material and be prepared to discuss a) the strengths and weakness of the research, b) the adequacy of the existing research, c) ideas for future research, and d) confusing points in the readings. Some reminders of important participation skills will be provided during the first meeting.

Facilitation #1 and #2

Each of you will be responsible for facilitating the discussion for two of the meetings. Topic selection will occur during the first class. Your task during your two seminars will be threefold. First, you will prepare discussion questions for the class and distribute these to the class by Tuesday at 8am. You can do this through CourseLink. Second, you will provide a brief (5 minute) summary of the readings, which you will present to the group at the start of the meeting. Third, you will facilitate the class discussion. Please ensure you should have a plan for how you will do that. Consider integrating some problem focused questions among the discussion questions. Some reminders of important facilitation skills will be provided during the first meeting. Depending on the number of students you may be asked to complete this activity in teams.

Thought papers

The aim of the thought papers is to raise a critique of one of the articles assigned in the course. The critique can focus on any aspect of the article, such as its theoretical assumptions or its methodology. In addition to presenting the critique the paper needs to also offer a parsimonious and realistic solution to the issue raised as part of the critique. The thought papers

should be between 500 and 1000 words (excluding references). The document needs to be double spaced and follow APA guidelines for references.

Research proposal

Propose a research study examining an issue of particular significance to a social problem from a community and/or cultural perspective and discuss the implications of the research in an interconnected, interdependent and globalized world.

The proposal document should include the following:

1. A concise description of the social problem and a rationale for its importance
2. A rationale for using a community and/or cultural psychology perspective to explain the nature of the social problem.
3. A creative research question aimed at better understanding or addressing the social problem, along with the rationale for the question.
4. A concise review of literature relevant to the research question.
5. A method section, in which the design of a study is detailed, akin to the level of details found in common publications in the related domain.
6. A discussion of the implications of the research in an interconnected, interdependent and globalized world.

The paper should be no more than 15 pages double spaced (excluding the reference list, abstract page, and cover page). The abstract should be no more than 150 words. Most likely you will start with a document substantially longer and will need to edit it down. Use critical thinking to carefully select the information that is necessary to understand the proposed research study.

Course Resources

Required Texts:

All of the articles in the schedule of readings can be found at the library. Copies will be made available on courselink for your convenience whenever possible.

Other Resources:

Please visit the [CourseLink](#) site regularly to obtain important information and materials for this course (e.g., readings, grades, etc.).

Course Policies

Grading Policies

All evaluations will be graded holistically (i.e., there are no detailed rubrics in which total marks are broken down). A letter grade will be assigned as per the grade schedule specified in the [university's graduate calendar](#).

A+	Outstanding. The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award.
A- to A	Very Good to Excellent. The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration.
B	Acceptable to Good. The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study.
C	Minimally Acceptable. The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students.
F	An inadequate performance.

Please also note that work submitted for grades may be screened electronically for academic misconduct, including breaches of academic integrity and plagiarism. In this course, your instructor will be using Turnitin, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If a word limit is set for an assignment, the grader will stop reading when they get to the limit set for the assignment (e.g., if you submit a 600 words document when the limit 500 words, only the first 500 words will be graded). No assignments will be accepted after the last day of the term.

A grade of 0 will be assigned for non-completion of any assignment or examination when scheduled unless there is an arrangement set as per the university policy regarding academic consideration. Please see the university policy section below for further details with regards to academic consideration.

Past/Future Work

Work done in this class cannot duplicate work you have already done for another class (including thesis and independent study courses). You can work on a component of your thesis/dissertation/other upcoming project if it is a good fit for the class assignment, but your submission for this class cannot be material that another faculty member has already given you feedback on. If the topic of your final paper is similar to other work you have done or are planning to do, please speak to the course instructor for guidance on how to proceed.

Policy regarding materials provided by instructor and his designates

The material shared by the course instructor or by his designate (e.g., TA) as part of this course, including copies of the lecture slides, are solely for the personal use of the authorized registered student for the duration of the course and may NOT be reproduced, or transmitted to others, whether it is in their original format or a modified version, without the express written consent of the course instructor.

Policy on emails

Only questions that can be answered simply, for example by yes or no or with a short sentence, will be answered by email. For longer answers you will most likely receive an email asking you to come and see me.

Emails will usually be answered within 24 to 48 hours during weekdays. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. So do not hesitate to come and see one of us if your email was not answered. The university expects you to check your U of Guelph email account regularly and us to use it to communicate with you.

Course Policy regarding use of electronic devices and recording of lectures

Electronic recording of classes is expressly 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.

Supplemental evaluations/examination

Please note that there is no supplemental evaluation or examination for this course.

University Policies

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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

Academic Consideration:

[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 appropriate section of 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. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services Website](#)

Student Feedback Questionnaire

These questionnaires (formerly course evaluations) will be available to students during the last 2 weeks of the semester. Students will receive an email directly from the Student Feedback Administration system which will include a direct link to the questionnaire for this course. During this time, when a student goes to login to CourseLink, a reminder will pop-up when a task is available to complete.

[Student Feedback Questionnaire](#)

Drop date

The last date to drop one-semester courses, without academic penalty, is Dec. 2nd. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Graduate Calendar.](#)