

PSYC*3350, Course Outline: Winter 2017

General Information

Course Title: Cross-Cultural Psychology

Course Description:

Throughout the world, peoples of differing cultural backgrounds are increasingly coming into contact through travel, business, work, temporary and permanent settlement, and information and communication technologies. What happens as a result of their contacts can vary from mutual learning and appreciation to hostility and overt conflict. This course provides an examination of cultural differences and of individual and group relations within and between culturally diverse societies from psychological perspectives. The course focuses on two equally important issues. First, we will examine how psychology can help to understand and cope with the diversity of our world. Second, we will examine the validity and generalizability of psychological knowledge in a different cultural context. The aim is to facilitate an understanding of the broad cultural similarities and differences that exist across and within societies and organizations.

Credit Weight: 0.5

Academic Department: Psychology

Semester Offering: Winter 2017

Class Schedule and Location: Tuesdays & Thursdays 10:00 – 11:20 am, MCKN 117

Instructor Information

Instructor Name: Prof. Saba Safdar

Instructor Email: ssafdar@uoguelph.ca

Office location and office hours: 4017 MacKinnon Building,
Tuesdays 4:00 – 5:00 pm and by appointment

GTA Information

Eli Cwinn, Email: ecwinn@uoguelph.ca

Rebecca Lee, Email: rlee01@uoguelph.ca

Cailin Stamarski, Email: cstamars@uoguelph.ca

Office hours by appointment only

Course Content

Learning Outcomes:

Upon successful completion of this course you should be able to:

1. Demonstrate knowledge of key concepts in cross-cultural psychology in terms of variations and similarities of human behaviour, emotion, and beliefs across-culture.
2. Awareness of your own cultural assumptions and awareness of different cultural perspectives.
3. Engage with people from different cultures and understand and analyze cultural practices and customs.
4. Ability to find relevant information on cross-cultural psychology, evaluate, and write a critical review.
5. Presenting and/or evaluating information effectively using visually appealing techniques.
6. Working together in a respectful and collaborative manner to complete the Culture Project.

Lecture Content:

	<u>Date</u>	<u>Lecture Topic</u>	<u>Chapters</u>
	January 10 th	Introduction	-
	January 12 th	Defining culture	1
	January 17 th	Cultures, nations, & societies	-
	January 19 th	Cross-cultural methodology	2
	January 24 th	Classifications of cross-cultural research	-
	January 26 th	Enculturation	3
	January 31 st	Culture & developmental process	4

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February 2 nd	Culture & cognition	5
February 7 th	Culture & self	13
February 9 th	Culture & gender	6
February 14 th	Physical health across culture	7
February 16 th	Review session for midterm	-
No class scheduled Winter Study Break (February 20 th -24 th)		
February 28 th	Midterm	-
March 2 nd	Emotional expression across culture	8
March 7 th	Communication style across culture	9
March 9 th	Culture & personality	10
March 14 th	Mental health across culture	11
March 16 th	Psychological treatment across culture	12
March 21 st	Culture & intergroup relations	14
March 23 rd	Organizational behaviour across culture	15
March 28 th	concluding remarks	-
March 30 th	No Class: Online Poster Presentation	-
April 4 th	No Class: Online Poster Presentation	-
April 6 th	Review session for final	-

Final Exam April 20th, 2017, 8:30-10:30 am

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Culture Project Paper	March 24 th , 2017	15%	LO # 2, 3, 4, & 6
Culture Project Poster	March 24 th , 2017	15%	LO # 2, 3, 5, & 6
Online Participation	March 30 th - April 4 th , 2017	8%	LO # 5
In-class Quizzes	During class starting January 19 th , 2017	12% (1% each, the best 12 out of 16 quizzes)	LO # 1
Midterm	February 28 th , 2017 10:00-11:20 am	20%	LO # 1
Final Exam	<u>April 20th, 2017,</u> <u>8:30-10:30 am</u>	30%	LO # 1

Additional Notes:

The final grade is based on a midterm, in-class quizzes, an essay, a poster, and a final exam. The final exam is cumulative. Lectures and reading assignments are examined in each test. All tests consist of multiple-choice items.

(1) Midterm (20%)

Chapters: 1, 2, 3, 4, 5, 6, 7, 13 and lecture materials.

(2) Final exam (30%)

All chapters and lecture materials since the start of the semester. However, the emphasis is on Chapters: 8, 9, 10, 11, 12, 14, & 15 and lecture materials since the midterm.

(3) Culture project, essay and poster (30%)

For this assignment students should work as a pair. Students are required to select one individual from another culture, such as an international student who is a newcomer to the university or an immigrant living in Canada for less than a year. We refer to this individual from a different culture as Person X. You and your partner should meet with Person X at least two times. These meetings provide opportunities for learning about each other's culture. Through these meetings students develop some basic knowledge about cultural and individual differences.

In the first or the second meeting, you have to identify a topic that both Person X and you and your partner are interested in pursuing. This includes any of the topics that are covered in the course such as, cultural differences in communication, expression of emotion, conformity, family obligations, dating, funeral and/or wedding norms and practices, eating habits, and gender relations. If students are unsure about a topic, they should meet with the instructor and get approval before continuing with the project.

Once students and Person X agree on a topic and have developed some understanding about the nature of the topic in both cultures (i.e., Canada and another country), students have to conduct a literature review examining the psychological research on the specific topic. The focus of the review should be to describe how the particular behaviour, attitude, or emotion is understood in Western culture of Canada and how it is explained and examined in another culture. For example, Person X is from Cameroon and you have identified that, in Cameroon, family obligations are much stronger than in Canada. Specifically, you come to realize that Cameroonians are expected to value their family duties above their individual goals. This concept could be explained using the Individualism/Collectivism cultural dimension. In your essay, you should discuss the relevant literature that explains this dimension and how fulfilling family obligation is functional in one culture and less so in another.

After you write a draft of your essay, you should meet with Person X and share your paper with him or her. Encourage Person X to provide feedback. The aim of this meeting is to encourage you to avoid seeing such an experience and people from another culture as mere resources available for exploitation in the process of achieving your goal. This experience should be of some benefit to all involved, which requires openness in discussion and negotiation related to needs, purposes, goals, and benefits. By presenting your analysis to Person X, you are providing some validation of your work. Also, be prepared to alter your conclusions if Person X says you have misunderstood or under- or over-emphasized something.

You are required to keep detailed information of every interaction including the date, time, duration, location of the meeting, and any other relevant information. This information should be provided as an appendix to the essay. **It is important that anonymity of Person X is kept.**

A shorter version of the essay should be presented as a poster. You and your partner will present one online poster and submit one paper. You and your partner will receive identical grades for this project.

The essay and your poster have to be uploaded on the Peer Assessment Evaluation and Review (PEAR) by **March 24th, 2017, 11:59 pm (Eastern Time)**.

The approximate length of the essay is 1500-2000 words (6-10 pages) excluding references and appendices. There is a one time late penalty of 25% for essays and 25% for posters that are submitted after the due date. The penalty is the same if you submit your paper one day or one week after the due date. No paper and poster will be accepted after the last class.

The pedagogical reason for this project is to prepare you for active understanding and development of attitudes of acceptance and respect for cultural differences. Once you are able to recognize your own culture-based beliefs, feelings, and behaviour, you can communicate your cultural system to others more effectively. You are also more prepared to understand a different cultural system.

(4) Online participation (8% + 1% bonus mark)

From March 28th to April 4th (one week) students have the opportunity to evaluate poster presentations of other students online using PEAR. The criteria for evaluation are stated at the end of the course outline. Each student should give a grade out of 100 and provide one statement on the strength and one statement on the weakness for each poster. Although it is

recommended that you evaluate all the posters, the minimum requirement is 20 posters. These evaluations will remain confidential and the presenters only receive a final mark for the poster that is based on the instructor's (50%), the TAs' (25%), and the students' (25%) grades. All the written comments will be provided to the presenters, anonymously.

If you evaluate less than 20, your online participation mark will be calculated based on the percentage of the posters that you evaluated. For example, if you evaluate 15 out of 20 posters, you will receive 6 out of 8. You are randomly assigned 20 posters to evaluate. If you evaluate 30 posters or more, you will receive one bonus mark.

(5) In-class quizzes using iClicker (12%)

Sixteen quizzes are administered in class. Your mark is based on the best 12. Each quiz is worth 1% and consists of 2 questions. You can only complete these quizzes in class using your "clicker" (information about iClickers is presented in the first day of class). Each quiz is based on the lecture that is presented on that day. If you do not attend a lecture that contains a quiz or you do not have your clicker with you, you miss the quiz and there is no make-up for it. The pedagogical reason for incorporating these quizzes during class time is to increase students' participation and involvement in class and receive feedback from students on their understanding of the material.

You must register your clicker on the course website, using CourseLink. You will not receive a mark for in-class quizzes if your clicker is not registered properly. The grades for in-class quizzes are updated on CourseLink at the end of each week. It is your responsibility to check your grades on CourseLink on a regular basis and inform the instructor ASAP if you have no mark for in-class quizzes. You have until the last day of class to inform the instructor if your marks for in-class quizzes are not uploaded on CourseLink. After this date no changes will be made and you will receive zero for this assignment.

Final examination date and time:

April 20th, 2017, 8:30-10:30 am

Final exam weighting:

The final exam is cumulative and all material including all the chapters and lecture topics will be included. However, the emphasis will be on the material after the midterm and only 20% of the questions will be from the first half of the semester. The format of the exam is multiple-choice items. Please familiarize yourself with Examination Regulations

Course Resources

Required Texts:

Matsumoto, D. & Juang, L. (2016). Culture & Psychology (6th ed.). Belmont, USA: Thomson Wadsworth.

You are also required to order one iClicker.

Copies of the textbook are available on Reserve in the Library for two hours.

Other Resources:

The lecture notes and additional readings will be accessible through CourseLink. The lecture notes for each week are available at the end of that week. The results of examinations and the grades for all assignments will also be posted and regularly updated on CourseLink. All relevant course messages will be posted on CourseLink. You are responsible to check CourseLink on a regular basis to avoid missing messages that are posted and ensure the accuracy of your grades that are regularly updated on CourseLink.

Course Policies

Grading Policies

If you miss the midterm, you have to provide supporting documentations to get permission for the make-up.

There is no make-up or late submission for in-class quizzes. If you do not attend a lecture that contains a quiz or you do not have your clicker with you, you miss the quiz and there is no make-up for it. Note that you may miss up to four in-class quizzes and still get perfect for in-class quizzes as they are based on the best 12 out of 16 quizzes.

[Undergraduate Grading Procedures](#)

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

Electronic recording of classes is not allowed 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 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

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

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 Undergraduate Calendar:

[Academic Misconduct Policy](#)

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 [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](#)

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 **March 10, 2017**. For regulations and procedures for Dropping Courses, see the Academic Calendar:

[Current Undergraduate Calendar](#)

Additional Course Information

Schedule of In-Class Quizzes:

January 10 th	Introduction	-
January 12 th	Defining Culture	-
January 17 th	Cultures, nations, & societies	-
January 19 th	Cross-cultural methodology	In-class Quiz 1
January 24 th	Classifications of cross-cultural research	In-class Quiz 2
January 26 th	Enculturation	In-class Quiz 3
January 31 st	Culture & developmental process	In-class Quiz 4
February 2 nd	Culture & cognition	In-class Quiz 5
February 7 th	Culture & self	In-class Quiz 6
February 9 th	Culture & gender	In-Class Quiz 7
February 14 th	Physical health across-culture	In-class Quiz 8
February 16 th	Review session for midterm	-
	No class scheduled	Winter Study Break (February 20 th -24 th)
February 28 th	Midterm	-

March 2 nd	Emotional expression across culture	In-class Quiz 9
March 7 th	Communication style across culture	In-class Quiz 10
March 9 th	Culture & personality	In-class Quiz 11
March 14 th	Mental health across culture	In-class Quiz 12
March 16 th	Psychological treatment across culture	In-class Quiz 13
March 21 st	Culture & intergroup relations	In-class Quiz 14
March 23 rd	Organizational behaviour across culture	In-class Quiz 15
March 28 th	Concluding remarks	In-class Quiz 16
March 30 th	No Class: Online Poster Presentation	-
April 4 th	No Class: Online Poster Presentation	-
April 6 th	Review Session for Final Exam	-

Written Assignment

The written assignment is a formal presentation of your thoughts and it should consist of a presentation of your position on a topic and an attempt to supply as much evidence and argument as possible for that position. This means that you have to justify your evaluations either with your own evidence or research findings. For your evaluation, you should draw on relevant psychological literature and course materials, including lectures and textbook. Careful organization of the review is not simply cosmetic; it is an essential part of the review. As in everyday interaction, successful communication involves not only appropriate content but also proper sequence and structure. Set out your ideas in a logical sequence. Try to avoid repetition. If a particular criticism applies to several studies, describe all of the studies, and then give your evaluation.

Note: Care must be taken to acknowledge the source of all ideas borrowed directly or indirectly from published and unpublished literature (See the Academic Misconduct section of the Undergraduate Calendar). You should follow the APA 6th edition referencing style in organizing your paper and use proper citation and quotation.

Organization: Some suggestions

Introduction

Purpose of the paper, issues/questions to be addressed

Overview

Body

Group the material you have read into sections - according to some aspect of the topic, type of approach (conceptual/empirical), method, etc.

Conclusions

Summary of descriptions/evaluations from sections

Overall evaluation: how well does the literature you examined provide understanding of the topic, address the issues/questions raised in your introduction.

Note: To improve your writing skills and to follow the appropriate citations and referencing style, it is recommended that you take advantage of services that is provided by Writing Services – Learning Commons. You may book individual or group consultation with writing advisors to assist you in preparing your written assignment. [Appointments can be made online: www.writingservices.uoguelph.ca](http://www.writingservices.uoguelph.ca)

Online Poster Presentation

The online poster presentation should include only the main points of your essay. The major sections of a poster are: title, abstract, introduction, main literature findings, and conclusion. Your poster will be evaluated by the instructor, the TA, and other students based on:

- 1) Content (stating research topic clearly, demonstrating the context and the importance of research, clarity of conclusions, and providing appropriate amount of details) plus presenting the content in good grammar and no spelling errors.
- 2) Overall appeal of the poster (balanced composition, highlighting major concepts, effective use of space, short text segments, legible pictures, figures, legends, and a catchy title).

Complication: This is a group project. This means that although you may divide the work between you and your partner (in any way that suits you best), both of you are responsible for the project as a whole. This also means that you must develop cooperative ways of working together (e.g., the equitable distribution of tasks) that will ensure an interpersonally positive and intellectually rewarding experience for you and your partner. I expect that most, if not all, groups will function well; however, unforeseen problems could arise. If they do, you should let me know as soon as possible about any perceived difficulties.