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**Renison University College**  
Affiliated with the University of Waterloo  
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### **Renison University College Land Acknowledgement**

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

## **Fall 2017 Cross-Cultural Psychology PSYCH 349R**

**Class Times/Location:** Mondays & Wednesdays 10:00–11:20AM, REN1918

**Instructor:** Franki Y. H. Kung

**Office:** PAS 3240G

**Office Hours:** Monday & Wednesday 11:30AM-12:30PM; also available by appointment.

**Email:** [franki.kung@uwaterloo.ca](mailto:franki.kung@uwaterloo.ca)

### **Course Description**

**Prerequisite:** PSYCH 220R or 253/253R

**Antirequisites:** PSYCH 222R, 352

**Cross-listed with SWREN 349R**

Those who have taken PSYCH 222R (Cross-Cultural Psychology) prior to Fall 2013 or Psych 352 (Culture and Psychology) may not take Psych 349R (Cross-Cultural Psychology). Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, an SDS/RS cross-list will count in an SDS major average, even if the course was taken under the Religious Studies rubric.

This course is also recognized as a PACS Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing a PACS concentration (Major, Minor or Option) visit: <https://uwaterloo.ca/peace-conflict-studies/about-peace-and-conflict-studies>

## Course Objectives and Learning Outcomes

The main objective of this course is to introduce you the major theories and research findings in the field of cross-cultural psychology. The relationships between culture and psychology are dynamic and profound. Upon successful completion of the course, the student should be able to:

- A. Compare and contrast classic cross-cultural psychology theories and methods.
- B. Distinguish, explain, and interpret the effects of culture on human values, motivation, and behaviour with psychology theories.
- C. Understand and describe cross-cultural psychology research findings and how they relate to daily life contexts.
- D. Develop intercultural competency; apply cross-cultural psychology theories and findings to improve current practice and policy, e.g., education, social work, and management.

### Required Text

Heine, S. J. (2016). *Cultural psychology* (3<sup>rd</sup> ed.). New York, NY: W. W. Norton & Company.  
<https://digital.wwnorton.com/culturalpsych3>

The latest version (3<sup>rd</sup> ed.) is recommended.

### Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Midterm Test #1	Oct 4 <sup>th</sup>	25%
Midterm Test #2	Nov 6 <sup>th</sup>	25%
Midterm Test #3	Nov 29 <sup>th</sup>	25%
Cultural Analysis Article	Dec 6 <sup>th</sup>	25%
<b>Total</b>		100%
Research Participation Bonus Credits		4%

#### 1) Midterm Tests

Each test will come from the material covered in the textbook and lectures. Midterm tests will be held during class time on each of the scheduled days, and the final test will be held during the final exam period. Each test will contain only that material that was covered since the previous test (i.e., non-cumulative). All tests consistent of multiple choice questions only.

#### 2) Cultural Analysis Article

For this assignment, you will watch a film and write an article to provide a detailed analysis of 2 to 3 culture-related observations in the film, such as observed cultural norms, cross-cultural differences, and intercultural difficulties. I would like you to comment on the observations. That is, I would like you to 1) critically analyze whether and why your observations support or contradict knowledge in cross-cultural psychology, and/or 2) apply knowledge in cross-cultural psychology to give suggestions to help improve certain situations or behaviors in the film.

In your article, the description and explanation of your observations should be detailed enough and supported by examples so that a reader can fully understand it based on your article without watching the film or prior knowledge of cross-cultural psychology.

The focus of this assignment is your articulation, application, and evaluation of cross-cultural psychology concepts, theories, and findings using concrete examples. You will submit your article via Dropbox on Learn. More detailed guidelines will be posted on Learn.

**The deliverable. 6 pages max.** (not including a title page and references), 12-point Times New Roman, double-spaced, 1-inch margins, and APA 6<sup>th</sup> Edition citation style. You will submit it on Learn dropbox.

**What film should I choose?** You will receive a list of recommended films that carry strong cultural components (e.g., Crash, Bon Cop Bad Cop, Eat Pray Love) and select a film to watch at your leisure. Which film you select and how well you give synopsis of scenes in the film are NOT the most important for this assignment; rather your insights into culture and how you apply course materials in your analysis will be the focus of assessment.

**How should I start?** My recommendation is that you pick and watch a film that interests you; take note of scenes that relate to culture. After watching, consolidate two or three observations that you think can allow you to most strongly apply course materials for your analysis. The observations should be distinct enough that you can draw on different course materials. The number of observations is not as important as the depth of your understanding and application of the course materials.

**What sources should I use for analysis?** Your article must include materials from lectures or the textbook. In addition, you are free to include other references, such as journal articles to support your analysis. Make sure you provide proper citation.

**How can I get access to the film?** All films listed are available on Netflix, Google Play, iTunes, Amazon, and Redbox. The older classic movies are also freely accessible in the library.

**Can I write about a film not listed?** Yes, you may, after you get approval from the instructor. The recommended films are supposed to be relatively easy for completing the assignment; however, I normally don't stop people from trying to be creative!

### 3) **Research Participation Bonus**

You can participate in psychology related research to earn bonus marks toward your grade. See the Research Experience Marks section at the end of the syllabus.

## Course Outline

Week	Date	Topics/Event	Readings Due
<b>Section I: Theories of Culture</b>			
1	Sep 7-8*	No class	Syllabus
2	M Sep 11 W Sep 13	Intro to Cultural Psychology Culture & Human Nature	Chapter 1 Chapter 2
3	M Sep 18 W Sep 20	Cultural Evolution	Chapter 3
4	M Sep 25 W Sep 27	Development & Socialization	Chapter 5
5	M Oct 2 W Oct 4	Methodology <i>Midterm 1 (Chapters 1-3, and 4–only p.141-149)</i>	Chapter 4
6	MW Oct 9-11	<i>Thanksgiving and Study Days – No class</i>	
<b>Section II: Cultural Theories of Psychology</b>			
	F Oct 13**	Self & Personality	Chapter 6
7	M Oct 16 W Oct 18	Motivation	Chapter 8
8	M Oct 23 W Oct 25	Cognition & Perception	Chapter 9
9	M Oct 30 W Nov 1	Emotions	Chapter 10
10	M Nov 6	<i>Midterm 2 (Chapters 6, 8-10)</i>	
<b>Section III: Further Implications and Applications</b>			
	W Nov 8	Interpersonal Attraction	Chapter 11
11	M Nov 13 W Nov 15	Morality and Cooperation Mental Health	Chapter 12 Chapter 14
12	M Nov 20 W Nov 22	Living in Multicultural Worlds	Chapter 7
13	M Nov 27 W Nov 29	<i>Final Test (Chapters 7, 11, 12, 14)</i>	
14	M Dec 4 - W Dec 6	Exam Period Begins <i>Cultural Analysis Due</i>	

\*The first week of classes begins on a Thursday and includes only Thursday and Friday September 7 and 8. Regular Thursday and Friday schedules are followed on both these days.

\*\*The loss of a Wednesday class on October 11 (study day) is made up by following a Wednesday schedule on Friday, October 13.

Changes in the outline may be necessary due to exigent circumstances; but all changes will be announced in class. If this is not possible (e.g. due to emergency school closures), an email announcement will be sent.

## **Use of Class Time**

I will make good use of the first 75 minutes of each class to deliver the material to you. In return, you spend the last 5 minutes of the class to review and make sure you understand the material before you leave. This is an efficient and effective method for you to absorb and retain information from the lecture. Please wait until the entire 1 hour and 20 minutes have passed before packing up to leave. Otherwise, it can be quite disruptive to others.

## **Late Work**

Late assignments will lose 5% from the maximum points each day at midnight. If there is a documented reason for missing a test, or deadline, see below for information about accommodation.

## **Electronic Device Policy**

Laptops can be useful for notetaking, but can also be a distraction for other students. Please be courteous to your fellow students and only use your laptop for the purposes of engaging in course content (e.g., taking notes).

Please set all electronic devices on silent mode during class. Audio and visual recording for notetaking purposes are allowed only upon permission.

Also, I have not assigned an i>clicker to save everyone some money. In return, I ask that you actively participate in class.

## **Attendance Policy**

Attendance is strongly encouraged. Much of the new cultural research and real-life examples will be covered in class and does not appear in your textbook. Lecture materials will be covered in the tests. Thus, attending class is essential for doing well in this class.

## **Accommodation for Illness or Unforeseen Circumstances:**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See

[http://www.registrar.uwaterloo.ca/students/accom\\_illness.html](http://www.registrar.uwaterloo.ca/students/accom_illness.html)

## **Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo's policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department's administrative assistant, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72>).

**Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)  
**Academic Integrity Office (uWaterloo):** <http://uwaterloo.ca/academic-integrity/>

### **Accommodation for Students with Disabilities:**

**Note for Students with Disabilities:** The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor's intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support.** All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### **On Campus**

- Counselling Services: [counselling.services@uwaterloo.ca](mailto:counselling.services@uwaterloo.ca) / 519-888-4567 xt 32655
- **MATES:** one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

## **Off campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

## **A respectful living and learning environment for all**

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.
4. If you experience or witness either harassment or discrimination, you may contact the Renison University College Interim Harassment and Discrimination Officer at [megan.collings-moore@uwaterloo.ca](mailto:megan.collings-moore@uwaterloo.ca) (519-884-4404, ext. 28604).

## **Sona and Research Experience Marks Information and Guidelines**

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 4%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

### **Option 1: Participation in Psychology Research**

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

### ***How to earn extra marks for your Psychology course(s) this term by participating in studies ...***

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.

### ***Educational focus of participation in research***

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Chief Ethics Officer of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.



### ***How to participate?***

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

*\*\*\* Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.\*\*\**

More information about the REG program is available at: [REG Participants' Homepage](#)

### **Option 2: Article Review as an alternative to participation in research**

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your instructor to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.