

**FALL 2016**

**Course Code:** PSYCH 349R (ID: 011388)

**Course Title:** Cross-Cultural Psychology

**Class Times/Location:** Mondays/Wednesdays 10:00–11:20AM REN 0403

**Instructor:** Alex Huynh

**Office:** PAS 3250C

**Office Hours:** Mondays 12:00-1:00PM

**Email:** [alex.huynh@uwaterloo.ca](mailto:alex.huynh@uwaterloo.ca)

Individual assistance is also available by appointment.

**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).

**Course Description & Objectives**

This course focuses on human psychology (behaviours, cognition, emotion, awareness and understanding of human commonality and diversity. It examines theoretical, methodological, and ethical issues in cross-cultural psychology in light of the current literature. The relationships between culture and psychology are both complex and profound. We will examine how many psychology processes that were once considered human universals actually vary importantly across cultures. Upon successful completion of the course, the student should be able to perform the following tasks based on the course learning objectives:

1. Compare and contrast various theories and methods in the field of cross-cultural psychology and apply them in various contexts.
2. Distinguish, explain, and interpret the effects of culture on human thinking, values, and behaviour.
3. Read and analyze published literature in cross-cultural psychology.
4. Develop intercultural competency through literature reviews or interactions with those from different cultures.

Note: This course is 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>

**Required Text**

I. Lonner, W.J., Dinnel, D.L., Hayes, S. A., & Sattler, Dn.N. (2002-2009). *Online readings in Psychology and Culture*, Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington, USA. <http://scholarworks.gvsu.edu/orpc/contents.html>

## Course Requirements and Assessment

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| --- | --- |
| Assessment | Weight |
| Midterm 1 (October 5th) | 20% |
| Midterm 2 (November 7) | 20% |
| Final Exam (During final exam period) | 25% |
| Ethnographic Interview (due November 28th at midnight) | 15% |
| Cross Cultural Exchange Portfolio | 20% |
| Research Participation Bonus | 4% |
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**1) Midterms**

You will take two midterm tests during the semester (each worth 20% of your grade). The tests will cover material presented in lectures and the weekly readings. Midterm tests are not cumulative and will have multiple choice and short answer components.

**2) Final Exam**

The final exam will cover all lectures and the textbook materials after the second midterm. As with the midterms, the final exam will have a multiple choice and short answer component.

**3) Ethnographic Interview**

For the ethnographic interview you will be asked to interview a person who is culturally different from you (e.g., age, race/ethnic background, socioeconomic and/or occupational status, etc.), using guidelines posted on LEARN. You should interview someone who is not involved in your ePortfolio assignment (see section below).You will prepare a set of questions prior to meeting with your interviewee, focusing on one or two aspects of culture discussed in class, for example, social class, religion, etc.

During the interview, you will keep notes, which will be handed in. Based on your interview, you will identify one cultural difference that you think is interesting, and then propose a way to study this difference. You will write a 4-5 page paper (double-spaced, 12 pt font, 1 inch margins) in which you will reflect on your interviewing experience, and present your research idea based on the interview. More information about the ethnographic interview and content of the paper will be available on LEARN. Both your notes and the paper are due by midnight *November 28th*.

**4) Cross-cultural Exchange Portfolio**

For this assignment, you will document your learning processes using the ePortfolio function in LEARN. You will submit your ePortfolio to the drop box on LEARN before each due date (by midnight every other Sunday night). Please follow the guidelines on this assignment posted on the website.

Contact me as soon as possible if you miss a deadline. In cases of severe illness or extreme circumstances, the student must contact the instructor as soon as possible. Late submissions will be dealt on a case-by—case basis. However, without my permission you will not be allowed to submit your entry after the subsequent deadline. For each entry missing from your ePortfolio, you will be penalized 5% of the course grade.

More information on this assignment will be discussed in class. An alternative research proposal assignment is available in place of this assignment. If you decide to take this route, please contact the instructor as soon as possible.

**5) Research Participation Bonus**

You will have the opportunity to 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** | **Topic** | **Readings** |
| --- | --- | --- | --- |
| 1 | Sept. 12 | Course Overview and Introduction | Recommended:  How to Read a Journal Article in Social Psychology: http://www.arts.uwaterloo.ca/~sspencer/readart.pdf |
|  | Sept. 14 | Understanding and Defining Culture I | Online reading: Unit 2, Subunit 2.2: Triandis, H. C. (2002). Subjective culture |
| 2 | Sept. 19 | Understanding and Defining Culture II | Triandis & Suh (2002). Cultural influences on personality. *Annual Review of Psychology,* 53, 133-160. **(read only pp. 137-147)**  Gelfand, M. J. (2012). Culture’s constraints: International differences in the strength of social norms. *Current directions in psychological science*, 21, 420-424. |
|  | Sept. 21 | Methods for Studying Culture | Online reading: Unit 2, Subunit 2.2: He, J., & van de Vijver, F. (2012). Bias and equivalence in cross-cultural research |
| 3 | Sept. 26 | Culture and Human Development I | Hess, R. D., Chang, C. M., & McDevitt, T. M. (1987). Cultural variations in family beliefs about children's performance in mathematics: Comparisons among People's Republic of China, Chinese-American, and Caucasian-American families. *Journal of Educational Psychology*, 79, 179-188. |
|  | Sept. 28 | Culture and Human Development II | Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of personality and social psychology*, *75*, 33-52. **(read only pp. 33-41)** |
| 4 | Oct. 3 | Culture, Social Class, and Health | Grossmann, I., & Huynh, A. C. (2013). Where is the Culture in Social Class? *Psychological Inquiry*, *24*, 112-119. |
|  | Oct. 5 | Midterm #1 | |
| 5 | Oct. 10 & 12 | Thanksgiving and Study Day – NO CLASS  https://printables.scholastic.com/content/stores/printables/media/17/9780439502917-222_p01_286x316.jpg | |
|  | Oct. 14  Make-up Day | Culture and Language | Online reading: Unit 4, Subunit 4.2: Altarriba, J. (2002). Bilingualism: Language, memory, and applied issues  Online reading: Unit 4, Subunit 4.2: Chiu, C. (2011). Language and Culture |
| 6 | Oct. 17 | Culture and the self-concept I | Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological review, 98,* 224-253. |
|  | Oct. 19 | Culture and the self-concept II |
| 7 | Oct. 24 | Culture and Cognition I | Nisbett, R. E., Peng, K, Choi, & Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review*,108, 291-310. |
|  | Oct. 26 | Culture and Cognition II |
| 8 | Oct. 31 | Culture and Motivation | Morling, B., Kitayama, S., & Miyamoto, Y. (2002). Cultural practices emphasize influence in the United States and adjustment in Japan.*Personality and Social Psychology Bulletin*, *28*, 311-323. |
|  | Nov. 2 | Culture and Personality | Online reading: Unit 4, Subunit 4.4: McCrae, R. R. (2002). Cross-cultural research on the five-factor model of personality |
| 9 | Nov. 7 | Midterm #2 | |
|  | Nov. 9 | Ethnocentricism, Stereotypes and Prejudice | Online reading: Unit 5, Subunit 5.1: Segall S. H. (2002). [Why is there still racism if there is no such thing as](http://orpc.iaccp.org/index.php?option=com_content&view=article&id=71%3Amarshall-h-segall&catid=35%3Achapter&Itemid=2) “race”?  Kay, A. C., Day, M. V., Zanna, M. P., & Nussbaum, A. D. (2013). The insidious (and ironic) effects of positive stereotypes. *Journal of Experimental Social Psychology*, 49, 287-291. |
| 10 | Nov. 14 | Culture and Emotion I (Guest Lecture) | Grossmann, I., *Huynh, A. C.*, & Ellsworth, P. C. (2015). Emotional complexity: Clarifying definitions and cultural correlates. *Journal of Personality and Social Psychology*. **(read only pp. 1-12)** |
|  | Nov. 16 | Culture and Emotion II | Lam, K. C. H., Buehler, R., McFarland, C., Ross, M., & Cheung, I. (2005). Cultural differences in affective forecasting: The role of focalism. *Personality and Social Psychology Bulletin,* 31, 1296-1309. |
| 11 | Nov. 21 | Culture and Interpersonal Relationships I | Anderson, Adams, & Plaut (2008). The cultural grounding of personal relationship: The importance of attractiveness in everyday life. *Journal of Personality and Social Psychology,* 95(2), 352-368.  Iyengar, S. S., Lepper, M. R., & Ross, L. (1999). Independence from whom? Interdependence with whom? Cultural perspectives on ingroups versus outgroups. In D. Miller & D. Prentice (Eds.), Cultural divides: Understanding and overcoming group conflict (pp. 273-301). New York: Sage. |
|  | Nov. 23 | Culture and Interpersonal Relationships II |
| 12 | Nov. 28 | Living in a multicultural world | Greenfield, P. M. (2016). Social change, cultural evolution, and human development. *Current Opinion in Psychology*, *8*, 84-92. |
|  | Nov. 30 | Acculturation | Online reading: Unit 8, Subunit 8.1: Bochner, S. (2003). Culture Shock Due to Contact with Unfamiliar Cultures. |
|  | Dec. 5 | Course Review | Lectures End |

## *\*The first week of classes begins on a Thursday and includes only Thursday and Friday September 8-9. Regular Thursday and Friday schedules are followed on both these days.*

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

*\*\*\*The loss of a Wednesday class on October 12 (study day) is made up by following a Wednesday schedule on October 14.*

## 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

Recent studies suggest that students who bring laptops to class perform worse (on average) than their non-laptop using peers, and are much less likely to pay attention in class. Laptops 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 devices are permitted for note-taking purposes only.

## Attendance Policy

Attendance is strongly encouraged. Much of the course content we will be covering does not appear in your readings, or appears only in limited detail. Thus, attending class is essential for doing well in this class.

**Final Examination Policy**

For **Fall 2016**, the established examination period is **Dec. 8-22, 2016.** The schedule will be available in late October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <https://uwaterloo.ca/registrar/final-examinations>

**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>

## 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 Integritity webpage (https://uwaterloo.ca/academic-integrity/)](file:///\\renfileu\renhome$\rmtatu\Downloads\UWaterloo%20Academic%20Integritity%20webpage%20(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:*** A 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 Administrative Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under 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/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties)](file:///\\renfileu\renhome$\rmtatu\Downloads\Guidelines%20for%20the%20Assessment%20of%20Penalties%20(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>

***Academic Integrity Office (uWaterloo):*** <http://uwaterloo.ca/academic-integrity/>

## Accommodation for Students with Disabilities:

### *Note for Students with Disabilities*: The [AccessAbility Services](https://uwaterloo.ca/disability-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.

**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).

**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 undergone prior ethics review and clearance through the Office of Research Ethics.

***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 Director 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](https://uwaterloo.ca/research-experiences-group/participants/sona-information)

*\*\*\* 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](https://uwaterloo.ca/research-experiences-group/participants)

**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](http://www.quest.uwaterloo.ca/undergraduate/dates.html)**. 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.