



UNIVERSITY OF WATERLOO

FALL 2017

PSYCH 352: Culture and Psychology
Tuesdays 06:30–09:20PM PAS 2083

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Office Hours: Thursdays 1-2PM

Prerequisite: PSYCH 220R or 253/253R

Antirequisites: PSYCH 222R/349R, SWREN 349R

Course Description & Objectives

Psychology 352 will familiarize the student with the field of Cultural Psychology. At the micro-level, culture can influence an individual's thought and behaviour. To an extent, our identities, emotions, worldviews, how we solve problems, and how we perceive the world around us are at least partly a product of our cultural environments. Moreover, because humans are also social animals, we share our cultural experiences with our fellow group members but not necessarily with members of other groups. Thus, at the macro-level, cross-cultural differences in thought and behaviour can be observed. This course 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) Be able to critically evaluate scientific research conducted in 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:

Heine, S. J. (2016). *Cultural psychology* (3rd ed.). New York, NY: W. W. Norton & Company.

<https://digital.wwnorton.com/culturalpsych3>

Course Requirements and Assessment

Assessment	Weight
Midterm 1 (Oct. 3)	20%
Midterm 2 (Nov. 7)	20%
Final Exam (During final exam period)	25%
Ethnographic Interview (due Nov. 21)	15%
Cultural Analysis Article (due Dec. 10 during exam period)	20%
Total	100%
Research Participation Bonus	4%

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 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 3-4 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 21st*.

4) Cultural Analysis Article

For this assignment, you will watch a media piece (e.g., movie or TV show) and write a paper providing 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 deliverables. 5 pages max., 12-point Times New Roman, double-spaced, 1-inch margin, and APA 6th 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). You may select one of these films or a TV show you determine fits the assignment requirements. What you select for the assignment and how well you give a 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 something that interests you; take note of scenes that relate to culture. After watching, consolidate two to three observations that you think can allow you to best apply course materials for your analysis. The observations should be distinct enough that you can draw on different 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 movie/shows? All movies listed are available on Netflix, Google Play, iTunes, Amazon, and Redbox. The older classic movies are also freely accessible in the library. TV shows should also be easy to access using any of the above methods. If you are having difficulty, contact the instructor to discuss options.

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

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	Topics	Readings
1	Sept. 12	Understanding and Defining Culture	Chapter 1 Recommended (optional): How to Read a Journal Article in Social Psychology: http://www.arts.uwaterloo.ca/~sspencer/readart.pdf
2	Sept. 19	Methods for Studying Culture Culture, Social Class, & Health	Chapter 4 Grossmann, I., & Huynh, A. C. (2013). Where is the Culture in Social Class? <i>Psychological Inquiry</i> , 24, 112-119.
3	Sept. 26	Culture and Human Development	Chapter 5 (pgs. 170-201) Gelfand, M. J. (2012). Culture's constraints: International differences in the strength of social norms. <i>Current directions in psychological science</i> , 21, 420-424.
4	Oct. 3	Midterm #1	
5	Oct. 10	Thanksgiving and Study Day – NO CLASS	
			
	Oct. 12 Make-up Day	Personality and Language	Chapter 5 (pgs. 160-170) Chapter 6 (pgs. 246-253)
6	Oct. 17	Culture and the self-concept	Chapter 6 (pgs. 203-245) Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. <i>Psychological review</i> , 98, 224-253.
7	Oct. 24	Culture and Motivation	Chapter 8 Morling, B., Kitayama, S., & Miyamoto, Y. (2002). Cultural practices emphasize influence in the United States and adjustment in Japan. <i>Personality and Social Psychology Bulletin</i> , 28, 311-323.
8	Oct. 31	Culture and Cognition	Chapter 9 Nisbett, R. E., Peng, K, Choi, & Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. <i>Psychological Review</i> , 108, 291-310.

Week	Date	Topics	Readings
9	Nov. 7	Midterm #2	
10	Nov. 14	Ethnocentrism, Stereotypes, and Prejudice + Acculturation	Segall S. H. (2002). Why is there still racism if there is no such thing as “race”? Kay, A. C., Day, M. V., Zanna, M. P., & Nussbaum, A. D. (2013). The insidious (and ironic) effects of positive stereotypes. <i>Journal of Experimental Social Psychology</i> , 49, 287-291.
11	Nov. 21	Morality and Interpersonal Relationships (Guest Lecture)	Chapter 11
12	Nov. 28	Culture and Emotion + Living in a multicultural world	Chapter 7 Chapter 10 Greenfield, P. M. (2016). Social change, cultural evolution, and human development. <i>Current Opinion in Psychology</i> , 8, 84-92.

***The loss of a Tuesday class on October 10th (study day) will be made up by following a Tuesday schedule on October 12th.*

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 2017**, the established examination period is **Dec. 7-21, 2017**. The schedule will be available in 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

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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 the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Concerns About a Course Policy or Decision

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

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 is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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 AS office at the beginning of each academic term.

Accommodation for course requirements

- Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:
 - Consult the University's [examination regulations](#) for information about procedures and policies for requesting accommodations
 - seek medical treatment as soon as possible
 - obtain documentation of the illness with a completed uWaterloo [Verification of Illness Form](#)
 - submit that form to the instructor within 48 hours. Students in Centre for Extended Learning (CEL) courses must submit their confirmation of the illness to CEL.
 - (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.
- In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam, which will typically be written as soon as possible, but no later than the next offering of the course.
- In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:
 - waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
 - provide an extension.
- In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.
- Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.
- Elective arrangements such as travel plans are not acceptable grounds for granting accommodations to course requirements per the [uWaterloo Examination Regulations and Related Matters](#).

Official version of the course outline

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

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](#)

**** 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.