



CROSS-CULTURAL SOCIAL PSYCHOLOGY

PSYC14 LEC99

The Basics:

Course name: PSYC14: Cross-Cultural Social Psychology

Course meeting: Online (asynchronous)


Prerequisites: PSYB10H3, one of PSYB07H3 or STAB22H3 or STAB23H3, and an additional 0.5 credit B-level PSY course

Course Description:

Everyone is born into a culture. Subsequently our cultural context shapes how we think, how we feel, and how we interact with others. Despite the powerful effect of culture to shape fundamental aspects of who we are it often goes unnoticed or is even ignored. It is not until we are faced with a different cultural context – where other people think, feel, and act differently – that we become aware of how we've been shaped by our own culture. This course will provide an introduction to theory and research in the field of cultural and cross-cultural psychology. The goals of the course are to help students:

- Gain insight into the central research findings, terminology, principles, and theories in the area of cultural and cross-cultural psychology. These include:
 - Major psychological ideas and frameworks that guide research into cultural psychology
 - How culture is acquired
 - Cultural differences and similarities
 - How and when cultures change
- Practice and develop critical thinking skills
- Gain insight into current controversies in cultural psychology
- Reflect on how culture has shaped your own thoughts, feelings, and actions

Your Teaching Team:

Course Instructor: Jeffrey Robinson, PhD	
	Email: jeff.robinson@mail.utoronto.ca Office hours: By Appointment
Teaching Assistants	
TBD	Email: Office hours:
TBD	Email: Office hours:
TBD	Email: Office hours:

Course Schedule:

A comprehensive list of lecture topics, assigned readings, and assignment due dates can be found on the final page of this document.

Required Readings:

Textbook: Heine, S.J. (2016). Cultural Psychology. Fourth Edition. W.W. Norton & Company, Inc. (Available for purchase through the University of Toronto [bookstore](#)).

- Lectures will build on material presented in the assigned readings. It is therefore recommended that you complete the assigned readings prior to the corresponding lecture.

Course Format:

This course is designed to be completed completely online. During the course, lectures will be posted on Mondays by 6PM. Students are encouraged to watch lectures and complete the assigned weekly readings as soon as possible in order to prevent falling behind. Assessments will be completed online via Quercus.

Course Evaluation:

Term Tests: During the semester students will complete two, 3-hour term tests. Each term test will count for 30% of your final grade. The first term test will take place during week 4 (specific

date TBD) and will cover readings and lecture material from weeks 1 through 3. The second term test will take place during week 8 (specific date TBD) and will cover readings and lectures material from weeks 5 through 7. ***Students who miss a term test will be required to complete a make-up test once they have provided the necessary documentation (see below).*** Term tests will consist of 25 multiple-choice questions (with each multiple-choice question worth 1-point and questions equally covering lecture and textbook content) and 1 essay question (worth a total of 20 points). For the essay portion of the term test students should expect to complete a 500-1000 word essay addressing the question that has been posed. Teaching assistants (TAs) will use the rubric found on the final page of this syllabus to grade each student's essay. It would be wise to review this rubric prior to the term test so that you know what is expected of you.

Final Exam: The final exam will count for 40% of your final grade and be the same format of the term tests (3 hours long, 25 multiple-choice questions, and 1 essay question). However, unlike the term tests the final exam will be cumulative, covering readings and lecture material from weeks 1 through 12. The questions on the final exam will place an emphasis on material that was not evaluated on the term tests (i.e., material from weeks 9 through 12). TAs will evaluate students' essays using the same rubric used to evaluate that term test essays.

Psychology Department Missed Term Work Policy, WINTER 2021

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Notes:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utoronto.ca/registrar/missing-examination>
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: <https://www.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>) and email it to Keely Hicks at keely.hicks@utoronto.ca

,
and

2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)

Deadline: You must complete the above steps **within 3 business days** of the missed work.

Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) at **least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and noting “Religious conflict” in the space provided.
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) at **least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) at **least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>).
 2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” but you need more time than that):
 1. **Contact your AccessAbility consultant** and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does not guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form and declare your extended absence on ACORN.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

Getting Answers to Your Questions:

During the semester it is likely that you'll need to get clarification on a topic covered in lecture or the readings or something about the course itself (i.e., test dates). When dealing with these issues emailing Dr. Robinson and/or the Teaching Assistant **SHOULD BE A LAST RESORT**. Below are the steps you should take **BEFORE** emailing Dr. Robinson or your TA:

- 1) **Read the Syllabus:** Answers to questions like "when is the first test?" are found in the syllabus. ***Emails containing such questions will be ignored.***
- 2) **Go to the Source Material:** In lecture Dr. Robinson will cover a variety of different papers and studies. Lecture slides will always provide the reference for the material being discussed. If you didn't quite understand a specific study Dr. Robinson discussed use the reference, look up the article, and read it for yourself. See if you can answer your own question using the primary text.
- 3) **Discussion Boards:** On Quercus there will be a discussion board for general FAQ's as well as discussion boards for each lecture. All questions should be posted to the relevant discussion board. Dr. Robinson and the TAs will be monitoring these boards closely and will answer questions that have been posted. ***Please allow up to two business days for responses to discussion board questions and note that the discussion boards will not be monitored during weekends or holidays. Emails with content questions that have not been posted to the discussion board will be ignored.***
- 4) **Office Hours:** Dr. Robinson will be available for virtual office hours by appointment.

If you encounter a personal matter that requires you to get in touch with Dr. Robinson. If this is the case, please don't hesitate to send Dr. Robinson an email. Please note that ***Email messages must come from a "utoronto" account and must have PSYC14 in the subject line or they will be ignored. Please allow up to two business days for a response before sending any subsequent emails. Please note that emails sent on weekends or holidays will not be read until the next business day.***

Grades and Grade Disputes

Dr. Robinson takes student evaluation very seriously and is guided by the goal of providing tests that fairly evaluate a student's grasp of the material covered in lectures and the assigned readings. Please review the Arts and Science grading policy to understand what the grade you receive on an assignment or test means (<http://writing.utoronto.ca/advice/general/grading-policy>).

If you have concerns about the grade you received please follow these steps:

1. Contact your TA to arrange a virtual meeting where your work can be discussed in more detail. Please note that TAs do not have to power to change a student's grade without Dr. Robinson's approval.
2. If after this meeting you continue to have concerns about your grade email Dr. Robinson requesting your work be re-evaluated. Dr. Robinson will then personally evaluate your work and provide you with feedback and a final decision regarding your grade. Relative

to the grade assigned to you by the TA Dr. Robinson's evaluation could result in your grade going up, down, or remaining the same. Dr. Robinson's decision is final and any further grade disputes will have to be made via a formal petition.

When considering whether you would like Dr. Robinson to re-evaluate your work you should consider that there are only three valid arguments that can be made to justify your grade being changed. 1) A clerical error has been made, 2) an error was made by either Dr. Robinson or the Teaching Assistant when grading the assignment, or 3) there was something unfair about the assignment or test itself. Requests for grades to be altered must be accompanied by a clear explanation regarding which of these arguments applies to your particular case. ***Requests for grade changes for a reason not listed above will be ignored.***

Each student's final grade will be round to the nearest whole percentage using standard rounding practices. For instance, a final grade of 79.5% will rounded to 80% and a final grade of 79.4% will be rounded to 79%. ***Requests for a final grade to be changed in order to reach a higher GPA category will be ignored.***

AccessAbility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the [AccessAbility Services](https://www.utoronto.ca/~ability/) as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. You can contact AccessAbility Services at 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.utoronto.ca/~ability/>

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential violations of academic integrity include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Reference Letter Requests

Dr. Robinson **does not** provide students with recommendation letters for graduate programs. These recommendations usually require Dr. Robinson to assess whether or not a student will succeed in the program to which they are applying. In my view, the interactions with students during a single university course does not provide enough of a basis for making such a judgment. Therefore, in fairness to the student and the graduate program Dr. Robinson makes it his policy not to provide recommendation letters to students who have completed his course.

PSYC14: COURSE SCHEDULE			
Date	Topic	Readings	Important Dates
Week 1 (Jan. 11)	Course Introduction & Methods of Cultural Psychology	Ch. 4	N/A
Week 2 (Jan. 18)	Interweaving Psychology & Culture	Ch. 1 & 2	N/A
Week 3 (Jan. 25)	Evolutionary Bases of Culture	Ch. 3	N/A
Week 4 (Feb. 1)	Term Test #1	N/A	Test date TBD
Week 5 (Feb. 8)	Development & Socialization	Ch. 5	N/A
Week of Feb. 15	READING WEEK (NO LECTURE, READINGS OR ASSIGNMENTS)		
Week 6 (Feb. 22)	Culture, Cognition & Perception	Ch. 9	N/A
Week 7 (Mar. 1)	Culture & Identity	Ch. 6	N/A
Week 8 (Mar. 8)	Term Test #2	N/A	Test date TBD
Week 9 (Mar. 15)	Culture & Emotions	Ch. 10	N/A
Week 10 (Mar. 22)	Culture & Motivation	Ch. 8	Drop date Mar. 29 th
Week 11 (Mar. 29)	Culture & Morality	Ch. 12	Apr. 2 nd UTSC closed for Good Friday
Week 12 (Apr. 5)	Culture Change & Acculturation	Ch. 7	N/A
TBD	FINAL EXAM	N/A	Exam period Apr. 13-23
NOTES 1) Dr. Robinson reserves the right to alter the order and/or content of the lectures described above, 2) Dates and times refer to Eastern time.			

PSYC14 Essay Grading Rubric

Criteria & Points Assigned	Missing or Serious Problems	Below Expectations	Meets Expectations	Excellent Work	Points Earned
	1	2	3	4	
Relevance of the answer to the question	The essay did not answer the question at all	Excessive discussion of unrelated issues and/or significant errors in content	Some issues unrelated to the question were introduced and/or minor errors in content.	Answer focuses only on issues related to the question; factually correct with no content errors.	
Thoroughness of the answer	Answer explores none of the relevant concepts/ideas	Answer explores less than half of the relevant concepts/ideas	Answer explores most of the basic concepts/ideas but concepts/ideas could have been described in more detail	Answer fully explores the relevant concepts/ideas	
Use of evidence to support answer	Answer does not provide any evidence to support the relevant concepts/ideas or the evidence provided was irrelevant to the question	Answer provides evidence to support some of the relevant concepts/ideas; Evidence provided does not actually support the relevant concept/idea or was not discussed in sufficient detail	Answer provides evidence to support most of the relevant concepts/ideas; Evidence provided does not actually support the relevant concept/idea or was not discussed in sufficient detail	Answer provides evidence to support all the relevant concepts/ideas; Evidence provided supports the relevant concepts/ideas and was discussed in detail	
Organization and logic of answer	Answer seriously lacking organization or logical flow.	Weak organization or logical flow; sentences rambling; ideas are repeated	Minor problems of organization or logical flow; Needs work on creating transitions between ideas	Clear and logical presentation; good development of an argument; Transitions are made clearly and smoothly	
Mechanics of Writing (spelling, punctuation, grammar, clarity of prose)	Major problems with mechanics of language; Awkward sentence construction; Poor or absent transitions; Frequently difficult to understand	Frequent problems with mechanics of language; Frequent awkward sentences and poor transitions; reduced readability	Minor problems with mechanics of language; Occasional awkward sentences and poor transitions;	Clear, readable, prose. Good use of transitions; no problems with spelling, punctuation, or grammar.	
Total Points (20 Points Possible)					