



CROSS-CULTURAL SOCIAL PSYCHOLOGY

PSYC14

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 provides an introduction to theory and research in the fields 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 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	
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Teaching Assistants	
Angela Smith	Email: amoriah.smith@mail.utoronto.ca Office hours: By Appointment (Zoom)
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Prisca Obierfu	Email: prisca.obierfu@utoronto.ca Office hours: By Appointment (Zoom)

Course Schedule:

A comprehensive list of lecture topics, assigned readings, and tests/exam 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; E-book version of the textbook can be rented or purchased here: <https://digital.wwnorton.com/culturalpsych4>).

- 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 (or Tuesdays if the Monday is a statutory holiday) by 6PM. Students are encouraged to watch lectures and complete the assigned weekly readings as soon as possible to prevent falling behind. Assessments will be completed online via Quercus.

Course Evaluation:

Essays: During the semester students will complete two, take-home essay assignments. Each essay will count for 33.3% of your final grade. The first essay question will be posted at 9AM on Monday February 7th. You will then have until 5PM on February 7th to submit your essay. The first essay question will cover readings and lecture material from weeks 1 through 4. The question for essay #2 will be posted at

9AM on Monday, March 14th. Again, you will have until 5pm on March 14th to submit your essay. The second essay question will cover readings and lectures material from weeks 6 through 8.

Students should expect to produce a 1000-word (+/- 250 words), APA formatted, essay to answer the question. 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. ***Essays submitted after 5pm on their respective due date will be penalized 5% with an additional 5% penalty be applied every 24-hours that the submission remains outstanding. Essays submitted more than 72-hours after the due date will receive a grade of zero.***

Final Exam: The final exam will take place during the exam period in April and count for 33.3% of your final grade. The exam will be two hours long and consist of one essay question. Similar to the essay assignments, students should expect to produce a 1000-word (+/- 250 words) essay to answer the question. However, because during the final exam students will have limited time and no access to their notes and lecture materials, students are not required to use APA formatting. Students are also not expected to be able to provide the names of researchers and/or dates when the research was completed. With that said, students should be able to provide a sufficient description of the research, methods, and results to make the relevance of this research to the essay question clear. The essay question for the final exam will cover readings and lecture material from weeks 10 through 12.

Psychology Department Missed Term Work Policy, WINTER 2022

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

- 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.utsc.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.utsc.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

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

1. Complete the [Request for Missed Term Work Accommodations Form](#)
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration)
3. **Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on ACORN** to the email address provided by your instructor on the course syllabus **WITHIN 2 BUSINESS DAYS** of the missed work.

Note: If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-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**.

Note: For this semester, we do not require any additional supporting documentation (e.g. 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 midterms scheduled at the same time), please complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#), choosing “Other” 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 your course instructor **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 will not 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](#), choosing “Other” and noting “Religious conflict” in the space provided.
2. Email the form to your course instructor **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 your instructor detailing accommodations required.

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

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the [Request for Missed Term Work Accommodations Form](#).
 2. Email the form and your **Accommodation Letter** to your instructor, specifying how many days extension you are requesting.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. 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 your instructor detailing the accommodations required.

Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to

request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on [ACORN](#) (absences can be declared up to 14 days in the future).**

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. **Please make it clear in your subject line that you are requesting a second accommodation.** For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request 'Missed Term Work Accommodations' form and declare your extended absence on ACORN. ***Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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) **Email:** If you've completed all of these steps and you still require clarification then email Dr. Robinson to arrange a virtual meeting via Zoom. In your email, please include 3 or 4 specific time slots when you're able to connect with Dr. Robinson. ***Please note email messages must come from a "utoronto" account and must have PSYC14 in the subject line or else they will be ignored.***

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 the 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 rounded to the nearest whole percentage using standard rounding practices. For instance, a final grade of 79.5% will be 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](#) 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.utsc.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
- 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.

Cheating during tests/exams:

UTSC is aware that students have been utilizing social media platforms (i.e., facebook), messaging apps (i.e., WhatsApp), and sharable documents (i.e., google docs) in order to cheat during tests and exams. Students should be aware that measures have been taken to identify students that attempt to cheat in this manner. Individuals who are caught cheating or conspiring to cheat on a test or exam run the risk of being expelled from the University of Toronto.

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. 10)	Course Introduction & Methods of Cultural Psychology	Ch. 4	N/A
Week 2 (Jan. 17)	Interweaving Psychology & Culture	Ch. 1 & 2	N/A
Week 3 (Jan. 24)	Evolutionary Bases of Culture	Ch. 3	N/A
Week 4 (Jan. 31)	Development & Socialization	Ch. 5	N/A
Week 5 (Feb. 7)	Essay #1	N/A	February 7; 9am – 5pm
Week 6 (Feb. 14)	Culture, Cognition & Perception	Ch. 9	N/A
Week of Feb. 21	READING WEEK (NO LECTURE, READINGS OR ASSIGNMENTS)		
Week 7 (Feb. 28)	Culture & Identity	Ch. 6	N/A
Week 8 (Mar. 7)	Culture & Emotions	Ch. 10	N/A
Week 9 (Mar. 14)	Essay #2	N/A	March 14; 9am – 5pm
Week 10 (Mar. 21)	Culture & Motivation	Ch. 8	Drop Date: March 28 th
Week 11 (Mar. 28)	Culture & Morality	Ch. 12	N/A
Week 12 (Apr. 4)	Culture Change & Acculturation	Ch. 7	N/A
TBD	FINAL EXAM	N/A	Exam period: April 13-29
<p>*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.</p>			

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	Exclusively a discussion of unrelated issues and/or serious errors in content	Excessive discussion of irrelevant issues and/or significant errors in content	Some discussion of irrelevant issues and/or minor errors in content.	Answer focuses only on issues relevant to the question; factually correct with no content errors.	
Thoroughness of the answer	The answer defines/describes none of the relevant concepts/ideas	The answer defines/describes less than half of the relevant concepts/ideas; Concepts/ideas are not defined/described in sufficient detail	The answer defines/describes most of the relevant concepts/ideas but concepts/ideas could have been described in more detail	The answer fully and completely describes/defines 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, APA Formatting)	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)					