

**PSYC14H3 Syllabus**  
**Cross-Cultural Psychology**

Winter 2023 - Mondays 19:00 to 21:00 - MW170

**Instructor**

Dr. Florence Huang

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Office Hours: by appointment/ Zoom

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**Course Description**

This course introduces students to the field of Cross-Cultural Psychology, the study of the cultural influence on human behaviour and psychological processes. We will discuss the different methodological tools utilized in these comparative studies and include how these methodologies have enhanced our knowledge of the similarities and differences between cultures. We will also explore how this knowledge of culture can be applied in various areas including, but not limited to, health care, counselling, education, immigration, communities, organizations, etc.

**Learning Outcomes**

By the end of this course, you will:

- Describe and understand major concepts related to the study of Cross-Cultural Psychology
- Distinguish the difference between Cultural and Cross-Cultural Psychology
- Gain knowledge about how cultural characteristics (sense of self, ethnicity, emotions, socialization, perception, cognition, communication, motivation, etc.) are important to the understanding of individual psychological processes
- Critically examine and challenge the traditional Westernized methods and perceptions in research
- Gain better understanding and appreciation of diversity, cultural awareness, cultural competence and sensitivity
- Recognize how different types of Cross-cultural research impact individuals and groups

**Course Structure**

In addition to the required reading, this course will consist of weekly lectures held on Mondays from 7pm - 9pm in MW170. Students are encouraged to complete the assigned reading prior to lectures. All lectures will be recorded and are available for access.

## **Required Readings:**

Textbook:

- Shiraev, E. B., & Levy, D. A. (2020). *Cross-Cultural Psychology* (7th ed.). Taylor & Francis.  
(Available for purchase through the University of Toronto bookstore; E-book version of the textbook can be rented or purchased here:  
<https://www.uoftbookstore.com/adoption-search-results?ccid=67624&itemid=109070>).

Readings for Week 11\*:

- Oishi, S., Diener, E. F., Lucas, R. E., & Suh, E. M. (1999). Cross-cultural variations in predictors of life satisfaction: perspectives from needs and values. *Personality and Social Psychology Bulletin*. 1999, 25, 980-990. doi: 10.1177/01461672992511006
- Suh, E. M., & Oishi, S. (2004). Culture and subjective well-being: Introduction to the Special Issue. *Journal Of Happiness Studies*, 5(3), 219-222. doi:10.1007/s10902-004-8783-y

## **Course Evaluation:**

### ***I. Term Tests:***

During the semester, students will complete two, 2-hour term tests. Each term test will count for 25% of your final grade and will be completed online via Quercus. Term tests will consist of 20 multiple-choice questions and 1 short essay question (1 point for each multiple-choice question and 5 points for short essay). The term tests will cover lecture and textbook content. The short essays should address the questions indicated and are expected to be 300 - 500 words. Please refer to the rubric found on the final page of this syllabus for grading.

Term Test 1 will take place on Monday, February 6<sup>th</sup> from 7pm to 9pm and will cover readings and lecture material from Weeks 1 through 4. Term Test 2 will take place on Monday, March 13<sup>th</sup> from 7pm to 9pm and will cover readings and lecture material from Weeks 6 through 8.

To qualify for a makeup test, please see the missed term work policy at the end of this syllabus.

### ***II. Written Assignments:***

You are expected to complete two written assignments. The assignments should be no more than two pages in length, double-spaced. Each assignment is worth 10% of your final grade and should be submitted online, via Quercus.

#### **Assignment 1: How does the Sense of Self connect with Culture?**

Reflect upon your own cultural background and lived experiences. With the support of the assigned readings and what we learn in class, explain

- How you gain a better understanding of your unique Sense of Self,
- How culture plays a role in this discovery of self,
- How this knowledge led you to (1) redefine your sense of self and your interaction in cross-cultural settings; or (2) interact and behave differently.

Assignment 1 is due on Tuesday February 28<sup>th</sup> at 11:59pm.

## Assignment 2: A proposed Cross-Cultural Research Topic

Provide an example of a Cross-Cultural research topic and demonstrate the significance of the research by explaining,

- What is the topic?
- What is the culture/ population of investigation?
- What context are you going to explore?
- What are you hoping to find in this research?

Refer to the 9 steps as a guide (p.103). A list of Suggested Topics will be posted on the Assignment page on Quercus.

Assignment 2 is due on Monday April 3<sup>rd</sup> at 11:59pm.

### III. Final Exam

The final exam will take place during the exam period in April (the date and time will be announced later in the semester) and will be completed online via Quercus. The final exam will contribute towards 30% of your final grade. The final exam will be 2 hours long, consists of 25 multiple-choice questions and 1 essay question (1 point for each multiple-choice question and 5 points for essay). The final exam will cover content from Weeks 10 through 12. TAs will evaluate students' essays with the same rubric used to evaluate that term test essays.

### Grading Summary

Term Tests: 50%

Written Assignments: 20%

Final Exam: 30%

### Course Schedule and Readings

Date	Topic	Readings
Week 1 - Jan 9	What is Cross-Cultural Psychology?	Ch. 1
Week 2 - Jan 16	The sense of self, identity and culture	Ch. 11
Week 3 - Jan 23	Cross-Cultural research	Ch. 3
Week 4 - Jan 30	Emotions	Ch. 6
<b>Week 5 - Feb 6</b>	<b>Term Test 1</b>	
Week 6 - Feb 13	Human development and Socialization	Ch. 8
<b>Week of Feb 20</b>	<b>Reading week</b>	
Week 7 - Feb 27	Perception, Cognition, Interaction and Communication	Ch. 10
Week 8 - Mar 6	Motivation and Behaviour	Ch. 7
<b>Week 9 - Mar 13</b>	<b>Term Test 2</b>	
Week 10 - Mar 20	Cross-Cultural lens on Psychological Disorders	Ch. 9
Week 11 -Mar 27	Well-being Across Cultures	*refer to <i>Required Readings</i> above for peer reviewed journals
Week 12 - Apr 3	Applied Cross-Cultural Psychology in different settings	Ch. 12

tbc	Final Exam	
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### **Questions**

During the semester, if there are questions or clarification on a topic covered in lecture, the readings or assignment, etc (i.e., test dates). Please refer to:

- **Syllabus:** The Syllabus consists of details on Assignments, Lecture topics, corresponding readings, and due dates
- **Discussion Boards:** On Quercus there will be a discussion board for general FAQ's as well as discussion boards for each week. All questions should be posted to the relevant discussion board. As these questions are relevant to the specific week cover, other students will benefit from it as well. Dr. Huang and the TAs will be monitoring these discussion boards closely
- **Email:** If you have further questions or encounter a personal matter, please email Dr. Huang. Emails will be answered within 2 working days.

### **Disability-Related Accommodations**

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 Office (<http://www.utsc.utoronto.ca/ability/>) as soon as possible.

AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact 416-287-7560 (tel/TTY) or email [ability.utsc@utoronto.ca](mailto:ability.utsc@utoronto.ca) for more information.

The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

### **University's Plagiarism Detection Tool**

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

### **Department of Psychology Missed Term Work Policy**

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

Note:

- 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.

- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).

The email address to submit missed term work accommodation requests in **PSYD15** is: [flo.huang@utoronto.ca](mailto:flo.huang@utoronto.ca)

### **ILLNESS OR EMERGENCY accommodations:**

For missed work due to ILLNESS OR EMERGENCY, complete the following process:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email **both** of the following items to the course email **within 2 business days** of the missed work:
  - the [Request for Missed Term Work Accommodations Form](#)
  - \*AND\***
  - a screenshot of your Self-Declared Absence on ACORN

#### Note:

- *If you are unable to submit your request within 2 business days, you must still email your instructor within the 2 business day window to explain the nature of the delay. Exceptions to the 2 business day deadline will only be made under exceptional circumstances.*
- *If your absence is declared on ACORN, we do not require any additional supporting documentation (e.g. medical notes) to support your missed term work accommodation request.*

### **ACADEMIC CONFLICT accommodations:**

For missed term work due to an ACADEMIC CONFLICT (e.g. two midterms at the same time):

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Take screenshots of your course Quercus pages that demonstrate the conflict.
3. Email the form and screenshots to the course email **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. Requests sent after the activity deadline may not be accommodated.

#### Note:

- *Multiple assignments due on the same day are not considered conflicts. Students are expected to manage their time effectively to meet assignment deadlines.*
- *Back-to-back tests/quizzes are not considered conflicts. Only overlapping activities are conflicts.*
- *Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.*

### **RELIGIOUS CONFLICT accommodations:**

For missed term work due to a RELIGIOUS CONFLICT:

1. Complete the [Request for Missed Term Work Accommodations Form](#).
2. Email the form to the course **email 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. Requests sent after the activity deadline may not be accommodated.

### **ACCESSABILITY SERVICES accommodations:**

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

- **Contact your AccessAbility consultant** and have them email the course email 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 the course email 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 the course email 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. **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 the instructor’s response to resume work on your assignment**. Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you’re able, and email it to your instructor.

For an **anticipated absence** (e.g. a scheduled surgery or an illness with a prolonged recovery period), if you would like to request accommodations in advance, submit a [Verification of Illness Form](#) completed by your doctor AND the [Request for Missed Term Work Accommodations Form](#) to the course email. Absences can be declared up to 14 days into the future on ACORN.

### **Missed Accommodations**

If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, 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**. E.g. If you are given an extension but are still sick and need more time, or if you miss a make-up term test, you must submit *another* [Request for 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 necessarily be provided.

### **Academic Integrity**

The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters

(<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential offences in papers and assignments include 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 cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

### **Religious Accommodations**

The University has a commitment concerning accommodation for religious observances. I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

### **Equity, Diversity, Inclusion**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

### **Masks in the Classroom**

While the mask mandate has been paused as of 1 July 2022, the use of medical masks continues to be strongly encouraged at U of T Scarborough in indoor settings where physical distancing is not possible. We ask everyone to respect each other's decisions, comfort levels, and health needs. Masks are available at all building entrances at U of T Scarborough and in all classrooms.

## Essays Grading Rubric (100 Points)

CRITERIA	Outstanding 29-35 pts	Above Average 22-28 pts	Satisfactory 15-21 pts	Insufficient 0-7 pts
<b>Analysis 35 pts</b> <ul style="list-style-type: none"> <li>the analysis examines, summarizes, and integrates issue(s) to reveal insight</li> <li>evidence is well organized with smooth transitions</li> </ul>	Throughout the paper	Throughout most of the paper	Throughout much of the paper	Little to none
<b>Support 35 pts</b> <ul style="list-style-type: none"> <li>claims are supported</li> <li>the analysis incorporates Resources when necessary</li> </ul>	Throughout the paper	Throughout most of the paper	Throughout much of the paper	Little to none
<b>Conclusions 20 pts</b> <ul style="list-style-type: none"> <li>logically extrapolate inquiry findings</li> <li>demonstrate relevant reasoning in response to case study</li> </ul>	Throughout the paper	Throughout most of the paper	Throughout much of the paper	Little to none
<b>Grammar, Mechanics, and Style 10 pts</b> <ul style="list-style-type: none"> <li>demonstrates good writing skill, following correct APA style</li> <li>is free of major errors in grammar, spelling, and citation (where applicable)</li> <li>is clear and concise</li> </ul>	Throughout the paper	Throughout most of the paper	Throughout much of the paper	Little to none

## Written Assignments Grading Rubric (100 Points)

	Excellent 76-100 pts	Good 51-75 pts	Fair 26-50 pts	Needs Improvement 0-25 pts
<b>Content / Organization</b>	<ul style="list-style-type: none"> <li>Demonstrates full knowledge of the project with explanations and elaboration</li> <li>Provides clear purpose and subject; facts, supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Has somewhat clear purpose and subject; some examples, facts, that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Is uncomfortable with the content and is able to answer the project questions</li> <li>Attempts to define purpose and subject; provides weak examples, facts, , which do not adequately support the subject; includes very little supporting or evidence</li> </ul>	<ul style="list-style-type: none"> <li>Does not have grasp of information and cannot answer assignment questions about subject</li> <li>Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
<b>Enthusiasm/ Audience Awareness</b>	<ul style="list-style-type: none"> <li>Demonstrates strong enthusiasm about topic during entire presentation</li> <li>Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the need and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>Shows some enthusiastic feelings about topic</li> <li>Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>Shows little or mixed feelings about the topic being presented</li> <li>Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>Shows no interest in topic presented</li> <li>Fails to increase audience understanding of knowledge of topic</li> </ul>