

PSYC14H3 S

Cross-Cultural Social Psychology

Winter 2024 Syllabus

Course Meetings

PSYC14H3 S

Section	Day & Time	Delivery Mode & Location
LEC01	Tuesday, 3:00 PM - 5:00 PM	In Person: IC 220

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Instructor: Florence Huang

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Teaching Assistants

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Course Overview

A survey of the role of culture in social thought and behaviour. The focus is on research and theory that illustrate ways in which culture influences behaviour and cognition about the self and others, emotion and motivation. Differences in individualism and collectivism, independence and interdependence as well as other important orientations that differ between cultures will be discussed. Social identity and its impact on acculturation in the context of immigration will also be explored.

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.

Course 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

Prerequisites: PSYB10H3 and [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB70H3

Corequisites: None

Exclusions: PSY321H

Recommended Preparation: None

Credit Value: 0.5

In addition to the required reading, this course will consist of weekly lectures. Students are encouraged to complete the assigned reading prior to lectures. All lectures will be recorded and are available for access.

Course Materials

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

Marking Scheme

Assessment	Percent	Details	Due Date
Term Tests	45%	<p>Term Tests: During the semester, students will complete two term tests, <u>both in person in IC220</u>.</p> <p>First term test will count for 25% of your final grade and the Second term test will account for 20% of your final grade. Term tests will consist of 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 Tuesday, February 6th from 3pm to 5pm and will cover readings and lecture material from Weeks 1 through 4. Term Test 2 will take place on Tuesday, March 12th from 3pm to 5pm 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.</p>	2024-02-06,2024-03-12

Assessment	Percent	Details	Due Date
Written Assignments	20%	<p>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 27th 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 Tuesday April 2nd at 11:59pm.</p>	2024-02-27,2024-04-02

Assessment	Percent	Details	Due Date
Final Exam	35%	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 <u>in person during the exam period</u> . The final exam will contribute towards 35% of your final grade. The final exam will be 2 hours long, consists of 25 multiple-choice questions and 2 essay questions (1 point for each multiple-choice question and 5 points for each 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.	Final Exam Period

Grading Summary

Term Tests: 45% (25+20)

Written Assignments: 20%

Final Exam: 35%

Late Assessment Submissions Policy

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 procedure outlined below.

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Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to <course email> according to the instructions specified below.

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Supporting Documentation Requirements and Deadlines:

Reason for Missed Work

Documentation required for a *first*

Documentation required for

Deadline for submitting MTW

	<i>absence in the term</i>	<i>subsequent absences in the term</i>	form and supporting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	<u>within 2 business days</u> of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	<u>within 2 business days</u> of the missed work
University-sponsored athletic or artistic obligation at the varsity/provincial/national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email	<u>10 business days IN ADVANCE</u> of the missed deadline
For missed <i>TERM TESTS</i> ,			
- Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed.			
For missed <i>ASSIGNMENTS</i> ,			
Disability-related reasons for students registered with AccessAbility Services	- 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), send your Accommodation Letter to the course email and specify how many days extension you are requesting.		<u>PREFERABLY IN ADVANCE of the missed work, or as soon as possible</u>
	- 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), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed.		
Academic Conflict (e.g. two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		<u>10 business days IN ADVANCE</u> of the missed work
Religious Conflict	None required		

Notes:

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period (i.e.) the absence cannot be submitted proactively or retroactively.
- 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](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic 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.

Next Steps:

After submitting your documentation, you will receive a response from your instructor or TA. The course instructor reserves the right to decide what accommodations 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.

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**. Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above. *Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not necessarily be provided.

Course Schedule

Week	Description	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
Week 5 Feb 6	Term Test 1	
Week 6 Feb 13	Human development and Socialization	Ch. 8
Week 7 Feb 27	Perception, Cognition, Interaction and Communication	Ch. 10
Week 8 Mar 5	Motivation and Behaviour	Ch. 7
Week 9 Mar 12	Term Test 2	
Week 10 Mar 19	Cross-Cultural lens on Psychological Disorders	Ch. 9
Week 11 Mar 26	Well-being Across Cultures	*refer to <i>Required Readings</i> above for peer reviewed journals
Week 12 Apr 2	Applied Cross-Cultural Psychology in different settings	Ch. 12

Additional Content

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 web site (<https://uoft.me/pdt-faq>).

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.

Equity, Diversity and 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.

The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

University Land Acknowledgement

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas

of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

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 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 416-287-7560 or email ability.uts@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Use of Generative Artificial Intelligence Tools

Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.

Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.

The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.

Recording of Classroom Material by Students

Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted.