



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-288-001
Cultural Psychology
2019 Fall

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Randal Tonks	_____
(b) Office hours	Tu / TH 10:30-11:20	_____
(c) Location	Ewing 240	_____
(d) Phone	250 370 3197	Alternative: _____
(e) E-mail	tonks@camosun.bc.ca	_____
(f) Website	http://rgtonks.ca	_____

2. Intended Learning Outcomes

(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)

Upon completion of this course a student will be able to:

1. Identify and describe the difference between cultural psychology and cross-cultural psychology.
2. Design a research study for understanding the influence of culture on psychology.
3. Describe the role that cultural myths play in the psychological lives of people.
4. Describe and demonstrate their understanding of the role that culture plays in the development and expression of language, thought, emotion and one's sense of self & identity.

3. Required Materials

4. Course Content and Schedule

What is culture? How does it affect the psychology of individuals? These are the basic questions we will explore in surveying several ways in which culture and psychology intertwine. Starting with a brief history of various perspectives through which culture has been defined and understood, this course will review the theories and methods of specific "psychologies of culture". In doing so, this course will examine the

fundamental nature of what it means to be a person, a self, or to have a personality. We will examine how cultural worldviews shape the very nature of who we are, as influenced through the beliefs, practices, values and mythologies to which we are exposed. Following the development of a foundation to the study of culture and psychology, this course will address various applied social issues, including: immigration and acculturation, health psychology, counselling and psychological disorders, as well as prejudice and other issues that have been examined by psychologists in Canada and abroad.

Course Description

This course examines various relationships between psychology and culture. Topics covered range from research methods and foundations to the cultural construction of self and identity, through various applied areas of cultural psychology including: language, thought and emotion in cultural context, development, mythology, health, clinical disorders, inter-group relations and social policy.

Psychology 288 ~ Course Syllabus Camosun College Dr. R.G. Tonks

Fall 2019

Week 1 - Sept 3 - 5 - Introduction -

- Course Outline & Syllabus

Week 2 - Sept 10 - 12 - Overview & Introduction & History of Psychology and Culture

- (1) Berry, Poortinga, Brugelmans, Chasiotis & Sam (2011) - Chapter 1 Introduction to Cross-Cultural psychology . In J.W.Berry, Y.H. Poortinga, S. Brugelmans, A. Chasiotis & D.Sam Cross-cultural psychology: Research and applications (3rd edition). Cambridge: Cambridge University Press.
- (2) Jahoda, G. & Krewer, B. (1997). History of cross-cultural and cultural psychology.
In J. Berry, et al. (Eds.) Handbook of cross-cultural psychology. 2nd Edition, Vol. 1.
Boston: Allyn & Bacon.

Week 3 - Sept 17 - 19 - Perspectives, Theories and Methods Across Psychology & Culture

- (3) Shweder, R.A. (1991). Cultural Psychology: What is it? In R.A. Shweder's *Thinking through cultures: expeditions in Cultural Psychology*. Cambridge:

Harvard University Press.

- (4) Kim, U. Yang & Hwang (2006). Ch1 Contributions to Indigenous and cultural psychology: Understanding people in contexts. In Kim, Yang & Hwang (eds.) *Indigenous and Cultural psychology: Understanding people in Context*. New York: Springer.
- (5) Tonks, R.G. (2014). Cross-Cultural psychology: Overview. In T. Teo (Ed.) *Encyclopedia of Critical Psychology*. Springer Reference.
- (6) Tonks, R.G. (2018). Finding Depth in Cultural Psychology: Exploring cultural waters. Paper presented to the Western Canadian Theoretical Psychology annual meeting St, Albert Alta, Sept, 14, 2018.

Week 4 - Sept 24 - 26 - Self and Identity across Culture

- (7) Paranjpe, A.C. (1998). *The self and identity in Indian and western thought*. New York: Plenum. Chapter 2 Person, Self and Identity.

Week 5 - Oct 1 - 3 - Self, Identity & Personality

- (8) Triandis, H. (1995). The self and social behaviour in Differing Cultural Contexts. In N.R. Goldberger & J.B. Veroff (Eds.) *The culture and psychology Reader*. NY: NYU Press.
- (9) Tonks, R.G. (2019). Ethos and self in the I Ching and Erikson's psychology. In K. Murakami, J. Creswell, T. Kono & T. Zittoun Eds. *The ethos of theorizing*. Concord ON; Captus Press

Week 6 - Oct 8 - 10 - Mythology

- (10) Campbell, J. (1972). Ch 3 The Importance of Rites. *Myths to live by: How we re-create legends in our daily lives to release human potential*. New York: Penguin.
- (11) Hedva, B. (2001). Chapter 1 Journey from Betrayal to trust: A universal rite of passage. In *Betrayal, trust, and Forgiveness: A guide to emotional healing and self-renewal*. Celestial Arts: Berkeley.

Week 7 - Oct 15 - 17 - (catch up)

Week 8 - Oct 22 - 24 - Introduction to Acculturation

- (12) Sam, D. (2006) Acculturation: Conceptual background and core components. Chapter 2 In J.W. Berry & D.L. Sam (Eds.) *The Cambridge Handbook of Acculturation Psychology*. Cambridge: Cambridge University Press.

Week 9 - Oct 29 - 31 - Acculturation Continued

- (13) Phinney, J.S., Berry, J.W., Vedder, P. & Leibkind, P.(2006). Ch 4 The acculturative experience: Attitudes, identities and behaviours of Immigrant Youth. In J.W. Berry, J.S. Phinney, D.L. Sam & P.Vedder (Eds.) *Immigrant Youth in Cultural Transition: Acculturation, identity and Adaptation across national contexts*. New York: Lawrence Earlbaum & Associates.
- (14) Bhatt, G., Tonks, R.G. & Berry, J.W. (2013). [Culture in the History of Psychology in Canada](#). *Canadian Psychology: Special Issue on History of Psychology in Canada*. 54 (2) 115-123.

Week 10 - Nov 5 - 7 - Acculturation and Health

- (15) Aboud, F.E. (1998). *Introduction to Health psychology in global perspective*. Thousand Oaks, Sage.

Week 11 - Nov 12 - 14 - Health Psychology Across Cultures

- (16) Karazian, S. & Evans, D. (2001) Ch 1 Health Psychology from a cultural perspective: Theoretical Considerations. In Kazarian, S. & Evans, D. (Eds.) *Handbook of Cultural Health Psychology*. New York: Academic Press.
- (17) Zhu, H. Z. (2001) CH 1 - A tree with ancient roots: defining traditional Chinese Medicine. Building a Jade Screen: Better Health with Traditional Chinese Medicine.

Week 12 Nov 19 - 21 - Culture and Psychological Disorders

- (18) Marsella, A.J. & Yamada, A.M. (2007). Culture and psychopathology: Foundations, issues , directions. In J.Valsiner (Ed.) *Oxford handbook of culture and psychology*. Oxford: Oxford University Press, 797-818.

Week 13 Nov 26 - 28 - Multicultural Counselling & Intergroup Relations

- (19) Draguns, J. (2002) Ch 2 Universal and Cultural Aspects of Counselling and Therapy. *Counselling Across Cultures*. New York: Sage.
- (20) Amir, Y. (1998) The contact hypothesis in intergroup relations. Chapt 33 in W.Loner & R.Malpass (Eds.) *Psychology and Culture*. Allyn & Bacon.
- (21) Paranjpe, A.C. (1986). The identity Theory of Prejudice: A perspective from the intellectual tradition of India. In A.C. Paranjpe (Ed.) *Ethnic Identities and Prejudices: Perspectives from the Third World*. New York: Brill.

Week 14 Dec 3 - 5 - Music, Culture, & Expression

- (22) Tonks, R.G. (2019). [Changing self in the digital age](#). Paper presented to the *International Society for Theoretical Psychology*, Copenhagen, Denmark, August 22, 2019.

Music Project View [past music projects](#), but be ready to submit your music for this year's version along with a paragraph or two regarding the cultural significance of that piece of music. Before November 28. Also see [psychology 275 - Music Psychology](#).

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5. Basis of Student Assessment (Weighting)

<i>Class Participation</i>	25 %	weekly	
Mini Presentation	15 %	Weeks 4 - 14	
Culture Log	15 %	Week 13	Nov 28
<i>Myth Assignment</i>	15 %	Week 10	Nov 7th
 <i>Essay Options</i>			
A- Report 1	15%	Week 7	Oct 24
A -Report 2	15%	Week 14	Dec 5
B -Paper	30%	Week 12	Nov 21

Class Seminar Activities:

We will regularly be doing activities in class during 'seminar time' where we will be discussing the study questions that accompany the lectures along with other activities. Some of these activities will have take-home component and often make use of the d2l discussion board.

In addition, a **class project on music** will be carried out where **students will contribute pieces of music (on tape, record or CD, .mp3 youtube, ...)** along with a **brief description of the cultural significance or importance of that piece**. The instructor will compile the various selections to play during our final class where we will also examine the role of music in social rituals and gatherings as part of our cultural identity formation.

Culture Log:

The *Culture Log* is a notebook that records your observations about culture and everyday life. Here you will be asked to record specific types of cultural phenomena as well as those that you find interesting in your daily activities over the course of the semester. It is expected that you make at least one entry per week over the semester.

[Myth Assignment:](#)

A take home assignment will be given where the students will be asked to make observations about the role of mythology in their everyday lives. Here students will focus on the role of mythology and archetypes as one has experienced in relationships or in life experience.

Mini Presentation:

Each student will take a turn to search for, and present to the class a brief review of one article on an applied area of Cultural Psychology. These article reviews will be presented in class as they coordinate with course topics commencing with Self and culture. Students will be given a opportunity to select articles of their choice, following the allocation of topics in the second or third week of classes. It is expected that each student will produce a *short summary handout* for their article review that they will share with class members.

Essay Options

Option A: Reports

There will be two take-home essays for option A. The essay questions will be assigned a week in advance of the due date and they will be based upon study questions covered in class. Students will be provided with the [essay questions](#) in advance, and some time will be given during tutorial to address these questions. The emphasis will be on the lecture material but the supplemental readings textbooks will be useful in answering the questions.

Option B: Term Paper:

The term paper option will involve providing a review of some theoretical or research issue that pertains to the study of culture and psychology. There are a wide variety of potential topics, and students are encouraged to choose topics that are of interest to them. With the goal of gaining insight into (and appreciation for) the role that culture plays in our psychological lives, *students are also given the option of providing observations on culture as part of their term papers*. Here, along with a brief theoretical or empirical background to their observations, students can provide descriptions of the influence of culture on their own psychological lives.

In choosing the first alternative, students can write about one or another theoretical or methodological issue that pertains to the study of psychology and culture. For example it is possible to compare and contrast two major perspectives for the study of psychology and culture, such as cultural psychology and cross-cultural psychology. It is also possible to write about the history of the study of an issue or sub-field in the study of psychology and culture. For example one may write on the topic of the "emic-etic" issue or about the role of learning in the appropriation of a cultural world-view.

Alternatively, one may wish to examine an "indigenous" psychology from somewhere around the world, for example Aboriginal perspectives on the healing circle, or Asian conceptions of self and nature.

It is also possible to review a collection of empirical research studies on some topic of study in the psychology of culture. Here one may examine topics such as visual perceptions across cultures, child-rearing practices across cultures, social relations across culture, acculturation, ethnic relations, prejudice, or some other topic of interest.

The third possible choice is to carry out a field study on a topic of interest to you in culture and psychology. All class members will be carrying out a small field study on the role of mythology in their lives. The term paper may offer some students the chance to expand on those projects or on another topic. It is recommended that students who choose this option have some background in research methods, and they are expected to consult with their Teaching Assistant and course instructor prior to the commencement of such projects.

The papers are to be written 8 pages typed double space (12 point font only) in the standard APA style. If you are not familiar with this style of referencing and paper writing please take a look at the [APA publication manual](#) (6th edition) in the library. In taking a cultural perspective on psychology there are several alternatives that you may wish to pursue through any of the options outlined below

Good Papers:

Most people want to get good marks even if they don't expect an "A+" on their papers. It is a good idea, however, to point out a few things regarding the creation a good paper. Typically, good papers are those that take a *critical perspective* on the topic that they are presenting. To be critical does not mean that you simply have to be negative and try to put down some theory or perspective. Being critical involves the careful examination and explanation of issues pertaining to the creation and development of theories or ideologies of psychology. In providing a critical examination of some ideas, try to go to the original sources and consider providing your reader with an understanding or explanation of the central issue(s) of the perspective(s) that you are examining. Make use of your own thoughts and concerns when choosing a topic, and also don't be afraid to rely on your own reasoning and judgment. It is a good idea to talk to classmates and your teachers about any ideas you might have as you think them through and get better at expressing such thoughts. Additionally, the papers that generally receive good marks are those which are well thought out, well organized, and clearly presented. If you have the greatest ideas in the world they are not worth much if you cannot express them clearly. Take the time to think about the topic you choose and start thinking about it soon.

To facilitate clear communication between the instructor and the students with respect to understanding of the grading expectations of the Instructor (who will be marking the papers), you will be asked to *hand in a one page outline of your paper topic by week 5 of the semester*. The paper will be due in 12th week of classes and it is expected that you will attach your outline (that your instructor returned to you with comments on it) to the back of your term paper.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

Interpretation of Grades

Letter Grades are established according to the college definition as well as my own teaching experience.

- A: Superior levels of achievement.** High quality is expected which shows a full understanding of the work that is to include some form of exceptional achievement (i.e. new insight, obvious quality of research, clear presentation above and beyond the minimum required, better work than the majority of the class).
- B: High levels of achievement.** Here a grade corresponds to good work that shows full understanding. It does not have the same degree of exceptional achievement that makes an A, but is distinctly beyond the minimum required, and above average.
- C+: Satisfactory level of achievement.** This is seen as average or acceptable quality.
- C: Sufficient level of achievement to proceed with next level of study.** Reaches average work, showing an understanding of the material and the minimum requirements have been met, however there are usually some errors and mistakes made that hold the grade here. It does not indicate the student is having any significant difficulties.
- D: Minimum level of achievement for which credit is granted;** a course with a D grade cannot be used as a prerequisite. This grade is given for work that is present but is not providing sufficient insight or completeness. It is likely lacking in details, but has some approximation of adequate work.
- F: Minimum level is not achieved.**

Academic Honesty

Beyond learning basic concepts and research strategies, students are expected to produce some original written work that stands as an example of their expressed understanding of psychology as it has been applied to a specific area of research. As such students will write article summaries and group reports in their own words, making use of [standard psychological styles of referencing](#) and reporting psychological information.

Plagiarism, or the unacknowledged use of another person's ideas or words represents academic dishonesty and is grounds for expulsion from the college. Camosun

policy states "If an instructor remains convinced that there has been a violation [plagiarism or cheating], he or she may assign a grade of F for the work involved or in the course..." Let's avoid that!

7. Recommended Materials to Assist Students to Succeed Throughout the Course

STUDENT RIGHTS and RESPONSIBILITIES

1. Students are responsible for reading the assigned material according to the assignment dates so that they are prepared to participate in online discussions and group tasks. It is essential for students to consult the chapter study guides since they will reveal the topic activities that will form the basis of the tests.
2. If a student requires special accommodation to be successful in this course, please contact me the first week of class.
3. Students, and their prospective participants have the right not to participate in any given course research activity.
4. As part of the course, specifically in the seminar activities, you always have the right NOT to self-disclose any information.
5. Students are expected to follow certain standards of conduct:
 - a) Work must be used for this course only, and it must be original-authored by the student who submits the work.
 - b) Assignments that are copied (identical or plagiarized) between students will be given 0% for ALL students with identical work. If you want to work cooperatively, inform me ahead of time.
 - c) Fabrication of research data is not acceptable.
 - d) It is college policy that *"If an instructor remains convinced that there has been a violation [such as plagiarism or cheating], he or she may assign a grade of F for the work involved, or for the course..."*

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at

<http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.