

COURSE SYLLABUS



COURSE TITLE: PSYC-288-Cultural Psychology

CLASS SECTION:

TERM: 2026F

COURSE CREDITS: 3

DELIVERY METHOD(S): Asynchronously through d2l

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Dr. Randal Tonks

EMAIL: tonks@camosun.ca

OFFICE: Ewing 240

HOURS: Wed 11:00-12:00 online

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR 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.

PREREQUISITE(S):

One of:

C in PSYC 110

C in PSYC 130

CO-REQUISITE(S):

EQUIVALENCIES:

COURSE LEARNING OUTCOMES / OBJECTIVES

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

Identify and describe the difference between cultural psychology and cross-cultural psychology.

Design a research study for understanding the influence of culture on psychology.

Describe the role that cultural myths play in the psychological lives of people.

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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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" and indigenous perspectives on psychology. 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 within an indigenous cultural context. 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-including colonization and residential schools, Japanese internment and historical barriers to immigration to Canada. The course will also examine health psychology from indigenous perspectives, multicultural counselling and psychological disorders as understood through the DSM and indigenous perspectives. Issues around power and politics will also be examined as we look at prejudice, Truth and Reconciliation and Black Lives Matter among other issues that require government policy based upon the knowledge generated by psychologists and other scholars in Canada and abroad.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

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WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1	Course Outline & Syllabus	
Week 2	Overview & Introduction & History of Psychology and Culture • 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. • 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 or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 3	Perspectives, Theories and Methods Across Psychology & Culture • 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. • 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. • Tonks, R.G. (2014). Cross-Cultural psychology: Overview. In T. Teo (Ed.) Encyclopedia of Critical Psychology. Springer Reference. • 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. • Huaman, E.S. & Martin, N.D. (2020). Indigenous research: Methodologies of resilience and adaptation. In E.S Huaman,. & N.D Martin (Eds.) Indigenous knowledge systems and research methodologies. Toronto: Canadian Scholars.	
Week 4	Self and Identity across Culture • Paranjpe, A.C. (1998). The self and identity in Indian and western thought. New York: Plenum. Chapter 2 Person, Self and Identity. • Prechtel, M. (1999). The secretes of the talking jaguar: Memoirs from the living heart of a Mayan village. London: Thorsons. Chapter 7 - The Village.	
Week 5	Self, Identity & Personality • 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. • Tonks, R.G. (2019). Ethos and self in the I Ching and Erikson's psycholgy. In K.Murakami, J. Creswell, T. Kono & T. Zittoun Eds. The ethos of theorizing. Concord ON; Captus Press	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 6	Mythology - 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. - 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	Catch up week	
Week 8	Introduction to Acculturation 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.	Report 1 due
Week 9	Acculturation Continued - 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. - 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.	Mythology Assignment due
Week 10	Acculturation and Health - Aboud, F.E. (1998). Introduction to Health psychology in global perspective. Thousand Oaks, Sage. - Geddes, G. (2017). Medicine unbundled: A journey through the minefields of indigenous health care. Victoria: Heritage House. Part One: Joanie's people: Discarding the masks of shame	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 11	Health Psychology Across Cultures • 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. • Prechtel, M. (1999). The secrets of the talking jaguar: Memoirs from the living heart of a Mayan village. London: Thorsons. Chapter 8 - Priests and Shamans: Remembering the umbilicus of the earth. • 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	Culture and Psychological Disorders • 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. • Kirmayer, L.J., Tait, C.L. & Simpson, C. (2009). The mental health of aboriginal peoples in Canada: Transformations of identity. In L.J. Kirmayer & G.G. Valaskakis (Eds.) Healing traditions: The mental health of Aboriginal peoples in Canada. Vancouver: UBC Press.	Term Paper due

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 13	Multicultural Counselling & Intergroup Relations • Draguns, J. (2002) Ch 2 Universal and Cultural Aspects of Counselling and Therapy. Counselling Across Cultures. New York: Sage. • Amir, Y. (1998) The contact hypothesis in intergroup relations. Chapt 33 in W.Loner & R.Malpass (Eds.) Psychology and Culture. Allyn & Bacon. • Bhatt, G., Safdar, S., Berry, J.W., Yampolsky, M. A., & Tonks, R.G. (2020). "Psychology Works" Fact Sheet: Racism. Fact sheet report from the International/Cross-Cultural Section of the Canadian Psychological Association.https://cpa.ca/psychology-works-fact-sheet-racism/ • 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	Music, Culture, Technology & Expression • Tonks, R.G. (2021). Changing self in the digital age: The impact of digital technology on the self and person. <i>International Review of Theoretical Psychologies</i>, 1 (2), 243-257.	
Exam Period	Report 2 Due Culture Log Due	Dec 5 th Dec 8 th

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](#).
<https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

Textbook:

There is no specified textbook for this course, but rather a selection of readings, as indicated on the syllabus, that will be made available inside d2l. These readings are meant to offer students some depth and breadth in knowledge regarding the issues they will be working on for the class activities and reports. It is not expected that students will memorize these resources, as there are no exams, but rather students are expected to cite these sources in their activity postings and reports.

Activities:

We will regularly be doing activities online through the *discussion board* during the semester where we will be discussing the study questions that accompany the lectures. These activities will be done by posting answers to study questions on the Discussion board and being prepared to reply to other students' posts. These activities are to mimic in-class discussion that prepare students for writing the two reports, and will count for a total of 15% towards students' course grades. *It is expected that each student will post within a reasonable amount of time of the coverage of the activity topic and not post all activities at the end of the semester.*

Discussions:

In response to each of the activities students are expected to reply to other students' posts. As suggested above these discussion posts combined with the initial activity posts will mimic in-class discussions through the discussion board in d2l. It is expected that students respond to a minimum of one other student's post per topic covered but it is hoped that more than those replies will be generated through discussion. These discussion posts will count a total of 15% towards the total grade for each student. *These discussion posts should be made within a reasonable amount of time that the corresponding assignment topic is covered and not simply to be completed all at the end of the semester.*

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. You can think of this notebook as a travelling journal like what many people use when they travel to note interesting things about their cultural experiences for 15% of your grade. *It is important also to note that this is not to be simply a reiteration or reposting of activity answers, but rather reflective notes about something from everyday life that is related to some topic of culture and psychology.*

Mythology Assignment:

A take-home assignment will be given where 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. This assignment will follow our class coverage of mythology, self and culture, which should give students a background to further consider and write about mythology in their own lives. This will form 15% of your grade.

Expressive Activities :

Along with the regular class activities there will be a few expressive activities where students will be asked to draw, create, and report on an artistic or self expression that they will make, such as a tree diagram or mandala to represent their sense of self. There will also be, a class project on music that will be carried out where students will contribute pieces of music (such as .mp3 or youtube link, ...) along with a brief description of the cultural significance or importance of that piece. These will be posted to a discussion board for students listen to during our final week of classes where we will also examine the role of music in social rituals and gatherings as part of our cultural identity formation. Together these will form 10% of your grade.

Essay Options - Students will have the choice of A or B**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. The emphasis will be on the lecture material but the supplemental readings 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. The term paper may offer some students the opportunity to expand on other activities or assignments from the course. It is recommended that students who choose this option have some background in research methods, and they are expected to consult with the course instructor prior to the commencement of such projects.

The papers are to be written 8 pages (2000 words) 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 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.

DESCRIPTION	WEIGHTING
Activities	15%
Discussion posts	15%
Culture Log	15%
Expressive Activities	10%
Mythology Assignment	15%
Option A	
Report 1	15%
Report 2	15%
Option B	
Term Paper	30%
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

As an online course be sure to keep up with the material week to week including the discussion posts.

If you do fall behind it is possible to catch up but let me know if you are struggling with keeping up so that I can offer assistance

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.