

Psychology 307: Cultural Psychology

Winter Session, 2012-2013
Section 003
Tuesday/Thursday, 3:30-5:00PM
Room B150, Chemistry Building

Instructor

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Teaching Assistants

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Course Description: This course will provide students with a broad introduction to theory and research in the area of cultural psychology. Students will examine topics of concern to cultural psychologists and the methods they use to investigate these topics. Among the topics that we will consider in this course are research methods, cultural transmission, cultural evolution, values, the self-concept, motivation, personality, groups and relationships, interpersonal attraction and love, emotions, morality, perception, cognition, mental health, and acculturation.

Course Objectives: Students who successfully complete this course will be able to:

- *define* fundamental terminology related to the study of psychology across cultures.
- *identify* the goals of cultural psychology.
- *review* research methods in cultural psychology.
- *describe* methodological challenges related to research in cultural psychology.
- *identify* the limitations of cultural psychology.
- *discuss* theory and research in cultural psychology.
- *compare and contrast* cultures on a host of psychologically-relevant variables.
- *consider* the impact of exposure to multiple cultures on psychological processes.
- *apply* theory and research from cultural psychology to themselves, other people, social interactions, and global events.

Prerequisites: The prerequisites for this course are either: (a) Psychology 100, (b) Psychology 101 and 102, or (c) 6 credits of 200-level psychology courses (not including Psychology 205 or 263). First year students are not eligible to take this course.

Course Format: Students will be expected to attend lectures and participate in active, in-class discussion. In addition, students must complete assigned readings from the textbook. In order to maximally benefit from class time, students are strongly encouraged to complete assigned readings before the readings are discussed in class.

Course Website: The website for this course is <http://www.psych.ubc.ca/~assanand>. In order to access materials on the website, you will require the following password: _____ . Lecture slides will be posted on the course website after each class period. Although the slides will provide a relatively comprehensive review of the lecture material, you may be examined on points that are discussed in class that are not presented in the slides. Grades will be posted on the course website by student number. I will notify the class via e-mail when I have posted grades on the course website.

Textbook: Heine, S. J. (2012). Cultural Psychology (2nd edition). New York: W. W. Norton and Company, Inc.

Evaluation: Students will be given three exams and the option of writing one paper. For those students who do not write the paper, each exam will comprise one-third of their final grade. For those students who write the paper, each exam will comprise one-quarter of their final grade and the paper will comprise one-quarter of their final grade. Note that the grade on the paper will be included in the computation of a student's final grade only if it increases the student's standing in the course; a paper grade that does not increase the student's final grade will be discounted.

Exams: The exams will consist of multiple choice questions and open-ended extended response questions. Responses to multiple choice questions must be recorded on a scantron form in order to be graded. Accordingly, please bring an HB pencil and eraser to each exam to allow for completion of the scantron form. Details about each exam (i.e., the number and types of questions) will be presented at the start of the class prior to the exam. The exams will not be cumulative.

The exams will cover both lecture and textbook material. The purpose of the lectures is to amplify, explain, and expand upon material presented in the textbook. Although there will be overlap between the lectures and textbook, unique material will be presented in the lectures. Furthermore, some material from the textbook will not be discussed in class. Students are responsible for *both* the material presented in the lectures and the material presented in the textbook for the exams.

Please arrive to the exams on time. Students who arrive to an exam after a classmate has completed the exam and left the exam room will not be permitted to write the exam.

Exam dates are indicated in the Schedule of Course Topics (p. 10). Note that exams will not be rescheduled for students to accommodate academic workload, employment-related commitments, or travel. Please do not request an alternative exam date for these reasons. Exams may be rescheduled for students who are ill, in which case a doctor's note is required. The doctor's note must detail the student's illness and provide contact information for the physician to allow for verification of the note. Exams may also be rescheduled for students who have religious obligations that conflict with an exam date. If you are unable to write an exam as a result of illness, please contact me before the exam or within 24 hours after the exam. Students who do not contact me within 24 hours after the exam will be assigned a grade of "0" on the exam. If you are unable to write an exam as a result of religious obligations, please notify me within the first 2 weeks of class. If you are permitted to write a makeup exam, you must contact the Teaching Assistant to schedule an exam date within the shortest time period possible. Note that the content and/or format of the makeup exam may differ from the exam that was administered in class.

Optional Paper: For the paper, students may choose from one of two options:

Option A:

The purpose of this paper is to gain further experience in theory and research in cultural psychology. For the paper, students will write a literature review on a topic in cultural psychology that was not discussed extensively in class or the textbook. Students should select a topic for which there is ample comparative research across cultures available. In writing the literature review, students should synthesize, summarize, and evaluate the psychological literature related to this topic. Sources of information for the paper should be limited to scholarly articles published in psychological journals. A minimum of 10 sources of information should be used. If there are a large number of published works related to the topic, students may choose to restrict the sources of information used to works published in the last 5 to 10 years.

Literature reviews are commonly published in psychological journals; you may consult journals such as Psychological Bulletin for examples of reviews. An excellent resource on literature reviews has been prepared by the Psychology Writing Center at the University of Washington and is available at: <http://web.psych.washington.edu/writingcenter/writingguides/pdf/litrev.pdf>. This document describes literature reviews and outlines the procedures necessary to write an effective literature review.

Option B:

The purpose of this paper is to explore and reflect upon cultural diversity. For the paper, students will identify an issue of universal psychological importance (e.g., death, marriage, social justice) and explain how this issue is addressed in at least two cultures. In comparing the cultures, students should: (a) describe the practices (e.g., traditions, customs, rituals, institutions) through which each culture addresses the issue and

(b) relate the practices of each culture to theory and research in cultural psychology. With respect to the latter, students should consider how the practices of each culture relate to themes discussed in class or the textbook. For example, how do the practices relate to each culture's values, norms for emotional expression, or codes of ethics? Sources of information for the paper may be varied, including interviews with people from different cultures, books, scholarly articles published in psychological journals, and scholarly articles published in other social science journals (e.g., anthropological journals). A minimum of 10 sources of information should be used. If there are a large number of published works related to the topic, students may choose to restrict the sources of information used to works published in the last 5 to 10 years.

The page length and formatting requirements for Option A and Option B do not differ. The paper should be 8-12 pages in length (excluding the title page, abstract, and reference section), typed, and double-spaced; any pages beyond 12 will not be read. A 12-point Times New Roman font and 1-inch margins must be used. A title page should be included that contains your name, your student number, the paper option that you selected (i.e., Option A or Option B above), and a title for your paper. The paper should include an abstract that briefly summarizes your paper (e.g., the topic, the primary findings); the abstract must not exceed 120 words in length. Any sources of information that are referred to in your paper should be referenced according to the guidelines provided by the American Psychological Association (i.e., APA). If you are not familiar with these guidelines, please refer to the APA Publication Manual or inquire at the University Library for further information. The library has a handout summarizing APA citation procedures available at <http://www.library.ubc.ca/pubs/apastyle.pdf>. A tutorial on APA style is available at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. Lecture slides should be cited as follows:

In-text citation:

(Assanand, date).

Example: As was noted in class (Assanand, 2013), Hofstede's theory

Reference section:

Assanand, S. (date). Lecture number [PowerPoint slides]. Retrieved from <http://URL>.

Example: Assanand, S. (2013). Lecture 8 [PowerPoint slides]. Retrieved from <http://psyclab1.psych.ubc.ca/~assanand/wp-content/uploads/2013/12/Lecture8-PDF4.pdf>.

Different lectures should be distinguished with lower case letters in both the in-text citation and reference section:

Example: As was noted in class (Assanand, 2013a), Hofstede's theory In contrast, research suggests that individuals who are bicultural ... (Assanand, 2013b).

Please note that Wikipedia is not an appropriate source of information to cite in your paper.

The paper will be graded primarily for content—that is, how effectively you completed the tasks required for the paper. For example, did you select an appropriate topic for your

paper? Did you use appropriate and relevant sources of information? Did you conduct a thorough review of published works related to your topic? Was your review of the published works accurate and objective? Did you effectively incorporate interviews into your paper (Option B only, if applicable)? Did you effectively relate the findings of your review to themes discussed in class or the textbook (Option B only)? Was your examination of the topic thoughtful, demonstrating careful consideration of the sources of information that you used? Did you exhibit critical thinking (e.g., noting the strengths and limitations of existing theory and research related to your topic)? Did you draw sound conclusions on the basis of your analysis? Did you consider the implications of your conclusions? Did you provide suggestions for future research?

The paper will also be graded for style, mechanics, and formatting—that is, how well your paper was written. For example, did your paper contain a clear statement of its purpose or objectives (i.e., thesis statement)? Was your writing clear, concise, and easily understood, with appropriate word choice and academic tone? Were sources of information properly paraphrased and well-integrated (e.g., listing of abstracts was avoided)? Was your paper well organized, characterized by effective transitions between ideas and a logical flow? Were there errors in punctuation, grammar, or spelling? Did your paper conform to the formatting requirements? Were all sources of information referenced according to APA guidelines?

Paper topics must be submitted to the Teaching Assistant via e-mail at least two weeks prior to the due date. Please provide the Teaching Assistant with the paper option that you selected (i.e., Option A or Option B above) and a 3-5 sentence summary of the purpose or objectives of your paper. Once your paper topic has been approved by the Teaching Assistant, you may begin writing the paper.

All papers must be scanned by “TurnItIn” prior to submission. TurnItIn is a service designed to detect and deter plagiarism (see Academic Misconduct, p. 8, for a definition of plagiarism). Through this service, students’ papers are scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn’s own proprietary databases. The results of comparisons are compiled into customized “Originality Reports” that contain several measures of plagiarism. These reports are forwarded to instructors. Details regarding the use of TurnItIn will be provided in class the week prior to the due date. Papers that have not been scanned by TurnItIn prior to submission will not be graded and will not be included in the computation of the student’s final grade in the course. It is the responsibility of the student to ensure that her or his paper is submitted to TurnItIn by the due date. The electronic copy submitted to TurnItIn must be identical to the hard copy submitted in class; do not change the content or format of the document. The electronic copy submitted to TurnItIn will be compared to the hard copy submitted in class; discrepancies may constitute academic misconduct.

The due date for the paper is indicated in the Schedule of Course Topics (p. 10). Students are expected to submit a hard copy of their paper during class on the due date. Papers will not be accepted after the class period has ended on the due date. Note that the due date will not be rescheduled for students to accommodate academic workload, employment-related commitments, or travel. Please do not request an alternative due

date for these reasons. Submission may be rescheduled for students who are ill, in which case a doctor's note is required. The doctor's note must detail the student's illness and provide contact information for the physician to allow for verification of the note. Submission may also be rescheduled for students who have religious obligations that conflict with the due date. If you are unable to submit the paper on the due date as a result of illness, please contact me before the due date or within 24 hours after the due date. Students who do not contact me within 24 hours after the due date will not be permitted to submit a paper. If you are unable to submit the paper on the due date as a result of religious obligations, please notify me within the first 2 weeks of class. If, for any other reason, you are unable to attend class on the day the paper is due, please have someone hand it in for you during class time. Papers submitted via e-mail, left in my mailbox or the Teaching Assistant's mailbox, or left under our office doors will not be accepted.

If you would like to discuss your paper with me or the Teaching Assistant, please feel free to meet with us during our office hours or by appointment.

Participation: I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during class among your classmates or outside of class in discussion with me. I will make every effort to create a classroom environment in which students feel comfortable to discuss their ideas. If, however, you would prefer to share your ideas with me outside of class, you are welcome to see me during my office hours or by appointment.

In order to encourage and facilitate participation during class, I ask that all students respect their classmates' efforts to contribute to class discussion. Each member of the class should feel that he or she has the opportunity to participate; accordingly, please refrain from dominating opportunities for discussion. Courteous and considerate participation will foster a positive and informative classroom environment.

Students are expected to attend all class sessions, arrive to class on time, and remain in class until the session has ended.

The “?” Box: A box labeled with a “?” will be available at the front desk during each class period. Students may use this box to:

- ask questions (e.g., Which theoretical perspective on values is most widely accepted today—the perspective proposed by Kluckhohn and Strodtbeck, Hofstede, or Schwartz? What is the distinction between masking and simulation?).
- make suggestions (e.g., When reviewing examples to illustrate Berry's ecocultural model of the mind, it would be helpful if you could speak at a slower pace ...).
- leave comments (e.g., In another class, we discussed an interesting study that identified common predictors of life satisfaction across cultures. In the study ...).

The purpose of the “?” box is to provide an additional mode of communication between you and me. You may submit a question, suggestion, or comment anonymously. However, I encourage you to provide me with your name and e-mail address. If I am not able to address your question, suggestion, or comment in class, I will respond to you directly via e-mail.

Missed Classes and Student Contacts: If you are unable to attend a class session, you should obtain notes for the missed material from a classmate. In order to facilitate this process, you may want to acquaint yourself with classmates early in the course. Please take this opportunity to introduce yourself to two classmates in adjacent seats. If you are comfortable sharing contact information, you may write the information below.

Contact 1	Contact 2
Name:	Name:
Contact information:	Contact information:

E-Mail Correspondence: E-mail inquiries will be answered within 48 hours of receipt (not including weekends). E-mail inquiries should be limited to one question; students who have multiple questions should visit during office hours or schedule an appointment to meet with me or the Teaching Assistant. For questions related to course content, students should try to explain their current understanding of the material in the e-mail (which will be affirmed or corrected). Note that e-mails may not be answered the day before an exam, so please plan accordingly.

Laptop Use: The use of laptops in class is an effective means by which to take notes and record comments related to course content. However, some students use laptops in class to “surf” the internet, engage in e-mail correspondence, and/or work on material associated with other courses. These activities can be very distracting to those who sit in adjacent seats and interfere with their efforts to focus on course content. For this reason, all students who intend to use their laptop in class for activities unrelated to the course are asked to sit in rows at the rear of the classroom.

Requests for Adjustments of Grades and Academic Concession: You may review your exams and/or paper with the Teaching Assistant. Requests for the adjustment of a grade must be made within 4 weeks of the posting of that grade. Most requests for

adjustment can be settled directly with the Teaching Assistant. In cases of a dispute that cannot be satisfactorily resolved with the Teaching Assistant, please contact me.

During your time in this course, if you encounter medical, emotional, or personal problems that you believe may affect your performance on an exam or the paper, please notify me. You may be able to obtain academic concession from the Dean of your faculty. Please discuss any extenuating circumstances with me prior to exam dates or the paper due date. In order to ensure equity among the students in the class, accommodations will not be made after an exam has been written or the paper has been submitted. Furthermore, the relative weight of the exams and/or paper will not be changed for any given student. Accordingly, please do not e-mail me to request that I change the relative weight of the course requirements for you or add percentage points to a grade in order to increase your final standing in the course. For further information on academic concession, consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

Psychology Department's Policy on Distribution of Grades: Courses offered by the Psychology Department are required to meet a target grade distribution. This is done in order to ensure that all students are assessed fairly in relation to students in other sections of the same course and to students in other courses. The target grade distribution for 300-level psychology courses requires that the mean for the class fall between 66% and 70%, with a standard deviation of approximately 13%. Accordingly, students should note that the Psychology Department may adjust the final grades in this course up or down if the distribution of grades deviates substantially from the target. A student's grade is not official until it appears on the student's academic record.

Academic Misconduct: Cheating and other forms of academic misconduct are very serious concerns of the University, and the Psychology Department has taken steps to alleviate them. The Psychology Department employs software that can reliably detect cheating on multiple choice exams by analyzing the patterns of students' responses. This software will be used to analyze students' responses to the multiple choice questions on the exams in this course. In addition, as noted above, the Psychology Department employs TurnItIn in order to detect and deter plagiarism. The UBC Calendar defines plagiarism as a form of academic misconduct in which an individual submits or presents the work of another person as her or his own. The Faculty of Arts has prepared a comprehensive guide on plagiarism and methods to avoid it. The guide is available at <http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>. Please note that students may not submit the same work, or largely the same work, in two or more courses. According to University policy, such action constitutes academic misconduct. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Evidence of academic misconduct may result in a "0" credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of

scholarships, or a notation added to a student's transcript. For further information on student conduct and discipline, consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>) and the University Counsel's policy on student discipline (<http://universitycounsel.ubc.ca/discipline/>).

Please note that, during exams, invigilators may ask students to move or alter students' seating arrangements with no explanation provided. An invigilator may ask you to move due to the possible misconduct of a classmate in an adjacent seat.

Academic Accommodation: The University accommodates students with disabilities who have registered with Access and Diversity (<http://www.students.ubc.ca/access/index.cfm>). Please let me know in advance, preferably within the first 2 weeks of class, if you require any accommodation on these grounds.

Withdrawal Dates: If you wish to withdraw from this course without any record of the course on your transcript, you must do so by January 14, 2013. If you wish to withdraw from this course with a withdrawal standing of "W" on your transcript, you must do so by February 8, 2013.

Schedule of Course Topics: The schedule provided below may be changed to accommodate class interest and discussion. Any changes will be announced in class.

Week	Topic	Required Reading
December 31	• Syllabus Review	
January 7	• Introductory Concepts • Research Methods	Chapter 1 Chapter 4 (omit p. 124-125, “standardizing” data)
January 14	• Research Methods • Cultural Transmission and Cultural Evolution	Chapters 2 and 3
January 21	• Cultural Transmission and Cultural Evolution	
January 28	• Cultural Transmission and Cultural Evolution • <i>Midterm Exam 1: January 31</i>	
February 4	• Values, the Self-Concept, and Motivation	Chapters 6 (p. 194-232) and 7
February 11	• Values, the Self-Concept, and Motivation • Personality	Chapter 6 (p. 232-237)
February 18	• Midterm Break: February 18 to 22	
February 25	• Personality • Groups, Relationships, Interpersonal Attraction, and Love	Chapter 9
March 4	• Groups, Relationships, Interpersonal Attraction, and Love • Emotions	Chapter 14
March 11	• <i>Midterm Exam 2: March 12</i> • Morality	Chapter 13
March 18	• Morality • Perception and Cognition • <i>Optional Paper Topic Due Date: March 21</i>	Chapter 8
March 25	• Perception and Cognition • Mental Health	Chapter 12
April 1	• Mental Health • Acculturation • <i>Optional Paper Due Date: April 4</i>	Chapter 10
	• <i>April Exam: Date to be scheduled by the Registrar’s Office. Do not book travel during the examination period, April 10 to 24.</i>	