

# PSYC 307 – CULTURAL PSYCHOLOGY (CHEUNG – WINTER TERM 1)

All about the where, what, and so what of "culture"

WELCOME TO THE COURSE!    WHAT'S THIS ALL ABOUT?    MATERIALS    ASSESSMENTS  
BAGELS AND SOCIAL MEDIA FUN!    POLICIES    RESOURCES    COURSE CALENDAR

## WELCOME TO THE COURSE!

Traditional, ancestral, and unceded x<sup>w</sup>məθk<sup>w</sup>ə'yəm (Musqueam) territory  
University of British Columbia  
PSYC 307 – Cultural psychology  
Winter 2019/Term 1  
Section 001: MWF 10:00–11:00 am (HENN 202)  
Section 003: MWF 3:00–4:00 pm (CIRS 1250)



Instructor: Benjamin Cheung  
Office: Kenny 2039  
Office hour: T/Thu 3:30–5:00 pm (or by appointment)  
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Email: [bycheung \[ at \] psych.ubc.ca](mailto:bycheung@psych.ubc.ca)

*Teaching assistants for Section 001 (MWF 10–11 AM):*



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Email: [natalie.cringles \[ at \] alumni.ubc.ca](mailto:natalie.cringles@alumni.ubc.ca)



Name: Calista Leung  
Office: Kenny 3504  
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Email: [icalista \[ at \] mail.ubc.ca](mailto:icalista@mail.ubc.ca)

Students' last names:	Assigned TA and Turnitin ID (pw: culture307):
A–J	Alic: 22444882
K–O	Leung: 22444897
P–Z	Cringle: 22444900

Teaching assistants for Section 003 (MWF 3–4 PM):



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Name: Calista Leung  
Office: Kenny 3504  
Office Hour: Thursdays 10:00 am – 11:00 am  
Email: lcalista [ at ] mail.ubc.ca

Students' last names: Assigned TA and Turnitin ID (pw: culture307):  
A–H Alic: 22444882  
J–N Leung: 22444897  
O–Z Yuen: 22444912

Syllabus at a glance: You can access other parts of the syllabus using the menu at the top! Some parts that may be of particular interest to you:

Full course calendar (The Google Calendar below only has partial information): [Course Calendar](#)

Information about Bagels with Ben: [Bagels with Ben](#)

Exams and Assignments: [Assessments](#)

## PSYC 307

January 2020							Print	Week	Month	Agenda
Sun	Mon	Tue	Wed	Thu	Fri	Sat				
29	30	31	1 Jan	2	3	4				
5	6	7	8	9	10	11				
12	13	14	15	16	17	18				
19	20	21	22	23	24	25				
26	27	28	29	30	31	1 Feb				

Events shown in time zone: Pacific Time - Vancouver

Calendar

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## WHAT'S THIS ALL ABOUT?

The boring version: So cultures differ, eh? And some are the same? How so? (yawn)

The interesting version: You are an alien from Omicron Persei 8 called Lrrr. You want to invade Earth by blending into "Earth culture;" but as you monitor the Earthlings from a distance, you notice a lot of things that you do not understand, prompting you to ask:

- "Why do some people insist on staying with their parents for such a long time, while others don't?"
- "Why do some people insist on choosing a mate? That takes so much work and effort!"
- "How is there such diversity across the small planet, but everyone is the same back home on the big planet of Omicron Persei 8?" and
- "Seriously. WTF is this class about?"



If you didn't ask these questions, that just means you're not an alien from Omicron Persei 8 called Lrrr, or you haven't thought this much about culture before; but by the end of this course, you will be asking those questions!

**The purpose of this course** is to help you gain an appreciation for the numerous ways in which culture surrounds us, is in the air, and can have real impact on our psychology and behaviours. We will equip you with the frameworks and theories with which you can understand the world of culture that surrounds you in a more scientific manner. As part of this learning process, this course will help you learn how to read and critique the primary sources of this field – journal articles in cultural psychology.

When this course ends, students successfully meeting the course requirements will be able to:

- Identify and explain the ways in which various cultures are different/similar to each other
- Apply cultural psychological theories to explain and understand real-world issues
- Compare and contrast how cultural psychology is different from, similar to, and contributes to, other related fields of studies
- Use appropriate resources to locate empirical journal articles
- Understand and critically analyse published empirical journal articles

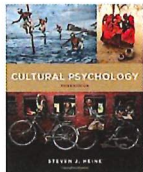
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## MATERIALS

Required textbook:



Heine, S. J. (2016). *Cultural psychology* (Third Ed.). New York: W. W. Norton.

This text must be the 3rd edition, and can be found:

[On Amazon.ca](#)

[Directly from the publisher with multiple product options \(in USD\)](#)

[From the UBC Bookstore](#)

[On AbeBooks.com \(in USD\)](#)

[On Alibris.com \(in USD\)](#)

4 academic journal articles (you'll need to locate them online for free – try the [UBC Library](#) or [Google Scholar](#)):

- |            |  |
|------------|--|
| Reading 1: | Mesoudi, A. (2016). Cultural evolution: Integrating psychology, evolution, and culture. <i>Current Opinion in Psychology</i> , 7, 17–22. doi:10.1016/j.copsyc.2015.07.001  |
| Reading 2: | Cheung, B. Y., Chudek, M., & Heine, S. J. (2011). Evidence for a sensitive period for acculturation: Younger immigrants report acculturating at a faster rate. <i>Psychological Science</i> , 22(2), 147–152. doi:10.1177/0956797610394661 |
| Reading 3: | Wilson, K. (2003). Therapeutic landscapes and First Nations peoples: An exploration of culture, health and place. <i>Health &amp; Place</i> , 9(2), 83–93.   |
| Reading 4: | Kurtiş, T., & Adams, G. (2013). Toward a study of culture suitable for (Frontiers in) cultural psychology. <i>Frontiers in Psychology</i> , 4, 392. doi:10.3389/fpsyg.2013.00392   |

Please also go to <http://canvas.ubc.ca> to find all lecture slides, assignment information, and discussion forums! Also, Bagels with Ben groups will also be posted onto Canvas!



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## ASSESSMENTS

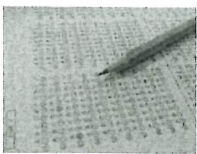
Assessments of learning:



**FunDay assignments (2 x 7.5%):** One key goal of the course is to help you learn how to read and understand academic journal articles in cultural psychology. To do this, you will complete two 2-to-3-page assignments over the course of the term, in which you will summarise, critique, and expand on, *readings 2 and 3*. More information will be given in class. Due dates are the dates for which the readings are assigned – submit both a copy on Canvas and to Turn-It-In. Late penalty = 10% per day, starting from the beginning of class. They are due on **September 27** and **November 22**, respectively.



**Midterms (2 x 26%):** There will be two non-cumulative midterms throughout the course of the term. These exams will take place on **October 7** (on Chapters 1–5, including readings) and **November 6** (on Chapters 6, 8–10, including readings). Exam material will include information from both lectures and textbooks.



**Final (32%):** The final exam will be cumulative of all materials covered throughout the term. The date, time, and location of your final exam will be determined by the Office of the Registrar. Please check the Student Services Centre website for more details once the exam schedule has been released



**Early Alert (1%):** Students who are in need of help (counselling, financial, housing, etc.) may not seek the necessary services for help for various reasons, including lacking knowledge of appropriate services. This UBC initiative provides aid to these students as early as possible by allowing me to better connect such students to the relevant resources. Students can, thus, get the support they need before problems become too onerous. As a supporter of this initiative, I ask that you watch the brief video about it on the course's Canvas website, and put down your name to acknowledge that you have read it (which will give you the 1%). This means neither that you support this initiative, nor that you intend to use it, only that you have read it and understood what it is. If you have any questions or concerns, please do not hesitate to talk to me. This is due on **October 16**.



HSP (+3%): What's a better way to get some bonus marks than to contribute to science? Sign up for up to 3 hours' worth of studies in the UBC Department of Psychology by getting an account here: <https://ubc-psych.sona-systems.com/>. You need an active HSP account for this; if you do not have one, the website will tell you how. More information about the HSP can be found at <https://psych.ubc.ca/internal/human-subject-pool/>. 1 hour of participation = 1%, so 3 hours = 3%.

Instead of HSP studies, Students may write 500-word summaries of empirical articles from the journal *Psychological Science* (published after 2000). Each summary counts for 1%, and should include the introduction, methods, results, and discussion sections of the article. If you opt to write these summaries instead, you must still create an HSP account and register it under our course section. You must submit a copy of your summaries to Turnitin (ID and password information can be found here) by the last day of classes

\*All written work for this course MUST be original, and written independently. UBC subscribes to the Turn-It-In system, which compares submitted work to other sources on its database (including work submitted by your peers) to check for potential plagiarism. Plagiarism is a serious offense, it includes self-plagiarism (i.e. submitting/copying work that you had previously submitted), and shall also be dealt with seriously. All written work must be submitted to Turn-It-In at <http://www.turnitin.com>. If you do not already have an account, please sign up for one, join your TA's section using their ID on the main page of this syllabus, and the password (**culture307**), and then submit your work when the time comes

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## SEARCH THE SYLLABUS

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## POLICIES

### Inside the classroom

Use of class time: I will be ready to go when class starts, and will make good use of the 50 minutes allotted for the class. In return, I ask that you be engaged and ready to learn when class starts, and wait until dismissal — it's quite disruptive to others.

Classroom activities: Throughout this course, we will engage in classroom activities that are designed to help you learn and grasp key concepts in scientific research. Some may be silly, but they are intended to facilitate your learning. Just have fun!

Consideration for others: My role is to provide the best learning environment for you, to the best of my abilities. I take this role very seriously. It is up to individuals whether they will make use of the learning environment. It is not acceptable, however, that one's personal choice of not using the learning environment detracts from others' learning experience. This includes activities such as gaming, watching movies, talking on the phone, and making out. Please refrain from activities such as these that may be distracting to students around you.

The "?" Box: At the front of the class, you will see a small box with a "?" label. This is an opportunity to anonymously:

- Pose questions about materials that you find to be unclear
- Give feedback/make suggestions about my teaching

Depending on time concerns, I will do my best to address these at the beginning of the following class. I would still encourage you to provide your name and/or email address so that, if I am not able to address it in class, I can still address it to you privately, should you wish

### Outside the classroom

Emailing: Please allow me a 24-hour window to respond to answer emails, and please make sure to check the syllabus first! (You can even use the search function at the bottom)

### Academic Concessions and Other Grading Concerns

During the term, students may experience medical, psychology, or other forms of distress, which may affect performance. In such cases, students should do their best to speak with me *before the exam time, assignment due date, or lab time*. Documentation is not necessary. *Special accommodations generally cannot be made after an exam has been written, or assignments have been submitted, and the weighting of each learning assessment cannot be changed*, with exigent circumstances as exceptions.

#### Academic and Non-Academic Misconduct

Academic misconduct, such as cheating or plagiarism, is a serious offense, and may be subject to punishment by the university. UBC has clear policies about what academic misconduct means: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>. Evidence of academic misconduct may result in a "0" grade for the exam or assignment in question, and may prompt more severe punishment as the University deems appropriate

Non-academic misconduct includes, but is not limited to, physically threatening an instructor. This is also a serious offense, and is also subject to punishment by the university. UBC has clear policies about what constitutes non-academic misconduct, found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>. Punishment for both academic and non-academic misconduct may include, but is not limited to, a non-removable notation on the transcript, or suspension from the University.

More information about these issues, including annual reports of student discipline cases at UBC, can be found here: <http://universitycounsel.ubc.ca/discipline/>

#### Department of Psychology's Grading Policies:

To promote equity across multiple sections of the same course, and to prevent grade inflation, the Department of Psychology a grading policy for all PSYC courses. For PSYC307, the average final grades across all sections must fall within the range of 65–69%, with a standard deviation of 14%. Scaling *may* be done to bring the class average in accordance with this policy. The scaling may be done by the instructor, or by the Department. Thus, a student's grade is not official until it appears on a student's transcript

#### Withdrawal dates

If you wish to drop this course without a "W" (or "Withdrawal") on your transcript, the deadline to do so is Sept 18. If you wish to drop this course with a "W" on your transcript, the deadline to do so is Oct 12

#### University syllabus policy

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#).

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## RESOURCES

### General resources:

Campus Lightbox: A website that has collected resources across the UBC campus to support students' wellbeing, including religious service hosts, medical clinics, mental health clinics, and many others.

### Writing/Studying resources:

Chapman Learning Commons: Located in the Irving K. Barber Learning Centre. Staff can provide feedback on writing, and recommendations for writing and studying strategies.

Purdue Online Writing Lab (OWL): Purdue's OWL website is a fantastic resource that tells you almost all you need to know about how to properly format an APA style paper.

### Mental health resources:

The Kaleidoscope: a student-run, student-led mental health support group at UBC with regular meetings. Follow their website for updates on time and location of these meetings!

AMS Speakeasy: a place where you can have one-on-one peer support about a variety of issues surrounding well-being.

UBC Counselling Services: UBC's resident counselling service located in Brock Hall (2329 West Mall). Trained counsellors can take on drop-ins and appointments. If you have an emergency, immediately call 9-1-1, or any of the following crisis services:

- Vancouver crisis line: 1-800-SUICIDE (784-2433)
- Vancouver General Hospital: 604 875 4995
- Campus security: 604 822 2222
- Empower me: 1 844 741 6389 (toll-free)
- Crisis Centre BC: [crisiscentre.bc.ca](http://crisiscentre.bc.ca)
- Victim link: 1 800 563 0808

Please consult the Counselling Services website for more information about these, and other, mental health resources

#### Addition resources for supporting Indigenous students:

Indigenous students who are seeking academic support may choose to speak with academic advisors in their departments and/or faculties, all of whom can be found here: <http://aboriginal.ubc.ca/students/academic-advising/?login>

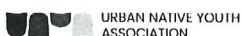
Other relevant resources include:



UBC First Nations Longhouse: A central gathering place for Indigenous students on campus to connect with each other, attend cultural events, watch public lectures, and much more.



The Vancouver Aboriginal Friendship Centre Society: A non-profit organisation that serves the Indigenous community through a variety of cultural programs and events.



The Urban Native Youth Association: An association that focuses on providing Indigenous youth with mentorship, life skills, and cultural connection.

#### Ask us!

The teaching team is also ready to answer your questions and help you throughout the course. Just get in touch!

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## COURSE CALENDAR

\*Dates are subject to change, but announcements will be made\*

Wk	Date	Topics	Readings	Important events
1	W Sep 4	Welcome and introduction	Syllabus	
	F Sep 6	Introduction to cultural psychology	Chapter 1	
	M Sep 9			
2	W Sep 11	Culture & human nature	Chapter 2	THU: Bagels with Ben @2pm (G1)
	F Sep 13			
	M Sep 16	Cultural evolution	Chapter 3	Final class to withdraw without W
3	W Sep 18			Bagels with Ben @4pm (G2)
	F Sep 20		Reading 1	
	M Sep 23	Development & socialization	Chapter 5	
4	W Sep 25			THU: Bagels with Ben @2pm (G3)
	F Sep 27		Reading 2	FunDay assignment 1
	M Sep 30	Methodology	Chapter 4	
5	W Oct 2			Bagels with Ben @4pm (G4)
	F Oct 4			
6	M Oct 7			Midterm 1
	W Oct 9	Self and personality	Chapter 6	THU: Bagels with Ben @2pm (G5)

	F Oct 11			Final day to withdraw with W
	M Oct 14		Thanksgiving – University closed	
7	W Oct 16	Motivation	Chapter 8	Early Alert due Bagels with Ben @4pm (G6)
	F Oct 18			
	M Oct 21	Cognition and perception	Chapter 9	
8	W Oct 23			THU: Bagels with Ben @2pm (G7)
	F Oct 25			
	M Oct 28	Emotions	Chapter 10	
9	W Oct 30			Bagels with Ben @4pm (G8)
	F Nov 1			
	M Nov 4	Morality, religion, justice	Chapter 12	
10	W Nov 6			Midterm 2 THU: Bagels with Ben @2pm (G9)
	F Nov 8			
	M Nov 11		Remembrance Day – University closed	
11	W Nov 13	Interpersonal attraction	Chapter 11	Bagels with Ben @4pm (G10)
	F Nov 15			
	M Nov 18			
12	W Nov 20	Health	Chapter 14	THU: Bagels with Ben @2pm (G11)
	F Nov 22		Reading 3	FunDay assignment 2 due
	M Nov 25	Living in multicultural worlds	Chapter 7	
13	W Nov 27			Bagels with Ben @4pm (G12)
	F Nov 29	Extras and wrap-up	Reading 4	

## SEARCH THE SYLLABUS