WELCOME TO THE COURSE!

Traditional, ancestral, and unceded x̱məθkwəy̓əm (Musqueam) territory
University of British Columbia
PSYC 307 – Cultural psychology
Winter 2020/Term 1
Section 001: MWF 10:00–11:00 am
Section 003: MWF 3:00–4:00 pm
Note: All times on this syllabus are PST

Instructor: Benjamin Cheung (He/Him)
Office: Collaborative Ultra
Office hours: Tues 2:00 pm – 4:00 pm (and by appointment)
Email: bcheung16@psych.ubc.ca

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

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Name: Helena Almeida
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Password for TAs: "Xz445."

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

Full course calendar (The Google Calendar below only has partial information) Course Calendar
Information about EAGs with Doc. MedlenCh
Exams and Assignments: Assessments

PSYC 307

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10

Tues 1:30 PM Class

Tues 1:30 PM Class
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 Lrr. 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 so much diversity across the small planet, but everyone is the same back home on the big planet of Omicron Persei 8?”
- “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 Lrr, 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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> Edit
PSYC 307 – CULTURAL PSYCHOLOGY
(CHEUNG – WINTER TERM 1)

MATERIALS

Required textbook:


This text must be the 4th edition (you are responsible for discrepant material if you use earlier versions), and can be found:

Directly from the publisher with multiple product options (in USD)
From VitalSource.com (Note: VitalSource.com is a legitimate website - VitalSource.store is not)
From the UBC Bookstore
On Indigo/Chapters
On Allbris.com (in USD)

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


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

Assessments of learning:

Submit assignments (2 x 25%): 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 is 10% per day, starting from the beginning of class. They are due on October 2 and November 25, respectively.

Exams (2 x 20%): There will be two non-cumulative exams throughout the course of the term. These exams will take place on October 14 (on Chapters 1-5, including readings) and November 13 (on Chapters 6-10, including readings). Examinable material will include information from both lectures and textbooks.

Final (30%): 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 (10%): 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 10%). 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 21.

HSF (10%): 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://abc-psy.onsysystems.com/. You need an active HSF account for this; if you do not have one, the website will tell you how. More information about the HSF can be found here. 1 hour of participation = 1%, so 3 hours = 3%.

Instead of HSF 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 HSF account and register it under our course section. You must submit a copy of your summaries to Turnitin for the 2020 Fall term. Turnitin ID = 26333843, password = Research by the last day of classes. Specific assignment details can be found here.

*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 reworking 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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POLICIES

Special Pandemic Statement from URMC

During this pandemic, we still refer to online learning as ‘remote learning’ and 'teaching at a distance', including changes to health and safety considerations. Keep in mind that some USC courses might cover topics that are pertinent or considered helpful by non-Canadian governments. This may include, but is not limited to, human rights, representation government, definitions, obesity, gender or sexual, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take protective action against you. It is strongly committed to academic freedom, but has no control over foreign authorities. Please visit here for an articulation of the values of the University conveyed in the Serious Statement on Academic Freedom. Thus, we recognize that students will have legitimate reasons to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider contacting your academic advisor before you take any steps. For further information and support, please visit here.

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 that you do not disrupt or — other than discussion — to other students.

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

Considerations 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 experiences. This includes activities such as gaming, watching movies, taking breaks on the phone, and chatting up. Please refrain from activities such as these that may distract others from their learning.

The following classes, you will see a small box with a “**” next to it. This is to indicate to anonymously.

- Free question about materials that you find to be unclear
- Free feedback on things that you think I should work on

Depending on our classes, I will do my best to address these at the beginning of the following class. I would encourage you to provide your name and/or email address so that, if it is not available to address in-class, I can address it to your private, directly to you.

Outside the classroom

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

Academic Consequences and Other Grievances

During the term, students may experience mood, medical, or other forms of distress, which may affect performance. In such cases, students are encouraged to speak with me before the exam occurs, and to submit due dates, or lab time. Encouragement is not necessary. Special accommodations generally cannot be made after an exam has been written, or assignments have been submitted, and the weight of each exam or assignment cannot be changed, with urgent 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. USC has clear policies about what academic misconduct means. (https://www2.ucsd.edu/~carenfitch/references/111109.pdf). Evidence of academic misconduct may result in a "0" grade for the exam or assignment in question, and may prompt more severe punishment at the University’s discretion.

Non-academic misconduct includes, but is not limited to, physically threatening an instructor. This is also a serious offense, and is subject to punishment by the university. USC has clear policies about what constitutes non-academic misconduct. Find out more here: (https://www2.ucsd.edu/vicepresident/hr/organizational-culture/). Punishment for both academic and non-academic misconduct may include, but is not limited to: a non-monetary sanction on the transcript, suspension from the university, or the loss of a scholarship.

More information about these topics, including annual reports of students who have faced at USC, can be found here: (https://www2.ucsd.edu/~carenfitch/references/111109.pdf).

Department of Psychology’s teaching policies:

To promote equity across multiple sections of the same course, and to present grade inflation, the Department of Psychology has a grading policy for APSCD courses. For PSYCD, the average final grades across all sections must fall within the range of 65-80, with a standard deviation of 1%. 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 final until it appears on a student’s transcript.

Withdrawal dates:

If you wish to drop this course without a "W" 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

UCR provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and there are additional resources to access including those for survivors of sexual violence. UCR values respect for the person and ideas of all members of the academic community. Non-academic and Academic misconduct are not tolerated nor is suppression of academic freedom. UCR provides appropriate accommodations for students with disabilities and for religious and cultural observances. UCR values academic honesty and students are expected to acknowledge the ideas generated by others and to apply the highest academic standards in all of their academic activities. Details of the policies and how to access support are available here.
RESOURCES

General resources:

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

Writing/Study 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 Speakasy: 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 (2259 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 (784-2413)
- Vancouver General Hospital: 604 879 4995
- Campus security: 604 822 2322
- Employee assistance: 1 844 741 8559 (toll-free)
- Crisis Centre BC: crisiscentre.bc.ca
- Victim Link: 1 800 361 0808

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

Additional 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-advisor/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 in touch!
PSYC 307 - CULTURAL PSYCHOLOGY
(cheung - winter term 1)

WELCOME TO THE COURSE! WHAT'S THIS ABOUT? MATERIALS ASSESSMENTS POLICIES RESOURCES
MUKBENCH & SOCIAL MEDIA FUN! COURSE CALENDAR

SOCIAL MEDIA CHALLENGE

Apply what you’ve learned, and recognize it in your lives

I want students to take course material out of the classroom – see how psychology lives and breathes in their daily lives. To accomplish that, I encourage everyone to use the course hashtag #ubcpysc307 to tweet about how you see cultural psychology operating in real life. I will occasionally compile tweets from members of the class and discuss them in class. Here are some examples from previous years:

@UBCDiBenCh can we apply the approaches of dealing with culture (i.e. colour-blind and multicultural approach) to the notion of gender? I wonder if we would see the same outcomes that were associated with ethnic minorities if we were to look at gendered minorities #ubcpysc307

The New York Times
Opinion: “It’s worth remembering that English has a long history of adapting to cultural change. That’s something we should celebrate, not lament.” nytimes.com/2017/2/14/opinion

@Lina的成绩: Hofstede's dimensions just came up on my marketing textbook, was able to jump over the section thanks to #ubcpysc307. Also, shame to Patricia the academic counsellor, who said psychology had nothing to do with marketing (her name wasn't Patricia, just dramatic effect)

it's dry outside but it's raining on my face #ubcpysc307

Add your own to the list!

Search ...
PSYC 307 - CULTURAL PSYCHOLOGY
(CHEUNG - WINTER TERM 1)

MUKBENCH

Since antiwhite like being in an environment that’s suff and overly学术 Mediocrity say, and that’s one reason why people often get less interested in going to office hours. For the same reason, 200-300 in study reviewing or in bringing in to process, so here’s why I recommend. My friend, PENG, but PSYC 217 versions. Every Thursday 11:15 AM at the Harlan-Federico Room. Take turn doing it. Call someone from food, and you can get the work done in widow part. And you’ll be going to the one who away. Sometimes it’s welcome, but more people if it or sit on the specifically wanted work week out. This is for some stupid kid. You can try to see her or we see you want. There are not necessarily, and just appropriate and more intently “suggested assignments” you can also reach here to you and medium that works on something. We can just pull and try one with other people. My group is protected on leisure. The tables are:

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Time</td>
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<tr>
<td>Room</td>
<td>Group 8</td>
<td>Group 7</td>
<td>Group 8</td>
<td>Group 9</td>
<td>Group 8</td>
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But there are a lot up photos from other Mukbenth versians noting that I’m being a bit of areas where:

Benjamin Cheung | 3/10 | 3:16
(Recently)

Dropping another Mukbenth versions this past week! We talked about food and delivery apps in their personal experience, dogs, stuffed animals, and even a cat trade an appearance! Even had student joining in from home! 😊

1:31 PM - Mar 10, 2023

See Benjamin Cheung (Mukbenth versions) on Twitter

Benjamin Cheung | 3/21 | 9:04
(Recently)

After 2-weeks Nolan, Mukbenth has been back on another version, we talked about a lot of things: the latest M/W in National Security, Fint, what to do if your pets get sick, options for cuddling pets programs. In yes, the old students reflect the effects of the new National Security law.

1:07 PM - Mar 21, 2023

See Benjamin Cheung on Twitter

Benjamin Cheung | 3/21 | 9:04
(Recently)

Another Mukbenth versions taken back! ‘IT’ amazing COVID response, dogs suffering in this forecast, 10-day Fint. It’s a common practice. Told 10 students, whether they inherit or just before rapture. My wife, from 3, brought it upon a center after a 10-day Fint trial.

1:07 PM - Mar 21, 2023

See the latest COVID -19 information on Twitter

1:30 PM - Mar 21, 2023
# PSYC 307 - CULTURAL PSYCHOLOGY
## (CHEUNG - WINTER TERM 1)

**COURSE CALENDAR**

"Dates are subject to change, but announcements will be made" 

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Important events</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed 9</td>
<td>Welcome and introduction</td>
<td>Syllabus</td>
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<tr>
<td></td>
<td>Fri 11</td>
<td>Introduction to cultural psychology</td>
<td>Chapter 1</td>
<td></td>
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<td>2</td>
<td>Wed 14</td>
<td>Culture &amp; Human Nature</td>
<td>Chapter 2</td>
<td></td>
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<td></td>
<td>Fri 16</td>
<td>Chapter 3</td>
<td></td>
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<td>3</td>
<td>Wed 21</td>
<td>Cultural Orientations</td>
<td>Chapter 3</td>
<td>Final class to withdraw without W</td>
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<td></td>
<td>Fri 23</td>
<td></td>
<td></td>
<td>MulderCh 9pge (G2)</td>
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<tr>
<td>4</td>
<td>Wed 28</td>
<td>Development &amp; Socialization</td>
<td>Chapter 5</td>
<td>MulderCh 9pge (G3)</td>
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<td></td>
<td>Fri 30</td>
<td></td>
<td></td>
<td>MulderCh 9pge (G3)</td>
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<tr>
<td>5</td>
<td>Mon 5</td>
<td>Methodology</td>
<td>Chapter 4</td>
<td>Final Day assignment 1</td>
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<td>Fri 7</td>
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<td>MulderCh 9pge (G4)</td>
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<td>Fri 9</td>
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<td>MulderCh 9pge (G5)</td>
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<td>6</td>
<td>Mon 12</td>
<td>Thanksgiving - University closed</td>
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<td>MulderCh 9pge (G3)</td>
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<td></td>
<td>Wed 14</td>
<td>Midterm 2</td>
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<td>Final Day to withdraw with W</td>
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<td>7</td>
<td>Wed 19</td>
<td>Self and personality</td>
<td>Chapter 6</td>
<td>Early Alert due: MulderCh 9pge (G6)</td>
</tr>
<tr>
<td></td>
<td>Fri 21</td>
<td>Motivation</td>
<td>Chapter 9</td>
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<td>8</td>
<td>Wed 26</td>
<td>Cognition and perception</td>
<td>Chapter 9</td>
<td>MulderCh 9pge (G7)</td>
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<td></td>
<td>Fri 28</td>
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<td>MulderCh 9pge (G8)</td>
</tr>
<tr>
<td>9</td>
<td>Wed 2</td>
<td>Emotions</td>
<td>Chapter 10</td>
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<td>Fri 4</td>
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<td>MulderCh 9pge (G9)</td>
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<tr>
<td>10</td>
<td>Wed 9</td>
<td>Morality, religion, justice</td>
<td>Chapter 12</td>
<td>MulderCh 9pge (G10)</td>
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<td></td>
<td>Fri 11</td>
<td>Remembrance Day - University closed</td>
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<td></td>
<td>Wed 16</td>
<td>Interpersonal attraction</td>
<td>Chapter 11</td>
<td>Midterm 2</td>
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<td>Fri 18</td>
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<td>MulderCh 9pge (G10)</td>
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<td>13</td>
<td>Wed 22</td>
<td>Health</td>
<td>Chapter 14</td>
<td>MulderCh 9pge (G11)</td>
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<tr>
<td></td>
<td>Fri 25</td>
<td>Reading 3</td>
<td></td>
<td>Final Day assignment 2 due</td>
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<tr>
<td>14</td>
<td>Wed 27</td>
<td>Living in multicultural worlds</td>
<td>Chapter 7</td>
<td></td>
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<tr>
<td></td>
<td>Fri 30</td>
<td>Extra and wrap-up</td>
<td>Reading 4</td>
<td>Final Day assignment 2 due</td>
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</tbody>
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*Date and readings subject to change, please check announcements for updates.*