WELCOME TO THE COURSE!

Traditional, ancestral, and unceded x̱мəθəkwəy̓əm (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

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Password for TAs and TAs is: Collaborate

Syllabus as 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 (Google Calendar below only has partial information) Course Calendar

Exams and Assignments: Assessments

PSYC 307

[Google Calendar]

[Course Calendar]
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 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 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
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 Allbriss.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.ubc.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:

Due Date 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 October 2 and November 25, respectively.

Exams (2 x 25%): 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 19 (on Chapters 6, 8-10, including readings). Examinable 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 (10%): Students who are in need of help (counselling, financial, housing, etc.) may not seek the necessary services 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 video about it on our 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.

HSP (2%): 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-psycho.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 here. 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 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 wording 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 UBC:
During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC course syllabi may cover topics that are contained or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, pedophile or sexual activity, 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 have your access to course material or take punitive action against you. UBC 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 Senate 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 postponing taking a course with manifold risks, until you are back on campus or reach out to your academic advisor to find substitute courses. 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 work until dismissed — it’s your desire that others.

Classroom Activity:
Throughout the 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, 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, talking on the phone, and nudging out. Please release these activities as these may be distracting to students around you.

Class Test.
At the front of the class, you will see a small box with a ‘7’ label. This is an opportunity to anonymously.

• Pass notes about materials that you find to be unclear
• Share feedback in an anonymous manner

Depending on your coursework, 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 email address so that, if it is not available in a class, I can still address it to you privately, should you wish.

Outside the Classroom

Calendar:
Please allow me a 2-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 Concessions and Other Grading Concerns:
During the term, students may experience medical, psychological, or other forms of distress, which may affect performance. In such cases, students are encouraged to speak with me before the exam takes place, assignment due dates, or lab-time examinations. It 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 learning environment 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. UBC has clear policies about what academic misconduct means. http://www.calendar.ubc.ca/vancouver/index.php/1111,1119.html Evidence of academic misconduct may result in a "F" 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 also subject to punishment by the University. UBC has clear policies about what constitutes non-academic misconduct. Find here: http://www.calendar.ubc.ca/vancouver/index.php/1124,12758.html. Punishment for both academic and non-academic misconduct may include, but is not limited to, a non-recoverable sanction 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://www.annualdiscipline.ubc.ca/y2013/.

Department of Psychology’s Grading Policies:
To preserve equity across multiple sections of the same course, and to prevent grade inflation, the Department of Psychology adheres to the following policy for PSYC 307 courses. For PSYC 307, the average final grades across all sections must fall within the range of 60 - 80%, with a standard deviation of 14%. Grading may be done to bring the class average in accordance with this policy. The grading may be done by the instructor, or by the Department. Thus, a student’s grade is finalized until it appears in the student’s transcript.

Withdrawal dates:
If you wish to drop this course without a "W" (or "Withheld") 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 provisions to support student learning and to maintain healthy lifestyles but recognizes that sometimes stress arises and 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. Racism, sexism, and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodations 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.
RESOURCES

General resources:

Campus LifeHUB: A website that has collected resources across the UBC campus to support students’ wellbeing, including religious service hosts, medical clinics, mental health crisis, 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 (229 West Mall). Trained counsellors can take 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: 604 877 4095
- Campus security: 604 822 2222
- Employer info: 1 844 741 8389 (full-time)
- Crisis Centre BC: criscentre.bc.ca
- Victim link: 1 800 563 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 hit us up!
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 #ubcpsyc307 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 #ubcpsyc307

@TheNewYorkTimes Opinion: “It’s worth remembering that English has a long history of adapting to cultural change. That’s something we should celebrate, not lament.” nyti.ms/2HahgH5

Lina Lecompte Hofstede’s dimensions just came up on my marketing textbook, was able to jump over the section thanks to #ubcpsyc307. Also, shame to Patricia the academic counsellor, who said psychology had nothing to do with marketing (her name wasn’t Patricia, just dramatic effect) 19:56 PM - Apr 5, 2018

It’s dry outside but it’s raining on my face #ubcpsyc307 nytimes.com/2011/12/26/wor...

Add your own to the list!
MUKBENCH

Since I arrived like being in an environment that’s willing and needs academic productivity, and that’s one reason why people often get too interested in office hours. If the former time, 200-100 modifications on the basis of in-person, in contrast, we appreciate it, all these people, but also PCA-21 and the 312-417 work. Every Monday, Tuesday, and Thursday from 10-12, and for 10-20 week with the day, we’re going to have them. For the final exam, our group of 12 or 12 will be specifically invited two weeks later. That’s the new sign-up you can let us know how we are not interested. There are more opportunities, and group assignments are more "interested" assignments. We will keep track of how not interested on this basis. Other students, if you’re interested, just let us know in the next two weeks. All groups are provided on Canvas. The details are:

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Group 1</th>
<th>Group 2</th>
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<tbody>
<tr>
<td>Monday</td>
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And feel free to look up other events during that feedback period. Above are a few where:

**Replacing another Mukbenter session this past week.** We talked prior food and delivery apps that are the latest in personal debt, stuffed animals popped up all over, and went on a trade an appearance of face-to-face student joining in from home.

*7/10 PM* | By 23:35, 2023

**After 2-weeks hiatus, Mukbenter hits back to another session.** We talked at all sums of things the latest in PALS, and Fordham’s what to do if you’re pretty shaded, options for Counseling psychology programs. So yes, the students’ feedback of the new National Security Law.

*8/10 PM* | By 23:35, 2023

**Replacing another Mukbenter this past week.** It’s an amazing COVID response, dogs sniffing this SARS-CoV-2. It’s a common practice. Today, we discussed them where infants are just before death. My wife, from 3, brought it up in a forum after a 3-day Finland trip.

*1/2 PM* | By 23:35, 2023
# PSYC 307 - CULTURAL PSYCHOLOGY
(CHEUNG – WINTER TERM 1)

## COURSE CALENDAR

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

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<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Important events</th>
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<tbody>
<tr>
<td>1</td>
<td>Sep 9</td>
<td>Welcome and introduction</td>
<td>Syllabus</td>
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<td></td>
<td>Sep 11</td>
<td>Introduction to cultural psychology</td>
<td>Chapter 1</td>
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<td>2</td>
<td>Sep 14</td>
<td>Culture &amp; human nature</td>
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<td></td>
<td>Sep 16</td>
<td>Culture &amp; human nature</td>
<td>Chapter 2</td>
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<td>Sep 18</td>
<td>Cultural evolution</td>
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<td>3</td>
<td>Sep 21</td>
<td>Cultural evolution</td>
<td>Chapter 3</td>
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<td>Sep 23</td>
<td>Cultural evolution</td>
<td>Chapter 3</td>
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<td>Sep 25</td>
<td>Reading 1</td>
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<td>4</td>
<td>Sep 28</td>
<td>Development &amp; socialization</td>
<td>Chapter 5</td>
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<td>Sep 30</td>
<td>Development &amp; socialization</td>
<td>Chapter 5</td>
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<td>5</td>
<td>Oct 2</td>
<td>Reading 2</td>
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<td>6</td>
<td>Oct 7</td>
<td>Methodology</td>
<td>Chapter 4</td>
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<td></td>
<td>Oct 9</td>
<td>Methodology</td>
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<td>7</td>
<td>Oct 12</td>
<td>Thanksgiving - University closed</td>
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<td>Oct 14</td>
<td>Midterm 1</td>
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<td>8</td>
<td>Oct 19</td>
<td>Self and personality</td>
<td>Chapter 6</td>
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<td>Oct 21</td>
<td>Self and personality</td>
<td>Chapter 6</td>
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<td>Oct 23</td>
<td>Motivation</td>
<td>Chapter 8</td>
<td>Early Alert due MulderCh Ch 4 (3)</td>
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<td>9</td>
<td>Oct 26</td>
<td>Cognition and perception</td>
<td>Chapter 9</td>
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<td>Oct 28</td>
<td>Cognition and perception</td>
<td>Chapter 9</td>
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<td>Oct 30</td>
<td>MulderCh Ch 4 (3)</td>
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<td>10</td>
<td>Nov 2</td>
<td>Emotions</td>
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<td>11</td>
<td>Nov 9</td>
<td>Morality, religion, justice</td>
<td>Chapter 12</td>
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<td>Nov 11</td>
<td>Morality, religion, justice</td>
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<td>12</td>
<td>Nov 13</td>
<td>Remembrance Day - University closed</td>
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<td>Nov 15</td>
<td>Midterm 2</td>
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<td>13</td>
<td>Nov 18</td>
<td>Interpersonal attraction</td>
<td>Chapter 11</td>
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<td>Nov 20</td>
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<td>Nov 22</td>
<td>Health</td>
<td>Chapter 14</td>
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<td>Health</td>
<td>Chapter 14</td>
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<td>Nov 26</td>
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