

WELCOME TO THE COURSE!

Traditional, ancestral, and unceded xʷməθkʷəy̓əm (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: Collaborate Ultra  
Office hour: Tu 2:00 pm – 5:00 pm (and by appointment)  
Email: bycheung [ at ] psych.ubc.ca

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

Name: Lucas Palmer  
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Name: Abigail Yuen (she/her)  
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Students' surnames:  
A – C  
D – J  
K – Z

Assigned TA and Turnitin ID (pw: culture307):  
Palmer: 26336146  
Schmalor: 26336159  
Yuen: 26336167

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

Name: Helena Almeida  
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Name: Lucas Palmer  
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Name: Anita Schmalor  
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Email: anita.schmalor [ at ] psych.ubc.ca

Students' surnames:  
A – H  
I – O  
P – Z

Assigned TA and Turnitin ID (pw: culture307):  
Schmalor: 26336194  
Almeida: 26336205  
Palmer: 26336185

Password for Turnitin for assessments in this course is culture307

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: MukBenCh  
Exams and Assignments: Assessments

PSYC 307

Today ◀ ▶ September 2020 ▼

Print

Week

Month

Agenda

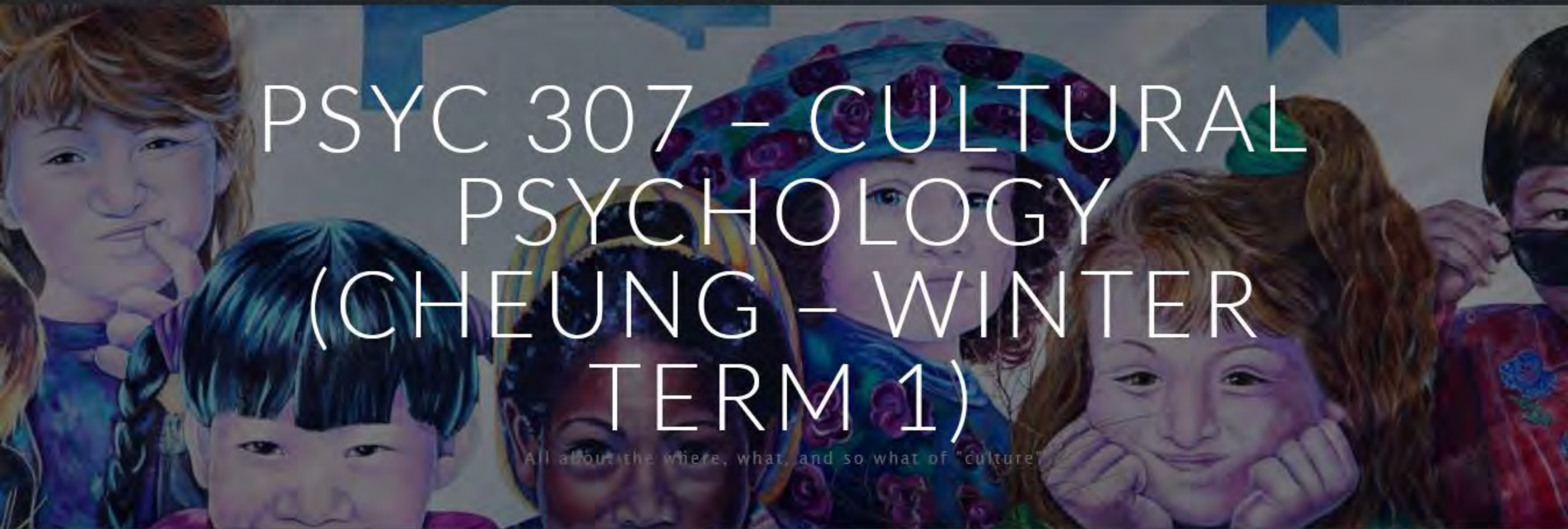
Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31	Sep 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	Oct 1	2	3

Events shown in time zone: Pacific Time - Vancouver

Google

Calendar





# 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 ABOUT?](#)[MATERIALS](#)[ASSESSMENTS](#)[POLICIES](#)[RESOURCES](#)[MUKBENCH & SOCIAL MEDIA FUN!](#)[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 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.

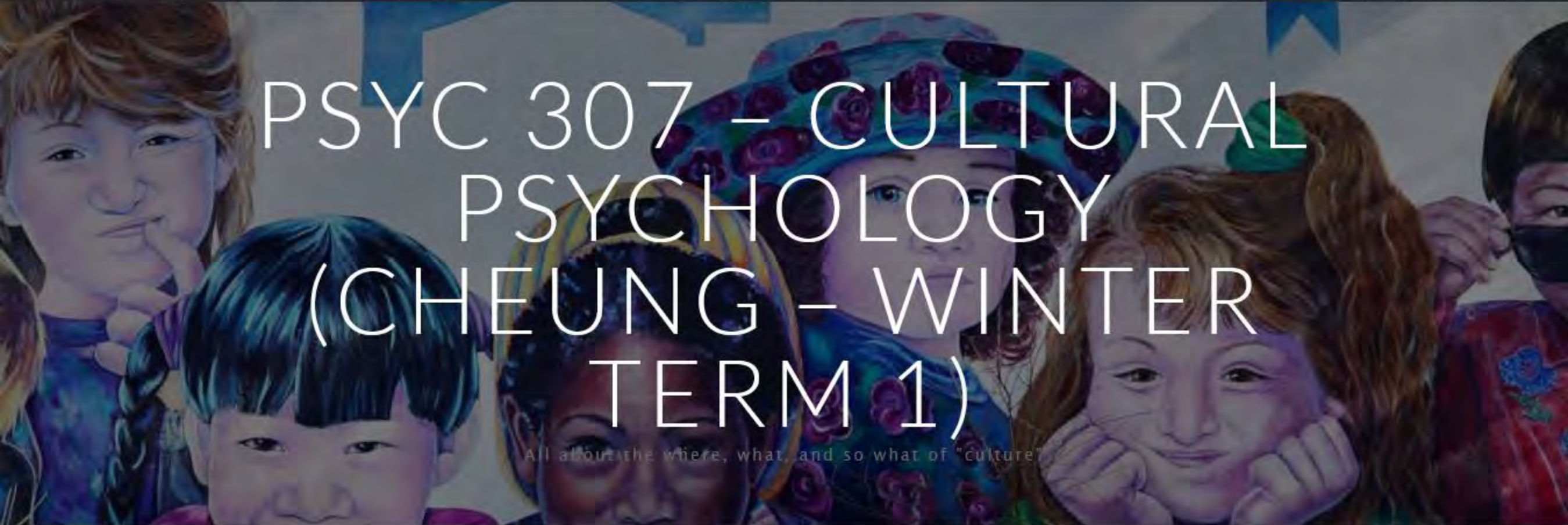
When this course ends, students successfully meeting the course requirements will be able to:

- 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. (2020). *Cultural psychology* (Fourth Ed.). New York: W. W. Norton.

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 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:	Kornelsen, J., Kotaska, A., Waterfall, P., Willie, L., & Wilson, D. (2003). The geography of belonging: The experience of birthing at home for First Nations women. <i>Health &amp; Place</i> , 16(4), 638–645. doi:10.1016/j.health-place.2010.02.001
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 **October 2** and **November 25**, respectively.




**Exams (2 x 26%)**: 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, 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 (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 21**.



**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 [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/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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## 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 courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, 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 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 reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest 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 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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MUKBENCH & SOCIAL MEDIA FUN!

COURSE CALENDAR

## 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

**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.



Vancouver  
Aboriginal  
FRIENDSHIP CENTRE  
SOCIETY

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



URBAN NATIVE YOUTH  
ASSOCIATION

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 in touch!](#)

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## 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 [#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!




**Harris Wong | 黄志豪**  
@harriswo


[@UBCDrBenCh](#) 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](#)


**The New York Times**  [@nytimes](#)


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/2Fn4pH5](#)

6:36 PM · Jan 10, 2018



 1


 See Harris Wong | 黄志豪's other Tweets





**Lina Lecompte**  
@LinaLecompte


[@UBCDrBenCh](#) 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)




10:56 PM · Apr 5, 2018



 1


 See Lina Lecompte's other Tweets








**abo**     
@aboisatypo

it's dry outside but it's raining on my face [#ubcpsyc307](#)  
[nytimes.com/2017/12/26/wor...](#)

11:14 AM · Jan 15, 2018



 2

 See abo   's other Tweets

Add your own to the list!

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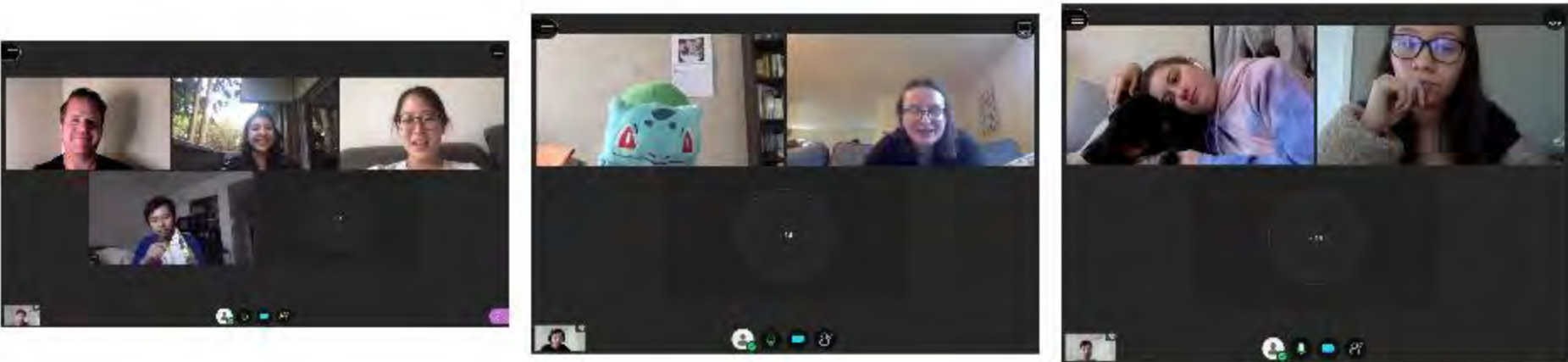
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Spam prevention powered by Akismet



MUKBENCH



Does ANYONE like being in an environment that’s stuffy and overly academic? Probably not, and that’s one reason why people often get too intimi- dated to go to office hours. At the same time, COVID-19 isn’t really allowing us to hang out in person, so here’s my suggestion: a **MukBang (먹방)**, but PSYC 217 version. Every week, I’ll be on Collaborate Ultra (Wednesdays: [here](#), Tuesdays [here](#)). I will sometimes have food, and you can join me with or without food, and we’re just going to chat the time away. Everyone is welcome, but a group of 15 or so will be specifically invited each week (i.e. there’s no signing up)! You can go to as many or as few as you want! *These are not mandatory, and group assignments are merely “suggested assignments”*. You don’t even have to turn on your webcam (but you’re encouraged to) – you can just come and hang out with other people! All groups are posted on Canvas. The dates are:

Tuesday	Sep 15	1 pm	Group 1
Wednesday	Sep 23	4 pm	Group 2
Tuesday	Sep 29	1 pm	Group 3
Wednesday	Oct 7	4 pm	Group 4
Tuesday	Oct 13	1 pm	Group 5
Wednesday	Oct 21	4 pm	Group 6
Tuesday	Oct 27	1 pm	Group 7
Wednesday	Nov 4	4 pm	Group 8
Tuesday	Nov 10	1 pm	Group 9
Wednesday	Nov 18	4 pm	Group 10
Tuesday	Nov 24	1 pm	Group 11
Wednesday	Dec 2	4 pm	Group 12

Feel free to look up photos from other **#mukbench** sessions using that hashtag! Here are a few others:

**Benjamin Cheung | 張煦 | 장후**  
@UBCDrBenCh

Dropping another **#MukBenCh** session this past week! We talked great food and delivery deals in these pandemic days, stuffed animals popped up all over, and even a cat made an appearance! Even had student joining in from 🇰🇷!

12:31 PM · Mar 28, 2020

9 See the latest COVID-19 information on Twitter

**Benjamin Cheung | 張煦 | 장후**  
@UBCDrBenCh

After 2-week hiatus, **#MukBenCh** hits back w another session. We talked abt all sorts of things: the latest in [@TLC's](#) 90 Day Fiancé; what to do if your pet gets skunked; options for counselling psych programs; & yes, the HK protests & effects of the new National Security Law.

1:07 PM · Jul 22, 2020

5 See Benjamin Cheung | 張煦 | 장후's other Tweets

**Benjamin Cheung | 張煦 | 장후**  
@UBCDrBenCh

Another **#MukBenCh**! We talked about 🇰🇷's amazing COVID response, dogs suffering in this heatwave, 90 Day Fiancé, & a common practice in 🇵🇷: Tuli (circumcising boys either as infants or just before puberty) (My wife, from 🇵🇷, brought it up in a convo after a 90 Day Fiancé bris)

3:12 PM · Jul 31, 2020

10 See the latest COVID-19 information on Twitter

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