



WELCOME!

Traditional, ancestral, and unceded **xʷməθkʷəy̓əm** (Musqueam) territory
 University of British Columbia
 PSYC 307 - Cultural psychology
 Winter 2022/2023 Term 2
 Section 102: MWF 2:00–3:00 pm (BUCH A201; with recordings [here](#) - no livestreaming)
 Section 103: MWF 3:00–4:00 pm (BUCH A201, with recordings [here](#) - no livestreaming)
 Note: All times on this syllabus are in local time in Vancouver, Canada



Instructor: **Benjamin Cheung** (he/him)
 Office: **Zoom** (or in person in **Kenny 2039** - but *please be masked*)
 Office hour: Tue 11 am - 1 pm (or by appointment)
 Phone: 604-822-3007
 Email: [bycheung \[at\] psych.ubc.ca](mailto:bycheung@psych.ubc.ca)

Teaching assistants:

Section 102:



Name: Sonia Milani (she/her)
 Office: **Zoom**
 Office Hour: Mon 9:00 - 10:00am
 Email: [smilani \[at\] psych.ubc.ca](mailto:smilani@psych.ubc.ca)



Name: Sorella Zhang (she/her)
 Office: **Zoom**
 Office Hour: Fri 10:00 - 11:00 am
 Email: [sorellaz \[at\] student.ubc.com](mailto:sorellaz@student.ubc.com)



Name: Jin-Hui Wen (he/him)
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Students' surnames:
 A-G
 H-Sf
 Sh-Z

Assigned TA and Turnitin ID (pw: culture307):
 Milani: 37257223
 Zhang: 37488105
 Wen: 37257241

Section 103:



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 Office Hour: By appointment
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Students' surnames:
 A-G
 H-Sf
 Sh-Z

Assigned TA and Turnitin ID (pw: culture307):
 Milani: 37257228
 Zhang: 37488118
 Yuen: 37257245

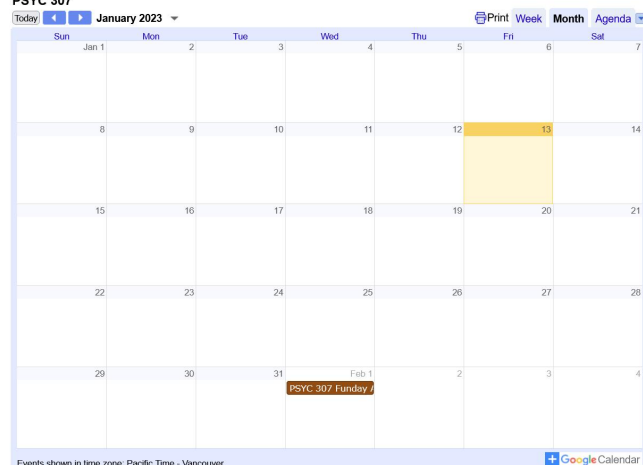
The following is an overview of important dates for this course; but make sure to consult [the course calendar page](#) for the full course calendar.

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

Information about MukBenCh: [MukBenCh](#)

Exams and Assignments: [Assessments](#)

PSYC 307



PSYC 307 – CULTURAL PSYCHOLOGY (CHEUNG – WINTER TERM 2)

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

[WELCOME!](#)[WHAT'S THIS ALL ABOUT?](#)[MATERIALS](#)[ASSESSMENTS](#)[MUKBENCH AND SOCIAL MEDIA FUN!](#)[POLICIES](#)[RESOURCES](#)[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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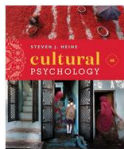
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MATERIALS

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](#)):

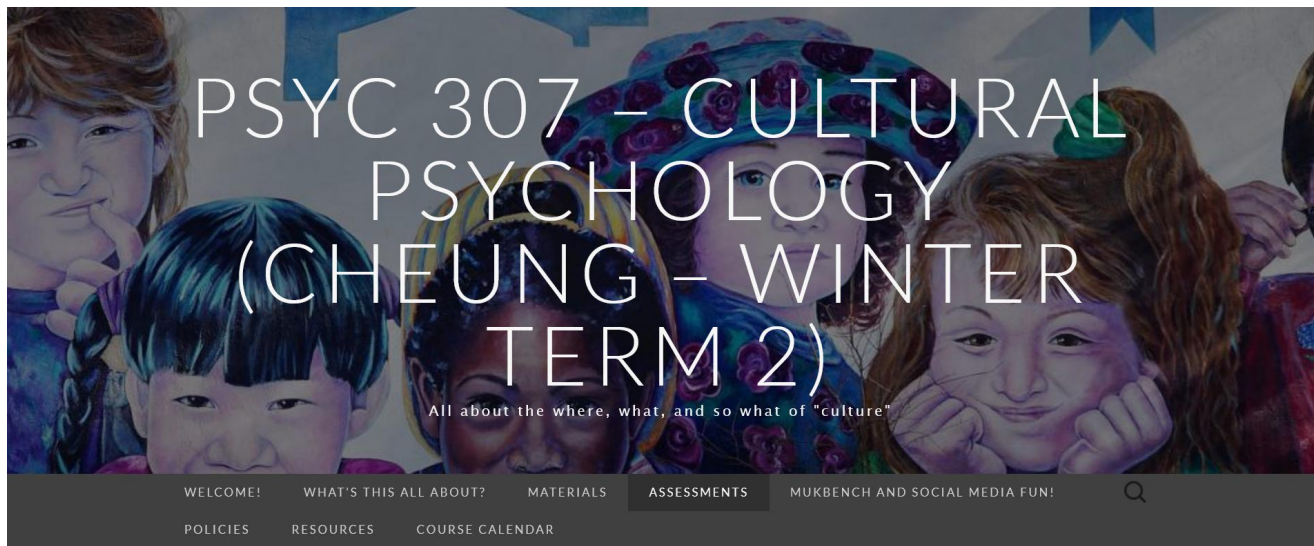
Reading 1: Mesoudi, A. (2016). Cultural evolution: Integrating psychology, evolution, and culture. *Current Opinion in Psychology*, 7, 17–22. doi:10.1016/j.copsyc.2015.07.001

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. *Psychological Science*, 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. *Health & Place*, 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. *Frontiers in Psychology*, 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, MukBenCh groups will also be posted onto Canvas!



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 **February 1** and **March 31**, respectively.



In-term exams (24% & 28%): There will be two non-cumulative midterms throughout the course of the term. These exams will take place on **February 13** (24%, on Chapters 1–5, including readings) and **March 20** (28%, on Chapters 6, 8–10, including readings). Exam material will include information from both lectures and readings/textbook. The first exam is worth less than the second exam to allow students to get adjusted to exam style.



Final (32%): The final exam will be cumulative of all materials covered throughout the term, with an emphasis on materials learned since the second exam. 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 **March 1**.

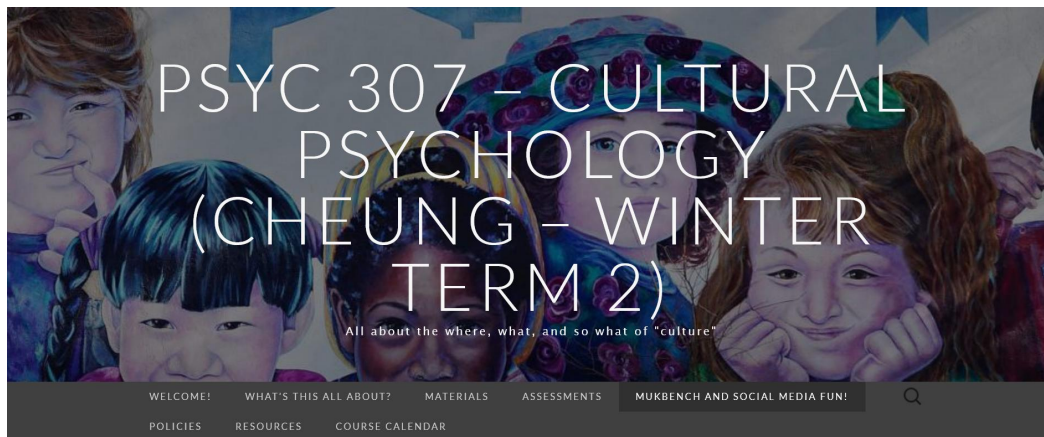


HSP (+3%): What's a better way to get some bonus marks than to contribute to science? Sign up for up to 3 credit* worth of studies (equivalent to approximately 3 hours of time) in the UBC Department of Psychology by getting an account here: <https://ubc-psych.sona-systems.com/>. You need an active HSP 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/undergraduate/opportunities/human-subject-pool/>.

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 the department's (not this course's) Turnitin account (ID and password information can be found in the HSP Participant Information Package [here](#)) by the last day of classes

*All written work for this course **MUST** be written independently, and must reflect your own work and thoughts. 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, 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. When creating an account in the tool, you will be asked to provide personally identifying information. Please know you are not required to consent to sharing this personal information with the tool, if you are uncomfortable doing so. If you choose not to provide consent, you may create an account using a nickname and a non-identifying email address, then let your instructor know what alias you are using in the tool.

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MUKBENCH AND SOCIAL MEDIA FUN!

In this class, I want to make sure that people learn to have fun *as well as* learn things. This involves two things:

MukBenCh, and the Social Media Challenge. Check them out and participate [here](#) for MukBenCh's, and [here](#) for the social media experience!

kevin
@therealkevinzoo · Follow

you vs the guy she told you not to worry about
[#ubcpsyc307](#)

Unidimensional model (mutual exclusion model)

Bidimensional model of acculturation

10:19 PM · Apr 8, 2019

2 ❤️ Reply Copy link

[Read 1 reply](#)

nic ●
@nicolekwn · Follow

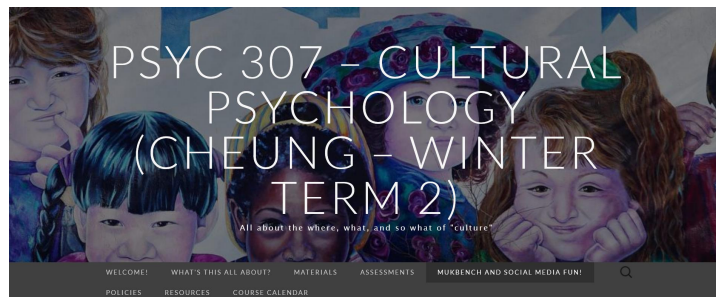
Reading about holistic thinking for [#ubcpsyc307](#) reminded me of this poem that triggered an identity crisis at age 11—thanks, Western education system. I needed someone back then to validate the existence of contradiction and teach me about naive dialecticism !! @UBCDrBenCh

Or are you quiet with every
Are you happy with some sad days?
Or are you sad with some happy days?
Are you neat with some sloppy ways?
Or are you sloppy with some neat ways?
And on and on and on and on
And on and on he went.
I'll never ask a zebra
About stripes
Again.

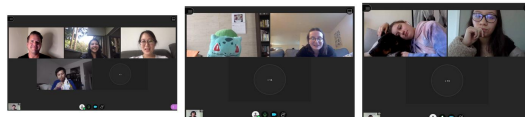
11:36 AM · Mar 11, 2019

3 ❤️ Reply Copy link

[Read 1 reply](#)



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 intimidated 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 307 version. Every week, I'll be on Zoom (Tuesdays here, Wednesday 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	Jan 17	2 pm	Group 1
Wednesday	Jan 25	11 am	Group 2
Tuesday	Jan 31	2 pm	Group 3
Wednesday	Feb 6	11 am	Group 4
Tuesday	Feb 14	2 pm	Group 5
Wednesday	Mar 1	11 am	Group 6
Tuesday	Mar 7	2 pm	Group 7
Wednesday	Mar 15	11 am	Group 8
Tuesday	Mar 21	2 pm	Group 9
Wednesday	Mar 29	11 am	Group 10
Tuesday	Apr 4	2 pm	Group 11
Wednesday	Apr 12	11 am	Group 12

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



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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!




[@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](#) <https://t.co/x7kj0nzJZA>

— Harris Wong ([@harriswo](#)) [January 11, 2018](#)

**Lina Lecompte**
[@LinaLecompte](#) · [Follow](#)

[@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

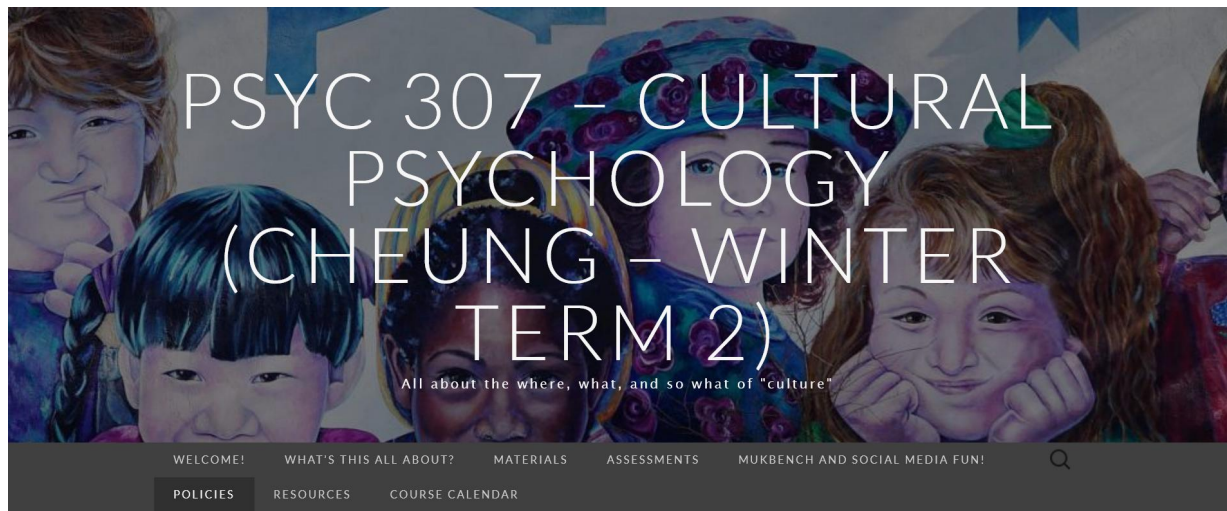
 1  Reply  Copy link

[Read 1 reply](#)

it's dry outside but it's raining on my face [#ubcpsyc307](#) <https://t.co/ahKyDqBCMA>

— (o~o~o) ([@ajibanezz](#)) [January 15, 2018](#)

Add your own to the list!



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. Please refrain from activities that may be distracting to students around you.

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: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,1743>. 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:

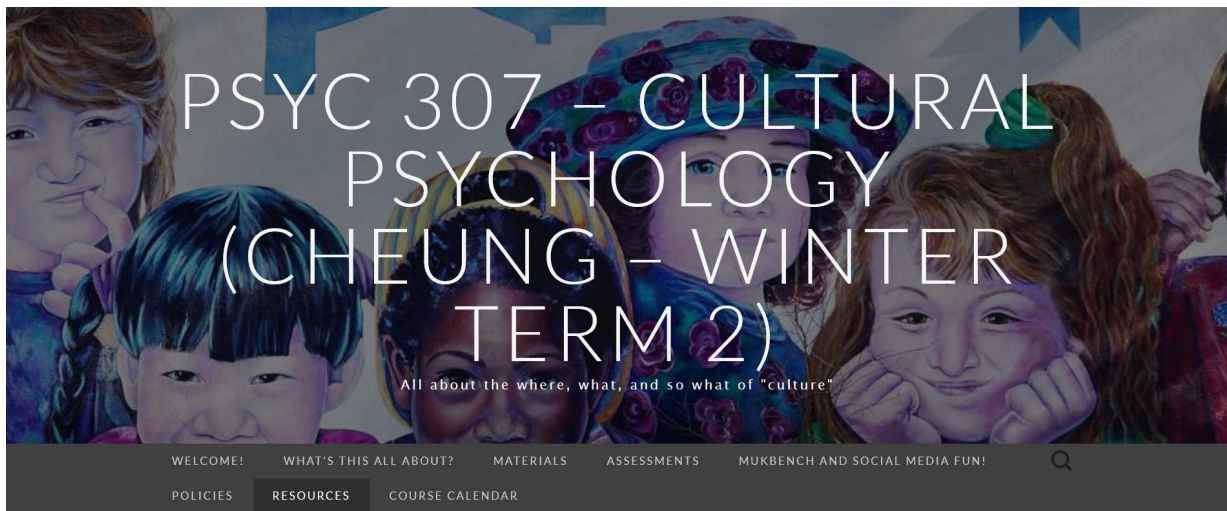
To promote equity across multiple sections of the same course, and to prevent grade inflation, the Department of Psychology a grading policy for all PSYC courses. For PSYC307, the average final grades across all sections must fall around 71%, with a standard deviation of approximately 14%. Scaling *may* 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 Jan 20. If you wish to drop this course with a "W" on your transcript, the deadline to do so is Mar 3

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](#).



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.

Centre for Accessibility (CfA): Do you (or do you think that you) have accessibility needs that we can accommodate (e.g. anxiety issues, ADHD, hard of hearing)? Check with the CfA and see if they can provide you with accommodations (e.g. extra exam time, distraction-free exam environment)!

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 a paper in various citation formats.

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 Peer Support: a place where you can find 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
- 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: <https://indigenous.ubc.ca/students/current-students/student-resources/program-advising/>

Other relevant resources include:



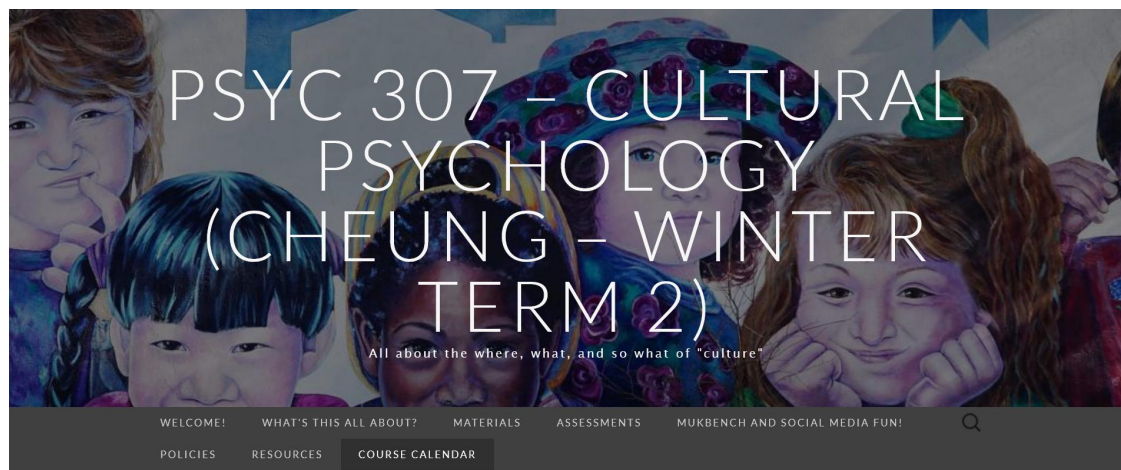
UBC First Nations Longhouse: A central gathering place for Indigenous students on campus to connect with each other, attend cultural events, watch public lectures, and much more.

The **Vancouver Aboriginal Friendship Centre Society:** A non-profit organisation that serves the diverse Indigenous community in Vancouver 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!](#)



COURSE CALENDAR

Lecture dates are rough estimates and are subject to change/shift depending on pace

Wk	Date	Topics	Readings	Important events
1	M Jan 9	Welcome and introduction	Syllabus	
	W Jan 11	Introduction to cultural psychology	Chapter 1	
	F Jan 13			
2	M Jan 16	Culture & human nature	Chapter 2	TUE: MukBenCh @2pm (G1)
	W Jan 18			
	F Jan 20	Cultural evolution	Chapter 3	Final class to withdraw without W
3	M Jan 23			
	W Jan 25		Reading 1	MukBenCh @11am (G2)
	F Jan 27	Development & socialization	Chapter 5	
4	M Jan 30			TUE: MukBenCh @2pm (G3)
	W Feb 1		Reading 2	FunDay assignment 1
	F Feb 3	Methodology	Chapter 4	
5	M Feb 6			
	W Feb 8			MukBenCh @11am (G4)
	F Feb 10	Self and personality	Chapter 6	
6	M Feb 13			Midterm 1 TUE: MukBenCh @2pm (G5)
	W Feb 15			
	F Feb 17	Emotions	Chapter 10	
Week 7 - February 20-24: Reading Week 2022				
8	M Feb 27			
	W Mar 1			Early Alert due MukBenCh @11am (G6)
	F Mar 3	Motivation	Chapter 8	Final day to withdraw with W
9	M Mar 6			TUE: MukBenCh @2pm (G7)
	W Mar 8	Cognition	Chapter 9	
	F Mar 10			
10	M Mar 13			
	W Mar 15	Morality, religion, justice	Chapter 12	MukBenCh @11am (G8)
	F Mar 17			
11	M Mar 20			Midterm 2 TUE: MukBenCh @2pm (G9)
	W Mar 22	Interpersonal attraction	Chapter 11	
	F Mar 24			
12	M Mar 27			
	W Mar 29	Health	Chapter 14	MukBenCh @11am (G10)
	F Mar 31		Reading 3	FunDay assignment 2 due
13	M Apr 3	Living in multicultural worlds	Chapter 7	TUE: MukBenCh @2pm (G11)
	W Apr 5			
	F Apr 7		Good Friday - University closed	
14	M Apr 10		Easter Monday - University closed	
	W Apr 12	Extras and wrap-up	Reading 4	MukBenCh @11am (G10)