

Psychology 307
Cultural Psychology
Section 005, Winter 2024

Instructor:	Teaching Assistants:	Office Number/ E-mail	Office Hours
Steven J. Heine, Ph.D.	Yang Yi Lin Guo	Rm 3512 Kenny	Fri: 10-11 am
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Introduction

This course will explore how culture influences human thought. The relations between culture and psychology are both complex and profound. We'll be considering a number of difficult questions including: What is human nature? How do culture and self make each other up? What methodologies can we use to study culture in psychology? How do various ways of thinking differ across cultures? What happens when people grow up in multiple cultures? How do cultures change or persist over time? The goals of the course are to introduce you to the field of cultural psychology, stimulate critical thinking and analytic skills generally, and help you think about your own psychological experiences from a cultural perspective.

To access course information and lecture slides, visit www.canvas.ubc.ca and enter your CWL and password. The slides should be available by around noon each day of class.

This course is offered as an **in-person class**, which will take place in Room A104 of the Buchanan building at UBC's Vancouver Point Grey campus, which is situated on the traditional, ancestral, unceded territory of the Musqueam people. The class will also be livestreamed and the class videos will be recorded in case you're ever unable to make it to class. This is solely done for the purpose of when you are unable to make it to class, however, you can only earn the Top Hat class participation points (described below) if you attend class in person. You will need to attend regularly to be able to earn full points. The livestreamed videos are available here: <https://ubc.ca.panopto.com/Panopto/Pages/Sessions/List.aspx?folderID=a0f0d8bf-103d-4d6e-992b-b0d2000ade0>

If you wish to contact the instructor please email him at heine@psych.ubc.ca and do NOT send an email over Canvas, as he probably won't see it if you do.

Text

Heine, S. J. (2020). *Cultural Psychology (4th edition)*. New York: W. W. Norton.

(Note that there are many used copies of the 3rd edition around, however, it overlaps only about 80% with the 4th edition. You'll be tested on the material from the 4th edition so make sure you get that one).

Sequence of Topics

Each topic corresponds to a chapter in the textbook, which will be covered in the same order as the Table of Contents. These dates provide a rough guide, and they might be adjusted slightly if needed.

January 8	Overview of the Course and Expectations
January 10 – 12	Chapter 1: A Psychology for a Cultural Species
January 12 – 17	Chapter 2: Culture and Human Nature
January 15	Chat 1 is due
January 17 – 24	Chapter 3: Cultural Evolution
January 24 – 26	Chapter 4: Research Methods
January 26	Chat 2 is due
January 29 – 31	Chapter 5: Development and Socialization
February 2 – 12	Chapter 6: Self and Personality
February 9	INSTRUCTOR ATTENDING CONFERENCE – CLASS CANCELLED
February 14 – 16	Chapter 7: Living in Multicultural Worlds
February 16	Chat 3 is due
February 19 – 23	READING BREAK, NO CLASSES
February 26	*****MIDTERM*****
Feb 28 – Mar 4	Chapter 8: Motivation
March 4 – 8	Chapter 9: Cognition and Perception
March 11	***Deadline for Entering your Perception Study Data**
March 11 – 15	Chapter 10: Emotions
March 18	*****Perception Study Assignment is Due*****
March 15 – 20	Chapter 11: Attraction and Relationships

March 20 – 25

Chapter 12: Morality and Religion

March 25

Chat 4 is due

Mar 27 – Apr 3

Chapter 13: Physical Health

March 29 – 31

GOOD FRIDAY, EASTER MONDAY – NO CLASSES

April 3

Chat 5 is due

April 3 – 5

Chapter 14: Mental Health

April 8 – 12

Chapter 15: Organizations, Leadership, and Justice

In exam week, as
scheduled by the
Registrar

*****FINAL EXAM*****

Assignments

Exams.

There will be two exams (a midterm and a final) in this course. The exams will test your understanding and mastery over the material covered in the readings and lectures. The midterm and final will both consist solely of multiple choice questions. The final is NOT cumulative and will only cover material since the midterm.

Perception Study Assignment

In this assignment you are to seek the participation of three people (this can be done either online or in person). You will show them some visual stimuli and will ask them to make some judgments about them. You will then upload their responses to a database that will be shared by the whole class. After the whole class has uploaded their data you will be asked to conduct some simple analyses of the data and then to answer some written questions about the findings. Your data needs to be entered by March 11, and your assignment is due by March 18. Details about this assignment can be found further below.

Class Discussions

Because the large size of this class makes it more challenging to interact with your fellow students, I'm incorporating asynchronous chats in Canvas under the Discussions link as a way to help you to get to know your classmates, and to provide an opportunity for you to discuss the class material. For each of the topics below you will be asked to post a minimum of 2 posts. You will only be graded for the first two of the posts you make, but you are encouraged to post as many times as you wish to keep the discussions going. You will earn up to .5 points for each of your first two posts – as long as your posts are thoughtful and on topic you will earn full points for them; otherwise partial points will be deducted. There are 5 separate chats, so you can earn up to 5 points total towards your grade if you participate in all of them. Please be respectful towards your classmates in your posts. You can find the chat topics further below.

Class Participation as measured by Top Hat

You will receive participation marks for answering questions on an interactive system we will be using during the lectures called Top Hat (tophat.com). Whenever you answer a Top Hat question, you will receive a point towards your participation grade. These questions will appear

in every lecture, so to earn full points you'll need to attend class regularly. While the lectures will also be livestreamed, you will only be able to earn the Top Hat points if you attend the classes in person.

Of course, sometimes there will be issues such as you being ill and not being able to make it to class, or sometimes you might have technical problems with Top Hat. To address these, I will allow each student to miss up to 20% of participation opportunities, and still be able to earn full participation marks. **So please don't contact me to ask about being excused from class, or about having technical problems with Top Hat – that's why I'm allowing you each to miss up to 20% of participation opportunities.** Your participation grade will be calculated by summing up all of your Top Hat responses and dividing this number by the total number of response opportunities that were available to the class, less the 20% (with a maximum of 10 participation marks to be earned towards your grade). If you do have a technical problem with Top Hat, please contact Arts IT support at: arts.helpdesk@ubc.ca.

Top Hat will keep track of participation and also enable real-time in-class engagement. Please do the following:

1. You can connect with Top Hat using any device with wifi (e.g., laptop, tablet, mobile phone). Go to <https://tophat.com/>. Login if you have an existing account or Sign-up > Student sign-up
2. Follow the prompts. When you see the join code field, enter **740749**
3. Create your account. **MAKE SURE THAT YOUR NAME AND STUDENT NUMBER MATCHES YOUR RECORD ON CANVAS.** The password for the course is ***culture-005***

The breakdown for your grade will be as follows:

Evaluation	Date	Percent of Final Grade
5 Discussions	Jan 15, Jan 26, Feb 16, Mar 25, Apr 3	5%
Midterm Exam	Feb 26	30%
Perception Study Assignment	Mar 18	20%
Top Hat Participation	Randomly throughout term	10%
Final Exam	As scheduled by the registrar	35%

Extra Credits

Because students get very little hands-on learning in these large lecture classes I am encouraging students to participate in any studies that are being conducted in the Psychology Department. You can receive up to **three extra credits** for your grade by participating in experiments offered in the Psychology Department. The department grants these extra credits at a rate of one per hour of experimental participation. Each credit is worth one percent towards your final grade. You can

sign up for studies by visiting <https://ubc-psych.sona-systems.com/>. If you prefer, you can earn these same extra credits by completing a library-writing project, in which you read and summarize a peer-reviewed research article. See <http://psych.ubc.ca/internal/human-subject-pool/> for more information about the extra credit options.

Departmental Policy on Distributions of Grades in all Psychology Classes

All psychology courses are required to meet the grade distributions as described below. This is done in order to “maintain equality among sections and conformity to University, Faculty and Department norms”. Thus scaling of grades may take place for any assignment in which the class average is either below 71% (in which case points will be added to bring the class average up to 71%) or above 75% (in which case points will be subtracted to bring the class average down to 75%). You will be notified if any scaling has taken place whenever you receive a grade for an assignment. If any scaling does occur in the class it will not impact your extra credits –extra credits that are earned through study participation will be added to your grades AFTER the scaling.

Psyc 300 and 400-level courses

Class Performance	Mean	Standard Deviation
Good class	75	13
Average class	73	13
Weak class	71	13

University Values and Policies

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 at <https://senate.ubc.ca/policies-resources-support-student-success>

UBC students with disabilities who have registered with the Centre for Accessibility will be provided with accommodations. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date. Details of the policies and how to access support are available at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examinations remain the property of the university.

If you miss marked coursework (assignment, exam, participation in class) and are an Arts student, review the Faculty of Arts' academic concession page and then complete Arts Academic Advising's online academic concession form, so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

Psychology Department's Position on Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, any suspicious papers will be examined by ChatGPT to see if it has written the responses of any of you.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by you. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>) and read the University's Policy 69 (available at www.universitycounsel.ubc.ca/policies/policy69.html).

Perception Study Assignment (20 points).

Due date for data entry: March 11. Assignment due by March 18.

For this assignment, you are to collect some data. Specifically, you'll need to show some visual stimuli (look for the file "Perception Study Stimuli.pdf" under "Files") to 3 different people (you can show them these either online or in person). There are a total of 8 of these visual stimuli and each contains a question (e.g., is the line perfectly vertical or not quite vertical). These stimuli relate to the material which is discussed on pp. 341-342 of the textbook. You will need to assess how many correct responses to those 8 questions (i.e., a number between 0 and 8) that each of your participants gave, as well as their cultural background. You will then enter this data on a Google Sheets spreadsheet, together with your student ID number. You'll need to have your data entered by March 11. Then, after March 11, you will conduct some simple analyses on the class's data and will use those analyses to answer the following questions. Your responses to those questions are due by March 18. You are not to use ChatGPT to answer the assignment, and any suspicious answers will be fed back into ChatGPT which will inform us whether it has given that output to anyone. All of the material that you need to answer this assignment is in the textbook and lectures.

1. There are 4 overarching cultural categories on the Google Sheet (i.e., "Born and Largely raised in a Western culture," "Born in a non-Western culture, but largely raised in a Western culture," "Born and Largely raised in a non-Western culture," and "Doesn't Really Fit any of these Categories").

Calculate the mean number correct, the sample size, and the standard deviation for each of the 4 categories. Which of these 4 cultural categories performed the best on the task? Which of these 4 cultural categories performed the worst on the task?

Next, calculate a t-test to compare the number correct between the 2 categories of "Born and Largely raised in a Western culture," and "Born and Largely raised in a non-Western culture." You can use the t-test calculator here - <https://www.graphpad.com/quickcalcs/ttest1/?Format=SD>. (select the data entry format of Enter mean, SD, and N). What is the value of t? Is there a significant difference in the number of correct responses between these two conditions (i.e., is the $p < .05$)?

2. Please describe any cultural differences that may have emerged on this test with respect to the material that is discussed in Chapter 9. What do your class's data have to say about the different perceptual styles around the world? Is the pattern of findings from the class's data consistent with the pattern described in the text? If not, in what ways is it different, and why do you think that it is?
3. Explain in detail why we should expect that people from Western cultural background would do better on this particular task than those from non-Western backgrounds. What does this tell us about the way that culture affects people's perceptions? What experiences could lead people from different cultures to perform differently on this task?
4. Imagine that you had access to an eye-tracker which the participants used when looking at these visual stimuli. Assuming that the class's data is similar to that described in the

textbook, how would you expect the participants in the cultural categories of “Born and Largely raised in a Western culture,” and “Born and Largely raised in a non-Western culture,” to differ in their eye-tracking?

Class Discussions (5 points)

You can post your discussions under the “Discussions” link in Canvas. You are to post a minimum of 2 messages for each topic to earn full points. While you are free (and are encouraged) to post more than 2 messages for each topic, only your first 2 messages will be graded.

Topic 1. Self-Introduction. (1 point, maximum; 0.5 points for each of two posts). Due by January 15

To break the ice, I’d like each of you to send out at least two chat messages to the class. First, introduce yourselves. Please post a brief message telling people about yourself, in particular, about your cultural background, your major or job, a hobby, or what you’re hoping to get out of the class.

Second, please comment on at least one other of your classmates’ postings, perhaps asking them a question from the information that was provided in their introduction message, or noting any points of commonalities between the two of you. The purpose of this exercise is to get to know your classmates and to get you used to reading and posting messages to your class.

Topic 2. Cultural Change (1 point, maximum; 0.5 points for each of two posts). Due by January 26

First, please offer one observation on how you think a culture that you’re familiar with (e.g., Canadian culture, Chinese culture, UBC culture, Canadian LGBTQ+ culture, etc.) has been changing in recent decades. Describe that change, and discuss why you think it is changing or how you think that particular change might continue to unfold in the future.

Second, please comment on at least one other of your classmates’ postings on the topic.

Topic 3. Salad Bowls vs. Melting Pots (1 point, maximum; 0.5 points for each of two posts). Due by February 16

The textbook discusses how societies tend to pursue one of two strategies for welcoming immigrants. Societies might facilitate an integration strategy by adopting a multicultural model (sometimes called the salad bowl model), where diversity is prized, and immigrants are encouraged to preserve the traditions of their heritage culture. Alternatively, societies might foster an assimilation strategy, where immigrants are encouraged to fit into a dominant cultural model (sometimes called the melting pot model). Please post a message where you state a

preference for one of these two models with an argument for why you think your chosen model is better.

Second, please respond to at least one of your classmates' postings on this topic.

**Topic 4. The Pursuit of Happiness (1 point, maximum; 0.5 points for each of two posts).
Due by March 25**

The textbook discusses ways that the pursuit of happiness varies across cultures. First, post whether you feel that the pursuit of happiness either should or should not be prioritized ahead of other life purposes and discuss why.

Second, please respond to at least one of your classmates' postings on this topic.

**Topic 5. Romantic Love (1 point, maximum; 0.5 points for each of two posts).
Due by April 3**

The textbook describes how the pursuit of romantic love and marriage have varied across cultures and across historical periods in the US. Please post what you think romantic love and/or marriage will be like in your culture over the next generation. Will it be largely tied to needs of self-expression and person fulfillment as Finkel and colleagues have argued? Or will it be based on other kinds of needs? What might love and/or marriage look like in the future?

Second, please respond to at least one of your classmates' postings on this topic.