Psychology 307
Cultural Psychology
Section 005, Winter 2025

Instructor: Teaching Assistant:
Steven J. Heine, Ph.D.   Ian Hohm, MA.
Room 2021, Kenny Bldg   Room 3605, Kenny
2136 West Mall
604-822-6908
heine@psych.ubc.ca   ihohm@psych.ubc.ca

www.psych.ubc.ca/heine
Office Hours: Office Hours
Wed. 3:30-4:30 pm   Tues: 12:00-1:00 pm

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 1030 of Brock Commons South at UBC's Vancouver Point Grey campus, which is situated on the traditional, ancestral, unceded territory of the Musqueam people. 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=fc704c0c-9f1e-4a44-a72b-b25d01115b64

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 <u>rough guide,</u> and they might be adjusted slightly if needed.

January 7	**Overview of the Course and Expectations**
January 9 – 14	**Chapter 1: A Psychology for a Cultural Species**
January 14 – 16	**Chapter 2: Culture and Human Nature**
January 16	**Chat 1 is due**
January 16 – 23	**Chapter 3: Cultural Evolution**
January 23 – 28	**Chapter 4: Research Methods**
January 28	**Chat 2 is due**
January 28 – 30	**Chapter 5: Development and Socialization**
February 4	*****************MIDTERM 1*******************
February 6 – 11	**Chapter 6: Self and Personality**
February 11 – 13	**Chapter 7: Living in Multicultural Worlds**
February 13	**Chat 3 is due**
February 18 – 20	**READING BREAK, NO CLASSES**
February 25	**INSTRUCTOR AWAY – CLASS CANCELLED**
Feb 27 – Mar 4	**Chapter 8: Motivation**
March 4 – 6	**Chapter 9: Cognition and Perception**
March 11 – 13	**Chapter 10: Emotions**
March 18	*****************MIDTERM 2*******************
March 20 – 25	**Chapter 11: Attraction and Relationships**
March 27 – Apr 1	**Chapter 12: Morality and Religion**
March 27	**Chat 4 is due**
Apr 1	**Chapter 13: Physical Health**

April 3	**Chapter 14: Mental Health**
April 8	**Chapter 15: Organizations, Leadership, and Justice**
<mark>**April 8**</mark>	<mark>**Chat 5 is due**</mark>
<mark>**In exam week, as scheduled by the Registrar**</mark>	<mark>**************FINAL EXAM**************</mark>

Assignments

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

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. <mark>**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.**</mark> 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 *472525*

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 16, Jan 28, Feb 13, Mar 27, Apr 8	5%
Midterm Exam 1	Feb 4	25%
Midterm Exam 2	Mar 18	25%
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 locate, create an account, and sign up for studies by going to https://hsp.psych.ubc.ca. **Please register in the system by the end of the first month of classes to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.**

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. Studies that are designated as "in-lab" receive an extra bonus 0.5 credit over the standard rate of 0.5 credits for 30 minutes for online studies. **At the end of the last day of class for the term, the subject pool is closed**. At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long *before* the last week of class since **many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course**. Further instruction on how to use the HSP online system can be found at

in the document entitled
"Subject Pool Information for Participants."

 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
In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade average in the following Target Ranges (before any bonus HSP points are added): **B- (68-71%) in Introductory 100-level and 200-level courses; B (72-75%) in Intermediate 300-level courses; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses** (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365). Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	B+	76-79%	C+	64-67%	D	50-54%
A	85-89%	B	72-75%	C	60-63%	F	0-49%
A-	80-84%	B-	68-71%	C-	55-59%		

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).

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.