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# CULTURAL PSYCHOLOGY

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## ACKNOWLEDGEMENT

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UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

## COURSE INFORMATION

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| Course Title        | Course Code Number | Credit Value |
|---------------------|--------------------|--------------|
| Cultural Psychology | 307 991            | 3            |

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## PREREQUISITES

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Either (a) PSYC 100 or (b) two of PSYC 101, PSYC 102, PSYC 205, PSYC 207, PSYC 208, PSYC 216, PSYC 217. (Strongly recommended: PSYC 102 and PSYC 216 or 217.)

## CONTACTS

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| Course Instructor         | Contact Details                                                      | Office Location | Office Hours                 |
|---------------------------|----------------------------------------------------------------------|-----------------|------------------------------|
| Dr. Jason Martens         | <a href="mailto:martensj@psych.ubc.ca">martensj@psych.ubc.ca</a>     | N/A             | Email for online appointment |
| Primary TA: Catherine Xie | <a href="mailto:cathyxie@student.ubc.ca">cathyxie@student.ubc.ca</a> | N/A             | Email for online appointment |

## COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

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Hi everyone. Welcome to the course! Here is a little bit about me, your instructor: I have a PhD in social/personality psychology from UBC, but I've done quite a bit of cultural research. Some of my cultural research includes assessing how farming practices influence cognition in Crete, Greece; whether our tendency to copy those who display nonverbal pride is a human universal (including testing a small-scale society in Fiji); and how culture influences science skepticism around the world.

## OTHER INSTRUCTIONAL STAFF

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You have one TA who is your primary contact for most course-related questions. You can still contact your instructor, but most questions should go to your TA first.

## COURSE STRUCTURE

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This course is entirely online. There are no face-to-face meetings. Independent learning is necessary to succeed, but topics will be supplemented with online resources. Be sure to check the guides on Canvas for instructions on how to succeed in the course. As this is an entirely online course, students are responsible for having reliable internet access. Students are responsible for their IT issues, as

accommodations (e.g., extensions) will not be granted based on student IT issues. You are not responsible for IT issues that are UBC's fault (e.g., Canvas goes down).

### SCHEDULE OF TOPICS

Besides the items in **bold**, the schedule is recommended to help you keep up with the course. You have a bit of freedom on when you complete certain tasks (e.g., when you read the chapters). The bold items are subject to change, but every effort will be made to stick to the schedule. However, unforeseen circumstances might warrant a change (e.g., serious IT issues at UBC, illness, pandemic, etc.), but any change will be communicated to you through Canvas or your university email.

| Weeks       | Module                                                                         | Topics/Notes                                                                                                                                                                                       | Readings            |
|-------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Sept 2 – 17 | 1 - Where Does Culture Come From, Why Does it Matter, and How Can We Study it? | <u>Week's Topics:</u> Introduction; Culture and human nature; Cultural evolution; <b>Cultural Interview 1; Exam 1 on Module 1 (chapters 1-3 and associated resources)</b>                          | Chapters 1, 2, 3    |
| Ends Oct 6  | 2 - How Does Culture Come to Shape People?                                     | <u>Week's Topics:</u> Methods; Development and socialization; Self and personality; <b>Cultural Interview 2; Exam 2 on Module 2 (chapters 4-6 and associated resources)</b>                        | Chapters 4, 5, 6    |
| Ends Oct 24 | 3 - Multicultural Societies and How Culture Influences What we Want and Feel   | <u>Week's Topics:</u> Living in multicultural worlds; Motivation; Emotions; <b>Cultural Interview 3; Exam 3 on Module 3 (chapters 7, 8, 10 and associated resources)</b>                           | Chapters 7, 8, 10   |
| Ends Nov 14 | 4 - How Culture Shapes How we Think, Value, and Have Relationships             | <u>Week's Topics:</u> Cognition and perception; Attraction and relationships; Morality and religion; <b>Video assignment; Exam 4 on Module 4 (chapters 9, 11, and 12 and associated resources)</b> | Chapters 9, 11, 12  |
| Ends Dec 5  | 5 – Culture in Our Health and Work                                             | <u>Week's Topics:</u> Physical health; Mental health; Organizations, leadership and justice; <b>Last day to submit the Poster Project</b>                                                          | Chapters 13, 14, 15 |

|                             |  |                                               |  |
|-----------------------------|--|-----------------------------------------------|--|
|                             |  | is Dec 5, which is last day of class          |  |
| Final Exam Period: Dec 9-20 |  | <b>There is NO final exam for this course</b> |  |

## LEARNING OUTCOMES

This course will explore how culture influences human psychology. 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 different cultures collide? 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 values from a cultural perspective.

## LEARNING ACTIVITIES

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Without regular meetings to prime you when tasks are to be completed, it is your responsibility to keep up with the content of the class. You should go on Canvas and check your UBC email regularly to ensure you do not miss important information. Being active in discussions will contribute to your knowledge retention.

## LEARNING MATERIALS

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

Previous editions do not contain the same material, so they are not recommended. The 4<sup>th</sup> edition is the latest edition and reorganizes content and adds a new chapter, so it is rather different from previous versions. The textbook can be purchased at the UBC bookstore. It might be available through other third party dealers. Feel free to use alternative formats (e.g., e-texts, used texts, etc.).

Canvas will be used heavily. Your exams will all be completed on Canvas, and this is the primary means of communicating with you and distributing other resources. You must have access to Canvas (e.g., computer and internet access) to complete this course.

## ASSESSMENTS OF LEARNING

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4 Module exams worth 17% each, 68% total, will occur after each of the first 4 modules. There is no module exam for the last module, and no final exam. The exams are multiple choice and completed on Canvas. 3 cultural interviews worth 3% each, 9% total, will occur after each of the first 3 modules. For the 4<sup>th</sup> Module, there will be a video presentation worth 3%. The poster project is worth 20% and can be submitted at any time, but it must be submitted before the end of the course (the official last day of class) and include content from each module.

Assessments are not usually marked if they are late and will result in a score of 0. However, if late assessments are approved by your instructor, a 10% penalty per day (including weekends) might be applied, and it cannot be more than 1 day late. Previously arranged and excused missed assessments

are either omitted (with other content re-weighted) or done at another time, at the instructor's discretion. Typical accepted reasons for missing an assessment include being ill or on jury duty. If you know you might miss an assessment, you should tell your instructor right away and before the assessment is due, if possible. Failure to tell your instructor in a timely manner can result in no extension being granted. It is your responsibility to communicate with your instructor. If you think you might miss a deadline or missed one, send an email as soon as possible; do not delay.

## UNIVERSITY POLICIES

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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 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 on [the UBC Senate website](#).

## OTHER POLICIES

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### Departmental policy on grade distribution

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In the Psychology Department, we aim to offer learning experiences that welcome and challenge all students to engage meaningfully in our discipline. We strive for grades that accurately reflect student learning and achievement of course learning objectives, rather than solely reflecting their performance relative to others.

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, but including any mandatory HSP points): **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% |   |        |

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### Academic Dishonesty

Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students' section for useful information on avoiding plagiarism and on correct documentation. The Department of Psychology is currently implementing software designed to detect cheating on multiple choice exams. This software will be used to analyze the response patterns of all students taking these exams, and suspicious parties will be pursued to the fullest extent dictated by the guidelines of the University.

### Accommodations

The University accommodates students with disabilities who have registered with the Disability Resource Centre. 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.

### Viewing exams

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 examination remains the property of the university.

### LEARNING ANALYTICS

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Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas, WordPress, edX, iPeer, Piazza. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress

- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

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### LEARNING RESOURCES

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This online course has resources located on the Canvas website.

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### COPYRIGHT

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All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

*Version: November 26, 2024*