

The Origins of WEIRD People
Psychology 205: Special Topics
Economics 234: Wealth and Poverty of Nations

Winter 2014

Instructor: Joe Henrich

Office: 2039 Kenny (Psychology Building)

Email: joseph.henrich@gmail.com

Phone (604) 822-3836

Office Hour: Friday 9am -10am or by appointment

Lecture: MWF 12:00pm to 1pm

Location: Buchanan A101

Teaching Assistants	Office Hours
Nick Bedo (Psychology) Office: Kenny 3508 bedo@psych.ubc.ca	Wednesdays 1:30pm - 2:30 or by appointment
Joanne Park Office: Kenny 2011 j.park@psych.ubc.ca	Tuesday 10am – 11 or by appointment
Aaron Wolfe (Economics) Office: Brock Hall Annex 2363 aaron.wolf@alumni.ubc.ca	Tuesday 11am-12 or by appointment

Course Description

In the last 500 years, populations originating in Western Europe not only expanded across the globe, conquering much of the world, but also ignited an unprecedented explosion of economic growth that continues to shape the world into the 21st century. Focusing on psychological differences among peoples, and how those psychological differences are related to institutions, culture, religion and ecology, this course brings together recent research and insights from both economics and psychology, as well as related disciplines like anthropology and neuroscience, to understand the wealth and poverty of nations, and the unusual psychology of people from Western, Educated, Industrialized, Rich and Democratic (WEIRD) societies.

Course Materials and Resources

This course aims to integrate online resources, novel teaching technologies, broadly accessible texts, state-of-the-art research papers, multimedia class lectures, films, and contemporary popular media on relevant issues.

Connect Online System

We will use UBC's *Connect* system: <http://elearning.ubc.ca/connect/> . Connect will:

- Provide access to most of the readings for the course

- Provide access to the PowerPoint lectures AFTER the lectures are over (if you ask me to post the Powerpoint slides before the lecture, I will say no)
- Provide the platform for the 7 course assignments
- Provide opportunities for peer discussions

Clickers

This course will use the *iclicker* system for rapid student response. Each student needs to obtain (purchase at the bookstore) a clicker. *iclicker* is a response system that allows you to answer questions posed during class in real time. Clicker participation will contribute to your overall participation grade—see below.

Instruction on iclicker use can found here:

http://wiki.ubc.ca/Documentation:Clickers/Information_for_Students

Starting on **September 12th** all clicker entries will be recorded toward your *Lecture Participation grade* (Table 1). We will start using the clickers immediately (but not count them), so it is best to get them soon in time to make sure everything is working. You can use your clicker before you register it on the Connect System.

Please register your clicker through the Connect website. On the course home page, you will find an i>Clicker Registration opportunity. Follow the instructions to enter your Remote ID into the box provided. The remote ID is the series of numbers and sometimes letters found on the bottom of the back of your i>clicker remote. i>clicker will be used most days in class, and you are responsible for bringing your clicker daily.

The *iclicker* is a onetime purchase and can be used in other classes. It can also be sold after our course.

Course requirements and weightings for final grade:

Your course grade will be based on five different components. The relative weighting in grading breaks down as in Table 1.

1. Lecture Participation: We will be using the clickers in most classes. Throughout our classes, I will be asking a variety of questions with different goals. Some will be thought or opinion questions, while others will be aimed at checking your understanding of the materials. Each time a student clicks in a response, this will be recorded. Participation grades will be assigned according to effort (rather than correct answers), as follows: if a student achieves greater than 70% of the total possible clicks for the course, at the end, he or she will receive 100% of their Lecture Participation grade (i.e., 15% toward their final grade). If a student gets less than 70% of the total possible clicks, he or she gets that percentage for their participation grade. For example, if a student gets 60% of the clicks over the semester, they will get $0.60 \times 15\% = 9\%$ for their Lecture Participation grade. Because students only need to achieve 70% of total clicks, there is no problem with missing class for sports, academic conferences, illness, etc. No adjustments will be made for these kinds of cases since all students with between 70% to 100% end up with 100% for their participation grade—so there's no need to come see me about occasional absences for reasons like sports travel, illness, academic conferences, etc.

Table 1: Grading Instruments		Percentage contribution
1	Lecture Participation	15%
2	Assignments (of 6)	60%
3	Final exam	25%

2. Home Assignments: The will be 6 **assignments** spread throughout the course. These assignments may involve a variety of types of questions, including multiple choice questions, but mostly they will

involve **short answer and essay questions**.

Three of these six will be graded for correct answers, but you won't know which 3 ahead of time—so you will have to do your best on each one. Each of these graded assignments will be 15% of your final grade. The other three will be graded pass or fail, based on whether you turn it in and appear to have made some effort. Each of these will contribute 5% of your final grade.

These assignments will appear at 5pm on UBC *Connect* **two days before they are marked as due on the Syllabus**. They will **disappear 1 hour before** the start of class (at 11am) on the day they are due. You can enter your answers directly online.

During this nearly two day window you need to find between 60 and 180 minutes to complete the assignment. Once you begin, **the timer starts**. The time to complete the assignment will vary from assignment to assignment, but I'll let you know the amount of time before you do the assignment.

This means you have to prepare to do the assignment before clicking “begin”.

You CAN work together on these assignments, use the readings, lecture slides, etc. BUT, you CANNOT copy other people's work!! Our software allows us to automatically compare your answers with everyone else in the course, and with anything on the web. **If you copy from others or other sources, you fail the course.** Talk to people, learn from them, read outside materials, and integrate all this with your ideas, etc., just don't copy.

Also, much of what you might find on the internet is wrong and/or out of date on this topic, so beware. The stuff you are reading for the course is the cutting edge.

3. *Final Exam*: format and date to be announced.

For information on appeals of grades see Introductory lecture.

Schedule

Class #	Day and Date	Topics and Assignments
Class 1	Sept 3 Wed	Introduction. Introduction to the course. Review of Syllabus. Discussion of grading and clickers. Meet your instructor. What are the differences among nations, continents, and people?
Class 2	Sept 5 Fri	The WEIRDest People in the World <i>Reading:</i> <ul style="list-style-type: none">• <i>We Aren't the World</i>, Pacific Standard: http://www.psmag.com/magazines/pacific-standard-cover-story/joe-henrich-weird-ultimatum-game-shaking-up-psychology-economics-53135/• <i>Most People are not WEIRD</i> (in “Other Readings” folder)
Class 3	Sept 8 Mon	Class is optional

		<p>Film: The Human Spark http://video.pbs.org/program/human-spark/episodes/ Watch <i>Brain Matters</i> and <i>So Human, So Chimp</i></p>
Class 4	Sept 10 Wed	<p>The Puzzle of our species <i>Reading:</i> SoS Chapters 1 and 2.</p>
Class 5	Sept 12 Friday	<p>Lost European Explorers <i>Reading:</i> Chapter 3 Clicker counts start counting</p>
Class 6	Sept 15 Monday	<p>Making a cultural species <i>Reading:</i> SoS Chapter 4 Assignment #1 assigned</p>
Class 7	Sept 17 Wednesday	<p>Continued Assignment #1 Due</p>
Class 8	Sept 19 Friday	<p>How culture stole our guts <i>Reading:</i> SoS Chapter 5</p>
Class 9	Sept 22 Monday	Continued
Class 10	Sept 24 Wednesday	<p>The origins of faith <i>Reading:</i> SoS Chapter 6</p>
Class 11	Sept 26 Friday	<p>Why some people have blue eyes <i>Reading:</i> SoS Chapter 7</p>
Class 12	Sept 29 Monday	<p>Continued Assignment 2 assigned</p>
Class 13	Oct 1 Wednesday	<p>Prestige, dominance and menopause <i>Reading:</i> SoS Chapter 8</p>
Class 14	Oct 3 Friday	<p>Social Norms <i>Reading:</i> SoS Chapter 9</p>
Class 15	Oct 6 Monday	Assignment #2 Due
Class 16	Oct 8 Wednesday	Intergroup competition

		<i>Reading SoS Chapter 10</i>
Class 17	Oct 10 Friday	Self Domestication <i>Reading: SoS Chapter 11</i>
	Oct 13	Assignment #3 Assigned
Class 18	Oct 15 Wednesday	Happy Thanksgiving
Class 19	Oct 17 Friday	Collective Brains <i>Reading: SoS Chapter 12</i>
Class 20	Oct 20 Monday	Language <i>Reading: SoS Chapter 13</i>
Class 21	Oct 22 Wednesday	Assignment #3 Due Continued
Class 22	Oct 24 Friday	Enculturated Brains Readings: Sos Chapter 16-17
Class 23	Oct 27 Monday	Making Societies Big is NOT easy <i>Reading: Paciotti et. al. Grass-roots Justice in Tanzania AND Henrich Rice, Psychology and Innovation</i> Assignment 4 Assigned
Class 24	Oct 29 Wednesday	How god became moral and powerful <i>Reading: Norenzayan Big Gods</i>
Class 25	Oct 31 Friday	WEIRD families <i>Reading: TBA</i>
Class 26	Nov 3 Monday	Continued and Happy Halloween Assignment #4 Due
Class 27	Nov 5 Wednesday	Instructor Away, study hard
Class 28	Nov 7 Friday	Instructor Away, keep studying Assignment #5 Assigned
Class 29	Nov 10 Monday	WEIRD Marriage <i>Reading: TBA</i>

Class 30	Nov 12 Wednesday	Continued Assignment #5 Due
Class 31	Nov 14 Friday	Markets make us trusting and fair <i>Reading:</i> Economic Markets and Human Fairness: http://www.beinghuman.org/article/economic-markets-and-human-fairness
Class 32	Nov 17 Monday	Domesticating Intergroup Competition <i>Reading:</i> TBA
Class 24	Nov 19 Wednesday	Social safety nets and more individualism <i>Reading:</i> TBA
Class 25	Nov 21 Friday	Continued
Class 26	Nov 24 Monday	Origins of WEIRD Psychology <i>Reading:</i> TBA Assignment #6 Assigned
Class 27	Nov 26 Wednesday	Origins of Innovation <i>Reading:</i> TBA Assignment #6 Due
Class 28	Nov 28 Friday	Psychological Revolution, Glorious Revolution, Industrial Revolution <i>Reading:</i> TBA

Academic Dishonesty

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University. All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. 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 pertaining to academic dishonesty, please see Chapter 5 in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>), and visit the [Academic Integrity](http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html) page on UBC Faculty of Arts website (<http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>).

Special Accommodations:

UBC accommodates students with disabilities who have registered with the [Disability Resource Centre \(DRC\)](#). If you have a disability that may affect your performance in this class, please make sure you have

contacted the DRC to arrange for accommodations. Please let me know of these accommodations as soon as possible.

UBC also accommodates students whose religious obligations conflict with attendance, assignments, or examinations. Please let me know as soon as possible – and well in advance of any assignment or examination – if you will require any accommodation on these grounds.

The university does not have any formal policy on accommodating students who plan to be absent for varsity athletics, family obligations, or other similar commitments. So, please do not assume that you will get special accommodations for these sorts of absences. It is your responsibility to ensure that you meet the course requirements as scheduled. If you do plan to be absent during any time an assignment or examination is scheduled, please discuss this with me as soon as possible (and make sure you do so before the drop date.)