



PSYC 128 - Cross-Cultural Psychology Course Outline

Approval Date: 03/11/2021

Effective Date: 08/13/2021

SECTION A

Unique ID Number CCC000218551

Discipline(s) Psychology

Division Social Sciences

Subject Area Psychology

Subject Code PSYC

Course Number 128

Course Title Cross-Cultural Psychology

TOP Code/SAM Code 2001.00 - Psychology, General / E - Non-Occupational

Rationale for adding this course to the curriculum Updating textbooks, revising examples in the "assignments" section, and adding a recommended preparation of PSYC 120

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course will address the way cultural contexts influence human behavior and mental processes. The focus will be on culture, broadly-defined, including concepts such as gender, race, age, ethnicity, sexual orientation, religion, and socioeconomic status, and examining the role of culture in psychological theories and research relevant to cognition, emotion, motivation, personality, and developmental processes. The course will enable the student to acquire an understanding of research methods in cross-cultural psychology, an awareness of current research and theories in the field, and a better comprehension of the way cultural contexts affect everyday life experiences.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended

- PSYC 120 with a minimum grade of C or better

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- Define and understand the major concepts, theories, and research in cross-cultural psychology
- Examine the influence of multiple cultural identities on psychological characteristics such as perception, cognition, affect, behavior, and identity.

2. Course Objectives: Upon completion of this course, the student will be able to:

- Understand, compare, and contrast the major research methodologies used in the study of cross-cultural psychology.
- Evaluate fallacies and biases relevant to the study of cross-cultural psychology.
- Analyze and describe the impact of culture on the assumptions and findings of major psychological theories.
- Explain research findings regarding the way cultural contexts influence cognition, emotion, motivation, human development, and psychological disorders.
-

3. Course Content

- Understanding cross-cultural psychology
 - Basic approaches
 - History of the field
- Methodology of cross-cultural research

- a) Quantitative research methods
- b) Qualitative research methods
- 3) Critical thinking in cross-cultural psychology
 - a) Biases
 - b) Fallacies
- 4) Cognition
 - a) Sensation
 - b) Perception
 - c) Consciousness
- 5) Emotion
 - a) Universality
 - b) Expression of emotion
- 6) Motivation
 - a) Theories of motivation
 - b) Sexuality
- 7) Human development
 - a) Developmental theories
 - b) Developmental stages
 - c) Identity
- 8) Psychological disorders
 - a) Culture and psychopathology
 - b) Psychotherapy
- 9) Social processes
 - a) Social perception

- b) Social cognition
- c) Social interaction

4. Methods of Instruction:

Discussion:

Lecture:

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests --

Quizzes --

Papers --

Final Exam --

Mid Term --

Additional assessment information:

Multiple choice and short answer quizzes and midterms -

For example,

Multiple choice -

Mental patterns that represent what a person believes about certain types of people are called:

- a. Schemas
- b. Discrimination
- c. Attributions
- d. Aspirations

Short answer -

- Describe the fundamental attribution error and the global attribution error. Give examples of each. Summarize research findings on the psychological "usefulness" and development of both.

- Describe how Seligman's theory of learned helplessness can be used to explain why it has been historically difficult for people to "class jump" in the United States.

- Describe the concepts of "face-giving" and "face-saving" that are common in some cultural groups. Explain how these relational styles can preserve group harmony while sacrificing individualism.

- Define realistic conflict theory. How can this theory be used to understand increases in violence against Muslim (or those thought to be Muslim) Americans in the months following September 2001?

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

For example,

1. Read chapter 2 on cross-cultural research methods from "Culture & Psychology" by Matsumoto & Juang

2. Read chapter 8 on culture and cognition from "Culture & Psychology" by Matsumoto & Juang

B. Writing Assignments

For example,

1. Weekly, written critical thinking questions.

Example - In September 2004, France banned the wearing of the Hijab (headscarf traditionally worn by some conservative Islamic girls/women) in schools. Discuss this decision from the perspective of adolescent and young adult identity development, social identity theory and learned helplessness. Also give your opinion of what you think the lasting psychological impact of this decision might be from a resiliency or positive psychology perspective.

2. Term Paper and class presentation

Example - Form groups of 3-4 people. You will choose one element of identity that is discussed in the course and explore it from the different perspectives existing in your group. The topic must come from a psychological perspective. For instance, your group may choose to examine how you believe your individual class background has shaped your psyche in terms of cognition, relationships, identity, behaviors, sense of self, self-efficacy etc. Your group can compare and contrast individual experiences of those with similar and different class backgrounds. Your paper will compare your individual and group experience to what the research has shown in the text and outside sources. Does the research reflect your experience? What might be confounding factors if there are differences? Prepare a 7-minute presentation, including handouts, to the class that gives the highlights of the paper. You must have researched, empirical science to support your conclusions.

C. Other Assignments

-

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Matsumoto, D., & Juang, L

Title: Culture and Psychology

Publisher: Cengage

Date of Publication: 2017

Edition: 6th

Book #2:

Author: Heine, S

Title: Cultural Psychology

Publisher: Norton
Date of Publication: 2019
Edition: 5th

B. Other required materials/supplies.