

PSYC-128: CROSS-CULTURAL PSYCHOLOGY

Effective Term

Fall 2025

CC Approval

03/07/2025

AS Approval

03/13/2025

BOT Approval

03/20/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Psychology (Master's Degree)	

Subject Code

PSYC - Psychology

Course Number

128

Department

Psychology (PSYC)

Division

Social Sciences (SOCS)

Full Course Title

Cross-Cultural Psychology

Short Title

Cross-Cultural Psychology

CB03 TOP Code

2001.00 - Psychology, General

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

CCN Update.

SECTION B - Course Description

Catalog Course 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.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Advisory Prerequisite(s)

Completion of PSYC-C1000 with a minimum grade of C.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Define and understand the major concepts, theories, and research in cross-cultural psychology.
2.	Examine the influence of multiple cultural identities on psychological characteristics such as perception, cognition, affect, behavior, and identity.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Understand, compare, and contrast the major research methodologies used in the study of cross-cultural psychology.
2.	Evaluate fallacies and biases relevant to the study of cross-cultural psychology.
3.	Analyze and describe the impact of culture on the assumptions and findings of major psychological theories.
4.	Explain research findings regarding the way cultural contexts influence cognition, emotion, motivation, human development, and psychological disorders.

Course Content

1. Understanding cross-cultural psychology
 - a. Basic approaches
 - b. History of the field
2. 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

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	Discussions related to cultural psychology
Lecture	Lectures on major topics in cultural psychology

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation**Methods of Evaluation**

Types	Examples of classroom assessments
Exams/Tests	Final Exam Mid Term 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 1. 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. 2. 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. 3. 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. 4. 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?
Quizzes	
Essays/Papers	

Assignments**Reading Assignments**

For example

1. From "Readings for Diversity and Social Justice: An Anthology on Racism, Sexism, Anti-Semitism, Heterosexism, Classism, and Ableism" by Adams et al., read "Language and Silence: Making Systems of Privilege Visible" by Stephanie M. Wildman with Adrienne D. Davis
2. Read chapter 2 from "Culture & Psychology" by Matsumoto & Juang

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.

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

Matsumoto, D., & Juang, L

Title

Culture and Psychology

Edition/Version

6th

Publisher

Cengage

Year

2017

Material Type

Textbook

Author

Heine, S

Title

Cultural Psychology

Edition/Version

5th

Publisher

Norton

Year

2019

Course Codes (Admin Only)**ASSIST Update**

No

CB00 State ID

CCC000218551

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No