

College of San Mateo
Official Course Outline

1. **COURSE ID:** PSYC 230 **TITLE:** Introduction to Cross-Cultural Psychology
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Letter Grade Only
Recommended Preparation:
Eligibility for ENGL 100 or ENGL 105, or equivalent.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU
AA/AS Degree Requirements:
CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

3. **COURSE DESCRIPTIONS:**
Catalog Description:
An examination of the diversity of human thought, feeling, and behavior, and the underlying reasons for such diversity. Focuses on the way culture influences human behavior and shapes mental processes. Reviews a variety of theories and research-findings regarding cultural influences on human behavior.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. Describe the psychological influences of culture on basic psychological processes, social and human development, social cognition, and social interaction.
 2. Identify potentially confounding factors affecting the validity of psychological assessment tools in cross-cultural research, and demonstrate understanding of their effects.
 3. Demonstrate understanding of characteristics of collectivism and individualism and how these perspectives can shape thought and behavior.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 1. Describe the psychological influences of culture on basic psychological processes, social and human development, social cognition, and social interaction.
 2. Apply contemporary theories of psychology relative to culture.
 3. Identify and explain at least two ways culture influences psychological processes (e.g. motivation, perception, learning, or communication).
 4. Discuss psychological commonalities among cultural groups.
 5. Conceptualize cultural variations in human behavior and mental processes in terms of differences rather than deficiencies or deviances.
 6. Distinguish ethnocentrism in individual behavior, as well as within the society at large.
 7. Explain the effect of cultural on conceptualization of normal and abnormal human behavior.
 8. Explain the impact of prejudices on mental health among cultural groups.
 9. List personal stressors as individuals accommodate themselves to a different culture.
 10. Describe skills that enhance cross-cultural communication, interactions, and relationships.

6. **COURSE CONTENT:**
Lecture Content:
 - I. An Introduction to Multicultural Psychology
 - A. Basic Definitions
 1. Culture
 2. Society
 3. Race and ethnicity
 4. Multicultural vs. cross-cultural psychology
 - B. Brief history of multiculturalism
 - C. Cross-Cultural research methods
 1. Quantitative versus qualitative research
 2. Intelligence testing, conceptualization, and other diagnostic testing
 3. Critical thinking in cross-cultural psychology

- II. Differences in worldviews
 - A. Different perspectives for looking at cultures
 - 1. Imposing a worldview
 - 2. Understanding differences between cultures
 - 3. Ethnocentrism
 - B. Individualism versus collectivism
 - 1. The individual and society
 - C. Worldview models
 - 1. Value orientation model
 - 2. Sue's worldview model
 - 3. Ethnic minority model
 - 4. Sexual orientation and gender-based worldviews

- III. Culture and psychological processes
 - A. Perception
 - 1. Beauty
 - 2. Time
 - 3. Consciousness
 - B. Dreams
 - C. Motivation
 - D. Learning

- IV. Language and communication
 - A. Thinking and language
 - 1. Whorf's hypothesis
 - B. Cultural influences on verbal and nonverbal communication
 - 1. Language acquisition
 - 2. Structure of language
 - 3. Gestures, gaze, and voice
 - 4. Interpersonal space and touch
 - C. Gender differences
 - 1. Culture and gender
 - D. Bilingual communication
 - 1. Cognitive consequences
 - 2. Biosocial consequences
 - 3. Psychosocial consequences

- V. Stereotyping, prejudice, and discrimination
 - A. Categorizations of race and ethnicity
 - 1. Stereotype threat
 - 2. Development and resilience of negative stereotypes
 - 3. Counteridentification

- VI. Racism
 - A. Overt versus covert racism
 - B. Unintentional racism
 - C. Aversive racism
 - D. White privilege

- VII. Culture, self, and identity
 - A. Culture and self
 - 1. Cultural differences in self-concept
 - 2. Self-esteem and self-enhancement
 - B. Identity development
 - 1. Tripartite model of personal identity
 - 2. Models of racial and cultural identity development
 - 3. Erikson's model

- VIII. Culture and mental health

- A. Culture and diagnosis
 - B. Cultural variations in the conceptualization of mental disorders
 - 1. Core issues defining abnormality and cultural relativity
 - C. Psychopathology and "Culture-Bound" syndromes
 - 1. Fitting into the Western classification schemes
 - 2. "Culture-Bound" syndromes
 - D. Culture and treatment of abnormal behavior
 - 1. Cultural sensitivity and treatment practices
 - 2. Psychological interventions in other cultures
 - a. Barriers to treatments
 - 3. Culturally sensitive therapeutic approaches
 - a. Culture-specific therapies
 - b. Culture matching
- IX. Building multicultural competence and cross-cultural awareness
- A. Awareness of one's own cultural attitudes
 - 1. Examining your biases, prejudices, and stereotypes
 - 2. Learning about your own culture
 - B. Understanding worldviews of others
 - 1. Awareness of sociopolitical issues
 - 2. Knowing basic values and beliefs
 - 3. Understanding cultural practices
 - C. Development of culturally appropriate interpersonal skills

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Field Trips
- F. Guest Speakers
- G. Individualized Instruction
- H. Observation and Demonstration
- I. Other (Specify): 1. Visual aids such as maps and charts 2. Study guide or examination reviews performed in class 3. Collaborative group projects 4. Library tutorials 5. Audio-visual materials

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- Analyze and critique one perspective on a controversial topic, such as childrearing, and will then hypothesize opposing arguments
- Synthesize course material in order to create a common psychological profile of at least three diverse cultures, as part of a term paper
- Critique, from a cross-cultural perspective, one or more media presentations such as films, documentaries, television programs, or advertisement campaigns.
- Identify and provide examples of cross-cultural concepts applications in autobiographies and biographies.
- Compare two cultural groups on topics such as female-male relationships, family and childrearing practices, or adjustment issues in a global society
- Assess and identify ethical dilemmas in the area of cross-cultural research and propose an alternative research design that will remedy each ethical concern
- Appraise potential cross-cultural implications of self-help books in college settings, interpersonal relationships, and the workplace
- Construct a learning portfolio that synthesizes the connection of course material to personal experiences
- Apply cultural conceptualizations of abnormal and normal behavior relative to the assessment and treatment of mental disorders

Reading Assignments:

- Weekly assignments, averaging 45 pages in primary and secondary resources.
- Regularly read accounts of recent world events published by a variety of international periodicals &

integrate with course material

Other Outside Assignments:

- Apply the information presented in course discussions, group interactions, speakers' presentations, popular media, and class debates
- Collect visual images of cultural groups and prepare posters that extract ideas perspectives on stereotypes and prejudices
- Conduct interviews with two separate individuals involved in an intercultural relationship, marriage, or committed partnership and compare perspectives of their attitudes about intercultural relationships, experiences, and the challenges they overcame
- Work in groups or pairs to identify and analyze an indigenous psychology

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Field Trips
- E. Group Projects
- F. Homework
- G. Oral Presentation
- H. Papers
- I. Portfolios
- J. Projects
- K. Quizzes
- L. Research Projects
- M. Written examination

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Gardiner, H.. *Lives Across Cultures: Cultural Human Development*, 6th ed. ed. Pearson, 2017
- B. Hall, G.. *Multicultural Psychology*, 2nd ed. ed. Upper Saddle River, NJ: Prentice Hall, 2010
- C. Shiraev, E., Levy, D.. *Introduction to Cross-Cultural Psychology: Critical Thinking and Contemporary Applications*, 6th ed. ed. Upper Saddle River, NJ: Routledge, 2016
- D. Matsumoto, D., Juang, L.. *Culture and Psychology*, 6th ed. ed. Belmont, CA: Wadsworth/Cengage Learning, 2016
- E. Mio, J., Barker-Hackett, Domenech Rodriguez, M.. *Multicultural Psychology: Understanding Our Diverse Communities*, 4th ed. ed. New York: Oxford University Press, 2015
- F. Heine, S.. *Cultural Psychology*, 3rd ed. ed. New York: W. W. Norton & Company, Inc., 2015

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