



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Psychology 17
Descriptive Title: Cultural Psychology

Course Disciplines: Psychology

Division: Behavioral and Social Sciences

Catalog Description: This course will examine psychological principles, theory, and research through exploration of cultural differences and similarities, both within and across cultures. Topics may include the interplay between culture and developmental processes, cognition, emotion, communication, gender, personality development, psychopathology, and social behavior.

Conditions of Enrollment: Prerequisite
 Psychology 5
 with a minimum grade of C

Recommended Preparation
 Eligibility for English 1A

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status Associate Degree Credit

Transfer CSU: Effective Date: 2/17/2015
Transfer UC: Effective Date: Proposed

General Education:
El Camino College: 2C – Social and Behavioral Sciences – General
 Term: Fall 2015 Other:

CSU GE: D9 - Psychology
 Term: Other:

IGETC:

4I - Psychology

Term:

Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Logic of the Scientific Method: Identify and describe the challenges and advantages of cross-cultural research methodology and critically evaluate research findings concerning psychological principles and culture.
2. Fundamental Principles: Identify, explain, and critique different theoretical perspectives relating to cultural psychology and analyze cultural differences and similarities, both within and across cultures.
3. Everyday Application: Identify and analyze the relationship between cultural backgrounds/perspectives and behavior/mental processes and apply the knowledge gained to real life situations.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Define, identify, and discuss key terms relating to culture and psychology.
Objective Exams
2. Define, identify, and discuss research methods and be able to critically evaluate research findings concerning psychological principles and culture.
Objective Exams
3. Describe and discuss different theoretical perspectives relating to cultural psychology.
Objective Exams
4. Discuss and analyze cultural differences and similarities, both within and across cultures.
Other (specify)
Journaling Assignments
5. Recognize and appreciate cultural diversity and how culture influences behavior.
Other (specify)
Journaling Assignments
6. Apply the knowledge gained to real life situations.
Other (specify)
Current Event Presentations
7. Discuss the relationship between their own cultural backgrounds and cultural perspectives and their behavior and mental life.
Other (specify)

Journaling Assignments

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

| Lecture or Lab | Approximate Hours | Topic Number | Major Topic |
|----------------|-------------------|--------------|--|
| Lecture | 3 | I | An Introduction to Culture and Psychology A. What is Culture? B. Factors Influencing Culture C. How Does Culture Influence Behavior? |
| Lecture | 3 | II | Cross-Cultural Research Methods A. Research Methods in Psychology B. Approaches to Cross-Cultural Research C. Methodological Concerns with Cross-Cultural Research D. Interpreting and Analyzing Data |
| Lecture | 2 | III | Differences in Worldviews A. Different Perspectives for Looking at Cultures B. Individualism and Collectivism C. Worldview Models |
| Lecture | 5 | IV | Enculturation and Development A. Enculturation and Socialization B. Culture and Developmental Processes |
| Lecture | 2 | V | Acculturation A. Common Experiences in Acculturation B. Models of Acculturation |
| Lecture | 3 | VI | Culture and Cognition A. Cognition and Perception B. Culture and Intelligence |
| Lecture | 3 | VII | Culture and Gender A. Sex and Gender B. Gender Roles and Stereotypes C. Gender Differences across Cultures |
| Lecture | 3 | VIII | Culture and Emotion A. Universality in Emotion B. Cultural Differences in Emotion |
| Lecture | 4 | IX | Culture, Language, and Communication A. Cultural Influences on Verbal Language B. Cultural Influences on Nonverbal Communication C. Intracultural and Intercultural Communication D. Bilingual Communication |
| Lecture | 3 | X | Culture and Personality A. Defining and Measuring Personality Across Cultures B. The Trait Approach C. Cross-Cultural studies of Personality |
| Lecture | 3 | XI | Culture, Self, and Identity A. Cultural Differences in Self-Concept B. Culture and Identity C. Culture and Attributions |

| | | | |
|-------------------------------|---|------|--|
| Lecture | 4 | XII | Culture and Social Behavior A. Person Perception B. Love, Sex, and Marriage C. Conformity and Obedience D. Ethnocentrism, Stereotypes, Prejudice, and Discrimination E. Culture and Cooperation |
| Lecture | 3 | XIII | Culture and Health A. Definitions of Health Across Cultures B. Biopsychosocial Influences on Health and Disease C. Cultural Differences in Dealing with Health and Disease |
| Lecture | 3 | XIV | Culture and Psychopathology A. Defining Abnormal Behavior B. Diagnosis of Abnormal Behavior C. Cross-Cultural Research on Abnormal Behaviors D. Culture-Bound Syndromes |
| Lecture | 3 | XV | Culture and the Treatment of Mental Disorders A. Culture and Psychotherapy B. Treatment Issues across Cultures C. Cultural Competency D. Culture-Specific Therapies |
| Lecture | 4 | XVI | Culture and Conflict A. Intrastate and Interstate Conflict B. Immigrants and Refugees C. Psychological and Physical Ramifications of Conflict D. Conflict and Acculturation |
| Lecture | 3 | XVII | Culture and Technology A. Influences of Technology on Culture B. Advantages and Disadvantages of Technology C. Impact of Technology on Future Generations |
| Total Lecture Hours | | 54 | |
| Total Laboratory Hours | | 0 | |
| Total Hours | | 54 | |

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Enculturation is the process by which individuals learn and adopt the ways and manners of their culture. What have been your own experiences with enculturation? In a 2-3 page paper, please discuss your enculturation/socialization experiences in each of the following areas:

1) Parents and families

- How did parental ethnotheories (beliefs and values system), parenting styles (e.g., authoritative, authoritarian, permissive, uninvolved) and parenting behaviors influence your development?

-Did socioeconomics play a role? Why or why not?

-What about the role of siblings and extended families? What was their influence on your enculturation/socialization process?

2) Peers

- What role did peers play in your enculturation/socialization process?

3) Education

- How did the educational system influence your development?

- Did your teachers and/or parents influence your educational enculturation/socialization? How?

4) Other vehicles of enculturation: Please discuss any additional influential vehicles of your enculturation/socialization process (e.g., religion and spirituality, ecological environment, significant events, etc...).

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Current Event Assignment

Guidelines:

1) Find a culturally relevant event or research finding that has occurred within the last 12 months.

2) You must use a reliable source (e.g., no Wikipedia, the National Inquirer, US Magazine, etc)

3) Present a summary of the current event. Be sure to include the following in your presentation:

- Explain how the presentation topic is relevant to cultural psychology

- Include terms that we have learned in class (e.g., enculturation/acclulturation, world view, discrimination, etc).

- Prepare 2 questions about the article that you can address to your classmates.

- 4) Type and turn-in a brief summary of your current event presentation (no more than 1 page).
2. What is culture? In a 1-2 page paper paper, please address the following questions:

Part I: Please address questions 1 and 2.

- 1) How do you define culture?
- 2) What is your experience of culture?

Part II: Below is the Matsumoto (text) definition of culture.

“A unique meaning and information system, shared by a group and transmitted across generations, that allows the group to meet basic needs of survival, pursue happiness and well-being, and derive meaning from life.” Matsumoto

- 3) Is it adequate?
- 4) How would you change it to fit with your above definition?

Part III: Please research different definitions of culture (use the reliable sources and websites we discussed in class) and address questions 5 and 6.

- 5) What is your final definition of culture after researching different definitions?
- 6) How has it changed from question #1

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Objective Exams

Class Performance

Other (specify):

Online Discussion Boards

Presentation

Journal (kept regularly throughout the course)

V. INSTRUCTIONAL METHODS

Discussion

Group Activities

Guest Speakers

Internet Presentation/Resources

Lecture

Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Required reading

Written work

Journal

Other (specify)

Online discussion board

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Matsumoto, D. & Juang, L. Culture and Psychology. 5th ed. Cengage, 2013.
 Mio, J., Barker, L., & Tumambing, J.. Multicultural Psychology: Understanding our Diverse Communities. 3 ed. McGraw-Hill, 2012.
 Heine, S. J.. Cultural Psychology. 2 ed. Norton & Company, Inc., 2011.
 Shiraev, E. B. @ Levy, D. A.. Cross-Cultural Psychology: Critical Thinking and Contemporary Applications. 5th ed. Pearson, 2013.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Recommended Supplemental Readings (not Required)

Keith, K. Cross-Cultural Psychology: Contemporary Themes and Perspectives. 1st ed. Wiley-Blackwell, 2012.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

| Requisites | Category and Justification |
|-------------------------------------|----------------------------|
| Course Prerequisite Psychology-5 | Sequential |

B. Requisite Skills

| Requisite Skills |
|---|
| Students must process knowledge of research methodology, mental processes, and behavior. As well as human development across the lifespan. PSYC 5 - Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research. PSYC 5 - Describe processes of stability and change in the domains of biological, cognitive, and psychosocial development across the lifespan. PSYC 5 - Analyze the impact of situational forces on human thought processes and behavior. |

C. Recommended Preparations (Course and Non-Course)

| Recommended Preparation | Category and Justification |
|--|--|
| Non-Course Recommended Preparation Eligibility for English 1A | Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis. |

D. Recommended Skills

| Recommended Skills |
|---|
| Students chances for success will be improved if they are able to write clear and concise papers and essays. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. |
| Students need to be able to read and effectively analyze college level textbooks. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. |

E. Enrollment Limitations

| Enrollment Limitations and Category | Enrollment Limitations Impact |
|--|--------------------------------------|
| | |

Course created by Renee Galbavy on 02/20/2014.

BOARD APPROVAL DATE: 02/17/2015

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Renee Galbavy on 02/20/2014

18402