

## Course Outline

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### Part I

<b>Programme Title</b>	:	Bachelor of Social Sciences (Honours) in Psychology/ All Undergraduate Programmes
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Cross-cultural Psychology
<b>Course Code</b>	:	PSY3022
<b>Department</b>	:	Psychology
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	Basic Principles of Psychology (or equivalent)
<b>Medium of Instruction</b>	:	EMI
<b>Course Level</b>	:	3

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### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills

6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course is an introduction to the study of how culture shapes our minds: the way we think, what we value, and how we behave. While being introduced to different perspectives of cultural influence, students will learn to critically analyze themselves and others for the influence of culture, and to come to a better understanding of human diversity and its implications for the field of education. Students will also develop better skills for reading scientific research and applying it to their own life experiences and future work. Through a mixture of films, lectures, and a variety of hands-on activities and discussions, students will learn to better understand themselves and others, and develop more flexible and innovative ways of thinking.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Demonstrate knowledge of the major content areas of cultural psychology;
- CILO<sub>2</sub> Apply the findings of cultural psychology to enhance self-understanding and understanding of local and global cultures;
- CILO<sub>3</sub> Demonstrate an understanding of both cultural change and how historical cultural differences are retained in individual minds;
- CILO<sub>4</sub> Demonstrate the ability to unpack the effect of culture on explicit self-knowledge and unconscious mental processes;
- CILO<sub>5</sub> Demonstrate the ability to think critically and creatively in both small and large-group settings; to work effectively and creatively in a team; and demonstrate the capacity for self-directed learning.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. What is Cultural Psychology? Basic Concepts and Research Methods	CILO <sub>1-3</sub>	Lecture, video, small-group and class discussion, demonstration
2. Cultural evolution; Cultural transmission and socialization: What is your own cultural background?	CILO <sub>1-3</sub>	Lecture, small-group and class discussion, tutorial
3. Values and motivation: Culture shapes what we want	CILO <sub>1-5</sub>	Lecture, group presentation, video, demonstration, small-group and class discussion, tutorial

4. The self-concept and personality: Culture shapes who we are	CILO <sub>1-5</sub>	Lecture, group presentation, demonstration, small-group and class discussion, tutorial
5. Intergroup relationships: How does culture shape intergroup dynamics?	CILO <sub>1-5</sub>	Lecture, group presentation, demonstration, small-group and class discussion, tutorial
6. Emotions, attraction and love: Does everyone have the same emotions?	CILO <sub>1-5</sub>	Lecture, group presentation, video, small-group and class discussion, demonstration, tutorial
7. Perception and Cognition: Culture shapes what we see and how we think	CILO <sub>1-5</sub>	Lecture, group presentation, demonstration, small-group and class discussion, tutorial
8. Morality: What's universal? What's not? What do we do about it?	CILO <sub>1-5</sub>	Lecture, group presentation, small-group and class discussion, demonstration, tutorial
9. Being multicultural and acculturation: Ourselves, our students	CILO <sub>1-5</sub>	Lecture, group presentation, small-group and class discussion, demonstration, tutorial
10. Mental and Physical Health	CILO <sub>1-5</sub>	Lecture, group presentation, video, small-group and class discussion, tutorial

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. Group project</p> <p>In a group (~4 students), students will complete a group project. Students are expected to synthesize and reflect on concepts discussed in the article or in the course. Students need to do an in-class presentation (~18 minutes), in which they need to</p> <ul style="list-style-type: none"> <li>Summarize the research question, the method, and results of one cross-cultural study from a journal article</li> <li>Gather real-life examples (e.g., advertisements, TV shows, census population statistics) related to the selected research question</li> <li>Analyze how and why the research findings might or might not apply in Hong Kong (and/or in other cultures)</li> </ul>	20%	CILO <sub>1-5</sub>

<p>b. Quizzes (non-cumulative)</p> <ul style="list-style-type: none"> <li>Two quizzes, consisting of multiple-choice and/or short-answer questions, will test students' retention of and ability to integrate knowledge learned during the course.</li> </ul>	<p>80% (40% for each quiz)</p>	<p>CILO<sub>1,2,3,4</sub></p>
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## 5. Required Text(s)

Heine, S. J. (2019). *Cultural psychology* (4<sup>th</sup> ed.). W.W. Norton & Company, Inc.  
Heine, S. J. (2015). *Cultural psychology* (3<sup>rd</sup> ed.). W.W. Norton & Company, Inc.  
(Either edition is fine)

## 6. Recommended Readings

Amir, D., & McAuliffe, K. (2020). Cross-cultural, developmental psychology: Integrating approaches and key insights. *Evolution and Human Behavior*, 41(5), 430-444. <https://doi.org/10.1016/j.evolhumbehav.2020.06.006>

Cohen, D. (2019). Methods in cultural psychology. In D. Cohen & S. Kitayama (Eds.), *Handbook of cultural psychology* (pp. 163–203). The Guilford Press.

Fischer, R., & Poortinga, Y. H. (2018). Addressing Methodological Challenges in Culture-Comparative Research. *Journal of Cross-Cultural Psychology*, 49(5), 691–712. <https://doi.org/10.1177/0022022117738086>

Hofstede G. (2001). *Culture's consequences: International differences in work-related values* (2<sup>nd</sup> ed.). Sage Publications.

Milfont, T. L., & Klein, R. A. (2018). Replication and Reproducibility in Cross-Cultural Psychology. *Journal of Cross-Cultural Psychology*, 49(5), 735–750. <https://doi.org/10.1177/0022022117744892>

Nisbett, R. E. (2003). *The geography of thought: How Asians and Westerners think differently . . . and why*. Free Press.

Shirayev, E. B., & Levy, D. A. (2020). *Cross-cultural psychology: Critical thinking and contemporary applications* (7<sup>th</sup> edition). Routledge.

## 7. Related Web Resources

The International Association for Cross-Cultural Psychology (IACCP)'s *Online Readings in Psychology and Culture* <http://scholarworks.gvsu.edu/orpc/>  
APA Style section of Student Handbook:  
[https://www.eduhk.hk/re/student\\_handbook/text\\_en14.html](https://www.eduhk.hk/re/student_handbook/text_en14.html)

## 8. Related Journals (in order of relevance)

*Journal of Cross-Cultural Psychology*  
*Asian Journal of Social Psychology*  
*International Journal of Intercultural Relations*  
*Journal of Cognition and Culture*  
*Culture and Psychology*

The following reputable journals also often have articles related to cultural psychology (\* = most likely to be useful in class exercises):

*American Psychologist*

*Behavioral and Brain Sciences*

*Cognitive Science*

*Current Directions in Psychological Science*

*European Journal of Social Psychology*

*\*Journal of Experimental Social Psychology*

*Journal of Personality and Social Psychology*

*Nature*

*\*Personality and Social Psychology Bulletin*

*Personality and Social Psychology Review*

*Perspectives on Psychological Science*

*Psychological Bulletin*

*Psychological Review*

*\*Psychological Science*

*Science*

*\*Social Psychological and Personality Science*

## **9. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil