



# GLOBAL SUMMER PROGRAMME 2026

## PSYC202 CULTURAL PSYCHOLOGY

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### COURSE DESCRIPTION

Psychology as a scientific discipline had made several timeless, universal claims about the human mind in its early days. However, research over the last few decades has revealed the profound influence of culture on cognitive, emotional, and motivational processes that shape individuals into active agents. The human mind is rooted in cultural and historical contexts, informing values, ideals, and conceptions of the mind that are specific to social and cultural groups situated within these contexts. Through this course, you will gain a deeper understanding of the pervasive influence of sociocultural contexts on psychological processes, learn about empirical methods in cultural psychology, and develop a greater appreciation for cultural differences in psychology in our diverse world. You will also learn how to consider cultural issues using various sociocultural psychological theories, understand the implications of cultural differences in various settings, and explore the fundamental origins of culture.

### LEARNING OBJECTIVES

The course aims to achieve three goals:

- Enhance the student's awareness of the intersectionality between the environmental, social, and biological substrates of human behavior
- Increase the students' sensitivity to problems of intercultural conflict and cultural differences
- To develop students' competency in examining cross-cultural issues and the application of principles in cross-cultural psychology across organizational and everyday contexts.

### PRE-REQUISITES / REQUIREMENTS / MUTUALLY EXCLUSIVE COURSE(S)

There are no pre-requisites for this course.

## ASSESSMENT METHODS

There is no final examination in this course.

Cumulative assessment constitutes 100% of the final grade, consisting of:

Weight	Assessment
20 %	Class Participation (Including submission of class activities)
30 %	Cultural Exchange and Reflection (2 submissions, 15 % each)
40 %	In-Class Quizzes (8 Quizzes, 5% each)
10 %	Short Written Assignment

### Class Participation

Students are also expected to contribute actively to class dialogue, such as by asking questions when concepts are unclear or offering comments that deepen collective understanding of the course material. They may also share relevant personal experiences and share thoughts and opinions.

Good class participation will also involve listening attentively to other students and working together to foster a collaborative and fruitful discussion. Class participation grades also include completion of class activities.

### Cultural Exchange and Reflection

Across two sessions, students will form pairs to interact with a discussion partner from a culture other than their own for a cultural exchange activity. Guided by interview prompts, students will introduce their ethnic culture, discuss their cultural experiences, and share their opinions on culture-related issues in their pairs. Students will document their interactions and submit a free-form reflection of between 3 and 4 pages, formatted in APA 7<sup>th</sup> edition.

### In-Class Quizzes:

At the beginning of each lecture, students would complete a 15-minute in-class quiz testing the application of the content taught in the previous lesson. Each quiz will consist of 5 multiple-choice or multiple-select questions. Students are expected to be punctual for class, and any missed quizzes would have to be arranged on a case-by-case basis.

### Short Written Assignment:

There will be a final short written assignment with one short essay question. The question will be posted on eLearn one week before its due date. Answering this question will require some research. The goal of this assignment is to assess students' critical thinking and their ability to apply theories to explain real-world cultural phenomena.

## INSTRUCTIONAL METHODS AND EXPECTATIONS

Classes will meet three times a week for three-hour sessions. Each meeting will combine lecture content with group discussion of the assigned readings. Students are expected to complete the relevant readings before coming to class so they are prepared to participate meaningfully in discussion. During class, students should be present, engaged, and attentive.

## CONSULTATIONS

By appointment only.

## RECOMMENDED TEXT AND READINGS

### Required Readings:

#### ***Multi/Biculturalism***

Cheng, C.-Y., Lee, F., Benet-Martínez, V., & Huynh, Q.-L. (2014). Variations in Multicultural Experience. In V. Benet-Martínez & Y. Hong (Eds.), *The Oxford Handbook of Multicultural Identity*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199796694.013.025>

#### ***Origin of Culture***

Sng, O., Neuberg, S. L., Varnum, M. E. W., & Kenrick, D. T. (2018). The behavioral ecology of cultural psychological variation. *Psychological Review*, 125(5), 714-743. <https://doi.org/10.1037/rev0000104>

### ***Textbook Chapters:***

Matsumoto, D. R., & Juang, L. P. (2023). Culture and Psychology (7th edition). Cengage.

Lesson	Agenda	Chapter
1	Introduction: What is Culture?	Chapter 1
2	Enculturation and Developmental Processes	Chapters 3 & 4
3	Culture and Cognition	Chapter 8
4	Culture and Emotion	Chapter 9
5	Culture, Self, and Identity	Chapter 5
8	Culture and Social Behavior	Chapter 14
9	Multi/Biculturalism	Chapter 14
10	Culture and Organizations	Chapter 15
11	The Origin of Culture	Chapter 1

### ***Purchase Details***

- Print: <https://www.blinks.com.sg/product/productdetails/oc-MAIN/ii-13761>
- eBook: <https://www.blinks.com.sg/product/productdetails/oc-MAIN/ii-13671>

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All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offense.

When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <https://smu.sharepoint.com/sites/oasis/SitePages/DOS-WKLSWC/UCSC.aspx>.

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LESSON PLAN	
LESSONS	TOPICS
LESSON 1	<i>Introduction: What is Culture?</i>
LESSON 2	<i>Enculturation and Developmental Processes</i>
LESSON 3	<i>Culture and Cognition</i>
LESSON 4	<i>Culture and Emotion</i>
LESSON 5	<i>Culture, Self, and Identity</i>
LESSON 6	<i>Culture Exchange Interview Session: Cultural Differences</i>
LESSON 7	<i>Field Trip: Asian Civilizations Museum (Details TBC)</i>
LESSON 8	<i>Culture and Social Behaviors</i>
LESSON 9	<i>Multi/Biculturalism</i>
LESSON 10	<i>Culture and Organizations</i>
LESSON 11	<i>The Origin of Culture</i>
LESSON 12	<i>Culture Exchange Interview Session: Stereotypes, Prejudices, and Discrimination</i>