

SS3718: CULTURAL PSYCHOLOGY

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Cultural Psychology

Subject Code

SS - Social and Behavioural Sciences

Course Number

3718

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS1101 Basic Psychology or SS2023 Basic Psychology I

Precursors

Nil

Equivalent Courses

SS4704 Special Topics in Chinese Psychology

Exclusive Courses

Nil

Part II Course Details

Abstract

This course will draw on Western knowledge on cultural, cross-cultural, and social psychology. It encourages students to explore or discover different cultural experiences and behaviours of people living in East and West. It teaches students how

to apply relevant concepts, principles and methods of psychology to understand people from different societies. It examines how indigenous studies of behaviours may enrich psychological research as well as to contribute to the development of social sciences in Chinese societies.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe key issues, concepts, and theories of cultural psychology;	50	x	x	
2	Discuss appropriate methodological approaches and considerations in studying cultural psychology;	30	x	x	
3	Evaluate relevant constructs and theories in studies of cultural psychology;	10	x	x	
4	Apply relevant concepts, theories, and methodologies of cultural psychology and Chinese psychology to their final year projects.	10	x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in lectures, which will introduce the key concepts, theories, assessments, and issues pertinent to the study of cultural psychology. Students will reflect on and evaluate research findings from different cultural perspectives.	1, 2, 3, 4	3 hr/wk
2	Demonstration	Students will gain knowledge of the key concepts, theories, and issues in cultural psychology through demonstration via videotapes, VCD, and CD-Rom.	1, 2, 3, 4	3 hr/wk

3	Class Discussion	Students will engage in classroom discussions on the topics covered in lectures/demonstrations. Students will share experiences from different cultural perspectives.	1, 2, 3, 4	3 hr/wk
4	Student Presentation	Students will participate in presentations on chosen topics for a more in-depth exploration of cultural psychology.	4	3 hr/wk for 3 weeks

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Term paper	1, 2, 3, 4	50	
2	Group project	1, 2, 3, 4	40	
3	Class attendance	1, 2, 3, 4	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Term Paper

Criterion

Capacity for self-directed learning to explain the major concepts of learned materials

Excellent (A+, A, A-)

strong

Good (B+, B, B-)

sufficient

Fair (C+, C, C-)

moderate

Marginal (D)

basic

Failure (F)

poor

Assessment Task

2. Student Presentation

Criterion

Ability to describe in details and with accuracy major concepts of learned materials

Excellent (A+, A, A-)

strong

Good (B+, B, B-)

Sufficient

Fair (C+, C, C-)

moderate

Marginal (D)

basic

Failure (F)

poor

Assessment Task**3. Attendance & Participation****Criterion**

Active attendance and participation of class activities

Excellent (A+, A, A-)

Strong

Good (B+, B, B-)

sufficient

Fair (C+, C, C-)

moderate

Marginal (D)

basic

Failure (F)

poor

Part III Other Information

Keyword Syllabus

Cognitive and social practices as mediated by various cultural resources;
The role of tools, technologies and symbol systems in organizing human action;
Psychological influences of institutional cultures;
Methodological issues in cultural, cross-cultural and social psychology;
Chinese child-rearing practices and personality development;
Achievement motivation and learning strategies of Chinese children;
Concepts of self in Chinese societies as compared to Westerners;
Chinese ways of doing business;
How do Chinese people talk, argue, and resolve conflicts;

Chinese cultural values, social network, and coping styles.

Reading List

Compulsory Readings

Title	
1	Matsumoto, D. & Juang, L. (2017). Culture and Psychology (6th Edition/International Edition). Wadsworth: Cengage Learning.

Additional Readings

Title	
1	Berry, J., Poortings, R., Segall, M., & Dansen, B. (1992) Cross cultural psychology: Research and application. Cambridge: Cambridge University Press.
2	Bond, M. H. (Ed.). (1996). Handbook of Chinese psychology. Hong Kong: Oxford University Press.
3	Cheung, C. K., & Yue, X. D. (2000). Idol worshipping for vain glory, illusory romance or intellectual learning: A study in Nanjing and Hong Kong. International Journal of Adolescence and Youth, 8, 299-317.
4	Cheung, C. K., & Yue, X. D. (2003). Identity achievement and idol worship among teenagers in Hong Kong. International Journal of Adolescence and Youth, 11, 1-26.
5	Kao, H. S. R., & Sinha, D. (1997). Asian perspectives on psychology. Thousand Oaks, Calif.: Sage Publications.
6	Hong, Y-I, Morris, M. W., Chiu, C-Y., & Benet-Martinez, V. (2000). Multi-cultural minds: A dynamic constructivist approach to culture and cognition. American Psychologist, 55, 709-720.
7	Lau, S. (1996). Growing up the Chinese way: Chinese child and adolescent development. Hong Kong: The Chinese University Press.
8	Leung, K., & Tjosvold, D. (1998). Conflict management in the Asia Pacific: Assumptions and approaches in diverse cultures. Singapore: Wiley.
9	Lehman, D. R., Chiu, C-Y., & Schaller, M. (2004). Culture and psychology. Annual Review of Psychology, 55, 24, 1-24.
10	Markus, H., & Kitayama, S. (1991). Culture and self: Implications for cognition, emotion, and motivation. Psychological Review, 98, 224-253.
11	Matsumoto, D. (1995). Culture and psychology. Pacific Grove, CA: Brooks/Cole.
12	Ng, S. H., Akhtar-Hossain, A. B. M., Ball, P. J., Bond, M. H., Hayashi, K., Lim, S. P., O'Driscoll, M. P., Sinha, D., & Yang, K. S. (1982). Human values in nine countries. In R. Rath, H. S. Asthana, D. Sinha, & J. H. B. Sinha (Eds.), Diversity and unity in cross-cultural psychology (pp.196-205). Lisse: Swets & Zeitlinger B. V.
13	Ng, S. H., Loong, C. S. F., He, A. P., Liu, J. H., & Weatherall, A. (2000). Communication correlates of individualism and collectivism: Talk directed at one or more addressees in family conversation. Journal of Language and Social Psychology, 19, 26-45.
14	Ng, S. H., & Zhu, Y. (2001). Attributing causality and remembering events in individual- and group-acting situations: A Beijing, Hong Kong, and Wellington comparison. Asian Journal of Social Psychology, 4, 39-52.
15	Rudowicz, E., & Yue, X. D. (2000). Concepts of creativity: Similarities and differences among Hong Kong, Mainland and Taiwanese Chinese. Journal of Creative Behavior, 34, 175-192.
16	Rudowicz, E., & Yue, X. D. (2002). Compatibility of Chinese and creative personalities. Creativity Research Journal, 14, 387-394.
17	Tse, J. W. L., & Bagley, C. (2002) Suicidal behavior, bereavement and death education in Chinese adolescents. Hampshire, UK: Ashgate Publishing Company.
18	Yue, X. D. (2003). Meritorious attribution bias: How Chinese undergraduates perceive Chinese and foreign creators. Journal of Creative Behavior, 37, 88-104.
19	Yue, X. D., & Ng, S. H. (1999). Filial obligations and expectations in China: Current views from young and old people in Beijing. Asian Journal of Social Psychology, 2, 215-226.

20	Yue, X. D., & Cheung, K. C. (2000). Selection of favorite idols and models among Chinese young people: A comparative study in Hong Kong and Nanjing. <i>International Journal of Behavioral Development</i> , 7, 20-28.
21	岳曉東（2007）。《追星與粉絲》。香港：香港城市大學出版社年出版。
22	楊中芳（1997）。《如何研究中國人：心理學本土化論文集》。台北市：桂冠圖書公司。
23	楊國樞主編（1993）。《本土心理學的開展》。台北市：桂冠圖書公司。
24	楊國樞、余安邦、葉光輝主編（1999）。《臺灣地區心理學論著摘要彙編：人格及社會心理學（1954-1995）》。臺北市：中央研究院民族學研究所。