

SYLLABUS						
SIGNATURE COURSE						
Name of the College	SCMS School of Technology & Management, Muttom, Aluva					
Faculty/ Discipline	Psychology					
Programme	BSc (Hons) Psychology					
Course Coordinator	Anjitha Venugopal					
Contributors	Anjitha Venugopal, Shency Shaji					
Course Name	Foundations of Cultural Psychology					
Type of Course	DSE					
Specialization title	Cultural Psychology					
Course Code	MG3DSEPSYA01					
Course Level	200					
Course Summary	Cultural Psychology explores how culture shapes human behavior, thought, and emotion, emphasizing the dynamic relationship between individual psychology and sociocultural context. Through foundational theories, cross-cultural comparisons, and real-world applications, students gain insights into identity, cognition, and diversity					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	
Pre-requisites, if any						

Course Outcomes (CO)

Number of COs		4	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the core principles of cultural psychology and how culture influences psychological processes	K, U	PO1, PO2
2	Analyze how identity, cognition, and behavior vary across cultural contexts.	U, AN	PO1, PO3, PO5
3	Evaluate how cultural values and identities are shaped and represented in media, including stereotypes, narratives, and media influence.	U, E, AP	PO3, PO8, PO10
4	Evaluate how cultural factors influence development and socialization	E	PO1, PO2, PO3

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2	-	-	-	-	-	-	-	-
CO 2	3	-	2	-	1	-	-	-	-	-
CO 3	-	-	3	-	-	-	-	2	-	1
CO 4	3	1	2	-	-	-	-	-	-	-

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Introduction and Theoretical Foundations			
	1.1	Definition and scope of cultural psychology, Differences between cultural and cross-cultural psychology	7	["1"]
	1.2	<ul style="list-style-type: none"> Culture as a dynamic system: symbols, values, norms Culture and cognition: schemas, scripts, and cultural models, Comparison with mainstream psychology 	8	["4"]
2	Human Development and Socialization			
	2.1	<ul style="list-style-type: none"> Enculturation and social learning, Cultural variation in parenting, schooling, and rites of passage 	5	["2"]
	2.2	Language, communication, and cognitive development	5	["4"]
	2.3	Culture and moral development, Indigenous perspectives on human development	5	["2"]
3	Culture, Media, and Representation			
	3.1	<ul style="list-style-type: none"> Media and Cultural Identity: How media reinforces or challenges cultural norms, Media influence on self-concept, collective identity, and worldviews 	5	["1"]
	3.2	<ul style="list-style-type: none"> Cultural Narratives in Media: Representations in cinema, advertising, and social media; portrayal of tradition, modernity, and cultural conflict 	5	["3"]
	3.3	<ul style="list-style-type: none"> Stereotypes and Bias in Media: Ethnic, gender, and national stereotypes; implicit bias and cultural framing; role of media in perpetuating or resisting prejudice 	5	["4"]
4	Practicum			
	4.1	Cultural Mapping Exercise	15	["1", "2", "3", "4"]

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Assignments, Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.
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Assessment Types	MODE OF ASSESSMENT Mode of Assessment: Theory
	A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks • Quiz • Class participation, • Assignments • Presentations
	B. End Semester Evaluation (ESE) • Theory - 70 Marks Assessment Methods - Theory Duration of Examination - 2.00 Hrs Pattern of examination for Theory - Non-MCQ Different parts of written examination - Part - A , B , C Answer Type: ◦ PART - A ◦ Short answer - (5 out of 7) - $5 \times 4 = 20$ ◦ PART - B ◦ Short Essays - (5 out of 7) - $5 \times 7 = 35$ ◦ PART - C ◦ Essays - (1 out of 2) - $1 \times 15 = 15$

References


- Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (2011). Cross-cultural psychology: Research and applications (3rd ed.). Cambridge University Press.
- Chiu, C.-y., Gelfand, M. J., Yamagishi, T., Shteynberg, G., & Wan, C. (2010). In search of multicultural competence. *International Journal of Intercultural Relations*, 34(1), 29-38. <https://doi.org/10.1016/j.ijintrel.2009.10.002>
- Heine, S. J. (2016). *Cultural psychology* (3rd ed.). W. W. Norton & Company.

Suggested Readings

- Matsumoto, D., & Juang, L. (2017). *Culture and psychology* (6th ed.). Cengage Learning.
- Nisbett, R. E. (2003). *The geography of thought: How Asians and Westerners think differently... and why*. Free Press.
- Sinha, D. (1997). Indigenizing psychology. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Vol. 1. Theory and method* (2nd ed., pp. 129-169). Allyn & Bacon.

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	<p style="text-align: center;">MAHATMA GANDHI UNIVERSITY Kottayam, Kerala</p> <p style="text-align: center;">Undergraduate Programmes (HONOURS) 2024 Admission Onwards</p>
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Faculty/ Discipline	Psychology					
Programme	BSc (Hons) Psychology					
Course Coordinator	Anjitha Venugopal					
Contributors	Anjitha Venugopal, Shency Shaji, Sruthy Krishna M					
Course Name	Cultural Psychology of Self and Relationships					
Type of Course	DSE					
Specialization title	Cultural Psychology					
Course Code	MG4DSEPSYA01					
Course Level	200					
Course Summary	This course delves into the cultural constructions of self and interpersonal relationships. It introduces theoretical perspectives and cross-cultural research that highlight how culture shapes self-concept, family systems, emotional life, communication styles, and relational dynamics.					
Semester	4	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

Course Outcomes (CO)

Number of COs		4	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the role of culture in shaping self-construal and interpersonal functioning	K, U	PO1, PO3
2	Analyze variations in family, friendship, and romantic relationship dynamics across cultures	U, AN	PO1, PO5
3	Evaluate emotional expression and regulation from a cultural lens	E	PO2, PO4
4	Apply cultural frameworks to understand relational conflict and resolution	A, AP	PO3, PO7

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	-	2	-	-	-	-	-	-	-

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 2	3	-	-	-	2	-	-	-	-	-
CO 3	-	3	-	2	-	-	-	-	-	-
CO 4	-	-	3	-	-	-	1	-	-	-

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Culture and the Self			
	1.1	Self-Construal Across Cultures: How cultural systems shape the construction of self, Markus & Kitayama's (1991) theory of independent and interdependent self-construals. Individualistic cultures (e.g., USA, Western Europe) with collectivistic cultures (e.g., India, Japan). How self-enhancement, self-criticism, and modesty are expressed across cultures.	7	["1"]
	1.2	Indigenous and Cultural Perspectives on Identity: Explore Non-Western and indigenous concepts of the self (e.g., Atman in Hinduism, Ubuntu in Africa). Analyze how caste, religion, gender, and class shape personal and social identity in South Asia, Relational and contextual nature of identity in collectivistic societies.	8	["2"]
2	Culture and Interpersonal Relationships			
	2.1	Family Roles and Cultural Norms: Family structures across cultures: nuclear vs. joint/extended families. Parenting styles and filial responsibilities in collectivist vs. individualist context, Understand gender roles and expectations in traditional and modern families. Case discussions: Indian parenting vs. Western parenting practices; intergenerational conflict.	8	["2"]
	2.2	Friendship, Love, and Communication Styles: The meaning and value of friendship in various cultural settings. Expressions of affection, disclosure, and trust. Cultural variations in romantic relationships: arranged vs. love marriages, dating norms. Direct vs. indirect communication styles and their implications for conflict and intimacy.	7	["4"]
3	Culture and Emotion			
	3.1	Emotion Expression and Regulation Across Cultures: Cultural display rules and emotion regulation strategies. How collectivist cultures often suppress negative emotion to maintain harmony. Individualistic tendencies toward emotional expression and authenticity. Suppression, reappraisal, and emotional contagion in relation to culture.	6	["3"]
	3.2	Cultural Shaping of Emotional Experience; Explore culturally specific emotional experiences (e.g., <i>lajja</i> (shame), <i>karuna</i> (compassion), <i>ghrina</i> (disgust)). Analyze emotions like guilt and shame in East Asian and South Asian societies. Understand the socialization of emotion through rituals, festivals, and folktales. Case examples: Grief rituals in India vs. Western bereavement processes.	9	["3", "4"]
4	Practicum			
	4.1	Reflective Interview Exercise: Students conduct an interview with a family member, elder, or peer on cultural perspectives of self, family, emotion, and relationships.	15	["1", "2", "3", "4"]

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Assignments, Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.
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Assessment Types	MODE OF ASSESSMENT Mode of Assessment: Theory
	A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks • Quiz • Class participation, • Assignments • Presentations
	B. End Semester Evaluation (ESE) • Theory - 70 Marks Assessment Methods - Theory Duration of Examination - 2.00 Hrs Pattern of examination for Theory - Non-MCQ Different parts of written examination - Part - A , B , C Answer Type: • PART - A • Short answer - (5 out of 7) - $5 \times 4 = 20$ • PART - B • Short Essays - (5 out of 7) - $5 \times 7 = 35$ • PART - C • Essays - (1 out of 2) - $1 \times 15 = 15$

References

- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. Psychological Review.
- Shweder, R. A., & Levine, R. A. (1984). Culture theory: Essays on mind, self, and emotion.
- Roland, A. (1988). In Search of Self in India and Japan: Toward a Cross-cultural Psychology.

Suggested Readings

- Neki, J. S. (1973). The guru-chela relationship: A prototype of psychotherapy. American Journal of Psychotherapy.
- Triandis, H. C. (1995). Individualism and Collectivism.
- Uchida, Y., & Ogihara, Y. (2012). Cultural construal of well-being. Social Indicators Research.

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SIGNATURE COURSE						
Name of the College	SCMS School of Technology & Management, Muttom, Aluva					
Faculty/ Discipline	Psychology					
Programme	BSc (Hons) Psychology					
Course Coordinator	Anjitha Venugopal					
Contributors	Ms. Anjitha Venugopal, Ms. Shency Shaji					
Course Name	Culture, Health, and Healing					
Type of Course	DSE					
Specialization title	Cultural Psychology					
Course Code	MG5DSEPSYA01					
Course Level	300					
Course Summary	This course explores the intersections between culture and mental health, including cultural syndromes, indigenous healing practices, and the global mental health movement. Emphasis is placed on cultural idioms of distress and contextualized interventions.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

Course Outcomes (CO)

Number of COs		4	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Describe the role of culture in defining health, illness, and healing	K, U	PO1, PO2
2	Analyze cultural models of distress and the use of indigenous healing systems	U, AN	PO3, PO4
3	Evaluate cross-cultural applicability of diagnostic tools and interventions	E, AP	PO6, PO8
4	Apply culturally sensitive approaches in mental health scenarios	A, C	PO5, PO7

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	2	-	-	-	-	-	-	-	-

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 2	-	-	3	2	-	-	-	-	-	-
CO 3	-	-	-	-	-	2	-	1	-	-
CO 4	-	-	-	-	3	-	1	-	-	-

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Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Cultural Models of Illness and Healing			
	1.1	Biomedical vs. cultural models of health Culture-bound syndromes and idioms of distress	7	["1"]
	1.2	Stigma and labeling in mental illness across cultures Spiritual and religious perspectives on suffering	8	["1"]
2	Indigenous Healing Systems			
	2.1	Traditional healing practices: Ayurveda, Siddha, Unani, Shamanism Healers, rituals, and symbols of transformation	10	["2"]
	2.2	Therapeutic goals in traditional systems: balance, harmony, purification Case studies: NIMHANS documentation, tribal healing practices	5	["2"]
3	Global Mental Health and Cultural Sensitivity			
	3.1	WHO and GMH initiatives – opportunities and criticisms Debates on “one-size-fits-all” psychiatric diagnoses	8	["3"]
	3.2	Culturally adapted therapies: Narrative therapy, community-based programs Ethical issues in international mental health	7	["4"]
4	Practicum			
	4.1	Case Study Analysis Students conduct an observation or desk study of a local healing practice and analyze its symbolic, psychological, and social functions.	15	["1", "2", "3", "4"]

Syllabus

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Assignments, Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.
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Assessment Types	MODE OF ASSESSMENT Mode of Assessment: Theory
	A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks • Quiz • Class participation, • Assignments • Presentations
	B. End Semester Evaluation (ESE) • Theory - 70 Marks Assessment Methods – Theory Duration of Examination – 2.00 Hrs Pattern of examination for Theory – Non-MCQ Different parts of written examination – Part - A , B , C Answer Type: ◦ PART - A ◦ Short answer - (5 out of 7) – 5 × 4 = 20 ◦ PART - B ◦ Short Essays - (5 out of 7) – 5 × 7 = 35 ◦ PART - C ◦ Essays - (1 out of 2) – 1 × 15 = 15

References


- Kirmayer, L. J., & Minas, H. (2000). The future of cultural psychiatry.
- Kleinman, A. (1980). Patients and Healers in the Context of Culture.
- Summerfield, D. (2008). How scientifically valid is the concept of global mental health?

Suggested Readings

- Raguram, R., Venkateswaran, A., & Weiss, M. (2002). Traditional healing and mental illness in India.
- Patel, V. (2001). Cultural factors and international epidemiology.
- Fernando, S. (2010). Mental health, race, and culture. psychology: Vol. 1. Theory and method (2nd ed. pp. 129-169). Allyn & Bacon.

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Name of the College	SCMS School of Technology & Management, Muttom, Aluva					
Faculty/ Discipline	Psychology					
Programme	BSc (Hons) Psychology					
Course Coordinator	Anjitha Venugopal					
Contributors	Ms. Anjitha Venugopal, Ms. Shency Shaji					
Course Name	Applied Cultural Psychology and Research					
Type of Course	DSE					
Specialization title	Cultural Psychology					
Course Code	MG6DSEPSYA01					
Course Level	300					
Course Summary	A synthesis and application-focused course that introduces students to cultural research methods and intervention design. Students learn to critically engage with fieldwork, ethics, and knowledge production in applied cultural psychology.					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0	0	60
Pre-requisites, if any						

Course Outcomes (CO)

Number of COs		4	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand qualitative and indigenous methodologies in cultural psychology	K, U	PO1, PO6
2	Analyze cultural fieldwork ethics and challenges	U, AN	PO4, PO7
3	Evaluate community interventions using cultural frameworks	E, AP	PO5, PO8
4	Design a culturally grounded micro-intervention or research proposal	A, C	PO2, PO3

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CO 1	3	-	-	-	-	3	-	-	-	-

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 2	-	-	-	3	-	-	2	-	-	-
CO 3	-	-	-	-	2	-	-	3	-	-
CO 4	-	2	3	-	-	-	-	-	-	-

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Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Methodologies in Cultural Psychology			
	1.1	Emic and etic approaches, narrative and ethnographic methods Participatory action research	7	["1"]
	1.2	Case study, photovoice, and storytelling as research tools Indigenous frameworks and decolonial methods	8	["1"]
2	Ethics in Cultural Psychology			
	2.1	Informed consent and local gatekeeping Reflexivity and researcher positionality	7	["2"]
	2.2	Ethical dilemmas in working with marginalized communities Cultural humility and collaborative engagement	8	["2"]
3	Designing Culturally Informed Interventions			
	3.1	Principles of culturally appropriate intervention design Working with NGOs, schools, and panchayats	10	["3"]
	3.2	Evaluating intervention impact: participatory and narrative approaches Dissemination and knowledge translation	5	["3"]
4	Practicum			
	4.1	Mini-Project: Research Proposal or Intervention Plan Students will create a short proposal integrating culturally grounded methods and ethics for real-world application	15	["1", "2", "3", "4"]

Syllabus

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction: Assignments, Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.
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Assessment Types	MODE OF ASSESSMENT Mode of Assessment: Theory
	A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks • Quiz • Class participation, • Assignments • Presentations
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References

- Bhugra, D., & Bhui, K. (2002). Cross-cultural psychiatry.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). The Sage Handbook of Qualitative Research.
- Smith, L. T. (2012). Decolonizing Methodologies.

Suggested Readings

- Gergen, K., McNamee, S., & Barrett, F. (2001). Toward transformative dialogue
- Saraceno, B. (2015). Mental health systems: Global perspectives
- Thomas, R. M. (2003). Blending qualitative and quantitative methods

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