Syllabus: PSY 132 PSYCHOLOGY AND CULTURE

Course Information

Course Title: PSYCHOLOGY AND CULTURE
Course Prefix/Number: PSY 132
Semester: FALL 2025
Class Days/Times: Online/Zoom. 5.30PM-6.45PM- M/W
Credit Hours: 3

Instructor Information

Name: AMITA UPPAL
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auppal@tocc.edu

Office location: Online

Course Description

Prerequisite: None   Credits: 3 cr. hrs.
 Course Description: Human diversity in behavior and culture using examples from a variety of contexts and nations. Includes cross-cultural approach, understanding culture, self and personality, cross-cultural research methods, enculturation, socialization, and development, cultural influences on organization and the world of work, culture and intergroup relations, culture and social behavior, culture and basic psychological processes, culture and gender, culture and health, diversity of human emotion, culture and language, culture and communication, and cultural diversity.

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Student Learning Outcomes

PSY132	Psychology and Culture
	Define culture, race, ethnicity, nationality, multiculturalism, and ethnocentrism.
	Identify research methods used in cross-cultural psychology and the special challenges
	Describe how culture influences the development of personality, self-identity, and group identity.
	Describe how culture influences basic psychological processes such as perception, emotion, communication, memory, and cognition.
	Compare how variations in marriage and family structure and health care systems supporting

Course Structure

This course is online based. Students are expected to study the content provided, peruse the power point presentations and be willing to ask questions, and ready to engage in the assignment activities. The expectation is for all assignments to be turned in by the due date as well as for you to log in at least twice a week. YOU ALSO NEED TO ATTEND ANY SCHEDULED ZOOM MEETINGS WHICH WILL BE COMMUNICATED THROUGH 'ANNOUNCEMENTS' EACH WEEK.THIS WILL COUNT AS YOUR ATTENDANCE!!

Course Learning Materials and Textbook Information

All reading and learning material required for this course are posted on the Canvas website under 'Announcements' as well as in the 'Pages' section.

Courses Outline and Important Dates

The course outline is based on topics, during the semester to meet the standard requirements of an Introduction to Culture and Psychology, we must get through all the topics. How quickly we get through each topic is based on the needs and interest of the class. In order the topics are as follow:

1.   An Introduction to Culture and Psychology
2.   Cross-Cultural Research Methods
3.   Enculturation
4.   Culture and Developmental Processes
5.   Culture, Self, and Identity
6.   Culture and Personality
7.   Culture and Gender
8.   Culture and Cognition
9.   Culture and Emotion

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10.   Culture, Language, and Communication
11.   Culture and Health
12.   Culture and Psychological Disorders
13.   Culture and Treatment for Psychological Disorders
14.   Culture and Social Behavior
15.   Culture and Organizations

Evaluations and Grading & Assignments:

Your grade will be determined by the following:

1. Attendance and participation in the class.

2. Passing semester-based exams and comprehensive final examination. (30% of the Final Grade)

3. Completion of all class activities as assigned throughout the semester. (40% of the final Grade)

4. Participation – Attending the zoom meetings at least twice a week. (30% of the final grade)

90 and above is an A
80 - 89 is a B
70 - 79 is a C
60 - 69 is a D
Under 60 is Failing

 Course Feedback:

All assignments will be graded and returned to the students promptly, typically within a week after the assignment is closed for handing in. Email and phone messages will be returned within 24 hours. A student or the instructor may request a student conference at any time during the semester. Quarterly grade reports will be provided to each student, either in person, by email or via the electronic system of Canvas.

Faculty/Student Communication
A faculty member will respond to a student's communication within 24 hours of receiving the communication excluding weekends and college closures. If a course is online a faculty will login their Canvas classroom a minimum of three times per week spread evenly throughout the week and respond to any discussion posts and check on student progress in the course.

Incomplete Policy

Incomplete (I) grades are not awarded automatically. The student must request an "I" from the instructor who can choose to award an Incomplete only if all three of the following conditions are met:

1. The student must be in in compliance with the attendance policy.
2. The student must have unavoidable circumstance that would prohibit the student from completing the course.
3. The student must have completed over 75% of the course requirements with at least a "C" grade.

Incompletes are not a substitute for incomplete work due to frequent absences or poor academic performance. Incomplete grades that are not made up by the end of the ninth week of the following semester will be automatically changed to an F if the agreed upon work, as stipulated on the written form signed by the instructor and the student when the I grade is awarded, is not completed.

Policies and Expectations

Are organized around SCAC's ARROW framework – accountability, respect, resilience, openness, and wisdom.

Accountability: defines grade expectations and accountability for coursework; emphasizes students' responsibility for original work and proper citation; stresses punctuality, participation, and consequences of absences.

Instructor Withdrawals
Students who have missed four consecutive classes (or the equivalent) not submitted any assignments nor taken any quizzes by the 45th day census report, due on date of 45th day found in Academic Calendar on SCAC website, are assumed NOT to be participating in the class and may be withdrawn at the faculty member's discretion.

Student Withdrawals
Students may withdraw from class at any time during the first 2/3 of the semester without instructor permission and without incurring any grade penalty. Please be sure to withdraw yourself by withdrawal deadline date found in Academic Calendar on SCAC website if you do not expect to complete the class, otherwise you may receive an "F" grade.

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RESPECT Establishes a respectful learning environment free from discrimination; promotes a safe and inclusive campus.

Equal Access Statement/Disability Accommodations

San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations.

RESILIENCE Supports students facing unavoidable circumstances and recognizes hardships, while setting academic expectations.

Conduct: Bias, Bullying, Discrimination and Harassment
San Carlos Apache College faculty and staff are dedicated to creating a safe and supportive campus environment as a core value. Harassment based on age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status will not be tolerated.

Special Withdrawals (Y) Grade

The "Y" grade is an administrative withdrawal given at the instructor's option when no other grade is deemed appropriate. Your instructor must file a form stating the specific rationale, with documentation, for awarding this grade. "Y" grades are discouraged since they often affect students negatively. Your instructor will not award this grade without a strong reason.

OPENNESS- Encourages open discussions between students and faculty and provides transparency about expectations and learning methods

Equal Access Statement/Disability Accommodations
San Carlos Apache College seeks to provide reasonable accommodations for qualified individuals with disabilities. The College will comply with all applicable regulations, and guidelines with respect to providing reasonable accommodations as required to ensure an equal educational opportunity. This process includes self-identifying as a student with a disability, providing supporting documentation of their disability, and being approved for services through the Disability Resources Office (DRO).It is the student's

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responsibility to make known to their instructor(s) the student's specific needs within the context of each class in order to receive appropriate accommodations. We will work together in order to develop an accommodation plan specifically designed to meet the individual student's requirements.

WISDOM encourages evaluation, reasoning and diverse perspectives; emphasizes organized and audience-aware expression, and promotes learning from elders and cultural teachings for personal and academic growth.

General Education Goals
Apache Wisdom
Learning from the teachings carried on from Apache elders and other community leaders, students will appreciate their unique history, language, and culture as a source of strength for their personal, family, academic, and career aspirations.

Critical Thinking
Approach critical issues, problems, or questions using creativity and deductive reasoning, evaluating evidence, acknowledging diverse perspectives and contexts, and synthesizing one's own viewpoint into ongoing conversations and debates.

Communication
Effectively express ideas orally and in writing. Good communication includes understanding one's audience, organizing one's thoughts, acknowledging and integrating outside sources, using the most recent technology, and following the accepted writing and citation conventions of the particular discipline.

Environmental Literacy
Students will understand their connection to social, cultural, physical, and global environments. Students will consider and evaluate strategies for cultural, community and global sustainability.

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