

## Module Template for New and Revised Undergraduate Modules<sup>1</sup>

<b>Module Code</b>	PSU3419
<b>Module Name</b>	<b>CONTEMPORARY PERSPECTIVES ON CROSS-CULTURAL PSYCHOLOGY</b>
<b>ECTS credit weighting</b>	5 ECTS
<b>Semester taught</b>	Semester 2
<b>Module Coordinator/s</b>	Alina Cosma
<b><a href="#">Module Learning Outcomes</a> with embedded <a href="#">Graduate Attributes</a></b>	<p>On successful completion of this module, students should be able to:</p> <p><b>LO1:</b> Critically evaluate key concepts and theoretical frameworks in cross-cultural psychology, including culture, universality, and cultural relativism, and their implications for psychological science.</p> <p><b>LO2:</b> Compare and apply methodological approaches in cross-cultural research, assessing issues of equivalence, bias, and validity in the study of diverse populations.</p> <p><b>LO3:</b> Analyse how culture shapes human development and psychological processes, including social cognition, emotion, personality, and the construction of the self.</p> <p><b>LO4:</b> Examine cultural variations in social behaviour and interpersonal processes, such as social perception, interaction, sexuality, and intercultural relations in a globalised context.</p> <p><b>LO5:</b> Assess the role of culture in shaping health and well-being outcomes, including cross-cultural perspectives on mental health, illness, happiness and help-seeking behaviours.</p> <p><b>LO6:</b> Critically reflect on the limitations of mainstream (WEIRD) psychology and evaluate decolonising approaches, with particular attention to the Majority World and future directions for a more inclusive global psychology.</p>
<b>Module Content</b>	<p>This module introduces students to cross-cultural psychology through a critical examination of how culture shapes human behaviour, development, relationships, health, and well-being. Covering topics including research methodologies, social cognition, emotions, personality, sexuality, globalization, and mental health, the module places particular emphasis on perspectives from the Global South and the Majority World. Students will critically evaluate dominant psychological theories and empirical findings, considering their cultural assumptions and limitations beyond WEIRD contexts. Drawing on scholarship and evidence from diverse cultural settings, the module explores pathways towards a more inclusive, decolonised, and globally relevant psychology that better reflects human diversity and lived experiences worldwide.</p> <p>Suggested outline:</p> <ol style="list-style-type: none"><li>1. Understanding cross-cultural psychology.</li><li>2. Methodology of cross-cultural research.</li><li>3. Cultural transmission and human development.</li><li>4. Social perception, social cognition, and social interaction.</li><li>5. Emotions and human happiness.</li><li>6. Personality and the self.</li><li>7. Culture and sexuality.</li><li>8. Acculturation, globalization and intercultural relations.</li><li>9. Culture and health.</li><li>10. Mental health across culture(s).</li><li>11. Psychology, the majority world and a way forward.</li></ol>

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## Teaching and Learning Methods<sup>2</sup>

The module will use a combination of teaching methods such as lectures, group works, problem-based learning, individual and group brainstorming, jigsaw etc. As this is an advanced sophister research led module, seminal and up-to-date journal articles will be provided throughout the module, as well as relevant podcasts or YouTube videos. The lectures will also enable discussions of content and practical exercises. |

This module is strongly aligned Education for Sustainable Development themes through its focus on health and wellbeing, cultural diversity, and climate-related determinants of mental health. The module particularly supports development of the following ESD competencies:

- **Critical thinking** through evaluating theories, interventions, and empirical evidence (LO1–LO6).
- **Systems thinking** through analysing interactions between social, cultural, political, environmental, and health systems (LO2, LO4, LO5).
- **Normative competency** through engagement with ethics, and questions of equity and justice (LO5–LO6).
- **Strategic competency** through consideration of cross-national validation and measurement (LO3–LO5).
- **Self-awareness and reflective practice** through engagement with positionality and ethical challenges in research and practice (LO6).

This approach supports students in developing not only disciplinary knowledge but also the capacity to engage critically with complex global psychological and methodological challenges relevant to sustainable development.

## Assessment Details<sup>3</sup>

Please include the following:

- **Assessment Component**
- **Assessment description**
- **Learning Outcome(s) addressed**
- **% of total**

It is recommended that module co-ordinators consider assessment types used across the year to ensure varied assessment methods.

Assessment Component	Assessment Description	LO Addressed	% of total	Week due
Individual Reflective Learning Journal	Students submit a short reflection (approx. 250 words) every two weeks (5 submissions in total). Each entry engages with specific weekly topics, connects theory with personal experiences, and demonstrates personal reflection.	LO1, LO2, LO5, LO6.	50%	Every two weeks submission (5 submissions in total)
Individual contribution	Students will be provided with the option of choosing between three critical essays (approx. 1,500 words).	LO3, LO4, LO6	50%	End of semester

Academic integrity will be promoted through clear guidance on appropriate and inappropriate uses of generative AI, aligned with the Centre for Academic Practice GenAI and Academic

<sup>3</sup> <https://www.tcd.ie/academicpractice/resources/assessment/>

Integrity Hub. Students will be required to disclose and reference any use of AI tools and demonstrate independent critical thinking, personal reflection, and engagement with course materials. The reflective journal's emphasis on lived experiences and theory–practice integration reduces the potential for AI-generated submissions. For critical essays, assessment criteria will prioritise critical analysis, synthesis, and original argumentation. Formative discussions on ethical AI use, source evaluation, and academic integrity expectations will be embedded throughout the module.

**Contact Hours and Indicative Student Workload<sup>4</sup>**

<b>Contact hours:</b> 1hr lectures (11 hours)
<b>Independent Study (preparation for course and review of materials):</b> 55 hours
<b>Independent Study (preparation for assessment, incl. completion of assessment):</b> 59 hours

**Inclusive Curriculum**

	<b>PLEASE TICK</b>
1. Have you reviewed the teaching / assessment methods and materials for possible barriers to learning, e.g. students with English as a second language, disabilities, significant external responsibilities, students with IT issues / requiring specific accessibility software etc.?	<input checked="" type="checkbox"/>
2. Have you adapted your resources and teaching materials taking into account Trinity's Accessible Information Guidelines ( <a href="https://www.tcd.ie/disability/teaching-info/TIC/materials.php">https://www.tcd.ie/disability/teaching-info/TIC/materials.php</a> )?	<input checked="" type="checkbox"/>
3. Does the content of your module address diversity? For example, including a diverse demographic profile of authors, diversity of ideas and perspectives, or representation (e.g. pictures of conditions on different skin tones), or by acknowledgement of the homogenous context of the discipline/topic?	<input checked="" type="checkbox"/>
4. Highlight at least two ways which your course/module incorporates principles of inclusivity and accessibility into the curriculum design <ul style="list-style-type: none"> <li>• <b>Multiple means of engagement and representation:</b> <i>The module uses a range of teaching methods, including interactive lectures, case-based learning, and structured discussion.</i></li> <li>• <b>Support for diverse perspectives and critical reflection:</b> <i>The curriculum explicitly engages with critical issues of culture, Global North (i.e., Minority World) vs Global South (i.e., Majority World), inequity, inequality, gender, norms and values.. This ensures that diverse lived experiences are embedded within the content rather than treated as peripheral. Students are encouraged to critically reflect on positionality, assumptions in theory and practice, and the cultural specificity of psychological frameworks and evidence..</i></li> </ul>	

<sup>4</sup> [https://www.tcd.ie/academicpractice/resources/assessment\\_workload/](https://www.tcd.ie/academicpractice/resources/assessment_workload/)

**Indicative Reading List  
(approx. 4-5 titles)**

Shirae, E.B., & Levy, D.A. (2024). *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications, Seventh Edition (7th ed.)*. Routledge.

Heine, S. J. (2026). *Cultural Psychology. - 5th edition Cultural Psychology*. W. W. Norton & Company, New York.

Raval, V. V., Baiden, P., Espinosa-Hernandez, G., Magis-Weinberg, L., Nguyen, A. J., Titzmann, P. F., & Zheng, Y. (2024). Perspectives of researchers engaging in majority world research to promote diverse and global psychological science. *American Psychologist*, 79(3), 352.

Thalmayer, A. G., Toscanelli, C., & Arnett, J. J. (2021). The neglected 95% revisited: Is American psychology becoming less American?. *American Psychologist*, 76(1), 116.

Zhou, Y. (2025). Ethical practice in the majority world: A framework for psychotherapists trained in the minority world. *American Psychologist*.

Draper, C. E., Lipina, S., & Zhou, Q. (2026). Majority country methods for developmental psychology: Evidence and insights from diverse global settings. *Developmental psychology*, 62(1), 1.

**Module Pre-requisite**

Social Psychology, Developmental Psychology, Personality Psychology, Statistics and Methodology

**Module Co-requisite**

**Are other  
Schools/Departments  
involved in the delivery of  
this module? If yes, please  
provide details.**

No