

**PSY515(CROSS CULTURAL PSYCHOLOGY)**

**FINAL PREP 2025**

**VIP MCQ CHAPTERWISE**

**WITH CORRECT ANSWERS**

**Lesson 19: Human Development and Socialization**

(10 Handout-Matched MCQs)

1. Human development includes:

- A. Only physical growth
- B. Physical, cognitive, emotional, and social changes
- C. Religious rituals
- D. Technological skills

2. Socialization is best defined as:

- A. Online communication
- B. Learning to behave in a way acceptable to society
- C. Biological aging
- D. Earning a livelihood

3. A primary agent of socialization is:

- A. Internet
- B. Family
- C. Weather
- D. School friends only

4. According to Vygotsky, development is:

- A. Independent of culture
- B. Shaped by social and cultural interaction
- C. Purely genetic
- D. The same across cultures

5. What is the Zone of Proximal Development (ZPD)?

- A. A learning gap between what a child can do alone and with help
- B. Physical growth chart
- C. IQ score range
- D. Level of aggression

6. Cultural tools are:

- A. Spoons and plates
- B. Books, language, beliefs
- C. Weapons
- D. Trees and forests

7. Which theorist is associated with cognitive development stages?

- A. Bandura
- B. Freud
- C. Piaget
- D. Skinner

8. In Piaget's theory, the preoperational stage focuses on:

- A. Abstract logic

B. Symbolic thinking and imagination

C. Concrete operations

D. Moral reasoning

9. According to Bandura, learning occurs via:

A. Punishment only

B. Observational learning

C. Sensory testin

D. Religious practice

10. One cultural factor that greatly shapes development is:

A. TV only

B. Social roles and parenting styles

C. Oxygen level

D. Diet plans

## **Lesson 20: Socialization and Cultural Development – I**

### **Topic: Cultural Influences on Socialization**

1. Socialization teaches children:

A. Fashion trends

B. How to survive in forests

C. Cultural norms and accepted behaviors

D. Weather pattern

2. In collectivist cultures, socialization emphasizes:

- A. Independence
- B. Self-reliance
- C. Group harmony and obedience
- D. Disobedience

3. In individualistic cultures, children are taught:

- A. To obey only elders
- B. To serve community first
- C. Independence and personal choice
- D. Superstition

4. Culture influences:

- A. Only how we dress
- B. Developmental goals, expectations, and parenting styles
- C. Just economic roles
- D. Nothing important

5. In some cultures, early development stresses:

- A. Playfulness
- B. Emotional restraint
- C. Humor
- D. Critical thinking only

6. A developmental niche is:

- A. A medical term

B. A cultural pathway for child development

C. An isolated behavior

D. A natural disaster zone

7. Cultural goals affect:

A. What children are expected to become

B. The economic system

C. Gender only

D. Nothing significant

8. Cross-cultural research shows parenting is:

A. Universal everywhere

B. Completely biological

C. Culturally shaped

D. Unrelated to development

9. Developmental tasks differ due to:

A. Language

B. Religious holidays

C. Cultural expectations

D. Seasonal food

10. In African societies, caregiving is often:

A. Left to robots

B. Shared among siblings and extended family

C. Done only by teachers

D. Ignored

11. American parenting often encourages:

A. Group loyalty

B. Self-expression and autonomy

C. Silence

D. Blind obedience

## Lesson 21: Socialization and Cultural Development – II

Topic: Extended Models, Practices & Comparisons

1. The second part of cultural development in children explores:

A. Genetic disorders

B. Differences in parenting styles globally

C. Climate impact

D. Only religious instruction

2. Japanese parenting focuses on:

A. Selfishness

B. Dependence and emotional closeness

C. High independence

D. Political ideals

3. In Germany, parenting emphasizes:

- A. Collectivism
- B. Dependency
- C. Independence and personal responsibility
- D. Obedience only

4. Caregiving in India is often:

- A. Ignored
- B. Focused on individuality
- C. Embedded in family and religious structures
- D. Outsourced

5. Immigrant families often face:

- A. No change in parenting
- B. Cultural conflict between home and host norms
- C. Economic security
- D. Easy transition

6. Cultural scripts guide:

- A. Movie making
- B. Parenting goals and expectations
- C. Food preparation
- D. Educational curriculum

7. Cultural differences in discipline are:

- A. Not studied
- B. Universally equal
- C. Influenced by beliefs and values
- D. Based on climate

8. Co-sleeping is more common in:

- A. Western countries
- B. Collectivist cultures
- C. Canada
- D. Modern offices

9. Western parenting often values:

- A. Silence and distance
- B. Child's autonomy
- C. Social control
- D. Extended family

10. A key reason for cross-cultural parenting variation is:

- A. Climate
- B. Education systems
- C. Cultural goals and societal structure
- D. Government laws

## **Lesson 22: Cross-Cultural Perspectives on Child Development and Family Dynamics**

### **Topic: How Culture Shapes Development and Family Roles**

1. Child development is shaped by:

- A. Only nutrition
- B. Culture, social context, and family interaction
- C. Schooling only
- D. Weather conditions

2. The ecocultural model views development as:

- A. Isolated from environment
- B. Based on religion
- C. Influenced by everyday routines and cultural settings
- D. Caused by biology only

3. Culture provides children with:

- A. Uniform traits
- B. Random challenges
- C. Structured meanings, goals, and tasks
- D. No influence

4. Cross-cultural studies help us understand:

- A. Parenting in the West
- B. Biology of learning
- C. Variations in family structure and child outcomes
- D. Economic systems

5. In Western societies, nuclear families tend to:

- A. Depend on extended relatives
- B. Raise children in collective units

C. Focus on individual development

D. Ignore emotional needs

6. Extended families are more common in:

A. Industrial nations

B. Individualistic cultures

C. Collectivist cultures

D. Western cities

7. Parental ethnotheories are:

A. Government laws

B. Scientific facts

C. Beliefs about what good parenting looks like

D. Cultural taboos

8. One influence on parenting across cultures is:

A. Media only

B. Social class and education

C. Skin color

D. Time zones

9. Family dynamics include:

A. Sports interests

B. The emotional and role-based relationships within families

C. Government policies

D. Sleep patterns

10. Co-parenting involves:

- A. One parent doing all work
- B. Conflict in the home
- C. Shared roles and teamwork between caregivers
- D. Outsourcing parenting

## **Lesson 23: Moral Landscape – Navigating the Development of Moral Sense across Cultures**

### **Topic: Cross-Cultural Moral Development and Ethics**

1. Moral development is shaped by:

- A. Genetics only
- B. Religion alone
- C. Social, cultural, and cognitive factors
- D. School rules

2. According to Piaget, moral development moves from:

- A. Flexible to rigid
- B. Heteronomous to autonomous morality
- C. Abstract to concrete
- D. Obedience to confusion

3. Kohlberg proposed:

- A. Theory of dreams
- B. Cultural emotion theory
- C. Stages of moral reasoning
- D. Parenting styles

4. The pre-conventional level of moral reasoning is based on:

A. Social harmony

B. Abstract justice

C. Avoiding punishment

D. Internal ethics

5. At the conventional level, people:

A. Ignore rules

B. Follow internal desires

C. Obey social laws and seek approval

D. Challenge authority

6. At the post-conventional level, moral reasoning is based on:

A. Group norms only

B. Personal ethical principles and justice

C. Religious texts

D. Parental approval

7. Morality across cultures:

A. Is the same everywhere

B. Is culturally constructed and diverse

C. Has one universal code

D. Is based only on education

8. Collectivist cultures often base morality on:

A. Individual fairness

B. Social harmony and duty

C. Scientific logic

D. Capitalism

9. In individualist cultures, moral values emphasize:

A. Family loyalty

B. Personal rights and justice

C. Obedience

D. Conformity

10. Cultural relativism means:

A. One universal moral standard

B. Judging cultures by Western norms

C. Understanding moral systems within their cultural context

D. Ignoring moral behavior

## **Lesson 24: Bilingualism and Family Dynamics in Diverse Societies**

### **Topic: Language, Identity & Multilingual Family Systems**

1. Bilingualism refers to:

A. Speaking foreign accents

B. Mastering two languages fluently

C. Knowing ancient languages

D. Reading textbooks only

2. Language is a key factor in:

A. Cultural adaptation and identity development

B. Economic power

C. Diet plans

D. Blood types

3. Children in multilingual families may:

A. Be confused forever

B. Easily lose cultural values

C. Switch between cultural identities through language

D. Reject both languages

4. Code-switching means:

A. Breaking cultural codes

B. Mixing spiritual beliefs

C. Alternating between two or more languages in conversation

D. Learning computer programs

5. Bilingualism affects cognitive development by:

A. Delaying growth

B. Weakening memory

C. Enhancing executive functioning

D. Removing emotions

6. Family dynamics in bilingual homes are:

A. Less active

B. Not affected by language

C. Influenced by language use, identity, and power roles

D. Based only on income

7. Parents who don't speak the dominant language may:

A. Lead to family tension and role reversals

B. Become wealthy

C. Have cultural pride

D. Teach school subjects

8. Bilingual children sometimes act as:

A. Family translators and cultural mediators

B. Scientists

C. Caregivers

D. Teachers

9. One challenge in bilingual families is:

A. Too much reading

B. Intergenerational language gap

C. Lack of mobile devices

D. Memory loss

10. Language loss in immigrants may result in:

A. Deeper spirituality

B. Family closeness

C. Cultural disconnection and loss of heritage

D. Higher employment

[8/1/2025 11:40 AM] Ahmad: Lesson 25: Cross-Cultural Perspective on Aging, Death and Grief

(Strictly Based on Handout Topic)

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1. In cross-cultural psychology, aging is seen as:

A. A biological process only

B. A universal decline

C. A culturally defined life stage with varying meaning

D. The end of identity

2. In collectivist cultures, elderly people are often:

A. Ignored

B. Seen as burden

C. Treated with honor and respect

D. Sent to elderly homes

3. In many Western societies, aging is associated with:

A. Wisdom

B. Youthful energy

C. Loss of independence and productivity

D. Religious symbolism

4. Death rituals are:

A. Biologically controlled

B. Identical across cultures

C. Deeply cultural and symbolic

D. Based only on superstition

5. Grief is:

A. Always shown outwardly

B. Expressed the same everywhere

C. Influenced by cultural expectations

D. Only a private matter

6. In collectivist cultures, grief is often:

A. Suppressed

B. Handled individually

C. Expressed in social and group-oriented ways

D. Seen as weak

7. In individualistic cultures, grief tends to be:

A. Ritualized

B. Publicly acted

C. Internalized and personally managed

D. Ignored

8. Cultural attitudes toward death influence:

A. Medical treatment

B. Speed of burial

C. Emotional response and coping styles

D. Number of children

9. Which culture sees death as a transition to the afterlife?

A. Western secular

B. Chinese Confucianism

C. Many religious and tribal cultures

D. Modern corporate culture

10. Elder abuse is least tolerated in:

A. Collectivist cultures where elders are central to the family

B. Secular urban systems

C. Academic circles

D. Medical settings

11. The meaning of aging is:

A. Biologically fixed

B. The same across time

C. Socially and culturally constructed

D. Based only on genetics

[8/1/2025 11:40 AM] Ahmad: Lesson 26: Exploring World Views, the Divine and the Self in Cross-Cultural Contexts

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1. A worldview refers to:

A. A person's religious choice

B. Economic system

C. A culturally shaped lens through which individuals perceive reality

D. A political structure

2. Worldviews are formed by:

A. Genetics

B. Climate and geography

C. Culture, language, religion, and life experience

D. Blood type

3. Cross-cultural psychology studies worldviews to understand:

A. Trade patterns

B. Ethical relativism

C. How culture shapes perception of reality, self, and divinity

D. Law enforcement

4. In Eastern worldviews, the self is often seen as:

A. Independent and individual

B. Separate from nature

C. Interconnected and holistic

D. Scientific

5. Western cultures tend to view the self as:

A. An extension of family

B. Interdependent

C. Autonomous and unique

D. Spiritually fluid

6. Beliefs about the divine vary:

A. Only by education

B. Culturally and religiously

C. Through technology

D. With IQ

7. Some African and Indigenous cultures see the divine as:

A. Distant and unreachable

B. A personal savior

C. Immanent in nature and everyday life

D. Scientific

8. The self in collectivist cultures is defined by:

A. Individual traits

B. Career choices

C. Social roles and relationships

D. Freedom

9. In cross-cultural studies, cosmology refers to:

A. Astronomy

B. Personal goals

C. Cultural explanations of the universe and existence

D. Chemistry

10. Religions provide:

A. Law and punishment

B. Nothing psychological

C. Shared frameworks for ethics, suffering, and the purpose of life

D. Physical training

[8/1/2025 11:41 AM] Ahmad: Lesson 27: Cross-Cultural Insights into Human Consciousness and Dream Interpretation

Topic: Awareness, Altered States & Dream Meaning Across Cultures

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1. Consciousness is defined as:

A. Memory

B. Awareness of thoughts, emotions, and surroundings

C. Unconscious behavior

D. Religious belief

2. Cultural worldviews influence how people:

A. Experience time

B. Interpret dreams and altered states of consciousness

C. Measure temperature

D. React to technology

3. In Western psychology, dreams are often seen as:

A. Messages from ancestors

B. Symbolic reflections of the unconscious mind

C. Irrelevant

D. Real-world instructions

4. In Indigenous and spiritual cultures, dreams are often:

A. Random thoughts

B. Psychological illnesses

C. Spiritually significant and prophetic

D. Nightmares only

5. Lucid dreaming refers to:

A. Dreaming about light

B. Being aware that you're dreaming during the dream

C. Hallucinations

D. Meditation

6. Altered states of consciousness may occur through:

A. Meditation, rituals, or psychoactive substances

B. Sleeping only

C. Studying mathematics

D. Watching movies

7. Shamanic traditions often use dreams to:

A. Diagnose illness or receive spiritual messages

B. Escape culture

C. Predict weather

D. Teach science

8. Cross-cultural dream research reveals:

A. All cultures ignore dreams

B. Dream content and meaning vary by cultural beliefs

C. Dreams are meaningless

D. Dreams are only fear-based

9. In Eastern cultures, dreaming is sometimes viewed as:

A. A divine or karmic message

B. Mental illness

C. False memory

D. Comedy

10. Understanding consciousness across cultures helps psychologists:

A. Create new apps

B. Make political laws

C. Respect different spiritual and cognitive traditions

D. Study only biology

[8/1/2025 11:42 AM] Ahmad: Lesson 28: Faith in Flux – Navigating Religion and Culture in the Diaspora Experience

Topic: Identity, Religion & Adaptation in Migration

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1. Diaspora refers to:

A. Internal migration

B. Voluntary movement only

C. Communities living outside their ancestral homelands

D. Urbanization

2. Religious identity in diaspora is:

A. Lost completely

B. Unaffected

C. Continuously negotiated and adapted

D. Decided by government

3. Immigrants often experience:

A. Stable values

B. Religious disconnection

C. Tension between heritage and host culture beliefs

D. Total freedom

4. Faith in flux means:

A. Blind religious devotion

B. Changing belief systems during migration

C. A political movement

D. Faith being banned

5. Religion in the diaspora helps people:

A. Forget old identities

B. Lose spirituality

C. Cope with cultural loss and build community

D. Gain wealth

6. Cultural rituals in diaspora are often:

A. Rejected

B. Mixed or hybridized

C. Forgotten

D. Legal issues

7. Youth in diasporic families may:

A. Resist religious learning

B. Adopt hybrid identities blending cultures and faiths

C. Follow blindly

D. Avoid identity altogether

8. Cross-generational tensions may arise due to:

A. Education gaps

B. Internet use

C. Differences in religious adaptation

D. Weather

9. In some cases, diasporic individuals turn to religion for:

A. Economic reasons

B. Social media use

C. Anchoring identity and finding purpose

D. Language loss

10. Religion can serve as a:

A. Source of confusion

B. Barrier to survival

C. Psychological coping mechanism during migration

D. Physical weakness

[8/1/2025 11:44 AM] Ahmad: Lesson 29: Cultural Expressions of Sexuality and Gender Identity

Topic: How Cultures Define, Express, and Shape Sexuality & Gender

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1. Sexuality refers to:

A. Dress codes

B. Economic class

C. Sexual orientation, identity, attraction, and behavior

D. Career interests

2. Gender identity is:

A. One's biological sex

B. Assigned by society only

C. One's internal sense of being male, female, both, or neither

D. Political ideology

3. Cultural norms influence:

A. Nothing in sexuality

B. How individuals express gender and sexuality

C. Hair color

D. Blood pressure

4. In collectivist cultures, sexuality is often:

A. Discussed openly

B. Privately managed and shaped by social traditions

C. Ignored

D. Legally erased

5. Western societies tend to encourage:

A. Repression

B. Uniform roles

C. Personal exploration and open expression of identity

D. Silence

6. Third gender categories (e.g., Hijra in South Asia) show:

A. Social rejection

B. That gender is binary

C. Cultural recognition of non-binary identities

D. Legal confusion only

7. LGBTQ+ rights and acceptance:

A. Are universal

B. Are culturally and politically influenced

C. Depend on language

D. Are based on diet

8. In some traditional cultures, non-heterosexual identities are:

A. Celebrated without exception

B. Legally required

C. Stigmatized or suppressed

D. Required for citizenship

9. The concept of gender fluidity is:

A. Scientific fraud

B. Only a Western invention

C. Present in many cultures historically

D. Irrelevant

10. Cross-cultural understanding of sexuality helps in:

A. Creating laws

B. Academic scoring

C. Promoting psychological inclusivity and well-being

D. Managing sports

[8/1/2025 11:44 AM] Ahmad: Lesson 30: Understanding Stereotypes – Perceptions, Targets and Attribution

Topic: Formation and Impact of Stereotypes Across Cultures

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1. A stereotype is:

A. An individual achievement

B. A scientifically tested truth

C. A generalized belief about a group of people

D. An economic theory

2. Stereotypes are often:

A. Accurate descriptions

B. Based on complete evidence

C. Oversimplified and culturally learned

D. Random opinions

3. Cultural stereotypes can affect:

A. Food quality

B. Cognitive ability

C. Perceptions and behaviors toward other groups

D. Oxygen levels

4. Attribution theory helps explain:

A. Spiritual practices

B. How people explain the behavior of others

C. Genetics

D. Biology

5. A self-fulfilling prophecy occurs when:

A. Predictions fail

B. Stereotypes lead to behavior that confirms the stereotype

C. People rebel against norms

D. Justice prevails

6. Stereotypes often lead to:

A. Respect

B. Accurate decisions

C. Prejudice and discrimination

D. Intelligence

7. Cross-cultural psychology studies stereotypes to:

A. Eliminate culture

B. Understand bias in perception and social judgment

C. Control media

D. Change IQ levels

8. In-group bias refers to:

A. Preference for other groups

B. Belief that one's own group is superior

C. Objectivity

D. Forgetting identities

9. Stereotypes can be reduced by:

A. Avoiding all interaction

B. Punishment

C. Cross-group contact and education

D. Religious rituals

10. In multicultural societies, unchecked stereotypes can lead to:

A. Scientific progress

B. Cultural harmony

C. Social conflict and exclusion

D. Higher education rates

[8/1/2025 11:45 AM] Ahmad: Lesson 31: Cross-Cultural Insights on Intelligence and Cognitive Development

Topic: Intelligence, Testing & Development Across Cultures

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1. Intelligence is defined differently:

A. Only in labs

B. Culturally, based on what each society values

C. With a single global test

D. By sleep hours

2. Western intelligence tests focus on:

A. Religious understanding

B. Emotional control

C. Verbal and mathematical reasoning

D. Artistic skills

3. In non-Western cultures, intelligence may include:

A. Farming and practical skills

B. Only academic memory

C. Fashion sense

D. Reciting textbooks

4. Cultural bias in intelligence testing refers to:

A. Using equal questions

B. Including global content

C. Questions favoring dominant cultural norms

D. Physical exams

5. Intelligence should be measured:

A. Universally with one test

B. Based on nutrition

C. With cultural sensitivity and relevance

D. By age only

6. Sternberg's theory of intelligence includes:

A. Only IQ

B. Creative, analytical, and practical intelligence

C. Emotional dominance

D. Sleep patterns

7. Gardner's Multiple Intelligences theory includes:

A. Linguistic, musical, interpersonal, bodily-kinesthetic, etc.

B. Only verbal reasoning

C. Just memory skills

D. Legal knowledge

8. Cross-cultural research shows that intelligence:

A. Is the same everywhere

B. Is defined by genes

C. Is shaped by societal values and education

D. Does not vary

9. In some cultures, a child's intelligence is judged by:

A. School performance only

B. Obedience

C. Social responsibility and contribution

D. Nationality

10. Intelligence development is affected by:

A. Technology only

B. Family and cultural environment

C. Music taste

D. Skin color

[8/1/2025 11:47 AM] Ahmad: Lesson 32: Emotion across Cultures – Research, Expression and Action

Topic: Cultural Influences on Emotional Experience, Expression & Meaning

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1. Emotions are:

A. Universally identical

B. Entirely biological

C. Both universal and culturally shaped

D. Illusions

2. According to Paul Ekman, some emotions are:

A. Only learned

B. Culture-specific

C. Universal across all human societies

D. Unpredictable

3. Basic universal emotions include:

A. Confusion, boredom, laziness

B. Joy, anger, sadness, disgust, surprise, and fear

C. Faith and guilt

D. Power and success

4. Culture influences:

A. Hormone levels only

B. The type of emotions we feel

C. How emotions are expressed

D. Brain size

5. In collectivist cultures, emotional expression tends to be:

A. Loud and open

B. Reserved and socially controlled

C. Chaotic

D. Unpredictable

6. In individualist cultures, emotions are:

A. Suppressed

B. Publicly discouraged

C. Freely expressed

D. Ignored

7. Display rules refer to:

A. Clothing styles

B. Societal norms about emotional expression

C. School regulations

D. Legal systems

8. Emotional regulation strategies:

A. Are irrelevant

B. Are the same worldwide

C. Differ by culture

D. Come from genetics

9. Research suggests that children:

A. Learn emotional reactions biologically

B. Don't need social cues

C. Learn culturally appropriate emotional expressions from adults

D. Always cry

10. Emotional suppression is more common in:

A. Warm countries

B. Individualist cultures

C. Collectivist cultures with high value on social harmony

D. Nomadic tribes

[8/1/2025 11:48 AM] Ahmad: Lesson 33: Cross-Disciplinary Exploration of the Triangular Theory and Personality Models

Topic: Love, Personality, and Cross-Cultural Psychological Models

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1. The Triangular Theory of Love was proposed by:

A. Freud

B. Erikson

C. Robert Sternberg

D. Maslow

2. Sternberg's Triangular Theory includes:

A. Respect, trust, and joy

B. Commitment, laughter, and sharing

C. Intimacy, passion, and commitment

D. Care, faith, and honesty

3. Different cultures emphasize different aspects of love such as:

A. Legal bonds

B. Financial security

C. Passion in individualist, and commitment in collectivist cultures

D. Humor

4. Personality refers to:

A. Physical traits

B. Fixed destiny

C. Enduring patterns of thinking, feeling, and behaving

D. Random mood changes

5. The Big Five Personality Traits include:

A. Emotion, energy, ethics, empathy, and elegance

B. Culture, openness, respect, values, and control

C. Openness, conscientiousness, extraversion, agreeableness, neuroticism

D. Logic, memory, courage, humor, and insight

6. Personality traits can vary:

A. Based on diet

B. Across cultures due to social norms

C. Only with age

D. Based on skin color

7. In cross-cultural contexts, extraversion may be:

A. Always valued

B. Seen as inappropriate in collectivist societies

C. Taught in school

D. A global requirement

8. Individualist cultures promote:

A. Group harmony

B. Conformity

C. Self-expression and assertiveness

D. Passive behavior

9. Collectivist cultures often value:

A. Risk-taking

B. Self-promotion

C. Harmony, modesty, and group loyalty

D. Loud behavior

10. Cross-cultural personality research aims to:

A. Find a perfect model

B. Remove differences

C. Understand universal vs. culture-specific traits

D. Standardize emotions

[8/1/2025 11:49 AM] Ahmad: Lesson 34: Nutrition, Health and Psychological Well-being across Borders

Topic: Cultural Influences on Diet, Health Practices & Mental Wellness

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1. Nutrition is closely linked to:

A. Political status

B. Psychological well-being and cognitive performance

C. Language skills

D. Fashion trends

2. Cultural food practices shape:

A. Taste only

B. Nutritional status and eating behaviors

C. Skin color

D. Memory capacity

3. In some cultures, food is also seen as:

A. Purely biological

B. A spiritual and communal symbol

C. A distraction

D. Unimportant

4. Malnutrition affects:

A. Personality

B. Social life

C. Cognitive development and emotional regulation

D. Clothing choices

5. In cross-cultural psychology, health is:

A. Treated equally everywhere

B. A universal concept

C. Understood through both biomedical and cultural models

D. Based only on labs

6. Traditional medicine systems (e.g., Ayurveda, Chinese medicine) reflect:

A. Superstition

B. Cultural interpretations of health and illness

C. Economic bias

D. Social media influence

7. In Western cultures, health is often:

A. Family-based

B. Emotionally centered

C. Individual and biomedical

D. Spiritually guided

8. Collectivist societies often emphasize:

A. Mind-body dualism

B. Individual therapy

C. Holistic health and balance

D. Mental isolation

9. Psychological well-being is enhanced by:

A. Cultural isolation

B. High sugar diets

C. Social support and cultural congruence

D. Conflict

10. Globalization affects nutrition by:

A. Reducing choices

B. Creating uniform food values

C. Introducing processed foods and altering traditional diets

D. Promoting

[8/1/2025 11:54 AM] Ahmad: Lesson 35: Cultural Perspectives on Developmental Disabilities and Well-being

Topic: Culture, Inclusion, and Understanding of Disabilities

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1. Developmental disabilities refer to:

A. Economic problems

B. Delayed or impaired cognitive, emotional, or physical development

C. Religious traits

D. Personality flaws

2. Cultural views on disability:

A. Are consistent worldwide

B. Are entirely biological

C. Vary greatly and influence treatment and inclusion

D. Are irrelevant

3. In some cultures, disability is viewed as:

A. A blessing only

B. A sign of personal failure

C. A spiritual or karmic consequence

D. A legal issue

4. Stigma associated with disability may lead to:

A. Increased access to support

B. Celebration

C. Social isolation and limited opportunity

D. Cultural rituals

5. Cross-cultural approaches promote:

A. Ignorance

B. Rejection of differences

C. Respect for neurodiversity and inclusive practices

D. Uniform therapy

6. Western models of disability focus on:

A. Group harmony

B. Social causation

C. Medical diagnosis and rehabilitation

D. Traditional roles

7. Collectivist cultures may prioritize:

A. Independence

B. Family caregiving and protection of the individual

C. Institutionalization

D. Public performance

8. Special education is:

A. The same in all countries

B. A luxury

C. Culturally adapted in many global systems

D. Based on emotions

9. Cultural competence in care for disabilities involves:

A. Universal systems

B. Rejecting traditions

C. Adapting interventions to local beliefs and values

D. Only focusing on IQ

10. Supporting well-being in individuals with disabilities requires:

A. Standard treatment plans

B. Isolation from others

C. Community inclusion, respect, and tailored support

D. Complete dependence

[8/1/2025 11:55 AM] Ahmad: Lesson 36: Scientific Approaches to Mental Health across Cultures

Topic: Understanding, Diagnosing & Treating Mental Health in Cultural Context

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1. Mental health is defined as:

A. Just absence of disease

B. A political condition

C. A state of emotional, psychological, and social well-being

D. A physical reaction only

2. Cultural beliefs influence:

A. Temperature regulation

B. How mental health is understood and treated

C. Water intake

D. Hormonal balance

3. Western mental health systems are based on:

A. Spiritual traditions

B. Biomedical and psychological science

C. Astrological signs

D. Folklore

4. Diagnostic systems like DSM-5 and ICD-11 are:

A. Spirit-based manuals

B. Global religion guides

C. Western-developed clinical frameworks

D. Fashion catalogues

5. Cultural limitations of DSM/ICD include:

A. Broad understanding

B. Too much cultural focus

C. Risk of misdiagnosis when used without cultural context

D. Complete accuracy globally

6. Some cultures interpret mental illness as:

A. Emotional rebellion

B. Pure science

C. Spiritual imbalance or supernatural influence

D. Lack of food

7. Cross-cultural psychologists advocate:

A. Ignoring traditions

B. Universal diagnoses

C. Culturally sensitive assessment tools

D. Western-only therapy

8. Indigenous healing systems often include:

A. Lab tests

B. Rituals, community, and spiritual guidance

C. Diagnostic codes

D. Avoidance

9. One challenge in multicultural therapy is:

A. Language fluency

B. Financial literacy

C. Cultural mismatch between therapist and client

D. Eye contact

10. Scientific approaches to mental health across cultures should be:

A. Culturally ignorant

B. Rigid and clinical

C. Integrated with local worldviews and practices

D. Medication-focused only

[8/1/2025 11:55 AM] Ahmad: Lesson 37: Cross-Cultural Wellbeing and Mental Health

Topic: Diverse Definitions, Determinants, and Expressions of Wellbeing

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1. Well-being refers to:

A. Only physical health

B. Social class

C. A holistic state of mental, emotional, physical, and social health

D. IQ level

2. Cultural definitions of well-being:

A. Are identical globally

B. Vary depending on beliefs, values, and norms

C. Depend on weather

D. Don't affect emotions

3. In individualist cultures, well-being often emphasizes:

A. Community health

B. Harmony

C. Personal achievement and self-esteem

D. Obedience

4. In collectivist cultures, well-being is linked to:

A. Independence

B. Social connectedness and group harmony

C. Financial gain

D. Academic freedom

5. Mental health in cross-cultural contexts requires:

A. One-size-fits-all methods

B. Standardized drugs

C. Sensitivity to local cultural practices

D. Ignoring religion

6. Protective factors for well-being include:

A. Isolation

B. Stress

C. Family support, spirituality, and community belonging

D. Overwork

7. Some cultures may interpret emotional distress as:

A. Sin only

B. Psychological weakness

C. Spiritual or moral imbalance

D. Drama

8. Somatization refers to:

A. Emotional control

B. Physical symptoms caused by psychological distress

C. Memory loss

D. Social rejection

9. Cross-cultural well-being studies help:

A. Enforce uniformity

B. Promote rigid therapy

C. Develop inclusive models of mental health

D. Remove identity

10. Indigenous models of well-being often include:

A. Biomedical focus only

B. No spiritual aspects

C. Balance between nature, spirit, and community

D. Fixed medication schedules

Lesson 38: Flourishing and Wellbeing across Cultures

Topic: Positive Psychology, Culture & the Path to Human Flourishing

1. Flourishing in psychology refers to:

A. Wealth

B. Academic success

C. Living with purpose, engagement, and positive relationships

D. Physical beauty

2. Positive psychology focuses on:

A. Diagnosing disorders

B. Eliminating sadness

C. Strengths, resilience, and optimal human functioning

D. Financial health only

3. Culture affects how people:

- A. Sleep and walk
- B. Define and pursue flourishing
- C. Grow plants
- D. React to social media

4. In Western cultures, flourishing emphasizes:

- A. Spiritual discipline
- B. Group identity
- C. Individual happiness and self-actualization
- D. Religious observance

5. In Eastern or collectivist cultures, flourishing often means:

- A. Breaking away from society
- B. Community success and relational harmony
- C. Competition
- D. Solitude

6. The PERMA model includes:

- A. Patience, Education, Respect, Maturity, Ambition
- B. Power, Empathy, Reward, Mind, Activity
- C. Positive Emotion, Engagement, Relationships, Meaning, Accomplishment
- D. Peace, Energy, Rituals, Meditation, Awareness

7. Meaning and purpose in life are:

- A. Cultural luxuries
- B. Unimportant for mental health
- C. Central to flourishing in all cultures
- D. Scientific myths

8. Cross-cultural research shows that:

- A. Everyone defines well-being the same
- B. There are multiple pathways to flourishing depending on cultural context
- C. Only wealth causes happiness
- D. Personality controls culture

9. Flourishing can be promoted through:

- A. Cultural rejection
- B. Social disconnection
- C. Gratitude, hope, and prosocial behavior
- D. Medication only

10. Understanding cultural views on flourishing helps:

- A. Create conflict
- B. Enforce global uniformity

C. Develop effective and inclusive well-being strategies

D. Promote nationalism

## Lesson 39: Cultural Perspectives on Decision Making

### Topic: How Culture Shapes Thinking, Judgments, and Choices

1. Decision making is influenced by:

A. Temperature

B. Biology only

C. Cultural values, norms, and cognitive styles

D. Random emotion

2. In individualist cultures, decisions are:

A. Made through elders

B. Collective choices

C. Based on personal goals and autonomy

D. Family-driven only

3. In collectivist cultures, decisions prioritize:

A. Self-satisfaction

B. Economic benefit

C. Group harmony and social approval

D. Legal outcomes

4. Analytical thinking (Western style) emphasizes:

A. Social obligation

B. Context

C. Logic, rules, and object-based reasoning

D. Spirituality

5. Holistic thinking (Eastern style) considers:

A. Individual objects

B. Isolated facts

C. Relationships and contextual influences

D. Symbols only

6. Cultural values affect risk-taking:

A. Only in gambling

B. In the same way everywhere

C. Some cultures encourage it, others avoid it

D. Not at all

7. In high-context cultures, decisions are:

A. Immediate and direct

B. Emotion-based

C. Subtle and dependent on relationships

D. Illogical

8. Cross-cultural psychology helps us:

A. Eliminate free will

B. Promote uniform laws

C. Understand how culture shapes reasoning and choices

D. Measure age differences

9. In low power distance cultures, decision making is:

A. Controlled by authority

B. Group-controlled

C. Shared and democratic

D. Imposed by religion

10. Cultural competence in global settings requires:

A. Rejecting local norms

B. Ignoring emotions

C. Adapting to diverse decision-making styles

D. Using one global method

[Lesson 40: Multicultural Education and Immigrant Integration

Topic: Learning Systems, Identity, and Inclusion in Diverse Societies

1. Multicultural education aims to:

A. Remove local culture

B. Promote global language

C. Respect and integrate diverse cultural backgrounds

D. Limit religious ideas

2. In immigrant populations, schools play a key role in:

A. Economic support

B. Citizenship tests

C. Cultural adaptation and social integration

D. Political control

3. Immigrant students may face:

A. Equal representation

B. Complete language comfort

C. Cultural mismatch and identity conflict

D. High salaries

4. Culturally responsive teaching:

A. Uses one method for all

B. Removes ethnic identity

C. Connects curriculum to students' cultural experiences

D. Bans traditions

5. Acculturation refers to:

A. Becoming religious

B. Losing identity

C. Adjusting to a new culture while retaining original values

D. Economic dependence

6. Bicultural identity means:

A. Rejecting one's origin

B. Living with no culture

C. Integrating both heritage and host cultures

D. Changing identity weekly

7. Language barriers in schools can lead to:

A. Better performance

B. Equal access

C. Educational disadvantage and isolation

D. Creativity boost

8. Inclusive classrooms encourage:

A. Segregation

B. Uniform beliefs

C. Empathy, equity, and cross-cultural understanding

D. Rigid testing

9. Teachers in multicultural settings need:

A. Only academic training

B. Fluency in science

C. Cultural sensitivity and inclusive methods

D. Strict grading

10. Multicultural education benefits:

A. Only minorities

B. Just teachers

C. The entire society by fostering mutual respect and social cohesion

D. Legal systems

[8/1/2025 12:28 PM] Ahmad: Lesson 41: Social Motives and Helping Behavior across Diverse Contexts

Topic: Why People Help, Cultural Norms, and Prosocial Action

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1. Helping behavior is influenced by:

A. Genetics only

B. Blood group

C. Social, psychological, and cultural factors

D. Sleep cycles

2. In collectivist cultures, helping is often:

A. Selfish

B. Done publicly

C. Based on social obligations and community ties

D. Emotionally distant

3. In individualist cultures, helping is more likely to be:

A. Duty-based

B. Controlled by elders

C. Voluntary and autonomous

D. Public tradition

4. The norm of reciprocity means:

A. Avoiding conflict

B. Returning help when someone helps you

C. Asking for money

D. Ignoring strangers

5. Empathy plays a key role in:

A. Judgment

B. Social distance

C. Motivating helping behavior

D. Avoidance

6. Helping is more likely when:

A. The situation is unclear

B. Others are already helping

C. We dislike someone

D. We're in a hurry

7. In cross-cultural psychology, prosocial behavior means:

A. Being online

B. Politely disagreeing

C. Voluntary actions intended to benefit others

D. Giving gifts only

8. Bystander effect shows:

A. People always help in groups

B. Larger groups act faster

C. People are less likely to help when others are present

D. Laws work best

9. Gender and culture can influence helping by:

A. Making it illegal

B. Determining who receives help and why

C. Blocking empathy

D. Ignoring social structure

10. Social motives such as altruism, reputation, or group loyalty:

A. Don't affect helping

B. Only exist in collectivism

C. Influence helping behavior across cultures

D. Are ancient concepts only

[8/1/2025 12:31 PM] Ahmad: Lesson 42: Coping with the Pandemic – Cultural Adaptation and the Role of Popular Culture

Topic: Cultural Responses to Crisis and the Power of Media

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1. The COVID-19 pandemic created:

A. Only physical challenges

B. Universal solutions

C. Global psychological stress and cultural disruption

D. Better economies

2. Cultures responded to the pandemic:

A. In identical ways

B. With no variation

C. Through culturally specific coping strategies

D. With silence

3. Collectivist societies often emphasized:

A. Individual rights

B. Self-expression

C. Community safety, social responsibility, and compliance

D. Isolation from family

4. Individualist cultures focused more on:

A. Family loyalty

B. Group rituals

C. Autonomy, freedom, and personal risk decisions

D. Herbal medicine

5. Mental health concerns during the pandemic included:

A. Increased humor

B. Sleep benefits

C. Anxiety, loneliness, and depression

D. Physical strength

6. Popular culture played a role in:

A. Ignoring reality

B. Creating disease

C. Sharing health information, coping messages, and community solidarity

D. Decreasing awareness

7. Viral trends and memes during lockdowns:

A. Caused panic

B. Spread misinformation only

C. Helped people feel connected and supported

D. Increased illness

8. Religious and cultural rituals were:

A. Unaffected

B. Cancelled permanently

C. Adapted for safety, including digital forms

D. Removed legally

9. Cultural resilience refers to:

A. Avoiding all emotion

B. Economic strategies

C. A culture's ability to adapt positively during hardship

D. Shutting down beliefs

10. Cross-cultural coping research highlights:

A. One solution for all

B. Only biomedical care

C. The value of blending modern health advice with cultural practices

D. Rejection of tradition

[8/1/2025 12:32 PM] Ahmad: Lesson 43: Sustainability Science and Climate Action for Environmental Resilience

Topic: Culture, Environment, and Collective Survival

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1. Sustainability science studies:

A. Political elections

B. Historical wars

C. Human–environment interaction for long-term survival

D. Genetics

2. Cultural values influence:

A. Gravity

B. Intelligence levels

C. Environmental behavior and attitudes

D. Cell structure

3. In some Indigenous cultures, nature is viewed as:

A. A threat

B. Property

C. Sacred and interconnected with human life

D. Unimportant

4. Environmental resilience means:

A. Avoiding climate talk

B. Returning to past traditions

C. A community's ability to adapt to climate challenges

D. Technological change only

5. Collective action is necessary because:

A. Climate change affects only the poor

B. One country can solve global problems

C. Environmental issues cross cultural and national borders

D. Nature heals itself

6. Climate justice focuses on:

A. Equal rainfall

B. Punishing nations

C. Fair treatment of vulnerable populations affected by climate change

D. Rich countries only

7. Cross-cultural psychology contributes to sustainability by:

A. Measuring carbon

B. Promoting silence

C. Understanding behavior change in cultural context

D. Focusing only on laws

8. Western models of environmentalism often emphasize:

A. Technology and innovation

B. Religion

C. Community prayer

D. Mythology

9. Non-Western models may highlight:

A. Data analysis only

B. Short-term gains

C. Harmony with nature and spiritual values

D. Corporate expansion

10. Climate education should:

A. Be the same in every region

B. Ignore belief systems

C. Integrate scientific facts with cultural perspectives

D. Focus on punishment

[8/1/2025 12:33 PM] Ahmad: Lesson 44: Culture, Communication, and Behavior – Cross-Cultural Perspectives

Topic: How Culture Shapes Verbal & Nonverbal Communication

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1. Communication styles are:

A. Genetically fixed

B. Universal

C. Deeply influenced by culture

D. Always formal

2. In high-context cultures, communication is:

A. Explicit and direct

B. Detailed with facts

C. Indirect, relying on context, relationships, and nonverbal cues

D. Always written

3. Low-context cultures emphasize:

A. Group consensus

B. Silence

C. Clear, direct, and explicit verbal messages

D. Humor

4. Nonverbal behavior includes:

A. Only gestures

B. Grammar and spelling

C. Facial expressions, posture, tone, eye contact, gestures

D. Translation only

5. Cultural display rules regulate:

A. What music is allowed

B. Dress codes

C. Appropriate emotional expressions in specific cultural settings

D. IQ levels

6. In some Eastern cultures, eye contact:

A. Means confidence

B. Is encouraged always

C. May be seen as disrespectful or confrontational

D. Has no meaning

7. In Western cultures, eye contact:

A. Is discouraged

B. Reflects shame

C. Is a sign of honesty and attention

D. Suggests guilt

8. Cultural misunderstandings can occur when:

A. People agree

B. Similar religions are practiced

C. Communication norms are misinterpreted

D. Language is shared

9. Cross-cultural communication competence involves:

A. Speaking loudly

B. Using one global language

C. Awareness, sensitivity, and adaptation to cultural norms

D. Avoiding diversity

10. Language affects:

A. Nothing in behavior

B. Only translation

C. Perception, thinking, and social relationships

D. Social media use

## Lesson 45: Summary of the Course

Topic: Integration of Key Concepts in Cross-Cultural Psychology

1. Cross-cultural psychology studies:

A. National politics

B. Climate patterns

C. How culture influences human behavior, cognition, and emotion

D. Physical strength

2. Cultural influences can be seen in:

A. Only food

B. All aspects of human life including personality, emotion, health, and relationships

C. Weather only

D. Time zones

3. Individualist cultures value:

A. Obedience and silence

B. Group goals

C. Personal freedom, achievement, and autonomy

D. Traditional rituals

4. Collectivist cultures emphasize:

A. Competition

B. Independence

C. Group harmony, social duty, and interdependence

D. Individual rights

5. Cultural relativism means:

A. Judging other cultures by one's own standards

B. Assuming one culture is best

C. Understanding behavior within its cultural context

D. Rejection of all culture

6. Emotion, cognition, and behavior are:

A. Entirely biological

B. Not shaped by culture

C. Deeply influenced by cultural background

D. Fixed traits

7. Mental health is understood best when:

A. Ignoring culture

B. Based on religion only

C. Considered through both scientific and cultural perspectives

D. Focused only on behavior

8. Key cross-cultural research methods include:

A. Only experiments

B. Random surveys

C. Comparative and ethnographic approaches

D. Guesswork

9. Cultural awareness enhances:

- A. Anxiety
- B. Personal confusion
- C. Interpersonal relationships and global understanding
- D. Global uniformity

10. The goal of cross-cultural psychology is to:

- A. Create one global culture
- B. Reject local norms
- C. Understand and respect human diversity across cultural contexts
- D. Eliminate tradition