**PS 311 CROSS-CULTURAL
PSYCHOLOGY
Winter 2023**
IES Abroad Amsterdam

DESCRIPTION:

The main aim of this course is to provide the student with an overview of both established and contemporary knowledge in the area of social and cultural psychology, and to facilitate the student in gaining insight into the ethnocentric nature of western psychology. This course offers a combination of key areas in psychology (e.g., social psychology, emotions, mental health) each viewed through a cultural lens. A further component focuses on an applied area – intergroup relations in the Netherlands - thus providing an opportunity for students to apply their acquired knowledge in a current cultural context in the Netherlands. It is hoped that the approach taken in this course will complement and enrich the student's experience while living and studying in a new culture, on both academic and personal levels.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF PRESENTATION: English

ADDITIONAL COST: None

PREREQUISITES: None

ATTENDANCE POLICY:

Since IES Abroad Amsterdam courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction, class attendance is mandatory and will be taken for every class. In addition, students are expected to be on time for classes, course-related excursions, and tests. Some courses include mandatory trips outside of regular class hours, i.e. on weekends. Students will be made aware of the specific dates of such trips well in advance and are required to attend.

If a student misses a class without an excuse, this will lead to a deduction of their final grade of one-third of a letter grade for every additional unexcused absence (for example, A- to B+).

Excused absences are permitted only in case of:

- Health issues (including a doctor's note);
- A recognized religious holiday traditionally observed by the particular student;
- A grave incident affecting family members;
- Conflicting academic commitments, only when communicated well in advance;

Any other absences (such as missing a flight) are unexcused.

If a student shows a pattern in (excused and unexcused) absences, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program.

METHOD OF PRESENTATION:
- Lectures
- Class discussions
- Student presentations

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active Class Participation: 10%
- Report: 20%
- Weekly Moodle Posts: 10%
- Mid-term exam: 20%
- Presentation: 20%
- Final exam: 20%

Active class participation

Students are required to attend all classes and to actively participate in discussions and in-class assignments. The grade for participation is based on active involvement in class discussions (with the acknowledgement that some need encouragement to express their views or raise questions) and knowledge of the assigned literature.

Grading Rubric for Student Participation

A	**Excellent participation** Your contributions reflect an active reading of the assigned bibliography. An ability to skillfully synthesize the main ideas of the readings and raise thought-provoking questions about the applications and implications of the material is also shown. You demonstrate, through unique questions and comments, that you are capable of relating the main ideas in the readings to the other information discussed in the course and with your own life experience. You make highly informed judgments about the readings and other ideas discussed in class, consistently providing evidence and reasons. By respectfully allowing others to speak and stating your reactions about other classmates' opinions, you exhibit a capability of contributing to the discussion spiral with further inquiries. The level of active involvement in the completion of the class activities is exceptional.	
B	**Very good participation** Your contributions show that the assigned materials are read. Majority of the time you show a comprehensive understanding of the main ideas identified in course material and class discussion, although sometimes it seems that applications and implications of the information read were not properly reflected upon. You are respectful of both others' time to speak and the ideas they offer. Additionally, you show an ability to construct over others' contributions and respond in a positive manner in moments of disagreement. Regular involvement in the activities is observed and the quality of your contributions is solid.	
C	**Regular participation** You indicate a regular reading of the bibliography but in an insubstantial manner. You attempt to build on others' ideas but commonly provide comments that indicate lack of preparation about the material. Frequently, your contributions have little unique characteristics or are unarticulated with the discussion at hand.	
F	**Insufficient participation** Consistently, your contributions about readings display a disconnected or inactive involvement with the text. You do not participate in an informed way, and also show a lack of interest in constructing over others' ideas. Several unjustified absences have been reported.	

Report

Students will analyze a movie or a commercial of their own choice. The analysis will be through the lens of the topics discussed in class in relation to stereotypes, prejudice and discrimination.

Weekly Moodle Posts

Students will be asked to post at least two discussion questions about the weekly readings.

Mid-term exam

The mid-term will be a written exam composed of short-essay questions and will cover the material from the first half of the course.

Presentation

Students will pick from among the topics we covered during the lectures and discuss their real-life applications. Examples where culture and psychology intersect are all around us, allowing students to choose from current societal issues (e.g., migration crisis; international and intergroup relations), from the arts (e.g. fiction; films), or from their personal life experiences (e.g., their own cross-cultural encounters). During class presentations, students will elaborate on the reasons why they chose the topic, place this topic in the context of cross-cultural psychology and identify the ways in which concepts and theories that we discussed in class have affected their viewpoint.

Final Exam

The final exam will be a written exam composed of short-essay questions and will cover the material from the second half of the course.

LEARNING OUTCOMES:

By the end of the course, the students are able to:

• outline and discuss psychological concepts and theories of cross-cultural psychology
• apply psychological concepts and theories of social and cross-cultural psychology to their own experience of cultural adaptation and awareness
• appraise the relevance and applicability of psychological theories developed in European and American culture to different cultural contexts
• debate the relevance and applicability of Western approaches to diagnosis and treatment of mental health problems in other cultural contexts
• apply their knowledge from the course to a current socio-cultural context in the Netherlands

CONTENT:

Week	Content	Assignments
Session 1	**Introduction to the course**	
Session 2	**Social Categorization and Stereotypes**	**Required Reading:** • Fiske, S. T., Cuddy, A. M., Glick, P.,& Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition, Journal of Personality and Social Psychology, 82, 878-902. • Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. American psychologist, 52(6), 613
Session 3	**Prejudice and Discrimination**	**Required Reading:** • Pettigrew, T. F. (1998). Intergroup Contact Theory. Annual Review of Psychology, 49, 65-85. • Reicher, S. (2007). Rethinking the paradigm of prejudice. South African Journal of Psychology, 37(4), 820-834
Session 4	**Intergroup Relations in the Netherlands**	**Required Reading:** • Coenders, M., Lubbers, M., Scheepers, P., & Verkuyten, M. (2008). More than two decades of changing ethnic attitudes in the Netherlands. *Journal of Social Issues, 64*, 269-285 • Velasco González, K., Verkuyten, M., Weesie, J., & Poppe, E. (2008). Prejudice towards Muslims in the Netherlands: Testing Integrated Threat Theory. *British Journal of Social Psychology, 47*, 667-685. • Verkuyten, M., & Slooter, L. (2007). Tolerance of Muslim beliefs and practices: Age related differences and context effects. *International Journal of Behavioral Development*, 31, 467-477

Session 5	Culture and Psychological Universals	**Required Reading:** • Brown, D. E. (2004). Human universals, human nature & human culture. Daedalus, 133(4), 47-54 • Norenzayan, A., & Heine, S. J. (2005). Psychological universals: What are they and how can we know? *Psychological Bulletin, 135*, 763-784 **Report due this week**
Session 6	Culture and the Self	**Required Reading:** • Kashima, Y., Yamaguchi, S., Kim, U., Choi, S. C., Gelfand, M. J., & Yuki, M. (1995). Culture, gender, and self: A perspective from individualism-collectivism research. Journal of personality and social psychology, 69(5), 925 • Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. Psychological Review, 98(2), 224-253. • Triandis, H. (1989). The Self and Social Behavior in Differing Social Contexts. Psychological Review, 96(3), 506-520.
Session 7	Culture and Cognition	**Required readings:** • Choi, I., Nisbett, R.E., & Norenzayan, A. (1999). Causal attribution across cultures: Variation and universality. Psychological Bulletin,125, 47- 63 • Nisbett, R.E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. Psychological Review, 108, 291-310.
Session 8	Mid-term Exam	

Session 9	Culture and Emotion	**Required Readings:** • Mesquita, B., & Frijda, N. H. (1992). Cultural variations in emotions: A review. Psychological Bulletin, 112, 179-204. • Mesquita, B. (2001). Emotions in collectivist and individualist contexts. Journal of Personality and Social Psychology, 80(1), 68-74. • Jackson, J. C., Watts, J., Henry, T. R., List, J. M., Forkel, R., Mucha, P. J., … & Lindquist, K. A. (2019). Emotion semantics show both cultural variation and universal structure. Science, 366(6472), 1517-1522.
Session 10	Culture and the Brain	**Required readings:** • Adams, R.B. Jr., Rule, N.O., Franklin, R.G., Jr., Wang, E., Stevenson, M.T., Yoshikawa, S., Nomura, M., Sato, W., Kveraga, K., & Ambady, N. (2009). Cross-cultural reading the mind in the eyes: An fMRI investigation. Journal of Cognitive Neuroscience, 22(1), 97-108. • Cheon, B.K., Im, D.M., Harada, T., Kim, J.S., Mathur, V.A., Scimeca, J. M., Parish, T.B., Park, H.W., & Chiao, J.Y. (2011). Cultural influences on neural basis of intergroup empathy. NeuroImage, 57(2), 642-650.
Session 11	Acculturation	**Required readings:** • Berry, J. W. (2005). Acculturation: Living successfully in two cultures. International Journal of Intercultural Relations, 29, 697-712. • Mesquita, B., De Leersnyder, J., & Jasini, A. (2018). The cultural psychology of acculturation. Handbook of cultural Psychology (in press)

Session 12	Culture and Mental Health	**Required readings:** • Bhugra, D. (2001). Migration and mental illness. Advances in Psychiatric Treatment, 7(3), 216-222 • Leong, F. T. L., Pickren, W. E., & Tang, L. C. A history of cross-cultural clinical psychology, and its importance to mental health today (2012). Handbook of race and development in mental health. Springer New York • Vollebergh, W. M. A. , Have, M., Dekovic, M. , Oosterwegel, A. , Pels, T., Veenstra, R., Winter, A. , Ormel , H., Verhulst, F. (2005). Mental Health in Immigrant Children in the Netherlands. Social Psychiatry and Psychiatric Epidemiology, 40, 6, 489-496
Session 13	Culture and Wellbeing	**Required readings:** • Seligman, M. E. (2002). Positive psychology, positive prevention, and positive therapy. Handbook of Positive Psychology, 2(2002), 3-12 • Diener, E. (2009). Positive psychology: Past, present, and future. Oxford Handbook of Positive Psychology, 7-11
Session 14	Implications of Culture / Revision Class	TBC
Session 15	Student Presentations & Discussion	
Session 16	Student Presentations & Discussion	
Session 17	Final Exam	

FIELD TRIPS:
None

REQUIRED READINGS:
- Adams, R.B. Jr., Rule, N.O., Franklin, R.G., Jr., Wang, E., Stevenson, M.T., Yoshikawa, S., Nomura, M., Sato, W., Kveraga, K., & Ambady, N. (2009). Cross-cultural reading the mind in the eyes: An fMRI investigation. Journal of Cognitive Neuroscience, 22(1), 97-108.
- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. In- ternational Journal of Intercultural Re- lations, 29, 697-712.
- Bhugra, D. (2001). Migration and mental illness. Advances in Psychiatric Treatment, 7(3), 216-222
- Brown, D. E. (2004). Human universals, human nature & human culture. Daedalus, 133(4), 47-54
- Cheon, B.K., Im, D.M., Harada, T., Kim, J.S., Mathur, V.A., Scimeca, J. M., Parish, T.B., Park, H.W., & Chiao, J.Y. (2011). Cultural influences on neural basis of intergroup empathy. NeuroImage, 57(2), 642-650
- Choi, I., Nisbett, R.E., & Norenzayan, A. (1999). Causal attribution across cultures: Variation and universality. Psychological Bulletin,125, 47- 63

- Coenders, M., Lubbers, M., Scheepers, P., & Verkuyten, M. (2008). More than two decades of changing ethnic atti- tudes in the Netherlands. *Journal of Social Issues, 64*, 269-285
- Diener, E. (2009). Positive psychology: Past, present, and future. Oxford Handbook of Positive Psychology, 7-11
- Fiske, S. T., Cuddy, A. M., Glick, P.,& Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition, Journal of Personality and Social Psychology, 82, 878-902.
- Jackson, J. C., Watts, J., Henry, T. R., List, J. M., Forkel, R., Mucha, P. J., ... & Lindquist, K. A. (2019). Emotion semantics show both cultural variation and universal structure. Science, 366(6472), 1517-1522
- Kashima, Y., Yamaguchi, S., Kim, U., Choi, S. C., Gelfand, M. J., & Yuki, M. (1995). Culture, gender, and self: A perspective from individualism- collectivism research. Journal of personality and social psychology, 69(5), 925
- Leong, F. T. L., Pickren, W. E., & Tang, L. C. A history of cross-cultural clinical psychology, and its importance to mental health today (2012). Handbook of race and development in mental health. Springer New York
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. Psychological Review, 98(2), 224-253**.**
- Mesquita, B., & Frijda, N. H. (1992). Cultural variations in emotions: A re- view. Psychological Bulletin, 112, 179-204.
- Mesquita, B. (2001). Emotions in collectivist and individualist contexts. Journal of Personality and Social Psychology, 80(1), 68-74.
- Mesquita, B., De Leersnyder, J., & Jasini, A. (2018). The cultural psychology of acculturation. Handbook of cultural Psychology (in press)
- Nisbett, R.E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. Psychological Review, 108, 291-310
- Norenzayan, A., & Heine, S. J. (2005). Psychological universals: What are they and how can we know? *Psychological Bulletin, 135*, 763-784
- Pettigrew, T. F. (1998). Intergroup Contact Theory. Annual Review of Psychology, 49, 65-85.
- Reicher, S. (2007). Rethinking the paradigm of prejudice. South African Journal of Psychology, 37(4), 820-834
- Seligman, M. E. (2002). Positive psychology, positive prevention, and positive therapy. Handbook of Positive Psychology, 2(2002), 3-12
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. American psychologist, 52(6), 613
- Triandis, H. (1989). The Self and Social Behavior in Differing Social Contexts. Psychological Review, 96(3), 506-520
- Velasco González, K., Verkuyten, M., Weesie, J., & Poppe, E. (2008). Prejudice towards Muslims in the Netherlands: Testing Integrated Threat Theory. *British Journal of Social Psychology, 47*, 667-685.
- Verkuyten, M., & Slooter, L. (2007). Tolerance of Muslim beliefs and practices: Age related differences and context effects. *International Journal of Behavioral Development*, 31, 467-477
- Vollebergh, W. M. A. , Have, M., Dekovic, M. , Oosterwegel, A. , Pels, T., Veenstra, R., Winter, A. , Ormel, H., Verhulst, F. (2005). Mental Health in Immigrant Children in the Netherlands. Social Psychiatry and Psychiatric Epidemiology, 40, 6, 489-496