



PS360 CROSS-CULTURAL PSYCHOLOGY

IES Abroad Granada

DESCRIPTION:

The primary aim of this course is to provide the student with an overview of both established and contemporary knowledge in various areas of psychology from a cross-cultural perspective. By acquiring this knowledge, students will be able to develop awareness of their own multicultural identity and their place as world citizens. This course covers key areas in psychology (identity, perception and cognition, emotion, personality and language), each viewed through a cultural lens. In so doing, students come to appreciate the limitations and biases derived from the ethnocentrism of Western psychology. Given that the students are in Granada as *sojourners* (living temporarily outside their own country), the psychological literature in this area is also explored in order to a) prepare the adaptation to the new culture and b) prepare the return to their home culture.

The course will provide students with an opportunity to assess their own multicultural identity in approaching their experience as temporary residents in a new cultural setting. They will be able to explore several applied topics in cross-cultural psychology at the local level, apply the acquired knowledge, and gain insight into current cultural issues in Granada and/or Spain.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: Spanish

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- **Lectures:** Lectures provide the students with an opportunity to gain an overview of the course content and to clarify issues.
- **Class discussions:** Class discussions are aimed at providing students with a more pragmatic and holistic view, while offering an opportunity to argue their views and hear the perspectives of other students on selected topics.
- **Class exercises:** Various cross-cultural exercises and simulations in class will demonstrate to students the relevance of cultural diversity and cultural relativism with respect to different psychological topics.
- **Readings:** the reference textbook for this course will be *Culture and Psychology*, by D. Matsumoto & L. Juang. Other required readings for the course are extracted from several texts, monographs, and articles, which are listed below. Additional readings on the subject are also included below. Although the language of presentation for the course is Spanish, most of the readings are in English, since the field of cross-cultural psychology is barely emerging in Spain and Latin America, and most of the pertinent readings and publications are currently only available in English.
- **Forum:** Students will provide a summary and reflection of the mandatory readings, while generating relevant questions stimulated by the material they read.
- **Group presentations:** Groups of three or four students work together on one of a selected number of topics and are asked to present their research in class. Presentations provide students with the opportunity to deepen their knowledge of relevant topics, collaborate in carrying out their investigation, and learn from the perspectives of their peers.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 10%
- Midterm Exam - 30%
- Group Project - 10%
- Reflection Journal - 30%
- Essay - 20%

Course Participation



Active participation throughout the course is expected of each student. Students are required to come to class prepared to discuss the assigned reading(s), contribute to class discussion, and be capable of answering questions posed by the instructor or their peers. Grades will also reflect participation in the form of in-class exercises and contributions to the reading forum. Please note that the frequency with which students speak in class is not a key criterion for effective class participation. In order of complexity, the criteria used to measure effective class participation include the following:

Grading Rubric for Course Participation

A	Excellent Participation • Students' contributions reflect an active reading of the assigned bibliography. • They skillfully synthesize the main ideas of the readings and raise questions about the applications and implications of the material. • They can demonstrate, through questions and comments, that they have successfully related the main ideas in the readings to other information discussed in the course, or to their life experience. • Students make informed and personal judgments about the readings and other ideas discussed in class. • They respectfully state their reactions to other classmates' opinions and can contribute to the group's inquiry by posing further questions. • Students are fully involved in the completion of class activities.
B	Very Good Participation • Students' contributions show that the assigned materials are usually read. • Most of the time the main ideas are identified, though sometimes it seems that applications and implications of the information read were not properly grasped. • Students can add to others' contributions, but sometimes seem to interrupt the discussion flow and go on tangents. • They are respectful of others' ideas. • Regularly involved in the activities but occasionally losing concentration or energy.
C	Regular Participation • Students show the expected reading of the bibliography, but in a superficial way. • They try to contribute to others' ideas, but the comments often indicate lack of preparation about the material. • Frequently, contributions are shallow or not relevant to the ongoing discussion. • Students who participate in class and group exercises and activities, but do not ever contribute to class discussions and debates, will only be able to obtain a 'C' as their maximum grade.
F	Insufficient Participation • Consistently, students read in a shallow way or do not read at all. • Do not participate in an informed way and show lack of interest in actively contributing to others' ideas.

Midterm Exam

There will be a take-home mid-term exam consisting of several multiple-choice questions and short definitions, and one essay topic to be chosen from those provided by the instructor. Students will have to demonstrate their knowledge of the readings and the lectures, as well as their basic writing skills in the language of instruction. There will be no final exam.

Group Project

Groups of three or four students will research a relevant topic of their choice, which will have to be approved by the instructor. The paper should be about 2500 words in length (7-8 pages), typed, doubled-spaced, 12-pt Arial or Times Roman font, and should be submitted electronically (via Moodle) to the instructor (deadline: December 14, 2018 at 5 pm). The group will also make an oral presentation to the class in which all group members will have to participate. The presentation must last about 30 minutes and must include an introduction and framing of the project, objectives, research methods, cross-cultural views, and main findings and conclusions.

Performance Levels for Group Project

- A GRADE: Complete, accurate, and effectively presented. Active and balanced participation of all group members. Well-written research paper. What distinguishes an A from other grades is the degree of original thought and creativity that goes beyond the scope of the readings or class material.
- B GRADE: Complete, accurate, and effectively presented. Participation of group members is adequately energetic and balanced. Well-written research paper. This grade is characterized by good presentation of the views of others, but only some instances of original thinking, or creativity.
- C GRADE: Accurate, but a complete representation of the arguments is missing. Presentation fails to convey the material effectively and/or is not balanced among group members. Writing is free of grammatical errors, but not engaging or stylish.
- D GRADE: Poor performance despite the fact the most essential ideas have been covered. Poor or unbalanced participation of group members. Explanations limited. Writing lacking in style.
- F GRADE: Poor and unbalanced participation. The paper contains major errors of fact or lacks an adequate representation of the material. Writing might contain stylistic or grammatical errors

Reflection Journal

Students reflect on their experience of cultural adaptation to Granada, using psychological concepts and theories covered in the course. Entries will be biweekly and relate to the psychological concepts and theories covered in the course during the week. They should be submitted electronically in the form of a blog, each with a minimum of 250 and a maximum of 400 words (about 1 page), and a final tweet or take-home message. They should be uploaded onto Moodle every Thursday, before 9pm.

Essay

Students will write an essay in which they will develop one of the topics studied in class. They will have to support an original idea related to cultural psychology, using at least four references used in class. The essay will be between 2500 and 3000 words.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Assess their (multi) cultural identity and (multi) cultural heritage. Become aware of their biases and prejudices in a non-judgmental way.
- Outline and discuss psychological concepts and theories of cultural adaptation and identity.
- Apply psychological concepts and theories of cultural identity to their experience of cultural adaptation in Spain and to the development of their cultural awareness.
- Appraise the relevance and applicability of psychological theories developed in European and North American cultures to diverse cultural contexts.
- Apply knowledge from the course to current socio-cultural issues in Granada, Spain, and the world.

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. For this course, if a student misses more than three classes, one third of a letter grade will be deducted from the final grade for every additional absence.

CONTENT:

Session	Content	Assignments
Session 1	Introduction to the course, the group, and the instructor	• Presentation and organization of the course. • Introduction dynamics
Session 2	Topic 1: Introduction to Cultural Psychology Who am I? Personal Identity and Social Identity	• Ellemers, N., Spears, R., & Doosje, B. (2002). Self and social identity. <i>Annual review of psychology</i>, 53, 161-186. • Video: <i>A class divided</i>.

Session	Content	Assignments
Session 3	Topic 1: Introduction to Cultural Psychology Sojourners: Adapting to a new culture	- Bochner, S. (2003). Culture shock due to contact with unfamiliar cultures. <i>Online Readings in Psychology and Culture</i>, 8(1). http://dx.doi.org/10.9707/2307-0919.1073 - Pitts, M. J. (2009). Identity and the role of expectations, stress, and talk in short-term student sojourner adjustment. <i>IJIR</i>, 33, 450-462.
Session 4	Topic 1: Introduction to Cultural Psychology Psychology and Culture	Matsumoto, D. and Juang, L. (2013). <i>Culture and psychology</i>. Cp. 1.
Session 5	Topic 1: Introduction to Cultural Psychology Acculturation	Matsumoto, D. and Juang, L. (2013). <i>Culture and psychology</i>. Cp. 3.
Session 6	Topic 2: Dimensions in Cultural Analysis Individualism/Collectivism	Hui, C. H., & Triandis, H. C. (1986). Individualism-collectivism: A study of cross-cultural researchers. <i>Journal of cross-cultural psychology</i>, 17(2), 225-248.
Session 7	Topic 2: Dimensions in Cultural Analysis Power Distance	Basabe, N., & Ros, M. (2005). Cultural dimensions and social behavior correlates: Individualism-Collectivism and Power Distance. <i>International Review of Social Psychology</i>, 18(1), 189-225.
Session 8	Topic 2: Dimensions in Cultural Analysis Geert Hofstede's Model and its six cultural dimensions	- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. <i>Online Readings in Psychology and Culture</i>, (1). http://dx.doi.org/10.9707/2307-0919.1014 - Evaluation of cultural differences
Session 9	Topic 3: Psychology of Diversity Diversity Ideologies	- Plaut, V. C. (2010). Diversity science: Why and how difference makes a difference. <i>Psychological Inquiry</i>, 21(2), 77-99. - Rattan, A., & Ambady, N. (2013). Diversity ideologies and intergroup relations: An examination of colorblindness and multiculturalism. <i>European Journal of Social Psychology</i>, 43, 12-21.
Session 10	Analysis of the trip to Morocco	

Session	Content	Assignments
Session 11	Topic 3: Psychology of Diversity What is prejudice?	- Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (2010). <i>The SAGE handbook of Prejudice, Stereotyping and Discrimination</i>. Cp. 1. - Activity: Project Implicit.
Session 12	Topic 3: Psychology of Diversity Old and New types of Prejudice	Pearson, A. R., Dovidio, J. F., & Gaertner, S. L. (2009). The nature of contemporary prejudice: Insights from aversive racism. <i>Social and Personality Psychology Compass</i>, 3(3), 314-338.
Session 13	Topic 4: Culture and Basic Processes	Matsumoto, D. y Juang, L. (2013). <i>Culture and psychology</i>. Cp. 10.
Session 14	Topic 4: Culture and Basic Processes Cognition	- Cheung, F. M., van de Vijver, F. J., & Leong, F. T. (2011). Toward a new approach to the study of personality in culture. <i>American Psychologist</i>, 66(7), 593. - Matsumoto, D. y Juang, L. (2013). <i>Culture and psychology</i>. Cp. 5.
Session 15	Topic 4: Culture and Basic Processes Language	- Boroditsky, L. (2011). How language shapes thought. <i>Scientific American</i>, 304, 63-65. - Matsumoto, D. y Juang, L. (2013). <i>Culture and psychology</i>. Cp. 9. Beginning of individual meetings for the project
Session 16	MIDTERM EXAM	
Session 17	Topic 4: Culture and Basic Processes Emotion	- Matsumoto, D. y Juang, L. (2013). <i>Culture and psychology</i>. Cp. 9. - Mesquita, B., Boiger, M., & De Leersnyder, J. (2016). The cultural construction of emotions. <i>Current Opinion in Psychology</i>, 8, 31-36.
Session 18	Topic 5: Culture and Gender Gender and sex roles	- Matsumoto, D. y Juang, L. (2013). <i>Culture and psychology</i>. Cp. 6. - Wood, W., & Eagly, A. H. (2002). A cross-cultural analysis of the behavior of women and men: implications for the origins of sex differences. <i>Psychological bulletin</i>, 128(5), 699. In-class Presentation Group 1

Session	Content	Assignments
Session 19	Topic 5: Culture and Gender Gender Inequality	- Brandt, M. J. (2011). Sexism and gender inequality across 57 societies. <i>Psychological Science</i>, 22(11), 1413-1418. In-class Presentation Group 2
Session 20	Topic 6: Culture and Mental Health Psychopathology	- Kirmayer, L. J., & Ryder, A. G. (2016). Culture and psychopathology. <i>Current Opinion in Psychology</i>, 8, 143-148 - Matsumoto, D. y Juang, L. (2013). <i>Culture and psychology</i>. Cp. 11. In-class Presentation Group 3
Session 21	Topic 6: Culture and Mental Health Cross-cultural Psychotherapy	- Matsumoto, D. y Juang, L. (2013). <i>Culture and psychology</i>. Cp. 12. In-class Presentation Group 4
Session 22	Topic 7: Socio-Economic Status and Culture The Social Class as Culture	- Kraus, M. W., Piff, P. K., & Keltner, D. (2011). Social class as culture: The convergence of resources and rank in the social realm. <i>Current directions in psychological science</i>, 20(4), 246-250 - Stephens, N. M., Markus, H. R., & Phillips, L. T. (2014). Social class culture cycles: How three gateway contexts shape selves and fuel inequality. <i>Annual Review of Psychology</i>, 65, 611-634. In-class Presentation Group 5
Session 23	Topic 7: Socio-Economic Status and Culture Economic inequality and its cultural consequences	- Sánchez-Rodríguez, Á., Willis, G. B., Jetten, J., & Rodríguez-Bailón, R. (2019). Economic inequality enhances inferences that the normative climate is individualistic and competitive. <i>European Journal of Social Psychology</i>, 49(6), 1114-1127. In-class Presentation Group 6
Session 24	Topic 1: Introduction to Cultural Psychology Sojourners: Life in a cultural world	- Pitts, M. J. (2016). Sojourner reentry. <i>Communication Monographs</i>, 83, 419-445. In-class Presentation Group 7
	FINAL EXAM	

REQUIRED READINGS:

- Boroditsky, L. (2011). How language shapes thought. *Scientific American*, 304: 63-65.
- Costa et al. (2014). 'Piensa' twice: On the foreign language effect on decision making. *Cognition*, 130: 236-254.
- Heine, S.J. (2008). Cultural psychology. New York, NY: W. W. Norton.

- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). <http://dx.doi.org/10.9707/2307-0919.1014>
- Keith, K.D. (Ed.) (2011). *Cross-cultural psychology: Contemporary themes and perspectives*. Chichester, UK: Wiley-Blackwell.
- Maalouf, A. (2003). *In the name of identity: Violence and the need to belong*. New York, NY: Penguin Books. (Translation from French by Barbara Bray).
- Matsumoto, D., & Juang, L. (2013). *Culture and psychology*. 5th ed. Belmont, CA: Wadsworth Publishing.
- Nisbett, R.E. (2015). *Mindware. Tools for smart thinking*. UK: Penguin Books.
- Pérez Sales, P. (2004). *Psicología y psiquiatría transcultural. Bases prácticas para la acción*. Bilbao: Desclée de Brower, pp. 38-60.
- Pitts, M.J. (2009). Identity and the role of expectations, stress, and talk in short-term student sojourner adjustment: An application of the integrative theory of communication and cross-cultural adaptation. *International Journal of Intercultural Relations*, 33: 450-462.
- Pitts, M.J. (2016). Sojourner reentry. *Communication Monographs*, 83: 419-445.
- Prinz, J.J. (2014). *Beyond human nature: How culture and experience shape the human mind*. New York, NY: W. W. Norton & Company, Inc.
- Shiraev, E.B., & Levy, D.A. (2014). *Cross-cultural psychology: Critical thinking and contemporary applications*. 5th ed. Boston, MA: Pearson Education, Inc.
- Soto, P. (2016). Marruecos, un país donde modernidad y conservadurismo se ignoran. Atalayar. Entre dos orillas.
- Vaughn, L.M. (2011). *Psychology and Culture. Thinking Feeling and Behaving in a Global Context*. East Sussex, UK: Psychology Press.

RECOMMENDED READINGS:

- American Psychological Association, Presidential Task Force on Preventing Discrimination and Promoting Diversity. (2012). *Dual pathways to a better America: Preventing discrimination and promoting diversity*. Washington, DC: American Psychological Association. Retrieved from <http://www.apa.org/pubs/info/reports/promoting-diversity.aspx>
- American Psychological Association, Presidential Task Force on Immigration. (2012). *Crossroads: The psychology of immigration in the new century*. Retrieved from <http://www.apa.org/topics/immigration/report.aspx>
- Berry, J.W., Poortinga, Y.H., Segall, M.H., & Dasen, P.R. (2002). *Cross-cultural psychology. Research and applications*. 2nd ed. Cambridge, UK: Cambridge University Press.
- Bochner, S. (2003). Culture shock due to contact with unfamiliar cultures. *Online Readings in Psychology and Culture*, 8(1). <http://dx.doi.org/10.9707/2307-0919.1073>
- Brislin, R. (1994). Preparing to live and work elsewhere. In J.W. Lonner & R.S. Malpass (Eds.), *Psychology and Culture*. Boston, MA: Allyn and Bacon, pp. 239-244.
- Contini de González, E.N. (2006). Multiculturalismo y psicopatología. Perspectivas en evaluación psicológica. *Psicodebate*, 3: 91-106.
- Costa et al. (2014). 'Piensa' twice: On the foreign language effect on decision making. *Cognition*, 130: 236-254.
- Council of National Psychological Associations for the Advancement of Ethnic Minority Interests. (2009). *Psychology education and training from culture-specific and multiracial perspectives: Critical issues and recommendations*. Washington, DC: American Psychological Association. Retrieved from <http://www.apa.org/pi/oema>
- Deutscher, G. (2011). *Through the language glass. Why the world looks different in other languages*. London, UK: Arrow Books.
- González Moya, C. (2010). *El escalón de cristal. Discafeminismo: claves para comprender la discriminación múltiple*. Eds. Dauro.
- Guitart, M.E., Nadal, J.M., & Vila, I. (2010). La construcción narrativa de la identidad en un contexto educativo intercultural. *Límite. Revista de Filosofía y Psicología*, 5(21): 77-94.
- Jiménez, N. ¿En qué hablan los gitanos españoles? *Acción Cultural*. http://www.accioncultural.es/virtuales/vidasgitanas/pdf/vidas_gitanas_07.pdf
- Kim, Y.Y. (2008). Intercultural personhood: Globalization and a way of being. *International Journal of Intercultural Relations*, 32: 359-368.
- Kitayama, S. & Cohen, D. (Eds.) (2007). *Handbook of cultural psychology*. New York, NY: The Guilford Press.

- Kyrölä, K. (2015). Toward a contextual pedagogy of pain. Trigger warnings and the value of sometimes feeling really, really bad. *Lambda Nordica*, 1: 126-144
- Levine, R. (2006). *A geography of time. The temporal misadventures of a social psychologist or how every culture keeps time just a little bit differently*. Oxford, UK: Oneworld Publications. Ch. 6, pp. 129-152.
- Marsella, A. J. (2003). Cultural aspects of depressive experience and disorders. *Online Readings in Psychology and Culture*, 10(2). <http://dx.doi.org/10.9707/2307-0919.1081>
- Moltó et al. (1999). Un nuevo método para el estudio experimental de las emociones: el International Affective Picture System (IAPS). Adaptación española. *Rev. de Psicol. Gral. y Aplic.*, 52: 63-68.
- Moodley, R. (2010). In the Therapist's Chair Is Clemmont E. Vontress: A Wounded Healer in Cross-Cultural Counseling. *Journal of Multicultural Counseling and Development*, 38: 2-15.
- Nisbett, R. E. (2003). *The geography of thought. How Asians and Westerners think differently... and why*. New York, NY: Free Press, pp. 29-45.
- Qureshi Burckhardt, A., & Collazos Sánchez, F. (2006). El modelo americano de competencia cultural psicoterapéutica y su aplicabilidad en nuestro medio. *Papeles del Psicólogo*, 27: 50-57.
- Sam, D. L., & Moreira, V. (2012). Revisiting the mutual embeddedness of culture and mental illness. *Online Readings in Psychology and Culture*, 10(2). <http://dx.doi.org/10.9707/2307-0919.1078>
- Sussman, N.M. (2000). The dynamic nature of cultural identity throughout cultural transitions: Why home is not so sweet. *Personality and Social Psychology Review*, 4: 355-373.
- Sussman, N. M. (2002). Sojourners to Another Country: The Psychological Roller-Coaster of Cultural Transitions. *Online Readings in Psychology and Culture*, 8(1). <http://dx.doi.org/10.9707/2307-0919.1067>
- Tanaka-Matsumi, J., & Chang, R. (2002). What questions arise when studying cultural universals in depression? Lessons from abnormal psychology textbooks. *Online Readings in Psychology and Culture*, 10(2). <http://dx.doi.org/10.9707/2307-0919.1079>
- U.S. Department of Health and Human Services. (2001). *Mental Health: Culture, Race, and Ethnicity—A Supplement to Mental Health: A Report of the Surgeon General*. Rockville, MD: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.
- Vontress, C. E. (2003). Culture and Counseling. *Online Readings in Psychology and Culture*, 10(3). <http://dx.doi.org/10.9707/2307-0919.1092>