



PS360 CROSS CULTURAL PSYCHOLOGY

IES Abroad Madrid

DESCRIPTION:

The primary aim of this course is to provide students with an overview of both established and contemporary knowledge in various areas of psychology from a cross-cultural perspective. By acquiring that knowledge, the students will be able to develop awareness of their own multicultural identity. This course covers key areas in psychology (perception and cognition, emotion, language, personality, and mental health), 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 Madrid as sojourners (living temporarily outside their own country), the psychological literature in this area will also be explored.

The course will provide students with an opportunity to assess their own multicultural identity as they approach this new cultural setting. They will also be able to explore several applied topics in cross-cultural psychology at the local level. It is expected that the approach taken in this course will enrich the students' experience on both an academic and personal level.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

Lectures: theoretical models used to explain cultural differences will be reviewed. Lectures will provide the students with an opportunity to gain an overview of the course content and to clarify issues.

Class Discussion: There will be in-class discussions of students' cultural background and the relevance of this course to their lives. The aim of class discussions is to provide students with a more holistic view of the contents and their own experience. Students will have the opportunity to debate their views and confront them with the others'.

Class Exercises: Various cross-cultural exercises, simulations, and structured role-playing +activities carried out among students will demonstrate the relevance of cultural diversity to psychological topics. Critical Thinking in Cross-Cultural Psychology will be encouraged, including biases and errors in thinking, attitudes and values involved in word choices, and biases involved in categorizing.

Readings: Students will read in advance readings assigned to each session, lending attention to specific aspects or questions provided by the instructors. Class discussions and exercises will consider the content of readings. Required and recommended readings are listed below.

Oral presentations: Students will present their academic papers in class. Presentations will provide students with the opportunity to improve their oral communication skills and active listening.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10% (5% pre mid-term y 5% post mid-term)
- Academic paper-proposal - 10%
- Academic paper - 20%
- Oral presentation of academic paper - 10%
- Reflective paper-outline - 5%
- Reflective paper - 20%
- Mid-term exam - 25%

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.

Exam:

There will be a mid-term exam consisting of 3 essay questions to be chosen out of a total of 5 provided by the instructor. Students will have to demonstrate their knowledge of the readings and the lectures.

Papers:

Students will write an academic paper and a reflective paper.

Academic paper:

Students will write a research question on a topic of their choice, related with the course contents, as a **proposal** of their academic paper. The **final academic paper** will have an aprox. extension of 2000 words (7-8 pages) doble-spaced, font size 12, and will be sent through moodle. Additionally, every student will make an oral presentation in class of the paper written.

Reflective paper:

Students will reflect on their experience of cultural adaptation to Madrid, applying psychological concepts and theories studied during the course. As a first step, they will work on an outline which will be evaluated. The final reflective paper will have an aprox. Extension of 2000 words (7-8 pages) doble spaced, font size 12, and will be sent through Moodle.

LEARNING OUTCOMES:

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

- Assess their cultural identity and cultural heritage.
- Outline and discuss psychological concepts and theories of cultural adaptation.
- Apply psychological concepts and theories of cultural adaptation to their experience of cultural adaptation and awareness.
- Appraise the relevance and applicability of psychological theories (relating to mental health, social psychology, and humandevlopment) developed in European and American culture to different cultural contexts.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is **mandatory for all IES Madrid classes**, including course-related excursions. Absences will only be excused in cases of documented medical or family emergencies. Any assessed work, including exams, tests, and presentations, will be rescheduled if the absence is justified; otherwise, it will be graded as 0. You are allowed a maximum of 1 unexcused absence for once-a-week courses and 2 unexcused absences for twice-a-week courses. Each additional absence will deduct 5 points from your final grade. **Accumulating 7 or more absences in twice-a-week courses, or 4 or more in once-a-week courses, may lead to a failing grade.** Students arriving more than 11 minutes after the scheduled start time will be marked as 'late.' Three 'late' arrivals will be counted as 1 absence. Any student arriving 30 minutes or more after the scheduled start time will be marked as 'absent.' For more information, please refer to the full [Attendance and Punctuality Policy](#) document.

CONTENT:

Session	Content	Assignments
Session 1 1/20	Introduction to the course Presentation of the course, work method, instructor and classmates. To discuss about expectations and previous knowledge.	
Session 2 1/22	Introduction to Psychology and Culture Basic concepts. To understand cross-cultural psychology as a discipline in the field of Psychology.	REQUIRED READINGS Shiraev, E.B. and Levy, D.A. (2010). Understanding Cross-Cultural Psychology. In Shiraev, E.B. and Levy, D.A. (Eds.) <i>Cross-cultural psychology. Critical thinking and contemporary applications</i> (Chapter 1, pp. 1-26). Allyn & Bacon.
Session 3 1/27	Sojourners I: Arriving to a new culture Introduction to psychosocial processes by personal experiences of adaptation to a new culture.	REQUIRED READINGS Bochner, S. (2003). Culture shock due to contact with unfamiliar cultures. <i>Online readings in psychology and culture</i>, 8(1), 7.
Session 4 1/29	BASIC PSYCHOLOGY I: Perception and cognition Introduction to basic and cognitive psychology. To understand cultural differences in attention, perception and thinking.	REQUIRED READINGS Heine, S.J. (2008). Cultural psychology. Ch. 9, pp. 355-407
Session 5 2/3	BASIC PSYCHOLOGY II: Language, culture and thinking To analyze language as a cultural trait and understanding its relation with thinking.	REQUIRED READINGS Krumov, K., & Larsen, K. S. (2013). <i>Cross-cultural psychology: Why culture matters</i>. IAP. Ch. 5, pp.109-142
Session 6 2/5	BASIC PSYCHOLOGY III: Emotions Emotion and culture: cultural construction and regulation of emotional experience. Similarities and differences in the way of feeling and expressing emotions in different cultures.	REQUIRED READINGS Shiraev, E.B. and Levy, D.A. (2010). Cross-cultural psychology. Critical thinking and contemporary applications. Ch. 6, pp. 150-171

Session	Content	Assignments
Session 7 2/10	BASIC PSYCHOLOGY: Language and communication To apply previous learning to personal experiences of intercultural communication	REQUIRED READINGS Lustig, M.W. & Koester, J. (2012). Nonverbal Intercultural Communication. In Lustig, M. W., & Koester, J. (2010). <i>Intercultural competence: Interpersonal communication across cultures</i> (pp. 179-204). Peachpit Press
Session 8 2/12	RESEARCH METHODS To learn skills to design bias free research projects in cross-cultural psychology	REQUIRED READINGS Vaughn, L. M. (2011). Understanding and Researching Psychology and Culture. In Vaughn, L. (Eds.). <i>Psychology and culture: Thinking, feeling and behaving in a global context</i> (2nd edition, Chapter 2, pp 19-30). Routledge.
Session 9 2/17	DEVELOPMENTAL PSYCHOLOGY I: Learning about the nature of human development Title of the Lesson (if any) To understand human development from a cultural perspective	REQUIRED READINGS Heine, S.J. (2008). Cultural psychology. Ch. 4, pp. 136-175.
Session 10 2/19	DEVELOPMENTAL PSYCHOLOGY II: Childrearing practices and socialization in different cultures To analyze cultural differences in childrearing practices and their impact in human development. To understand the importance of applying a cultural view when evaluating childhood welfare.	REQUIRED READINGS - Vaughn, L.M. (2019) Human Development/Socialization and Culture. In Vaughn, L.M. (Ed.) <i>Psychology and Culture: Thinking, feeling and behaving in a Global Context</i> (2nd edition, Chapter 4, pp. 77-86). Routledge. - Keller, H. (2018). Universality claim of attachment theory: Children's socioemotional development across cultures. <i>Proceedings of the National Academy of Sciences</i>, 115(45), 11414-11419. https://doi.org/10.1073/pnas.1720325115
Session 11 2/24	DEVELOPMENTAL PSYCHOLOGY III: Third Culture Kids To explore the concept of "third culture kids" and their implications. To discuss the impact of intercultural interactions in human development.	REQUIRED READINGS Bell-Villada, G. H., Sichel, N., Eidse, F., & Orr, E. N. (2011). <i>Writing out of limbo : international childhoods, global nomads and third culture kids</i>. Cambridge Scholars

Session	Content	Assignments
Session 12 2/26	CRITICAL PERSPECTIVES IN PSYCHOLOGY To discuss cultural bias in psychological research and to develop skills to face them.	REQUIRED READINGS Shiraev, E.B. and Levy, D.A. (2013). Critical Thinking in Cross-Cultural Psychology. In Shiraev, E.B. and Levy, D.A. (Eds.) <i>Cross-cultural psychology. Critical thinking and contemporary applications</i> (4th edition, Chapter 3, pp. 53-92). Allyn & Bacon.
Session 13 3/3	Review To review learned contents and to solve questions.	Revisar las lecturas y las anotaciones de clase
Session 14 3/5	Mid-term exam	
Session 15 3/10	Sojourners II: Adaptation process to a new culture To explore adaptation process to a new culture analyzing personal experiences	REQUIRED READINGS - Berry, J. W. (2005). Acculturation: Living successfully in two cultures. <i>International journal of intercultural relations</i>, 29(6), 697-712. - Vaughn, L.M. (2011) Intercultural Interactions, Acculturation, and Living in a Global World. In Vaughn, L.M. (Ed.) <i>Psychology and Culture: Thinking, feeling and behaving in a Global Context</i> (2nd edition, Chapter 6, pp. 105-128). Routledge.
Session 16 3/12	SOCIAL PSYCHOLOGY I: Identity and culture To analyze the concept of biculturalism from different theoretical models.	REQUIRED READINGS Hayes, G.R. & Bryant, M. H. (2012). Psychology of Biculturalism. In <i>Psychology of Culture</i> (Psychology of Emotions, Motivations and Actions). Chapter 5.
Session 17 3/17	SOCIAL PSYCHOLOGY II: Sex, gender and culture To understand sex-gender systema and the influence of culture on gender roles and stereotypes.	REQUIRED READINGS Keith, K.D. (Ed.) (2011). Cross-cultural psychology: Contemporary themes and perspectives. Ch. 11, pp.211-234

Session	Content	Assignments
Session 18 3/19	PSYCHOLOGY AND EDUCATION: Intelligence from a cultural view To think about intelligence from different cultural perspectives.	REQUIRED READINGS Shiraeve, E.B. and Levy, D.A. (2013). Cross-cultural psychology. Critical thinking and contemporary applications. 5th Ed. Ch. 5, pp. 115-143
Session 19 3/24	PSICOLOGÍA AND DIVERSITY: Cultural psychology of disability. To analyze the concept of disability from a cultural perspective.	REQUIRED READINGS Mackelprang, R.W., and Salsgiver, R.O. (2009). Disability: A Diversity Model Approach in Human Service Practice. 2nd ed, pp. 1-29
Session 20 3/26	PSICOLOGÍA DE LA SALUD I: Salud y Cultura Aprender sobre las diferencias culturales en la definición de salud e indicadores de salud en distintos contextos.	REQUIRED READINGS Joshanloo, M., Van de Vliert, E., Jose, P.E. (2021). Four Fundamental Distinctions in Conceptions of Wellbeing Across Cultures. In: Kern, M.L., Wehmeyer, M.L. (eds) The Palgrave Handbook of Positive Education. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-64537-3_26
Session 21 3/31	HEALTH PSYCHOLOGY II: Psychopathology and culture To identify the influence of culture on the definition and diagnosis of mental disorders.	REQUIRED READINGS Shiraeve, E.B. and Levy, D.A. (2013). Cross-cultural psychology. Critical thinking and contemporary applications. 5th Ed. Ch. 9, pp. 216-247
Session 22 4/2	HEALTH PSYCHOLOGY III: Mental Health and trauma from a cultural perspective To explore mental problems among refugee and migrant populations and psychological approach.	REQUIRED READINGS Wylie, L., Van Meyel, R., Harder, H., Sukhera, J., Luc, C., Ganjavi, H., ... & Wardrop, N. (2018). Assessing trauma in a transcultural context: challenges in mental health care with immigrants and refugees. <i>Public health reviews</i>, 39, 1-19.
Session 23 4/7	HEALTH PSYCHOLOGY IV: Treatment of mental health and culture To analyze difficulties in the treatment of mental health among culturally diverse populations.	REQUIRED READINGS Sewell, H. (2009). Working with ethnicity, race and culture in mental health: A handbook for practitioners. Jessica Kingsley Publishers. Ch. 2, 9, pp. 26-43, 159-171.

Session	Content	Assignments
Session 24 4/9	SOJOURNERS IV: Coming back home To discuss about the shock when sojourners come back home and to prepare students' return.	REQUIRED READINGS - Sussman, N. M. (2002). Sojourners to another country: The psychological roller-coaster of cultural transitions. <i>Online Readings in Psychology and Culture</i>, 8(1). http://dx.doi.org/10.9707/2307-0919.1067 - SIT Study Abroad (2008). After Study Abroad: A toolkit for returning students. https://cge.tulane.edu/sites/default/files/SIT%20Alumni%20Toolkit.pdf
Session 25 4/21	Review of the course To review contents acquired during the course and to solve questions.	Revisar la guía de lectura y las anotaciones de clase
Session 26 4/23	Academic papers presentations	
Session 27 4/28	Academic papers presentations	
Session 28 4/30	Academic papers presentations	

REQUIRED READINGS:

- Bell-Villada, G. H., Sichel, N., Eidse, F., & Orr, E. N. (2011). *Writing out of limbo: international childhoods, global nomads and third culture kids*. Cambridge Scholars
- 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.
- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International journal of intercultural relations*, 29(6), 697-712.
- Bochner, S. (2003). Culture shock due to contact with unfamiliar cultures. *Online Readings in Psychology and Culture*, 8(1). dx. doi.org/10.9707/2307-0919.1073
- Hayes, G.R. & Bryant, M. H. (2012). *Psychology of Culture* (Psychology of Emotions, Motivations and Actions). Nova Science Publisher.
- Heine, S.J. (2008). *Cultural psychology*. New York, NY: W. W. Norton.
- Hickson, J. (1994). Coming home again. In J.W. Lonner & R.S. Malpass (Eds.), *Psychology and culture*. Boston, MA: Allyn and Bacon, pp. 253-257.
- Joshanloo, M., Van de Vliert, E., Jose, P.E. (2021). Four Fundamental Distinctions in Conceptions of Wellbeing Across

- Cultures. In: Kern, M.L., Wehmeyer, M.L. (eds) *The Palgrave Handbook of Positive Education*. Palgrave Macmillan, Cham.
- Keith, K.D. (Ed.) (2011). *Cross-cultural psychology: Contemporary themes and perspectives*. Chichester, UK: Wiley-Blackwell.
 - Keller, H. (2018). Universality claim of attachment theory: Children's socioemotional development across cultures. *Proceedings of the National Academy of Sciences*, 115(45), 11414-11419. <https://doi.org/10.1073/pnas.1720325115>
 - Krumov, K., & Larsen, K. S. (2013). *Cross-cultural psychology: Why culture matters*. IAP.
 - Lusting, M.W., & Koester, J. (2010). *Intercultural competence: Interpersonal communication across cultures*. Peachpit Press.
 - Mackelprang, R.W. and Salsgiver, R.O. (2009). *Disability: A diversity model approach in human service practice*. 2nd ed. Chicago, IL: Lyceum Books. Chapter 1.
 - Shiraev, E.B., & Levy, D.A. (2010). *Cross-cultural psychology: Critical thinking and contemporary applications*. 4th ed. Boston, MA: Allyn & Bacon.
 - Sewell, H. (2009). *Working with ethnicity, race and culture in mental health: A handbook for practitioners*. Jessica Kingsley Publishers.
 - Shweder, R.A. (2000). What about "female genital mutilation"? And why understanding culture matters in the first place. *Daedalus*, 129: 209-232
 - Sussman, N. M. (2002). Sojourners to Another Country: The Psychological Roller-Coaster of Cultural Transitions. *Online Readings in Psychology and Culture*, 8(1). [dx.doi.org/10.9707/2307-0919.1067](https://doi.org/10.9707/2307-0919.1067)
 - Vaughn, L.M. (2011). *Psychology and Culture. Thinking Feeling and Behaving in a Global Context*. East Sussex, UK: Psychology Press.
 - Wylie, L., Van Meyel, R., Harder, H., Sukhera, J., Luc, C., Ganjavi, H., ... & Wardrop, N. (2018). Assessing trauma in a transcultural context: challenges in mental health care with immigrants and refugees. *Public health reviews*, 39, 1-19.

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. Recuperado de: 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*. Recuperado de: www.apa.org/topics/immigration/report.aspx
- Boroditsky, L. (2011). How language shapes Thought. <https://www.scientificamerican.com/article/how-language-shapes-thought/>
- 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. Recuperado de: www.apa.org/pi/oema
- 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*. www.accioncultural.es/virtuales/vidasgitanas/pdf/vidas_gitanas_07.pdf
- Keith, K.D. (Ed.) (2011). *Cross-cultural psychology: Contemporary themes and perspectives*. Chichester, UK: Wiley-Blackwell.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford University Press.