



**IC/PS 311 CROSS-CULTURAL
PSYCHOLOGY**

IES Abroad Paris

DESCRIPTION:

The main aim of this course is to provide students with an overview of established and contemporary knowledge in the areas of social and cultural psychology while highlighting the traditionally ethnocentric nature of western psychology and pointing towards recent developments. The course covers selected topics within several key areas of 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 France—to provide students with an opportunity to apply their acquired knowledge within a current cultural context in France. The approach taken in this course will ideally complement and enrich the students' 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

METHOD OF PRESENTATION:

- Lectures + invited speakers
- Class discussions
- Student presentations

REQUIRED WORK AND FORM OF ASSESSMENT:

- Active Class Participation: 10%
- Report: 20%
- Session 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 this course, students will be 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 France.

FIELD TRIPS:

Field trip to historic immigrant neighborhood La Goutte d'Or and to the city of Saint-Denis (meeting with local associations). This trip is meant to provide an experiential dimension to the various readings and lectures related to intergroup relations in France and to acculturation processes.

Session	Topic	Assignments
1	Introduction to the course	Bring some curiosity!
2	Social Categorization and Stereotypes	Required Reading: • Heinrich J., Heine S., & Norenzayan A. (2010) The weirdest people in the world? <i>Behavioral and Brain Sciences</i>, 33(2/3):1-23 • Fiske, S. T. (2018). Stereotype Content: Warmth and Competence Endure. <i>Current Directions in Psychological Science</i>, 27(2), 67-73. • Nosek, B. A., & Hansen, J. J. (2008). The associations in our heads belong to us: Searching for attitudes and knowledge in implicit evaluation. <i>Cognition and Emotion</i>, 22(4), 553–594.
3	Prejudice and Discrimination (TBC) Invited speaker: Pf. Katie Hejtmanek (ethnography of African American adolescents in psychiatric custody)	Required Reading: • Rucker JM, Duker A and Richeson JA (2024) Structurally unjust: how lay beliefs about racism relate to responses to racial inequality in the criminal legal system. <i>Front. Soc. Psychol.</i> 2:1332527. doi: 10.3389/frsps.2024.1332527 • Van Assche, J. et al. (2023) Intergroup Contact Is Reliably Associated With Reduced Prejudice, Even in the Face of Group Threat and Discrimination. <i>American Psychologist</i>, 78(6):761–774.

4	Intergroup Relations in France (TBC) Invited Speaker: Pf. Carolyn Sargent: How Malian immigrants negotiate everyday life in Paris	Required Reading: • Guimond, S., de la Sablonnière, R., & Nugier, A. (2014). Living in a multicultural world: Intergroup ideologies and the societal context of intergroup relations. <i>European Review of Social Psychology</i>, 25(1), 142–188. • Roux G., Purenne A. & Talpin J. (2023). The experience of discrimination and citizenship: A study with inhabitants of French <i>banlieue</i> neighborhoods », <i>Ap partenances & Altérités</i>, available online: http://journals.openedition.org/alterites/506 • Beaman, J. (2021). France’s Ahmeds and Muslim others: The entanglement of racism and Islamophobia. <i>French Cultural Studies</i>, 32(3), 269-279.
5	Culture and Psychological Universals	Required Reading: • Brown, D. E. (2004). Human universals, human nature & human culture. <i>Daedalus</i>, 133(4), 47-54 • Norenzayan, A., & Heine, S. J. (2005). Psychological universals: What are they and how can we know? <i>Psychological Bulletin</i>, 135, 763-784 Report due today

6	Culture and the Self	Required Reading: - Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. <i>Perspectives on psychological science</i>, 5(4), 420-430. - Vignoles, V. L et al. (2016). Beyond the 'east-west' dichotomy: Global variation in cultural models of selfhood. <i>Journal of Experimental Psychology: General</i>, 145(8), 966–1000. - Li K, Wang F and Pi Z (2024) Culture and self-construal in the age of globalization: an empirical inquiry based on multiple approaches. <i>Front. Psychol.</i> 15:1353898.
No class	CLASS RESCHEDULED	
7	Culture and Cognition 1.5 hrs	Required readings: - Ji, L. J., & Yap, S. (2016). Culture and cognition. <i>Current Opinion in Psychology</i>, 8, 105-111. - Holtgraves TM, Kashima Y. Language, meaning, and social cognition. <i>Pers Soc Psychol Rev.</i> 2008 Feb;12(1):73-94. - de Oliveira S, Nisbett RE. Culture Changes How We Think About Thinking: From "Human Inference" to "Geography of Thought". <i>Perspect Psychol Sci.</i> 2017 Sep;12(5):782-790.
7	Mid-term Exam 1.5hrs	

8	Culture and Emotion	Required Readings: • De Leersnyder, J., Boiger, M., & Mesquita, B. (2015). Emerging Trends: Cultural Differences in Emotions. <i>Emerging Trends in the Social Sciences</i>, 1-22. • Jackson, J. C., Watts, J., Henry, T. R., List, J.M., Forkel, R., Mucha, P. J., & Lindquist, K. (2019). Emotion semantics show both cultural variation and universal structure. <i>Science</i>, 366(6472), 1517-1522. • Tran, A. (2015) Rich Sentiments and the Cultural Politics of Emotion in Postreform Ho Chi Minh City, Vietnam. <i>American Anthropologist</i>, 117(3):480-492.
9	Culture and the Brain	Required readings: • Pluta, A., Mazurek, J., Wojciechowski, J. <i>et al.</i> (2023) Exposure to hate speech deteriorates neurocognitive mechanisms of the ability to understand others' pain. <i>Science Report</i> 13, 4127. • Han S. Neurocognitive Basis of Racial Ingroup Bias in Empathy. <i>Trends Cogn Sci</i>. 2018 May;22(5):400-421. • Crafa D, Nagel SK. Traces of culture: The feedback loop between behavior, brain, and disorder. <i>Transcult Psychiatry</i>. 2020 Jun;57(3):387-407.
10	Acculturation	Required readings: • Berry, J. W. (2005). Acculturation: Living successfully in two cultures. <i>International Journal of Intercultural Re-lations</i>, 29, 697-712. • Mesquita, B., De Leersnyder, J., & Jasini, A. (2019). The cultural psychology of acculturation. In Dr. Cohen & S. Kitayama (Eds.), <i>Handbook of Cultural Psychology</i> (pp. 502-535). The Guilford Press.

11	Culture and Mental Health TBC: Invited speakers: Dr. Andrea Tortelli and Dr. Maria-Vittoria Carlin to introduce the migrant and precarity consultation (CAPSYS)	Required readings: • Kirmayer, L., Jarvis, E. & Guzder J. (2014) The Process of Cultural Consultation. <i>Cultural Consultation: Encountering the Other in Mental Health Care</i>. Springer: International and Cultural Psychology Series, pp.47-71. • Sargent C, Larchanché S. (2009) The Construction of "Cultural Difference" and Its Therapeutic Significance in Immigrant Mental Health Services in France. <i>Cult Med Psychiatry</i>. Mar;33(1):2-20. doi: 10.1007/s11013-008-9115-1. PMID: 19096918. • Leanza, Y., Miklavcic, A., Boivin, I. & Rosenberg, E. Working with Interpreters. <i>Cultural Consultation: Encountering the Other in Mental Health Care</i>. Springer: International and Cultural Psychology Series, pp.89-115.
12	Culture and Wellbeing	Required readings: • Ford, B. Q., Dmitrieva, J. O., Heller, D., Chentsova-Dutton, Y., Grossmann, I., Tamir, M., Uchida, Y., Koopmann-Holm, B., Floerke, V. A., Uhrig, M., Bokhan, T., & Mauss, I. B. (2015). Culture shapes whether the pursuit of happiness predicts higher or lower well-being. <i>Journal of Experimental Psychology: General</i>, 144(6), 1053–1062. • Oishi, S., & Schimmack, U. (2010). Culture and Well-Being: A New Inquiry Into the Psychological Wealth of Nations. <i>Perspectives on Psychological Science</i>, 5(4), 463–471. • Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. <i>Nature Human Behaviour</i>, 2(4), 253-260.
13	Student Presentations and Discussion 1.5 hrs	
13	Final Exam 1.5 hrs	

• REQUIRED READINGS:

- Beaman, J. (2021). France's Ahmeds and Muslim others: The entanglement of racism and Islamophobia. *French Cultural Studies*, 32(3), 269-279.
- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29, 697-712. <https://doi.org/10.1016/j.ijintrel.2005.07.013>
- Brown, D. E. (2004). Human universals, human nature & human culture. *Daedalus*, 133(4), 47-54.
- Crafa D, Nagel SK. Traces of culture: The feedback loop between behavior, brain, and disorder. *Transcult Psychiatry*. 2020 Jun;57(3):387-407.
- De Leersnyder, J., Boiger, M., & Mesquita, B. (2015). Emerging Trends: Cultural Differences in Emotions. *Emerging Trends in the Social Sciences*, 1-22.
- de Oliveira S, Nisbett RE. Culture Changes How We Think About Thinking: From "Human Inference" to "Geography of Thought". *Perspect Psychol Sci*. 2017 Sep;12(5):782-790.
- Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behaviour*, 2(4), 253-260. <https://doi.org/10.1038/s41562-018-0307-6>
- Fiske, S. T. (2018). Stereotype Content: Warmth and Competence Endure. *Current Directions in Psychological Science*, 27(2), 67-73.
- Ford, B. Q., Dmitrieva, J. O., Heller, D., Chentsova-Dutton, Y., Grossmann, I., Tamir, M., Uchida, Y., Koopmann-Holm, B., Floerke, V. A., Uhrig, M., Bokhan, T., & Mauss, I. B. (2015). Culture shapes whether the pursuit of happiness predicts higher or lower well-being. *Journal of Experimental Psychology: General*, 144(6), 1053–1062. <https://doi.org/10.1037/xge0000108>
- Guimond, S., de la Sablonnière, R., & Nugier, A. (2014). Living in a multicultural world: Intergroup ideologies and the societal context of intergroup relations. *European Review of Social Psychology*, 25(1), 142–188.
- Han S. Neurocognitive Basis of Racial Ingroup Bias in Empathy. *Trends Cogn Sci*. 2018 May;22(5):400-421.
- Heinrich J., Heine S., & Norenzayan A. (2010) The weirdest people in the world? *Behavioral and Brain Sciences*, 33(2/3):1-23
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- 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.
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- Kirmayer, L., Jarvis, E. & Guzder J. (2014) The Process of Cultural Consultation. *Cultural Consultation: Encountering the Other in Mental Health Care*. Springer: International and Cultural Psychology Series, pp.47-71.
- Leanza, Y., Miklavcic, A., Boivin, I. & Rosenberg, E. Working with Interpreters. *Cultural Consultation: Encountering the Other in Mental Health Care*. Springer: International and Cultural Psychology Series, pp.89-115.
- Li K, Wang F and Pi Z (2024) Culture and self- construal in the age of globalization: an empirical inquiry based on multiple approaches. *Front. Psychol*. 15:1353898.
- Markus, H. R., & Kitayama, S. (2010). Cultures and selves: A cycle of mutual constitution. *Perspectives*

- on *Psychological Science*, 5(4), 420-430. <https://doi.org/10.1177/1745691610375557>
- Mesquita, B., De Leersnyder, J., & Jasini, A. (2019). The cultural psychology of acculturation. In Dr. Cohen & S. Kitayama (Eds.), *Handbook of Cultural Psychology* (pp. 502-535). The Guilford Press.
 - Nosek, B. A., & Hansen, J. J. (2008). The associations in our heads belong to us: Searching for attitudes and knowledge in implicit evaluation. *Cognition and Emotion*, 22(4), 553–594.
 - Norenzayan, A., & Heine, S. J. (2005). Psychological universals: What are they and how can we know?
 - *Psychological Bulletin*, 135, 763-784. <https://doi.org/10.1037/0033-2909.131.5.763>
 - Oishi, S., & Schimmack, U. (2010). Culture and Well-Being: A New Inquiry Into the Psychological Wealth of Nations. *Perspectives on Psychological Science*, 5(4), 463–471.
<https://doi.org/10.1177/1745691610375556>
 - Pluta, A., Mazurek, J., Wojciechowski, J. et al. (2023) Exposure to hate speech deteriorates neurocognitive mechanisms of the ability to understand others' pain. *Science Report* 13, 4127.
 - Roux G., Purenne A. & Talpin J. (2023). The experience of discrimination and citizenship: A study with inhabitants of French *banlieue* neighborhoods », *Appartenances & Altérités*, available online: <http://journals.openedition.org/alterites/506>
 - Rucker JM, Duker A and Richeson JA (2024) Structurally unjust: how lay beliefs about racism relate to responses to racial inequality in the criminal legal system. *Front. Soc. Psychol.* 2:1332527. doi: 10.3389/frsps.2024.1332527
 - Sargent C, Larchanché S. The construction of "cultural difference" and its therapeutic significance in immigrant mental health services in France. *Cult Med Psychiatry*. 2009 Mar;33(1):2-20. doi: 10.1007/s11013-008-9115-1. PMID: 19096918.
 - Tran, A. (2015) Rich Sentiments and the Cultural Politics of Emotion in Postreform Ho Chi Minh City, Vietnam. *American Anthropologist*, 117(3):480-492.
 - **Van Assche, J. et al. (2023) Intergroup Contact Is Reliably Associated With Reduced Prejudice, Even in the Face of Group Threat and Discrimination. *American Psychologist*, 78(6):761–774.**
 - Vignoles, V. L., Owe, E., Becker, M., Smith, P. B., Easterbrook, M. J., Brown, R., González, R., Didier, N., Carrasco, D., Cadena, M. P., Lay, S., Schwartz, S. J., Des Rosiers, S. E., Villamar, J. A., Gavreliuc, A., Zinkeng, M., Kreuzbauer, R., Baguma, P., Martin, M., . . . Bond, M. H. (2016). Beyond the 'east– west' dichotomy: Global variation in cultural models of selfhood. *Journal of Experimental Psychology: General*, 145(8), 966–1000.
<https://doi.org/10.1037/xge0000175>
 - 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. <https://doi.org/10.1007/s00127-005-0906-1>