



PS 360 CROSS-CULTURAL PSYCHOLOGY
IES Abroad Buenos Aires

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 Buenos Aires as sojourners, 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. The course will provide students a chance to apply the acquired knowledge and allow them to gain insight of what cross cultural issues are like.

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 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. 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:** The core text for the course will be Cross-Cultural Psychology by E. B. Shiraev & D. A. Levy. This text will be supplemented by readings from the following texts (included in the reference list below): Cross-cultural Psychology by Berry et al.; Cultural Psychology by S. J. Heine; Culture and Psychology by D. Matsumoto & L. Juang; and Psychology and Culture by L.M. Vaughn. Additionally, there will be a selection of key academic readings, chosen to provide a general understanding of the subject matter.
- **Group Presentations:** Pair work and groups of three or four students will work together on one of a selected number of topics and will be asked to present their research in class. Presentations provide students with the opportunity to learn about relevant topics through the perspectives and the research methods of their peers.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation - 15%
- Midterm Exam - 25%
- Group Project - 30%
- Reflection Journal - 30%

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.

Class participation represents a major component of a student's grade in this course (15%). More than once and on a rolling basis, students will be asked to start classes by addressing a specific reading. 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:

1. Is the comment relevant to the discussion? (Relevance)
2. Does the student support comments well, using data gathered in this class? (Evidence)
3. Is the comment clear, complete and concise? (Form)
4. Is the comment original and insightful? (Originality)
5. Does it broaden the discussion with all its implications? (Implications)

Midterm 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. There will be no final exam.

Group Project

Groups of three/four students will research a topic of their choice out of those provided by the instructor and covered in the course. The paper should be 2000 words in length (7-8 pages), typed, doubled-spaced, font 12-pt Arial or Times Roman, and should be submitted both electronically (via e-mail) and in paper format to the instructor in class. 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 20 minutes, and must cover the objectives of the project, the research methods, and the 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 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/reasoning.
- 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 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 Buenos Aires, using psychological concepts and theories covered in the course. Entries to the journal will be weekly, and should relate to the psychological concepts and theories covered in the course during the week. They should be submitted electronically every Monday in the form of a blog, each with a minimum of 250 and a maximum of 400 words. They should be uploaded onto Moodle every Monday, before 5 p.m.

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 human development) developed in European and American culture to different cultural contexts.

ATTENDANCE POLICY:

Attendance is mandatory for all IES Abroad classes, including course related excursions. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3% of the final class grade will be deducted for every unjustified student absence. Six absences in any course will result in a failing grade.

CONTENT:

Session	Content	Assignments
Session 1	Introduction of the course, the group, the instructor, and the discussion of students' expectations. <ul style="list-style-type: none"> In-class cultural identity exercises 	<ul style="list-style-type: none"> https://www.infobae.com/politica/2017/10/28/el-video-con-el-que-argentina-busca-ser-sede-de-la-expo-mundial-de-2023/
Session 2	Introduction to psychology and culture. Basic concepts	<ul style="list-style-type: none"> Shiraev, E.B. and Levy, D.A. (2013). Cross-cultural psychology. Critical thinking and contemporary applications. 5th Ed. Ch. 1, pp. 1-23 Vaughn, L.M. (2011). Psychology and Culture. Thinking Feeling and Behaving in a Global Context. Ch. 1, pp. 1-19
Session 3	Sojourners I: Identity and culture. What makes us who we are? Adapting to a new culture. Evaluation of cultural self-identity.	<ul style="list-style-type: none"> Vaughn, L.M. (2010). Psychology and culture. Thinking, feeling and behaving in a global context. Ch. 2, pp. 21-43 Video: https://www.youtube.com/watch?v=8tXvwqyyw5E&feature=youtu.be Jorge Drexler Bochner, S. (2003). Culture shock due to contact with unfamiliar cultures. Online Readings in Psychology and Culture, 8(1).
Session 4	Cross-cultural exploration activities	<ul style="list-style-type: none"> Guided tour in English to Museo de la Inmigración "El camino de los inmigrantes" Visit lasts 1,30 hrs
Session 5	Critical thinking in cross-cultural psychology	<ul style="list-style-type: none"> Shiraev, E.B. and Levy, D.A. (2010). Cross-cultural psychology. Critical thinking and contemporary applications. Ch. 2, pp. 53-90 Discussion and group activity
Session 6	Human development: Culture and temperament. Culture and attachment.	<ul style="list-style-type: none"> Vaughn, L.M. (2011). Psychology and Culture. Thinking Feeling and Behaving in a Global Context. Ch. 3, pp. 45-73 Heine, S.J. (2008). Cultural psychology. Ch. 4, pp. 136-175

Session	Content	Assignments
Session 7	Cognition and culture. Culture, attention, sensation, and perception. Culture and thinking. Culture and consciousness.	<ul style="list-style-type: none"> • Heine, S.J. (2008). Cultural psychology. Ch. 9, pp. 355-407 • Questions and debate on exploration and discovery of what matters to me
Session 8	Emotion and culture: Cultural regulation and cultural construction of the emotional experience.	<ul style="list-style-type: none"> • Video: Golden Door: chosen scenes • Discussion • Shiraev, E.B. and Levy, D.A. (2010). Cross-cultural psychology. Critical thinking and contemporary applications. Ch. 6, pp. 150-171
Session 9	Language and communication in culture: Cultural influences on language and non-verbal communication. Culture and bilingualism. Differences and similarities between Argentina and the US in emotional processing.	<ul style="list-style-type: none"> • Matsumoto, D. and Juang, L. (2013). Culture and psychology. Ch. 9, pp. 225-253 • Costa et al. (2014). 'Piensa' twice: On the foreign language effect on decision making. Cognition, 130: 236-254
Session 10	Gender and culture: Sex and gender. Gender differences across cultures. Gender roles and stereotypes.	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=H1C-vG4yBMI • Matsumoto, D. and Juang, L. (2013). Culture and psychology. Ch. 6, pp. 147-171 • Keith, K.D. (Ed.) (2011). Cross-cultural psychology: Contemporary themes and perspectives. Ch. 11, pp. 211-234
Session 11	Intelligence: Nature vs. nurture. Cognitive skills and educational systems. Creativity.	<ul style="list-style-type: none"> • Shiraev, E.B. and Levy, D.A. (2013). Cross-cultural psychology. Critical thinking and contemporary applications. 5th Ed. Ch. 5, pp. 115-143
Session 12	Cultural psychology of disability	<ul style="list-style-type: none"> • Mackelprang, R.W., and Salsgiver, R.O. (2009). Disability: A Diversity Model Approach in Human Service Practice. 2nd ed, pp. 1-29 • Invitation of a blind person to share the class to be interviewed by the students
Session 13	MIDTERM EXAM	
Session 14	The "construction" of the Indio on the American continent	<ul style="list-style-type: none"> • Matsumoto, D. and Juang, L. (2013). Culture and psychology. Ch. 14, pp. 366-387 • http://encuentro.gob.ar/programas/serie/8008 • https://www.facebook.com/EatipArgentina/

Session	Content	Assignments
Session 15	Language and communication in culture: Cultural influences on language and non-verbal communication. Culture and bilingualism.	<ul style="list-style-type: none"> • https://berkeleycenter.georgetown.edu/posts/multiculturalism-and-diversity-on-a-macro-versus-micro-level-in-buenos-aires-argentina • Boroditsky, L. (2011). How language shapes thought. Scientific American, 304: 63-65 • Keith, K.D. (Ed.) (2011). Cross-cultural psychology: Contemporary themes and perspectives. Ch. 22, pp. 423-444
Session 16	Language and emotion: The influence of culture on emotional communication.	<ul style="list-style-type: none"> • Costa et al. (2014). 'Piensa' twice: On the foreign language effect on decision making. Cognition, 130: 236-254
Session 17	Culture and health: Cultural differences in the definition of health. Indicators of health worldwide. Well-being and happiness around the world.	<ul style="list-style-type: none"> • Matsumoto, D. and Juang, L. (2013). Culture and psychology. Ch. 7, pp. 172-197
Session 18	Cultural alternatives to Western models of physical and mental health treatment.	<ul style="list-style-type: none"> • Shiraev, E.B. and Levy, D.A. (2013). Cross-cultural psychology. Critical thinking and contemporary applications. 5th Ed. Ch. 9, pp. 216-247
Session 19	Treatment and psychopathology from a cultural perspective: Culture and psychotherapy. Barriers to treatment. Culturally competent services.	<ul style="list-style-type: none"> • Matsumoto, D. and Juang, L. (2013). Culture and psychology. Ch. 12, pp. 307-329
Session 20	Abnormal psychology and culture: the case of ADHD.	<ul style="list-style-type: none"> • Matsumoto, D. and Juang, L. (2013). Culture and psychology. Ch. 11, pp. 277-306
Session 21	What is madness like from a madman's perspective? Assessment exercises and therapeutic role-play in a cross-cultural context.	<ul style="list-style-type: none"> • http://www.tedxriodelaplata.org/videos/locura-del-teatro
Session 22	Sojourners II: Going home. Re-entry shock. Re-evaluation of cultural self-identity.	<ul style="list-style-type: none"> • 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 • Heine, S.J. (2008). Cultural psychology. New York, NY: W. W. Norton. Ch. 5, pp. 508-545
Session 23	Review of course material in the form of different in-class activity.	
Session 24	In-class group presentation	

Session	Content	Assignments
Session 25	In-class group presentations	
Session 26	There may be more group presentations and/or activities related to literature and topics introduced and studied	

REQUIRED READINGS:

- 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.
- Heine, S.J. (2008). Cultural psychology. New York, NY: W. W. Norton.
- Keith, K.D. (Ed.) (2011). Cross-cultural psychology: Contemporary themes and perspectives. Chichester, UK: Wiley-Blackwell.
- Matsumoto, D., & Juang, L. (2013). Culture and psychology. 5th ed. Belmont, CA: Wadsworth Publishing.
- Shirae, E.B., & Levy, D.A. (2010). Cross-cultural psychology: Critical thinking and contemporary applications. 4th ed. Boston, MA: Allyn & Bacon.
- Vaughn, L.M. (2011). Psychology and Culture. Thinking Feeling and Behaving in a Global Context. East Sussex, UK: Psychology Press.
- 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.
- 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
- Costa et al. (2014). 'Piensa' twice: On the foreign language effect on decision making. Cognition, 130: 236-254.
- Cubero, M. (2005). Un análisis cultural de los procesos perceptivos. Anuario de Psicología, 36: 261-280.
- 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.
- 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.
- 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

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 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 www.apa.org/topics/immigration/report.aspx
- Contini de González, E.N. (2006). Multiculturalismo y psicopatología. Perspectivas en evaluación psicológica. Psicodebate, 3: 91-106.
- 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 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.
- Kitayama, S. & Cohen, D. (Eds.) (2007). *Handbook of cultural psychology*. New York, NY: The Guilford Press.
- Llorens López, M. (2006). *Gitanos en el holocausto nazi*. Máster Universitario en Estudios Romaníes Internacionales. Unpublished manuscript.
- Marsella, A. J. (2003). Cultural aspects of depressive experience and disorders. *Online Readings in Psychology and Culture*, 10(2). [dx.doi.org/10.9707/2307-0919.1081](https://doi.org/10.9707/2307-0919.1081)
- Melero Valdés, L. (Coord.) (2010). *La persona más allá de la migración. Manual de intervención psicosocial con personas migrantes*. Valencia, España: CeiMigra.
- 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.
- 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.
- Sam, D. L., & Moreira, V. (2012). Revisiting the mutual embeddedness of culture and mental illness. *Online Readings in Psychology and Culture*, 10(2). [dx.doi.org/10.9707/2307-0919.1078](https://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.
- 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). [dx.doi.org/10.9707/2307-0919.1079](https://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). [dx.doi.org/10.9707/2307-0919.1092](https://doi.org/10.9707/2307-0919.1092)