

**PS 311 CROSS-CULTURAL
PSYCHOLOGY**

IES Abroad Amsterdam

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 the Netherlands—to provide students with an opportunity to apply their acquired knowledge within a current cultural context in the Netherlands. 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

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. The specific dates of such trips will be announced well in advance and students 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 (e.g., A- to B+).

Excused absences are permitted only in case of:

- Health issues (including a doctor's note)
- A grave incident affecting family members
- A recognized religious holiday traditionally observed by the student (communicated early)
- 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 of (excused and unexcused) absences, they 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%
- 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	<p>Excellent participation</p> <p>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.</p>
B	<p>Very good participation</p> <p>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.</p> <p>Regular involvement in the activities is observed and the quality of your contributions is solid.</p>
C	<p>Regular participation</p> <p>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.</p>
F	<p>Insufficient participation</p> <p>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.</p>

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 the Netherlands.

FIELD TRIPS:

None

Session	Topic	Assignments
1	Introduction to the course	Bring some curiosity!
2	Social Categorization and Stereotypes	Required Reading: <ul style="list-style-type: none"> 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. <i>Journal of Personality and Social Psychology</i>, 82, 878-902. Steele, C. M. (1997). A threat in the air:How stereotypes shape intellectual identity and performance. <i>American Psychologist</i>, 52(6), 613-629.
3	Prejudice and Discrimination	Required Reading: <ul style="list-style-type: none"> Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. <i>Journal of Personality and Social Psychology</i>, 90(5), 751-783. Reicher, S. (2007). Rethinking the paradigm of prejudice. <i>South African Journal of Psychology</i>, 37(4), 820-834.
4	Intergroup Relations in the Netherlands	Required Reading: <ul style="list-style-type: none"> Coenders, M., Lubbers, M., Scheepers, P., & Verkuyten, M. (2008). More than two decades of changing ethnic attitudes in the Netherlands. <i>Journal of Social Issues</i>, 64, 269-285. Velasco González, K., Verkuyten, M., Weesie, J., & Poppe, E. (2008). Prejudice towards Muslims in the Netherlands: Testing Integrated Threat Theory. <i>British Journal of Social Psychology</i>, 47, 667-685. Verkuyten, M., & Slooter, L. (2007). Tolerance of Muslim beliefs and practices: Age related differences and context effects. <i>International Journal of Behavioral Development</i>, 31, 467-477

5	Culture and Psychological Universals	<p>Required Reading:</p> <ul style="list-style-type: none"> 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 <p>Report due today</p>
6	Culture and the Self	<p>Required Reading:</p> <ul style="list-style-type: none"> 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. <i>Journal of Personality and Social Psychology</i>, 69(5), 925-937. 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., 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. <i>Journal of Experimental Psychology: General</i>, 145(8), 966-1000.
7	Culture and Cognition	<p>Required readings:</p> <ul style="list-style-type: none"> Choi, I., Nisbett, R. E., & Norenzayan, A. (1999). Causal attribution across cultures: Variation and universality. <i>Psychological Bulletin</i>, 125, 47- 63 Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: Holistic versus analytic cognition. <i>Psychological Review</i>, 108, 291-310. Ji, L. J., & Yap, S. (2016). Culture and cognition. <i>Current Opinion in Psychology</i>, 8, 105-111.
8	Mid-term Exam	

9	Culture and Emotion	Required Readings: <ul style="list-style-type: none"> • Mesquita, B. (2001). Emotions in collectivist and individualist contexts. <i>Journal of Personality and Social Psychology</i>, 80(1), 68-74. • 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. A. (2019). Emotion semantics show both cultural variation and universal structure. <i>Science</i>, 366(6472), 1517-1522.
10	Culture and the Brain	Required readings: <ul style="list-style-type: none"> • 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. <i>Journal of Cognitive Neuroscience</i>, 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. <i>NeuroImage</i>, 57(2), 642-650.
11	Acculturation	Required readings: <ul style="list-style-type: none"> • Berry, J. W. (2005). Acculturation: Living successfully in two cultures. <i>International Journal of Intercultural Relations</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.

12	Culture and Mental Health	Required readings: <ul style="list-style-type: none"> Bhugra, D. (2001). Migration and mental illness. <i>Advances in Psychiatric Treatment</i>, 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). <i>Handbook of race and development in mental health</i>. 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. <i>Social Psychiatry and Psychiatric Epidemiology</i>, 40, 6, 489-496
13	Culture and Wellbeing	Required readings: <ul style="list-style-type: none"> 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.
14	Implications of Culture / Revision Class	TBC
15	Student Presentations and Discussion	
16	Student Presentations and Discussion	
17	Final Exam	

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. <https://doi.org/10.1162/jocn.2009.21187>
- 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>
- Bhugra, D. (2001). Migration and mental illness. *Advances in Psychiatric Treatment*, 7(3), 216-222. <https://doi.org/10.1192/apt.7.3.216>
- 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. <https://doi.org/10.1016/j.neuroimage.2011.04.031>
- Choi, I., Nisbett, R.E., & Norenzayan, A. (1999). Causal attribution across cultures: Variation and universality. *Psychological Bulletin*, 125, 47-63. <https://doi.org/10.1037/0033-2909.125.1.47>
- 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. <https://doi.org/10.1111/j.1540-4560.2008.00561.x>
- De Leersnyder, J., Boiger, M., & Mesquita, B. (2015). Emerging Trends: Cultural Differences in Emotions. *Emerging Trends in the Social Sciences*, 1-22.
- 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., 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. <https://doi.org/10.1037/0022-3514.82.6.878>
- 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>
- 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.
- Ji, L. J., & Yap, S. (2016). Culture and cognition. *Current Opinion in Psychology*, 8, 105-111.
- 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), 925-937. <https://doi.org/10.1126/science.aaw8160>
- 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. (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. (2001). Emotions in collectivist and individualist contexts. *Journal of Personality and Social Psychology*, 80(1), 68-74. <https://doi.org/10.1037/0022-3514.80.1.68>
- 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.

- Nisbett, R.E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: Holistic

- versus analytic cognition. *Psychological Review*, 108, 291-310. <https://doi.org/10.1037/0033-295X.108.2.291>
- ❑ 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/10.1177/174569161037556>
- ❑ Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90(5), 751-783. <https://doi.org/10.1037/0022-3514.90.5.751>
- ❑ Reicher, S. (2007). Rethinking the paradigm of prejudice. *South African Journal of Psychology*, 37(4), 820-834. <https://doi.org/10.1177/008124630703700410>
- ❑ Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52(6), 613-629. <https://doi.org/10.1037/0003-066X.52.6.613>
- ❑ 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., & Slioter, L. (2007). Tolerance of Muslim beliefs and practices: Age related differences and context effects. *International Journal of Behavioral Development*, 31, 467-477. <https://doi.org/10.1177/01650254070814>
- ❑ 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>