



IC/PS 311 CROSS-CULTURAL PSYCHOLOGY

IES Abroad Amsterdam

DESCRIPTION:

The main aim of this course is to provide the student with an overview of both established and contemporary knowledge in the area of social and cultural psychology, and to facilitate the student in gaining insight into the ethnocentric nature of western psychology. This course offers a combination of key areas in 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 - thus providing an opportunity for students to apply their acquired knowledge in a current cultural context in the Netherlands. It is hoped that the approach taken in this course will complement and enrich the student’s experience while living and studying in a new culture, on both academic and personal levels.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: none

METHOD OF PRESENTATION:

- Lectures
- Class discussions
- Student presentations

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation – 10%
- Report – 20%
- Weekly Moodle posts – 10%
- Mid-term Exam – 20%
- Presentation – 20%
- Final Exam – 20%

Course 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.

A	<p>Excellent Participation</p> <p>The student’s contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates’ opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities. Does not report unjustified or reports only one justified absence.</p>
----------	--

<p>B</p>	<p>Very Good Participation The student’s contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others’ contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others’ ideas. Regularly involved in the activities but occasionally loses concentration or energy. Reports two or more justified, but no unjustified, absences.</p>
<p>C</p>	<p>Regular Participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others’ ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand. Reports three or more justified, but no unjustified, absences.</p>
<p>D</p>	<p>Insufficient Participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others’ ideas. Reports several unjustified absences.</p>

Midterm Exam

The mid-term will be a written exam composed of short-essay questions.

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.

Presentation

Students will pick from among the topics we covered during the lectures and discuss its 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 the 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

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, regular class attendance is mandatory. In addition, students are expected to be on time for classes. Excused absence applies in cases of illness (incl. a doctor’s note and compelling circumstances beyond the student’s control – missing a flight on the day of class does not fit in this category). An unexcused will lead to a deduction of your final grade of 0.5 (out of 1-10 scale) point per missed class. If a student shows a pattern in (excused and unexcused) absences, students 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.

CONTENT:

Week	Content	Assignments
Week 1	Introduction to the course	
Week 2	Social Categorization and Stereotypes	<ul style="list-style-type: none"> • <i>A Model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition.</i> Journal of Personality and Social Psychology, 82, 878-902. Fiske, St. T., Cuddy, A.M., Glick, P., & Xu, J. (2002). • <i>A threat in the air: How stereotypes shape intellectual identity and performance.</i> American psychologist, 52(6), 613. Steele, C.M. (1997)
Week 3	Prejudice and Discrimination	<ul style="list-style-type: none"> • <i>Intergroup Contact Theory.</i> Annual Review of Psychology, 49, 65-85. Pettigrew, T.F. (1998) • <i>Rethinking the paradigm of prejudice.</i> South African Journal of Psychology, 37(4), 820-834. Reicher, S. (2007).

Week 4	Intergroup Relations in the Netherlands	<ul style="list-style-type: none"> • <i>More than two decades of changing ethnic attitudes in the Netherlands.</i> Journal of Social Issues, 64, 269-285. Coenders, M., Lubbers, M., Scheepers, P., & Verkuyten, M. (2008). • <i>Prejudice towards Muslims in the Netherlands: Testing Integrated Threat Theory.</i> British Journal of Social Psychology, 47, 667-685. Velasco Gonzalez, K., Verkuyten, M., Weesie, j., & Poppe, E. (2008). • <i>Tolerance of Muslim beliefs and practices: Age-related differences and context effects.</i> International Journal of Behavioral Development, 31, 467-477. Verkuyten, M., & Slooter, L. (2007).
Week 5	Culture and Psychological Universals 1. Report due	<ul style="list-style-type: none"> • <i>Psychological Universals: What are they and how can we know?</i> Psychological Bulletin, 135, 763-784. Norenzayan, A., & Heine, S.J. (2005). • <i>Human universals, human nature & human culture.</i> Daedalus, 133(4), 47-54.
Week 6	Culture and the Self	<ul style="list-style-type: none"> • <i>Culture and the self: Implications for cognition, emotion, and motivation.</i> Psychological review, 98(2), 224-253. Markus, H.R., & Kitayama, S. (1991). • <i>The Self and Social Behavior in Differing Social Contexts.</i> Psychological Review, 96(3), 506-520. Triandis, H. (1989).
Week 7	Midterm Exam	
Week 8	Culture and Cognition	<ul style="list-style-type: none"> • <i>Causal attribution across cultures: Variation and universality.</i> Psychological Bulletin, 125, 47-63. Choi, I., Nisbett, R.E., & Norenzayan, A. (1999). • <i>Culture and systems of thought: Holistic versus analytic cognition.</i> Psychological Review, 108, 291-310. Nisbett, R.E., Peng, K., Choi, I., & Norenzayan, A. (2001).
Week 9	Culture and Emotion	<ul style="list-style-type: none"> • <i>Cultural variations in emotions: A review.</i> Psychological Bulletin, 112, 179-204. Mesquita, B., & Frijda, N.H. (1992).

		<ul style="list-style-type: none"> • <i>Emotions in collectivist and individualist contexts.</i> Journal of Personality and Social Psychology, 80(1), 68-74. Mesquita, B.
Week 10	Culture and the Brain	<ul style="list-style-type: none"> • <i>Cross-cultural reading the mind in the eyes: An fMRI investigation.</i> Journal of Cognitive Neuroscience, 22(1), 97-108. 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). • <i>Cultural Influences on neural basis of intergroup empathy.</i> NeuroImage, 57(20), 642-650. 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).
Week 11	Acculturation	<ul style="list-style-type: none"> • <i>Acculturation: Living successfully in two cultures.</i> International Journal of Intercultural Relations, 29, 697-712. Berry, J.W. (2005). • <i>The cultural psychology of acculturation.</i> Handbook of cultural Psychology (in press). Mesquita, B.m De Leersnyder, J., & Jasini, A. (2018).
Week 12	Culture and Mental Health	<ul style="list-style-type: none"> • <i>Migration and mental illness.</i> Advances in Psychiatric Treatment, 7(3), 216-222. Bhugram D, (2001). • <i>A history of cross-cultural clinical psychology, and its importance to mental health today (2012).</i> Handbook of race and development in mental health. Spring New York. Leong, F.T.L., Pickren, W.E., & Tang, L.C. • <i>Mental Health in Immigrant Children in the Netherlands.</i> Social Psychiatry and Psychiatric Epidemiology, 40, 6, 489-496. Vollebergh, W.M>A., Have, M., Dekovic, M., Oosterwegel, A., Pels, T., Veenstra, R., Winter, A., Ormel, H., Verhulfs, F. (2005).
Week 13	Class Presentations & Discussion	
Week 14	Class Presentations & Discussion	

Week 15	Final Exam	
---------	------------	--

REQUIRED READINGS:

- *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. Fiske, St. T., Cuddy, A.M., Glick, P., & Xu, J. (2002).
- *A threat in the air: How stereotypes shape intellectual identity and performance.* American psychologist, 52(6), 613. Steele, C.M. (1997)
- *Intergroup Contact Theory.* Annual Review of Psychology, 49, 65-85. Pettigrew, T.F. (1998)
- *Rethinking the paradigm of prejudice.* South African Journal of Psychology, 37(4), 820-834. Reicher, S. (2007).
- *More than two decades of changing ethnic attitudes in the Netherlands.* Journal of Social Issues, 64, 269-285. Coenders, M., Lubbers, M., Scheepers, P., & Verkuyten, M. (2008).
- *Prejudice towards Muslims in the Netherlands: Testing Integrated Threat Theory.* British Journal of Social Psychology, 47, 667-685. Velasco Gonzalez, K., Verkuyten, M., Weesie, j., & Poppe, E. (2008).
- *Tolerance of Muslim beliefs and practices: Age-related differences and context effects.* International Journal of Behavioral Development, 31, 467-477. Verkuyten, M., & Slooter, L. (2007).
- *Psychological Universals: What are they and how can we know?* Psychological Bulletin, 135, 763-784. Norenzayan, A., & Heine, S.J. (2005).
- *Human universals, human nature & human culture.* Daedalus, 133(4), 47-54.
- *Causal attribution across cultures: Variation and universality.* Psychological Bulletin, 125, 47-63. Choi, I., Nisbett, R.E., & Norenzayan, A. (1999).
- *Culture and systems of thought: Holistic versus analytic cognition.* Psychological Review, 108, 291-310. Nisbett, R.E., Peng, K., Choi, I., & Norenzayan, A. (2001).
- *Cultural variations in emotions: A review.* Psychological Bulletin, 112, 179-204. Mesquita, B., & Frijda, N.H. (1992)
- *Emotions in collectivist and individualist contexts.* Journal of Personality and Social Psychology, 80(1), 68-74. Mesquita, B.
- *Cross-cultural reading the mind in the eyes: An fMRI investigation.* Journal of Cognitive Neuroscience, 22(1), 97-108. 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).
- *Cultural Influences on neural basis of intergroup empathy.* NeuroImage, 57(20), 642-650. 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).
- *Acculturation: Living successfully in two cultures.* International Journal of Intercultural Relations, 29, 697-712. Berry, J.W. (2005).
- *The cultural psychology of acculturation.* Handbook of cultural Psychology (in press). Mesquita, B.m De Leersnyder, J., & Jasini, A. (2018).
- *Migration and mental illness.* Advances in Psychiatric Treatment, 7(3), 216-222. Bhugram D, (2001).
- *A history of cross-cultural clinical psychology, and its importance to mental health today (2012).* Handbook of race and development in mental health. Spring New York. Leong, F.T.L., Pickren, W.E., & Tang, L.C.
- *Mental Health in Immigrant Children in the Netherlands.* Social Psychiatry and Psychiatric Epidemiology, 40, 6, 489-496. Vollebergh, W.M>A., Have, M., Dekovic, M., Oosterwegel, A., Pels, T., Veenstra, R., Winter, A., Ormel, H., Verhulst, F. (2005).