PS 360 CROSS-CULTURAL PSYCHOLOGY
IES Abroad Rome

DESCRIPTION: The primary aim of this course is to provide the student with an overview of both established and contemporary knowledge in the area of culture and psychology and to facilitate the student in gaining insight to the ethnocentric nature of western psychology. This course offers a combination of key areas in psychology (culture and mental health, social psychology and human development) each viewed through a cultural lens. Given that the students are here as sojourners (living temporarily outside their own country), the psychological literature in this area is also explored. A further component focuses on an applied area, psychosocial health of immigrants in Italy, and specifically Rome, thus providing the opportunity for students to apply the knowledge they have acquired and allow them to gain insight into a current cultural issue in Rome. It is hoped that the approach taken in this course will both complement and enrich the students' experience as sojourners, living and studying in a new culture, on both an academic and personal level.

CREDITS: 3 credits

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

METHOD OF PRESENTATION:
- Lectures
- Visual presentations
- Student presentations
- Moodle

REQUIRED WORK AND FORM OF ASSESSMENT:
- Class participation 10%
- Academic paper 20%
- Presentation 10%
- Reflection paper 15%
- Midterm exam 20%
- Final exam 25%

*Details of required work:
Papers: Students are required to turn in two papers, one academic paper and one reflection paper;
Academic paper: Students prepare a research question based on a topic of their choice covered in the course and present it to the class. This forms the basis of their academic paper.
Reflection paper: Students reflect on their experience of cultural adaptation to Rome, using psychological concepts and theories covered in the course.
Both papers should be 2000 words in length (7-8 pages), typed, doubled-spaced, font 12 and should be submitted both electronically (via e –mail) and in paper format to the professor in class.

Grading Rubric for student participation:

A	**Excellent participation** 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.	
B	**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.	
C	**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.	
F	**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.	

LEARNING OUTCOMES:

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

- 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 and human development) 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 critical thinking framework in examining, analyzing, and evaluating psychological data the field of cross-cultural psychology
- apply their knowledge from the course to a current socio-cultural issue in Rome (psychosocial health of immigrant populations)

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including field studies. If a student misses more than one class in this course, 2 percentage points will be deducted from the final grade for every additional absence. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. IES will only consider extreme emergency cases and will strictly adhere to this policy. Do plan your semester accordingly.

CONTENT:

Week	Content	Assignments
WEEK 1 **Session 1**	Introduction to the course. Introduction to psychology and culture I.	Readings: Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology* in *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (2-19) Routledge; 5 edition (July 15, 2015). (Chapter 1)
Session 2	Introduction to psychology and culture II. Locating cultural psychology in the broad scope of psychology;	Readings:

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	cognition: the impact of culture on sensation, perceptions and state of consciousness	• Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology* in *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (2- 19) Routledge; 5 edition (July 15, 2015). (Chapter 1); • Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology* in *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (88-108) Routledge; 5 edition (July 15, 2015).
WEEK 2 **Session 1**	Adapting to a new culture: Sojourners I	Readings: • Boesch, E. (1994). *First Experiences in Thailand*. In Ed. J.W. Lonner and R.S. Malpass *Psychology and Culture*: 47-51. Boston, MA: Allyn and Bacon. • Brislin, R. (1994). *Preparing to live and work elsewhere*. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 239-244. Boston, MA: Allyn and Bacon.
Session 2	Culture and Intelligence; culture and mental health: ways of viewing mental health	Readings: • Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology* in *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (115- 132) Routledge; 5 edition (July 15, 2015). • Swartz, L. (1998). *Looking at culture and mental health. Culture and Mental Health. A Southern African View:* 8-24; Capetown, South Africa: Oxford University Press.
WEEK 3 **Session 1**	Culture and mental health: Diagnosis in different cultures	Readings: Swartz, L. (1998). *Looking at culture and mental health. Culture and Mental Health. A Southern African View*: 52-70. Capetown, South Africa: Oxford University Press.
Session 2	Culture and mental health: Culture and mental disorder 1	Readings: • Swartz, L. (1998). *Looking at culture and mental health. Culture and Mental Health. A Southern African View*: 189-214 Capetown, South Africa: Oxford University Press. • Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology in Cross-Cultural Psychology: Critical Thinking*

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		and Contemporary Applications (230- 242) Routledge; 5 edition (July 15, 2015). • Swartz, L. (1998). *Looking at culture and mental health. Culture and Mental Health. A Southern African View*:140-146, 154-166, Capetown, South Africa: Oxford University Press
WEEK 4 **Session 1**	Motivation and behaviour	Readings: Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology in Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (167-186) Routledge; 5 edition (July 15, 2015).
Session 2	Critical thinking in cross-cultural psychology	Readings: Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology in Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (49-84) Routledge; 5 edition (July 15, 2015).
WEEK 5 **Session 1** **Session 2**	Class Presentations 1 Guest Speaker	
WEEK 6 **Session 1**	Culture, social perception and social cognition	Readings: Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology* in *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (248-265) Routledge; 5 edition (July 15, 2015).
	MIDTERM EXAM	
WEEK 7 **Session 1**	Social Psychology: Examining ethnocentrism, stereotypes and prejudice	Readings: • Berry, J.W., Poortinga, Y.H., Breugelmans, S.M., Chasiotis, A. & Sam, D.L. (2011) *Intercultural relations. In Cross cultural Psychology: Research and Applications* 347-357 Cambridge: Cambridge University Press • Keith, K.D. (2011) *Ethnocentrism: Seeing the world from where we stand. In Cross cultural Psychology: Contemporary Themes and*

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Session 2	Sojourners II	*Perspectives*:20-33. Chichester: Wiley Blackwell Readings: • Bochner, S. (1994). *Culture Shock*. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 245-253. Boston, MA: Allyn and Bacon. • Berry, J.W. (1994). *Acculturative Stress*. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 211-218. Boston, MA: Allyn and Bacon.
WEEK 8 **Session 1**	Applying culture and mental health: Psychosocial health of immigrants	Readings: Vaughn, L.M. (2011) *Intercultural Interactions and Acculturation. Psychology and Culture. Thinking Feeling and Behaving in a Global Context*: 94-109. Psychology Press. Taylor and Francis Group. Hove and New York.
Session 2	Course-Related Trip	
WEEK 9 **Session 1**	Social interactions from a cross-cultural perspective	Readings: Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology in Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (270-286) Routledge; 5 edition (July 15, 2015).
Session 2	Applying culture and mental health: Psychosocial health of immigrants; Emotions from a cross-cultural perspective	Readings: • Kirmayer L. J.et al. (2010) *Common mental health problems in immigrants and refugees: general approach in primary care.* Canadian Medical Association Journal 1-9. • Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology* in *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (144- 166) Routledge; 5 edition (July 15, 2015).
WEEK 10 **Session 1**	Special Focus, methodology of cross-cultural research	Readings: Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology* in *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (24-45) Routledge; 5 edition (July 15, 2015).

Session 2	Human Development: Understanding the cultural nature of human development; Individuals, Generations, and Dynamic Cultural Communities	Readings: • Vaughn, L.M. (2011) *Human development socialization and culture. Psychology and Culture: Thinking, feeling and behaving in a Global Context*: 45-55. Psychology Press. Taylor and Francis Group. Hove and New York. • Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology in Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (190- 215) Routledge; 5 edition (July 15, 2015). • Rogoff, B. (2003). *Orienting concepts and ways of understanding the cultural nature of human development. The Cultural Nature Of Human Development*: 10-29. Oxford, UK: Oxford University Press. • Rogoff, B. (2003). *Individuals, Generations, and Dynamic Cultural Communities. The Cultural Nature Of Human Development*: 63-84. Oxford, UK: Oxford University Press.
WEEK 11		
Session 1	Human Development: social interaction	Readings: Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology in Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (270-286) Routledge; 5 edition (July 15, 2015).
Session 2	Human Development: Childrearing practices across cultures	Readings: DeLoache, J. & Gottlieb, A. (2000). *If Dr. Spock were born in Bali. Raising a world of babies.* In J.S. DeLoache & A. Gottlieb, (Eds.). *A World of Babies: Imagined Childcare Guides for Seven societies:* 1-27. Cambridge, UK: Cambridge University Press.
WEEK 12		
Session 1	Sojourners III: Going home. Re-entry shock	Readings: Hickson, J. (1994). *Coming home again*. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 253-257. Boston, MA: Allyn and Bacon.
Session 2	Applied Cross-cultural psychology	Readings: Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology* in *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications* (290-310) Routledge; 5 edition (July 15, 2015).

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WEEK 13	FINAL EXAM	

REQUIRED READINGS:

- Shiraev, E. B., and Levy, D. A. (2015). *Understanding cross-cultural Psychology* in *Cross-Cultural Psychology: Critical Thinking and Contemporary Applications*. Routledge; 5 edition (July 15, 2015) (only the chapters discussed in class).
- Berry, J.W. (1994). *Acculturative Stress*. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 211-218. Boston, MA: Allyn and Bacon.
- Berry, J.W., Poortinga, Y.H., Breugelmans, S.M., Chasiotis, A. & Sam, D.L. (2011) *Intercultural relations. In Crosscultural Psychology: Research and Applications*: 347-357 Cambridge: Cambridge University Press.
- Bochner, S. (1994). *Culture Shock*. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 245-253. Boston, MA: Allyn and Bacon.
- Boesch, E. (1994). *First Experiences in Thailand*. In Ed. J.W. Lonner and R.S. Malpass *Psychology and Culture*: 47-51. Boston, MA: Allyn and Bacon
- Brislin, R. (1994). *Preparing to live and work elsewhere*. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 239-244. Boston, MA: Allyn and Bacon.
- DeLoache, J. & Gottlieb, A. (2000). *If Dr. Spock were born in Bali. Raising a world of babies*. In J.S. DeLoache & A. Gottlieb, (Eds.). *A World of Babies: Imagined Childcare Guides for Seven societies*: 1-27. Cambridge, UK: Cambridge University Press.
- Hickson, J. (1994). *Coming home again*. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 253-257. Boston, MA: Allyn and Bacon.
- Keith, K.D. (2011) *Ethnocentrism: Seeing the world from where we stand. In Cross cultural Psychology: Contemporary Themes and Perspectives*: 20-33. Chichester: Wiley Blackwell
- Kirmayer, L.M. Narasiah, L., Munoz M., Rashid, M., Ryder A. G., Hassan, G., Rousseau, C. & Pottie, K *Common mental health problems in immigrants and refugees: general approach in primary care*. Canadian Medical Association Journal 1-9
- Rogoff, B. (2003). *Individuals, Generations, and Dynamic Cultural Communities. The Cultural Nature Of Human Development*: 63-84. Oxford, UK: Oxford University Press.
- Rogoff, B. (2003). *Orienting concepts and ways of understanding the cultural nature of human development. The Cultural Nature Of Human Development*: 10-29. Oxford, UK: Oxford University Press.
- Swartz, L. (1998). *Looking at culture and mental health. Culture and Mental Health. A Southern African View*: 8-24; Capetown, South Africa: Oxford University Press.
- Swartz, L. (1998). *Looking at culture and mental health. Culture and Mental Health. A Southern African View:* 52-70. Capetown, South Africa: Oxford University Press.
- Swartz, L. (1998). *Looking at culture and mental health. Culture and Mental Health. A Southern African View*: 189-214 Capetown, South Africa: Oxford University Press.
- Swartz, L. (1998). *Looking at culture and mental health. Culture and Mental Health. A Southern African View*:140-146, 154-166, Capetown, South Africa: Oxford University Press.
- Vaughn, L.M. (2011) *Human development socialisation and culture. Psychology and Culture: Thinking , feeling and behaving in a Global Context*:45-55. Psychology Press. Taylor and Francis Group. Hove and New York.
- Vaughn, L.M. (2011) *Intercultural Interactions and Acculturation. Psychology and Culture. Thinking Feeling and Behaving in a Global Context*: 94-109. Psychology Press. Taylor and Francis Group. Hove and New York.
- Vaughn, L.M. (2011) *Introductory Concepts. Psychology and Culture. Thinking Feeling and Behaving in a Global Context*: 2-19 Psychology Press. Taylor and Francis Group. Hove and New York.

RECOMMENDED READINGS:

- Barley, N. (1983). *The Innocent Anthropologist: Notes From A Mud Hut*. London, UK: Penguin.
- Frank, J.D. & Frank, J.B. (1991). *Persuasion and Healing: A Comparative Study of Psychotherapy*. London, UK: The John Hopkins Press.
- http://www.ac.wwu.edu/~culture/readings.htm
- Maalouf, A. *Violence and the need to belong: In the name of Identity* . Arcade Publishing
- Matsumoto, D. (ed.). (2001). *Handbook of Culture and Psychology*. Oxford, UK: Oxford University Press
- Rogoff, B. (2003). *The Cultural Nature Of Human Development*: Oxford, UK: Oxford University Press.

- Segall, M.H., Dasen, P.R., Berry, J.W., Poortinga, Y.H. (1999). *Human Behavior in Global Perspective: An Introduction to Cross Cultural Psychology*. Boston, MA: Allyn & Bacon.
- Storti, C. *Figuring foreigners out. A practical guide* Intercultural Press
- Storti, C. *The art of coming home*. Intercultural Press
- Storti, C. *The Art of crossing cultures*. Intercultural Press
- Swartz, L. (1998). *Culture and Mental Health: A Southern African View*: Capetown, South Africa: Oxford University Press.

WEBSITES:
• International association for cross-cultural psychology
• American Psychological Association
• American Psychological Society
• Australian Psychological Society
• British Psychological Society
• Discussions of Classic and Important Publications in Psychology
• United Nations Advancement of Women

Online glossary/dictionary of psychological terms:
• Richmond Glossary
• Alleydog Psychology Glossary

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