
CU/PS260 CROSS CULTURAL PSYCHOLOGY
IES Barcelona Syllabus – Last updated: March 27th, 2008

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 Spain, and specifically Barcelona, 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 Barcelona. It is hoped that the approach taken in this course will both complement and enrich the student's experience as sojourners, living and studying in a new culture, on both an academic and personal level. (3 credits)

INSTRUCTOR: Karen Smyth

METHOD OF PRESENTATION: Field studies, guest speakers, lectures, class discussion and debate, student presentations

LANGUAGE OF PRESENTATION: English

REQUIRED WORK AND FORM OF ASSESSMENT: Class participation (15%); Midterm exam (20%); final exam (20%); reflection paper (20%); academic paper (20%); oral presentation (5%)

Participation: Active participation throughout the course is expected of each student. Students are expected to come to class prepared to discuss the assigned reading, contribute to class discussion, be well prepared to answer questions.

Exams: There will be two exams, a mid term exam and a final exam.

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 Barcelona, 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.

LEARNING OUTCOMES: By the end of the course students are 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 their knowledge from the course to a current socio-cultural issue in Barcelona (psychosocial health of immigrant population).

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IES Attendance Policy

Attendance is mandatory for all IES classes, including field studies. Students are permitted 3 absences in IES area studies courses and 5 absences in IES Spanish language with no impact on the final grade. These include absences due to illness, delayed flights, interviews, family celebrations, or any other personal commitments. Beyond these absences, one half of a letter grade will be deducted from the final grade for each additional absence. If a student is absent more than 7 times for area studies courses or 10 times for language courses, the student will receive an F for the course.

CONTENT:

Session 1: Introduction to the course.

Session 2: Introduction to psychology and culture. Locating cultural psychology in the broad scope of psychology

Required readings:

Brislin, R. (2000) p.2-20

Session 3: Adapting to a new culture: Sojourners I

Boesch, E. pp. 47-51; Brislin, R. 239-244

Session 4: Social Psychology: Examining ethnocentrism, stereotypes and prejudice

Required readings:

Matsumoto, D. & Juang, L. Pp. 67-85

Session 5: Class on-site: SOS Racisme

Required readings:

Handout especially prepared for the fieldtrip

Session 6: Culture and mental health: Ways of viewing mental health

Required readings:

Swartz, L. 8-24

Session 7: Culture and mental health: Diagnosis in different cultures

Required readings:

Swartz, L. pp. 52-70; Mezzich, J.E., Kirmayer, L.J., Kleinman, A., Fabrega, H, Jr., Parron, D.L., Good, B.J., Lin, K.M., Manson, S.M. pp. 457-464.

Session 8: Culture and mental health: Culture and mental disorder 1

Required readings:

Swartz, L. 189-214

Session 9: Culture and mental health: Culture and mental disorder 2

Required readings:

Swartz, L. 140-146, 154-166

Session 10: Class Presentations 1

Session 11: Class presentations 2

Session 12: Midterm review

Session 13: Midterm exam

Session 14: Sojourners II

Required readings:

Bochner, S. pp. 245-251; Berry, J. 211-215

Session 15: Focus on Catalunya: Immigrants in Barcelona. Class on site: Walking tour of El Raval

Required readings:

Specially prepared handout for fieldtrip

Session 16: Applying culture and mental health: Psychosocial health of immigrants

Required readings:

Bhugra, D. pp. 243 –258 & Achotegui, J. 1-3

Session 17: Focus on Catalonia: Immigrants in Catalonia

Required readings:

Lopez, L. & Crespo, R. pp. 187-20

Session 18: Focus on Catalonia: Immigrants and Language in Catalonia. Class onsite: Visit to Omnium Cultural

Required readings:

Specially prepared handout for fieldtrip

Session 19: Human Development: Understanding the cultural nature of human development

Required readings:

Rogoff, B. pp. 10-29

Session 20: Human Development: Contemporary approaches to theories of child development

Required readings:

Woodhead, M. pp. 3-19

Session 21: Human Development: Developmental transitions in different cultures

Required readings:

Rogoff, B. p.160-179

Session 22: Human Development: Childrearing practices across cultures

Required readings:

DeLoaches, J. & Gottlieb, A. pp. 1-27

Session 23: Sojourners III: Going home. Re-entry shock

Required readings:

Hickson, J. pp. 253-257

Session 24: Review of course

Final Exam**REQUIRED READING:**

Achotegui, J. (2004). Immigrants living in extreme situation. Immigrant syndrome with chronic and multiple stress. The Ulysses Syndrome. Unpublished manuscript, Barcelona. Pp.1-3.

- 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.
- Bhugra, D. (2004) Migration and Mental Health Acta Psychiatrica Scandinavica 109 243 –258
- 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
- Bochner, S. (1994). Culture Shock. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 245-253. Boston, MA: Allyn and Bacon.
- Brislin, R. (2000) Understanding Culture's Influence on Behaviour. Wadworth Thompson Learning.
- Brislin, R. (1994). Preparing to live and work elsewhere. In J.W. Lonner and R.S. Malpass (Eds.), *Psychology and Culture*: 239-242. 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*: 253-259. Boston, MA: Allyn and Bacon.
- Lopez, L. & Crespo, R. (2003). The social exclusion of immigrants. The causes and dynamics of social exclusion among immigrants in Europe. Analysis of three cases: Denmark, Italy and Spain. *Varese: Stampa Natura e Solidarieta*, 187 200.
- Matsumoto, D. & Juang, L. (2004). An introduction to study of culture and psychology. *Culture and Psychology* 3rd Edition: 1-24. Belmont, CA: Wadsworth.
- Matsumoto, D. & Juang, L. (2004). Ethnocentrism, prejudice and stereotypes. *Culture And Psychology* 3rd Edition: 61-81. Belmont, CA: Wadsworth.
- Mezzich, J.E., Kirmayer, L.J., Kleinman, A., Fabrega, H, Jr., Parron, D.L., Good, B.J., Lin, K. M., & Manson, S.M. (1999). The place of culture in DSM-IV, *Journal of Nervous and Mental Disease*, 187 (8), 457-464
- Rogoff, B. (2003). Orienting concepts and ways of understanding the cultural nature of human development. *The Cultural Nature Of Human Development*: 3-32. Oxford, UK: Oxford University Press.
- Rogoff, B. (2003). Development transitions in individuals' roles in community. *The Cultural Nature Of Human Development*: 151-179. Oxford, UK: Oxford University Press.
- Swartz, L. (1998). Looking at culture and mental health. *Culture and Mental Health. A Southern African View*: 8-24; 52-76. 140-146, 154-166 Capetown, South Africa: Oxford University Press.
- Woodhead, M.(1999). Reconstructing developmental psychology: Some first steps. *Children & Society*, 13, 3-19.

RECOMMENDED READING:

- 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.
- 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
- Myers, D.G. (2002). *Social Psychology*, 7th Ed. New York, NY: McGraw-Hill.
- 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. The Art of crossing cultures. Intercultural Press
- Storti, C. The art of coming home. Intercultural Press
- Storti, C. Figuring foreigners out. A practical guide Intercultural Press
- Swartz, L. (1998). *Culture and Mental Health: A Southern African View*: Capetown, South Africa: Oxford University Press.

