



## **CIEE Amsterdam, the Netherlands**

<b>Course name:</b>	Cross-Cultural Psychology
<b>Course number:</b>	PSYC 3001 AMNT
<b>Programs offering course:</b>	Social Sciences and Humanities + Business & Culture
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2019

### **Course Description**

Cross-cultural psychology examines the ways in which an individual's perception of themselves, others, and their environment is shaped by culturally specific factors, including both the individual's own culture, as well as other cultures to which they are exposed. This course will begin with a review of the principal theories of and approaches to cross-cultural psychology (including emic versus etic approaches, individualism versus collectivism and indigenous perspectives of cross-cultural psychology). This will be followed by readings from key psychologists such as Bronfenbrenner and Bandura who contributed to our understanding of the way psychology and the social context interact. Students will use this foundational knowledge to interrogate how processes of socialization and enculturation impact discrete topics in psychology, such as identity, gender, social behavior, cognition, personality, intelligence, development and emotions. In other words, this course will investigate how culture affects human psychology, and how specific norms and behaviors can be understood both on a universal and a culturally-specific level.

### **Learning Objectives**

By completing this course, students will be able to:

- Identify and engage with various approaches to cross-cultural psychology and apply this knowledge to practical case studies;
- Critically engage with the ways that culture informs aspects of our psychological experiences and, in turn, appreciate that psychological issues in development, intelligence, psychological disorders and identity vary across sociohistorical contexts;
- Understand ways of conducting ethically sensitive cross-cultural research in psychology;
- Apply psychological theories regarding human identity, development, emotion, cognition and social behavior across multicultural contexts such that this application is culturally sensitive and critically aware of some of the theoretical limitations inherent in Eurocentric and Americanized psychological models; and
- Critically engage with issues of power, oppression, privilege, class, race, ethnicity and gender across cultural domains.

### **Course Prerequisites**

There are no prerequisites for this class.



## **Method of Instruction**

This course is structured around weekly themes over a period of 13 weeks. Each week, students will be required to read and prepare up to five readings made available on Canvas. Thursday lectures will be led by the instructor; however, students will also be expected to engage through discussion and debate. Some of these lectures will be supported by additional materials such as Ted Talks and other internet content. Tuesday seminars will be student led – in the first hour, two students (per week) will present on one of the weekly topics, using the prescribed readings as well as other relevant material in the field. During the second hour of Tuesday classes, students will break up into smaller discussion groups to debate the readings and content from the week. Key take away points from each of these small group discussions will then be shared with the larger group. Students will also be expected to submit response papers every second week, thus ensuring that all students come to class prepared and able to participate. The course will culminate in a final examination and the submission of a case study assignment.

## **Assessment and Final Grade**

Students' final grades will be based on the following:

- Class Participation: 10%
- Student Presentation: 20%
- Case Study Assignment: 25%
- Response papers: 15%
- Written examination: 30%

## **Course Requirements**

### **Class Participation – 10%**

All students are expected to participate fully during both the instructor-led and student-led seminars. Participation involves discussion, debate, thoughtful responses to reading material, critical engagement with seminar material and asking questions. Participation will be assessed based on active engagement, group cooperation, attendance, punctuality and preparation for class using the following rubric:

Advanced participation (100%): Regular attendance, always punctual, excellent preparation for class in advance, draws out ideas or concerns of others, especially those who have said little, re-visits issues or ideas that need more attention, participates and often leads in class discussion, and is actively engaged in group work.

Proficient participation (70%): Well prepared in advance, good attendance and punctuality, takes a large part in setting group goals and agendas, actively participates in discussion and asks questions, listens actively and shows understanding by paraphrasing



or by acknowledging and building on others' ideas, volunteers willingly and carries own share of the group's responsibilities.

Moderate participation (50%): Moderately prepared in advance, takes small part in setting group goals and agendas, participates minimally in discussions, but prefers to let others provide the direction, occasionally asks questions, likely to be absent or late, but informs instructor of this ahead of time.

Inadequate participation (0%): Little or no advance preparation, lets others set and pursue the agenda, observes passively and says little or nothing, fails to ask questions, appears distracted, attendance record is haphazard and inconsistent; and is sometimes absent or late without notice.

**Student Presentations – 20%**

Students are to prepare presentations that comprise their own take of the meaning of the readings which have been posted for the week, providing their insights, taking positions, expanding or critiquing these, and engaging their classmates and instructor. Student presentations are expected to cover the theories relating to the topic they are assigned, debates in the field and cultural issues relating to the topic. Students are expected to include some material beyond the readings prescribed the instructor.

Students will be assigned presentation dates and topics in the introductory lecture. Each week, two students will present individually on a more focused topic relating back to the weekly topic. These topics and dates will be pre-assigned by the instructor and are not negotiable.

Each student has 15 minutes to present and 10 minutes for questions. The question component will be led by the instructor, however students in the audience will be expected to formulate questions for the presenter too (and this will, of course, contribute to class participation grades).

Presentations will be assessed according to:

- Originality and creativity
- Integration of a wide range of resources and materials
- Audience attention
- Time management
- Response to topic
- Critical interrogation of material
- Contextual application and provision of examples

Presentations will be marked against the following rubric:

CRITERION	MARK	
Breadth and depth of seminal and recent relevant literature that has been reviewed		/20
Cognisance of the applications relevant to psychological practice		/20

Application to culture and context		/20
Critical thought and effective argument		/20
Use of examples and creative resources		/10
Presentation skills and time management		/10
<b>Total</b>		<b>/100</b>

### **Case Study Assignment – 25%**

Students will be given three case studies in the introductory lecture. Each case study will detail a particular psychological issue (gender identity, psychological maladaptation, intelligence, etc.) in the context of an individual living within a particular culture. The psychological issue and cultural context of the individual will be described in detail in the case study. Students must choose one of the three case studies and use the cross-cultural approaches and theories they have learnt in the course, along with the material relating to that particular category of psychological experience to critically engage with how the issue should be approached, assessed and treated in light of the cultural context described. Students will be expected to use reading materials beyond those provided by the instructor. References must be included in APA format (see APA Guide posted on Canvas). Due date: 23:59pm on Friday 11 May 2018.

### **Response papers – 15%**

Students are to submit response papers every second week. Students are to summarize their understandings of the readings for a particular topic of their choice in that fortnight. In other words, students will submit a response paper in week two based on either topic one or topic two; a response paper in week four on either topic three or topic four, and so on. These summaries should include a well-written integration of the all the readings for that topic that demonstrates the main arguments in the readings and students' critical reflections of these arguments. Each summary should be at least 300 words but no more than 450 words. The summaries must be printed and brought to class on Tuesdays to inform discussion. These must then be handed to the instructor. Should a student be absent for that lecture, the summary can be emailed to the instructor. Every student must submit 5 response papers to get a grade for this assignment. Response papers will be marked according to the following rubric:

Check plus (100%): Well formulated and coherent summary, with all the readings integrated into a 300- to 450-word response paper.

Check (70%): A summary of all the readings is supplied in a 300- to 450-word response paper, although the summary lacks some integration or coherence.

Check minus (50%): A summary is supplied however not ALL of the readings have been summarised OR the summary is less than 300 words.

Zero (0%): No hand in OR late hand in.

### **Written Examination – 30%**

Students will bring their laptops to the final class for a sit-down examination. Students will be given 90 minutes to respond to an essay question. Students will be allowed to bring



notes and use their readings and other materials however good preparation is encouraged so that the time is well spent and that response time is not constrained by preparation during the examination. Students will be given the essay question via Canvas 24 hours before the examination so that they have adequate time to prepare. The essay question will be holistic and will use an example (case study) to urge students to think about cross-cultural issues in psychology, various theories to approach these issues, and the limitations of models that overly rely on Eurocentric and American conceptualizations of psychological wellbeing. Students will be awarded marks for critical thinking and for being able to identify issues relating to power, identity, oppression, class and privilege.

### **Attendance, class participation and classroom policies**

Each student is expected to attend all sessions of the course and to participate actively in class discussions. Attendance will be taken every week by the course instructor. Participation will be assessed according to the CIEE Amsterdam attendance policy outlined below:

1 absence = allowed

2 absences = extra assignment (1 page in consultation with the instructor)

3 absences = 1 point off the student's final grade

4 absences = student fails the course

- If a student comes in 15-30 minutes late to class, this counts as a ½ absence.
- At all times, the student needs to inform the instructor – before the start of class – in case he or she will incur an absence. Failure to notify the teacher in advance will result in an extra assignment.
- Note about all assignments: Late assignments will be marked down with 1 point off. Assignments that are more than 3 days (72 hours) late will not be accepted.

Students who make active connections to the concepts from the reading materials in class discussions, students who actively ask questions, and students who actively reflect on out-of-class experiences in class will receive extra points for participation.

Participation points will be deducted when students do not participate in class or have not read the assigned reading materials before coming to class.

Laptops are allowed, but only when they are used to take notes or to look up information directly related to the class discussion. The instructor reserves the right to prohibit laptop use in case this distracts other students or this privilege is abused.

Important: Please note that in case you are not present for the final exam or student presentation -- or fail to hand in a response paper or the case study assignment on time because of illness -- you are required to hand in a written doctor's note with your teacher.

Resits are not offered for CIEE courses.

### **CIEE Grade Conversion Scale and Rubric**



Your performance in this course will be graded in accordance with the CIEE course grading scale and rubric adopted for all CIEE courses, which you are able to access on Canvas under "Files."

## **Weekly Schedule**

### **Class 1**

#### **Introduction to Cross-Cultural Psychology**

Readings: None

During the introductory lecture, the instructor will present the course outline and readings to students. Students will be assigned presentation dates and topics. The case study assignment will be discussed in detail and students will be given the three case studies so that they can use the entire semester to prepare this.

#### **Topic One: What is Cross-Cultural Psychology?**

Readings:

- Black, L. L., & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege. *Journal of Multicultural Counseling and Development*, 33(4), 243-255.
- Kim, U., Park, Y. S., & Park, D. (2000). The challenge of cross-cultural psychology: The role of the indigenous psychologies. *Journal of Cross-Cultural Psychology*, 31(1), 63-75.
- Lehman, D. R., Chiu, C. Y., & Schaller, M. (2004). Psychology and culture. *Annu. Rev. Psychol.*, 55, 689-714.
- Oyserman, D., Coon, H. M., & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: evaluation of theoretical assumptions and meta-analyses.
- Valsiner, J. (2007). Culture in minds and societies: Foundations of cultural psychology. *Psychol. Stud.*(September 2009), 54, 238-239.

This topic will briefly engage with the objectives of cross-cultural psychology. Students will be presented with (often competing) definitions of culture, multiculturalism and issues pertaining to individualistic versus collectivistic cultures. Developed cultures in the Global North will be contrasted with developing cultures in the Global South. Students will also need to think through issues relating to race, ethnicity, and class as they relate to power, oppression and privilege.

### **Class 2**

#### **Topic One: Instructor led seminar**

### **Class 3**



### **Topic One: Student led seminar**

### **Topic Two: Key Theories and Approaches to Cross-Cultural Psychology**

#### Readings:

- Berry, J. W. (2000). Cross-cultural psychology: A symbiosis of cultural and comparative approaches. *Asian Journal of Social Psychology*, 3(3), 197-205.
- Segall, M. H., Lonner, W. J., & Berry, J. W. (1998). Cross-cultural psychology as a scholarly discipline: On the flowering of culture in behavioral research. *American Psychologist*, 53(10), 1101.
- Triandis, H. C. (2000). Dialectics between cultural and cross-cultural psychology. *Asian Journal of Social Psychology*, 3(3), 185-195.
- Yang, K. S. (2000). Monocultural and cross-cultural indigenous approaches: The royal road to the development of a balanced global psychology. *Asian Journal of Social Psychology*, 3(3), 241-263.

This topic will cover emic versus etic perspectives in cross-cultural psychology. Students will also delve further into models of individualism versus collectivism as well as learn about indigenous perspectives of cross-cultural psychology.

#### Class 4

### **Topic Two: Instructor led seminar**

#### **Tedx Talk: How Culture Drives Behaviours by Julien S. Bourrelle**

#### Class 5

### **Topic Two: Student led seminar**

#### **Response Paper One Due**

### **Topic Three: Key Psychological Theorists: Psychology and the Social Context**

#### Readings:

- Bandura, Albert. "Social cognitive theory: An agentic perspective." *Annual review of psychology* 52.1 (2001): 1-26.
- Bandura, A. (2002). Social cognitive theory in cultural context. *Applied psychology*, 51(2), 269-290.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American psychologist*, 32(7), 513.
- Tudge, J. R., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 1(4), 198-210.



This topic will briefly engage with original work from two key psychological theorists (Albert Bandura and Urie Bronfenbrenner) that pay particular attention to the way psychology and the social context interact. The intention is to demonstrate various ways of thinking in terms of human psychology and cultural interactions such that students understand how psychological wellbeing is always situated in (cultural) contexts.

#### Class 6

#### **Topic Three: Instructor led seminar**

#### Class 7

#### **Topic Three: Student led seminar**

#### **Topic Four: Cognition and Culture**

Readings:

- Dasen, P. R. (1972). Cross-cultural Piagetian research: A summary. *Journal of cross-cultural Psychology*, 3(1), 23-40.
- Kahan, D. M., Braman, D., Gastil, J., Slovic, P., & Mertz, C. K. (2007). Culture and identity-protective cognition: Explaining the white-male effect in risk perception. *Journal of Empirical Legal Studies*, 4(3), 465-505.
- Knight, N., & Nisbett, R. E. (2007). Culture, class and cognition: Evidence from Italy. *Journal of Cognition and Culture*, 7(3), 283-291.
- Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: holistic versus analytic cognition. *Psychological review*, 108(2), 291.
- Wertsh, J. V., & Tulviste, P. (1990). Apprenticeship in thinking: Cognitive development in social context. *Science*, 249(4969), 684-686.

This topic uses Jean Piaget's theory of cognition as a starting point to understand how cognition differs across cultures. Cognition is investigated in terms of thinking models and perceptions and from various cross-cultural perspectives.

#### Class 8

#### **Topic Four: Instructor led seminar**

#### Class 9

#### **Topic Four: Student led seminar**

**Response Paper Two Due**

#### **Topic Five: Intelligence and Culture**

Readings:

- Reynolds, C. R. (2000). Why is psychometric research on bias in mental testing so often ignored?. *Psychology, Public Policy, and Law*, 6(1), 144.
- Steinberg, L., Dornbusch, S. M., Brown, B. B., Stevenson, H. W., Chen, C., Stigler, J. W., & Hsu, C. (2004). Culture and intelligence. *Psychology*, 18, 750-759.
- Wicherts, J. M., Dolan, C. V., Carlson, J. S., & van der Maas, H. L. (2010). Raven's test performance of sub-Saharan Africans: Average performance, psychometric properties, and the Flynn Effect. *Learning and Individual Differences*, 20(3), 135-151.
- Van der Vijver, A. J. R., & Rothmann, S. (2004). Assessment in multicultural groups: The South African case. *SA Journal of Industrial Psychology*, 30(4), 1-7.

This topic focuses on intelligence and the way it is normed in Western frameworks. Intelligence, typically measured by an Intelligence Quotient (IQ) through various psychometric tests such as the Raven's Matrices is a controversial topic in cross-cultural psychology. Using South Africa and the implications of its Apartheid system as an example, this topic demonstrates how IQ measurements can present apparent differences in intelligence across cultural groups, despite this difference being unlikely.

#### Class 10

#### **Topic Five: Instructor led seminar**

#### Class 11

#### **Topic Five: Student led seminar**

#### **Topic Six: Psychological Development and Culture**

#### Readings:

- Bosma, H. A., & Kunnen, E. S. (2001). Determinants and mechanisms in ego identity development: A review and synthesis. *Developmental review*, 21(1), 39-66.
- Bosma, H. A., & Kunnen, E. S. (2008). Identity-in-context is not yet identity development-in-context. *Journal of Adolescence*, 31(2), 281-289.
- Erikson, E. H. (1966). The concept of identity in race relations: Notes and queries. *Daedalus*, 145-171.
- Walker, S. P., Wachs, T. D., Gardner, J. M., Lozoff, B., Wasserman, G. A., Pollitt, E., ... & International Child Development Steering Group. (2007). Child development: risk factors for adverse outcomes in developing countries. *The lancet*, 369(9556), 145-157.

This topic focuses on childhood development. It begins with a review of the various psychological theories on childhood development, and Erik Erickson's own thoughts about the application of his theory to other cultures. This is followed by cross-cultural understandings of childhood psycho-social development as well as some examples of the implications of low-income contexts for healthy childhood development.

#### Class 12



## **Topic Six: Instructor led seminar**

### Class 13

## **Topic Six: Student led seminar**

## **Response Paper Three Due**

## **Topic Seven: Psychological Disorders and Culture**

### Readings:

- Keel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology.
- Kress, V. E. W., Eriksen, K. P., Rayle, A. D., & Ford, S. J. (2005). The DSM-IV-TR and Culture: Considerations for Counselors. *Journal of Counseling & Development, 83*(1), 97-104.
- Miller, M. N., & Pumariega, A. J. (2001). Culture and eating disorders: A historical and cross-cultural review. *Psychiatry: Interpersonal and biological processes, 64*(2), 93-110.
- Rousseau, C., Measham, T., & Bathiche-Suidan, M. (2008). DSM IV, culture and child psychiatry. *Journal of the Canadian Academy of Child and adolescent psychiatry, 17*(2), 69.
- Teo, A. R., & Gaw, A. C. (2010). Hikikomori, A Japanese Culture-Bound Syndrome of Social Withdrawal? A Proposal for DSM-V. *The Journal of nervous and mental disease, 198*(6), 444.

This topic considers the Diagnostic and Statistical Manual (DSM) of Psychological Disorders that is primarily based on Eurocentric and Americanised conceptions of psychological health. While culture is taken into account in the DSM, there are still some controversial issues relating to diagnosis and assessments and these are engaged with along with recommendations for psychologists to take into account when working cross-culturally. This topic also considers whether certain psychological disorders are culture-bound and uses eating disorders and Hikikomori (a Japanese syndrome), as examples.

### Class 14

## **Topic Seven: Instructor led seminar**

### Class 15

## **Topic Seven: Student led seminar**

## **Topic Eight: Gender Identity and Culture**

#### Readings:

- Aydt, H., & Corsaro, W. A. (2003). Differences in children's construction of gender across culture: An interpretive approach. *American Behavioral Scientist*, 46(10), 1306-1325.
- Courtenay, W. H. (2000). Constructions of masculinity and their influence on men's well-being: a theory of gender and health. *Social science & medicine*, 50(10), 1385-1401.
- Jewkes, R. K., Levin, J. B., & Penn-Kekana, L. A. (2003). Gender inequalities, intimate partner violence and HIV preventive practices: findings of a South African cross-sectional study. *Social science & medicine*, 56(1), 125-134.
- Kramer, S. (2015). Surfacing (im) possible victims: A critical review of the role of gender, sexuality and power in constructing the conditions of possibility for South African victims of female sex crimes. *Sexualities*, 18(3), 346-372.
- Newman, L. K. (2002). Sex, gender and culture: Issues in the definition, assessment and treatment of gender identity disorder. *Clinical child psychology and psychiatry*, 7(3), 352-359.

This topic investigates the ways that gender is constructed differently across cultures. Students will learn about the differences between sex (biological) and gender (a social construct) and the implications of the way gender is constructed for psychological wellbeing. Children's constructions of gender across cultures are used to demonstrate the cross-cultural differences in the making of gender. The implications of the way gender is constructed are considered in four contexts: in the context of gender identity disorder across cultures, in the context of violence and HIV/AIDS in South Africa, in the context of men's health practices and in the context of the lecturer's own work in the area of female-perpetrated crime and male victims.

#### Class 16

#### **Topic Eight: Instructor led seminar**

#### Class 17

#### **Topic Eight: Student led seminar**

#### **Response Paper Four Due**

#### **Topic Nine: Violence, Gender, Race and Culture**

#### Readings:

- Burgess-Proctor, A. (2006). Intersections of race, class, gender, and crime: Future directions for feminist criminology. *Feminist criminology*, 1(1), 27-47.
- Kasturirangan, A., Krishnan, S., & Riger, S. (2004). The impact of culture and minority status on women's experience of domestic violence. *Trauma, Violence, & Abuse*, 5(4), 318-332.

- Morrell, R., Jewkes, R., & Lindegger, G. (2012). Hegemonic masculinity/masculinities in South Africa: Culture, power, and gender politics. *Men and Masculinities*, 15(1), 11-30.
- Sokoloff, N. J., & Dupont, I. (2005). Domestic violence at the intersections of race, class, and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. *Violence against women*, 11(1), 38-64.

Drawing on social constructionist and feminist theories, this topic demonstrates how violence emerges differently as a function of the intersections of race, ethnicity, class, and gender. This culturally-bound conceptualisation of violence allows for the demonstration of how violence, in particular contexts, is more regular in the lives of minorities. Examples of domestic violence and crime from America and South Africa are used to support this argument.

#### Class 18

#### **Topic Nine: Instructor led seminar**

#### Class 19

#### **Topic Nine: Student led seminar**

#### **Topic Ten: Doing Cross-Cultural Research**

#### Readings:

- Cha, E. S., Kim, K. H., & Erlen, J. A. (2007). Translation of scales in cross-cultural research: issues and techniques. *Journal of advanced nursing*, 58(4), 386-395.
- Heine, S. J., Lehman, D. R., Peng, K., & Greenholtz, J. (2002). What's wrong with cross-cultural comparisons of subjective Likert scales?: The reference-group effect. *Journal of personality and social psychology*, 82(6), 903.
- Kramer, S., Seedat, M., Lazarus, S., & Suffla, S. (2011). A critical review of instruments assessing characteristics of community. *South African Journal of Psychology*, 41(4), 503-516.
- Merriam, S. B., Johnson-Bailey, J., Lee, M. Y., Kee, Y., Ntseane, G., & Muhamad, M. (2001). Power and positionality: Negotiating insider/outsider status within and across cultures. *International Journal of Lifelong Education*, 20(5), 405-416.

The final seminar considers the way cross-cultural psychological research is conducted in practice and outlines issues relating to unequal power relations between researchers and participants, challenges relating to translation and language barriers, inherent biases in psychometric tests developed in Global North contexts and researcher reflexivity. The instructor will use her own work across various cultural contexts to deepen student's understandings of the ethics, complexities and challenges of doing cross-cultural research.

#### Class 20



## **Topic Ten: Instructor led seminar**

### **Ted Talk: The Danger of a Single Story by Chimamanda Ngozi Adichie**

#### Class 21

## **Topic Ten: Student led seminar**

## **Response Paper Five Due**

#### Class 22

## **Cross-Cultural Psychology Final Examination**

### **Course Materials**

#### **Readings**

All the required readings (along with a complete bibliography) will be posted on Canvas under Files.

Aydt, H., & Corsaro, W. A. (2003). Differences in children's construction of gender across culture: An interpretive approach. *American Behavioral Scientist*, 46(10), 1306-1325.

Bandura, Albert. "Social cognitive theory: An agentic perspective." *Annual review of psychology* 52.1 (2001): 1-26.

Bandura, A. (2002). Social cognitive theory in cultural context. *Applied psychology*, 51(2), 269-290.

Berry, J. W. (2000). Cross-cultural psychology: A symbiosis of cultural and comparative approaches. *Asian Journal of Social Psychology*, 3(3), 197-205.

Black, L. L., & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege. *Journal of Multicultural Counseling and Development*, 33(4), 243-255.

Bosma, H. A., & Kunnen, E. S. (2001). Determinants and mechanisms in ego identity development: A review and synthesis. *Developmental review*, 21(1), 39-66.

Bosma, H. A., & Kunnen, E. S. (2008). Identity-in-context is not yet identity development-in-context. *Journal of Adolescence*, 31(2), 281-289.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American psychologist*, 32(7), 513.

Burgess-Proctor, A. (2006). Intersections of race, class, gender, and crime: Future directions for feminist criminology. *Feminist criminology*, 1(1), 27-47.

Cha, E. S., Kim, K. H., & Erlen, J. A. (2007). Translation of scales in cross-cultural research: issues and techniques. *Journal of advanced nursing*, 58(4), 386-395.

Courtenay, W. H. (2000). Constructions of masculinity and their influence on men's well-being: a theory of gender and health. *Social science & medicine*, 50(10), 1385-1401.

Dasen, P. R. (1972). Cross-cultural Piagetian research: A summary. *Journal of cross-cultural Psychology*, 3(1), 23-40.

- Erikson, E. H. (1966). The concept of identity in race relations: Notes and queries. *Daedalus*, 145-171.
- Heine, S. J., Lehman, D. R., Peng, K., & Greenholtz, J. (2002). What's wrong with cross-cultural comparisons of subjective Likert scales?: The reference-group effect. *Journal of personality and social psychology*, 82(6), 903.
- Jewkes, R. K., Levin, J. B., & Penn-Kekana, L. A. (2003). Gender inequalities, intimate partner violence and HIV preventive practices: findings of a South African cross-sectional study. *Social science & medicine*, 56(1), 125-134.
- Kahan, D. M., Braman, D., Gastil, J., Slovic, P., & Mertz, C. K. (2007). Culture and identity-protective cognition: Explaining the white-male effect in risk perception. *Journal of Empirical Legal Studies*, 4(3), 465-505.
- Kasturirangan, A., Krishnan, S., & Riger, S. (2004). The impact of culture and minority status on women's experience of domestic violence. *Trauma, Violence, & Abuse*, 5(4), 318-332.
- Keel, P. K., & Klump, K. L. (2003). Are eating disorders culture-bound syndromes? Implications for conceptualizing their etiology.
- Kim, U., Park, Y. S., & Park, D. (2000). The challenge of cross-cultural psychology: The role of the indigenous psychologies. *Journal of Cross-Cultural Psychology*, 31(1), 63-75.
- Knight, N., & Nisbett, R. E. (2007). Culture, class and cognition: Evidence from Italy. *Journal of Cognition and Culture*, 7(3), 283-291.
- Kramer, S. (2015). Surfacing (in) possible victims: A critical review of the role of gender, sexuality and power in constructing the conditions of possibility for South African victims of female sex crimes. *Sexualities*, 18(3), 346-372.
- Kramer, S., Seedat, M., Lazarus, S., & Suffla, S. (2011). A critical review of instruments assessing characteristics of community. *South African Journal of Psychology*, 41(4), 503-516.
- Kress, V. E. W., Eriksen, K. P., Rayle, A. D., & Ford, S. J. (2005). The DSM-IV-TR and Culture: Considerations for Counselors. *Journal of Counseling & Development*, 83(1), 97-104.
- Lehman, D. R., Chiu, C. Y., & Schaller, M. (2004). Psychology and culture. *Annu. Rev. Psychol.*, 55, 689-714.
- Merriam, S. B., Johnson-Bailey, J., Lee, M. Y., Kee, Y., Ntseane, G., & Muhamad, M. (2001). Power and positionality: Negotiating insider/outsider status within and across cultures. *International Journal of Lifelong Education*, 20(5), 405-416.
- Miller, M. N., & Pumariega, A. J. (2001). Culture and eating disorders: A historical and cross-cultural review. *Psychiatry: Interpersonal and biological processes*, 64(2), 93-110.
- Morrell, R., Jewkes, R., & Lindegger, G. (2012). Hegemonic masculinity/masculinities in South Africa: Culture, power, and gender politics. *Men and Masculinities*, 15(1), 11-30.
- Newman, L. K. (2002). Sex, gender and culture: Issues in the definition, assessment and treatment of gender identity disorder. *Clinical child psychology and psychiatry*, 7(3), 352-359.
- Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: holistic versus analytic cognition. *Psychological review*, 108(2), 291.
- Oyserman, D., Coon, H. M., & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: evaluation of theoretical assumptions and meta-analyses.

- Reynolds, C. R. (2000). Why is psychometric research on bias in mental testing so often ignored?. *Psychology, Public Policy, and Law*, 6(1), 144.
- Rousseau, C., Measham, T., & Bathiche-Suidan, M. (2008). DSM IV, culture and child psychiatry. *Journal of the Canadian Academy of Child and adolescent psychiatry*, 17(2), 69.
- Segall, M. H., Lonner, W. J., & Berry, J. W. (1998). Cross-cultural psychology as a scholarly discipline: On the flowering of culture in behavioral research. *American Psychologist*, 53(10), 1101.
- Sokoloff, N. J., & Dupont, I. (2005). Domestic violence at the intersections of race, class, and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. *Violence against women*, 11(1), 38-64.
- Steinberg, L., Dornbusch, S. M., Brown, B. B., Stevenson, H. W., Chen, C., Stigler, J. W., & Hsu, C. (2004). Culture and intelligence. *Psychology*, 18, 750-759.
- Teo, A. R., & Gaw, A. C. (2010). Hikikomori, A Japanese Culture-Bound Syndrome of Social Withdrawal? A Proposal for DSM-V. *The Journal of nervous and mental disease*, 198(6), 444.
- Triandis, H. C. (2000). Dialectics between cultural and cross-cultural psychology. *Asian Journal of Social Psychology*, 3(3), 185-195.
- Tudge, J. R., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 1(4), 198-210.
- Valsiner, J. (2007). Culture in minds and societies: Foundations of cultural psychology. *Psychol. Stud.(September 2009)*, 54, 238-239.
- Van der Vijver, A. J. R., & Rothmann, S. (2004). Assessment in multicultural groups: The South African case. *SA Journal of Industrial Psychology*, 30(4), 1-7.
- Walker, S. P., Wachs, T. D., Gardner, J. M., Lozoff, B., Wasserman, G. A., Pollitt, E., ... & International Child Development Steering Group. (2007). Child development: risk factors for adverse outcomes in developing countries. *The lancet*, 369(9556), 145-157.
- Wertsh, J. V., & Tulviste, P. (1990). Apprenticeship in thinking: Cognitive development in social context. *Science*, 249(4969), 684-686.
- Wicherts, J. M., Dolan, C. V., Carlson, J. S., & van der Maas, H. L. (2010). Raven's test performance of sub-Saharan Africans: Average performance, psychometric properties, and the Flynn Effect. *Learning and Individual Differences*, 20(3), 135-151.
- Yang, K. S. (2000). Monocultural and cross-cultural indigenous approaches: The royal road to the development of a balanced global psychology. *Asian Journal of Social Psychology*, 3(3), 241-263.

### Online Resources

1. Tedx Talk: How Culture Drives Behaviours by Julien S. Bourrelle:  
<https://www.youtube.com/watch?v=l-Yy6poJ2zs>
2. Ted Talk: The Danger of a Single Story by Chimamanda Ngozi Adichie:  
[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)

### Media Resources



Documentary: Hubert Smith and Neil Reichline's *The Spirit Possession of Alejandro Mamani*. (1973). 27 min:

[https://search.alexanderstreet.com/view/work/bibliographic\\_entity%7Cvideo\\_work%7C765274](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C765274)