

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	PSY-1403	SEMESTER	2nd
COURSE TITLE	INTRODUCTION TO CROSS-CULTURAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, group assignments, case studies		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General knowledge (Optional)		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=5683		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>At the end of the course, students must be able to:</p> <ul style="list-style-type: none"> • Define the scientific area of Cross-Cultural Psychology and become familiar with the methodology of Cross-Cultural Psychology. • Realize the effect of culture on human behavior. • Realize the limitations of psychometric tests, when these tests are applied in individuals coming from non Western cultures. • Realize the relativity of self and interpersonal relationships (transgendered, friends, family). • Find out the reasons of conflicts between groups of different cultural backgrounds and the

role that ethnocentrism, prejudice and racism play in these conflicts.

- Realize the distinctive problems that immigrants and refugees face.
- Realize the role that culture play in psychopathology, diagnosis and counseling.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Critical thinking and self-criticism
- Production of free, creative and inductive thinking
- Respect of diversity and multiculturalism
- Work in international context
- Social, professional, and ethic responsibility and sensibility in gender issues
- Adaptation to new circumstances
- Production of new scientific ideas

(3) SYLLABUS

The course content is linked to the five core pillars of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Preparation for Career Decisions and Professional Development [5].**

- **Week 1:** Definition of Cross-Cultural Psychology and culture [1, 2]
- **Week 2:** Methodology of Cross-Cultural and Cultural Psychology: Emic and Etic Research paradigms [1, 2,3]
- **Week 3:** Cross-Cultural aspects of cognitive processes and perception [1, 2, 3]
- **Week 4:** The measurement of intelligence in individuals from different cultures [1, 2, 3, 4, 5]
- **Week 5:** The cross-cultural approach of developmental psychology [1, 2, 5]
- **Week 6:** The self in cultural context [1, 2, 3]
- **Week 7:** Emotions, motives & behavior [1, 2, 3, 4]

- **Week 8:** Communication and personal relationships in different cultural contexts: Romantic relationships, friendships, and family relationships [1, 2, 3, 4, 5]
- **Week 9:** Intergroup relationships: Ethnocentrism, stereotypes, prejudices, and racism [1, 2, 3, 4, 5]
- **Week 10:** Immigrants: Acculturation and adaptation [1, 2, 3, 4, 5]
- **Week 11:** Psychological health of refugees [1, 2, 3, 4, 5]
- **Week 12:** Culture and psychopathology: Issues of diagnosis and counseling [1, 2, 3, 4, 5]
- **Week 13:** Conclusions, clarifying meanings, and self-reflection

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to Face																
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICT in teaching</p> <p>Support for learning (communication with students and delivery of all course material) via the UoC e-learn online platform.</p>																
<p style="text-align: center;">TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><i>Activity</i></th> <th colspan="2" style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> <td style="text-align: center;">1,56</td> </tr> <tr> <td>Independent study for final exams</td> <td style="text-align: center;">60</td> <td style="text-align: center;">2,4</td> </tr> <tr> <td>Participation in final exams</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0,08</td> </tr> <tr> <td>Course Total</td> <td style="text-align: center;">101</td> <td style="text-align: center;">4,04</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Semester workload</i>		Lectures	39	1,56	Independent study for final exams	60	2,4	Participation in final exams	2	0,08	Course Total	101	4,04
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving,</i></p>	<p>The evaluation is in Greek for the students of UoC and in English for the Erasmus students.</p> <p>The evaluation criteria will be by means of:</p> <p>I. Final exams consisted of multiple choice and open-ended questions (100%).</p>																

<p>written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>The evaluation criteria are presented during the 1st lecture of the semester. Moreover, all criteria are available to the students via the web-site of course on UoC e-learn platform.</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Basic bibliography:

Berry, J.W., Poortinga, Y.H., Breugelmans, S.M., Chasiotis, A., & Sam, D.L. (2021). *Διαπολιτισμική Ψυχολογία: Έρευνα και εφαρμογές*. Gutenberg.

Shiraev, E., & Levy, D. (2018). *Διαπολιτισμική Ψυχολογία*. Πεδίο

Smith, P. B. & Bond, M. H. (2005). *Διαπολιτισμική Κοινωνική Ψυχολογία* Ελληνικά Γράμματα.

Optional:

- Berry, J. W. (1997). Immigration, acculturation and adaptation. *Applied Psychology: An International Review*, 46 (1), 5-34.
- Georgas, J. Berry, J. W. Van de Vijver, F. J. R. Kagitcibasi, C. & Poortinga, Y. H. (2006). *Families across cultures: A 30-nation psychological study*. Cambridge University Press.
- 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, 903- 918.
- Ίσαρη, Φ., & Πουρκός, Μ. (2015). *Ποιοτική μεθοδολογία έρευνας*. <https://repository.kallipos.gr/handle/11419/5826>
- Kagitcibasi, C. (2005). Autonomy and relatedness in cultural context: Implications for self and family. *Journal of Cross- Cultural Psychology*, 36, 403- 422.
- Κατέρη, Ε. Πουρκός, & Μ. Νέστορος, Ι. Ν. (2002). Πολιτισμός και ψυχοπαθολογία: συνεπαγωγές των πολιτισμικών διαφορών για την ψυχολογική γνώση και την ψυχοθεραπευτική προσέγγιση. Στο Ν. Πολεμικός, Μ. Καίλα & Φ. Καλαβάσης (Επιμ.), *Εκπαιδευτική, Οικογενειακή και Πολιτική Ψυχοπαθολογία: Τόμος Α: Θέματα Ψυχοπαθολογίας σε Παιδιά και Εφήβους* (σελ. 366- 387). Εκδόσεις Ατραπός.

- Kateri, E., Papastylianou, D., & Karademas, E. (2022). Perceived discrimination and immigrants' psychological health: The role of separation and interdependent self-construal. *Europe's Journal of Psychology*, 18(1), 70-83.
- Kirchner-Häusler, A., De Leersnyder, J., Uskul, A. K., Mirzada, F., Vignoles, V. L., Rodríguez-Bailón, R., ... & Uchida, Y. (2023). Cultural fit of emotions and subjective well-being: Replicating comparative evidence and extending it to the Mediterranean region. *Current Research in Ecological and Social Psychology*, 5, 100171.
- Kirchner-Häusler, A., Schönbrodt, F. D., Uskul, A. K., Vignoles, V., Rodríguez-Bailón, R., Cross, S. E., Gezici-Yalçın, M., Harb, C., Husnu, S., Keiko, I., Karamaouna, P., Kafetsios, K., Kateri, E., Matamoros-Lima, J., Miniesy R., Na, J., Özkan, Z., Pagliaro, S., Psaltis, C., Rabie, D., Teresi, M., & Uchida, Y. (2022). Proximal and distal honor fit and subjective well-being in the Mediterranean region. *Journal of Personality*, 92(1), 38-54.
- Μαλικιώση- Λοίζου, Μ. (2008). Η πολυπολιτισμική διάσταση της ενσυναίσθησης. *Ψυχολογία*, 15, 1-16.
- Markus, H. R. & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion and motivation. *Psychological Review*, 98, 224- 253.
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- Oyserman, D. & Lee, S. W. (2008). Does culture influence what and how we think? Effects of priming individualism and collectivism. *Psychological Bulletin*, 134, 311-342.
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- Triandis, H. C. (1994). *Culture and social behavior*. McGraw- Hill, Inc.
- Uskul, A. K., Hanel, P. H., Kirchner-Häusler, A., Vignoles, V. L.,..... & Uchida, Y. (2024, acceptance date). Differences and Similarities in Psychological Characteristics

between Cultural Groups Circum Mediterranean. *Journal of Personality and Social Psychology*.

-Related scientific journals:

- Journal of Cross-Cultural Psychology
- Journal of Intercultural Relations
- British Journal of Social Psychology
- Journal of Personality and Social Psychology
- Current Research in Ecological and Social Psychology
- Culture, Medicine, and Psychiatry