

**Cross-Cultural Psychology
(PSYC 237)**

Fall 2026

Mondays and Wednesdays, 10:30AM - 11:45AM

Location: TBA

Dr. Luca Badetti

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Office Hours: Wednesdays, 3 pm – 4 pm by appointment

Please note: this is an Engaged Learning course, approved for the Service-Learning category, satisfying the Loyola University Chicago Engaged Learning requirement. All students must complete the service-learning experience and related assignments in order to successfully pass this course.

Course Description

Students will learn about cultural factors that influence cognition, perception, emotion, behavior, motivation, and mental health. Similarities and difference in both explicit and implicit cultural factors will be emphasized. Students will explore their identities, values, and biases. Students will engage in reflection to increase cultural awareness and sensitivity towards others. This course satisfies the Engaged Learning requirement.

The course syllabus is subject to change and changes will be announced accordingly to the class.

Learning Outcomes

Students will demonstrate an understanding of concepts and research methodologies in cross-cultural psychology. Students will develop critical thinking skills, as well as increased cultural awareness and sensitivity towards others.

Course Material

Course reading material (journal articles and book chapters/sections) is available online and can be accessed through the course's Sakai page. All homework reading material listed here is required unless it is noted as optional reading.

One of the books that is used in this course is also available on reserve in the library, namely: Keith, K. D. (Ed.). (2019). *Cross-cultural psychology: Contemporary themes and perspectives* (Second Edition.). Wiley-Blackwell.

Attendance Policy

In accordance with the Rome Center mission to promote a higher level of academic rigor, and in compliance with full-time student visa status, all courses adhere to the following attendance policy.

Prompt attendance, preparation and active participation in course discussions are expected from every student and synonymous with academic success. Attendance is mandatory at every class

meeting for each course. Lateness or leaving class early will impact the course grade at the professor's discretion. All absences, including medical absences, will be treated the same, unless they are documented long-term conditions or emergencies. Such situations will be evaluated case-by-case by the Academic Affairs office.

Once-a-week classes:

- After 1 absence, a 2% final grade reduction will be applied for each missed class.
- Missing 3 classes or more will result in an automatic failure (F).

Twice-a-week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

Three-times-a week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

Students with approved accommodations in relation to attendance should consult with SAC before traveling to Rome and consult with the Rome Center Academic Affairs office upon arrival.

Assessment Components

Each of the following five course assessment components counts for 20% of your final course grade:

1. Participation is demonstrated by good class attendance, small group involvement, and active class participation.
2. The midterm assessment quiz is meant to help students self-assess their knowledge of the first part of the course.
3. Student presentations are research-based presentations focused on a specific cross-cultural psychology topic. There are two student presentations: one asks students to present on a research article assigned for the class; the other asks students to summarize and present a research article on a topic they'd like to focus on.
4. The final exam is the course's final course assessment.
5. The Service Learning component of the course should total at least 20 hours. As part of the Service Learning, students are asked to prepare a minimum of *three* written reflections and be prepared to share from them in class.

Further details on course-related assignments and activities will be shared in class. This course does not include extra credit options.

Grading

94-100: A	74-76: C
90-93: A-	70-73: C-
87-89: B+	67-69: D+
84-86: B	60-66: D
80-83: B-	59 or lower: F
77-79: C+	

Academic Honesty

You are expected to respect copyright and intellectual property rights. Material that is my intellectual property cannot be shared outside of this course without my written permission. Plagiarism and other forms of academic dishonesty are unacceptable and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible to comply with the LUC Student Handbook. Remember to cite any sources that you use in your work. You can find info on citation styles here: <https://libguides.luc.edu/citing>

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor. As per the JFRC academic policies, students who miss any scheduled exam or quiz, including a final exam at the assigned hours will not be permitted to sit for a make-up examination without approval of the Associate Dean of Academic Affairs. Permission is given rarely and only for grave reason; travel is not considered a grave reason. Make-up exams will only be given for documented absences.

Title X

The Rome Center follows Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, Retaliation](#) and will comply with those as indicated and instructed.

Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center, the first week of classes.

Course Schedule

8/31 – **Course overview**

9/2 – **Introduction to cross-cultural psychology**

Keith, K. D. (2019). Psychology and culture: An introduction. In K. D. Keith (Ed.), *Cross-cultural psychology: Contemporary themes and perspectives* (2nd ed., p. 3-22). Wiley Blackwell.

Culture psychology, Semiotics (408-410) in Smith, H. A. (1995). Introduction: Cultural Psychology and Semiotics: Confronting Meaning in Educational Practice. *Canadian Journal of Education / Revue Canadienne de l'éducation*, 20(4), 407-414.

9/7 – Cross-cultural awareness and competency

Christopher, J. C., Wendt, D. C., Marecek, J., & Goodman, D. M. (2014). Critical cultural awareness: contributions to a globalizing psychology. *American Psychologist, 69*(7), 645-655.

Fowers, B. J., & Davidov, B. J. (2006). The virtue of multiculturalism: Personal transformation, character, and openness to the other. *American Psychologist, 61*(6), 581-594.

9/9 and 9/14 – Research methodology

Readings due 1/28 : He, J., & van de Vijver, F. J. R. (2019). Research Methods. In *The Handbook of Culture and Psychology* (2nd ed., pp. 161-184). Oxford University Press.

Beins, B. C. (2019). Methodological and conceptual issues in cross-cultural research. In K. D. Keith (Ed.), *Cross-cultural psychology: Contemporary themes and perspectives* (2nd ed., pp. 59–81). Wiley Blackwell.

9/18 and 9/21 – Human development

Readings due 2/4: Jensen, L. A. (2012). Bridging Universal and Cultural Perspectives: A Vision for Developmental Psychology in a Global World. *Child Development Perspectives, 6*(1), 98–104.

Pumariega, A. J., & Joshi, S. V. (2010). Culture and development in children and youth. *Child and Adolescent Psychiatric Clinics, 19*(4), 661-680.

Reading due 2/6: Fung, H. H., & Jiang, D. (2016). Cross-cultural psychology of aging. In *Handbook of the psychology of aging* (pp. 323-337). Academic Press.

9/23 and 9/28 – Self and personality

Readings due 2/9: Kanagawa, C., Cross, S. E., & Markus, H. R. (2001). “Who am I?” The cultural psychology of the conceptual self. *Personality and Social Psychology Bulletin, 27*(1), 90-103.

Heine, S. J., & Buchtel, E. E. (2009). Personality: The Universal and the Culturally Specific. *Annual Review of Psychology, 60*(1), 369–394.

9/30 – Emotions and cognition

Immordino-Yang, M. H., Yang, X. F., & Damasio, H. (2016). Cultural modes of expressing emotions influence how emotions are experienced. *Emotion, 16*(7), 1033–1039.

Ardila, A. (2021). Cross-cultural differences in cognition and learning. *The SAGE handbook of evolutionary psychology: Foundations of evolutionary psychology, 420-435*.

Optional: Takahashi, M., & Bordia, P. (2000). The concept of wisdom: A cross-cultural comparison. *International Journal of Psychology*, 35(1), 1–9.

10/5 – **Identity and the intersection of identities**

Bhatia, S. (2007). Rethinking culture and identity in psychology: Towards a transnational cultural psychology. *Journal of Theoretical and Philosophical Psychology*, 27(2-1), 301-321.

McDonald, K. E., Keys, C. B., & Balcazar, F. E. (2007). Disability, race/ethnicity and gender: themes of cultural oppression, acts of individual resistance. *American Journal of Community Psychology*, 39(1-2), 145–161

10/7 – **Relationships + Midterm review**

Kim, J., & Hatfield, E. (2004). Love types and subjective well-being: A cross-cultural study. *Social Behavior and Personality: An International Journal*, 32(2), 173-182.

Lu, P., Oh, J., Leahy, K. E., & Chopik, W. J. (2021). Friendship importance around the world: Links to cultural factors, health, and well-being. *Frontiers in Psychology*, 11, 570839.

Optional: Hewitt, B., & Churchill, B. (2020). Convergence and difference: Marriage and family life from a cross-cultural perspective. In *Cross-cultural Family Research and Practice* (pp. 57-102). Academic Press.

10/19 – **Midterm quiz**

10/21 – **Service Learning reflections #1**

10/26 – **Language and communication**

Altarriba, J., & Basnight-Brown, D. (2022). The psychology of communication: The interplay between language and culture through time. *Journal of Cross-Cultural Psychology*, 53(7-8), 860-874.

Dandan, Y., & Jun, C. (2023). Body language difference in meaning in cross-cultural communication. *Academic Journal of Humanities & Social Sciences*, 6(7), 33-39.

Optional: Lifintsev, D., & Wellbrock, W. (2019). Cross-cultural communication in the digital age. *Estudos Em Comunicação*, 1(28), 93–104.

10/28 and 11/2 – **Impairment and models of disability**

Readings due 3/18: Barnes, C., & Mercer, G. (2005). Understanding impairment and disability: Towards an international perspective. *The social model of disability: Europe and the majority world*, 1-16.

McKenzie J. A. (2013). Models of intellectual disability: towards a perspective of (poss)ability. *Journal of Intellectual Disability Research*, 57(4), 370–379.

11/4 – **Well-being, flourishing, and happiness**

Diener, E., Oishi, S., & Lucas, R. E. (2003). Personality, culture, and subjective well-being: Emotional and cognitive evaluations of life. *Annual Review of Psychology*, 54(1), 403-425.

Mathews, G. (2012). Happiness, culture, and context. *International Journal of Wellbeing*, 2(4), 299-312.

Optional: Kiknadze, N. C., & Fowers, B. J. (2023). Cultural variation in flourishing. *Journal of Happiness Studies*, 24(7), 2223-2244.

11/9 – **Coping and resilience**

Burke, S. A. (2025). The science and experience of grief: Psychological, neuroscientific, and cultural perspectives. *International Journal of Psychiatry Research*, 8(4), 1-10.

Ji, L.-J., Yap, S., Khei, Z. A. M., Wang, X., Chang, B., Shang, S. X., & Cai, H. (2022). Meaning in Stressful Experiences and Coping Across Cultures. *Journal of Cross-Cultural Psychology*, 53(9), 1015-1032.

Optional: Bonanno, G. A., Papa, A., & O'Neill, K. (2001). Loss and human resilience. *Applied and Preventive Psychology*, 10(3), 193-206.

11/11 – **Cross-cultural Beliefs and Practices in Spirituality and Religion**

Tarakeshwar, N., Stanton, J., & Pargament, K. I. (2003). Religion: An overlooked dimension in cross-cultural psychology. *Journal of Cross-Cultural Psychology*, 34(4), 377-394.

Optional: Lomas, T. (2019). The dynamics of spirituality: A cross-cultural lexical analysis. *Psychology of Religion and Spirituality*, 11(2), 131–140.

11/16 – **Fostering connections: Inclusive belonging, care, and reconciliation**

Readings due 4/1: Allen, K. A., Kern, M. L., Rozek, C. S., McInerney, D., & Slavich, G. M. (2021). Belonging: A review of conceptual issues, an integrative framework, and directions for future research. *Australian Journal of Psychology*, 73(1), 87–102.

Wessells, M. G., & Bretherton, D. (2000). Psychological reconciliation: National and international perspectives. *Australian Psychologist*, 35(2), 100-108.

Optional: Kristeva, J., Moro, M. R., Ødemark, J., & Engebretsen, E. (2018). Cultural crossings of care: An appeal to the medical humanities. *Medical humanities*, 44(1), 55–58.

11/18 – **Global issues engagement and human rights support + Final exam review**

McFarland, S. (2015). Culture, individual differences, and support for human rights: A general review. *Peace and Conflict: Journal of Peace Psychology, 21*(1), 10-27.

Final individual presentation begin today and will continue during the next sessions. Schedule will be shared in class.

11/23 and 11/25 – **Mental health clinical approaches in a cross-cultural context**

Reading due 4/13: Adebayo, Y.O., Ekundayo, R., Amadi, C.S., Ipede, O., Karakitie, L.O., & Adebayo, K.T. (2024). Cross-cultural perspectives on mental health: Understanding variations and promoting cultural competence. *World Journal of Advanced Research and Reviews*.

Optional: Ennis, N., Shorer, S., Shoval-Zuckerman, Y., Freedman, S., Monson, C. M., & Dekel, R. (2020). Treating posttraumatic stress disorder across cultures: A systematic review of cultural adaptations of trauma-focused cognitive behavioral therapies. *Journal of Clinical Psychology, 76*(4), 587-611.

Reading due 4/15: Altweck, L., Marshall, T. C., Ferenczi, N., & Lefringhausen, K. (2015). Mental health literacy: a cross-cultural approach to knowledge and beliefs about depression, schizophrenia and generalized anxiety disorder. *Frontiers in psychology, 6*, 1272.

Optional: Tummala-Narra, P. (2023). Psychoanalytic applications in a diverse society. In L. L. Michaels, T. Wooldridge, N. Burke, & J. R. Muhr (Eds.), *Advancing psychotherapy for the next generation: Humanizing mental health policy and practice* (pp. 254–273). Routledge.

Optional: Pedrotti, J. T., Edwards, L. M., & Lopez, S. J. (2009). Positive Psychology within a cultural context. In C. R. Snyder & S. J. Lopez (Eds.), *The Oxford Handbook of Positive Psychology* (pp. 48–58). Oxford University Press.

11/30– **Seminar on study abroad psychological themes + Final exam review**

Genkova, P., Schreiber, H., & Gäde, M. (2021). Interculturality and social skills? Relationships of the stays abroad of students of different faculties with intercultural and social competence. *Journal of Community & Applied Social Psychology, 31*(4), 410–424.

Optional: Peckenpaugh, K. (2018). Unpacking the study abroad experience. An intercultural process. In: C. Sanz / A. Morales-Front (eds.), *The Routledge handbook of study abroad research and practice* (pp. 476-489). New York et al.: Routledge.

12/2 – **Service Learning reflections #2**

12/7 – **Final exam**