

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

Spring 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.

**Service-learning component**

The service-learning component of the course invites students to link their academic work with personal and social growth. The professor will provide students with community engagement opportunities early in the course. These community engagement opportunities are particularly focused on providing supports to marginalized groups and, through reflection exercises and in-class sharing, students are asked to connect course content to the needs of the people they support and to become aware of the transformative power of encounter and community. Students will need to complete at least 20 service-learning hours (including both engagement on site and reflection exercises) by the last week of class.

**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).

### **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. End of semester presentations are research-based presentations focused on a cross-cultural psychology topic of interest.
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 *two* written reflections (an early semester and an end-of-semester reflection) 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](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 Academic Honesty**

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**

1/19 – **Course overview**

1/21 – **Defining Psychology and Culture**

## 1/26 – 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.

## 1/28 – Socio-cultural systems of meaning and practice

Theory, people and 'subjects' (p. 58-70) in Bell, P. (2010). *Confronting theory: The psychology of cultural studies*. Intellect.

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.

## 2/2 – 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.

Optional: Quinn, A. (2013). A person-centered approach to multicultural counseling competence. *Journal of Humanistic Psychology*, 53(2), 202-251.

## 2/4 – Cross-cultural psychology research focus: Research methodology (part 1)

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

## 2/6 – Cross-cultural psychology research focus: Research methodology (part 2)

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.

Optional: Ratner, C., & Hui, L. (2003). Theoretical and methodological problems in cross-cultural psychology. *Journal for the Theory of Social Behaviour*, 33(1), 67-94.

## 2/9 – Human development

Helfrich, H. (2024). Development in Childhood and Adolescence. In *Cross-Cultural Psychology* (pp. 139-156). Berlin, Heidelberg: Springer Berlin Heidelberg.

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

Optional: Keller, H. (2012). Autonomy and relatedness revisited: Cultural manifestations of universal human needs. *Child Development Perspectives*, 6(1), 12-18.

## 2/11 – **Self and personality**

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.

Optional: Novikova, I. A., & Vorobyeva, A. A. (2019). The five-factor model: Contemporary personality theory. In K. D. Keith (Ed.), *Cross-cultural psychology: Contemporary themes and perspectives* (2nd ed., pp. 685–706). Wiley Blackwell.

Early semester service-learning reflection due

## 2/16 – **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.

Nichols, R. (2025). Cross-cultural variation in cognitive style: A review of findings, replications, and implications. *Journal of Cultural Cognitive Science*, 1-17.

Optional: Cordaro, D. T., Sun, R., Keltner, D., Kamble, S., Huddar, N., & McNeil, G. (2018). Universals and cultural variations in 22 emotional expressions across five cultures. *Emotion*, 18(1), 75–93.

## 2/18 – **Learning and wisdom**

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

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

## 2/23 – **Language and nonverbal 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.

### 2/25 – 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

### 3/2 – Impairment and models of disability

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.

### 3/4 – Well-being 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.

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

### 3/16 – Stress and coping

Chun, C.-A., Moos, R. H., & Cronkite, R. C. (2006). Culture: A Fundamental Context for the Stress and Coping Paradigm. In L. C. J. Wong & P. T. P. Wong (Eds.), *Handbook of multicultural perspectives on stress and coping* (pp. 29–53). Springer US.

Midterm assessment quiz

### 3/18 – Relationships

Kito, M., Yuki, M., & Thomson, R. (2017). Relational mobility and close relationships: A socioecological approach to explain cross-cultural differences. *Personal Relationships*, 24(1), 114-130.

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.

### 3/30 – **Work and Leisure**

Haworth, J., & Lewis, S. (2005). Work, leisure and well-being. *British Journal of Guidance & Counselling*, 33(1), 67–79.

Optional: Purrington, A., & Hickerson, B. (2013). Leisure as a cross-cultural concept. *World Leisure Journal*, 55(2), 125-137.

### 3/23 – **Cross-cultural 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.

### 3/23 – **Fostering connections (part 1): Inclusive belonging, care, and reconciliation**

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.

### 3/25 – **Fostering connections (part 2): Case studies**

### 3/30 – **Loss, grief, and resilience**

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

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

Optional: Rosenblatt, P. C. (2013). Family grief in cross-cultural perspective. *Family Science*, 4(1), 12-19.

### 4/1 – **Global issues engagement and human rights support**

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.

#### 4/8 – Seminar on psychological aspects of education and study abroad

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.

Guidotti, S., Coscioni, G., & Pruneti, C. (2025). A cross-cultural comparative study on Italian and American university students' psychological symptoms and the predicting role of personality traits. *European Journal of Investigation in Health, Psychology and Education, 15*(9), 175.

Optional: Di Battista, S., Smith, H., Mongelli, L., & Berti, C. (2023). Students' university identification: An exploratory study in U.S. and Italy. *International Journal of Educational Psychology, 12*(1), 33-61.

#### 4/13 – **Cross-cultural clinical focus: Socio-cultural factors in psychotherapy and psychoanalysis**

Lee, E., Greenblatt, A., & Hu, R. (2021). A knowledge synthesis of cross-cultural psychotherapy research: A critical review. *Journal of Cross-Cultural Psychology, 52*(6), 511-532.

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.

#### 4/15 – **Cross-cultural clinical focus: Approaching anxiety, depression, and trauma**

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: Hinton, D. E., & Patel, A. (2017). Cultural adaptations of cognitive behavioral therapy. *Psychiatric Clinics, 40*(4), 701-714.

Optional: Schouler-Ocak, M. (2015). Intercultural trauma-centred psychotherapy and the application of the EMDR method. In *Trauma and migration: Cultural factors in the diagnosis and treatment of traumatised immigrants* (pp. 177-190). Cham: Springer International Publishing.

#### 4/20 – **Cross-cultural clinical focus: What helps people flourish?**

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

Optional: Masuda, A., Morgan, L., Spencer, S. D., Qina'au, J., & Jo, D. (2023). Cultural adaptations of acceptance and commitment therapy. In M. P. Twohig, M. E. Levin, & J.

M. Petersen (Eds.), *The Oxford handbook of acceptance and commitment therapy* (pp. 662–679). Oxford University Press.

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.

4/22 – **Presentations**

End of semester service-learning reflection due

4/27 – **Final exam**