STUDENT'S GUIDE

Multiculturalism and multilingualism in diverse societies

Academic year: 2014-2015

PSYCHOLOGY DEGREE

INSTITUTION: FACULTAD DE PSICOLOGÍA
ACADEMIC YEAR: 2014 - 2015

STUDENT'S GUIDE

1. MAIN CHARACTERISTICS OF THE COURSE

NAME: Multiculturalism and multilingualism in diverse societies

CODE: 25079	ACADEMIC YEAR: 3º/ 4º

TYPE= Optional		
ECTS credits: 6	COURSE: 3º o 4º	TERM: 1

Requisites:

Suggestions: To participate in other courses of the 'minor' of psychosocial intervention

2. INFORMATION ABOUT THE TEACHING TEAM

NAME: Lorena Gil de Montes Echaide		
DEPARTMENT: Psychology faculty/ Department of social psychology and methodology of the behavioral sciences		
FIELD: Social psychology		
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URL WEB:		

3. SPECIFIC AND CROSS-CURRICULAR COMPETENCIES IN THE COURSE

Number	Competencies
1	To know main concepts, theories and models in social psychology which relate to the social and individual spheres of multiculturalism and multilingualism
2	To know the potentiality of cultural and linguistic diversity to enhance social inclusion and social harmony
3	To apply acquired knowledge to social psychological research and intervention
4	To work in multicultural and multidisciplinary teams
5	To create oral and written technical reports
6	To use diverse literature sources related to multiculturalism and multilingualism and to show mastery in using strategies to access information

4. PROGRAMME
4.1. DETAILED THEORETICAL PROGRAMME

Unit 1.- Culture and values
- The study of values in different cultures
- Schwartz's value classification
- Socio-historical development and Inglehart's value classification

Unit 2.- Culture and social psychological consequences
- What is culture?
- Hofstede's project
- Hofstede's dimensions: Individualism and collectivism, power distance, uncertainty avoidance, masculinity and feminity

Unit 3.- The construction of the cultural self: Cognition, motivation, emotion
- The construction of the cultural self. Developmental aspects
- The independent and interdependent construction of the self
- Construction of the self and its implications on cognition and motivation
- Construction of the self and implications on motivation and well being

Unit 4.- Intercultural communication
- Social interaction and language
- Culture and linguistic contextualization
- Culture and communicative styles
- Culture, social interaction and language use

Unit 5.- Psychological acculturation
- Cultural identity and acculturation
- Acculturation strategies
- Acculturation stress
- Migration

Unit 6.- Ethnic identity and language use
- Etnic identity and ethnolinguistic vitality
- Attitudes towards members of different etnnolinguistic groups
- Social psychological basis of communicative convergence and divergence
- Linguistic behavior in language-contact situations

Unit 7.- Discrimination and stigma
- Discrimination behavior
- Implicit and explicit ways of discrimination
- Social psychological processes that explain discrimination
- The consequences of discrimination on others: Stigma

Unit 8.- Social harmony
- The community of differents
- Communication in the community of differents
- Moral inclusion

4.2. PRACTICAL PROGRAMME (*)

TASK 1: Human diversity
Purpose: To study a socio-cultural group that is considered 'different' in society. Students are asked to analyze the vitality of the group, the attitudes in society towards this group, the social psychological processes that lead to stigmatization and patterns of intergroup interaction.
Delivery: A report. Competences:1,2,3,4,5,6

TASK 2: Cultural differences
Purpose: To study the cultural differences by comparing two countries. Social psychological cultural dimensions, cultural values and socio-historical background are described. Delivery: Report and oral presentation. Competences: 1,2,3,4,5,6

TASK 3: The cultural self
Purpose: To study the cultural construction of the self applied to a case (him/herself or another person). The socio-cultural grounding of the social interactions described by the person is identified. Students are asked to explain the independent/ interdependent construction of the self.
Delivery: Brief report and concept map. Competences: 1,2,3,5

TASK 4: Ethnocultural identity and acculturation
Purpose: To study the interaction between two ethnocultural groups. A group dynamic in the classroom consists of constructing the ethnocultural identity of an imagined group. In the dynamic, students are told that a group migrates to a territory where another group lives. Group

members are asked to negotiate the terms of coexistence and acculturation processes are analyzed. Delivery: Report and a poster. Competences: 1,2,3,4

TASK 5: Social identity and contact between ethnolinguistic communities
Purpose: To analyze interpersonal and intergroup interactions by playing three videos in the classroom. We analyze the vitality of ethnolinguistic groups, and the behaviors they show in different contexts. Delivery: Report of case analyses. Competences: 1,2,3

TASK 6: Coordinated task in the 'minor' of psychosocial intervention
Purpose: To study a case that is chosen from the press and to explain it from the perspective of this subject and from the perspective of at least another subject in the 'minor' (Psicología política y movimientos sociales and/ or environmental psychology). Delivery: Report. Competences: 1,2,3,4,5,6

5.- COURSE CALENDAR

SEMANA ASTEA	Fechas Datak	Cl. Magistral Esk. Magistrala	PA	GP	TA	PO	OP	S	M	PCA	LDP	GUZTIRA TOTAL
1	07.09.15	2,1			2							5
2	14.09.15	2,1	2									5
3	21.09.15	2,1			2							5
4	28.09.15	2,1	2									5
5	05.10.15	2,1			2							5
6	12.10.15	2,1	2									5
7	19.10.15	2,1			2							5
8	26.10.15	2,1			2							5
9	02.11.15	2,1										3
10	09.11.15	2,1					1			1		5
11	16.11.15	2,1					1			1		5
12	23.11.15	2,1					1			1		5
13	30.11.15											
14	07.12.15								2			2
15	14.12.15											
		36	6		10	3		2		0		60

6. ASSESSMENT SYSTEM

The final mark is the average mark obtained in the tasks developed during the course. It is a necessary condition to have a positive evaluation in all tasks and to obtain a positive evaluation in the follow up of the activities.

All students can choose to obtain their mark on a final exam in the official exam date. The final exam consists of four questions to develop (50%). Regarding the practical exam, students will be asked to develop a report about a practical activity, similar to the tasks described above (50%). It is a necessary condition to obtain 5/10 on both, the theory and practical activities.

If the student decides not to attend the final exam, 10 days before the beginning of the official exam calendar, he or she should inform the teacher through completion of an official form at the general secretary's office of the faculty.

7. BIBLIOGRAPHY

BASIC:

Apodaka, E. (2004). *Komunikazioaren gizarte psikologia.* Bilbo: UEU.

Azurmendi, M. J. (2000). *Psicosociolingüística*. Bilbao: UPV/EHU.

Gudykunst, W. B. (2004). *Bridging differences: Effective intergroup communication.* California: Publications.

Páez, D. et al (2003). *Psicología Social, Cultura y Educación.* Madrid: Pearson.

Smith, P. B., Bond, M. H., and Kagitçibasi, Ç. (2006). *Understanding social psychology across cultures.* London: Sage Publications.

ADDITIONAL:

Azurmendi, M.-J. (2000). La vitalidad etnolingüística relativa subjetiva (VELS). La culturación (Modelo MIESC). La identidad social (IS). La identidad etnolingüística (IEL). In Azurmendi, M.-J., *Psicosociolinguística.* Bilbao: UPV/EHU.

Azurmendi, M.-J. & Larrañaga, N. (2008). La inmigración emergente en la Comunidad Autónoma Vasca (CAV) desde la sociedad de acogida: la aculturación. In J.F. Morales, C. Huici, A. Gómez & E. Gaviria (coords.), *Método, teoría e investigación en psicología social.* Madrid: Pearson-Prentice Hall.

Berry, J.W. (2005). Conceptual Approaches to Acculturation. In K.M. Chon, P.B. Organista and G. Marin (eds.), *Acculturation. Advances in Theory, Measurement and Applied Research.* Washington, DC: American Psychological Association.

Bourhis, R. Y., Giles, H., & Rosenthal, D. (1981). Notes on the construction of a subjective vitality questionnaire for ethnolinguistic groups. *Journal of Multilingual and Multicultural Development, 2*, 144-155.

Bradac, J. J., Cargile, A. C., & Hallett, J. S. (2001). Language attitudes: Retrospect, conspect, and prospect. In W. P. Robinson and H. Giles (Eds.), *The new handbook of language and social psychology* (pág. 137-155). Chichester: John Wiley and sons.

Breugelmans, S. M. & Poortinga, Y. H. (2006). Emotion without a word: Shame and guilt among Rarámuri Indians and Rural Javanese. *Journal of Personality and Social Psychology, 91* (6), 1111-1122.

Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language use*. Cambridge: Cambridge University Press.

Cousins, S. D. (1989). Culture and self-perception in Japan and the United States. *Journal of Personality and Social Psychology, 56*, 124-131.

Demoulin, S., Leyens, J. P., & Dovidio, J. F. (2009). *Intergroup misunderstandings. Impact of divergent realities*. London: Psychology press.

Fitch, K. L. & Sanders, R. E. (2005). *Handbook of language and social interaction*. New Jersey: Lawrence Erlbaum Associates.

Giles H. & Ogay, T. (2007). Communication accommodation theory. En B. B. Whaley y W. Samter (Eds.), *Explaining communication: Contemporary theories and exemplars* (pp. 293-310). Mahwah: Lawrence Erlbaum Associates.

Goffman, E. (1963). *Estigma: Notes on the management of a spoiled identity.* New York: Simon & Schuster.

Holtgraves, T. M. & Kashima, Y. (2007). Language, meaning, and social cognition. *Personality and Social Psychology Review, 12* (1), 73-94.

Kim, Y. Y. & Gudykunst, W. B. (1988). *Theories in intercultural communication*. Newbury Park: Sage publications.

Kitayama, S., & Cohen, D. (2007). *Handbook of cultural psychology*. New York: The Guilford Press.

Maass, A. (1999). Linguistic intergroup bias: Stereotype perpetuation through language. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (vol. 11, pp. 79-122). California: Academic press.

Ng, S. H., Candlin, C. N., & Chiu, C. Y. (2004). *Language matters: Communication, culture, and identity.* Hong Kong: University press.

Ros, M., Cano, I. & Huici, C. (1987). Language and intergroup perception in Spain. *Journal of Language and Social Psychology, 6* (3-4), 87-103.

INTERNET RESOURCES:

http://www.ehu.es/pswparod/
http://geert-hofstede.com/countries.html
http://www.worldvaluessurvey.org/
http://www.7billionothers.org/es/testimonies/podcast
http://www.ikuspegi-inmigracion.net/eus/
http://www.mugak.eu/eu/nor-gara
http://turismoirresponsable.info/
http://www.emun.com/
http://www.soziolinguistika.org/eu/node/1108
http://www.sil.org/
http://www.ialsp.org/conf.html
http://www.discourses.org/
http://www.adviceguide.org.uk/wales/discrimination_w.htm
http://knowledge.sagepub.com/view/multiculturalpsychology/SAGE.xml

8. OFFICE HOURS

Timetable of office hours can be checked in the following places:

- In the course of Egela
- On my office door
- On internet (http://www.ehu.eus/es/web/psikologia/gradua-tutoretzak)