***Research colloquium***

**Cross-cultural studies on Cognition and Emotion**

**Course information**: This *colloquium* is a direct collaboration between the Department of Psychology at Oslo University (UiO) and the Department of Psychobiology at the Federal University of São Paulo (UNIFESP).

The aim is to foster cross-cultural research development by providing a space for scientific discussion and experience exchange, involving both senior staff and researchers from Brazilian and Norwegian institutions and early-stage graduate (MSc and PhD) students of different nationalities. In order to accomplish this aim, 10 two-hour long digital meetings (using the Zoom platform)will take place. In these meetings, a series of papers that will be made available to students on Google ClassRoom will be the topics of discussion (see the Syllabus below). Therefore, students are expected to read the selected papers for each class BEFORE the discussion meetings take place to foster a deeper outlook into methodological challenges and possible ways to promote advancements to the field of cross-cultural studies.

Throughout the meetings, the discussion shall cover papers that have already been published in international peer-reviewed journals, as well as ongoing or published cross-cultural studies carried by the two host universities. The selected to-be-discussed papers were all published in English as this is the prevalent language in science and the language that is common to the senior researchers and graduate students. We hope to attract students from different backgrounds and/or diverse cultural settings to enrich the discussions regarding cultural specificities that could potentially influence studies on cognition and emotion carried out in different cultural settings.

The discussions will involve studies that consider cognitive processes, social cognitions, language, emotion and development (studies with children/adolescents, adults and elderly), as well as the necessary steps in cultural adaptation of tasks and measures, including some aspects of psychometrics.

 More specifically, the topics covered through the *colloquium* are:

1. General perspectives on cross-cultural studies, the lack of diversity in terms of types of tested participants and researchers
2. Bias in cross-cultural cognitive testing, how to adapt and create tasks and the advantages of employing novel technology considering both elderly and underaged individuals
3. Some relevant topics in psychometrics, such as reliability, validity and invariance testing
4. Language
5. Emotion
6. Social-cognition
7. Factors that can influence cross-cultural studies, such as socioeconomic status, ethnicity, sex, power distance, individualism-collectivism, among others
8. General discussion about country/cultural specificities of the students’ experiences regarding the topics of the course.

**Language**: English

**Admission:** Master and PhD students interested in cross-cultural studies. Students from different nationalities are especially encouraged to apply. The course is limited to 30 available spots, divided among students from each host university and the European Master Program Global-MINDS). Students from UiO and the European Master Program (Global Minds) should register through the link https://nettskjema.no/a/279718. Students from UNIFESP register separately, at http://www.psicobiologia.sites.unifesp.br/disciplinas/psico-disci-ofer" \l "disciplinas-oferecidas-em-2022" \t "\_blank. Deadline for applying is October 10th. If more than 30 students apply, we will use the order of application as a criterion for admission for students from UiO and the European Master Program (Global Minds). An invitation to access the Google Classrom will be sent to the selected students’ e-mails a few days before the course begins.

**Pre-requisite**(s): Ability to read and communicate orally in English and affiliation to Oslo University (UiO), Universidade Federal de São Paulo (UNIFESP) or Global-MINDS (undergoing either a Masters or a PhD).

**Credits:** Students present in at least 75% of the activities will be awarded a certificate of attendance signed by the Coordinator of the Graduate Programme in Psychobiology (UNIFESP) and The Head of Studies at Department of Psychology (UiO). However, only Students from UNIFESP are entitled to receive academic credit in this pilot course. As for the fall semester (2022), this course **does not** provide ECTS credits for students at UiO or Global-MINDS.

**Platform**: Meetings will be hosted on Zoom. A link for the meetings will be provided prior to the course start. Students will have access to the required reading and extra materials through Google ClassRoom.

**Course period**: Thursday, from October 13th to December 15th, 2022.

Oslo (GMT+2): from 1 pm to 3 pm for the first three meetings (Oct 13th to 27th) and probably\* from 12.30 pm to 14.30 pm from November 3rd on.

São Paulo (GMT-3): from 8 am to 10 am for the first three meetings (Oct 13th to 27th) and probably\* from 8:30 am to 10:30 am from November 3rd on.

**\*Important cross-cultural note: on October 30 2022, the clocks will fall back for winter time in Europe so a slight change in class time will have to be made (this will be discussed with the students in the first class to better accommodate their respective schedules).**

**Organizers**: UiO: Karine Porpino, Lilian Mayerhofer, Thomas Schubert

UNIFESP: Claudia Berlim de Mello and Sabine Pompeia

European Master Program (Global Minds): Thomas Schubert

**Syllabus:** See table below.

**Syllabus (materials labeled as ‘extras’ are not obligatory reading material)**:

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| **Class**  | **General topic** | **Overview of topics for discussion**  | **Reading material** |
|  | General perspectives on cross-cultural studies  | In this class we will discuss the seminal work of Henrich et al. (2010) which showes that the great majority of studies on human behavior have been carried out on WEIRD (Western, Educated, Industralized, Rich and Democratic) populations that by no means represente all of humankind. The other paper discusses the promise of the recent wave of cross-cultural studies in behavioral /cognitive sciences and the need to make science more inclusive not only in terms of study participants, but also in terms of researchers/publishers so as to lead to a more precise portrayal of the human species.  | Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world?. *Behavioral and brain sciences*, *33*(2-3), 61-83.Barrett, H. C. (2020). Towards a cognitive science of the human: cross-cultural approaches and their urgency. *Trends in Cognitive Sciences*, *24*(8), 620-638. |
|  | Bias in cross-cultural neuropsychology and technology (focus on the elderly) | The three selected publications discuss bias in cognitive testing, how to translate, adapt and build tools for cross-cultural studies, the need (or not) of use of cultural/ethnic norms and novel technology, as well as of training culturally sensitive researchers, all of which focused on testing elderly individuals. | Fernández, A. L., & Abe, J. (2018). Bias in cross-cultural neuropsychological testing: problems and possible solutions. *Culture and Brain*, *6*(1), 1-35.Fernandez, A. L. (2019). Modern neuropsychological tests for a diversity of cultural contexts. *The Clinical Neuropsychologist*, *33*(2), 438-445.Franzen, S., & European Consortium on Cross-Cultural Neuropsychology (ECCroN). (2021). Cross-cultural neuropsychological assessment in Europe: Position statement of the European Consortium on Cross-Cultural Neuropsychology (ECCroN). *The Clinical Neuropsychologist*, 1-12.Extras:Franzen, S., Papma, J. M., van den Berg, E., & Nielsen, T. R. (2021). Cross-cultural neuropsychological assessment in the European Union: a Delphi expert study. *Archives of Clinical Neuropsychology*, *36*(5), 815-830. |
|  | Psychometrics | The selected papers discuss concepts such as reliability and validity and the importance of invariance testing in cross-cultural studies. | Read up to the topic “Overview of Present Simulation Studies “: Chen, F. F. (2008). What happens if we compare chopsticks with forks? The impact of making inappropriate comparisons in cross-cultural research. *Journal of personality and social psychology*, *95*(5), 1005.Read the abstract: Boer, D., Hanke, K., & He, J. (2018). On detecting systematic measurement error in cross-cultural research: A review and critical reflection on equivalence and invariance tests. *Journal of Cross-Cultural Psychology*, *49*(5), 713-734.Sherman, E., Brooks, B. L., Iverson, G. L., Slick, D. J., & Strauss, E. (2011). Reliability and validity in neuropsychology. In *The little black book of neuropsychology* (pp. 873-892). Springer, Boston, MA.Extras:Bandalos DL. Measurement Theory and Applications for the Social Sciences. Guilford Publications; 2018. 268 p. |
|  | Cool cognitive assessment  | In this class the selected paper discusses the importance of considering within and between population characteristics and how to put this into practice in cross-cultural studies in underaged individuals. An ongoing study comparing cognitive performance (executive functions) in youngsters from Brazil and Iran will be presented as well. There will also be a presentation of an ongoing study about cross-country comparisons of executive functions in Brazilian and Iranian adolescents (UNIFESP) | Amir, D., & McAuliffe, K. (2020). Cross-cultural, developmental psychology: Integrating approaches and key insights. *Evolution and Human Behavior*, *41*(5), 430-444. |
|  | Language  | In this class the implications for cross-cultural research on language of embodied, environmentally embedded, enacted, encultured, and socially distributed cognition will be discussed, together with important issues regarding development of speech and language assessment in cross-cultural settings.  | Watch: <https://www.ted.com/talks/lera_boroditsky_how_language_shapes_the_way_we_think?language=en>Ellis, N. C. (2019). Essentials of a theory of language cognition. *The Modern Language Journal*, *103*, 39-60.Carter, J. A., Lees, J. A., Murira, G. M., Gona, J., Neville, B. G., & Newton, C. R. (2005). Issues in the development of cross‐cultural assessments of speech and language for children. *International Journal of Language & Communication Disorders*, *40*(4), 385-401.About the direction of reading and writting: https://www.babbel.com/en/magazine/right-to-left-languagesExtras:Fantastic (!!!) overview of theories of language: https://www.youtube.com/watch?v=Q-B\_ONJIEcE Zlatev, J., & Blomberg, J. (2015). Language may indeed influence thought. *Frontiers in psychology*, *6*, 1631.Ji, L. J., Zhang, Z., & Nisbett, R. E. (2004). Is it culture or is it language? Examination of language effects in cross-cultural research on categorization. *Journal of personality and social psychology*, *87*(1), 57.Cross-Linguistic nonword repletion test: https://www.bi-sli.org/cl-nonword-repetition |
|  | Emotion | The selected papers for this class discuss automatic recognition of emotion from facial expressions within and across cultures and novel theories of development of emotion. | Srinivasan, R., & Martinez, A. M. (2018). Cross-cultural and cultural-specific production and perception of facial expressions of emotion in the wild. *IEEE Transactions on Affective Computing*, *12*(3), 707-721.Hoemann, K., Xu, F., & Barrett, L. F. (2019). Emotion words, emotion concepts, and emotional development in children: A constructionist hypothesis. *Developmental psychology*, *55*(9), 1830.Extra:Fridman, J., Barrett, L. F., Wormwood, J. B., & Quigley, K. S. (2019). Applying the theory of constructed emotion to police decision making. *Frontiers in psychology*, *10*, 1946. |
|  | How to develop culturally sensitive theories of emotions (study involving researchers from University of Oslo) | This class will discuss other aspects of emotion including lexical fallacies in emotional research and cross-cultural differences considering a framework that offers an integrated theory of experiences that are often (but not always) labeled in vernacular English with words.  | Zickfeld, J. H., Schubert, T. W., Seibt, B., Blomster, J. K., Arriaga, P., Basabe, N., … & Fiske, A. P. (2019). Kama Muta: Conceptualizing and measuring the experience often labelled being moved across 19 nations and 15 languages. Emotion, 19, 402-424. <http://dx.doi.org/10.1037/emo0000450>Fiske, A. P. (2020). The lexical fallacy in emotion research: Mistaking vernacular words for psychological entities. Psychological Review, 127(1), 95 – 113. https://doi.org/10.1037/rev0000174 Read at least abstract and look at Figure 2: Weidman, A. C., Steckler, C. M., & Tracy, J. L. (2017). The jingle and jangle of emotion assessment: Imprecise measurement, casual scale usage, and conceptual fuzziness in emotion research. *Emotion*, *17*(2), 267. |
|  | Social-cognition  | This class will discuss cross-cultural differences and challenges in studies on social cognition, cultural intelligence and intercultural competence. *An ongoing study that involves acculturation of Brazilians and Norwegians living abroad on social cognition will be presented.* There will also be a presentation of an ongoing study on acculturation (UNIFESP) | Miller, J. G., Wice, M., & Goyal, N. (2018). Contributions and challenges of cultural research on the development of social cognition. *Developmental Review*, *50*, 65-76.Li, M. (2020). An examination of two major constructs of cross-cultural competence: Cultural intelligence and intercultural competence. *Personality and individual differences*, *164*, 110105. |
|  | Other factors that should be considered (socioeconomic status, ethnicity, sex/gender, “cultural dimensions”) | This class will discuss some factors that permeate difficulties in cross-cultural studies: socioeconomic status, genetics/ethnicity and sex/gender. A link that presents the Hofstede's model is also included. | Farah, M. J. (2017). The neuroscience of socioeconomic status: correlates, causes, and consequences. *Neuron*, *96*(1), 56-71.Miyamoto, Y., Yoo, J., Levine, C. S., Park, J., Boylan, J. M., Sims, T., ... & Ryff, C. D. (2018). Culture and social hierarchy: Self-and other-oriented correlates of socioeconomic status across cultures. *Journal of personality and social psychology*, *115*(3), 427.Mega, E. R. (2021). How the mixed-race mestizo myth warped science in Latin America. *Nature*, *600*(7889), 374-378.Wood, W., & Eagly, A. H. (2013). Biology or culture alone cannot account for human sex differences and similarities. *Psychological Inquiry*, *24*(3), 241-247.Explore the subtopics under “culture” in https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/definition-culture/Extras:Jäncke L. Sex/gender differences in cognition, neurophysiology, and neuroanatomy [version 1; peer review: 3 approved]. *F1000Research* 2018, 7(F1000 Faculty Rev):805Wood, W., & Eagly, A. H. (2002). A cross-cultural analysis of the behavior of women and men: implications for the origins of sex differences. *Psychological bulletin*, *128*(5), 699.Schwartz, S. H., & Rubel-Lifschitz, T. (2009). Cross-national variation in the size of sex differences in values: effects of gender equality. *Journal of personality and social psychology*, *97*(1), 171.Browse about Hofstede's model: <https://en.wikipedia.org/wiki/Hofstede%27s_cultural_>dimensions\_theory#:~:text=Hofstede's%20cultural%20dimensions%20theory%20is,structure%20derived%20from%20factor%20analysis |
|  | General discussion  | In this class there will be no pre-reading material. We hope to discuss the course itself, how it can improve and participants’ cultural perspectives on the course topics. | No reading But look at this proposal: https://www.psichi.org/page/Webinar11092020#.Yxs8dnbMKUk |