

<b>Identification</b>	<b>Subject</b>	PSIR357, Ethnopsychology of European Countries 3KU / 6ECTS
	<b>Department</b>	Political Science and Philosophy
	<b>Program</b>	Undergraduate
	<b>Term</b>	Spring, 2026
	<b>Instructor</b>	Laman Gahramanova
	<b>E-mail:</b>	<a href="mailto:laman.qahramanova2022@khazar.org">laman.qahramanova2022@khazar.org</a>
	<b>Office hours</b>	By appointment
<b>Prerequisites</b>	Consent of instructor	
<b>Language</b>	English	
<b>Compulsory/Elective</b>	Required	
<b>Required textbooks and course materials</b>	<p><b>Core textbooks:</b></p> <ul style="list-style-type: none"> <li>• Cohen, D., &amp; Kitayama, S. (2020). <i>Handbook of Cultural Psychology</i>, Second edition. Guilford Publications.</li> <li>• Kundnani, H. (2023). <i>Eurowhiteness: Culture, Empire and Race in the European Project</i>. Oxford University Press.</li> <li>• Shockley, K. M., Shen, W., &amp; Johnson, R. J. (2018). The Cambridge Handbook of the Global Work–Family Interface. In <i>Cambridge University Press eBooks</i>. <a href="https://doi.org/10.1017/9781108235556">https://doi.org/10.1017/9781108235556</a></li> <li>• Matsumoto, D., &amp; Juang, L. (2016). <i>Culture and Psychology</i>. Cengage Learning.</li> <li>• L. D. Worthy; T Lavigne; and F Romero. (2020). <i>Culture and Psychology. How People Shape and are Shaped by Culture</i>.</li> </ul>	
<b>Course outline</b>	This course aims to provide students with an interdisciplinary introduction to the theoretical frameworks and major discussions in the field of studies on ethnicity, culture, and politics in European nations. The objective of the course is to furnish the essential analytical instruments and theoretical structure required to elucidate and comprehend the current social and political transformations occurring in European nations.	
<b>Course objectives</b>	<p><b>Course Objectives</b></p> <ol style="list-style-type: none"> <li>1. Understand the fundamental concepts and theories of ethnopsychology.</li> <li>2. Explain cultural frameworks</li> <li>3. Analyze how culture shapes identity, emotion, language, and communication.</li> <li>4. Examine the influence of religion on social behavior and cognition.</li> <li>5. Evaluate cultural perspectives on morality and ethical reasoning.</li> <li>6. Explore European identity, regional diversity, and living in a multicultural world.</li> <li>7. Apply ethnopsychological concepts through discussions, debates, and practical examples.</li> </ol>	
<b>Learning outcomes</b>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define key concepts, theories, and methods in ethno psychology.</li> <li>• Describe and apply cultural value framework to different cultural contexts.</li> <li>• Analyze the role of culture in shaping identity, emotions, language, and communication.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Explain how religion influences social behavior, cognition, and cultural norms.</li> <li>• Compare and evaluate moral reasoning across different cultural and societal contexts.</li> <li>• Identify elements of European identity, regional differences, and challenges in multicultural interactions.</li> <li>• Demonstrate critical thinking and practical application of ethnopsychological concepts through discussions, debates, and case studies.</li> </ul>		
<b>Teaching methods</b>	<b>Lecture</b>		x
	<b>Group discussion</b>		x
	<b>Quizzes</b>		
	<b>Simulation</b>		x
	<b>Case analysis</b>		x
	<b>Course paper</b>		
	<b>Others</b>		
<b>Evaluation</b>	<b>Methods</b>	<b>Date/deadlines</b>	<b>Percentage (%)</b>
	<b>Midterm Exam</b>	To be determined by the Dean's Office	30
	<b>Attendance</b>	During the semester	5
	<b>Case Study</b>	Will be set individually	10
	<b>Quiz</b>	During the semester	10
	<b>Group Discussion and Active Participation</b>	During the semester	5
	<b>Final Exam</b>	To be determined by the Dean's Office	40
	<b>Total</b>		100
<b>Policy</b>	<p><b>Preparation for class</b></p> <p>The structure of this course makes your individual study and preparation outside the class extremely important. The lecture material will focus on the major points introduced in the text. Reading the assigned chapters and having some familiarity with them before class will greatly assist your understanding of the lecture. After the lecture, you should study your notes and work relevant problems from the end of the chapter and sample exam questions. After each lesson for the next class all students are required to be well-prepared and answer the questions. The core reading materials are emphasized in <b><i>bold italic</i></b> scripts in respective places in the tentative schedule. The rest of the given materials are supplementary and are highly advised to read. If a student shows irresponsible manner and do not get prepared for the class for more than 2 successive lessons appropriate marks will be deducted.</p> <p><b>Withdrawal (pass/fail)</b></p> <p>This course strictly follows grading policy of the School of Humanities and Social Sciences. Thus, a student is normally expected to achieve a mark of at</p>		

least 60% to pass. In case of failure, he/she will be required to repeat the course the following term or year.

**Cheating/plagiarism**

Cheating or other plagiarism during the Quizzes, Mid-term and Final Examinations will lead to paper cancellation. In this case, the student will automatically get zero (0), without any considerations.

**Attendance**

Students are expected to attend scheduled classes regularly and on time. Attendance contributes to overall engagement and learning continuity.

**Case Study**

Individual case study assignments designed to assess students’ ability to apply theoretical concepts to practical situations and demonstrate critical analysis.

**Quiz**

Periodic quizzes held during the semester to test students’ understanding of key concepts, terminology, and course materials covered in lectures and readings.

**Group Discussion and Active Participation**

Evaluation of students’ active participation in class discussions, group work, and interactive activities, reflecting preparation, collaboration, and communication skills.

**Exams**

Students’ understanding and progress in the course will be evaluated through mid-term and final examinations. Examination dates will be set by the Dean’s Office. The mid-term exam is usually held halfway through the semester, while the final exam takes place at the end of the course.

**Professional behavior guidelines**

The students shall behave in a way to create a favorable academic and professional environment during the class hours. Unauthorized discussions and unethical behavior are strictly prohibited.

**Tentative Schedule**

<b>Week</b>	<b>Date/Day (tentative)</b>	<b>Topics</b>	<b>Textbook/Assignments</b>
1	19.02.2026	<b>Introduction to Ethnopsychology</b>	Kitayama, S., & Salvador, C. (2024). Cultural Psychology: Beyond East and West. <i>Annual Review of Psychology</i> , 75(1), 495–526. <a href="https://doi.org/10.1146/annurev-psych-021723-063333">https://doi.org/10.1146/annurev-psych-021723-063333</a>
2	26.02.2026	<b>Cultural Frameworks in Psychology: Schwartz Cultural Values.</b>	Schwartz, S. H. (2012). An overview of the Schwartz Theory of basic values. <i>Online Readings in Psychology and Culture</i> , 2(1).

			<a href="https://doi.org/10.9707/2307-0919.1116">https://doi.org/10.9707/2307-0919.1116</a>  Masuda, A. D. (2018). Schwartz Cultural Values: Implications for Global Work–Family Research. In Cambridge University Press eBooks (pp. 89–102). <a href="https://doi.org/10.1017/9781108235556.004">https://doi.org/10.1017/9781108235556.004</a>
3	05.03.2026	<b>Cultural Meanings, Values, and Identities in the European Context</b>	Göbel, M., Benet-Martínez, V., Mesquita, B., & Üskül, A. K. (2018). Europe’s Culture(s): Negotiating Cultural Meanings, Values, and Identities in the European Context. <i>Journal of Cross-Cultural Psychology</i> , 49(6), 858–867. <a href="https://doi.org/10.1177/0022022118779144">https://doi.org/10.1177/0022022118779144</a>
4	12.03.2026	<b>Enculturation</b>	Matsumoto, D., & Juang, L. (2016). Culture and Psychology. Cengage Learning. Chapter 3.Pp. 63-89.
5	19. 03.2026	<b>Culture and Emotion</b>	Matsumoto, D., & Juang, L. (2016). Culture and Psychology. Cengage Learning. Chapter 8. Pp.207-233.
6	26.03.2026	<b>Novruz Holiday</b>	No class
7	02.04.2026	<b>Culture, Language, and Communication</b>	Matsumoto, D., & Juang, L. (2016). Culture and Psychology. Cengage Learning. Chapter 9. Pp.234-263.
8	09.04.2026	<b>Mid-term exam</b>	

9	16.04.2026	<b>Religion's Social and Cognitive Landscape</b>	Cohen, D., & Kitayama, S. (2020). Handbook of Cultural Psychology, Second edition. Guilford Publications. Chapter 17. Pp.417-453
10	23.04.2026	<b>European Identity</b>	Kundnani, H. (2023). <i>Eurowhiteness: Culture, Empire and Race in the European Project</i> . Oxford University Press. Chapter 2. Ideas of Europe. Pp. 32-46
11	30.05.2026	<b>Regions in Europe</b>	Kundnani, H. (2023). <i>Eurowhiteness: Culture, Empire and Race in the European Project</i> . Oxford University Press. Chapter 1. European Regionalism. Pp.16-31
12	07.05.2026	<b>From colonial project to community of memory</b>	Kundnani, H. (2023). <i>Eurowhiteness: Culture, Empire and Race in the European Project</i> . Oxford University Press. Chapter 3. Pp. 47-61
13	07.05.2026	<b>Mission of Europe</b>	Kundnani, H. (2023). <i>Eurowhiteness: Culture, Empire and Race in the European Project</i> . Oxford University Press. Chapters 4-5. Pp. 62-93
14	14 .05.2026	<b>Brexit and Imperial Amnesia</b>	Kundnani, H. (2023). <i>Eurowhiteness: Culture, Empire and Race in the European Project</i> . Oxford University Press. Chapter 6.Pp. 93-107
15	28. 05.2026	<b>28 May- Public Holiday-non-working day</b>	
	Date to be decided by the Dean's Office)	<b>Final exam</b>	

**This syllabus is a guide for the course and any modifications to it will be announced in advance.**