Contextualizing Acculturation: Multi-level and Multi-group Perspectives

As today’s societies are becoming ever more culturally diverse, cross-cultural research on contact and acculturation increasingly focuses on diversity and its outcomes, which are not always positive. This workshop starts from the question to what extent and when diversity is an asset for immigrant minorities and for societies at large. We will investigate how minority and majority group members experience culture contact in organizations or societies with different diversity climates (e.g., norms, values, ideologies …). To this end, students will be encouraged to engage with multi-level (at the level of individuals, organizations and societies) and multi-group (minority and majority group perspectives) approaches, data, and methods.

GUIDELINES FOR READING

- Pay attention to the concepts: culture, identity, integration, diversity, multiculturalism, biculturalism, dual identity
- Pay attention to different conceptualizations of acculturation (e.g., emotions, contact, culture learning etc.)
- Pick your favorite article and articulate what you like about it. Are you convinced about the results? What would you do differently if you were conducting the study or framing the article (for review papers)?
- Pick one argument=finding as your favorite and articulate what you like about it.
- When is diversity an asset for immigrant minorities and for which outcomes? Think about intergroup outcomes (e.g., prejudice and discrimination), performance outcomes (e.g., school success) or psychological well-being (e.g., self-esteem)
- When is diversity an asset for host majorities and society at large? Think about intergroup outcomes (e.g., prejudice, conflict), performance outcomes (e.g., school success) or psychological well-being (e.g., self-esteem)
- What is missing? Think about a research question that addresses a gap in the literature suggested here. Be specific. Think of how you can address this research question using different methods:
  o longitudinal (measuring long-term consequences or having repeated measures)
  o multilevel (individuals in groups, schools, cities, countries)
  o multi-group (analyzing complementary minority majority perspectives or different minority/majority groups)

SELECTED READINGS

ACCULTURATION RESEARCH: MULTI-GROUP AND MULTI-LEVEL PERSPECTIVES


I/ BENEFITS AND COSTS OF ‘INTEGRATION’: SCHOOL DIVERSITY AS AN EXAMPLE (Gülseli BAYSU)


II/ WHEN IS CULTURAL DIVERSITY (NOT) DIVISIVE? ISLAM IN EUROPE AS AN EXAMPLE (Karen Phalet)


STATE OF THE ART IN ACCULTURATION RESEARCH: NEW DIRECTIONS

I/ COGNITIVE & AFFECTIVE ACCULTURATION: FROM ATTITUDES TO PROCESSES


II/ INDIVIDUALS, GROUPS, SOCIETIES: ACCULTURATION IN CONTEXT


III/ APPLIED IMPLICATIONS: MANAGING CULTURAL DIVERSITY

