CULTURE AND PSYCHOLOGY

SIXTH EDITION

DAVID MATSUMOTO • LINDA JUANG

Culture and Psychology

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Culture and Psychology

SIXTH EDITION

David Matsumoto

San Francisco State University and Humintell

Linda Juang

University of Potsdam

CENGAGE Learning™

Australia • Brazil • Mexico • Singapore • United Kingdom • United States

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit www.cengage.com/highered to search by ISBN#, author, title, or keyword for materials in your areas of interest.

Important Notice: Media content referenced within the product description or the product text may not be available in the eBook version.

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

CENGAGE Learning®

Culture and Psychology,
Sixth Edition
David Matsumoto, Linda Juang

Product Director: Erin Joyner
Product Manager: Timothy Matray
Content Developer and Senior Content Project Manager: Tanya Nigh
Product Assistant: Kimiya Hojjat
Art Director: Vernon Boes
Manufacturing Planner: Karen Hunt
Production Service and Compositor: Lumina Datamatics Inc.
Photo and Text Researcher: Lumina Datamatics Inc.
Text and Cover Designer: Lisa Henry
Cover Image: Masterfile, alexmakatova

© 2017, 2013 Cengage Learning
WCN: 02-200-202
ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.
Unless otherwise noted, all items © Cengage Learning

For product information and technology assistance, contact us at **Cengage Learning Customer & Sales Support, 1-800-354-9706.**
For permission to use material from this text or product, submit all requests online at **www.cengage.com/permissions.** Further permissions questions can be e-mailed to **permissionrequest@cengage.com.**

Library of Congress Control Number: 2015960088
ISBN: 978-1-305-64895-1

Cengage Learning
20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with employees residing in nearly 40 different countries and sales in more than 125 countries around the world. Find your local representative at **www.cengage.com.**

Cengage Learning products are represented in Canada by Nelson Education, Ltd.

To learn more about Cengage Learning Solutions, visit **www.cengage.com.**

Purchase any of our products at your local college store or at our preferred online store **www.cengagebrain.com.**

Printed in the United States of America
Print Number: 01 Print Year: 2016

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

To the memories of my mom and dad, for their wonderful teachings and the great family they gave to me.

—David Matsumoto

To Tayo and Keanu, for being my everyday reminders of our increasingly multicultural world.

—Linda Juang

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

ABOUT THE AUTHORS

DAVID MATSUMOTO received his B.A. from the University of Michigan in 1981 with high honors in psychology and Japanese. He subsequently earned his M.A. (1983) and Ph.D. (1986) in psychology from the University of California at Berkeley. He is currently professor of psychology and director of the Culture and Emotion Research Laboratory at San Francisco State University, where he has been working since 1989. He is also director of Humintell, LLC, a company that provides research, consultation, and training on nonverbal behavioral analysis and cross-cultural adaptation. He has studied culture, emotion, social interaction, and communication for over 30 years. His books include well-known titles such as *Culture and Psychology,* the *APA Handbook of Nonverbal Communication* (ed.), *Nonverbal Communication: Science and Applications* (ed.), the *Cambridge Dictionary of Psychology* (ed.), and *Cross-Cultural Research Methods in Psychology* (ed.). He is the recipient of many awards and honors in the field of psychology, and is the series editor for the Cambridge University Press series on *Culture and Psychology*. He is also former editor-in-chief for the *Journal of Cross-Cultural Psychology*.

LINDA JUANG is a professor of diversity and education at the University of Potsdam, Germany. She earned her B.A. in child development from the University of Minnesota and her M.A. and Ph.D. in developmental psychology from Michigan State University, and was also a postdoctoral fellow at the University of Jena in Germany for three years. Over the past 20 years, she has studied adolescent development in various family and cultural contexts. She has published and presented studies on immigration-related issues such as ethnic identity, acculturation, and adjustment of culturally diverse adolescents and youth in the United States, Germany, and China.

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

BRIEF CONTENTS

PREFACE xxi

1 An Introduction to Culture and Psychology 1

2 Cross-Cultural Research Methods 32

3 Enculturation 57

4 Culture and Developmental Processes 82

5 Culture, Self, and Identity 105

6 Culture and Personality 125

7 Culture and Gender 147

8 Culture and Cognition 171

9 Culture and Emotion 202

10 Culture, Language, and Communication 226

11 Culture and Health 254

12 Culture and Psychological Disorders 278

13 Culture and Treatment for Psychological Disorders 310

14 Culture and Social Behavior 333

15 Culture and Organizations 371

GLOSSARY 402

REFERENCES 411

NAME INDEX 458

SUBJECT INDEX 474

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

CONTENTS

PREFACE xxi

1 An Introduction to Culture and Psychology 1

Psychology with a Cultural Perspective 3

The Goals of Psychology 3
Culture and Psychology 4
The Contribution of the Study of Culture on Psychological Truths 6
The Contribution of the Study of Culture in Our Own Lives 7
The Growth of Cultural Psychology and Cross-Cultural Research 7

What Is Culture? 7

Where Does Culture Come From? 8
Is Culture a Uniquely Human Product? 15
The Difference between "Society" and "Culture" 16
Groups That Have Cultures 17
Contrasting Culture, Race, Personality, and Popular Culture 19

The Contents of Culture 21

Objective Elements 21
Subjective Elements 21

How Does Culture Influence Human Behaviors and Mental Processes? 27

Understanding Culture in Perspective: Universals and Culture-Specifics 28
Etics and Emics 29

THE GOAL OF THIS BOOK 30

EXPLORATION AND DISCOVERY 31

Why Does This Matter to Me? 31
Suggestions for Further Exploration 31

2 Cross-Cultural Research Methods 32

Types of Cross-Cultural Research 33

Method Validation Studies 33
Indigenous Cultural Studies 34
Cross-Cultural Comparisons 35

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Types of Cross-Cultural Comparisons 35
Exploratory versus Hypothesis Testing 35
Presence or Absence of Contextual Factors 36
Structure versus Level Oriented 36
Individual versus Ecological (Cultural) Level 36

Designing Cross-Cultural Comparative Research 38
Getting the Right Research Question 38
Designs That Establish Linkages between Culture and Psychological Variables 39

Bias and Equivalence 44
Conceptual Bias 44
Method Bias 45
Measurement Bias 47
Response Bias 48
Interpretational Bias 51

CONCLUSION 53

EXPLORATION AND DISCOVERY 54
Why Does This Matter to Me? 54
Suggestions for Further Exploration 54

APPENDIX A 55

3 Enculturation 57

Humans Engage in Cultural Learning 58

Enculturation and Socialization 58

Culture, Parenting, and Families 61
Whiting and Whiting's Six Cultures Study 61
Diversity in Parenting as a Function of Economics 62
Parenting Goals and Beliefs 63
Global Parenting Styles 64
Parenting Behaviors and Strategies 66
A Domain-Specific Approach to Parenting 68
Siblings 69
Extended and Multigenerational Families 71
Summary 72

Culture and Peers 72
Exposure to Peer Groups 73
Peers and Bullying 73
Summary 75

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Culture and the Educational System 76
School Systems 76
Parental and Familial Values 77
Attitudes and Appraisals of Students 78
Teaching Practices and School Environment 78
Summary 80

PUTTING IT ALL TOGETHER 80

EXPLORATION AND DISCOVERY 81
Why Does This Matter to Me? 81
Suggestions for Further Exploration 81

4 Culture and Developmental Processes 82

Culture and Temperament 84
What Is Temperament? 84
The Goodness of Fit between Temperament and Culture 84
Cross-Cultural Studies on Temperament 86
Temperament and Learning Culture 86
Dimensions of Temperament: A Focus on Behavioral Inhibition 87
Sources behind Temperamental Differences 88

Culture and Attachment 89
Traditional View of Attachment: Bowlby and Ainsworth 89
Cross-Cultural Studies and a Contemporary View on Attachment 90

Temperament and Attachment: A Summary 93

Cognitive Development 93
Piaget's Theory 93
Piaget's Theory in Cross-Cultural Perspective 95
Piaget's Theory: Summary and Discussion 97
Vygotsky's Sociocultural Theory of Cognitive Development 98

Moral Reasoning 99
What Is Moral? 99
Kohlberg's Theory of Morality 100
Cross-Cultural Studies of Moral Reasoning 101
Three Ethics Approach to Moral Reasoning 102

CONCLUSION 103

EXPLORATION AND DISCOVERY 104
Why Does This Matter to Me? 104
Suggestions for Further Exploration 104

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

5 Culture, Self, and Identity 105

Culture and Self 106

Defining Self 106

Where Does the Self-Concept Originate? 107

The Dynamic and Multifaceted Nature of the Concept of Self 108

Early Research on Cultural Differences in Self-Concepts: The Independent versus Interdependent Self-Construal Theory 108

Recent Developments in Our Understanding of Cultural Differences in Self-Concepts 111

Culture, Self-Esteem, and Self-Enhancement 116

What Is Self-Esteem, and Where Does It Come From? 116

Is Self-Enhancement Universal or Culture-Specific? 117

Culture and Identity 121

Types of Identities 121

Identity Is Fluid 121

Multicultural Identities 122

CONCLUSION 124

EXPLORATION AND DISCOVERY 124

Why Does This Matter to Me? 124

Suggestions for Further Exploration 124

6 Culture and Personality 125

Defining Personality 126

Definitions 126

Perspectives 127

Measuring Personality across Cultures 128

Cross-Cultural Studies on Personality Traits: The Five-Factor Model and Five-Factor Theory 130

Evidence for the Five-Factor Model 130

Do Perceptions of National Character Correspond to Aggregate Personality Traits? 132

Where Do These Traits Come From? The Five-Factor Theory 134

An Evolutionary Approach 136

Cross-Cultural Studies on Other Dimensions of Personality 137

Interpersonal Relatedness 138

Filipino Personality Structure 138

Dominance 139

Internal versus External Locus of Control 140

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Direct, Indirect, Proxy, and Collective Control 141
Autonomy 142

Indigenous Personalities 142

Integrating Universal and Culture-Specific Understandings of Personality 144

CONCLUSION 145

EXPLORATION AND DISCOVERY 146

Why Does This Matter to Me? 146
Suggestions for Further Exploration 146

7 Culture and Gender 147

Sex and Gender 149

Gender Differences across Cultures 150

Masculinity and Femininity 150
Cognitive Differences 152
Conformity and Obedience 153
Aggressiveness 153
Personality 154
Sex and Sexuality 155
Jealousy 156
Division of Labor 157
Summary 159

Culture, Gender Roles, and Gender Stereotypes 161

Culture and Gender Stereotypes 161
Culture, Gender Role Ideology, and Self-Concept 164
Ethnicity and Gender Roles 165

Changing Cultures, Changing Gender Roles 166

CONCLUSION 169

EXPLORATION AND DISCOVERY 170

Why Does This Matter to Me? 170
Suggestions for Further Exploration 170
InfoTrac College Edition 170

8 Culture and Cognition 171

Culture as Cognition 173

Culture and Attention 174

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Culture and Perception 177

Perception and Physical Reality 177
Cultural Influences on Visual Perception 177

Culture and Thinking 182

Culture and Categorization 182
Culture and Memory 183
Culture and Math 185
Culture and Problem Solving 186
Culture and Creativity 188
Culture and Dialectical Thinking 189
Culture, Regrets, and Counterfactual Thinking 191
Summary 191

Culture and Consciousness 193

Culture and Dreams 193
Culture and Time 193
Culture and Pain 195

Culture and Intelligence 196

Traditional Definitions of Intelligence and Its Measurement 196
The Nature versus Nurture Controversy 197
Expanding the Concept of Intelligence across Cultures 198
The Impact of Cross-Cultural Research on the Concept of Intelligence in Mainstream American Psychology 199

CONCLUSION 200

EXPLORATION AND DISCOVERY 200

Why Does This Matter to Me? 200
Suggestions for Further Exploration 201

9 Culture and Emotion 202

The Evolution of Human Emotion 203

Emotions as Evolved Information-Processing Systems 203
Different Categories of Emotion 204

The Biological Bases of Emotion—Basic Emotions 205

The Original Universality Studies 205
Subsequent Research after the Original Universality Studies 206
Other Sources of Evidence for the Universality of Basic Emotions and Their Possible Biological Bases 209
Summary 212

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Cultural Influences on Emotion 212

Cultural Regulation of Basic Emotions 214

More about Cultural Display Rules 215

Cultural Calibration of How Emotional Expressions Are Perceived 218

The Cultural Construction of Emotional Experience 219

The Cultural Construction of Concepts, Attitudes, Values, and Beliefs about Emotion 219

Concepts of Emotion 219

Categories of Emotion 221

The Location of Emotion 222

Attitudes, Values, and Beliefs about Emotion 222

Summary 223

CONCLUSION 223

EXPLORATION AND DISCOVERY 224

Why Does This Matter to Me? 224

Suggestions for Further Exploration 225

10 Culture, Language, and Communication 226

The Co-Evolution of Language and Human Culture 227

Cultural Influences on Verbal Language 227

The Structure of Language 227

Culture and Language Acquisition 228

Language Differences across Cultures 229

Language and Thought: The Sapir–Whorf Hypothesis 233

Cultural Influences on Nonverbal Communication 236

Culture and Gestures 237

Culture and Gaze 238

Culture and Voice 239

Culture, Interpersonal Space, and Touch 239

Intracultural and Intercultural Communication 240

Cultural Influences on Encoding and Decoding 241

The Process of Intracultural and Intercultural Communication 242

Improving Intercultural Communication 244

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Bilingualism and Culture 247
Psychological Differences as a Function of Language 247
A Bilingual Advantage for Cognitive Performance? 249
Perceptions of Bilinguals 251
Monolingualism and Ethnocentrism 252

CONCLUSION 252

EXPLORATION AND DISCOVERY 253
Why Does This Matter to Me? 253
Suggestions for Further Exploration 253
InfoTrac College Edition 253

11 Culture and Health 254

Cultural Differences in the Definition of Health 255
Comparison across Cultures 255
Comparison within Cultures 257

Three Indicators of Health Worldwide 258
Life Expectancy 258
Infant Mortality 260
Subjective Well-Being 261

Genetic Influences on Physical Health and Disease 261

Psychosocial Influences on Physical Health and Disease 263

Sociocultural Influences on Physical Health and Disease 266
Cultural Dimensions and Diseases 266
Cultural Discrepancies and Physical Health 268
Culture, Body Shape, and Eating Disorders 269
Culture and Obesity 270
Culture and Suicide 271
Acculturation and the Immigrant Paradox 273
Summary 275

Differences in Health Care and Medical Delivery Systems 275

A Model of Cultural Influences on Health: Putting It All Together 276

EXPLORATION AND DISCOVERY 277
Why Does This Matter to Me? 277
Suggestions for Further Exploration 277

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

12 Culture and Psychological Disorders 278

Defining Abnormality: Some Core Issues 279

Defining "Abnormal" 280

Culture and the Categorization and Assessment of Psychological Disorders 281

Culture and Categorization of Psychological Disorders 282
Cross-Cultural Assessment of Psychological Disorders 286
Measurement of Personality to Assess Psychopathology 289

Cross-Cultural Research on Psychological Disorders 291

Schizophrenia 291
Depression 293
Attention-Deficit/Hyperactivity Disorder 296

Cultural Syndromes of Distress 297

Summary 300

Mental Health of Ethnic Minorities, Migrants, and Refugees 301

African Americans 301
Latino Americans 302
Asian Americans 303
Native Americans 304
Immigrants 305
Refugees 307
Summary 308

CONCLUSION 308

EXPLORATION AND DISCOVERY 308

Why Does This Matter to Me? 308
Suggestions for Further Exploration 309

13 Culture and Treatment for Psychological Disorders 310

Culture and Psychotherapy 311

Traditional Psychotherapy 311
Contemporary Psychotherapy 312
Cultural Limitations of Psychotherapy 312
Psychotherapy in Diverse Cultures 314

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Psychotherapy in Diverse Cultures in the United States: An Example of Within Culture Variation 315
Summary 316

Receiving Treatment and Barriers to Treatment 317
Disparities in Receiving Treatment 317
Barriers to Seeking Treatment 320
Removing Barriers to Treatment 322

Treatment Issues 323

Culturally Competent Services 324

Indigenous and Traditional Healing 326
An Example of Blending Indigenous Healing Practices with Traditional Western-Based Treatment Approaches 328

A Community Approach to Treatment 330

Culture and Clinical Training 330

CONCLUSION 331

EXPLORATION AND DISCOVERY 332
Why Does This Matter to Me? 332
Suggestions for Further Exploration 332

14 Culture and Social Behavior 333

Cultural Influences on How We Perceive People 334
Person Perception and Impression Formation 334
Culture and Face Recognition 335
Culture and Attractiveness 336

Culture and Attributions 337
What Are Attributions, and Where Do They Come From? 337
Early Research on Cultural Differences in Attributional Styles 338
Contemporary Research: Universality and Culture-Specificity of Attributional Styles 339

Mate Selection, Love, and Marriage Across Cultures 340
Culture and Mate Selection 340
Culture and Love 342
Culture and Marriage 342
Intercultural Marriages 343

Culture and Conformity, Compliance, and Obedience 344

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Culture and Cooperation 346

Culture and Intergroup Relations 348

Ingroups and Outgroups 348
Stereotypes 351
Ethnocentrism and Prejudice 361
Discrimination 364

Culture and Aggression 365

Acculturation 367

CONCLUSION 370

EXPLORATION AND DISCOVERY 370

Why Does This Matter to Me? 370
Suggestions for Further Exploration 370

15 Culture and Organizations 371

Cultural Differences in Work-Related Values: Hofstede's Cultural Dimensions 372

Power Distance 373
Uncertainty Avoidance 373
Individualism-Collectivism 374
Masculinity–Femininity 374
Long- versus Short-Term Orientation 375

Organizational Culture and Organizational Climate 376

Cultural Differences in Organizational Culture 376
Culture and Person-Organization Fit 377

Culture and Attitudes about Work and Organizations 378

Culture, Motivation, and Productivity 381

Culture, Leadership, and Management Styles 383

Culture and the Meaning of Leadership 383
Culture and Leadership Behaviors 385

Culture and Decision-Making Processes 388

Organizational Decisions 388
Organizational Fairness 389
Consumer Decisions 391

Culture and Negotiation 391

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Intercultural Issues Regarding Business and Work 394
Overseas Assignments and Culture Shock 395
Working with an Increasingly Diverse Workforce Population 397

Culture and Sexual Harassment 399

CONCLUSION 400

EXPLORATION AND DISCOVERY 400
Why Does This Matter to Me? 400
Suggestions for Further Exploration 401

GLOSSARY 402

REFERENCES 411

NAME INDEX 458

SUBJECT INDEX 474

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

PREFACE

WE WOULD LIKE TO BEGIN BY FIRST THANKING YOU—past, current, and prospective future users of our book. We sincerely appreciate all of you for all the hard work and efforts you make in the classroom every day in service of the education of future generations of our world, and for the greater good that comes from those efforts. We appreciate all the kind notes, comments, questions, and messages that many of you have sent to us throughout the years. And we appreciate all of you who come to introduce yourselves at meetings and conferences. It is especially a joy to meet you in person, and we thank you from the bottom of our hearts for the reception you always give us.

We would also like to thank the reviewers of the previous edition of the book. They provided us with many valuable comments, which guided us in the current revision. We thank the reviewers especially for the many positive comments about so many parts of the book. We can only hope that our revisions have improved the book even more.

We also would like to thank the editors and production staff at Cengage. They have been professional, competent, and courteous throughout the years, and have kept us on track in the revision of this edition. We also thank Hyisung C. Hwang for her review and edit of the entire book manuscript from start to finish. Her comments and suggestions were invaluable and helped us to improve the readability and content of the material tremendously.

There are many changes that we have made that are applicable throughout the book. With regard to content, you will see that we have reorganized the structure of the book. We moved the chapter on self and identity (formerly Chapter 13) up to Chapter 5. We follow this with chapters on personality (Chapter 6) and gender (Chapter 7), followed by cognition (Chapter 8) and emotion (Chapter 9). We hope that this structural change aids readers in moving through the material in a way that presents the larger factors of influence (development, personality, gender) before discussing specific topics (emotion, cognition, language, social behavior, etc.).

Also with regard to content, we have tightened the writing throughout, and in many cases have deleted material that was superfluous to the main message of the chapter. We did this because one of the concerns we had about the book was that we were presenting too many "facts" without a coherent message in some places. This situation was partly due to the burgeoning numbers of cross-cultural studies that have been published in recent years, and our previous wish to be comprehensive and inclusive of the literature. But sometimes this lost our focus on the important messages of the chapter. Thus we decided to reduce the number of facts by removing material we deemed superfluous to the main message of each chapter so that readers can stay focused on that main message.

We have also made a number of significant changes with regard to pedagogy. In this edition, you'll notice a larger trim size for the book, which should aid in reading. We have also added text call-outs to important phrases, and now include glossary definitions in the margins when the words first appear. We have added more figures and tables in all chapters to break up the monotony of reading and to provide visual examples of the text material. We have also added substantially more cross-referencing to related topics in other chapters throughout the book.

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

In addition to these major changes described above, we list below the specific changes we have made in each chapter:

Chapter 1—An Introduction to Culture and Psychology

- Simplified the writing and the message throughout, deleting sections that were not directly relevant to the main message of the chapter, and reordered some material
- Included more call-outs to other professions as end users are not always psychology students
- Clarified the concept of universal psychological toolkits
- Included more call-outs to material that will be explored in the rest of the book, cross-referencing other chapters
- Updated figures and added a few more to aid understanding; dropped old Figure 1.2, which was too complex
- Updated the writing with two new citations

Chapter 2—Cross-Cultural Research Methods

- Simplified the writing and the message throughout, especially concerning the types of cross-cultural research and types of cross-cultural comparisons
- Deleted sections that were not directly relevant to the main message of the chapter
- Reordered some material
- Reincorporated brief discussion of the evolution of cross-cultural research
- Included more figures and tables to organize and summarize the material, including tables organizing types of cross-cultural research and types of cross-cultural comparisons
- Redrew Table 2.1 and split into two tables
- Expanded on the "Exploration and Discovery" section
- Added a new question in the "Suggestions for Further Exploration" that invites students to find their culture and compare its scores with other scores and their experiences

Chapter 3—Enculturation

- Simplified the writing and the message throughout
- Added more figures to aid understanding
- Deleted Figure 3.2 (from the 5th edition) as it was unclear
- Deleted overlapping material with former Chapter 5 on math achievement. The education section now focuses on the education system as an important source of enculturation.
- Added content on "tiger mothering"
- Updated the writing with 13 new citations

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Chapter 4—Culture and Developmental Processes

- Added a section on Vygotsky's sociocultural theory on cognitive development
- Updated, deleted, and rewrote sections on attachment to reflect the newest research and theorizing about this topic
- Included more figures and tables (such as Piaget's and Kohlberg's stages) to organize and summarize the material
- Deleted sections that were not directly relevant to the main message of the chapter (such as section on "Other Cognitive Theories" and "Other Developmental Processes")
- Updated the writing with four new citations

Chapter 5—Culture, Self, and Identity (formerly Chapter 13)

- Moved the section on attributional styles to Chapter 14, as we considered it to better fit the chapter there, especially with the decision to move this chapter up in the book sequence
- Paid attention to repositioning the theory of independent vs. interdependent self-construals within a larger perspective of theoretical views of the self and the evolution of thought concerning culture and self
- Simplified the writing and the message throughout, reordering and restructuring as necessary
- Included more figures and tables to organize and summarize the material
- Updated the writing with 12 new citations

Chapter 6—Culture and Personality (formerly Chapter 10)

- Simplified the writing and the message throughout, reordering and restructuring as necessary
- Included one additional figure and one additional table to organize and summarize the material
- One figure included clarified the five-factor theory (FFT); also revised the writing in this section to clarify the distinction between the five-factor model (FFM) and FFT
- Updated the writing with nine new citations

Chapter 7—Culture and Gender (formerly Chapter 6)

- Included a new table as suggested comparing the differences between "sex" and "gender" as described in the book
- Moved the section on sex from Chapter 14 to this chapter
- Consolidated the writing on jealousy that overlapped with that elsewhere
- Updated the writing with three new citations

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Chapter 8—Culture and Cognition (formerly Chapter 5)

- Provided an overall structure for the chapter in a new figure early on, focusing on attention, then sensation and perception, then higher order thinking in the first half of the chapter, and consciousness and intelligence in the second half
- Consequently, moved the section on attention up first before sensation and perception
- Consolidated and integrated info on math performance from Chapter 3; reduced the amount of facts listed in the section on math and focused on the cross-cultural elements
- Figure 5.4 (now Figure 8.8) was made larger
- Reduced the amount of coverage in the section on intelligence, focusing on cross-cultural aspects
- Updated the writing with nine new citations

Chapter 9—Culture and Emotion (formerly Chapter 8)

- Moved the initial section on the cultural regulation of emotion to later, after the presentation of basic emotions, and integrated with the section on the "Cultural Calibration of Emotions"
- Separated the discussion of cultural regulation of basic emotions, the cultural construction of subjective experience, and cultural construction of concepts, attitudes, etc. into three separate sections
- Dropped the detailed discussion of front-end calibration, and cleaned up the presentation of front- and back-end calibration throughout, simplifying the description
- Redrew original Figure 8.10 into new, simpler figure
- Added a new reflection question at the end of the chapter
- Updated the writing with 12 new citations

Chapter 10—Culture, Language, and Communication (formerly Chapter 9)

- Added two new figures and one new table to facilitate understanding, especially to elaborate on cultural differences in nonverbal behaviors
- Included new section concerning recent research on possible bilingual advantages in cognitive processing
- Updated the writing with 21 new citations

Chapter 11—Culture and Health (formerly Chapter 7)

- Added more figures to illustrate chapter concepts
- Added discussion on an emerging field of study—cultural neuroscience
- Rearranged some sections for better flow
- Deleted sections not relevant to main message of chapter
- Former Figure 7.7 has been updated into a better graphic

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

- Acculturation is discussed in this chapter and non-Western remedies are discussed in Chapter 13
- Updated the writing with 12 new citations

Chapter 12—Culture and Psychological Disorders

- Completely updated section to include the newest DSM V conceptualization of "cultural syndromes of distress"
- Added information on the upcoming revisions for the ICD-11
- Added more figures and tables (such as table summarizing schizophrenia, depression, and anxiety) to illustrate key chapter concepts
- Rearranged some sections for better flow
- Deleted sections not relevant to main message of chapter
- Added more detail on the CBCL
- Added links to the ICD and DSM websites where students can find more detailed information on some of the issues discussed in the chapter
- Updated the writing with six new citations

Chapter 13—Culture and Treatment for Psychological Disorders

- Added more figures to illustrate chapter concepts
- Rearranged some sections for better flow
- Updated terminology to clarify indigenous healing, traditional medicine, and complementary medicine
- Updated the writing with eight new citations

Chapter 14—Culture and Social Behavior

- Moved the material on attributions from Chapter 5 to this chapter
- Moved the material on sex to Chapter 7
- Added a brief description of the sanctions used in the Yamagishi (1986) experiment
- Tightened up and clarified the discussion of the origin of stereotypes
- Dropped the discussion concerning "Need for Cognitive Closure" in the section on acculturation
- Included a new table on the content of stereotypes from 1933, 1951, and 1969
- Also included a new table from Karlins et al.'s (1969) analysis of changes in the favorableness of stereotype ratings across time
- Also included a new table from Madon et al.'s (2001) study of stereotypes
- Increased the overall number of tables and figures throughout to be commensurate with other chapters
- Tightened the writing throughout
- Updated the references with 17 new citations

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Chapter 15—Culture and Organizations

- Updated the data in Table 15.4
- Changed the title and labels in Table 15.8 to be less offensive
- Redrew Figure 15.2 to simplify its message and content
- Included new writing on "Culture Shock and Reverse Culture Shock" in section on "Overseas Assignments"
- Tightened the writing throughout
- Updated the references with 10 new citations

We are excited about the many changes and improvements that were made to the book. We are also especially excited about the interest and growth in cultural and cross-cultural psychology today around the world. We sincerely hope that this book can help to facilitate that excitement even more in all readers, and to encourage strong, critical thinking about culture and psychology in the future. As always, if you have any comments or suggestions on how we can continually improve this work, please don't hesitate to let us know.

Finally, although we are indebted to so many people who have helped us along the way in the writing of this book, any errors in the book are only ours.

David Matsumoto and Linda Juang
San Francisco, CA, and Potsdam, Germany
September, 2015

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

1 An Introduction to Culture and Psychology

CHAPTER CONTENTS

Psychology with a Cultural Perspective

- The Goals of Psychology
- Culture and Psychology
- The Contribution of the Study of Culture on Psychological Truths
- The Contribution of the Study of Culture in Our Own Lives
- The Growth of Cultural Psychology and Cross-Cultural Research

What Is Culture?

- Where Does Culture Come From?
- A Definition of Culture
- Is Culture a Uniquely Human Product?
- The Difference between "Society" and "Culture"
- Groups That Have Cultures
- Contrasting Culture, Race, Personality, and Popular Culture

The Contents of Culture

- Objective Elements
- Subjective Elements

How Does Culture Influence Human Behaviors and Mental Processes?

- Understanding Culture in Perspective: Universals and Culture-Specifics
- Etics and Emics

THE GOAL OF THIS BOOK

EXPLORATION AND DISCOVERY

- *Why Does This Matter to Me?*
- *Suggestions for Further Exploration*

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Most of what we know about the human mind, psychological processes, and human behavior comes from scientific research conducted in the United States involving American university students enrolled in introductory psychology courses as study participants. The information researchers get from those studies form the basis of what we think we know about people, and the basis of mainstream psychology. In this book we ask this simple question: Is what we know in mainstream psychology applicable for most people of the world? Besides raising that question, this book also looks to research involving participants from other cultures for those answers.

Why is asking that question important? All we have to do is to see how rapidly the world around us is changing, and how we live, work, play, and interact with people from many different cultural backgrounds more today than ever before. Think about this: Just over a century ago in 1904,

- The average life expectancy in the United States was 47 years.
- Only 14 percent of the homes in the United States had a bathtub.
- Only 8 percent of the homes had a telephone.
- A 3-minute call from Denver to New York City cost $11.
- There were only 8,000 cars in the United States, and only 144 miles of paved roads.
- The maximum speed limit in most cities was 10 mph.
- Alabama, Mississippi, Iowa, and Tennessee were each more heavily populated than California. With a mere 1.4 million residents, California was only the 21st most-populous state in the union.
- The average wage in the United States was 22 cents an hour; the average U.S. worker made between $200 and $400 per year.
- More than 95 percent of all births in the United States took place at home.
- Ninety percent of all U.S. physicians had no college education; instead, they attended medical schools, many of which were condemned in the press and by the government as "substandard."
- Sugar cost 4 cents a pound; eggs were 14 cents a dozen; coffee cost 15 cents a pound.
- Most women washed their hair only once a month and used borax or egg yolks for shampoo.
- The five leading causes of death in the United States were pneumonia and influenza, tuberculosis, diarrhea, heart disease, and stroke.
- The population of Las Vegas was 30.
- Crossword puzzles, canned beer, and iced tea had not yet been invented.
- There was no Mother's Day or Father's Day.
- One in 10 U.S. adults could not read or write.
- Only 6 percent of Americans had graduated high school.
- Marijuana, heroin, and morphine were all available over the counter at corner drugstores. According to one pharmacist, "Heroin clears the complexion, gives buoyancy to the mind, regulates the stomach and the bowels, and is, in fact, a perfect guardian of health."
- Eighteen percent of households in the United States had at least one full-time servant or domestic help.

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

- There were only about 230 reported murders in the entire United States.
- And we got this list from someone else whom we have never met, without typing it ourselves, on the Internet, which did not exist, on a computer, which did not exist.

The world is changing at an amazingly rapid pace, and one of the most important ways in which it is changing is in terms of cultural diversity. This increasingly diversifying world has created a wonderful environment for personal challenge and growth, but it also brings with it an increased potential for misunderstandings, confusion, and conflict.

Cultural diversity and intercultural relations are some of our biggest challenges. Those challenges are also our biggest opportunities. If we can meet those challenges and leverage them, we can achieve a potential in diversity and intercultural relations that will result in far more than the sum of the individual components that comprise that diverse universe. This sum will result in tremendous personal growth for many individuals, as well as in positive social evolution, bringing about mutual welfare and benefit built on interpersonal and intercultural respect.

This book was written with this belief—to meet the challenge of cultural diversity and turn that challenge into opportunity. Doing so is not easy. It requires each of us to take an honest look at our own cultural background and heritage, and at their merits and limitations. Fear, rigidity, and sometimes stubborn pride come with any type of honest assessment. Yet without that assessment, we cannot meet this challenge and improve intercultural relations.

In academia, that assessment begs fundamental questions about what is taught in our colleges and universities today. To ask how cultural diversity potentially changes the nature of the truths and principles of human behavior delivered in the halls of science is to question the pillars of much of our knowledge about the world and about human behavior. From time to time, we need to shake those pillars to see just how sturdy they are. This is especially true in the social sciences and particularly in psychology—the science concerned with people's mental processes and behaviors.

Psychology with a Cultural Perspective

The Goals of Psychology

Psychology as a discipline is well equipped to meet the challenge of cultural diversity. One of the ways psychology has met this challenge is by recognizing the large impact culture has on psychological processes and human behavior. In the past few decades, a new and thriving subdiscipline within psychology known as **cultural psychology** has emerged to capture this spirit. In order to get a better handle on what cultural psychology is all about, it is important first to have a good grasp of the goals of psychology.

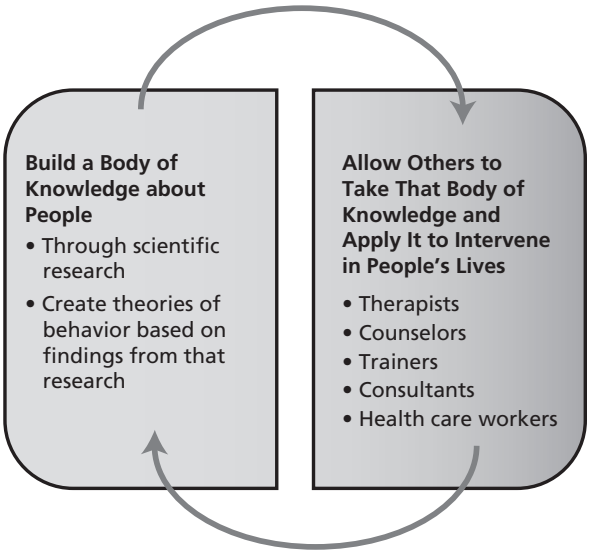
cultural psychology A subdiscipline within psychology that examines the cultural foundations of psychological processes and human behavior. It includes theoretical and methodological frameworks that posit an important role for culture and its influence on mental processes behavior, and vice versa.

As a discipline, the field of psychology essentially has two main goals. The first is to build a body of knowledge about people. Psychologists seek to understand behavior when it happens, explain why it happens, and even predict it before it happens. Psychologists achieve this by conducting research and creating theories of behavior based on the findings from that research.

The second goal of psychology involves allowing others to take that body of knowledge and apply it to intervene in people's lives to help improve those lives. Psychologists achieve this in many ways: as therapists, counselors, trainers, and

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Figure 1.1
The Goals of Psychology as a Discipline



consultants. The field of psychology also achieves this goal by providing information to students and professionals in many other fields, such as nursing and health care, businesspersons, and teachers, to help them in their professions as well. Psychologists and many others work on the front lines, dealing directly with people to affect their lives in a positive fashion (Figure 1.1).

The two goals of psychology—creating a body of knowledge and applying that knowledge—are closely related. Psychologists and other professionals who are informed by psychology take what psychology as a field has collectively learned about human behavior and use that knowledge as a basis for their applications and interventions. This learning initially comes in the form of academic training in universities. But it continues well after formal education has ended, through continuing education and individual scholarship—reviewing the literature, attending conferences, and joining and participating in professional organizations. Psychologists and professionals in many other fields engage in a lifelong learning process that helps them intervene in people's lives more effectively, all influenced by research and knowledge generated in psychology. Researchers often understand the practical implications of their work, and many are well aware that the value of psychological theory and research is often judged by its practical usefulness in society (see, for example, Gergen, Gulerce, Lock, & Misra, 1996). Theories are tested for their validity not only in the halls of science but also on the streets, and they should be revised because of what happens on those streets. Real life is ground truth for psychology.

Culture and Psychology

Because knowledge generation is an important part of psychology, we need to have a good grasp of how that knowledge is generated in the first place, and that is through scientific research. As we mentioned at the beginning of this chapter, most research on human behavior reported in mainstream psychology comes from studies conducted in the United States involving American university students enrolled in introductory psychology courses as study participants. Thus, most knowledge we have in psychology is based on studies with American students.

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Considering that U.S. Americans comprise only a small fraction of the world population (around 5%), some scholars have questioned the applicability of findings to all or most people around the world based so much on a single demographic (Arnett, 2008). Some have suggested that most research to date is based on WEIRDOS—Western, educated, industrialized, rich, and democratic cultures—and is severely limited because WEIRDOS aren't representative of everyone as a whole and that psychologists routinely use them to make broad, and quite likely false, claims about what drives human behavior (Henrich, Heine, & Norenzayan, 2010).

We don't take such an extreme view; we believe that there is nothing inherently wrong with such research, and the findings obtained from American samples are definitely true for those samples at the times the studies were conducted. Those findings may be replicated across multiple samples using different methods, and many findings weather tests for scientific rigor that would normally render them acceptable as a truth or principle about human behavior. And, there are a number of universal psychological processes that can certainly be tested on WEIRDOS and that are likely applicable to non-WEIRDOS. Thus, rather than raising questions specifically about WEIRDOS, we believe that psychology should question the characteristics of the people in *any* study: Is what we know about human behavior true for all people, regardless of gender, race, ethnicity, culture, class, or lifestyle (see Figure 1.2)?

Cultural psychology asks this question by conducting research with people of differing cultural backgrounds, and uses cross-cultural research as the primary research method that tests the cultural parameters of psychological knowledge. **Cross-cultural research** involves participants of differing cultural backgrounds and allows for comparisons of findings across those cultures. Cross-cultural research is a method that allows psychologists to examine how knowledge about people and their behaviors from one culture may or may not hold for people from other cultures.

As a method, cross-cultural research can be understood as a matter of *scientific philosophy*—that is, the logic underlying the methods used to conduct research and generate knowledge. This idea is based on a few assumptions. First, the results of

cross-cultural research A research methodology that tests the cultural parameters of psychological knowledge. Traditionally, it involves research on human behavior that compares psychological processes between two or more cultures. In this book, we also incorporate knowledge contrasting human cultures versus nonhuman animal cultures. This approach is primarily concerned with testing the possible limitations of knowledge gleaned from one culture by studying people of different cultures.

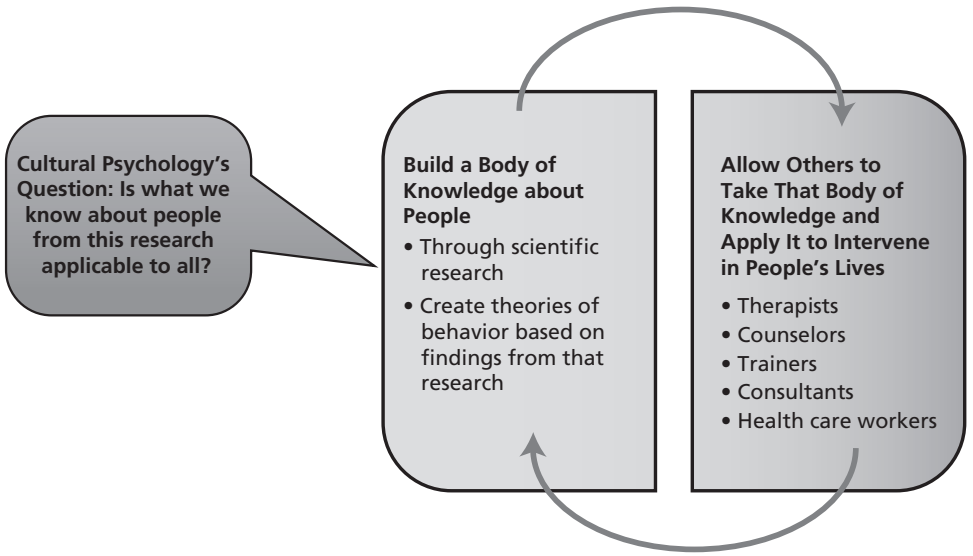


Figure 1.2 The Role of Cultural Psychology in Relation to the Goals of Psychology

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

any psychological research are bound by our methods, and the standards of care we use when we evaluate the rigor and quality of research are also bound by the cultural frameworks within which our science occurs (Pe-Pua, 1989). Theories depend on research to confirm or disconfirm them; research involves methods designed to collect data to test theories and their hypotheses. Methods involve many parameters, one of which includes decisions about the nature of the participants in the study. Cross-cultural research involves the inclusion of people of different cultural backgrounds—a specific type of change in one of the parameters of research methods. Thus, in some sense, cross-cultural research is relatively easy to understand conceptually because it involves a change in the nature of the participant characteristics (i.e., their cultural backgrounds).

But this basic change in research methods allows us to ask profound questions about what we think we know in mainstream psychology. We need to examine whether the information we have learned, or will learn in the future, is applicable to all people of all cultures or only to some people of some cultures. Scientific philosophy suggests that we have a duty and an obligation to ask these questions about the scientific process and about the nature of the truths we have learned, or will learn, about human behavior. The knowledge that is created in psychology should be accurate and descriptive of all people, not only of people of a certain culture (or race, ethnicity, nationality, gender, or sexual orientation). The field of psychology has an obligation—to its teachers, students, practitioners, and especially all the people whose lives are touched by its knowledge—to produce accurate knowledge that reflects and applies to them. Cross-cultural research plays an important role in helping psychologists produce that accurate knowledge for all because it tests whether what is true for some is also true for others.

This is not an easy challenge for the field to embrace. In almost any contemporary resource in psychology, cultural diversity in findings and cultural differences in research are widespread and commonplace. These differences are forcing psychologists to take a good, hard look at their theories and, in many cases, to call for revisions, sometimes major, in the way we have conceptualized many aspects of behavior. As a result, many psychologists see an evolution in psychology, with culture incorporated as a necessary and important ingredient. Some authors have even argued that the move toward a cultural psychology should really be a move toward a multicultural or even polycultural psychology— one that incorporates the unique psychologies of the multitude of cultures around the world that may not be assimilable into a single psychology (Gergen et al., 1996; Morris, Chiu, & Liu, 2015). Whether or not that position is accepted, current mainstream psychology is clearly moving in this direction, finding ways to educate and be educated by other psychological approaches in other cultures. This move involves basic changes in the way psychologists understand many aspects of human behavior. We are in the midst of this evolution in knowledge right now, making this time a very exciting one for psychology.

The Contribution of the Study of Culture on Psychological Truths

universal A psychological process that is found to be true or applicable for all people of all cultures.

culture-specific A psychological process that is considered to be true for some people of some cultures but not for others.

The contribution that cultural psychology and cross-cultural research makes to psychology as a whole goes far beyond simple methodological changes in the studies. It is a way of understanding principles about human behaviors within a global perspective. Cross-cultural research not only tests whether people of different cultures are similar or different; it also tests possible limitations in our knowledge by examining whether psychological theories and principles are **universal** (true for all people of all cultures) or **culture-specific** (true for some people of some cultures).

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

Because cross-cultural research is a method, it is not topic-specific. Thus, cultural psychologists are interested in a broad range of phenomena related to human behavior—from perception to language, child rearing to psychopathology. What distinguishes cultural psychology from mainstream psychology, therefore, is not the topic of study but the interest in understanding cultural influences on behavior, and the testing of limitations to knowledge using cross-cultural research methods. The impact of the growth of cultural psychology and cross-cultural research on mainstream psychology has been enormous, and we introduce you to the main cross-cultural findings in various areas of psychology in the rest of this book.

The Contribution of the Study of Culture in Our Own Lives

Psychological theories are only as good as their applicability to people in their lives (Amir & Sharon, 1988; Gergen et al., 1996), and one of the main contributions of cross-cultural research to application is the process it fosters in asking questions. Practicing psychology with a cultural perspective is an exercise in critical thinking. Is what we know true for all people regardless of their cultural backgrounds? If not, under what conditions do differences occur, and why? What is it about culture that produces such differences? What factors other than culture, such as socioeconomic class, heredity, or environment, may contribute to these differences? Asking these questions, being skeptical yet inquisitive, together define the process underlying psychology from a cultural perspective. This process is even more important than the content because it can be applied to all areas of our lives, especially in this multicultural world.

The Growth of Cultural Psychology and Cross-Cultural Research

Although cross-cultural research has been conducted for over a century, cultural psychology has truly made a substantial impact on psychology in the past two decades. Much of this popularity is due to the increased awareness of the importance of culture as an influential factor on behavior and, unfortunately, to increased awareness of the frequency of intercultural conflicts within and between countries (e.g., see Christopher, Wendt, Marecek, & Goodman, 2014). The flagship journal of the International Association of Cross-Cultural Psychology, the *Journal of Cross-Cultural Psychology,* has now passed its 40th year of publishing top-level cross-cultural research. Other specialty journals also exist, such as *Cross-Cultural Research* and *Culture and Psychology*. The number of research articles incorporating people of different cultures has increased tremendously in all top-tier mainstream journals as well, such as the *Journal of Personality and Social Psychology, Developmental Psychology,* and *Psychological Science.* Theoretical models are increasingly incorporating culture, and the number of books involving culture has also increased.

Broadly speaking, an increased interest in cultural psychology is a normal and healthy development. As psychology has matured, many scientists have come to recognize that much of the research and theories once thought to be universal for all people is indeed culture-bound. The increasing importance and recognition of cultural psychology are reactions to this realization.

What Is Culture?

Understanding psychology from a cultural perspective starts with a better appreciation of what is culture. Many scholars and laypersons use the words *culture, race, nationality,* and *ethnicity* interchangeably, as if they were all terms denoting the same

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

culture A unique meaning and information system, shared by a group and transmitted across generations, that allows the group to meet basic needs of survival, pursue happiness and well-being, and derive meaning from life.

concepts. They do not, and as we begin our study of culture and psychology, it is important to define exactly what we mean by the term **culture**.

We use the word *culture* in many different ways in everyday language and discourse. We use the concept of culture to describe and explain a broad range of activities, behaviors, events, and structures in our lives. We use culture to describe rules, norms, learning, or problem solving; refer to the origins of a group and its heritage or traditions; and define the organization of a group (Berry, Poortinga, Segall, & Dasen, 1992; Kroeber & Kluckholn, 1952/1963). Culture can refer to general characteristics; food and clothing; housing and technology; economy and transportation; individual and family activities; community and government; welfare, religion, and science; and sex and the life cycle (Murdock, Ford, & Hudson, 1971; Barry, 1980; Berry et al., 1992). The concept of culture is used in many different ways because it touches on so many aspects of life. Culture, in its truest and broadest sense, cannot simply be swallowed in a single gulp—not in this book, not in a university course, not in any training program. Although we will attempt to bring you closer to a better understanding of what culture is and how it influences our lives, we must begin by recognizing and admitting the breadth, scope, and enormity of culture.

We should also recognize that the concept of culture has different meanings in other cultures. In Japan, culture may refer to flower arranging or tea ceremony. In France, culture might refer to art, history, or food. In the United Arab Emirates, culture may refer to traditions and religious rituals. Thus the concept of culture itself is culture-bound. Let's begin our introduction to culture by discussing where culture comes from.

Where Does Culture Come From?

Understanding the origins of any human culture helps us to appreciate cultures and cultural differences (and similarities) when we engage with them. There are four important sources of the origins of culture: group life, environment, resources, and the evolved human mind (Table 1.1).

Group Life

Humans are social animals, and have always lived in groups. We learned many hundreds of thousands of years ago that living in groups was better than living alone (just as many other animal species have). A man or woman alone has trouble surviving the attacks of animals, feeding themselves, taking care of their children, and meeting all the other tasks of living. And we all want the companionship of others.

Groups increase our chances for survival because they increase efficiency through division of labor. The division of labor allows groups to accomplish more

TABLE 1.1 Factors That Influence the Creation of Cultures

Group Life	Environments	Resources	The Evolved Human Mind
■ Division of Labor ■ Efficiency ■ Increase Survival Probability	■ Climate ■ Population Density ■ Arable Land ■ Diseases ■ Previous Cultures ■ Contact with Other Cultures	■ Food ■ Water ■ Money	■ Basic Human Needs and Motives ■ Universal Psychological Toolkit

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

than any one person can, which is functional and adaptive for all the members of the group. Division of labor allows for accomplishing more tasks so that survival rates increase. But there's a downside to living in groups, which is that there is potential for social conflict and chaos *because people are different*. Because of those differences, groups can become inefficient, reducing the probability for survival. And if groups are uncoordinated and individuals just do their own thing without consideration of others, conflict and disorganization will occur, which lead to social chaos.

Environment

Groups live in specific environments, and the ecologies of those environments have a major impact on *how* they live. One aspect of ecology that influences cultures is climate. Some areas of the world, like New York or Seoul, South Korea, have harsh winters and miserably hot summers. Other areas of the world, like South and Southeast Asia, have hot, humid weather all year long, while other areas (like the Middle East or North Africa) have hot dry weather all year long. Some areas have relatively mild climates all year long, like San Francisco or Seattle. These ecological differences influence ways of living. Groups that live near the equator, in hot, humid, tropical areas, will exhibit a lifestyle that is very different from that of groups living in temperate or arctic zones, with seasonal changes and extremely cold weather. Those groups will have different dress styles, different ways of walking, different architecture, and different rituals and traditions, just because of the climate.

More important to culture than the absolute temperature of an area is the **deviation from temperate climate** (van de Vliert, 2009). Humans need to regulate their body temperatures and have an easier time doing so in temperate climates, which happens to be around 22°C (about 72°F). Much colder or hotter climates make life much more difficult and demanding, and these harsher climates require people to do more to adjust and adapt. Harsher climates also create greater risks of food shortage and food spoilage, stricter diets, and more health problems (infectious and parasitic diseases tend to be more frequent in hotter climates). Demanding climates require special clothing, housing, and working arrangements, special organizations for the production, transportation, trade, storage of food, and special care and cure facilities. People in hotter climates tend to organize their daily activities more around shelter, shade, and temperature changes that occur during the day. For example, part of Spanish culture is to shut down businesses in the midafternoon, during the hottest time of the day, and reopen later, pushing back the working hours. There, it is not uncommon for people to be having dinner outside at 11:00 P.M. or even midnight. People who live nearer the poles may organize their lives around available sunlight. In psychological terms, more demanding cold or hot climates arouse a chain of needs shared by all inhabitants of an area (van de Vliert, 2009).

deviation from temperate climate The degree to which the average temperature of a given region will differ from what is considered to be the relatively "easiest" temperature to live in, which is 22°C (about 72°F).

Another ecological factor that influences culture is **population density**. This is the ratio of the number of people that live in a specific area relative to the size of that area. Some geographic areas have lots of people living in a very small space; that is, they have large population density, like New York City, Tokyo, Hong Kong, or Mexico City. Other areas have only few people in a very large area; they have low population density, like Alaska or the northern island of Hokkaido in Japan.

population density The number of people living within a given unit of space. In a place like a city in which a large number of people live in a relatively small space, the population density is higher than in a rural area where fewer people live in each similar amount of space.

What's important about population density is the number of people in an area in relation to the amount of **arable land** in that area—that is the amount of land on which food can grow to sustain the people in that area. A huge number of people in a small amount of space with scarce food will create a different way of living compared to a small number of people in a huge amount of space with abundant food. Moreover, the type of food that can be produced can be linked to interesting psychological

arable land The type of land that can sustain life by food production of some sort.

Copyright 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.