

Engaging Students in Cross-Cultural Psychology

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Cross-cultural psychology is the scientific study of how cultural factors influence human behavior and mental processes. While America has lead the world in conducting research on human behavior, the most common research participant has been the American college student (Arnett, 2008). Cross-cultural psychology is valuable in that it allows us to expand our knowledge base to include diverse samples and to test our findings in more diverse settings. In the past three decades, many psychological topics have been re-examined in an attempt to discover the universality of previous findings (Sinha, 2002). The growing popularity of cross-cultural psychology reflects a process of globalization in the social sciences that seeks to overcome Western biases and remove ethnocentric perspectives (Sue, 1999).

Introducing the many and varied concepts covered in a typical introductory class can be a challenge; instructors of cross-cultural psychology face additional challenges of explaining variations in thoughts, feelings and actions across cultures. The purpose of this chapter is to assist instructors in meeting this goal. We first describe an original exercise using a social networking site as a mode for exploring cultural similarities and differences in human behavior. In addition, we provide college instructors with an annotated bibliography of engaging exercises and demonstrations that illustrate the range of topics addressed in a typical cross-cultural psychology course.

Using a Social Networking Site To Explore Cultural Variation: An Original Activity

One way to promote student engagement is to facilitate student-centered learning. According to Goodyear and Ellis (2008), an important component of student-centered learning is a willingness to adopt educational innovations. With the rapid rate of technological innovation and change, many students are more comfortable in online environments than in traditional face-to-face classes (Kisshore, Tabrizi, Nassehzadeh, Ozan, Aziz, & Wuensch, 2009). Instructors can use the technology with which

students are so comfortable and familiar to engage students in the learning process.

There are more than 200 social networking sites, and their success is largely a result of two human needs: the need to connect with others and the need to create a sense of identity. Social networking websites provide instructors with opportunities for increasing student interest and involvement with course materials (Conole & Culver, 2009). When students first join a social networking site such as MySpace or Facebook, they create a profile where they can post pictures and provide information about themselves and their interests.

The design of this assignment facilitates students' awareness of cultural similarities and differences. In the assignment, students create a profile page for an imaginary person (i.e., an avatar) from a culture different from their own. Students craft a profile page to reflect the avatar's personality, preferences and environment in which he or she lives. The students first provide a profile of the avatar and over the course of the semester write a blog (i.e., an online journal) about the avatar in terms of several psychological processes, including child development, personality, gender differences and social behavior. In each blog entry, students must cite sources from the scientific literature as well as internet resources to support their descriptions. For example, in the child development blog, students typically address the parenting practices, temperament, attachment, cognitive development and social development in their avatar's culture.

Social networking sites offer a great deal of flexibility in terms of the content students choose to include as well as how they present the information in the structure of their profile. In this multimedia environment, students can integrate popular music, videos and multi-media representations into their avatar's profile to help articulate a cultural identity. Students often go beyond the assignment to include emblems, music videos, images and pictures that reflect the life of their avatar. All of the students who have participated in this exercise have uploaded photos of their avatar and their avatar's society. The photos function as another tool of self-presentation as

students think about what photos to use to articulate their avatar visually.

Student survey responses indicated that students perceived the social networking project to be a positive learning experience. Also, in the initial implementation of this project, students who participated scored higher on a comprehensive final exam than did those who prepared a literature review paper with similar learning goals covering the same topics.

By creating profile pages for characters from another culture, students can think about how identities are constructed (online or otherwise) and what kinds of interests their character might have that are not explicitly mentioned in the text. This assignment encourages students to step outside their cultural boundaries to construct a coherent identity within the online environment. In addition, it promotes engagement with all of the various facets of culture that a typical cross-cultural psychology course would cover in a manner that excites and interests students.

An Annotated Bibliography of Published Activities

The Concept of Culture

One of the first tasks facing the teacher of cross-cultural psychology is to help students understand the concept of culture. Berry, Poortinga, Segall and Dasen (1992) suggested six broad categories to explain culture, including descriptive uses, historical definitions, normative expectations, psychological differences, structural elements and cultural origins. To illustrate the concept of culture, we suggest three exercises. The first assists students in becoming aware of cultural influences on their lives, the second focuses on cultural values as reflected in everyday life, and the third encourages students to develop a more global perspective.

Discovering students' cultures: The culture collage. Students create a collage that visually depicts various facets—including values and beliefs, traditions, and so on—that contribute to their own cultural identity (broadly defined to include race, religion, gender, etc.). Collages are accompanied by brief explanatory essays. The goal of this activity is to make students more aware of the wide variety of cultural influences on their personal lives.

- Blasko, D. (2002). Discovering my own culture: The cultural collage. [included in the online syllabus for PSY 120: Cross Cultural Psychology]. Available on the Penn State Erie, Behrend College, Psychology Dept. Web site: <http://pserie.psu.edu/hss/psych/ccpsy.htm>.

Shopping for cultural values. Students visit a local supermarket and make observations of the store layout, items available for purchase and shoppers. They then individually respond to a series of questions designed to highlight the cultural values expressed in the observed products and behaviors. Research on cross-cultural values supports the existence of 10 value types across cultures with significant variation as to the importance of specific values (Schwartz & Boehnke, 2004). The goal of this activity is to make students more aware of the values of the dominant culture (e.g., hedonism, security) that permeate everyday life.

- Goldstein, S. (2008). Shopping for cultural values. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 13-16)

Exploring the world village. Students imagine a village of 1,000 people that represents planet Earth and attempt to determine how many villagers fall into various categories (gender, language, religion, origin, age, daily life, wealth and education), assuming ratios in the village reflect those of the world. The goal of this activity is to encourage students to adopt a more global perspective.

- Goldstein, S. (2008). Exploring the world village. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 27-28)

Culture and Research Methods

Although cross-cultural research uses many of the same methods employed by other areas of psychological research, cross-cultural researchers encounter several unique problems. One of the most important methodological concerns is the difficulty of seeking equivalence in the meaning of words, measurement, sampling, procedures and theory. To illustrate this problem, we describe an exercise in which students translate and back-translate common English phrases. We also provide an exercise on conducting a field experiment on helping behavior.

Demonstrating experimentation. Students conduct a field experiment to determine whether people help members of their own broadly defined cultural groups (e.g., race) more than someone from a different cultural group and whether women or men are more likely to help. The procedure requires a confederate who needs assistance to replace a flat tire. After the students have collected the data, the instructor asks the class to identify the independent and dependent variables, operational definitions, procedure and the statistical techniques that can be used to analyze the data. The goal of this activity is to

expose students to research methods using a culturally relevant research question.

- Benjamin, L., & Lowman, K. D. (2000). *Activities handbook for the teaching of psychology*. (Activity 3, p. 7-9). Washington, DC: American Psychological Association.

Establishing linguistic equivalence. Students generate several common English language phrases and slang terms and enter the phrases and terms into an internet translation service. Students then copy the translation into a second translation program to back-translate the phrase or term into English. This exercise generates lots of class discussion using practical examples of translation difficulties that illustrate how difficult it is to achieve linguistic equivalence. The goal of this activity is to highlight the difficulties of establishing linguistic equivalence.

- Hill, G. W. (2004). Illustrating translation problems in doing cross-cultural research. *Instructor's Manual with Test Bank for Matsumoto and Juang's Culture and Psychology* (3rd ed.). Belmont, CA: Wadsworth. (p. 20)

Culture and Basic Psychological Processes

Culture and the human brain have co-evolved (Keith, 2011). Cultural experience has influenced the development of the human brain and, in turn, the brain's organization has influenced culture. Thus, cultural diversity has produced differences in how human beings perceive and think about their world. Perception, cognition, intelligence and states of consciousness are all affected by cultural variation (Triandis & Brislin, 1984). To illustrate some of these cultural differences we describe an exercise in which students compare their sense of time with physical measurements of time and another exercise that examines how we might test cognitive abilities across cultures.

Clock time and event time. Students determine whether their culture is characterized by "clock time" or "event time" (i.e., time needed to complete an activity) and then spend a day living according to the opposite time orientation. They then write about their experiences, speculating about corresponding cultural values. According to Levine (1997) cultural differences in the pace of life constitute one of the most profound adjustments sojourners must make and can be observed when individuals move between urban and rural settings, corporate cultures and ethnic groups. The goal of this activity is to increase students' awareness of cultural differences in time perception.

- Goldstein, S. (2008). Clock time and event time. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 329-331)

Testing cognitive abilities across cultures.

Students imagine that they are developing a test of cognitive ability in a culture untouched by formal testing procedures. Students individually consider a series of questions in this pursuit, including how to determine what abilities are valued in the culture, how they would measure those abilities, and the appropriateness of standardized testing to measure those abilities. The goal of this activity is to encourage students to adopt a cultural approach to the study of cognitive abilities.

- Goldstein, S. (2008). Testing cognitive abilities across cultures. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 79-80)

Culture and Human Development

Human development, including child-rearing practices, can differ significantly from culture to culture. Some of the differences shaped by culture include attachment, temperament, nurturance, self-reliance and autonomy (Berry, Poortinga, & Pandey, 1997). We describe three exercises that address cultural differences in human development. The first exercise helps students see the linkage between cultural artifacts and child rearing practices, the second explores parenting techniques and the third examines attitudes towards aging.

Show and tell. Students present artifacts from infancy, childhood or adolescence, relating them to developmental stages and processes and noting differences in the types of artifacts and their descriptions (e.g., their use). For example, some cultures might emphasize traditional occupations through common toys. The exercise serves as the basis for a class discussion of the use of artifacts in psychological research. The goal of this activity is to reveal varying cultural emphases on beliefs about child rearing and development.

- Beers, S. E. (1987). "Show and tell" for developmental psychology. In V. P. Makosky, L. G. Whitemore, & A. M. Rogers (Eds.), *Activities handbook for the teaching of psychology: Vol. 2* (pp. 93-94). Washington, DC: American Psychological Association.

Parental ethnotheories. Students express their agreement with a series of statements regarding parenting practices (e.g., It is cruel and neglectful to put a baby alone in a room to sleep.). They then discuss how these beliefs may reflect environmental and sociocultural demands. Students can compare their beliefs with those of parents from different cultural backgrounds as described by Harkness and Super (1996). The goal of this activity is to examine the cultural basis for students' personal beliefs about childrearing.

- Goldstein, S. (2008). Parental ethnotheories. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 109-112)

Culture and perceptions of growing old.

Students assess their own attitudes toward aging by answering a series of questions. They then compare their responses to those of people from varying cultural backgrounds on the same questions (provided in the exercise), noting factors that might contribute to differing views of aging. The goal of this activity is to consider how culture affects perceptions of age.

- Goldstein, S. (2008). Culture and perceptions of growing old. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 137-140)

Language and Communication

Language is an obvious cultural difference (Kreiner, 2011). Understanding the vagaries of communication between individuals from different cultures is becoming more important in today's shrinking world. Culture affects the acquisition, structure and use of all forms of communication including oral, written and non-verbal, and the study of cross-cultural communication can help us to understand how people perceive and think about themselves and their world. The exercises we describe allow students to explore the equivalence of idioms, gestures and social graces across cultures.

Cross-cultural verbal misunderstandings.

Students write definitions for a series of terms and idioms (e.g., John was really pissed.). They then discuss the different meanings each phrase carries in the United States and Great Britain. Finally, students consider several commonly used American idioms (e.g., What's up?) and the possible interpretations non-native speakers might make of them. The goal of this activity is to sensitize students to linguistic misunderstandings. A class discussion of "Do's and taboos around the world" by Axtell (1993) can further develop this goal.

- Hill, G. W. (2004). Cross-cultural verbal misunderstandings. *Instructor's Manual with Test Bank for Matsumoto and Juang's Culture and Psychology* (3rd ed.). Belmont, CA: Wadsworth. (p. 126)

Nonverbal communication through gestures.

Students identify various nonverbal gestures and then instructors explain different meanings attached to the same gestures across cultures. This activity includes information regarding a useful video and website illustrating different gestures. The goal of this activity is to sensitize students to miscommunication via nonverbal signals.

- Hill, G. W. (1998). Nonverbal communication through gestures. *Activities and Videos for teaching cross-cultural issues in psychology*. Teaching and Advising Resource published by the Office of Teaching Resources in Psychology, Society for the Teaching of Psychology (APA Division 2). Available for download at <http://teachpsych.org/otrp/resources/hill98activities.pdf>

Social graces in different cultures. Socially acceptable behavior differs from culture to culture. Instructors can create an exercise using items provided by Axtell (1993) and Dresser (1996) to illustrate gestures and behaviors that are acceptable in one culture and unacceptable in another. Students try to match each behavior with the culture in which it is appropriate. The goal of this activity is to make students aware of cross-cultural variation in social graces and the gestures that are rude in one culture and perfectly acceptable in another.

- Axtell, R. E. (Ed.). (1993). *Do's and taboos around the world* (3rd ed.). New York: Wiley.
- Dresser, N. (1996). *Multicultural manners: New rules of etiquette for a changing society*. New York: Wiley.

Culture and Gender

The lives of men and women can differ dramatically across cultures. For example, Williams and Best (1990) examined different societies in terms of prevailing gender stereotypes, gender-linked self-perceptions and gender roles. They found similarities as well as differences between and within more than 30 countries. To help students understand gender differences, we suggest three exercises. The first exercise asks students questions about love and marriage, the second explores gender differences in emotional expression and the third requires students to confront gender norms that differ from their own.

Love and marriage. Students answer general open-ended questions about love and marriage (provided in the source). They then discuss findings from various individualist and collectivist cultures regarding romantic love and arranged marriage (e.g., whether marriage is acceptable if romantic love is not present or if parental approval is absent). Students can compare their answers with those provided by respondents in 11 different cultures described by Levine, Sato, Hashimoto, and Verma (1995). The goal of this activity is to explore cultural differences in beliefs about love and marriage and possible explanations for such distinctions.

- Goldstein, S. (2008). Love and marriage. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 261-264)

Confronting gender norms cross-culturally.

In this exercise, students compare contemporary American ideas about appropriate gender behavior with what individuals from another culture believe to be appropriate. Students react to examples of typical male-male and female-female behaviors in other cultures and then create lists of private, semi-private and public topics that they would discuss with their best friend, close friends or acquaintances. The goal of this activity is to sensitize students to varying gender norms across cultures.

- Okun, B. F., Fried, J., & Okun, M. L. (1999). *Understanding diversity: A learning-as-practice primer*. Pacific Grove, CA: Brooks-Cole. (pp. 153-154)

Gender differences in emotional expression.

Students read a series of statements from two Chinese novels and indicate the expressed emotion. They then compare their answers to those generally given in Chinese culture and discuss the universality of, as well as the cultural differences in, emotional expressions. The goal of this activity is to encourage students to think about the influence of culture on emotional expression.

- Klineberg, O. (1938). Emotional expression in Chinese literature. *Journal of Abnormal and Social Psychology*, 33, 517-520.

Culture and Health

Both objective indicators of health as well as subjective conceptions of health vary across cultures. There are cultural variations in how we conceptualize what is healthy, assess and diagnose illness and determine what treatments are appropriate (Gurung, 2010). The exercise we suggest allows students to compare the health outcomes of three individuals with similar genetic backgrounds who were raised in different cultures.

Culturally embedded behaviors and health.

Students read about a study comparing health data from three groups of men with similar genetic heritage (Japanese) but different cultural environments (Hiroshima and Nagasaki, Japan; Hawaii; and San Francisco, California). Cardiac health suffers most in mainland America, where diets often include processed foods and activity levels are typically lower. The students then consider the factors that might account for varying rates of cardiovascular disease between the groups (e.g., nutrition, activity levels). They can then compare their list of risk factors to those discussed by Mooteri, Petersen, Dagubati and Pai (2004). The goal of this activity is to make students aware of the powerful effects of culture and behavior on health-related outcomes.

- Goldstein, S. (2008). Culture and health: The Ni Hon San study. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 197-199)

Culture and Emotion

Research on basic emotions (Ekman, 1992) suggests that emotions are innate and evolutionarily adaptive and that their expression and recognition is universal across cultures (Matsumoto, 2001). Cross-cultural studies have helped us understand whether the source of this universality is biological or culturally constant learning. In the exercise we describe, students examine culture differences in emotional display rules.

Cultural display rules. Students keep a record of form and intensity of their emotions and how they expressed these feelings, including key information about each emotional situation, over a period of time (e.g., a week). They then individually answer a series of questions regarding their observations (specifically aimed toward assisting students in realizing display conventions). The goal of this activity is to consider the cultural beliefs and values that regulate the practice of emotion display and to help students identify the display rules that they use.

- Goldstein, S. (2008). Cultural display rules. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (p. 179).

Personality, Self and Identity

Who am I? Over the course of our lives, we inhabit several worlds, including the world created by our family, the world of education, the job world and the world of our culture. Our experiences in each of these several worlds influence our understanding of who we are. The process of forming a stable sense of self is influenced by our physical appearance, interests, relationships, roles, plans and values as well as our culture. Our interactions with significant others within the culture of the several worlds we inhabit are important sources of our identity (Sullivan, 1953). The first exercise we describe provides students insight into the extent to which their sense of identity reflects an independent or interdependent self-construal. The second exercise explores how nicknames can reflect cultural values.

Assessing self-concept. Students explore the distinction between individualism and collectivism in three activities. In the first, they evaluate their own responses to the prompt “Who am I?” to determine whether the statements reflect personal characteristics or social roles. In the second, they complete a scale that measures individualism/collectivism. In the third, they free write about the words “individualism” and

“collectivism” and count their positive and negative associations to each. The goal of these activities is to assess students’ personal cultural orientation and to increase students’ awareness of how cultural orientation can affect attitudes, values and behavior.

- Bolt, M. (1998). Classroom exercise: Assessing individualism/collectivism. In M. Bolt (Ed.) *Instructor’s Resources to Accompany David G. Myers PSYCHOLOGY fifth edition* (Chapter 19, p. 19-20). New York: Worth.

Nicknaming across cultures. Students interview three individuals apiece (preferably demographically diverse) and ask questions about nicknames. Students then individually determine the functions of these nicknames (e.g., individuating) and discuss cultural influences on nicknames and their functions. A classroom discussion can address how nicknames can reflect social class membership, regional identity and other cultural differences. The students can then compare their answers to those provided by James Skipper and his colleagues (1990). The goal of this activity is to illustrate how nicknaming can reinforce cultural values.

- Goldstein, S. (2008). Nicknaming across cultures. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 159-164).

Culture and Abnormal Psychology

What is abnormal behavior, how is it expressed and what can be done to treat it? The study of cross-cultural psychology suggests that culture makes a significant contribution to the issues raised by these three questions (Marsella, 2000). For example, to what extent is our definition of abnormality universal and do therapeutic techniques developed in one culture work equally well in another culture? In the exercise we recommend, students try to sort culture-bound syndromes into DSM-IV categories.

Psychological disorders and culture-bound syndromes. Students sort a set of symptoms (each of which is based on a culture-bound syndrome) into DSM-IV-TR diagnostic categories. After completing the exercise, they then discuss the difficulty of classifying abnormal behavior and the special challenges culture brings to this endeavor. A classroom discussion can address the underlying cultural factors that might explain some the specific disorders described in this exercise. The goal of this activity is to highlight the cultural specificity of the DSM-IV-TR and alert students to the existence of several culturally distinct disorders.

- Hill, G. W. (2004). Exploring classification of psychological disorders and culture-bound syndromes. *Instructor’s Manual with Test Bank for Matsumoto and Juang’s Culture and*

Psychology (3rd ed.). Belmont, CA: Wadsworth. (pp. 163-164).

Culture and Social Behavior

Culture affects a wide variety of social behaviors, including social cognition, impression formation, love, sex and marriage, cooperation, conformity and compliance, interpersonal relations and intergroup relations. In the activities we describe, students identify individualism/collectivism through analyzing culture-specific insults, simulate sojourning in another culture, interview students who have experienced culture shock, participate in a cross-cultural event and set up an e-mail interaction with students from another culture.

Analyzing insults. Students interview three individuals apiece and ask each one to produce several insulting statements. Students then individually code the insults they collected on the basis of individualism/collectivism, noting differences that emerge as a function of the interviewees’ cultural contexts, considering cultural differences in the use of insults (i.e., individual vs. relational aim). Students can compare their answers to those found by Semin and Rubin (1990) in their research on verbal abuse. The goal of this activity is to identify individualism/collectivism via derogatory verbal statements.

- Goldstein, S. (2008). Analyzing Insults. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 239-242)

A culture shock interview. Students interview someone who has recently had or is currently having a cross-cultural experience (e.g., a participant in a student exchange program), asking questions about the home and host cultures, preparation for the trip, experiences, adjustment to the host culture and psychological changes that accompanied the experience. Students can apply Berry’s (2001) model of acculturation strategies to help explain the experiences described by the person interviewed. The goal of this activity is to explore acculturative stress.

- Goldstein, S. (2008). A culture shock interview. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 337-341)

Acculturation. Instructors divide students into two groups and through a series of activities form distinct groups that simulate cultures. After the enculturation process, they experience acculturation by “sojourning” to the other “culture” and interacting with its members. Finally, they discuss their experiences. Formal evaluation of this activity indicated that students’ knowledge of the acculturation process improved and their opinion of

the exercise was very positive. The goal of this activity is to allow students to actively experience the acculturation process.

- Tomcho, T. J., & Foels, R. (2002). Teaching acculturation: Developing multiple “cultures” in the classroom and role-playing the acculturation process. *Teaching of Psychology, 29*, 226-229.

Cross-cultural interactions. Students attend a meeting/event organized by an ethnic or cultural group (e.g., religious affiliation, race, gender) that differs from their own. They observe the interactions among members of the group and write about the experience, including how they perceived these behaviors and conversations as different from their own. This may generate a class discussion on what cultural rules or norms influence the observed differences. The goal of this activity is to increase students’ awareness of diversity in interaction.

- Okun, B. F., Fried, J., & Okun, M. L. (1999). *Understanding diversity: A learning-as-practice primer*. Pacific Grove, CA: Brooks/Cole. (pp. 62-63)

Cross-cultural e-mail pals. Students communicate with a peer from another culture. This activity provides a useful website to arrange intercultural email connections. Instructors can tailor the form (e.g., email, postal mail), extent (i.e., duration) and content of the intercultural contact. Students can describe in class the similarities and differences related to cultural influences that they discover between their e-mail pals and themselves. The goal of this activity is to grant students a firsthand experience with intercultural communication and an increased understanding of another culture.

- Hill, G. W. (2004). Cross-Cultural E-mail Pals. *Instructor’s manual with test bank for Matsumoto and Juang’s Culture and Psychology* (3rd ed.). Belmont, CA: Wadsworth. (p. 211).

Organizational Psychology across Cultures

Our final set of exercises explores the relationship between culture and organizational behavior. The work carried out by Hofstede (2001) has made major contributions to the psychological understanding of four dimensions of organizational behavior – power distance, uncertainty avoidance, masculinity-femininity and individualism-collectivism -- and how these factors differ across cultures. In the first exercise we describe, students assess a workplace of their choice on each of these dimensions and consider whether the values of the dominant culture are reflected in that business/occupation. In the second exercise, students use Hofstede’s power distance dimension to

determine reactions to situations by individuals in hierarchical vs. egalitarian societies.

Work-related values. Students first provide a written description of an actual workplace of their choice (perhaps a current place of employment or a business setting that they have observed). They then answer a series of questions that assess the individualism-collectivism, power distance, uncertainty avoidance, masculinity-femininity and long- versus short-term orientation in the business/occupation they described. Finally, they consider whether the evident values are characteristic of the dominant culture. The goal of this activity is to increase students’ understanding of work-related values through application to a familiar setting.

- Goldstein, S. (2008). Work-related values. *Cross-Cultural Explorations: Activities in Culture and Psychology* (2nd ed.) Boston: Allyn & Bacon. (pp. 253-256)

Behavior in hierarchical vs. egalitarian societies. Students receive a list of situations individuals are likely to encounter in an organizational setting and write about how someone from an egalitarian society vs. a hierarchical society (i.e., Hofstede’s power distance dimension) would react to each situation, either as an individual writing exercise or in a class discussion. Students identify the type of society in which they were born based on their reactions to the situations. The goal of this activity is to encourage students to consider cultural differences in behavior in an organizational setting.

- Okun, B. F., Fried, J., & Okun, M. L. (1999). *Understanding diversity: A learning-as-practice primer*. Pacific Grove, CA: Brooks-Cole. (pp. 149).

Summary

Cross-cultural psychology is an exciting field that allows students to examine psychological diversity and the underlying reasons for such differences. By using a comparative approach, cross-cultural psychology provides students with the tools to explore the links between cultural norms and behavior and how human activities are influenced by cultural forces. The exercises and demonstrations described in this chapter were designed to assist students in understanding human behaviors that may be specific to a particular culture and to distinguish them from behaviors that are universal, or common to human beings across cultures. Given the challenges faced in today’s world, it is important for students to understand how cultural differences and misunderstanding can mask a common humanity.

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