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ACTIVITIES AND VIDEOS FOR TEACHING CROSS-CULTURAL ISSUES IN PSYCHOLOGY

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Overview

This resource* includes ready-to-use activities/demonstrations, summaries of and reference citations for additional published activities/demonstrations, and an annotated list of videotapes. (Note: This resource does not include material for teaching issues related to ethnic diversity in the United States. A good resource for information on ethnic and other diversity issues is [Expanding the Psychology Curriculum: An Annotated Bibliography on Multi-Cultural Psychology](#) (1994), which is also available from OTRP.)

* See the companion resource [Informational Resources for Teaching Cross-Cultural Issues in Psychology](#), which includes lists of books, articles, journals, and Internet resources for stand-alone courses in cross-cultural psychology and expanding course coverage of cross-cultural issues. This resource can be downloaded from OTRP-Online or purchased in print form from OTRP.

Outline of Contents

Ready-To-Use Activities and Demonstrations (pp. 2-6)

This section includes six ready-to-use activities that illustrate difficulties in cross-cultural interactions and communication, a research activity, as well as suggestions and guidelines for student research papers in cross-cultural psychology.

Annotated List of Published Activities and Demonstrations (pp. 7-12)

This section provides descriptions and reference citations for published activities that could not be reproduced in this resource because of copyright restrictions. The activities described in this section illustrate the following topics: intercultural interactions, culture and personal space, nonverbal communication, research and cultural values, cultural identity, cultural biases in testing, subjective perception and culture, culture and psychotherapy, stereotypes and the media, and culture and developmental stages.

Mini-Lectures on Culture and Psychology (p. 13)

This section includes suggestions for mini-lectures on cross-cultural topics that can be included in a variety of courses. These mini-lectures can be developed with the aid of the companion resource, "Informational Resources for Teaching Cross-Cultural Issues in Psychology."

Annotated List of Videotapes (pp. 14-16)

The section provides an updated annotated list of videos that can be used to illustrate cross-cultural variability.

Appendices (pp. 17-21)

This section contains hand-outs for several of the ready-to-use activities in the first section.

READY-TO-USE ACTIVITIES AND DEMONSTRATIONS

Illustrating Difficulties in Cross-Cultural Interactions

Activity 1: Reducing Misunderstandings When Interacting with Persons of Different Cultures

Blount and Fried (1996) described an activity using the video series by David Matsumoto (*A World of Diversity*) to help students become more aware of how easily misunderstandings can arise when people of different cultures interact and help them refine and develop improved skills of social interaction in such situations. They stated that the goals of the activity were to: "1) increase understanding of personal habits of social interaction, 2) increase respect for differences of persons of other cultures, 3) help the students identify situations with potential for unnecessary misunderstandings, and 4) reduce misunderstandings by practicing diversity skills."

Blount and Fried described their procedure as follows:

1. While viewing the first video, instruct students to think of similar personal experiences that could have been included in the video.
2. While viewing the second video, have students think about things that they might do to avoid the unnecessary misunderstandings demonstrated in each video.
3. After viewing the two videos, divide the students into small groups and do the following:
 - a. have each member describes a personal experience involving a cross-cultural misunderstanding,
 - b. have other members suggest how the situation might have been handled more effectively, and
 - c. select an example from those discussed and present it to the class.
4. End the activity with a class discussion comparing examples from different groups and drawing general conclusions.

Blount, J. P., & Fried, S. B. (1996, August). Teaching multiculturalism to undergraduates: What worked and what didn't. Poster presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.

Activity 2: Guest Lectures

Guest lectures are an excellent way to give your students firsthand experience with someone from another culture. You can contact potential guest speakers through a variety of sources, such as a campus international student club, international student advisors, or a nearby consulate. Plan on meeting with your speaker in advance to discuss what you want to accomplish during their lecture. You may want them to give a general talk or to focus on a particular topic or chapter you are discussing in class at that time. It is important to have the speaker feel comfortable about taking questions from students. Make sure the speaker sets aside sufficient time for a question-and-answer period. A frequent complaint from students after guest lectures is that they did not have enough time to ask their questions.

Another possibility is to invite someone who has recently visited or lived in another country--preferably, for an extended period--to share his or her experiences. This type of speaker is particularly capable of discussing culture shock (the adjustments they had to make when shifting from one culture to another).

Activity 3: An Ethnic Field Trip

Blount and Fried (1996) recommend this activity as a way "to engage the learner in cooperative face-to-face contact with someone from a different culture." Upon completing the activity, Blount and Fried T's goals for the students were to be able to: "1) describe similarities between the culture they visited and their own culture, 2) discuss unique aspects of the culture they visited, and 3) explain how American society both accommodates and fails to accommodate individuals from this culture."

Activity 3: An Ethnic Field Trip (cont.)

Blount and Fried described the procedural aspects of this activity as follows:

1. Because the field trip probably will take place outside of class, obtain administrative approval for students to cancel other class commitments. If students are unable to attend, you should provide a substitute activity.
2. Coordinate transportation (school vehicle, car pool, etc.).
3. Prepare students for the field trip by describing the people and location to be visited, how to initiate interactions and respond to questions, etc.
4. After the field trip, have a class discussion or have students write a reaction paper on the experience.

Blount, J. P., & Fried, S. B. (1996, August). Teaching multiculturalism to undergraduates: What worked and what didn't. Poster presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.

Activity 4: Personal Interviews

Assigning students to interview a person from a different culture is another effective way to expose them to different cultural perspectives. A conscientious job will take careful preparation. Students need to carefully prepare their questions before conducting the interview. I would also suggest that you review students' questions before the interview to make sure they will not be offensive or too personal to members of another culture. Sensitize students to the fact that some questions an American would consider inoffensive may offend others. An example interview assignment is shown below.

Project: Interviewing a Person from a Foreign Country

In this project you are required to interview at least one individual who was born and lived in a foreign country until the age of 18 or older. You should then turn in a typed report on your interview. Your report should focus on differences in psychological processes (e.g., development processes like child rearing, cognition, attitudes toward mental illness and its treatment, etc.) between your culture and that of the person you are interviewing.

Remember to focus on psychological functioning; this is not an anthropology or sociology course. If your report seems to simply describe the general culture, social institutions, and lifestyle of the culture, your report will receive a low grade. Your report should include a short biographical sketch of the person you interviewed. Finally, your report should present your own conclusions about similarities and differences in psychological functioning between your culture and that of the person interviewed.

In conducting the interview, it is a very good idea to prepare extensively beforehand. For example, you should make a list of topics you wish to cover in the interview and then construct a series of specific questions you wish to ask the person to make sure all topics are covered. You must submit a copy of the questions to the instructor before conducting the interview. In addition, you must use a tape recorder (with the person's permission) rather than attempting to take notes during the interview. A copy of the taped interview must be submitted with your paper.

Activity 5: Testing Your Social Graces

This activity is designed to help the student understand that socially acceptable behaviors vary across cultures. What a student perceives as socially appropriate behavior in their home culture may be unknown or even unacceptable in another culture. The survey, reproduced in Appendix A, asks students to match a social practice with the country (culture) in which it is practiced. Items for this exercise were obtained from Axtell (1993) and Dresser (1996). The correct answers appear below.

Answers: 1) F; 2) C; 3) D; 4) E; 5) A or G; 6) G; 7) B; 8) A or G; 9) H; 10) F

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.

Activity 6: Cross-Cultural Verbal Misunderstandings

These unpublished exercises are designed to illustrate linguistic misunderstandings. The exercises can be used to illustrate the difficulty of developing accurate translations between cultures without requiring students to use a foreign language. The items used in these exercises are taken from Axtell (1993) and Dresser (1996).

Version 1 of "What am I Trying to Say" (reproduced in Appendix B) is designed to demonstrate that although the same terms or idioms may be used in different cultures, they can have different meanings. Distribute the questionnaire provided in Appendix B to your students and ask them to write a brief definition for each of the underlined words or phrases. Each of these terms and idioms has a different meaning in the United States and Great Britain. After students have completed the questionnaire, ask them to define the terms, share the meanings attributed to the terms or phrases by someone in Great Britain (see the answer key in Appendix B), and lead the class in a discussion about translation difficulty.

Version 2 of "What am I Trying to Say" (reproduced in Appendix C) consists of several idioms that are commonly used in the United States. You will probably find that most of your students will be able to define them very easily. After they have defined the items, ask them to discuss how an individual from another culture might define the phrases (or if they would even understand the idiom). You can also get your class to discuss how idioms (as well as slang and jargon) present difficulties both for understanding what we are trying to say as well as in learning to speak English. Caution: You should be sensitive to the possibility that some of your students may be from other cultures and will not understand some of the idioms.

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.

Researching Cross-Cultural Variability

Activity 1: A Classroom Debate on Cultural Differences in the Disciplining of Children

This activity, described by Blount and Fried (1996), is designed to help students become "aware of the differences of opinion among professionals and among different cultures regarding the appropriateness of various forms of corporal punishment with children of different ages" and to "formulate your own position regarding these matters." The goals of this activity are to enable students to: "1) describe at least three arguments in favor of spanking, 2) describe three arguments in opposition to spanking, 3) explain the relationship between cultural and situational factors and decisions concerning the appropriateness of spanking, and 4) develop an individual position regarding the use of spanking versus other discipline techniques."

Blount and Fried noted that this activity is time consuming, involving 1 or 2 weeks for preparation, 50 min for the debate, and 30 min for follow-up discussion. They recommend that the instructor and class agree upon the debate rules and structure when initially presenting the activity. Blount and Fried described their debate format as follows:

At the debate, each position was allowed a 6 minute opening argument. The majority of the argument was presented by a previously chosen spokesperson. Then each team member made a one-minute addition or clarification. Initial rebuttals followed the same order as opening arguments and one team member different from the spokesperson was responsible. For further rebuttals, all team members were on equal footing and anyone who could obtain the floor was allowed to speak in any order. (p. 16)

Activity 1: A Classroom Debate on Cultural Differences in the Disciplining of Children (cont.)

Further, they suggested the three following positions for debate teams:

1. Never-use position: All forms of corporeal punishment have damaging psychological effects and should never be used as a form of discipline.
2. Increased-use position: Corporeal punishment is used too little used today and that accounts for much of the increase in juvenile delinquency that we see. We need to return to the good old principle: "Spare the rod and spoil the child."
3. Limited-use position: In general, corporeal punishment should not be used. There are certain situations and ages when it is called for, but in other situations, it definitely should not be used.

Blount, J. P., & Fried, S. B. (1996, August). Teaching multiculturalism to undergraduates: What worked and what didn't. Poster presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.

Activity 2: Research Papers

Depending on your library resources, you may want to consider assigning your students a brief paper examining cross-cultural perspectives on a selected topic. I have provided two possible approaches to paper assignments below.

Paper Assignment 1: Psychology in a Foreign Country

In this project, you are required to submit a typed paper describing the discipline of psychology in one foreign country. Finding material on this topic will not always be easy. However, your report must be based upon at least two sources. If you select this project, you should see the instructor for assistance in locating suitable references. Your report should clearly provide the reader with a good overview of the discipline of psychology in your chosen country. In your report you should attempt to address the following topics:

1. A brief history of the discipline in that country
2. The degree to which psychology has been imported from other countries
3. The relative importance of scientific or academic research and applied psychology
4. The status of psychology as a profession
5. The level and type of training necessary to become a professional psychologist
6. The major theoretical orientation(s) and if any one theoretical orientation dominates
7. Major research trends or focuses
8. Professional organizations and codes of ethics

NOTE: Although there are a number of books that focus on psychology in a specific foreign country, two excellent resources for an overview of psychology in a variety of countries are

1. The Annual Review of Psychology. Periodically, this annually published edited volume includes articles that describe the discipline of psychology in a particular foreign country. These reviews include issues related to research emphases, training and education, and the application of psychology.
2. Although somewhat dated, the following edited book provides a rich source of information on aspects of the discipline of psychology in a wide variety of foreign countries.

Gilgen, A. R., & Gilgen, C. K. (Eds.). (1987). International handbook of psychology. New York: Greenwood.

Activity 2: Research Papers (cont.)

Paper Assignment 2: Brief Research Paper

For this project, you are required to submit a research paper on a cross-cultural comparison of some aspect of psychological functioning. Possible topics for your research paper can be found below; however, you should feel free to select a topic that is not on the list. The paper must focus on a comparison between at least two cultures with respect to the psychological phenomenon being addressed. You are strongly encouraged to discuss your topic with the instructor. The instructor can also provide resources for a variety of topics to help to get started.

Suggested Topics for Research Papers

Some reference material for these topics is available in the library; however, you may find that you need to access additional information from other university libraries through interlibrary loan. Your text also identifies numerous sources that may be useful for researching your paper. Be sure to get the ORIGINAL source cited in your text, however, and do not simply summarize what the authors of your text stated about the reference. Finally, please feel free to ask me for assistance in identifying resources.

Visual illusion susceptibility	Person perception
Culture and dreams	Interpersonal attraction and love
Addictions from a cultural perspective	Social loafing
Cognitive style	Categorization and grouping of experience
Intelligence	Culture-specific psychological disorders
Achievement motivation	Psychotherapy from a cultural perspective
The experience of emotion	Responses to emotions
Gender roles	Child-rearing styles
Attachment	Bilingualism and personality
Infant temperament	Parenting styles and family structure
Conformity	Self-perception
Locus of control	Attributions concerning academic success and failure
Piaget's theory of cognitive development	

ANNOTATED LIST OF PUBLISHED ACTIVITIES AND DEMONSTRATIONS

General Resource Books

Two recently published books listed below describe a wide variety of exercises and activities for teaching about cultural diversity. Topics addressed in these activities include: multicultural values clarification, culture shock, understanding cultures through a visit to an ethnic grocery store, allocations of rewards in individualistic and collectivistic cultures, exploring cultural and ethnic minority myths, and attribution across cultures.

Seelye, H. N. (Ed.). (1996). Experiential activities for intercultural learning. Yarmouth, ME: Intercultural Press.

Singelis, T. M. (Ed.). (1998). Teaching about culture, ethnicity, & diversity. Thousand Oaks, CA: Sage.

Specific Activities/Demonstrations

Cultural Identity

Exercise 1: Exploring the Role of Culture in Our Lives

Reiner (1997) describes an activity entitled "Ethnicity: Variety is the Spice of Life" (pp. 319-321) which uses the Multigroup Ethnic Identity Measure developed by Phinney (1992). This questionnaire enables students to explore "the role that ethnicity plays in our lives" through having students indicate the importance, feelings about, and effects on behavior of their self-identified ethnic or cultural group.

Phinney, J. S. (1992). The multigroup ethnic identity measure: A new scale for use with diverse groups. Journal of Adolescent Research, 7, 156-176.

Reiner, M. B. (1997). The whole psychology catalog: Instructional resources to enhance student learning (5th ed.). Fort Worth, TX: Harcourt Brace.

Exercise 2: Assessing Individualism/Collectivism

A distinction between cultures that has received a lot of attention in the cross-cultural literature is that between individualistic and collectivistic cultures (Triandis, 1995). According to Triandis, people from individualist cultures emphasize their independence and "are primarily motivated by their own preferences, needs, rights, and the contracts they have established with others; give priority to their personal goals over the goals of others; and emphasize rational analyses of the advantages and disadvantages of associating with others" (p. 2). People from collectivist cultures, however, emphasize their membership in specific collectives (e.g., family, work) and "are primarily motivated by the norms of, and duties imposed by, those collectives; are willing to give priority to the goals of these collectives over their own personal goals; and emphasize their connectedness to members of these collectives" (p. 2). Triandis (1995) provides short surveys that can be used to assess the degree of individualism/collectivism.

Bolt (1998) describes three exercises designed to help students explore the distinction between and impact of collectivist and individualist perspectives. Brislin's (1988) "Who am I?" exercise has students write 20 self-descriptive statements, each starting with "I am...." Students then evaluate their statements as to whether they do or do not imply a social response (e.g., "I am a member of Theta Chi fraternity" = club). Students with 20% or more statements that are rated as social are classified as collectivist (i.e., emphasizing group memberships over individual or personal attributes). Another measure of individualism/collectivism is a scale developed by Dion and Dion (1991) which asks respondents to rate their agreement with statements such as "I would rather do a group paper or lab than do one alone." Scores on the scale represent the degree to which students are collectivistic or individualistic. Finally, Bolt (1998) describes an exercise attributed (but not referenced) to Harry Hui in which students are asked to write free associations to the words "individualism" and "collectivism." According to Bolt, Hui predicts

Exercise 2: Assessing Individualism/Collectivism (cont.)

differences in the number and type of associations between American and Asian students. American students will tend to produce more positive associations to the word "individualism" and fewer primarily negative associations to the word "collectivism." Asian students will tend to reverse this pattern.

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.

Brislin, R. (1988). Increasing awareness of class, ethnicity, culture, and race by expanding on student's own experiences. In I. S. Cohen (Ed.), The G. Stanley Hall lecture series, Vol. 8 (pp. 137-180). Washington, DC: American Psychological Association.

Dion, K., & Dion, K. (1991). Psychological individualism and romantic love. Journal of Social Behavior and Personality, 6, 17-33.

Triandis, H. C. (1995). Individualism & collectivism. San Francisco, Westview Press.

Cultural Variation in Developmental Stages and Issues

Although Moeller's (1987) activity focuses on stages and issues in adult development that arise in American culture, this exercise could also be modified to have students complete the same procedure described by Moeller but using samples of different cultural groups as a comparison to data obtained from an American sample of middle-class Caucasians.

Moeller, T. G. (1987). Stages and issues in adult development. In V. P. Makosky, L. G. Whittemore, & A. M. Rogers (Eds.) Activities handbook for the teaching of psychology : Vol. 2 (pp. 109-112). Washington, DC: American Psychological Association.

Intercultural Interactions

Exercise 1: Increasing Awareness Issues Underlying Conflicts in Cross-Cultural Interactions

Banziger (1984) describes an designed to sensitize the students to differing perspectives that may underlie cross-cultural conflicts associated with international conflicts. The activity can be modified to use the same general procedures described by Banziger to illustrate cross-cultural and ethnic conflicts in general.

Banziger, G. (1984). A problem-solving workshop: The Middle East comes to a social psychology class. Teaching of Psychology, 11, 36-38.

Exercise 2: Culture and Personal Space

Each of the references listed below describes either issues related to or activities to demonstrate variability in personal space. Although most of the activities focus on issues related to personal space distance within American culture (e.g., gender, intimacy), they can easily be adapted to illustrate how personal space may vary across as well as within cultures or ethnic groups.

Burzynski, P. R. (1990). The personal space violation demonstration. In V. P. Makosky, L. G. Whittemore, C. P. Landry, & M. L. Skutley (Eds.) Activities handbook for the teaching of psychology : Vol. 3 (pp. 136-137). Washington, DC: American Psychological Association.

Gibson, B., Harris, P., & Werner, C. (1993). Intimacy and personal space: A classroom demonstration. Teaching of Psychology, 20, 180-181.

Smith, R. A. (1995). Demonstration activity: Emotional stress due to personal stress invasion. In R. A. Smith (Ed.) Instructor's resource package for Weiten's Themes & Variations Third Edition (pp. 421-422). Pacific Grove, CA: Brooks/Cole.

Exercise 2: Culture and Personal Space (cont.)

Smith, R. A. (1995). Lecture/discussion topic: Culture and personal space. In R. A. Smith (Ed.) Instructor's resource package for Weiten's Themes & Variations Third Edition (pp. 521-522). Pacific Grove, CA: Brooks/Cole.

Exercise 3: Sensitizing Students to Difficulties Arising in Intercultural Interactions

Cushner (1991) describes a technique for stimulating class discussion and increasing sensitivity to cross-cultural differences using Intercultural Interactions: A Practical Guide by Brislin, Cushner, Cherrie, and Yong (1986). Brislin et al. contains a culture training program that is designed to reduce culture shock. It includes a list of 100 incidents. Each incident suggests several possible explanations for the behavior that occurred and specifies which are appropriate. Cushner (1987) suggests several possible ways to use the incidents: having students read selected incidents as background information prior to a class discussion, using the incidents as the basis for role-playing exercises, rewriting incidents based on the student's own experiences with another culture. Furthermore, Cushner (1987) notes that the presentation of the critical incidents has been found to increase knowledge of other cultures, improve empathy toward other cultures, improve adjustment to living abroad, and a decrease in the tendency to stereotype other cultural groups. Cushner and Brislin (1997) have recently edited a second volume on intercultural interactions that includes a chapter by Brislin discussing activities that can be used in college courses.

A similar exercise is described by Bolt (1998). He suggests using example cross-cultural conversations from Sorti (1994) to illustrate difficulties in cross-cultural communication. Each conversation provided by Sorti demonstrates a violation of a cultural norm during a conversation between an American and a person from another culture that the reader is to identify.

Bolt, M. (1998). Classroom exercise/student project: Cross-cultural dialogues. In M. Bolt (Ed.) Instructor's resources to accompany David G. Myers PSYCHOLOGY fifth edition (Chapter 1, p. 21). New York: Worth.

Brislin, R. W., Cushner, K. Cherrie, C., & Yong, M. (1986). Intercultural interactions: A practical guide. Beverly Hills, CA: Sage.

Cushner, K. H. (1991). Teaching cross-cultural psychology: Providing the missing link. Teaching of Psychology, 14, 220-224.

Cushner, K., & Brislin, R. W. (Eds.). (1997). Improving intercultural interactions: Modules for cross-cultural training programs (Vol. 2). Newbury Park, CA: SAGE.

Sorti, C. (1994). Cross-cultural dialogues. Yarmouth, ME: Intercultural Press.

Exercise 4: Nonverbal Communication Through Gestures

Halonen (1995) describes an activity entitled "Tourist Trap" (pp. 60-62) which uses nonverbal gestures to illustrate how culture can influence our perception of everyday experiences. The activity consists of illustrations of several gestures, most of which are familiar to Americans but have different meanings in other cultures, with instructions to write a brief description of the gesture's meaning. The key for the exercise describes the different meanings attached to the gestures in other cultures.

It is relatively easy to develop your own version of Halonen's exercise using the discussion and illustrations of gestures across cultures in Axtell (1993, 1997). A summary of a wide variety of gestures and their interpretation in Asia, Europe, Canada, the U.S., the Mideast, Africa, and Central and South America derived from Axtell's work can also be found on the World Wide Web at www.worldculture.com/gestures.htm. In addition, a good video to supplement this activity is World of Gestures: Culture and Nonverbal Communication (25 min, available from Univ. of California Extension Center for Media).

Axtell, R. E. (Ed.). (1993). Do's and taboos around the world (3rd ed.). New York: Wiley.

Exercise 4: Nonverbal Communication Through Gestures (cont.)

Axtell, R. E. (1997). Gestures: The do's and taboos of body language around the world (rev.). New York: Wiley.

Halonen, J. (1995). The critical thinking companion for introductory psychology. New York: Worth.

Misconceptions About the Universality of Behavior

There have been numerous articles describing a variety of tests used to illustrate misconceptions students have about psychological knowledge. The references listed below are only a small sample of this literature and include some discussion of the validity and reliability of some of these tests. Regardless of the controversy over particular items and tests, most authors tend to agree that the overall technique is useful. Most of these tests, however, tend to focus on findings that are based upon research done in a Western setting. One possibility may be to design a similar type of "misconception" test that would focus on misconceptions concerning the universality of psychological phenomenon across cultures. Selecting topics for which there are relatively consistent differences across cultures (e.g., social loafing, attitudes concerning the preferred style of attachment) could do this. Good possibilities for potential items can be found in Lonner and Malpass (1994) and Matsumoto (1994).

Gardner, R. M., & Dalsing, S. (1986). Misconceptions about psychology among college students. Teaching of Psychology, 13, 32-34.

Griggs, R. A., & Ransdell, S. E. (1987). Misconceptions tests or misconceived tests? Teaching of Psychology, 14, 210-214.

Lonner, W. J., & Malpass, R. (Eds.). (1994). Psychology and culture. Boston: Allyn and Bacon.

McCutcheon, L. E. (1991). A new test of misconceptions about psychology. Psychological Reports, 68, 647-653).

Matsumoto, D. (1994). People: Psychology from a cultural perspective. Pacific Grove, CA: Brooks/Cole.

Ruble, R. (1986). Ambiguous psychological misconceptions. Teaching of Psychology, 13, 34-36.

Psychotherapy and Culture

In this exercise Reiner (1997) provides a fictional script of a counseling session based upon a case study involving an Asian patient described by Burlingame (1995) that can be acted out in class. Reiner states that this exercise can be an effective tool "to illustrate how culture clash can undermine interpersonal communication in a counseling setting."

Burlingame, V. S. (1995). Gerocounseling: Counseling elders and their families. New York: Springer.

Reiner, M. B. (1997). The whole psychology catalog: Instructional resources to enhance student learning (5th ed.). Fort Worth, TX: Harcourt Brace.

Research and Cultural Values

Walton (1987) presents an approach for helping students understand the "contributions and limitations of empirical data and theory for answering practical questions" in developmental psychology. In essence, the project involves assigning students with similar value preferences to groups that work together to summarize research and theory related to some specific topic. Her general approach can be used to accomplish the same goals with respect to issues related to cross-cultural and ethnic issues.

Walton, M. D. (1987). Science and values: Addressing practical issues in developmental psychology. Teaching of Psychology, 14, 50-51.

Stereotypes and the Media

All of the activities referenced below are designed to illustrate how various forms of the media may illustrate and possibly reinforce stereotypes concerning gender. However, these same basic activities could also be modified to investigate the occurrence of stereotypes in the media with respect to different cultures or ethnic groups.

Jones, M. (1991). Gender stereotyping in advertisements. Teaching of Psychology, 18, 231-233.

Rhodes, N. (1987). Gender role stereotypes in everyday life. In V. P. Makosky, L. G. Whittemore, & A. M. Rogers (Eds.) Activities handbook for the teaching of psychology : Vol. 2 (pp. 150-152). Washington, DC: American Psychological Association.

Vandendorpe, M. (1987). Television as teacher: Studying the media's message. In V. P. Makosky, L. G. Whittemore, & A. M. Rogers (Eds.) Activities handbook for the teaching of psychology : Vol. 2 (pp. 101-102). Washington, DC: American Psychological Association.

Watson, D. L. (1990). Portrayal of the sexes on TV. In V. P. Makosky, L. G. Whittemore, C. P. Landry, & M. L. Skutley (Eds.) Activities handbook for the teaching of psychology : Vol. 3 (pp. 295-297). Washington, DC: American Psychological Association.

Subjective Perception and Culture

Although this exercise is designed to illustrate variability in the naming of a colors using less familiar colors (e.g., magenta, maroon, lavender), Smith (1995) suggests that the basic procedure can be modified to illustrate variability in perception as a function of culture or personal experience or interests (e.g., art majors versus business majors). Further, Smith suggests that the demonstration can be a useful technique to introduce a discussion of Benjamin Whorf's linguistic relativity hypothesis.

Smith, R. A. (1995). Demonstration activity: Subjective perceptions. In R. A. Smith (Ed.) Instructor's resource package for Weiten's Themes & Variations Third Edition (p. 91). Pacific Grove, CA: Brooks/Cole.

Testing and Cultural Bias

Exercise 1: The Chitling Test

This exercise describes how to use the Dove Counterbalance General Intelligence Test (commonly known as the Chitling Test) developed by Adrian Dove to illustrate how cultural experiences may influence the assessment of skills and knowledge that are included on standardized tests. Smith warns, however, that this test is "not standardized, does not have predictive validity, and has only face validity."

Smith, R. A. (1995). Demonstration activity: Taking a culturally biased test. In R. A. Smith (Ed.) Instructor's resource package for Weiten's Themes & Variations Third Edition (pp. 281, 289). Pacific Grove, CA: Brooks/Cole.

Exercise 2: Cultural Influences on Test Construction

Benjamin (1987) describes an activity designed to illustrate and generate "discussion of numerous issues, including test construction, gender differences, operational definition, reliability, validity, methodology, and so forth." After asking students to generate a list of common personality traits, he has students narrow the list down to the eight most important traits and then divides the class into groups with each group being assigned to develop two test items to measure one of the traits. Another approach to this basic exercise may be to assign students to gather lists of common personality traits (or other specific characteristics such as academic intelligence, social/interpersonal intelligence, and gender-appropriate behaviors) from representative samples of other cultures or ethnic groups. These lists can then be compared in class for similarities and differences. There is some evidence that different groups do vary, for example, in their perceptions concerning common characteristics associated with

Exercise 2: Cultural Influences on Test Construction (cont.)

different types of intelligence (e.g., Azuma & Kashiwagi, 1987; Sternberg, Conway, Ketron, & Bernstein, 1981)

Azuma, H., & Kashiwagi, K. (1987). Descriptors for an intelligent person: A Japanese study. Japanese Psychological Research, 29, 17-26.

Benjamin, L. T., Jr. (1987). Personality and personality assessment. In V. P. Makosky, L. G. Whittemore, & A. M. Rogers (Eds.) Activities handbook for the teaching of psychology : Vol. 2 (pp. 169-171). Washington, DC: American Psychological Association.

Sternberg, R. J., Conway, B. E., Ketron, J. L., & Bernstein, M. (1981). People's conception of intelligence. Journal of Personality and Social Psychology, 41, 37-55.

MINI-LECTURES ON CULTURE AND PSYCHOLOGY

Using the references provided in the companion resource ("Informational Resources for Teaching Cross-Cultural Issues in Psychology"), you can develop mini-lectures to enhance the presentation of a cross-cultural perspective in your courses. For example, Hill and Reiner (1995) provide a number of short lectures that address the relationship of culture to the interpretation of many basic phenomenon commonly covered in introductory psychology courses. Some lecture topics in Hill and Reiner include:

Universals and Diversity in Behavior	Methodological Issues Central to Cross-Cultural Psychology
Ethics in Cross-Cultural Psychology	Genetics and Culturally Sanctioned Behavior
Pictorial Depth Perception	Culture and Illusion Susceptibility
Culture and Dreams	Drug Abuse and Use Across Cultures
Cross-Cultural Concepts of Intelligence	Emotions and Cultural Variance
Culture and Attachment	Culture and Personality
Defining Psychopathology	Person Perception
Culture-Specific Psychological Disorders	
Variations in Psychotherapeutic Techniques	
Mate Selection and Physical Attractiveness	

Hill, G. W., & Reiner, M. B. (1998). Crossing borders/contrasting behaviors: Using cross-cultural comparisons to enrich the introductory psychology course. In R. A. Smith (Ed.) Instructor's resource package for Weiten's Psychology Themes and Variations Third Edition (pp. 635-676). Pacific Grove, CA: Brooks/Cole.

ANNOTATED LIST OF VIDEOTAPES

(List taken from Hill, G. W., & Reiner, M. B. (1995). Crossing borders/contrasting behaviors: Using cross-cultural comparisons to enrich the introductory psychology course. In R. A. Smith (Ed.) Instructor's resource package for Weiten's Psychology Themes and Variations Third Edition (pp. 629-667). Pacific Grove, CA: Brooks/Cole. Reprinted by permission of the publisher.)

Although many of the videos listed below were not originally developed for use in psychology courses (most come from anthropological and sociological series), they are still effective in illustrating the effects of culture on childrearing, gender roles and stereotypes, and the explanation and treatment of psychological disorders. We advise previewing each video before using it. Especially with the longer videos, you may find it more effective to simply show selected segments rather than the entire video. Contact information for obtaining these videos is provided at the end of this section.

- The Africans (9-part series, Annenburg/CPB Collection).
Two segments from this series, which focuses on people from 16 African countries, explore issues relevant to cross-cultural psychology:
 - A Legacy of Lifestyles (60 min)--examines different concepts of what constitutes a family in African culture, including a discussion of matrilineal, patrilineal, and polygamous traditions.
 - A Clash of Cultures (60 min)--explores how Western cultural influences and the efforts of Africans to develop new, uniquely African lifestyles have impacted African traditions.
- Americas (10-part series, Annenburg/CPB Collection).
This series focuses on the peoples of South and Central America. Several segments that illustrate issues related to psychology are listed below.
 - Mirrors of the Heart: Race and Identity (60 min)--examines how one's race and ethnicity influence an individual's self-image and social status in Bolivia, Haiti, and the Dominican Republic.
 - In Women's Hands: The Changing Roles of Women (60 min)--explores changes in gender roles and societal involvement instituted by Chilean women during the Pinochet years.
- Character Formation in Different Cultures (8-part series, Penn State University Audio-Visual Services).
Based on the work of Margaret Mead and Gregory Bateson, several parts of the series examine aspects of the relationship between culture and personality development in Bali and New Guinea. Some useful segments include:
 - Bathing Babies in Three Cultures (11 min)--illustrates mother and child interactions during bathing in America, New Guinea, and Bali.
 - Childhood Rivalry in Bali and New Guinea (17 min)--compares how a Balinese mother handles sibling rivalry with how New Guinea mother's handles sibling jealousy.
 - First Days in the Life of a New Guinea Baby (20 min)--shows scenes of infant care immediately and during the first 5 days after birth.
 - Karba's First Years: A Study of Balinese Childhood (21 min)--examines interactions with family and other children starting at 7 months of age.
 - A Balinese Family (20 min)--illustrates child care and parenting practices.
- Chinua Achebe (30 min, PBS Video).
Chinua Achebe, a Nigerian novelist, discusses the impact of colonialism on Nigerian culture and examples of stereotypes of African culture found in Western literature.
- Disappearing World (multi-part series, Penn State University Audio-Visual Services).
Several segments from the *Disappearing World* series listed below can be effective in illustrating the effects of culture on various aspects of human behavior and serve as a catalyst for class discussions.
 - The Kawelka (52 min)--examines how status is determined by giving things to others rather than accumulating wealth among the Kawelka of New Guinea.
 - Masai Manhood (53 min)--examines the roles assigned to the Masai male prior to and through the transition ceremony to adulthood. The Masai are an East African tribe.

ANNOTATED LIST OF VIDEOTAPES (cont.)

- Disappearing World (cont.)
 - Masai Women (52 min)--explores roles assigned to Masai women living in a male-dominated society from childhood through old age.
 - The Mende (51 min)--examines the role of supernatural beliefs in shaping the lives of the Mende people who live in the forest of Sierra Leone.
 - Trobriand Islanders of Papua New Guinea (52 min)--examines the balance between male authority and female wealth as well as the role of supernatural beliefs.
- Eduardo the Healer (54 min, Penn State University Audio-Visual Services).
This portrait of the life of Eduardo Calderon, an Peruvian shaman, illustrates alternative approaches to the explanation and treatment of psychological disorders.
- Emotion (30 min, Insight Media).
Reviews research on the universality of emotion, differences in how emotions are expressed across cultures, and facial expressions of emotion.
- Evil Wind, Evil Air (22 min, Penn State University Audio-Visual Services).
Examines the causes and treatment of a folk illness, mal aire ("evil air"), that affects children living in the Peruvian Andes. This film can illustrate cultural differences in the explanation and treatment of mental disorders.
- Islam, The Veil and the Future (29 min, PBS Video).
Question and answer session between Nuha Alhegelan, the wife of the Saudi Arabian ambassador, and several women's rights advocates from the United States about the role and status of Islamic women. The session gets somewhat heated at points and is a good way to stimulate class discussion on the treatment of women in different cultures.
- Kheturni Bayo (19 min, Penn State University Audio-Visual Services).
Examines the roles of women living in an extended peasant family in Gujarat, India.
- Latina Women (26 min, Films for the Humanities & Sciences).
Focusing on topics such as gender stereotypes, childrearing, and feminism, this film compares Latina women living in the United States with American women and Latina women living in Latin America.
- Microcultural Incidents in Ten Zoos (34 min, Penn State University Audio-Visual Services).
Examines interactions among family members and with zoo animals in England, France, Italy, Hong Kong, India, Japan, and the United States. The film also discusses methodological issues in doing cross-cultural observational studies.
- Millennium: Tribal Wisdom and the Modern World (10-part series, PBS Video).
Several segments from this series that illustrate issues related to psychology are listed below.
 - Strange Relations (60 min)--compares interactions and expectations associated with marriage between a Western couple from Toronto and tribal cultures in Nepal and Niger. The film also examines how Western attitudes toward love and marriage have evolved since the Middle Ages.
- Millennium: Tribal Wisdom and the Modern World (cont.)
 - Inventing Reality (60 min)--noting the opposing views of reality between science and magic in Western culture, this film examines alternative views among the Huichol Indians of Central Mexico and Australian Aborigines.
 - Mistaken Identity (60 min)--explores cross-cultural differences in the concept and development of individual identity.

ANNOTATED LIST OF VIDEOTAPES (cont.)

- Out of the Past (8-part series, Annenberg/CPB Collection).
This series on archeology includes several segments that can be used to illustrate issues related to psychology.
 - The Hearth (60 min)--examines the role of culture and economics in shaping family life in the past and present.
 - Artisans and Traders (60 min)--explores how economics and cultural evolution have affected the division of labor over time.
- Traditions and the 20th Century (30 min, PBS Video).
Examines the impact of modernization on traditional cultures in six countries.
- Vimbuza-Chilopa (8-part series, Penn State University Audio-Visual Services).
Illustrates healing ceremonies and interactions between healers and their patients among the Tumbuka of Malawi.
- A World of Diversity (2-video set, 45 min total length, Brooks/Cole Publishing Company)
This two-video set by David Matsumoto illustrates various situations where cultural predispositions can affect our interpretations of the behavior of others and contribute to difficulties in interpersonal communication. After illustrating several examples of culturally-related miscommunication in the first video, the second video provides some skill-building examples to prevent miscommunication.
- World of Gestures: Culture and Nonverbal Communication (25 min, Univ. of California Extension Center for Media).
Very good illustration of gestures used throughout the world. Students from an English as a Second Language class demonstrate emblem gestures (gestures that correspond to specific words or have specific meanings) for categories such as fight or flight, sex, obscenities, beauty, love, and suicide.

Video Source Information

Annenberg/CPB Collection
Dept. CA94
P.O. Box 2345
S. Burlington, VT 05407-2345
PHONE: 800-532-7637
FAX: 802-864-9846

Insight Media
2162 Broadway
New York, NY 10024
PHONE: 212-721-6316
FAX: 212-799-5309

Audio-Visual Services
The Pennsylvania State University
Special Services Building
1127 Fox Hill Road
University Park, PA 16803-1824
PHONE: 800-826-0132

PBS Video
1320 Braddock Place
Alexandria, VA 22314-1698
PHONE: 800-344-3337
FAX: 703-739-5269

Brooks/Cole Publishing Co.
511 Forest Lodge Rd.
Pacific Grove, CA 93950
PHONE: 800-423-0563

University of California Extension Center
for Media and Independent Learning
2176 Shattuck Ave.
Berkeley, CA 94704
PHONE: 510-642-0460

Films for the Humanities and Sciences
P.O. Box 2053
Princeton, NJ 08543-2053
PHONE: 800-257-5126
FAX: 609-275-3767

APPENDIX A

A CROSS-CULTURAL TEST OF YOUR SOCIAL "GRACES"

Match each of the following social practices or conventions with the appropriate country (culture). Note that some countries can be used more than once.

- | | |
|--|---------------|
| 1. _____ considered bad manners to open a gift in front of the giver | A. Iran |
| 2. _____ gifts that appeal to intellect or esthetics are especially appreciated | B. China |
| 3. _____ avoid giving chrysanthemums (used only for cemeteries) | C. France |
| 4. _____ when giving flowers as a gift, take an odd number, but never 13 | D. Luxembourg |
| 5. _____ never eat food with your left hand, as this is considered offensive | E. Germany |
| 6. _____ it is impolite to eat everything on your plate | F. Japan |
| 7. _____ white, blue, and black gifts should be avoided as they are associated with funerals | G. Egypt |
| 8. _____ never give alcohol as a gift | H. Kenya |
| 9. _____ don't bring flowers except to express condolences | |
| 10. _____ avoid discussions of or asking questions about family, and job | |

APPENDIX B

“WHAT AM I TRYING TO SAY?” - VERSION 1

Briefly define each of the following underlined terms or phrases.

1. Knickers:

2. “The project will be finished at the end of the day.”

3. A business indicates that there is a backlog at its warehouse.

4. At a meeting, one of the participants suggests tabling the next item.

5. A friend of yours tells you that she when she meets her boyfriend she will fill him in.

6. A friend of yours tells you that his presentation bombed.

7. John was really pissed.

“WHAT AM I TRYING TO SAY?” - VERSION 1

DEFINITIONS OF TERMS

The purpose of this exercise is to demonstrate that although the same terms or idioms may be used in different cultures, they can have different meanings.

1. Knickers

America: knee-length trousers
Britain: women's underpants

2. “The project will be finished at the end of the day.”

America: usually taken literally, that is that the project will be completed by the end of the working day
Britain: the project will be done when it will be done--finish time is open-ended

3. A business indicates that there is a backlog at its warehouse.

America: there is a list of orders waiting to be filled
Britain: the warehouse has an overstocked inventory

4. At a meeting, one of the participants suggests tabling the next item.

America: put the discussion off until another time
Britain: discuss the item immediately

5. A friend of yours tells you that she when she meets her boyfriend she will fill him in.

America: that she will elaborate/clarify/tell him
Britain: that you want to hit the person over the head

6. A friend of yours tells you that his presentation bombed.

America: the presentation was a failure
Britain: the presentation was a success

7. John was really pissed.

America: the person is angry/upset.
Britain: John was drunk.

APPENDIX C

“WHAT AM I TRYING TO SAY?” - VERSION 2

Briefly define each of the following underlined terms or phrases.

1. He has been assigned to the graveyard shift.

2. “How’s it going?”

3. Don’t make waves.

4. This is a whole new ball game.

5. He is a backseat driver.

6. It is raining cats and dogs.

7. “What’s up?”

8. We are playing for all the marbles.

9. Could you give me a ballpark figure on that?

10. She is putting on a dog and pony show.
