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Name:_____ Class:_____ Date:_____

Chapter 01: An Introduction to Culture and Psychology

1. In the context of psychology, which of the following is true of cross-cultural research?
   a. It is topic-specific, and not a method.
   b. It concludes that humans are inherently alike and what is true of one culture is always true of another culture.
   c. Traditionally, it incorporated knowledge contrasting human cultures versus nonhuman animal cultures.
   d. It involves participants of differing cultural backgrounds and allows for comparisons of findings across those cultures.

ANSWER: d

2. Cross-cultural research helps us _____.
   a. demonstrate that there are no cultural differences in attributional styles among different human cultures
   b. understand principles about human behaviors within a global perspective
   c. establish that the relationship between culture and behaviors is a one-way street
   d. compare psychological processes within one culture

ANSWER: b

3. A universal psychological process is a process that is considered to be true for some people of some cultures.
   a. True
   b. False

ANSWER: False

4. Cross-cultural research is important in application because it _____.
   a. is not topic specific
   b. adds to current psychology literature for understanding principles about human behavior
   c. uncovers psychological processes that are true for all people of all cultures
   d. encourages critical thinking skills when practicing psychology

ANSWER: d

5. Population density influences culture, whereas climate does not.
   a. True
   b. False

ANSWER: False

6. Latitudinal psychology is a theory that suggests that _____.
   a. group differences are only driven by distances from the equator, and other factors such as affluence do not affect such differences
   b. environmental stress is the most when habitats are close to areas with temperate climate, and the least when closer to the north or south poles of the globe
   c. distance from the equator can predict country levels of psychological variables, such as creativity, aggressiveness, life satisfaction, individualism, trust, and suicidality
   d. psychological theories are universal instead of culture specific

ANSWER: c

7. One of the most important thinking abilities that humans have unlike other animals is the ability to _____.
   a. believe that other people are intentional agents
   b. maintain social networks and hierarchies

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c. communicate with each other
d. invent and use tools

ANSWER: a

8. Morality is a uniquely human product that apparently turns on in humans around nine months of age.
a. True
b. False

ANSWER: True

9. What refers to knowledge about motivations concerning behaviors that are common among people in a group?
a. Shared intentionality
b. Self-concept
c. Hypercognition
d. Collective identity

ANSWER: a

10. Which of the following statements is true of the ratchet effect?
a. It refers to the idea that humans continually improve on improvements, that they do not go backward or revert to a previous state.
b. It is a set of basic psychological skills and abilities that people can use to meet their needs.
c. It is a psychological process that is found to be applicable for humans only after the beginning of civilization.
d. It is the process of learning about and being indoctrinated into a culture.

ANSWER: a

11. The universal psychological toolkit _____.
a. has not evolved over time and consists of skills that were present from the beginning of time
b. is a set of basic skills and aptitudes that can be used to meet human needs
c. refers to the blank slate that people come into the world with that allow for adaptability and survivability
d. is a set of skills that are shared amongst human and animal cultures

ANSWER: b

12. Human culture can be defined as 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.
a. True
b. False

ANSWER: True

13. Why is it important to understand the difference between human cultures and other animal cultures?
a. This understanding serves as an important basis to understanding how humans are universally similar in important ways.
b. This understanding allows us to draw parallels between the cultural differences within human cultures and nonhuman animal cultures.
c. Human cultural life is not that unique and different from nonhuman life; therefore, this understanding facilitates our interpretation of the evolution of various cultures around the globe.

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d. The difference between human cultures and other animal cultures provides a basis for how we define human culture; specifically, the formation of social hierarchies and the utilization of tools are unique to humans.

ANSWER: a

14. What are the three characteristics of human cultures that differentiate them from animal cultures?
    a. Social groups, family, and language
    b. Complexity, differentiation, and institutionalization
    c. Communication, groups, and institutionalization
    d. Language, groups, and social needs

ANSWER: b

15. In the context of culture, which of the following statements is true?
    a. Groups are less efficient because they divide labor.
    b. Morality, a uniquely human product, is present since the birth of a child.
    c. Both humans and animals have the ability to continually build upon improvements.
    d. Unlike humans, other animals cannot achieve a cumulative culture that ratchets up.

ANSWER: d

16. In the context of society and culture, which of the following statements is true?
    a. Society is a system of interrelationships among people.
    b. Only humans are social and have societies.
    c. Both culture and society refer to the meanings and information that are associated with social networks.
    d. All human cultures assign similar or the same meanings to their social groups.

ANSWER: a

17. Which refers to the structure of relationships that exist among individuals?
    a. Culture
    b. Individualism
    c. Collectivism
    d. Society

ANSWER: d

18. Unlike humans, nonhuman animals do not have social groups.
    a. True
    b. False

ANSWER: False

19. The largest cultural difference in the world is not between human and nonhuman animal cultures, but among the various human cultures around the world.
    a. True
    b. False

ANSWER: False

20. In the context of groups and culture, which of the following statements is true?
    a. Cultures and countries are terms that can be used interchangeably.

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b. Countries have their own history, language, government, and economic base, all of which affect culture.
c. Groups specifically refer to the differences in culture based on the geopolitical delineation of a world area.
d. Different groups generally share universal psychological theories and principles.

ANSWER: b

21. Which refers to groups that are distinguished by a common nationality, geographic origin, culture, or language?
a. Ethnicity
b. Race
c. Regionality
d. Nationality

ANSWER: a

22. Which of the following statements about research on race is true?
a. Many psychologists today agree that race is more of a biological essential than a social construction.
b. A racial group is solely determined by its cultural characteristics.
c. Studies of biological markers (e.g., blood groups, serum proteins, enzymes) suggest that racially defined groups are more similar than different.
d. Most anthropologists use skin color, hair, and other physical characteristics to define race.

ANSWER: c

23. In the context of culture and race, which of the following statements is true?
a. Intelligence is determined by a person's race.
b. Many psychologists believe that race is a social construction.
c. People of different cultures have similar definitions of race.
d. Race and culture are interchangeable terms.

ANSWER: b

24. Much like the structure of our houses and homes, which is the social psychological frame within which individuals reside?
a. Society
b. Culture
c. Personality
d. Race

ANSWER: b

25. Which refers to the individual differences that exist among individuals within groups?
a. Personality
b. Temperament
c. Culture
d. Family

ANSWER: a

26. All of the following are part of Hofstede's value dimensions EXCEPT _____.
a. individualism versus collectivism

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b. masculinity versus femininity
c. power distance
d. personality

ANSWER: d

27. Hofstede's value dimension of _____ refers to the degree to which cultures will encourage less powerful members of groups to accept that power is distributed unequally.
a. masculinity versus femininity
b. individualism versus collectivism
c. power distance
d. power game

ANSWER: c

28. Hofstede's value dimension of _____ refers to the degree to which people feel threatened by the unknown or ambiguous situations, and have developed beliefs, institutions, or rituals to evade them.
a. power distance
b. masculinity versus femininity
c. individualism
d. uncertainty avoidance

ANSWER: d

29. Which of the following statements is true regarding Hofstede's value dimensions?
a. Hofstede suggests that there are three dimensions that differentiate cultures.
b. Power distance refers to the degree to which people feel threatened by ambiguous situations.
c. Masculinity vs. femininity refers to the distribution of emotional roles between males and females.
d. Intellectual autonomy refers to the degree to which cultures emphasize the promotion and protection of people's independent pursuit of positive experiences.

ANSWER: c

30. Hofstede's dimension of _____ has been most commonly used to both predict and explain many differences across cultures, especially in many aspects of thinking and emotions.
a. power distance
b. uncertainty avoidance
c. masculinity vs. femininity
d. individualism vs. collectivism

ANSWER: d

31. Different cultures foster different belief systems.
a. True
b. False

ANSWER: True

32. What refers to the cultural-level, general beliefs and premises about oneself, the social and physical environment, and the spiritual world?
a. Attributions

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b. Social norms
c. Attitudes
d. Social axioms

ANSWER: d

33. Which is a social axiom dimension that represents an outward-oriented, simplistic grappling with external forces that are construed to include fate and a supreme being?
a. Dynamic externality
b. Affective autonomy
c. Societal cynicism
d. Intellectual autonomy

ANSWER: a

34. What refers to the propositions that are regarded as true, and exist on the individual and cultural levels?
a. Ethnicities
b. Beliefs
c. Attitudes
d. Worldviews

ANSWER: b

35. Belief in a zero-sum game is a belief system _____.
a. about the protagonist nature of social relations
b. about the antagonistic nature of social relations
c. suggesting that all social exchanges are win-win and benefit society as a whole
d. that is antithetical to the social axioms

ANSWER: b

36. What refers to organized systems of beliefs that tie together many attitudes, values, beliefs, worldviews, and norms and provide guidelines for living?
a. Religions
b. Ethnicities
c. Norms
d. Ethics

ANSWER: a

37. What refers to the generally accepted standard of behavior within a culture or subculture group?
a. Rituals
b. Etiquette
c. Norms
d. Beliefs

ANSWER: c

38. What refers to the culturally prescribed conduct or any kind of established procedure or routine?
a. Religions

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b. Ethics
c. Emics
d. Rituals

ANSWER: d

39. What refers to evaluations of things occurring in ongoing thoughts about those things, or stored in memory?
a. Attitudes
b. Worldviews
c. Beliefs
d. Norms

ANSWER: a

40. Which of the following statements is true regarding cultural worldviews?
a. Cultural worldviews contain attitudes, beliefs, opinions, and values about the world.
b. Cultural worldviews are universal belief systems about the world.
c. A person's cultural worldview always remains unchanged over their lifetime.
d. Having a worldview is a psychological process specific only to certain cultures.

ANSWER: a

41. Which of the following is true about worldviews?
a. People have worldviews because of evolved, complex cognition.
b. Having a worldview is a psychological process specific only to certain cultures.
c. The content of worldviews is the same for every culture.
d. Behaviors have a direct influence on cultural worldviews.

ANSWER: a

42. In the context of the association between culture and human behavior, which of the following statements is correct?
a. Culture is a uniquely human product.
b. Culture is a tangible concept and not an abstract one.
c. Culture influences psychological processes, not behaviors.
d. Newborns have no culture.

ANSWER: d

43. The process by which individuals learn and adopt the ways and manners of their specific culture is called _____.
a. enculturation
b. globalization
c. grouping
d. motivation

ANSWER: a

44. Scientists agree that many psychological processes—attitudes, values, beliefs, personality, cognition—are culturally constructed.
a. True
b. False

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ANSWER: True

45. What are beliefs about the underlying causes of behavior?
    a. Attitudes
    b. Attributions
    c. Etics
    d. Emics

ANSWER: b

46. There are cultural differences in attributional styles among different human cultures.
    a. True
    b. False

ANSWER: True

47. Which of the following statements is true of human cultures?
    a. Culture is a uniquely human product.
    b. Humans are not unique in their ability to recognize that other people are intentional agents.
    c. There are no cultural differences in attributional styles among different human cultures.
    d. All human cultures exist in their own specific, unique environment.

ANSWER: d

48. _____ refer to those processes that are consistent across different cultures. _____ refer to those processes that are different across cultures.
    a. Emics; Etics
    b. Etics; Emics
    c. Phonemes; Phonetics
    d. Phonetics; Phonemes

ANSWER: b

49. All humans share the same basic needs and abilities, and it's important to understand the reasons why people of different cultures do things the way they do them.
    a. True
    b. False

ANSWER: True

50. Most cultures are not very successful in doing what they are supposed to do, which is help people survive.
    a. True
    b. False

ANSWER: False

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Instructor Manual

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Chapter 1: An Introduction to Culture and Psychology

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Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of culture and psychology. Students will learn about psychology with a cross-cultural perspective, including what culture is, the contents of culture, and the association between culture and mental processes and behavior.

Chapter Objectives

The following objectives are addressed in this chapter:

1.1 Explain how the study of culture can impact psychological theories and knowledge, and the ultimate goals of the field of psychology.
1.2 Define culture and explain the origins of human cultures.
1.3 Contrast culture with race, personality, and popular culture.
1.4 Explain what differentiates human cultures from nonhuman cultures.
1.5 Describe different elements of human cultures, especially the various components associated with subjective elements, and give examples.
1.6 Describe the association between culture and mental processes and behavior.

Complete List of Chapter Activities and Assessments

Chapter Objective	PPT slide	Activity/Assessment	Duration
Explain how the study of culture can impact psychological theories and knowledge, and the ultimate goals of the field of psychology.	4-8		
Define culture and explain the origins of human cultures.	9-16 11 18-19	Activity: Discussion of Culture	10 minutes
Contrast culture with race, personality, and popular culture.	20-21		

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Explain what differentiates human cultures from nonhuman cultures.	17		
Describe different elements of human cultures, especially the various components associated with subjective elements, and give examples.	22-26 27	Activity: Discussion of Elements of Culture	10 minutes
Describe the association between culture and mental processes and behavior.	28-31		
All objectives	2 33-34	Icebreaker: Introduction to Culture Activity: Self-Assessment	10 minutes 15 minutes

Key Terms

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.

Cross-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.

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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.

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).

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

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.

Latitudinal psychology: A perspective that understands group differences in mental processes and behaviors according to a combination of distance from the equator and affluence.

Universal psychological toolkit: A set of basic psychological skills and abilities that people can use to meet their needs. These include complex cognitive skills, language, emotions, and personality traits.

Shared intentionality: Knowledge about motivations concerning behaviors that are common among people in a group.

Ratchet effect: The concept that humans continually improve on improvements, that they do not go backward or revert to a previous state. Progress occurs because improvements move themselves upward, much like a ratchet.

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.

Values: Trans-situational goals that serve as a guiding principle in the life of a person or group (e.g., kindness, creativity). Values motivate and justify behavior and serve as standards for judging people, actions, and events.

Sacred values: Values considered to be nonnegotiable. They differ from normal values because they incorporate moral beliefs that drive action in ways dissociated from prospects for success. Across the world, people believe that devotion to core values (such as the welfare of their family and country or their commitment to religion, honor, and justice) is, or ought to be, absolute and inviolable. Such values outweigh other values, particularly economic ones.

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Beliefs: A proposition that is regarded as true. People of different cultures have different beliefs.

Social axioms: General beliefs and premises about oneself, the social and physical environment, and the spiritual world. They are assertions about the relationship between two or more entities or concepts; people endorse and use them to guide their behavior in daily living, such as "belief in a religion helps understand the meaning of life."

Belief in a zero-sum game: The proposition that social relations are basically antagonistic—that one person's gain occurs at the expense of others' losses.

Religion: Organized systems of beliefs that tie together many attitudes, values, beliefs, worldviews, and norms. They provide guidelines for living.

Norms: A generally accepted standard of behavior within a cultural or subcultural group.

Rituals: Culturally prescribed conduct or any kind of established routine or procedure.

Etiquette: Culturally prescribed code of behavior that describes expectations for polite behavior.

Tightness versus looseness: A dimension of cultural variability that refers to the variability within a culture of its members to norms. Tight cultures have less variability and are more homogenous with respect to norms; loose cultures have more variability and are more heterogeneous.

Attitudes: Evaluations of objects occurring in ongoing thoughts about the objects, or stored in memory.

Cultural worldviews: Culturally specific belief systems about the world. They contain attitudes, beliefs, opinions, and values about the world. People have worldviews because of evolved, complex cognition; thus, having a worldview is a universal psychological process. The content of worldviews, however, is specific to and different for each culture.

Self-concept: The cognitive representations of who one is, that is, the ideas or images that one has about oneself, especially in relation to others, and how and why one behaves. The sum of one's idea about oneself, including physical, mental, historical, and relational aspects, as well as capacities to learn and perform. Self-concept is usually considered central to personal identity and change over time. It is usually considered partially conscious and partially unconscious or inferred in a given situation.

Enculturation: The process by which individuals learn and adopt the ways and manners of their specific culture.

Attributions: Beliefs about the underlying causes of behavior.

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Etics: Aspects of life that appear to be consistent across different cultures; universal or pancultural truths or principles.

Emics: Aspects of life that appear to differ across cultures; truths or principles that are culture specific.

What's New in this Chapter

- Reorganized the material.
- Reduced many redundancies to tighten the writing throughout.
- Reduced chapter length.
- Expanded discussion of three dimensions differentiating human from nonhuman cultures (complexity, differentiation, and institutionalization).
- Reduced discussion of groups with culture.
- Reduced discussion of culture-level values and focused on Hofstede because it remains the most widely used characterization of culture-level values.
- Updated Hofstede's value dimensions to include his sixth dimension.
- Updated section on "Beliefs" with new research on beliefs in a zero-sum game and religiosity.
- Expanded discussion of tightness–looseness distinction with new studies.
- Revised model of association between culture and mental processes and behavior
    - Including discussion of the press of culture and the push of noncultural (biological) factors on behavior;
    - Expanded discussion of the cyclical nature of culture and behavior;
    - Included new section on changing cultures.

Chapter Outline

In the outline below, each element includes references (in parentheses) to related content. "CH.##" refers to the chapter objective; "PPT Slide #" refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 1 (PPT Slide 3).

I. Explain how the study of culture can impact psychological theories and knowledge, and the ultimate goals of the field of psychology (1.1, PPT Slide 4)
    a. Psychology and culture (PPT Slide 5)
        i. Cultural psychology
        ii. Goals of psychology
        iii. Cross-cultural research (PPT Slide 6)
    b. Contribution of the study of culture (PPT Slide 7)
        i. Psychological knowledge
            1. Culture-specific vs. universal

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ii. Our own lives
1. Asking questions from a cultural perspective

c. Growth of cross-cultural research and psychology (PPT Slide 8)
i. Highlights the importance of culture on behavior

II. Define culture and explain the origins of human cultures (1.2, PPT Slide 9)
a. Culture (PPT Slide 10)
i. General characteristics of a society
ii. Heritage or tradition
iii. Rules and norms
iv. Learning or problem solving
v. Organization of a group
vi. Origins of a group
b. **Activity**: Discussion of culture (PPT Slide 11, 10 minutes)
c. Origins of culture (PPT Slide 12)
i. Environment
ii. Latitudinal psychology
d. **Visualization**: Factors that influence the creation of cultures (PPT Slide 13)
e. **Visualization**: Contents of the universal psychological toolkit (PPT Slide 14)
f. Culture defined (PPT Slide 15)
i. Function
ii. Definition
g. **Visualization**: A functional understanding of culture (PPT Slide 16)

III. Explain what differentiates human cultures from nonhuman cultures (1.4, PPT Slide 17)
a. All animals have basic form of culture
i. Clear social networks and hierarchies
ii. Tools
iii. Communication
b. Characteristics that differentiate human life from animals
i. Complexity
ii. Differentiation
iii. Institutionalization

IV. Define culture and explain the origins of human cultures continued (1.2, PPT Slide 18)
a. Difference between society and culture
i. Society – system of interrelationships
ii. Culture – meanings and information associated with social network
b. Identifying groups with culture (PPT Slide 19)
i. A meaning and information associated with them that is transmitted across generations

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V. Contrast culture with race, personality, and popular culture (1.3, PPT Slide 20)
    a. Race – more of a social construction than biological essential
    b. Personality – unique constellation of traits, attributes, qualities, and characteristics
    c. Popular culture – trends in music, art, and other expressions that is popular among people (PPT Slide 21)

VI. Describe different elements of human cultures, especially the various components associated with subjective elements, and give examples (1.5, PPT Slide 22)
    a. Objective elements: art, mass media, architecture, etc. (PPT Slide 23)
    b. Subjective elements (PPT Slide 24)
        i. Values
        ii. Beliefs (PPT Slide 25)
        iii. Norms
        iv. Attitudes (PPT Slide 26)
        v. Worldviews
    c. **Activity**: Discussion of elements of culture (PPT Slide 27, 10 minutes)

VII. Describe the association between culture and mental processes and behavior (1.6, PPT Slide 28)
    a. Influence of culture on processes and behavior (PPT Slide 29)
        i. Enculturation
    b. Understanding culture in perspective: universals and culture-specifics (PPT Slide 30)
        i. Example of attributions
    c. Etics and emics (PPT Slide 31)
        i. Etics: universal
        ii. Emics: culture-specific

VIII. Goal of this book (PPT Slide 32)

IX. **Activity:** Self-assessment (PPT Slide 33-34, 15 minutes)

X. Summary (PPT Slide 35)

Additional Discussion Questions

1. Discussion of culture (PPT Slide 11, 10 minutes)
    a. What kind of characteristics would you associate with your culture?
        i. Answer: student answers will vary.
2. Discussion of elements of culture (PPT Slide 27, 10 minutes)
    a. What kinds of norms have you noticed about your culture or other cultures around you?
        i. Answer: student answers will vary.

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Additional Activities and Assignments

1. Activity 1
    a. Activity asks students to bring one object that they think represents their culture to share with the class.
2. Exercise 1: Groups that have Cultures: Identity Groups
    a. Exercise asks students to answer questions relating to identity groups.
3. Exercise 2: Understanding Objective Culture and Subjective Culture
    a. Exercise asks students to choose and identity group and list objective and subjective cultures of the group.
4. Exercise 3: Understanding Etic and Emic Perspectives
    a. Exercise asks students to apply their knowledge of etics and emics to cultural groups.

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Activity 1

Objective

This activity will give your students the opportunity to reflect on their own culture and realize diversity in the definition of culture.

Direction

Ask students to find one object which, they think, represents their own culture and bring it to class. In the class, have them talk about the reasons for their choice. One way to do this is to give them a speech assignment. While each student is talking about their cultural object, tell the other students to take notes, and ask the speaker questions after the speech.

If you have limited time, the students can share their thoughts in small groups. When time permits, after the group work you can bring everybody back to a large class discussion. Then, ask the students to report their learning experience in a small group discussion.

If you do not have time either for speech or group work, give this exercise as a take-home assignment. In that case, tell the students to take a picture of their cultural objects and submit the photograph with a short essay in which the reason of their choice is described.

Your students may use an object (or a photograph of that object) which is associated with personal categories, such as race, ethnicity, nationality, and/or gender. When you conduct a debriefing of this exercise, draw their attention again to the teaching point of this chapter, that is, the uniqueness and diversity of culture.

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Exercise 1: Groups that have Cultures: Identity Groups

Objective

This exercise will enable your students to become aware of the complex nature of culture and get a better understanding of what culture is and how it influences many aspects of our life and living. This exercise will give your students the opportunity to realize that culture exists on multiple levels—across individuals within groups and across groups within a larger group.

Direction

Assign Exercise 1 as either a take-home assignment, a material for group discussion or for individual presentation. You may want to use this exercise after discussing or introducing issues, such as how culture can be understood on multiple levels of analysis. A teaching point here is that members in the same culture tend to share the same attributes, and our behaviors tend to be culturally specific.

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Exercise 1: Groups that have Cultures: Identity Groups

Student Number:

Name:

Date:

*According to Marshall Singer (1998), the term *identity group* refers to groups that have cultures or in other words, it refers to a group of people who perceive some aspects of the world in a similar way, which makes the individuals in a specific group culturally unique. Answer the following questions.

1. How many different identity groups do you belong to? List three groups which you think are especially important to you.

   Identity Group 1

   Identity Group 2

   Identity Group 3

2. Describe what attributes you share with the other members in each identity group you listed above. When you think about the shared attributes, you may want to refer to some of the following dimensions of culture in your descriptions: (1) basic social and/or cultural values, (2) social structure, (3) stressors and coping mechanisms, (4) gender roles, (5) work-related values, (6) communication style, and (7) rules for social interaction.

   About Identity Group 1

   About Identity Group 2

   About Identity Group 3

3. In the identity groups you chose, what are some of the *explicit rules* and *implicit rules* you identify in each group? In an explicit rule culture, rules are clearly communicated so that everyone is aware of them. In an implicit rule culture, files are often understood and communicated nonverbally. Write your responses below.

   About Identity Group 1

   Explicit Rules:

   Implicit Rules:

   About Identity Group 2

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Explicit Rules:

Implicit Rules:

About Identity Group 3

Explicit Rules:

Implicit Rules:

4. Describe your role in each identity group. What kind of roles are you expected to play in each group?

   In Identity Group 1, I am expected to:

   In Identity Group 2, I am expected to:

   In Identity Group 3, I am expected to:

5. Among the roles you described above, which is most important to you and why?

Reference:

Singer, M. R. (1998). *Perception & identity in intercultural communication*. Yarmouth, ME: Intercultural Press.

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Exercise 2: Understanding Objective Culture and Subjective Culture

Objective

This exercise will familiarize your students with the key concepts about culture and human behavior in terms of "objective culture" and "subjective culture" presented by Triandis (1972).

Student Number:

Name:

Date:

Triandis (1972) contrasted objective aspects of culture (objective elements), such as tools and artifacts, with subjective aspects of culture (subjective elements), such as words, shared beliefs, attitudes, norms, roles, and values. Choose one identity group you described in Exercise 1 and list the objective aspects and subjective aspects of the culture which you can identify in your identity group.

1. Describe your identity group.
2. Describe the objective aspects of that group.
3. Describe the subjective aspects of that group.

Reference:

Triandis, H. C. (1972). *The analysis of subjective culture*. New York: Wiley.

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Exercise 3: Understanding Etic and Emic Perspectives

Objective

This exercise will familiarize your students with the key concepts etics and emics.

Student Number:

Name:

Date:

The idea of truth as relative, rather than absolute, leads us to reconsider what we believe to be true. According to Berry (1969), *etics* refer to those aspects of life that appear to be consistent across different cultures; that is, universal or pan-cultural truths or principles. On the other hand, *emics* refer to those aspects of life that appear to be different across cultures. Therefore, *emics* refer to truths or principles that are culture specific. For example, a greeting is a universal aspect in our daily life, but how to greet nonverbally is different among different cultures.

Direction 1

Other than a "greeting," list four kinds of etics you can think of in your social life.

1.

2.

3.

4.

Direction 2

Select two cultural groups you are familiar with. Then select one etic from the above list on which you want to focus. In terms of the etics you have selected, compare emics which you can identify in those two different cultural groups. How do the emics in those groups differ?

Reference:

Berry, J. W. (1969). On cross-cultural comparability. *International Journal of Psychology*, 4, 119–128.

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