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Culture and Psychology

7th Edition

David Matsumoto
Linda Juang

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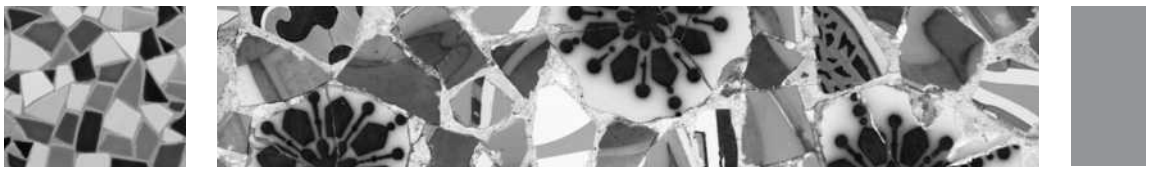

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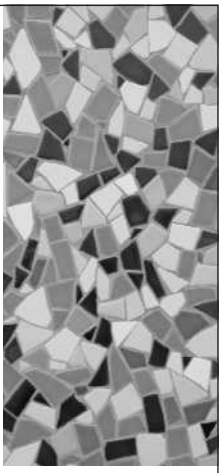

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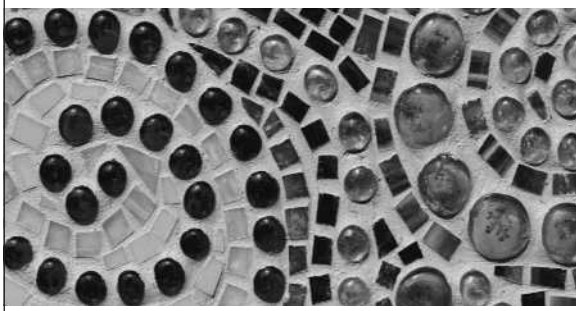

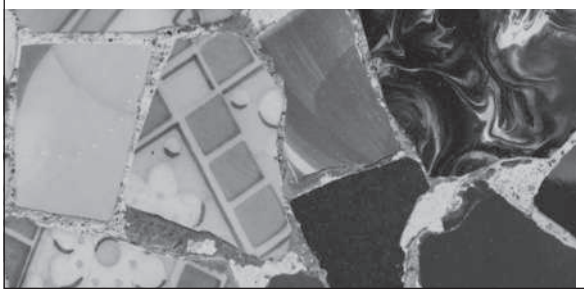

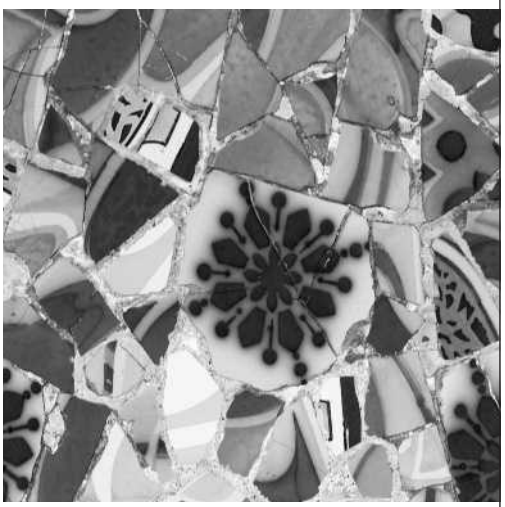

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***Culture and Psychology,* Seventh Edition**
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Digital Delivery Quality Partner: Scott Diggins

IP Analyst: Deanna Ettinger

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Designer: Sara Greenwood

Production Service: Lumina Datamatics, Inc.

Cover Image Source:
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Library of Congress Control Number: 2022902247

ISBN: 978-0-357-65805-5

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Printed in the United States of America
Print Number: 01 Print Year: 2022

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

—David Matsumoto

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

—Linda Juang

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Preface

First and foremost, we thank all previous, current, and prospective users of our book. We sincerely appreciate all the instructors for the hard work and efforts they make in the classroom every day in service of the education of future generations of leaders of our world and for the greater good that comes from those efforts. We thank all the students who have read this book; hopefully they were able to extract some things that can enrich their lives in some way. We appreciate all the kind notes, comments, questions, and messages that many of you have sent to us throughout the years. We appreciate all of you who come to introduce yourselves at meetings and conferences; meeting you in person is a special joy, and we thank you from the bottom of our hearts for the reception you always give us.

Content Improvements

We have taken all of your comments, suggestions, and critiques of the previous edition of our book to improve it substantially. With regard to content, we have thoroughly revised the book to focus on a few main messages and learning objectives that begin in Chapter 1. In that chapter, we now provide an overall framework concerning the association between culture and psychology and with which readers will be able to engage with the material in all subsequent chapters. Thus, the writing throughout all the chapters is tighter and more woven together with this foundational framework laid in the beginning of the book.

Because the entire text is now more focused and organized around a central framework, we have taken multiple steps to tighten the writing throughout and further improve the text. We have reduced many redundancies in writing and have eliminated citations and text content that were not relevant to the main message in each chapter and section that had just added more "facts" without substance. We have also eliminated additional text in each chapter that bolstered points already made, further reducing redundancies.

In balance, we have updated each chapter with new research citations and content that are directly relevant to the main messages of the chapter and centered on each chapter's learning objectives. Because of a renewed focus on main messages and learning objectives, we have also restructured several chapters to improve the flow of material and to bring their organization to be more consistent with current conceptual frameworks in the field. We also have brought all language consistent with the inclusion and diversity principles of the American Psychological Association, hopefully further bringing our text to be more inclusive of more people than in the past.

Pedagogical Improvements

In addition to the pedagogical devices utilized in the previous edition of the book, we have enhanced the pedagogy in a number of ways:

- Throughout all chapters, readers will find increased cross-callouts to other chapters in the book, and especially Chapter 1, to increase cohesion and integration of the main message and organizational framework laid out in Chapter 1 throughout and to tie topics together across chapters.

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- Each chapter now includes a list of overall learning objectives for that chapter at the beginning of each chapter.
- Comprehension checks are now included at the end of each major section in each chapter.
- More bullet points are used in lists to make points throughout (like the one you're reading now!).
- As in the past, we have ensured ample inclusion of visual aids throughout the book, including margin definitions, key terms in a glossary, and numerous tables and figures.

Listing of Improvements for Each Chapter

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

Chapter 1—An Introduction to Culture and Psychology

- Writing issues
  - Reorganized the material
  - Reduced many redundancies to tighten the writing throughout
  - Reduced chapter length
- Content issues
  - 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 2—Cross-Cultural Research Methods

- Reorganized material so that the initial focus is on cross-cultural comparative studies because these are the prevalent type of study in cross-cultural research and psychology and serve as the backbone to the research cited in this book

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- Condensed material on types of cross-cultural comparisons. The difference between inclusion of contextual factors and exploratory vs. hypothesis testing studies was blurred because inclusion of context factors is the difference between exploratory vs. hypothesis testing studies
- Within the section on "Bias and Equivalence," reorganized the material to highlight measurement bias, linguistic bias, and response bias first because these are arguably the most important types of biases to focus on and those that have received the most research attention
- Streamlined the discussion on other types of cross-cultural research because they are secondary to cross-cultural comparisons

Chapter 3—Enculturation

- Included recent reviews on parenting styles and child outcomes, co-sleeping, and cyberbullying around the world

Chapter 4—Culture and Developmental Processes

- Included description of recent international research consortium for the study of temperament
- Added a section to describe how moral development starts early among children in different cultures

Chapter 5—Culture, Self, and Identity

- Reorganized the material, focusing first on the theory of independent vs. interdependent self-construal
- Included new figures highlighting findings from important studies
- Reorganized and tightened the writing on contemporary views of self across cultures
- Included a new section on the nature and function of self-esteem with recent cross-cultural research
- Included a new section on identity continuity

Chapter 6—Culture and Personality

- Eliminated superfluous material in measurement of personality across cultures section (much of it was discussed in Chapter 2)
- Clarified writing of theories of the origins of traits, contrasting these theories, especially the five-factor theory, more clearly to the five-factor model
- Separated discussion of cultural differences in mean, aggregate levels of traits into its own section, and highlighted two hypotheses about the source of these differences
- Included a new figure representing the framework integrating universal and culture-specific aspects of personality based on a distinction of two different domains of personality

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Chapter 7—Culture and Gender

- Updated terminologies and acknowledged gender as more than the binary of being male and female
- Included Hyde's gender similarity hypothesis based on meta-analysis of gender and cognitive and psychological variations
- Included a meta-analysis of gender and math performance across countries
- Updated the section on gender and housework across cultures and added a new figure
- Updated the section on gender stereotypes to illustrate that stereotypes can change over time
- Updated the section on ethnicity and gender roles with more recent literature

Chapter 8—Culture and Cognition

- Totally reorganized the material. Assembling sections on attention, categorization, reasoning, attribution (which was moved from Chapter 14) and memory under the analytic vs. holistic cognition framework, which is the dominant framework in culture and cognition research today
- Within the section on memory, included new categorization of recent cross-cultural research on memory, focusing on the work of Wang and colleagues
- At the end of the analytic vs. holistic cognition section, included discussion of the social orientation hypothesis and studies that challenge for balance and to foster critical thinking
- Eliminated previous sections on problem-solving, regrets and counterfactual thinking, dreams, and pain because they were not as relevant to the main takeaways of this domain of cross-cultural research today
- Considerably shortened discussion of intelligence and refocused that discussion on contributions of cross-cultural psychology to understanding and assessment of intelligence

Chapter 9—Culture and Emotion

- Included new message and citations that integrate previous controversies and debates about universal and culture-specific aspects of emotion
- Reorganized the chapter to correspond more closely to the new, integrated message and to streamline the chapter organization

Chapter 10—Culture and Communication

- Included more examples from more diverse cultures and languages
- Streamlined the writing and takeaway message concerning the Sapir–Whorf hypothesis
- Streamlined the discussion of intracultural (interpersonal) communication
- Revised the section on presumed bilingual advantages in cognition
- Merged concepts formerly considered separate related to "foreign language processing difficulties" and "foreign language effect"

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Chapter 11—Culture and Physical Health

- Restricted the chapter to provide better, more organized coverage of the material
- Separated ecological-level influences from individual-level ones
- Reduced superfluous writing and coverage
- Included a brief section on Culture and COVID-19

Chapter 12—Culture and Mental Health

- Reorganized introductory material to streamline presentation of issues concerning definitions of normality across cultures and their implications to classification and assessment of psychopathology
- Reduced redundant material concerning assessment previously covered in Chapter 2 on measurement and assessment across cultures
- Added a new section on anxiety disorders
- Updated cultural syndromes of distress and added discussion distinguishing between such syndromes and culture-specific labeling of misfortunes in life

Chapter 13—Culture and Psychological Interventions

- Retitled the chapter title and section heads to more contemporary language related to psychological interventions
- Restructured the chapter to incorporate evolution in research areas in the last decade
- Previous section on "Treatment Issues" now relabeled as "Cultural Challenges to Psychological Interventions," and four new subsections now identified
- Included new section on "Face Concerns"
- "Culturally Competent Services" now labeled "Culturally Informed Services," and three new subsections now identified
- Removed the section on "Cultural and Clinical Training" as its main message is covered in "Improving Cultural Competence" subsection within "Culturally Informed Services" and in the Conclusion

Chapter 14—Culture and Social Behavior

- Dropped the material on person perception, face recognition, and attractiveness as cross-cultural research in these areas really has not provided a coherent, take-away message
- Moved the section on attributions to Chapter 7 on cognition
- Consolidated material on conformity, compliance, obedience, and cooperation under the rubric of "social influence"
- Expanded material on discrimination with new research
- Consolidated previous tables 14.2 and 14.3 into one table
- Inserted six new figures from recent research
- Deleted cumbersome tables on list of stereotype words used in classic research as they were unnecessary, additional "facts"

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Chapter 15—Culture and Organizations

- Consolidated writing on Hofstede's dimensions, organizational culture and climate, person–organization fit, and attitudes about work into a single "Culture and Organizational Culture" section
- Tightened the writing on Hofstede's dimensions, referring to Chapter 1 and focusing on their associations with organizational culture
- Consolidated writing on two sections—Motivation and Productivity and Leadership—into a single section
- Moved the section on creativity originally in Chapter 8 to this chapter.
- Included a new section on cross-cultural competence (aka cultural intelligence) in the section entitled "Working in Different Cultures"

Instructor Resources

Instructor resources for *Culture and Psychology,* 7th edition, are available online. Instructor assets include an Instructor's Manual, PowerPoint slides, and a test bank powered by Cognero. Sign up or sign in at **www.cengage.com** to search for and access this product and its online resources.

Acknowledgments

The result of all the changes mentioned in the Preface is an improved conceptual and empirical coverage of the major theories and research in cross-cultural psychology in all domains of study that overlap with the major domains of psychology typically covered in broad survey courses. None of these improvements would have been possible without the help and support of so many instructors who have adopted our book, students who have read the book, and reviewers who provided constructive points to us in the past. Again, thank you to all.

Finally, we would like to thank the entire Cengage team for bringing this 7th edition to fruition—Colin Grover, Cazzie Reyes, Sheila Moran, Kim Beuttler, and Jessica Witczak—and Priyanka Mandal of Lumina Datamatics. All have been professional, competent, and courteous throughout the years and have kept us on track in the revision of this edition. Without you, none of this would have been possible. We also would like to give very special thanks to Matthew Wilson for their amazing contributions to this effort and many others.

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

David Matsumoto and Linda Juang
San Francisco, CA, and Potsdam, Germany
January 2022

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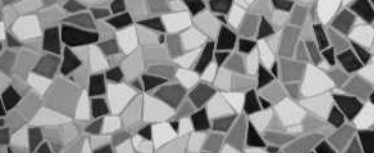

An Introduction to Culture and Psychology

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Learning Objectives

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.

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Many decades ago, a classic work stated that every person is in certain respects

- like all other people
- like some other people, and
- like no other person (Kluckhohn, Murray, & Schneider, 1953).

Over a century of cross-cultural research in psychology has brought this message home: that there are some universal aspects to all human beings—we are all alike in certain ways. But we are also members of important cultural groups, making us similar to others in our groups. And we are like no one else, each individual unique and different. In this book, we'll learn about how this message is represented in the various domains of psychology.

This message is important in today's ever-diversifying world, which has created a wonderful environment for personal challenge and growth, but also increased potential for misunderstandings, confusion, and conflict, much of which we see every day. Finding ways to keep us all apart and separate is easy; finding ways to find common ground is not. Cross-cultural psychology offers a way to do so by uncovering similarities as well as differences in people's mental processes and behavior.

1-1 Psychology with a Cultural Perspective

The Goals of Psychology

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

The second goal of psychology involves helping improve peoples' lives. Psychologists achieve this in many ways as therapists, counselors, trainers, and consultants. Psychology also achieves this goal by providing information to students and professionals in other fields, such as nursing and health care, business, and teaching, to help them in their professions as well. Psychologists and many others work on the front lines, dealing directly with people to affect their lives positively (Figure 1.1).

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

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