

Johnson Center Diversity Discussion 1

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Masuda, Gonzalez, Kwan & Nisbett (2008)



Masuda, Gonzalez, Kwan & Nisbett (2008)

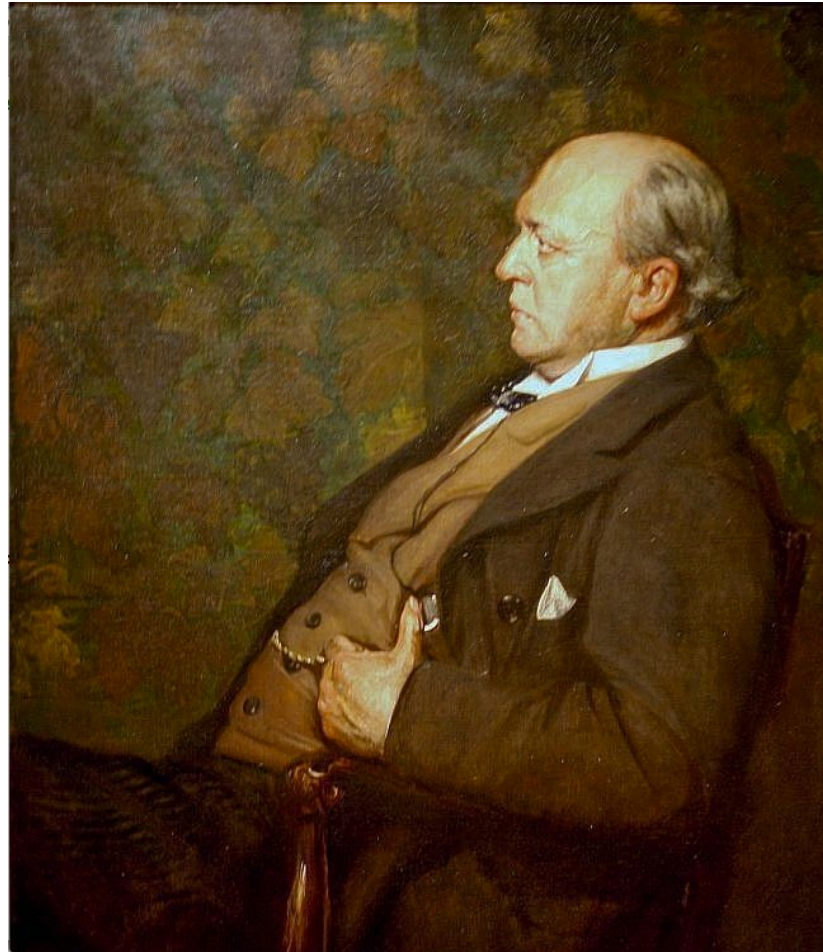


Masuda, Gonzalez, Kwan & Nisbett (2008)

Horizons are significantly higher in East Asian paintings than in Western paintings



Masuda, Gonzalez, Kwan & Nisbett (2008)



Masuda, Gonzalez, Kwan & Nisbett (2008)



Masuda, Gonzalez, Kwan & Nisbett (2008)

Faces relative to the field are smaller in East Asian paintings than in Western paintings.



Masuda & Nisbett (2001)



Masuda & Nisbett (2001)

Japanese participants have more difficulty than U.S. participants recognizing the stimulus animal with changes in the context.

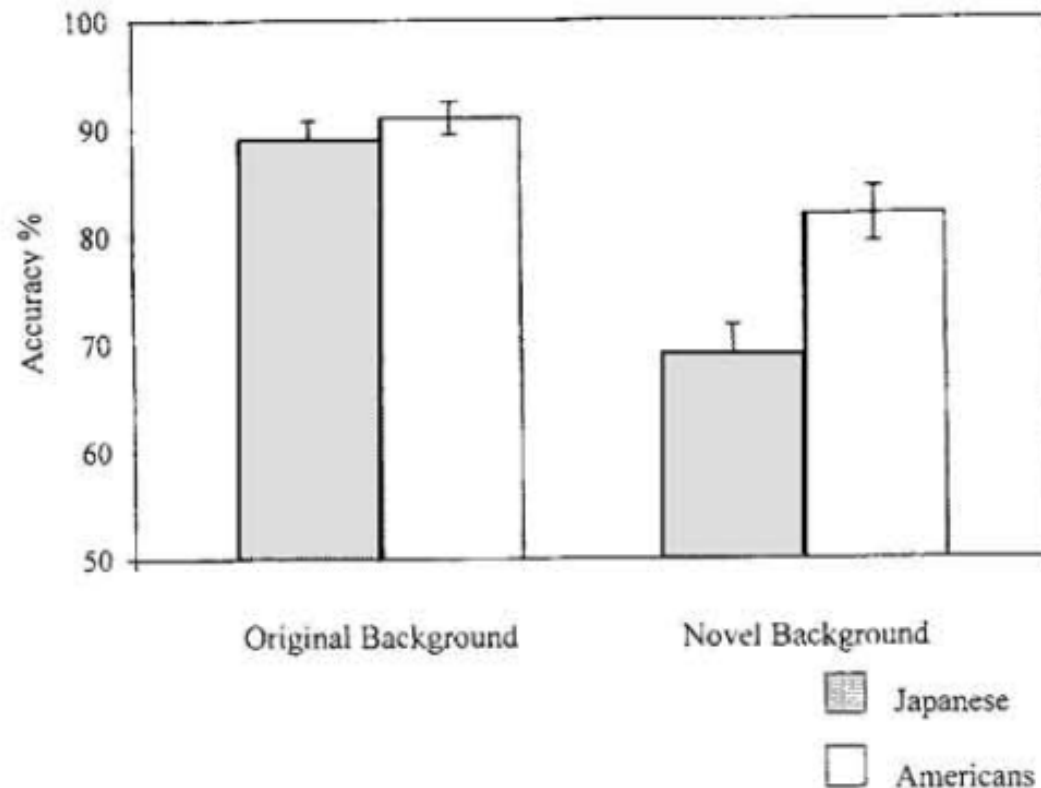
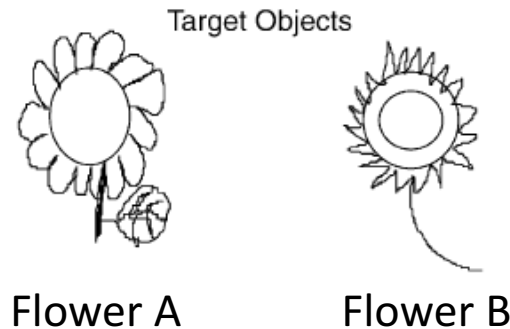
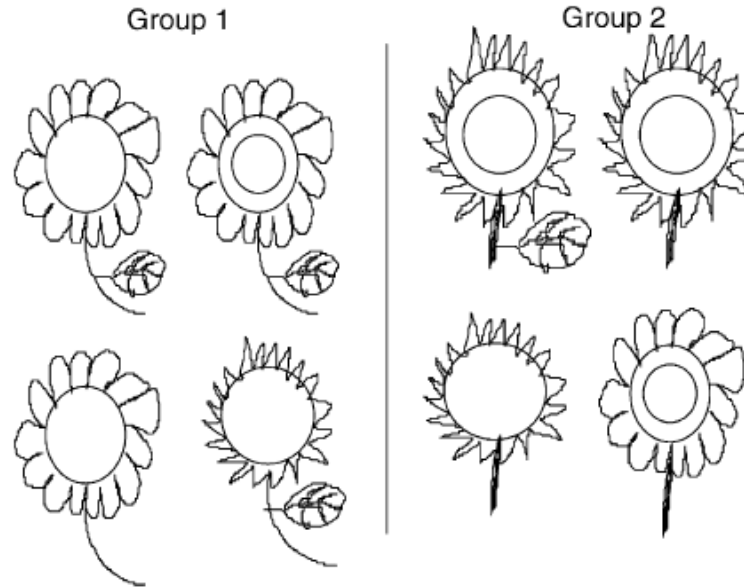


Figure 7. Recognition accuracy for previously seen animals.

Norenzayan, Smith, Kim & Nisbett (2006)

Classification Condition:
asked “which group the target object belongs to.”

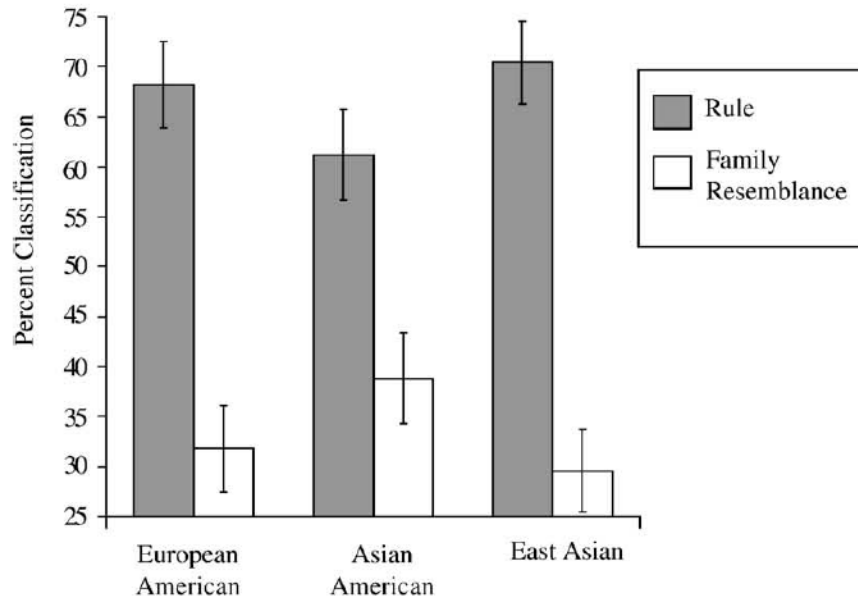
Similarity Judgment Condition: asked “which group the target object is most similar to.”



Norenzayan, Smith, Kim & Nisbett (2006)

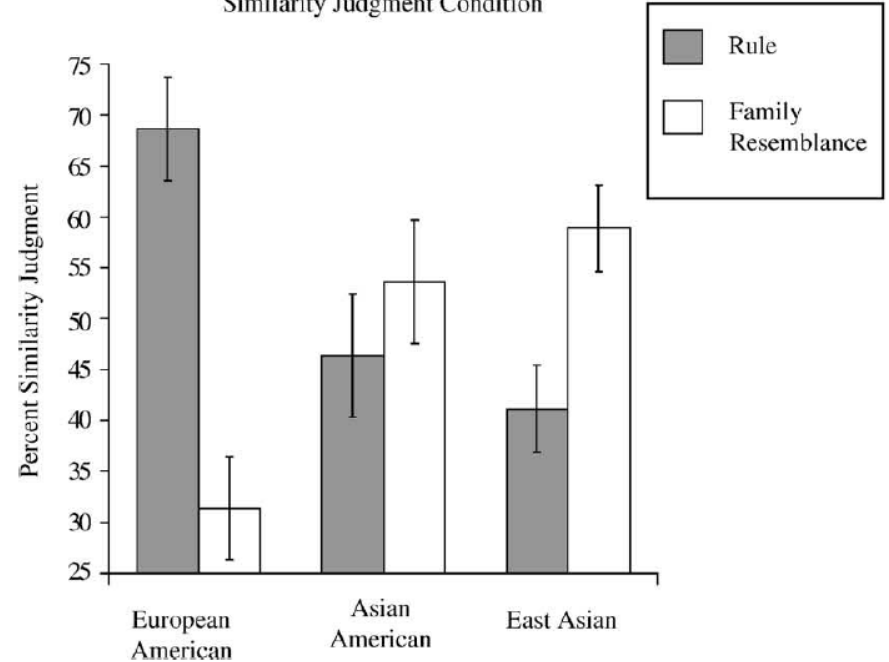
“which group the target object belongs to.”

Classification Condition



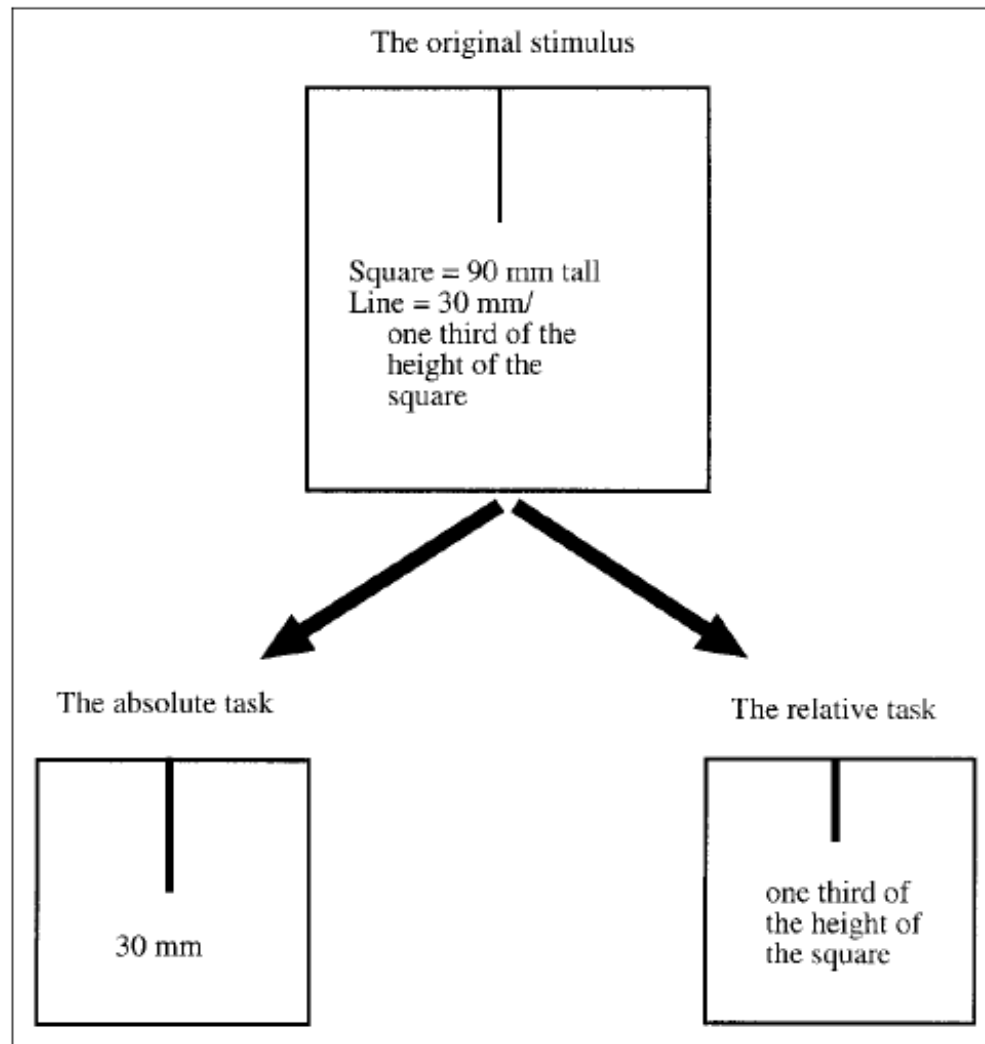
“which group the target object is most similar to.”

Similarity Judgment Condition



Kitayama, Duffy, Kawamura & Larsen (2003)

Framed Line Task



Kitayama, Duffy, Kawamura & Larsen (2003)

Japanese participants are more inaccurate on the absolute task compared to the relative task.

U.S. participants are more inaccurate on the relative task compared to the absolute task.

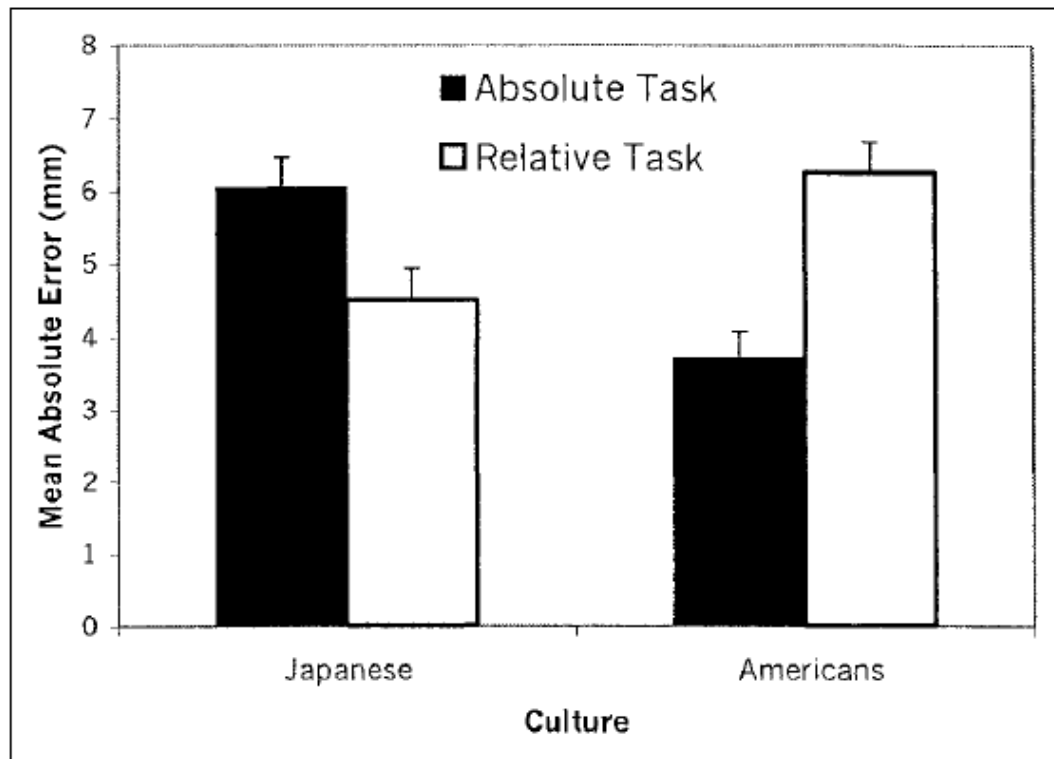


Fig. 2. Results from Study 1: Japanese and American participants' mean error (in millimeters) in the two line-drawing tasks of the framed-line test. The error bars represent standard errors.

Hedden, Ketay, Aron, Markus, & Gabrieli (2008)

East Asian participants exert more attentional effort than U.S. participants on the absolute task.

U.S. participants exert more attentional effort than East Asian participants on the relative task.

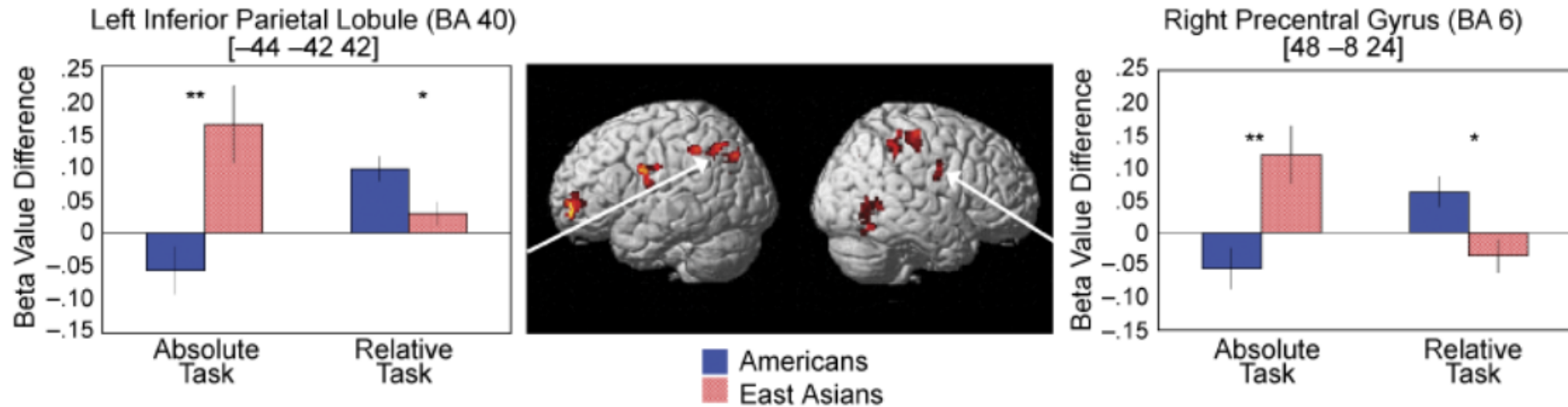


Fig. 1. Illustration of the task (a) and imaging results (b). The task consisted of judging stimuli depicting a vertical line inside a box. In the relative-instruction condition, participants judged whether each box and line combination matched the proportional scaling of the preceding combination; in the absolute-instruction condition, participants judged whether each line matched the previous line, regardless of the size of the accompanying box. In each block of trials, either both instructions led to the same matching response (congruent condition) or both instructions typically led to opposing responses (incongruent condition). The illustration in (b) shows the brain regions identified from the contrast analysis of the nonpreferred task versions (Culture \times Instruction \times Congruency interaction; uncorrected threshold of $p < .005$, cluster size ≥ 49). The bar graphs show beta-value difference scores (incongruent minus congruent) from representative regions of interest. Each region is identified by Brodmann's area (BA) and Montreal Neurological Institute coordinates. Difference scores are shown as a function of instruction (absolute vs. relative) and culture (American vs. East Asian). Asterisks indicate significant differences between the cultural groups, * $p \leq .05$, ** $p \leq .01$.

Markus & Kitayama (1991)

Individualists posited to have an independent view of self.

Collectivists posited to have an interdependent view of self.

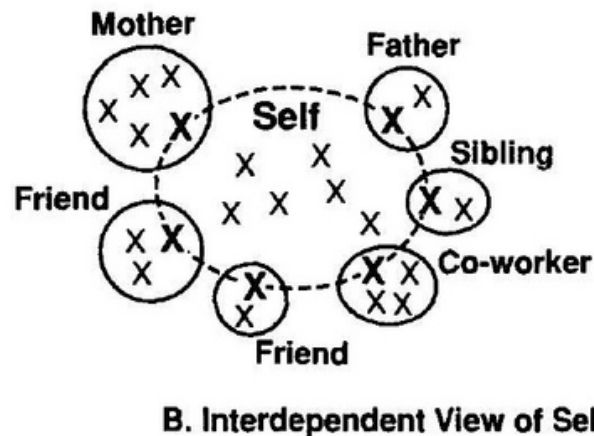
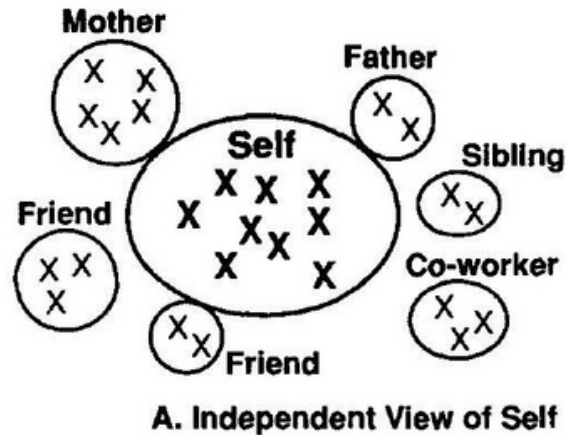


Figure 1. Conceptual representations of the self. (A: Independent construal. B: Interdependent construal.)

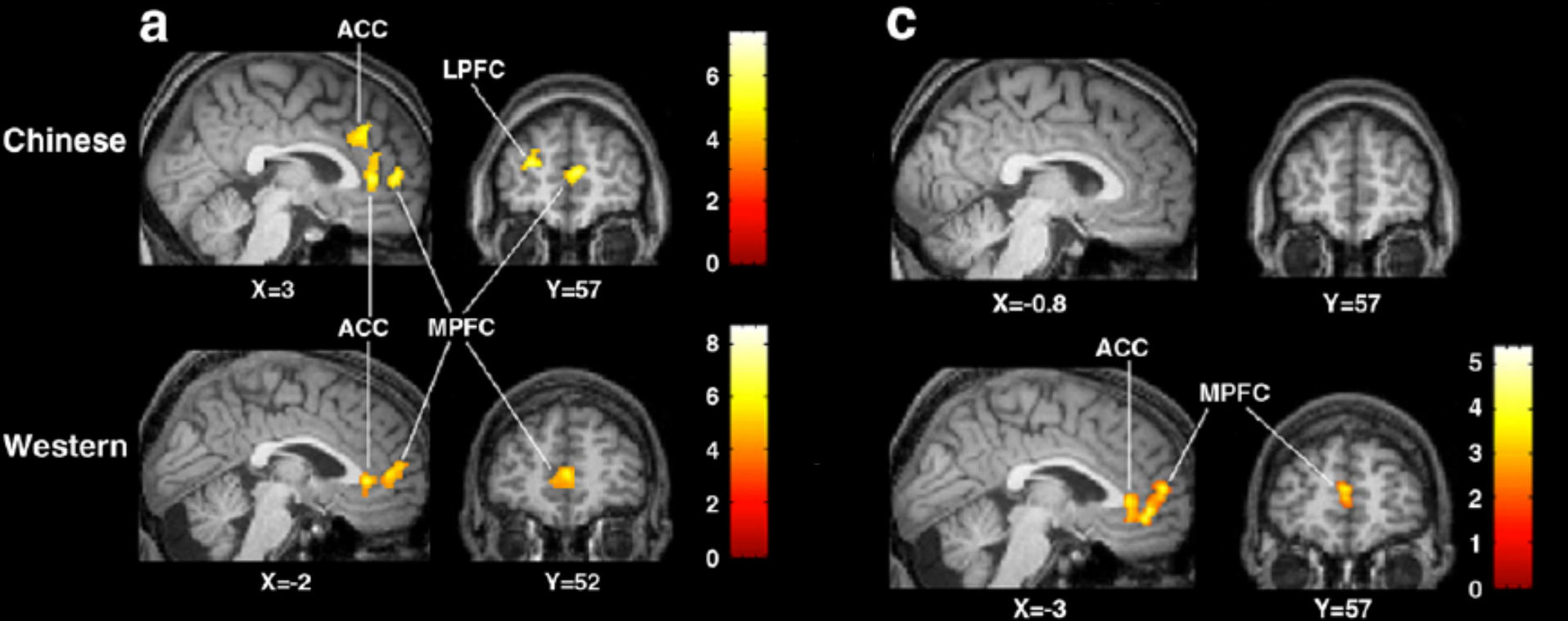
Zhu, Zhang, Fan, & Hana (2006)

- People view a target word: self, mother, other (Bill Clinton for Westerners and Rongji Zhu for Chinese)
- Then they judge whether an adjective is descriptive of that target word.
- They do this task in a scanner measuring fMRI.
- Previous research finds that heightened medial prefrontal cortex (MPFC) activation is associated with judgments related to the self (Craig et al., 1999; Heatherton et al., 2006; Kelley et al., 2002; Lieberman et al., 2004; Zhang et al., 2006).

Zhu, Zhang, Fan, & Hana (2006)

Self minus Other

Self minus Mother



So now what?

- Cultural differences often are deep not just superficial
 - Basic psychological processes may vary with culture
 - Educating our students is not a matter of changing their culture
 - Many decisions, priorities, values may be affected by culture
 - Variations within groups are typically greater than variations among groups

So now what?

- What are ways we can help our students to function biculturally?
- What are ways we can make AC, as an institution, more bicultural?