

1) Read the following statements about how people respond to other people and situations in their lives. Work in pairs and discuss how far you agree with at least two of the statements. Give reasons and examples.

- a) People are generally concerned with how others think, feel, and act, and all the more so in emotional setting.
- b) In individualistic cultures, the cultural task of the individual is to seek out, achieve, and maintain independence from others.
- c) In collective cultures, the cultural task of the individual is one that focuses on interdependent attributes, such as relatedness to others, and the rights, duties, obligations, and responsibilities that are involved in these relationships.
- d) When asked how one feels at present, people respond in accordance with their own unique feelings which are the outcomes of appraisals (evaluations) of different situations and events.

2) Skim the text and decide which of the following statements is a suitable summary.

- a) The text looks at how people evaluate emotions and emotional situations depending on whether they belong to an individualistic or collective culture.
- b) The text explores how people in individualistic cultures relate to and respond to each other in emotional situations.

3) Where do you think the text comes from? Select from the following and give reasons.

- a) a textbook on linguistics
- b) a textbook on psychology
- c) a beginner's guide to sociology

4) Scan the text for the following phrases. Explain what they mean in your own words and then compare with a partner.

Social appraisal, self-image, individualistic (culture), collective (culture), independent-based (culture), interdependent-based (culture)

5) Match summaries a and b with two paragraphs in the text.

a) The authors compare two types of cultures, namely individualistic and collective cultures. In the former the emphasis is on personal qualities that distinguish the individual from other people in society. In the latter, the individual is integrated into society and shares group responsibilities.

b) The authors believe that people's judgments in their lives influence emotion in all cultures. The reasons is that people are influenced by others, but by how much depends on each culture, with the differences in the way self is seen by individualistic and collective cultures. This, in turn, may affect social appraisal.

Cultural significance of social appraisals

We assume that social appraisals, i.e. evaluations or judgments of events and situations that people encounter in their life, play a role in the emotion process in all cultures. This is because people are generally concerned with how others think, feel and act, and all the more so in emotional settings. However, cultures are likely to differ in the extent to which they explicitly value social appraisals. It is by now well established that cultures differ with respect to the way in which self is perceived and this may impact on the importance and strength of social appraisals. A currently influential way of thinking about the differences between cultures, in terms of their impacts on self-image, which in turn can be related to Triandis's (e.g. 1989) distinction between individualistic and collective cultures.

In individualistic cultures, the cultural task of the individual is to seek out, achieve, and maintain independence from others. The characteristic self-image in such a culture is one that focuses on internal attributes, such as ability, personality, preferences, and aspirations; attributes that set the individual apart from other persons. The self is seen as a separate entity, clearly distinct from others. In collective cultures, the cultural task of the individual is one that focuses on interdependent attributes, such as relatedness to others, and the rights, duties, obligations, and responsibilities that are involved in these relationships. The self is seen as a connected entity, not clearly separated from relationships with others. Culturally based variations in the way self is perceived are therefore likely to influence the way emotions and emotional situations are appraised.

Evidence consistent with these arguments comes from recent research by Bagozzi, Wong, and Yi (in press). Drawing on the notion of independent-based and interdependent-based cultures, they proposed that culture and gender interact to produce different patterns of association between positive and negative emotions in memory. Specifically, they expected that positive and negative emotions would be *negatively* associated in independent cultures and *positively* associated in interdependent cultures. The reasoning underlying this prediction is as follows: in independent cultures there is a tendency to differentiate the self from others and to perceive attributes of persons (such as emotions) as discrete categories; in interdependent cultures, by contrast, the self is seen in relation to others and to social context, and emotions and other attributes of the individual are seen neither as a way of differentiating the self from others nor as a basis for social action.

Bagozzi and colleagues also predicted that these cultural differences would be greater for women than for men, as a result of women's greater knowledge and skill in dealing with emotions. Comparing American and Chinese respondents' reports of how intensely they felt each of a number of emotions "right now," the investigators found good support of their predictions. For example, intensity measures of joy and negative emotional response were *negatively* correlated for American men and women (but more strongly so in women than men), whereas they were unrelated in Chinese men and *positively* related in Chinese women. It seems, then, that the way in which self is perceived in independent and interdependent cultures can have quite a profound effect on the way in which emotional response is represented. Bagozzi and colleagues interpret these findings in terms of appraisal processes: "When asked how one feels at present, people respond in accordance with their own unique feelings which are the outcomes of appraisals of different situations and events. People will differ in intensity of felt emotional response but will interpret this in the light of their cultural world views and knowledge of their own emotions."

Complete the following with these words:

After, already, but, did, equation, fate, half, however, in the end, it, mathematics, not, questions, so (2x), such as, therefore, these, this (2x), to, where, whether, which, without

I decided to try and write a popular book about space and time (1) _____ I gave the Loeb lecture at Harvard in 1982. There were (2) _____ a considerable number of books about the early universe and black holes, ranging from the very good, (3) _____ Steven Weinberg's book, *The First Three Minutes*, (4) _____ the very bad, (5) _____ I will not identify. (6) _____, I felt that none of them really addressed the (7) _____ that had led me to do research in cosmology and quantum theory: (8) _____ did the universe come from? How and why did (9) _____ begin? Will it come to an end and if (10) _____, how? (11) _____ are questions that are of interest to us all. (12) _____ modern science has become (13) _____ technical that only a very small number of specialists are able to master the (14) _____ used to describe them. Yet the basic ideas about the origin and (15) _____ of the universe can be stated without mathematics in a form that people (16) _____ a scientific education can understand. (17) _____ is what I have attempted to do in this book. The reader must judge (18) _____ I have succeeded.

Someone told me that each equation I included in the book would halve the sales. I (19) _____ resolved (20) _____ to have any equations at all. (21) _____, however, I (22) _____ put in one equation, Einstein's famous (23) _____, $E=mc^2$. I hope that (24) _____ will not scare off (25) _____ of my potential readers. (Steve W. Hawking: *A Brief History of Time*)