

Workshop on Advances in Multicultural Studies

Presenter: Professor Ying-yi Hong (Chinese University of Hong Kong)

Workshop Description

The overall goal of this two-day workshop is to understand advanced methods and theories in multicultural studies. Since 1990, the worldwide count of immigrants and expatriates by birth or citizenship has grown by 75 percent (*International Migration Report 2013*, 2013), reaching 250 million in 2015; in 2016, the annual increase in refugee number has surpassed that of any year since World War II. On top of migration, international tourism has increased from 25 million to 1133 million in 2014 (UNWTO, 2015). Global internet usage has grown from 14 million to 2.93 billion between 1993 and 2014 (Internet Users by Year, 2014). Taken as a whole, these aspects of globalization have heightened intercultural exposure and the diversity of societies.

As an adaptation to globalization, many individuals are acquiring identities that pertain to more than one culture (e.g., Chinese-Britain-American). To understand the formation, maintenance, and impact of multicultural identity, researchers study it at multiple levels of analysis. This workshop will review methods and theories to study culture and identity, and how culture and identity guide individuals' cognition, affect, and behavior in contemporary multicultural era. Research has shed light on how, when, and whom would benefit (vs. suffer) from multicultural exposure.

The major goals of this workshop are to facilitate students' (1) appreciation of cultural influences on human psychology, (2) understanding of the potential consequences of multicultural exposure, and (3) consideration of culture and identity as variables in their research.

Requirements

Students are required to read all the readings and answer all the questions before coming to class (5 readings and 3 questions for each day). There will be lectures and group discussion sessions during the two days.

To complete the workshop students are required to actively participate in the classes.

Schedule and Topics

Day 1: 9am-12noon and 1pm-4pm (rooms 1.04 / 2.03)

Discussion topics:

- **How to define culture?**
- **What are the major approaches to understand cultural influences?**
- **How to understand cross-cultural differences?**
- **Building and testing theories**

Readings:

Hong, Y. (2009). A dynamic constructivist approach to culture: Moving from describing culture to explaining culture. In Wyer, R. S. Jr., Chiu, C., & Hong, Y. (Eds.) *Understanding culture: theory, research and application*. (pp.3-23). New York: Psychology Press.

Gelfand, M. J. et al. (2011). Differences between tight and loose cultures: A 33-nation study. *Science*, 332, 1100.

Hong, Y., Morris, M., W., Chiu, C., Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55, 709-720.

Hong, Y., & Chiu, C. (2001). Toward a paradigm shift: From cross-cultural differences in social cognition to social-cognitive mediation of cultural differences. *Social Cognition*, 19, 181-196.

Hong, Y., Chao, M. M., Yang, Y. J., & Rosner, J. L. (2010). Building and testing theories: Experiences from conducting social identity research. *Acta Psychological Sinica*, 42, 22-36.

Questions:

1. What does “describing culture” mean? What does “explaining culture” mean?
2. Describe the roadmap to test cultural influences on cognition or behavior.
3. What are the steps in building and testing theories?

Day 2: 9am-12noon and 1pm-4pm (room 2.15)

Discussion topics:

- **How to understand multicultural mind and multicultural identities?**
- **What are the potential benefits of multicultural exposure?**
- **What are the potential drawbacks of multicultural exposure?**
- **What are the consequences of cultural mixing?**

Readings:

Tadmor, C. T., Hong, Y., Chao, M. M., Wiruchnipawan, F., & Wang, W. (2012). Multicultural experiences reduce intergroup bias through epistemic unfreezing. *Journal of Personality and Social Psychology*, *103*, 750-772.

Chao, M., Chen, J., Roisman, G., & Hong, Y. (2007). Essentializing Race: Implications for bicultural individuals' cognition and physiological reactivity. *Psychological Science*, *18*, 341-348.

Tadmor, C. T., Chao, M. M., Hong, Y., & Polzer, J. T. (2012). Not just for stereotyping anymore: Racial essentialism reduces domain-general creativity. *Psychological Science*, *24*, 99-105.

Leung, A. K-y., Maddux, W. W., Galinsky, A. D., & Chiu, C-y. (2008). Multicultural experience enhances creativity: The when and how? *American Psychologist*, *63*, 169-181.

Cheon, B. K., Christopoulos, G. I., Hong, Y. (2016). Disgust associated with culture mixing: Why and Who? *Journal of Cross-Cultural Psychology*, *47* (November), 1268-1285, doi: 10.1177/0022022116667845

Questions:

4. What are the differences between multicultural identities and multicultural mind?
5. What are the pros and cons of multicultural exposure?
6. Who would feel more disgusted toward mixing multiple cultures?