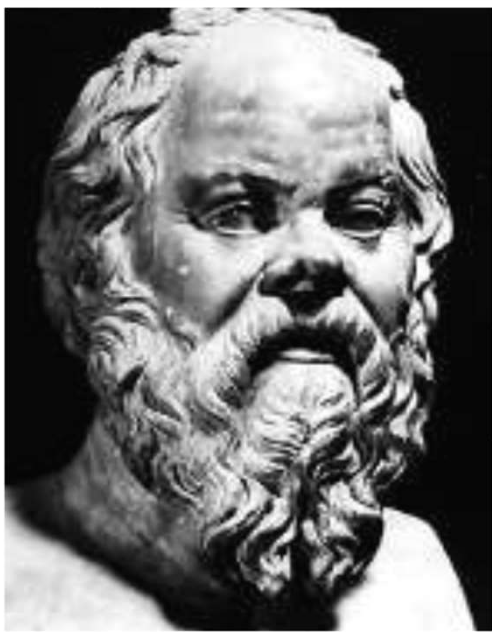




WEEK 7
Culture and self
Unit 2: Culture and self

The Self: Socrates



Western philosophy: Socrates (469–399 BC)

- Individual as a basic unit of analysis, meaning "indivisible"
- Unexamined life is not worth living
- Know thyself

Self: William James

The "Me	The "I"
Object	Subject
Empirical	Awareness
Known	Knower
Changing	Constant

Self: William James

Aspects of Me Example

1. Physical : Height, weight, looks
2. Psychological : Personality, intelligence, values, attitudes
3. Material : Possession, wealth
4. Relational : Role, family, friends, relationship
5. Social : Occupation, education level, social status

Self: William James

Aspects of Me

1. Actual me : In the present
2. Potential me : In the future
3. Ideal me : As desired

Self: William James

Aspects of "I"

1. **Regulative** : Regulates thoughts, emotions and behavior
2. **Reflective** : Monitors, inquisitive, phenomenological
3. **Evaluative** : Preferences, likes-dislikes, critical
4. **Directive** : Goals, plans, future-oriented, idealistic
5. **Integrative** : Identity, coherence, continuity

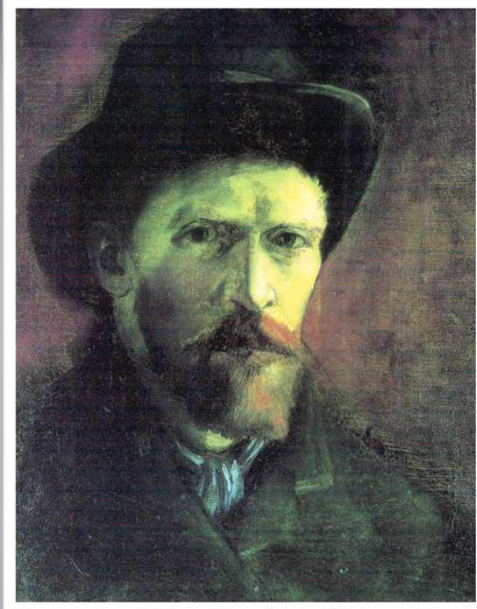
Van Gogh: June, 1888



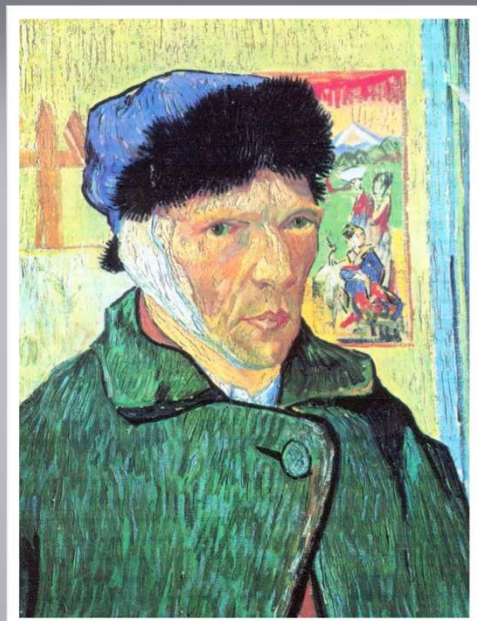
Van Gogh: June, 1889



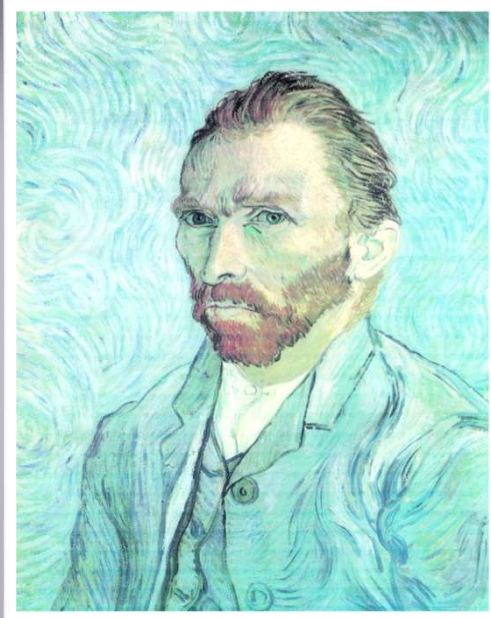
Van Gogh



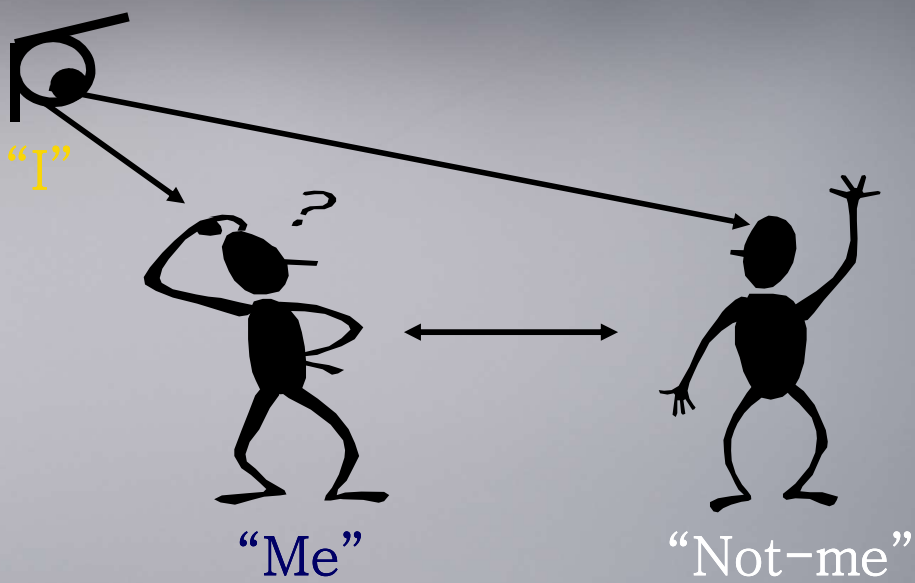
Van Gogh: December, 1888



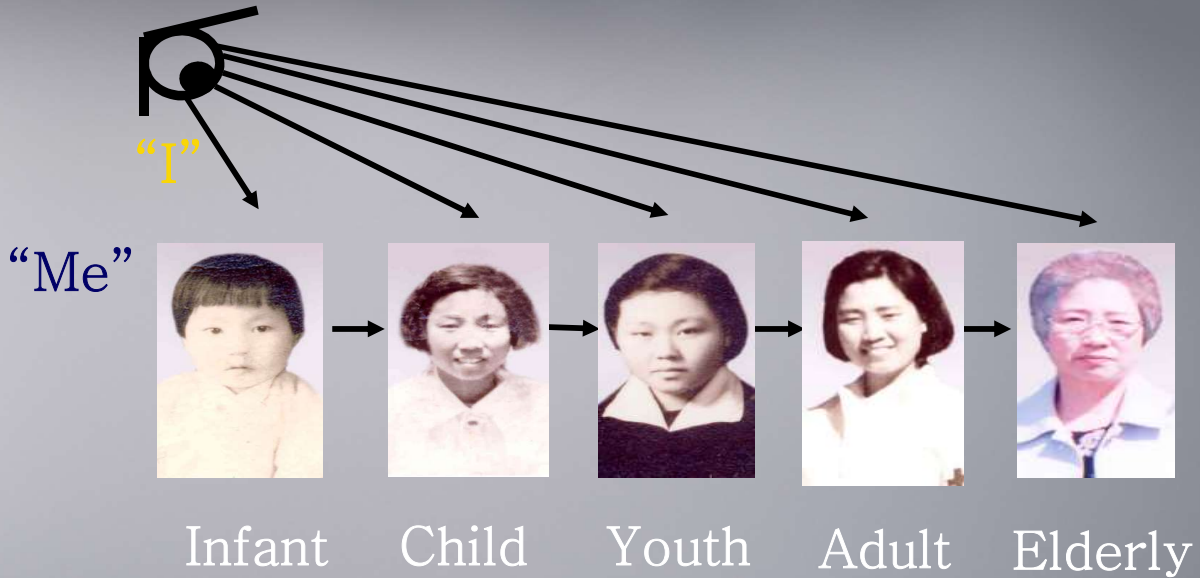
Van Gogh



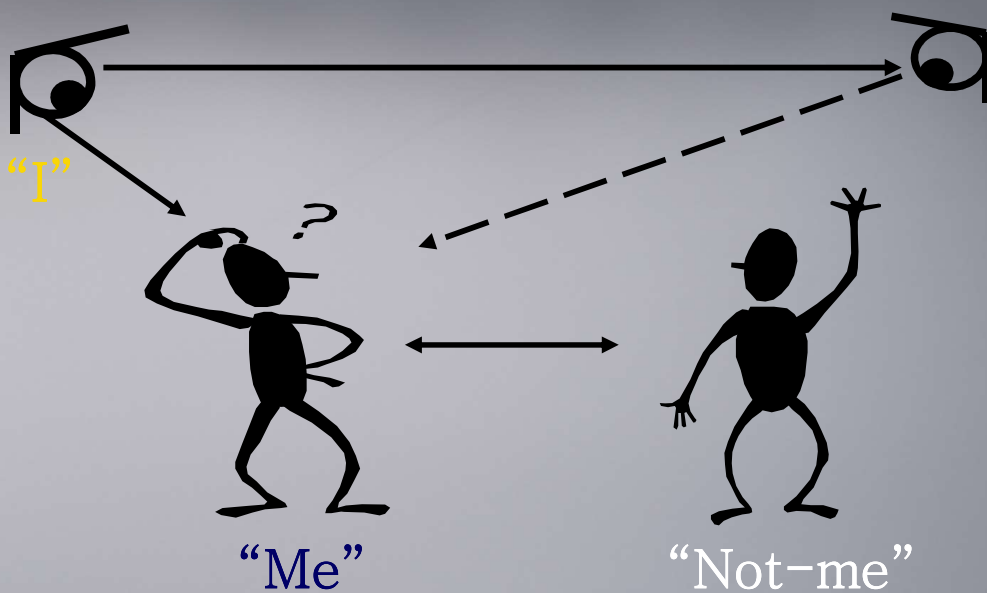
Self-identity



Maintenance of self-identity



Self-identity and other's perception



Picasso: Guernica



Picasso





Part II

Culture and self

Independent, interdependent self

- ❖ Socialization practices that promote individualism help to foster a conception of self that is discrete and autonomous
- ❖ Socialization practices that inculcate collectivism promote a conception of self that is embedded and situated

Independent, interdependent self

- ❖ Markus and Kitayama (1991) describe individuals with the independent view of self as being "egocentric, separate, autonomous, idiocentric, and self-contained" (p. 226)

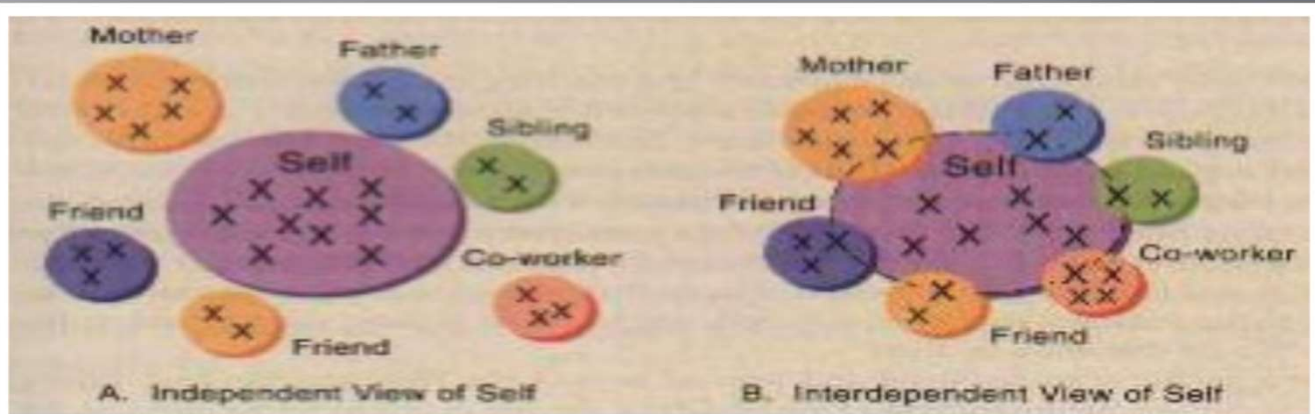
Independent, interdependent self

- ❖ They have reviewed empirical studies and found that the independent view of self emphasizes the following four themes: 1) internal attributes, 2) discrete boundary demarking self and others, 3) self-fulfillment and freedom of choice, and 4) decontextualized and abstracted conception of self

Values of children

- ❖ Interdependent individuals, in contrast, are considered to be "sociocentric, holistic, collective, allocentric, ensembled, constitutive, contextualist, and relational" (p. 227)
- ❖ They foster a frame of reference that emphasizes: 1) context and situation, 2) positional status and role, 3) internal constraints, 4) others-focused orientation, and 5) social harmony and collective welfare

Independent vs. interdependent self



From: Markus & Kitayama (1994)

Independent, interdependent self

- ❖ Madaay and Szalay (1976) empirically verified the importance of the interdependent view of self in Korea and the independent view of self in the United States
- ❖ They conducted a free association study to examine psychological connotations of "me" with a sample of Korean and American adults

Independent, interdependent self

- ❖ The four most frequent themes that emerged for the Korean sample were: 1) family, love, 2) ideals, happiness, freedom, 3) hope, ambition, success, and 4) money, material goods
- ❖ The four most frequent themes for American respondents were: 1) I, person, individual, 2) other people, 3) tired, lonely, physical appearance, and 4) good, friendly, sociable

Independent, interdependent self

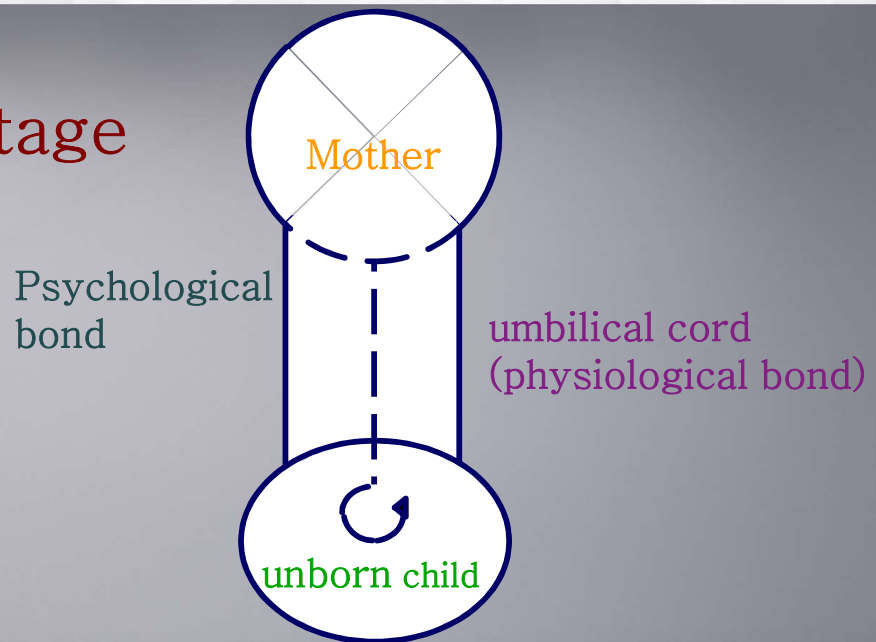
- ❖ They note that Koreans and Americans need to relate to and prove their worth to a different set of significant others
- ❖ Americans need to prove their worth to strangers and appearance, friendliness, and sociable behavior are emphasized

Independent, interdependent self

- ❖ For Koreans, the family occupies the central place and individual members are encouraged to contribute to a family's happiness and material success

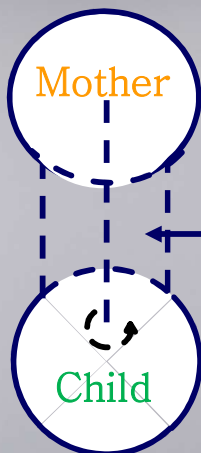
Developmental sequence of self

I. Prenatal stage

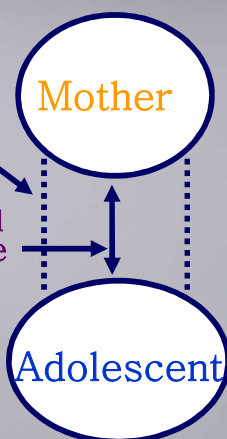


Development of individuated self

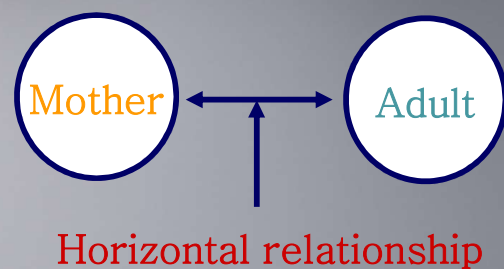
Childhood



Adolescence

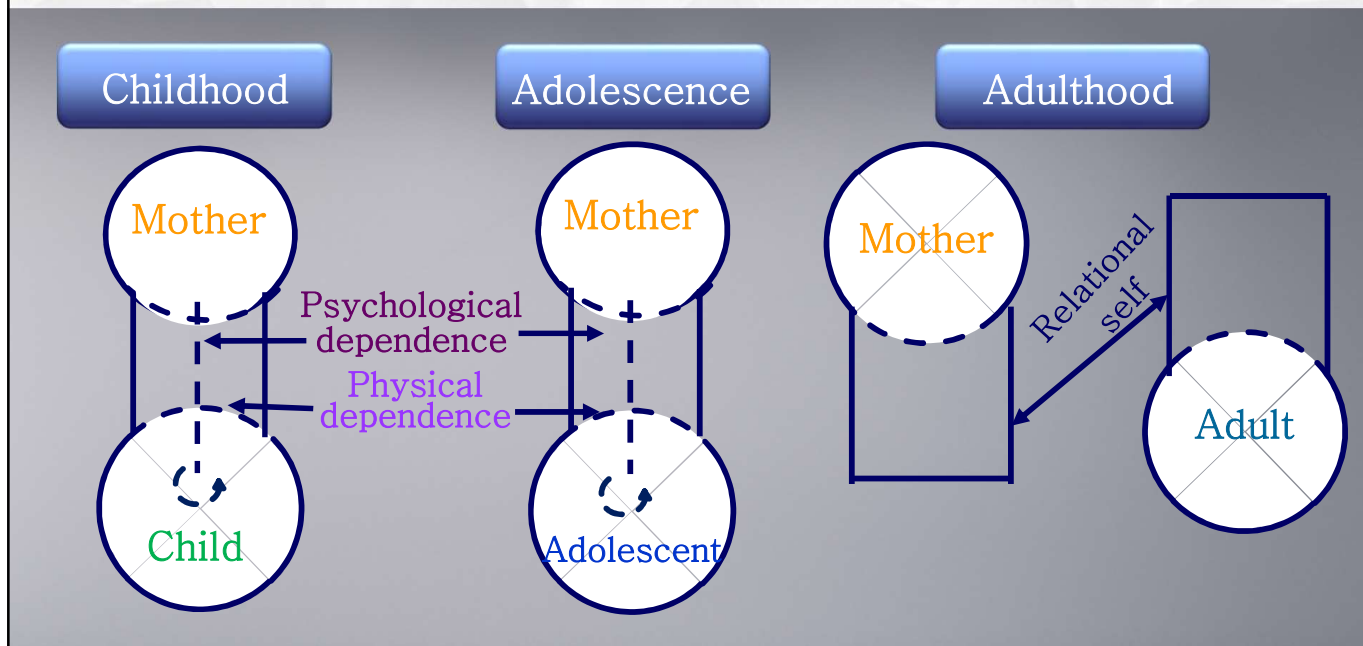


Adulthood

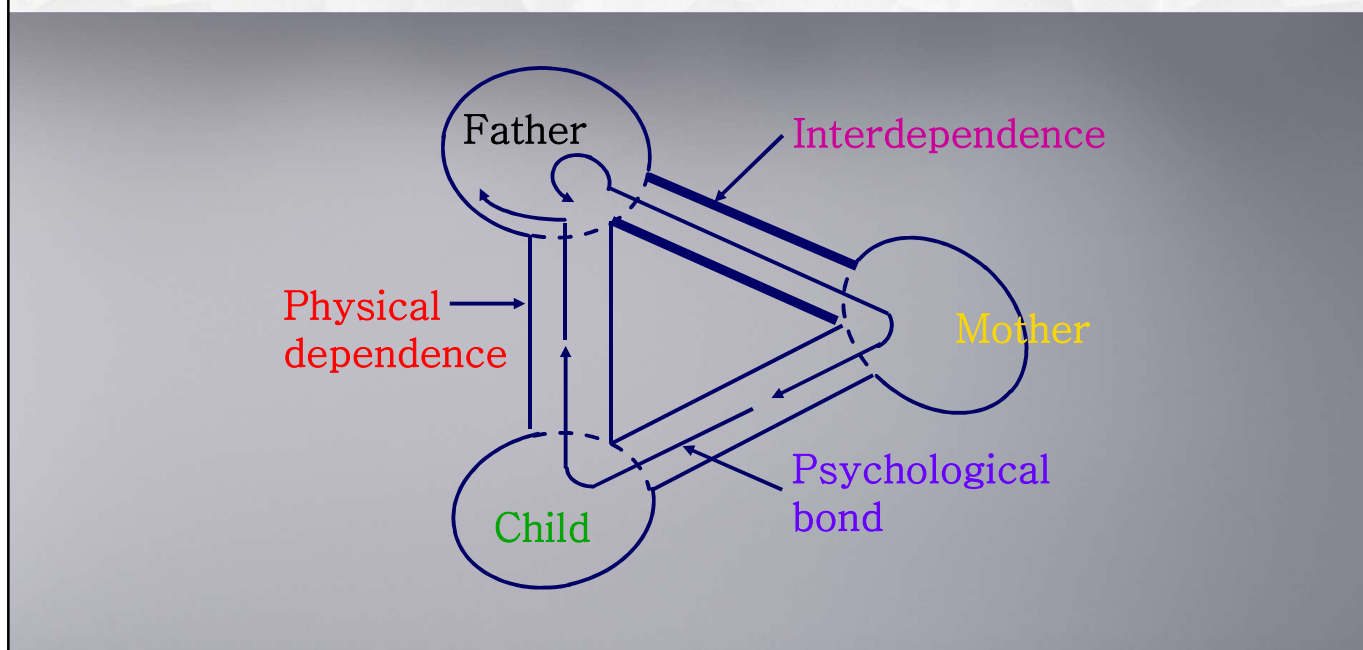


Source: Kim (2002)

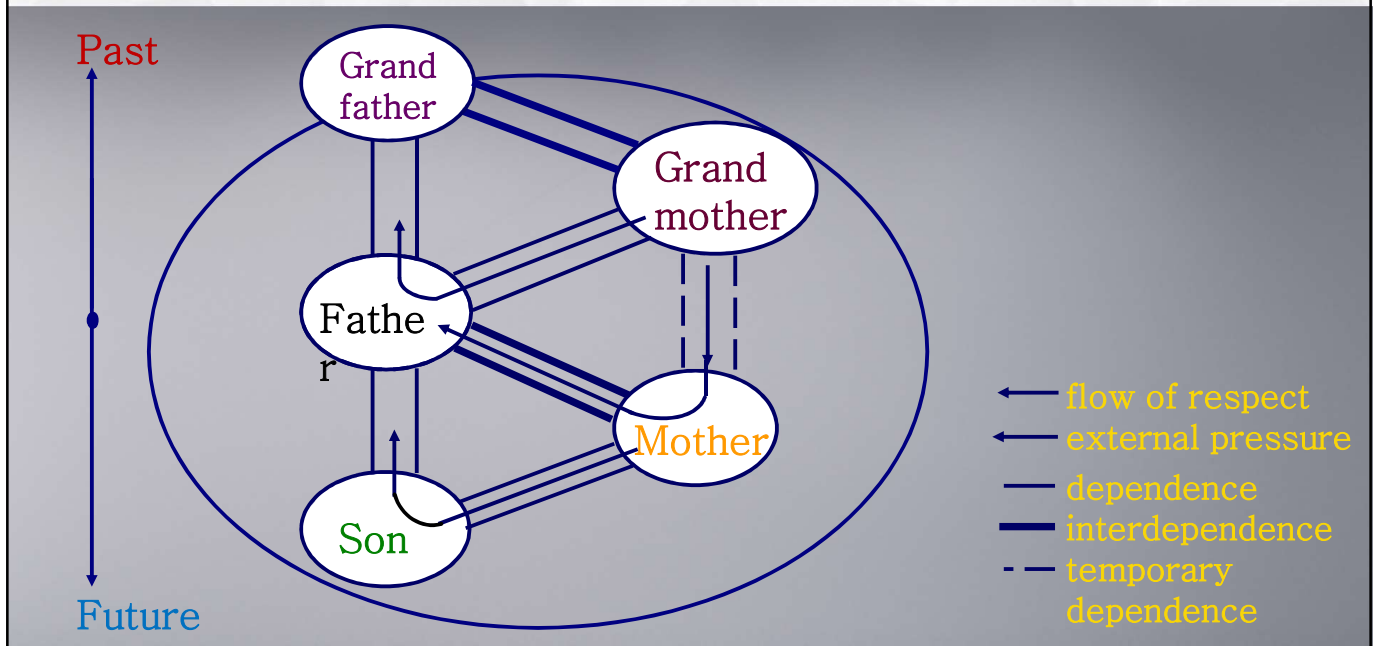
Development of relational self



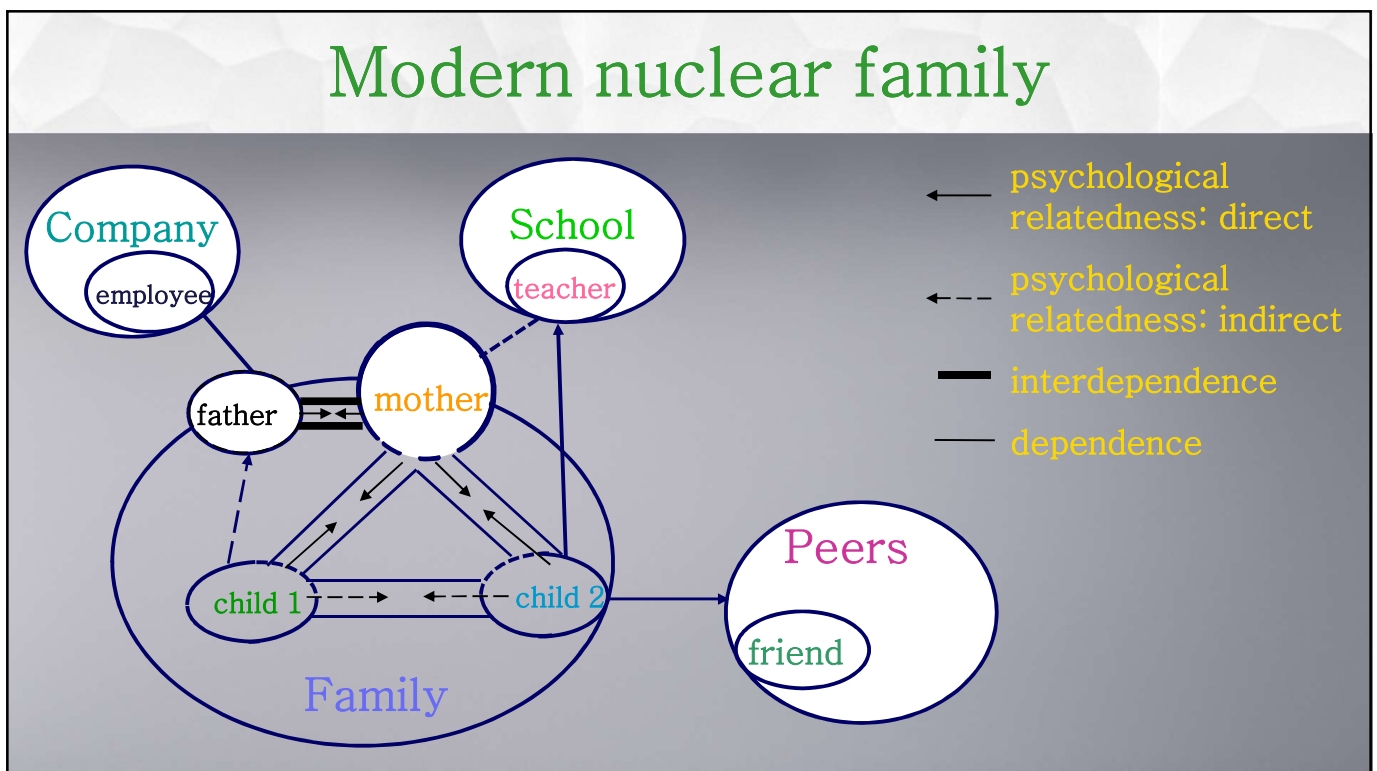
Triadic relationship

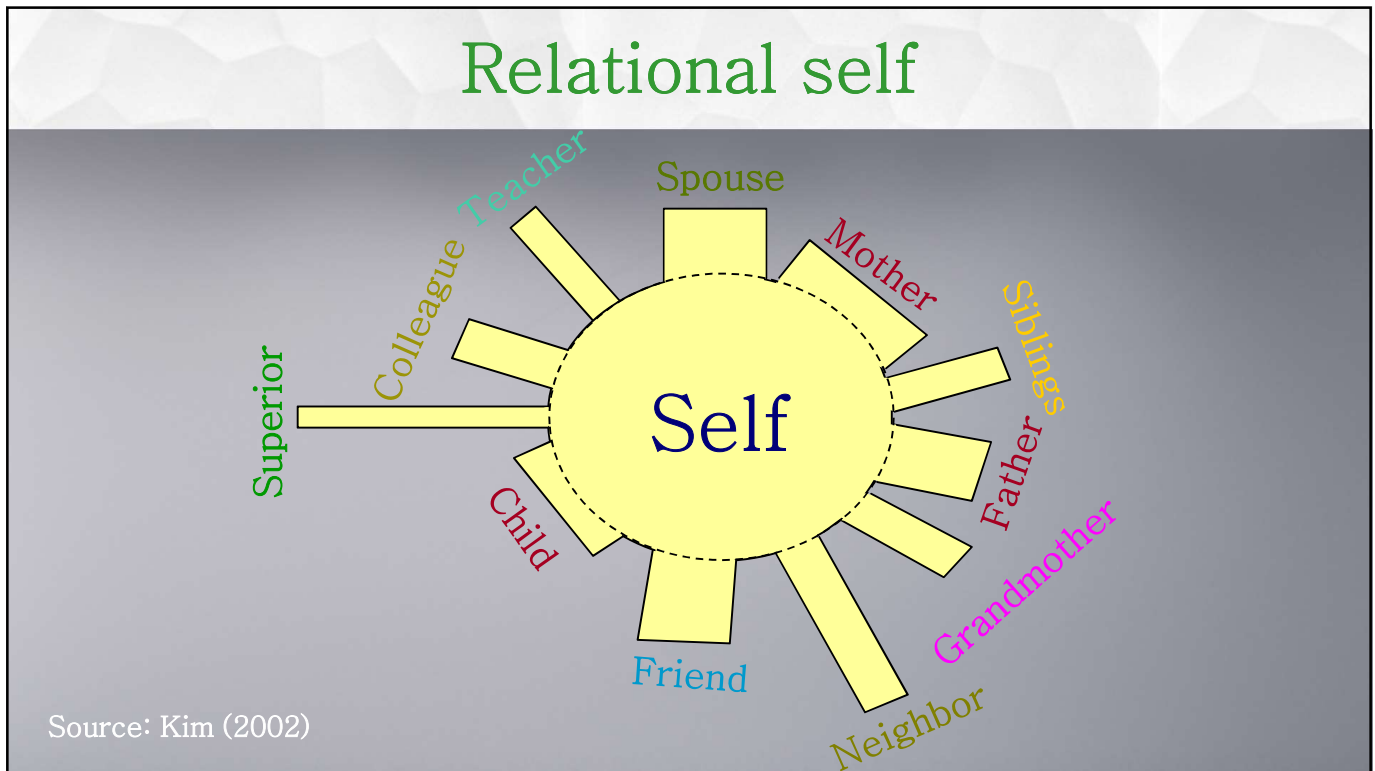


Extended family



Modern nuclear family

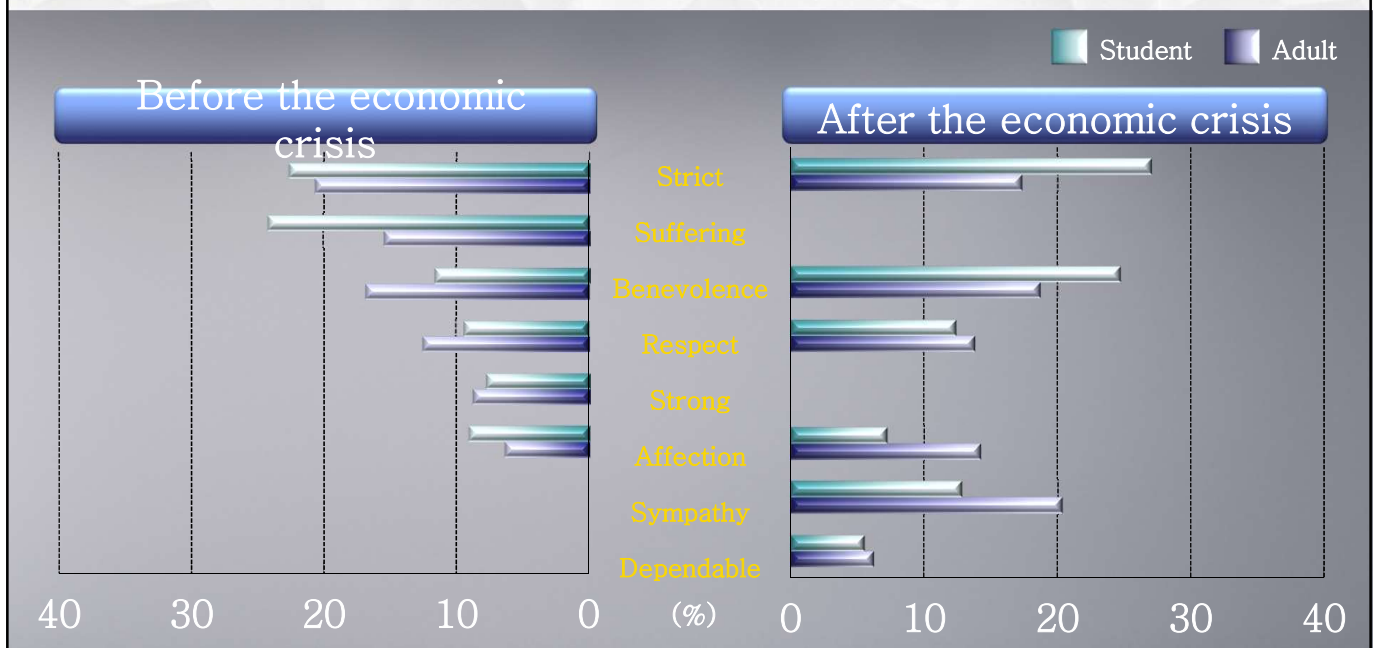




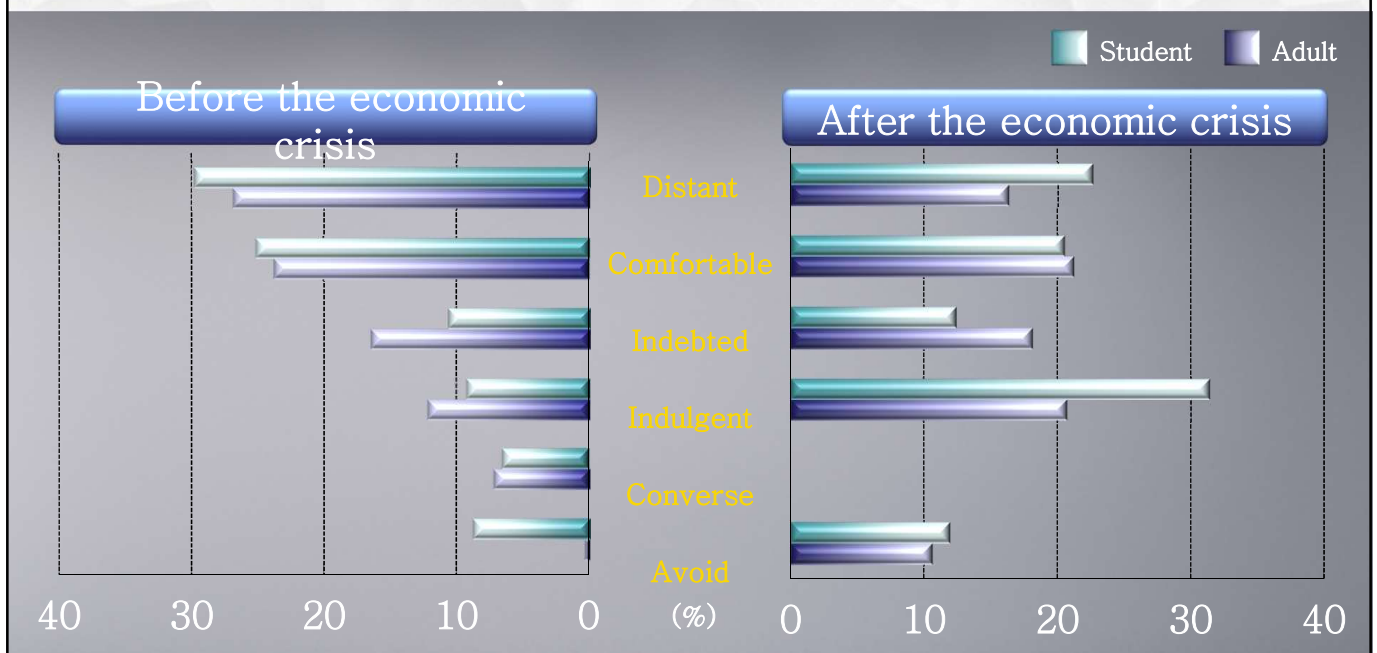
Sample characteristics

	Total	Students				Adults			
		Primary	Junior	Senior	University	Total	Male	Female	Total
Male	646	73	65	62	46	246	421	-	421
Female	819	75	64	82	156	377	-	421	421
Total	1,465	148	129	144	202	623	421	421	842

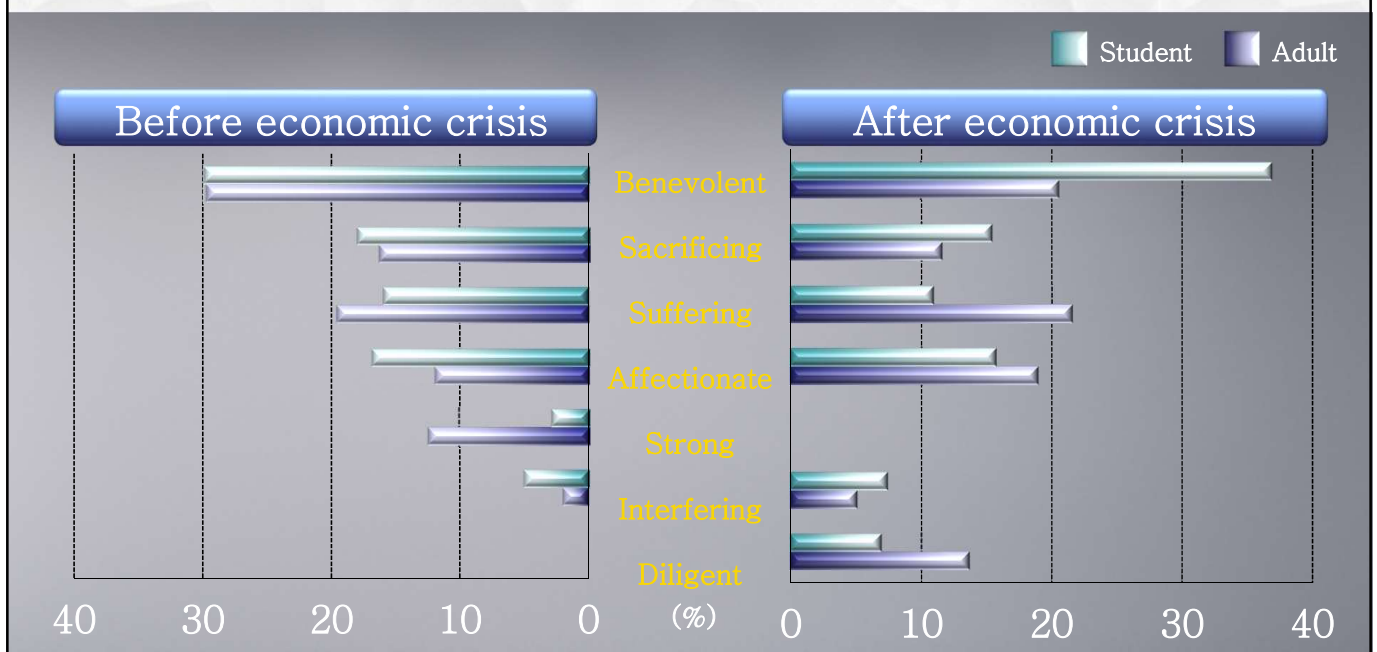
When I think of my father...



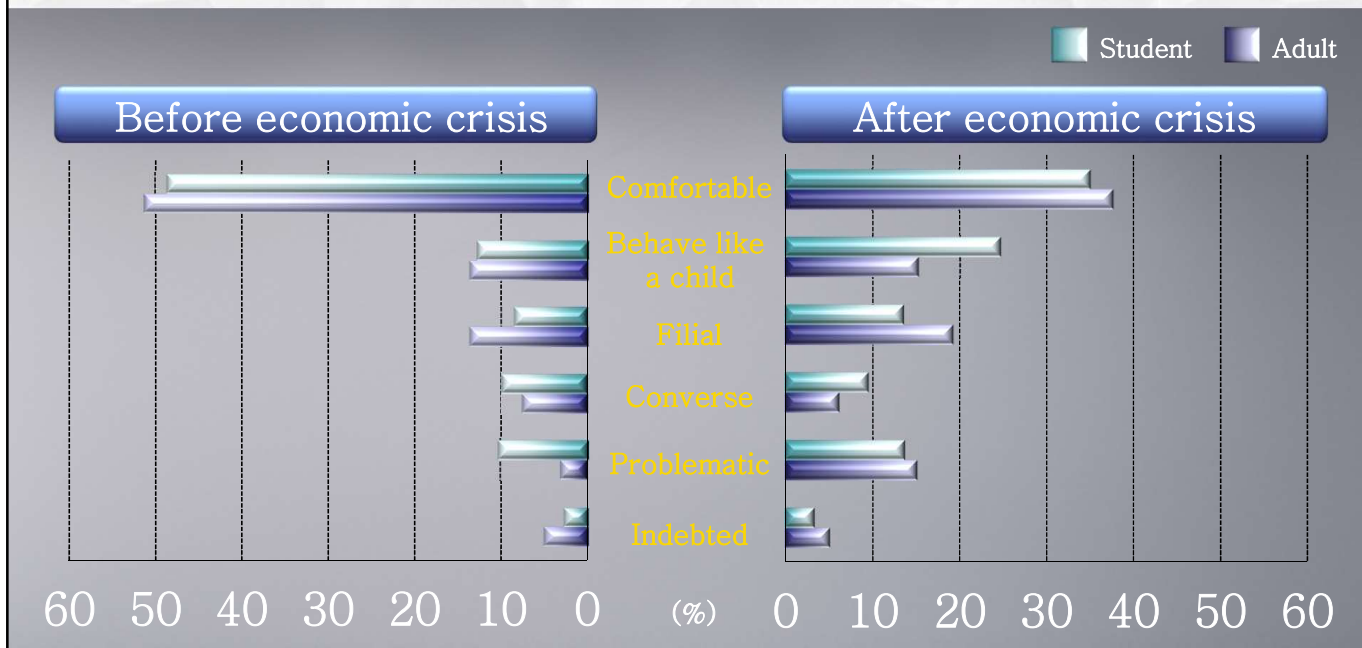
When I am with my father, I am...



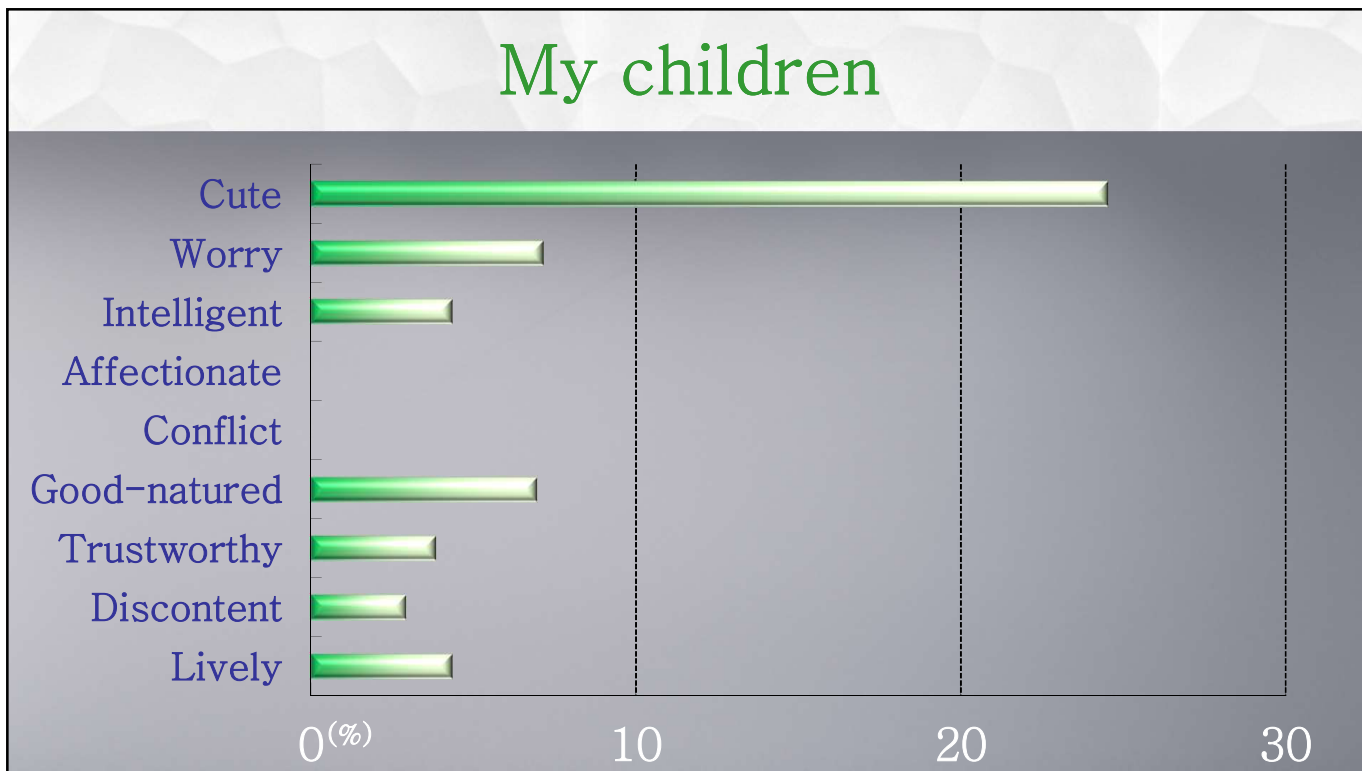
When I think of my mother...



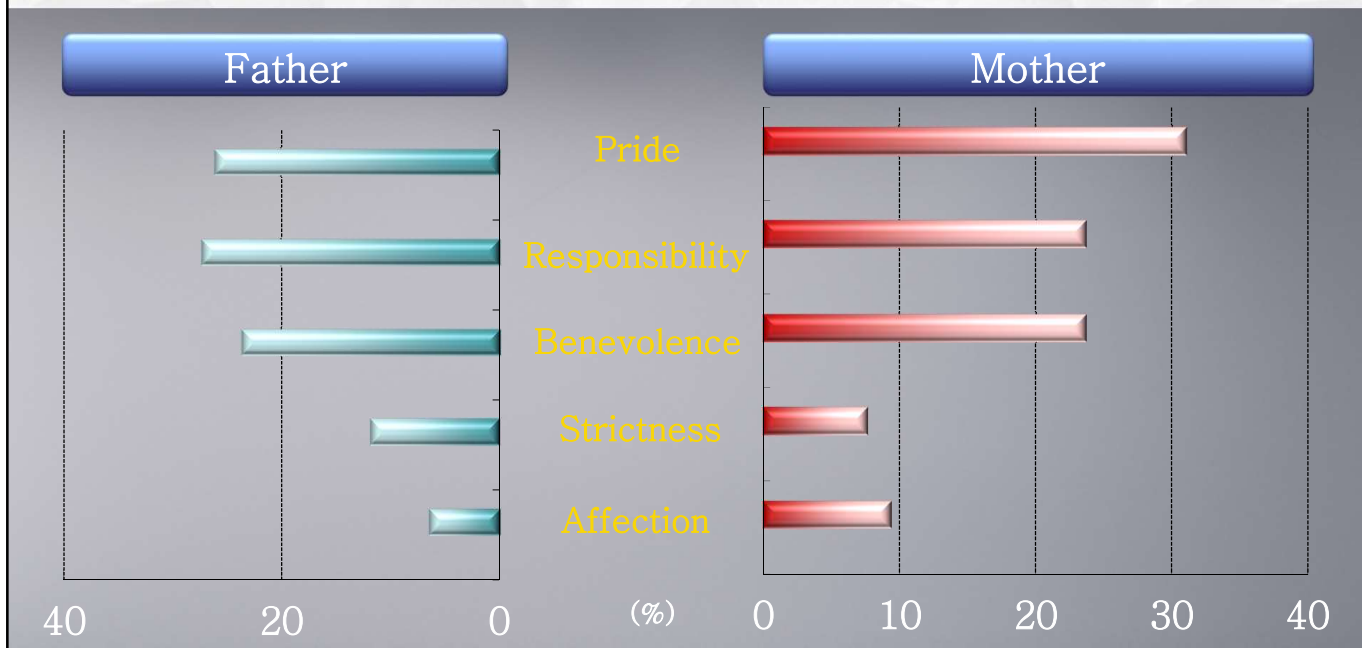
When I am with my mother, I am...



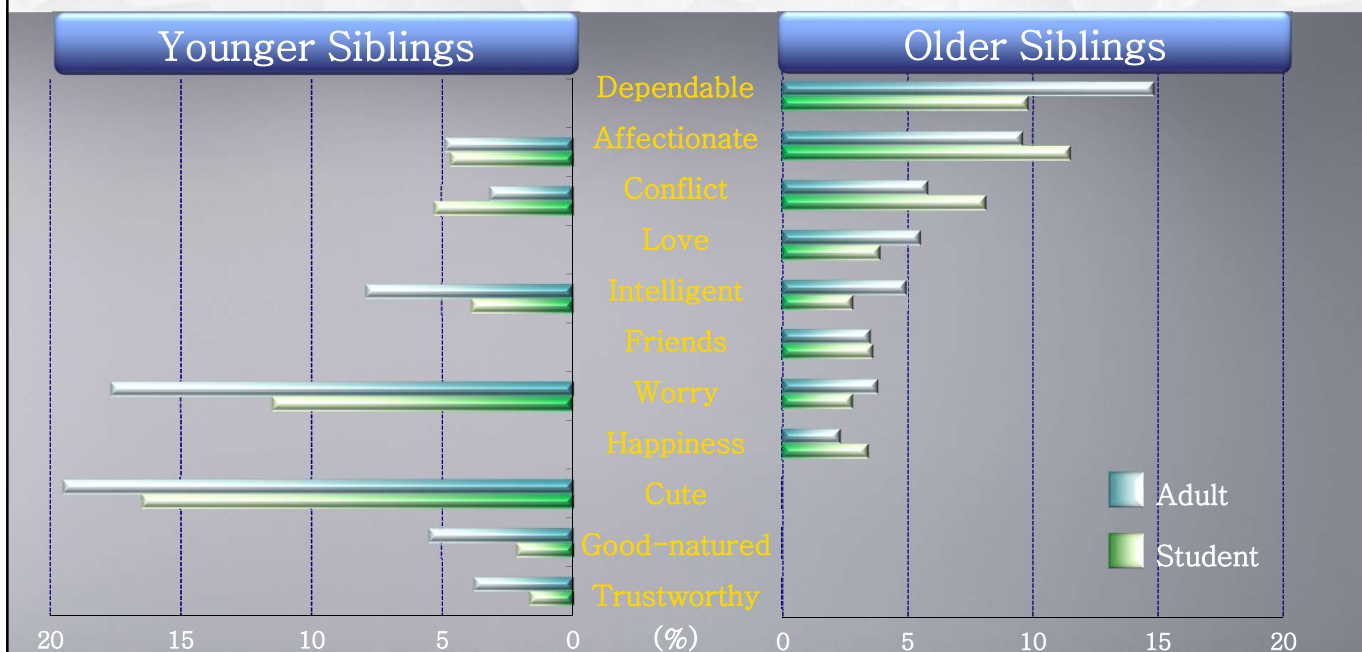
My children



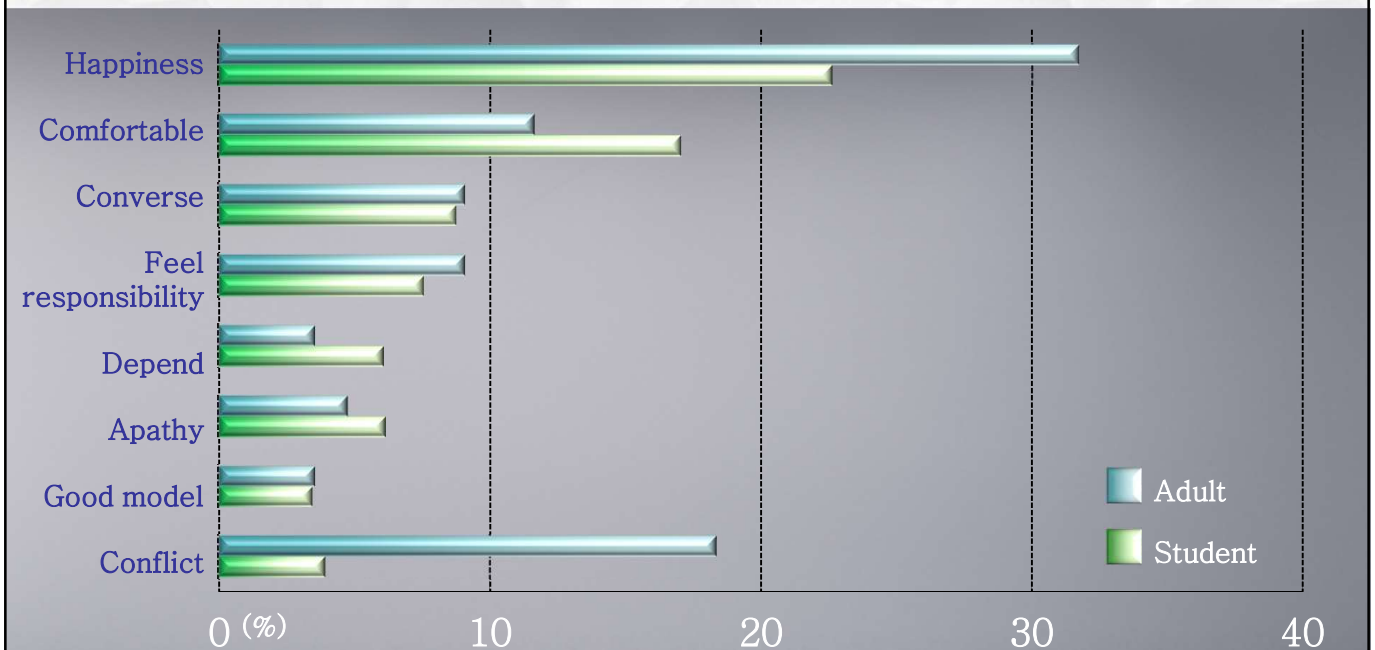
When I am with my children



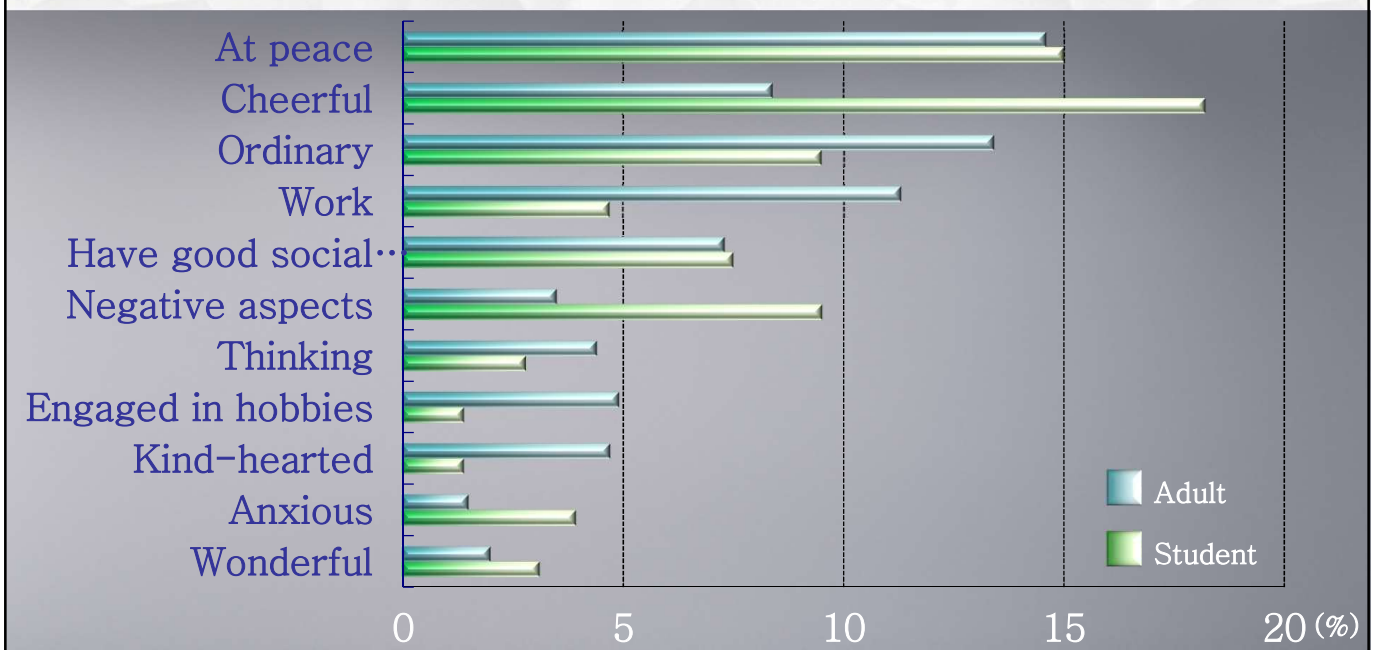
My older and younger siblings



When I am with my sibling, I am...



In general, I am...



Who am I?

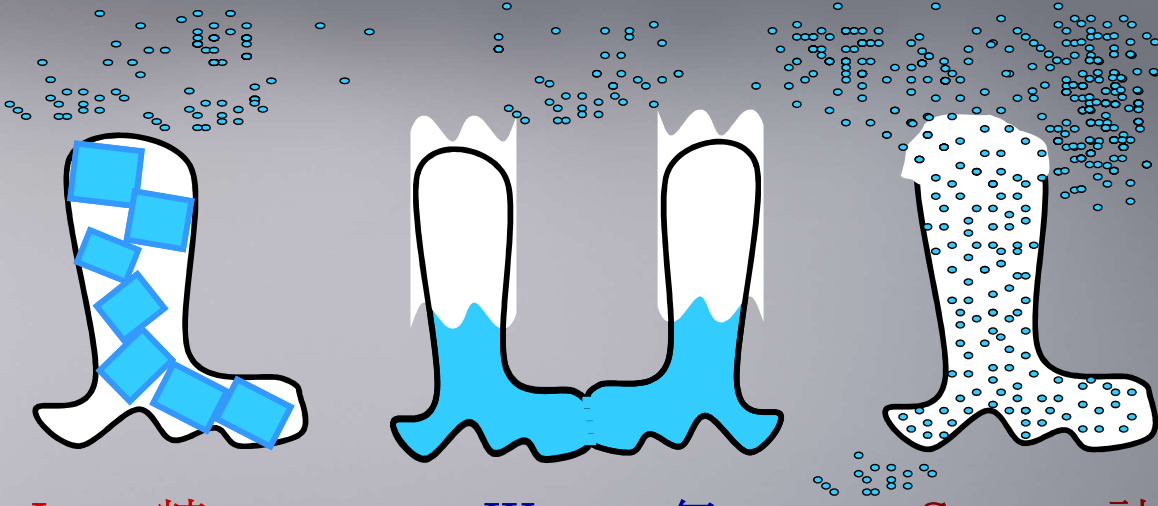
Socrates: Know thyself

1. John Locke: I am born rational and free
2. Prophet Muhammad: Surrender to the will of God/Allah
3. Shakespeare: To be or not to be, that is the question

Who am I?

4. Descartes: I think, therefore, I am
5. Confucius: I feel, therefore, I am
6. Buddha: i no longer exist, therefore, I am

Three facets of the self



Ice, 精
Body

Water, 氣
Emotions

Steam, 神
Ideas

Water

