



20 statement test

- ▷ *Jsem...*
- ▷ *Jsem...*
- ▷ *Jsem...*

Misty Hyman (USA) “I think I just stayed focused. It was time to show the world what I could do. I am just glad I was able to do it. I knew I could beat Suzy O’Neil, deep down in my heart I believed it, and I know this whole week the doubts kept creeping in, they were with me on the blocks, but I just said ‘No, this is my night’”

Naoko Takahashi (Japan) “Here is the best coach in the world, the best manager in the world, and all of the people who support me—all of these things were getting together and became a gold medal. So I think I didn’t get it alone, not only by myself”

(Markus, Uchida, Omoregie, Townsend, & Kitayama, 2006, p. 103)

20 Statement test

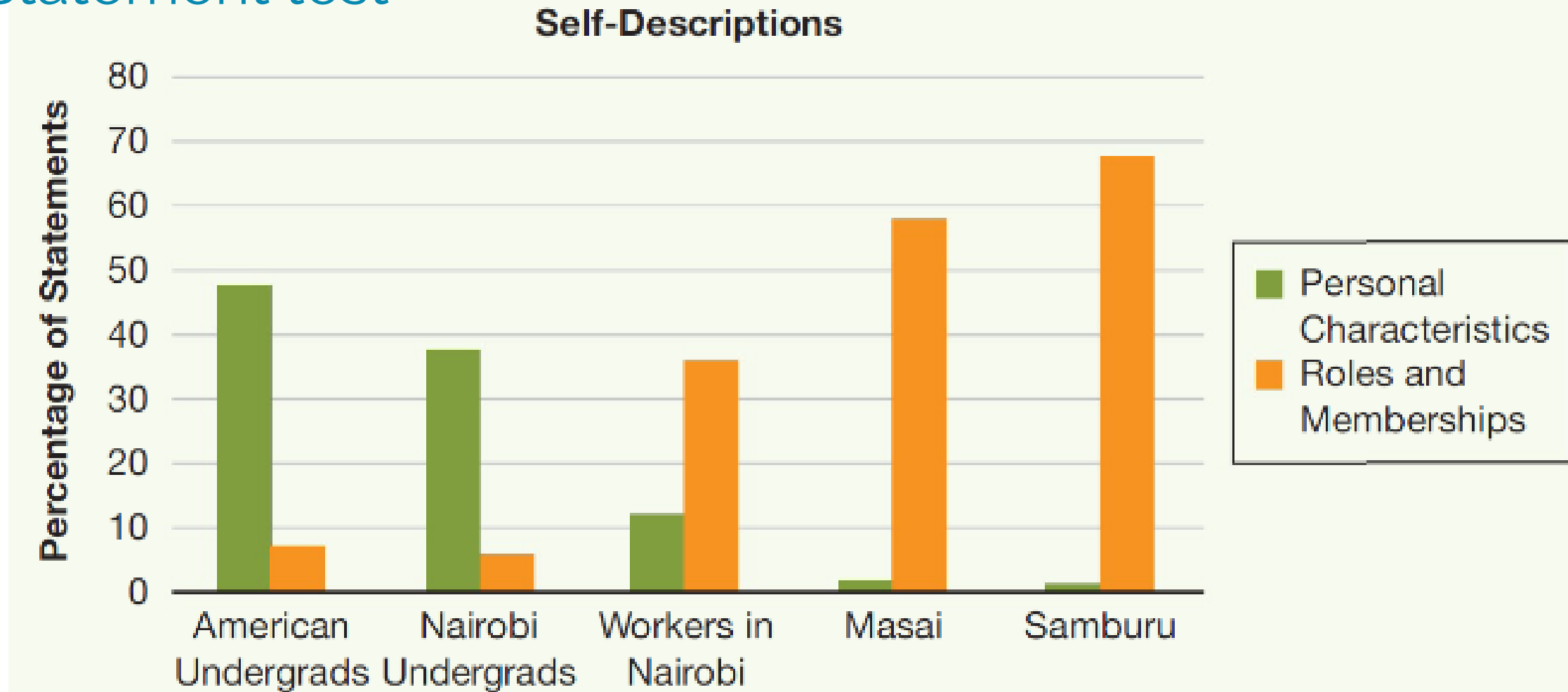
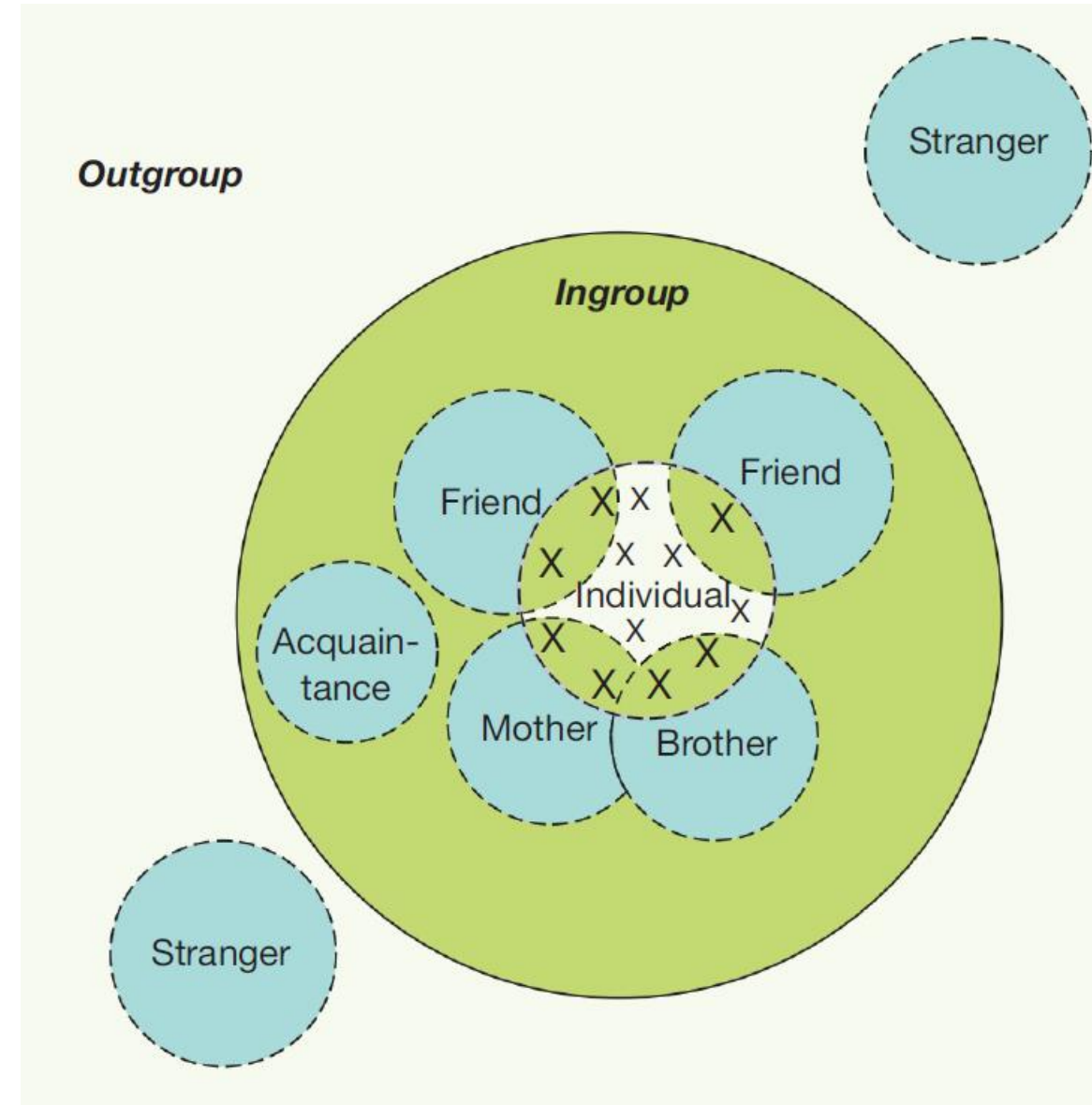
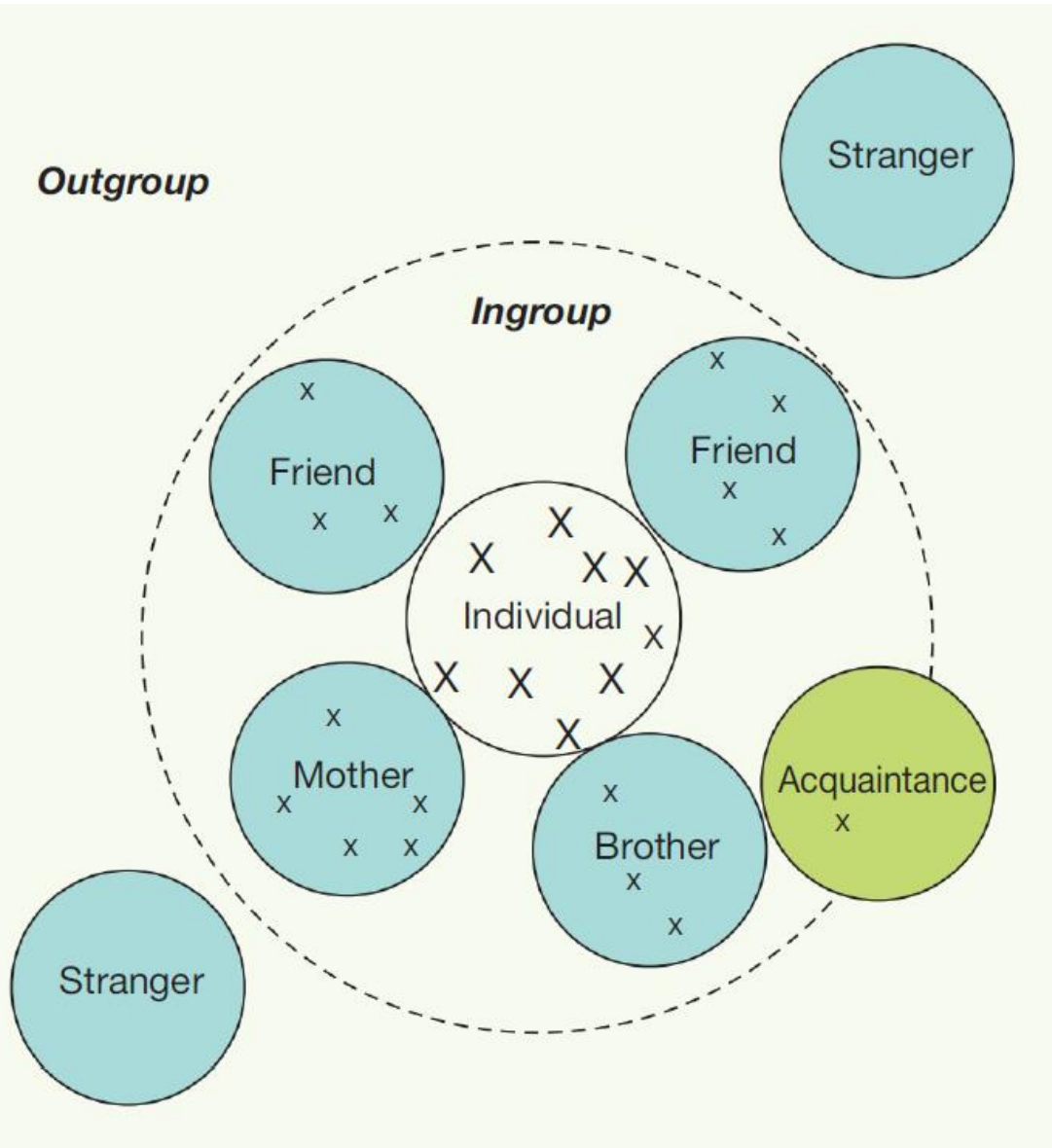


FIGURE 6.4 The proportion of self-descriptions that considered personal characteristics versus roles and memberships across cultural groups.

Independent vs. interdependent self (Markus, Kitayama)



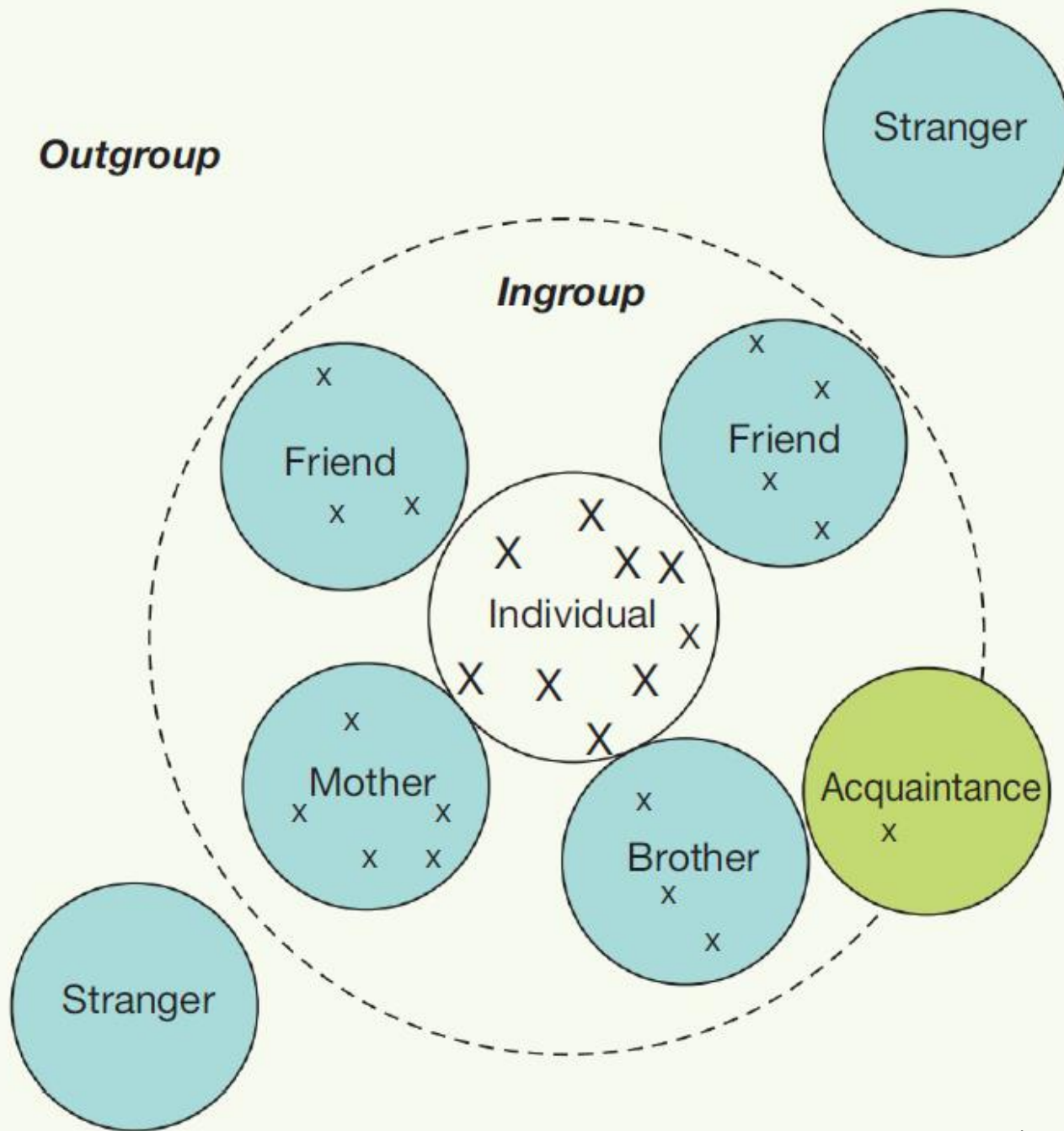


FIGURE 6.5

The independent view of self. The circles are drawn with either solid lines to indicate firm boundaries or dotted lines to indicate permeable boundaries. X's represent aspects of identity, and the larger X's indicate more-important and self-defining aspects.

Outgroup

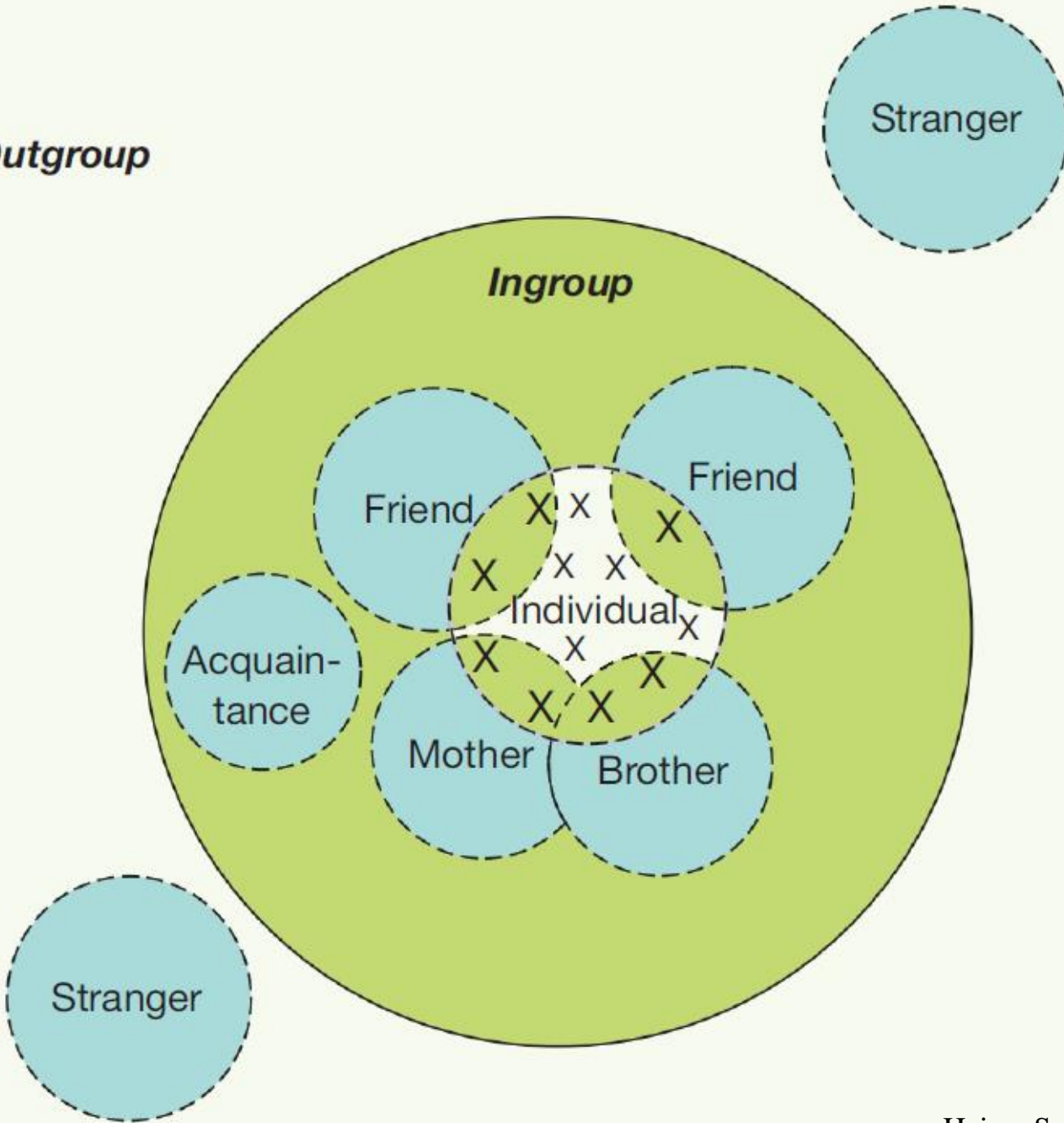


FIGURE 6.6

The interdependent view of self. The circles are drawn with either solid lines to indicate firm boundaries or dotted lines to indicate permeable boundaries. X's represent aspects of identity, and the larger X's indicate more important and self-defining aspects.

Vznik kulturní rozmanitosti

- ▷ Proximal causes: přímý a okamžitý vztah
- ▷ Distal causes: dlouhodobý, nepřímý vztah

“The harsher the environment and the scarcer the resources, the more manhood is stressed as the inspiration and the goal. The correlation could not be more clear, concrete, or compelling” (Gilmore, 1990, p. 224)

- ▷ Evoked culture
- ▷ Transmitted culture





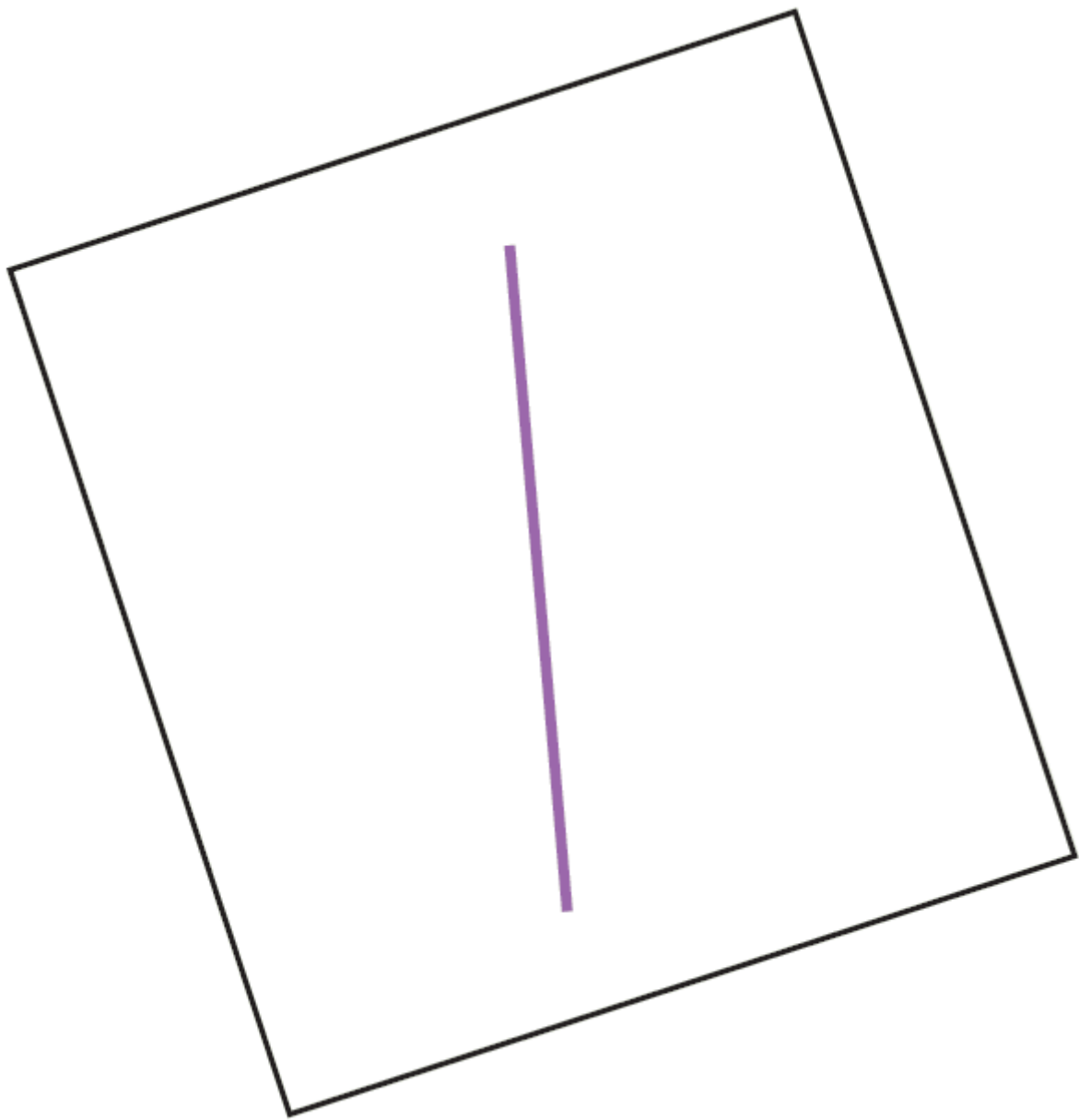


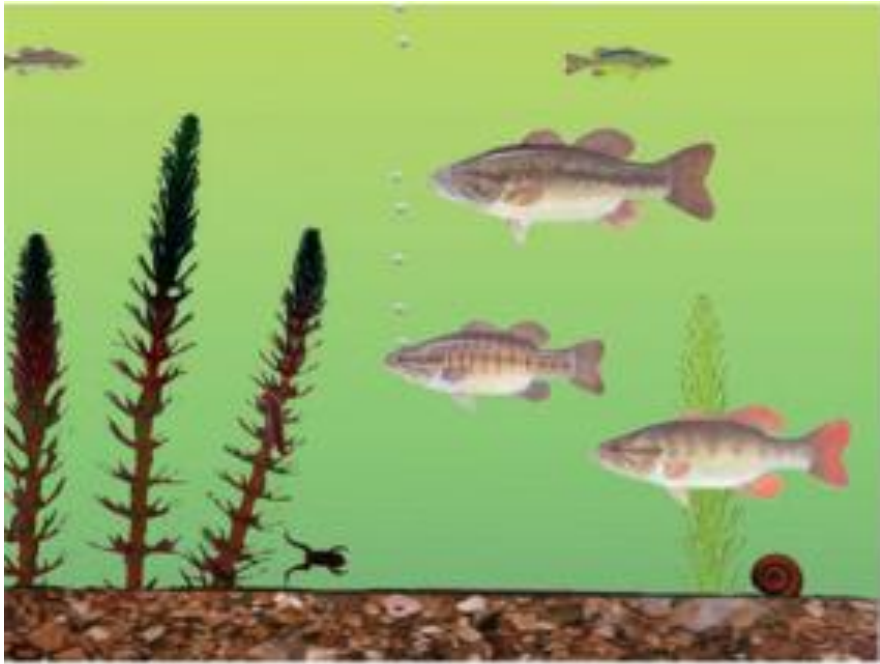
*Co nepatří do trojice?
Pes, mrkev, zajíc*

Analytické a holistické myšlení

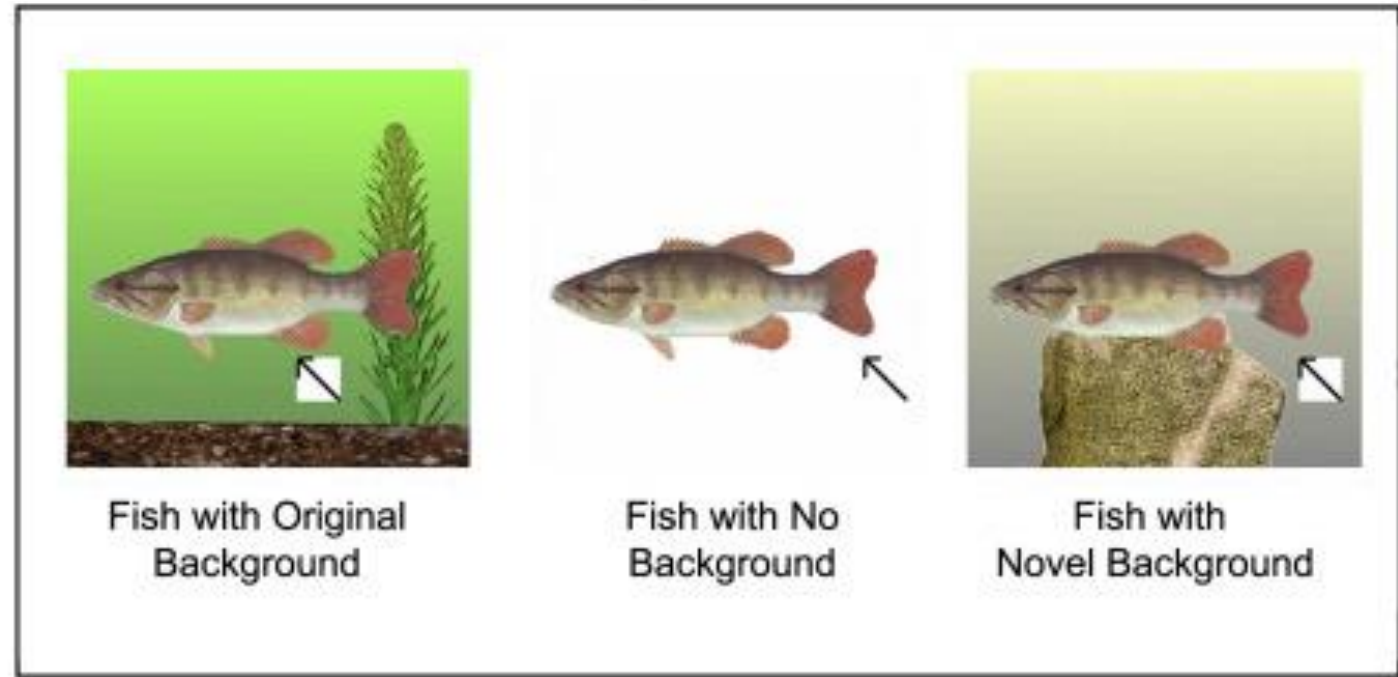
- ▶ Objekt a jeho charakteristiky
- ▶ Nezávislý na kontextu
- ▶ Stálé pravidla predikce a vysvětlování chování
- ▶ Kontext a celek
- ▶ Asociativní myšlení
- ▶ Vztahy k okolí
- ▶ Chování vysvětlováno kontextem







Previously Seen Objects



Novel Objects



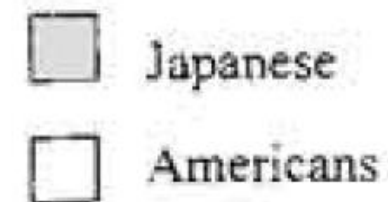
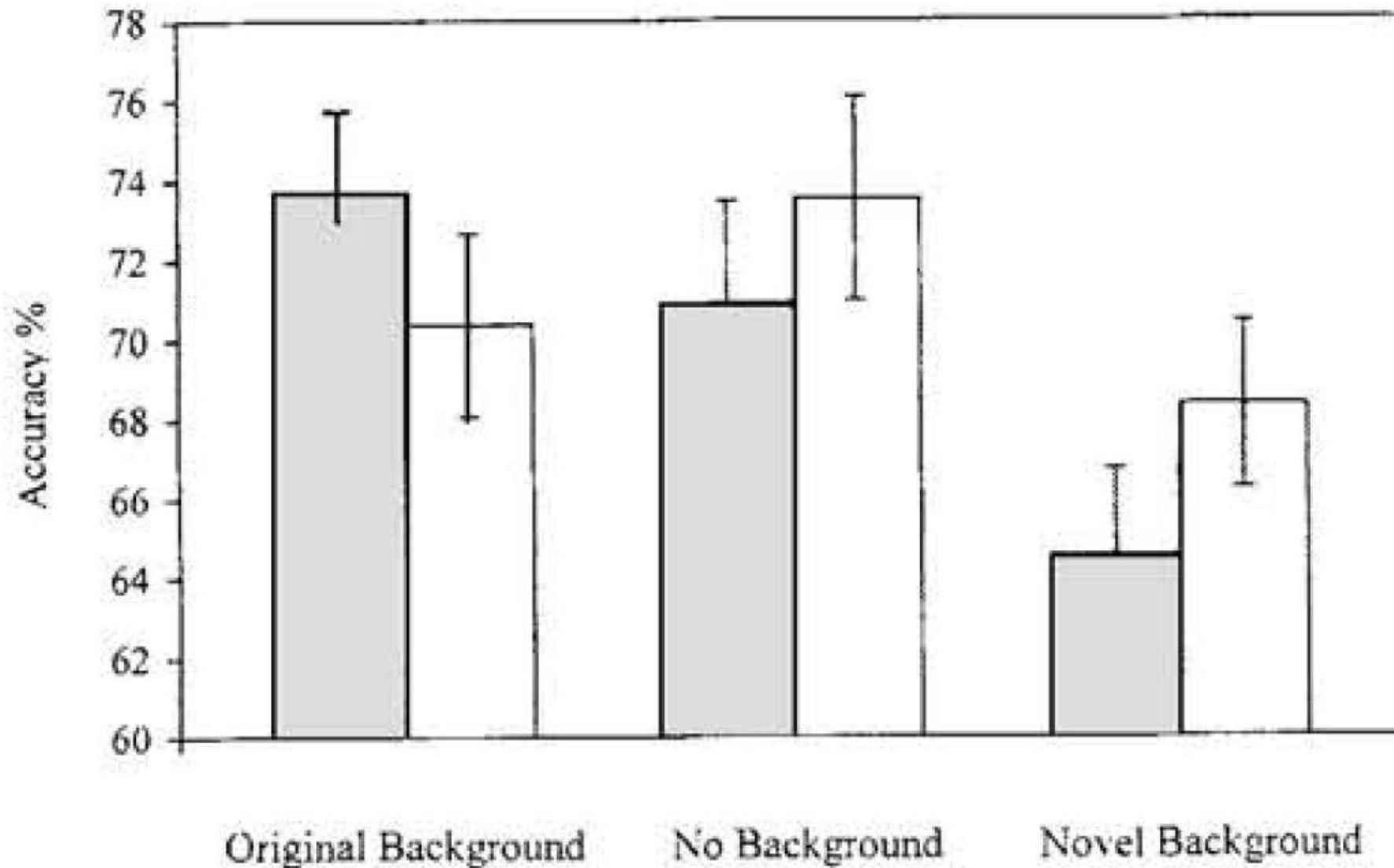
With Previously Seen Background

Without Background

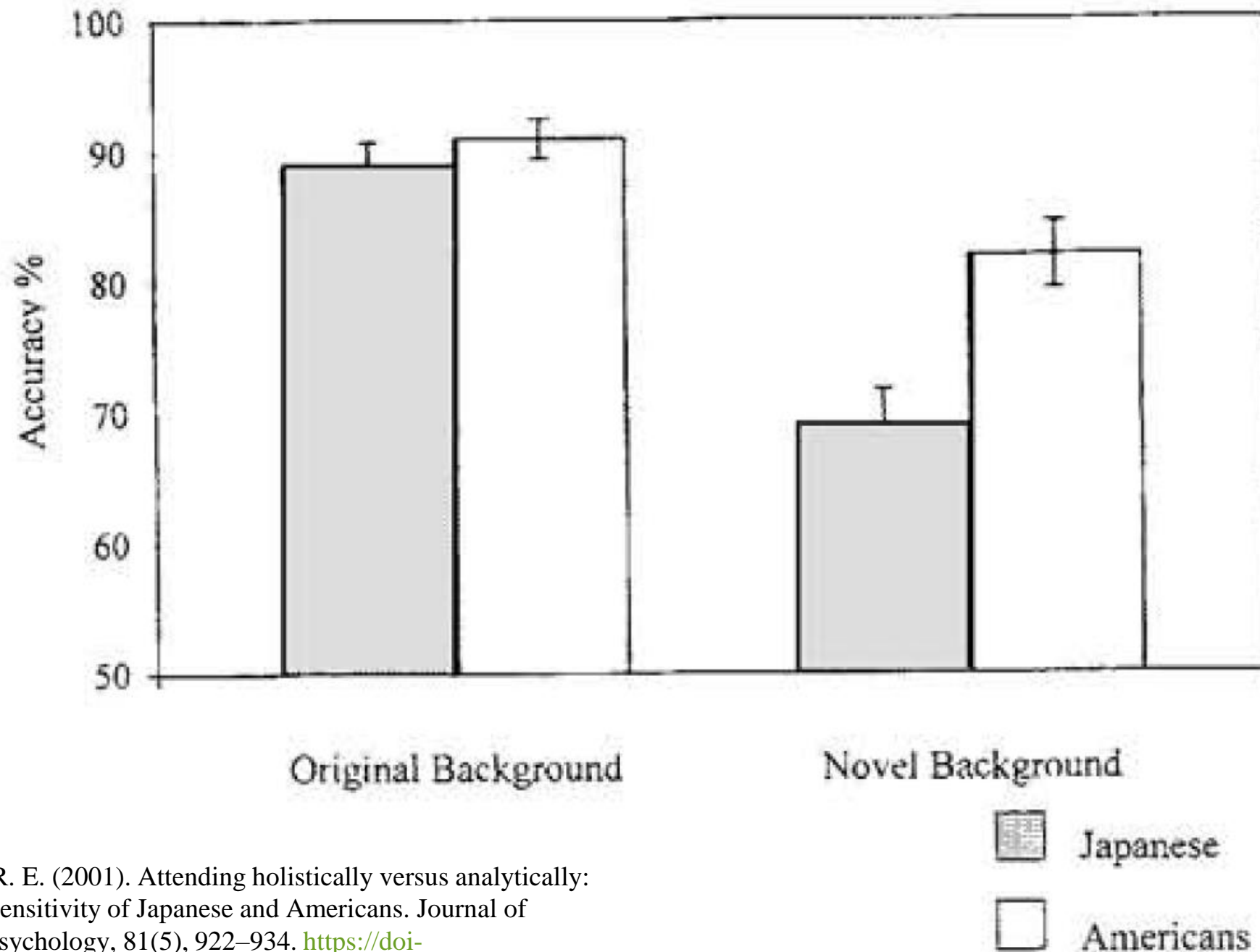
With Novel Background

https://www.researchgate.net/figure/Still-photo-from-underwater-vignette-left-panel-and-focal-fish-against-different_fig8_297587778

Masuda, T., & Nisbett, R. E. (2001). Attending holistically versus analytically: Comparing the context sensitivity of Japanese and Americans. *Journal of Personality and Social Psychology*, 81(5), 922–934. <https://doi-org.ezproxy.muni.cz/10.1037/0022-3514.81.5.922> p. 925



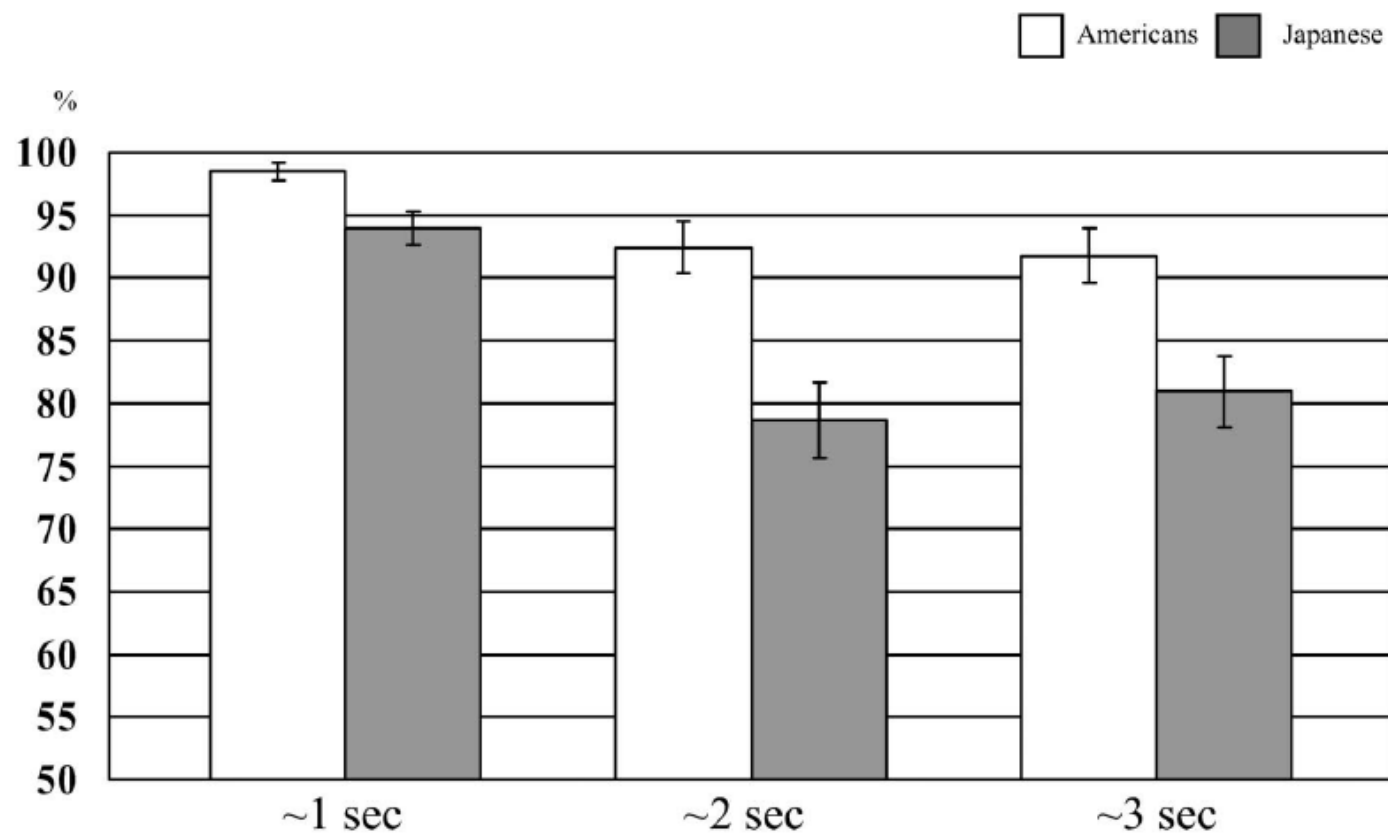
Masuda, T., & Nisbett, R. E. (2001). Attending holistically versus analytically: Comparing the context sensitivity of Japanese and Americans. *Journal of Personality and Social Psychology*, 81(5), 922–934. <https://doi-org.ezproxy.muni.cz/10.1037/0022-3514.81.5.922> p. 930



Masuda, T., & Nisbett, R. E. (2001). Attending holistically versus analytically: Comparing the context sensitivity of Japanese and Americans. *Journal of Personality and Social Psychology*, 81(5), 922–934. [https://doi-org.ezproxy.muni.cz/10.1037/0022-3514.81.5.922](https://doi.org.ezproxy.muni.cz/10.1037/0022-3514.81.5.922) p. 931

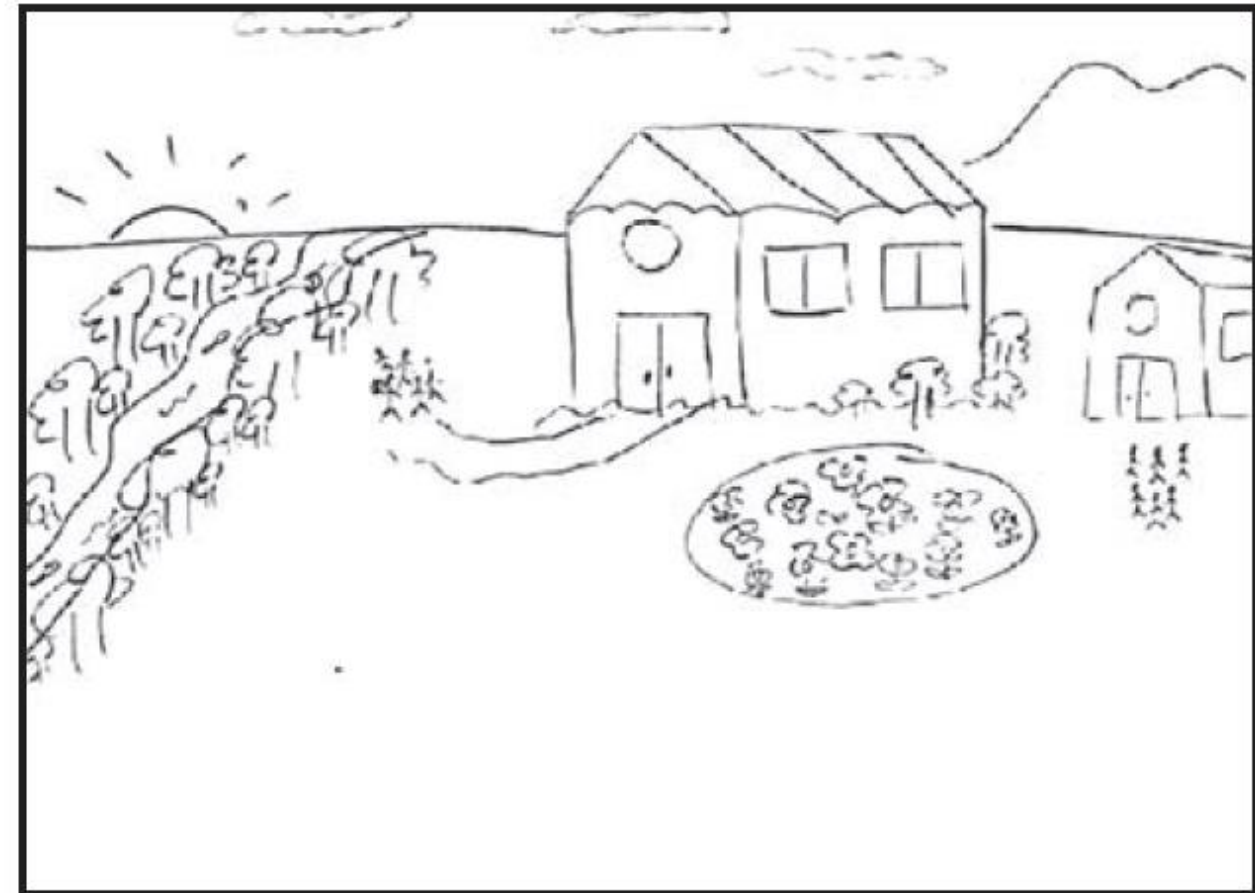
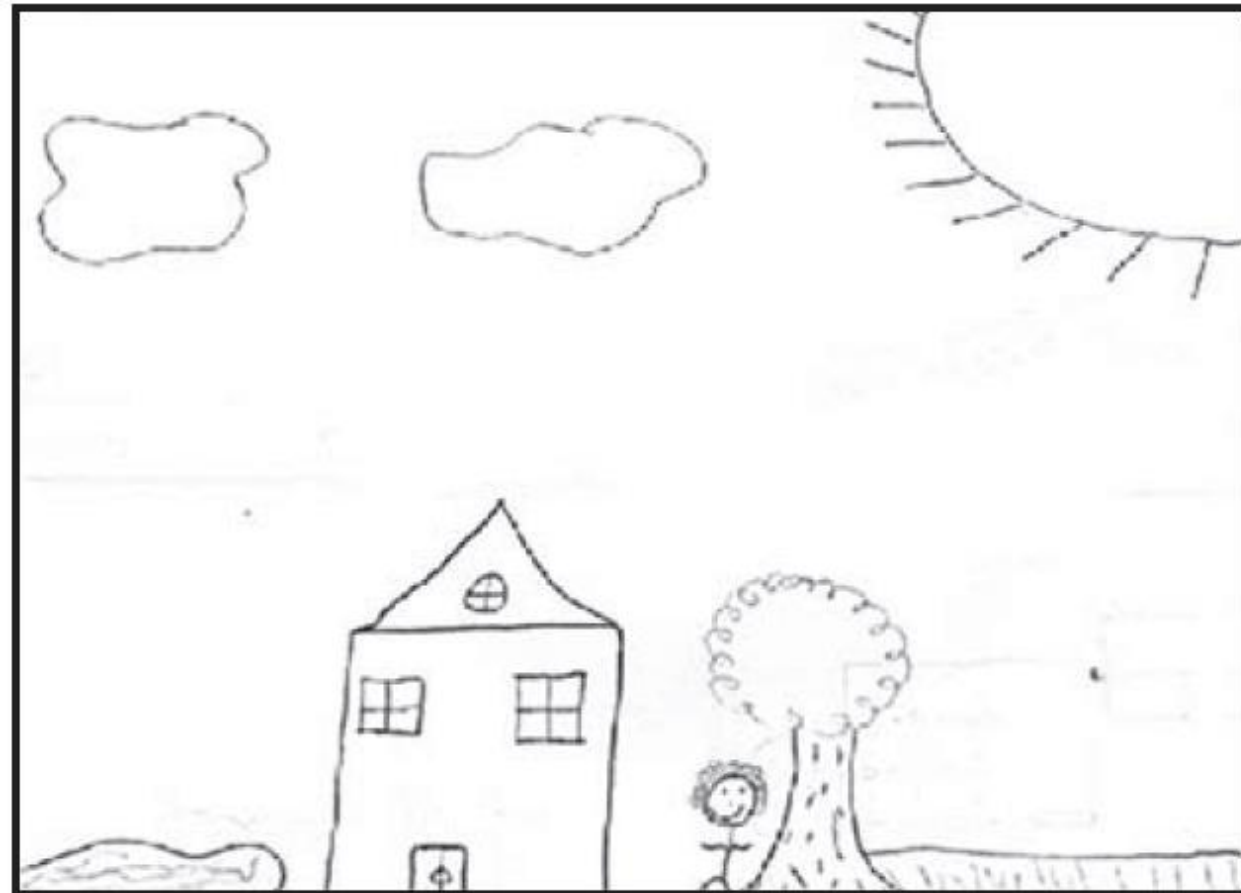


The ratio of the attention to the center figure





Namalujte dům, strom, řeku, osobu a horizont



United States

Hotels



Schools



Japan

Hotels



Schools



Small

Medium
City Size

Large

Yuri Miyamoto, Richard E. Nisbett, & Takahiko Masuda. (2006). Culture and the Physical Environment: Holistic versus Analytic Perceptual Affordances. *Psychological Science*, 17(2), 113. p. 116



Sociální kognice

Atribuce

- ▷ Dispoziční
- ▷ Situační

- ▷ Základní atribuční chyba (Ross, 1977; a další)

Dispositional and Situational Attributions made by Children and Adults in the U.S. and India

Heine, S. J. (2016). Cultural psychology (3rd). New York: W. W. Norton. p. 362

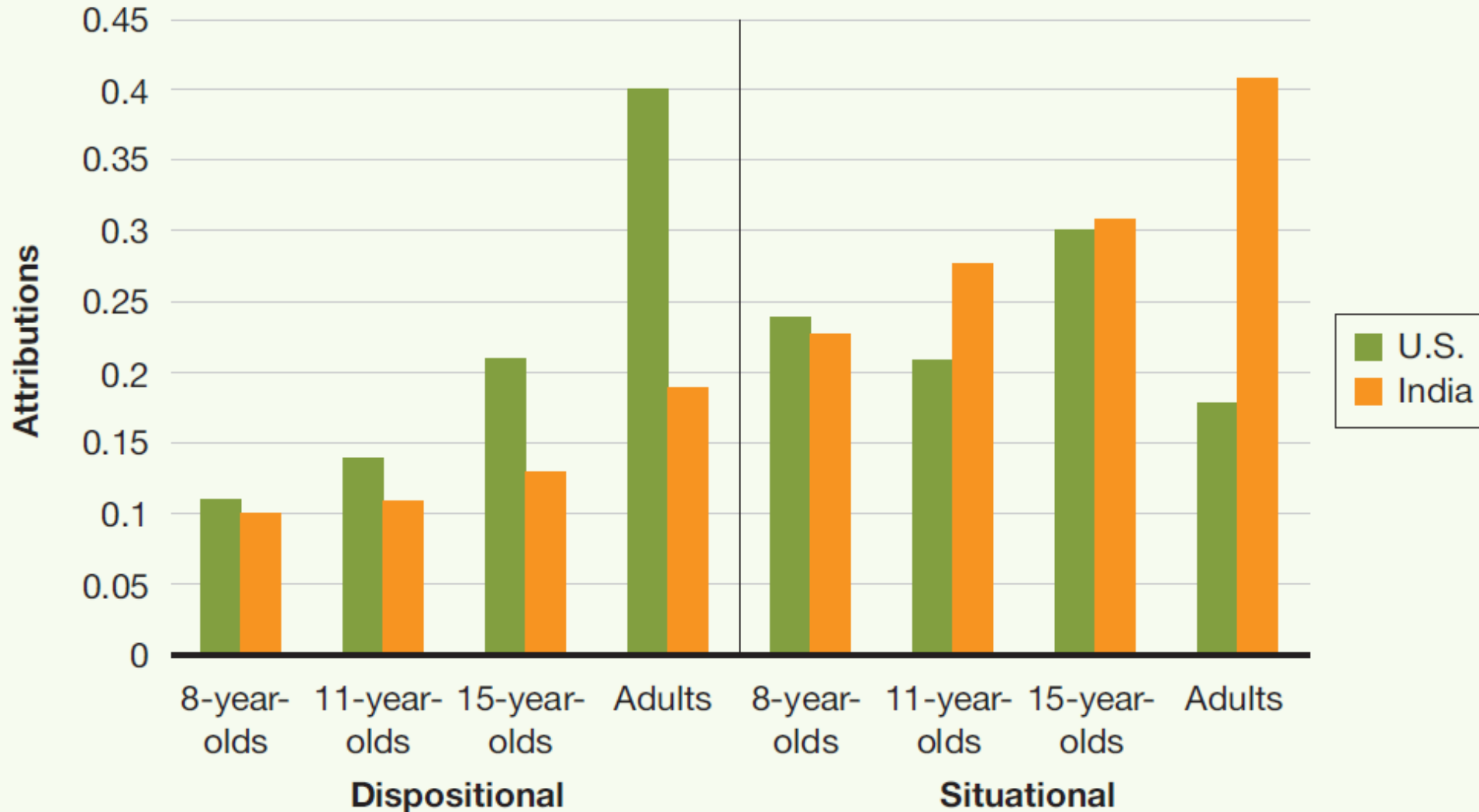
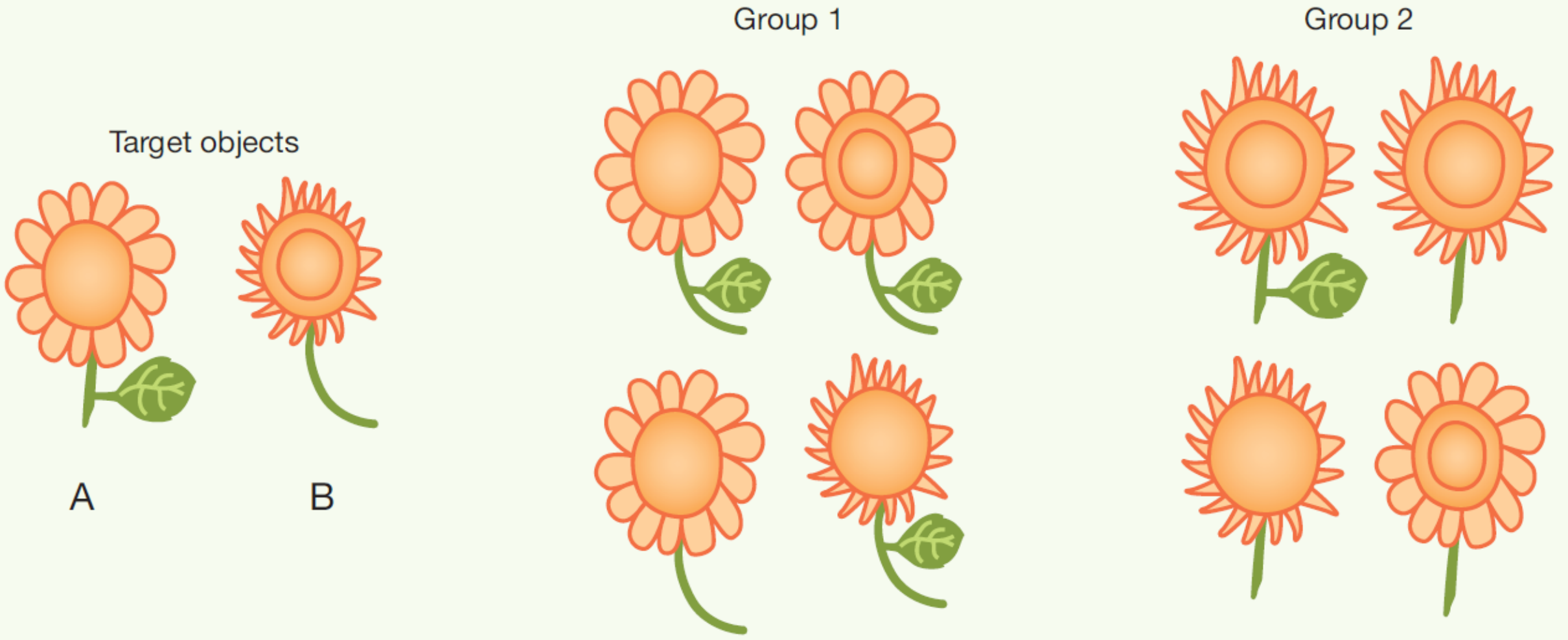


FIGURE 9.8 Although Indian and American children show similar attribution patterns, as Americans get older they tend to make more dispositional attributions, and as Indians get older they tend to make more situational attributions.



Reasoning style

- ▷ Rule based reasoning
- ▷ Associative reasoning