

# A-level PSYCHOLOGY

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Resource and support guide: Culture in psychology

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## About this resource booklet

- There is no expectation that teachers will include the material in this booklet in their delivery of the A-level Psychology (7182) specification.
- The delivery of the material is not prescriptive; but rather offers suggestions and resources that you may wish to use when planning and delivering material relating to culture and culture bias.
- The booklet offers some additional ideas and resources for teachers who may wish to extend their teaching of culture and cultural bias.
- Some of the resources are suited to extension activities for students who wish to go beyond the specification and enhance their understanding of some topic areas.

## The aim of this booklet is:

- to provide additional ideas and resources for teachers of A-level Psychology who would like to extend their teaching in the area of culture and cultural bias
- to support the delivery of culture in psychology (Issues and debates 7182/3)
- to support the engendering of a position of critical psychology
- to highlight some of the ethical implications psychological research has for particular groups of people
- to highlight some of the ways in which cultural bias in psychological research might be reduced.

## Overview of resources

The resources in the booklet can potentially be used in a variety of ways to infuse the delivery of our A-level Psychology specification with a consideration of issues relating to culture and cultural bias.

- Delivery of the following areas of Issues and debates in psychology (7182/3)
  - culture and cultural bias
  - ethical implications of psychological research, including reference to social sensitivity.
- Embedding culture bias within the Issues and debates in psychology specification content
- Considering how culture bias can be rooted in the pursuit of science
- Using a consideration of culture and cultural bias as an alternative route for incorporating A03 into student responses
- Extension activities, including areas that students may wish to research independently.

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## Key terms: Issues and debates – Culture in Psychology

### Specification link

Gender and culture in Psychology: universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.

### Resources

- Key terms; where possible, detail extracted from past mark schemes.
- Past paper questions, mark schemes and examiner reports related to culture and psychology (Issues and debates 7182/3).

| Key term            | Definition  |
|---------------------|---|
| Culture             | Culture consists of the values, beliefs, systems of language, communication, and practices that people share in common and that can be used to define them as a group.  |
| Cultural bias       | <p>APA dictionary's definition: 'The tendency to interpret and judge phenomena in terms of the distinctive values, beliefs, and other characteristics of the society or community to which one belongs. This sometimes leads people to form opinions and make decisions about others in advance of any actual experience with them (see ethnocentrism).'</p> <p>Source: APA Dictionary of Psychology. © 2022 American Psychological Association</p>   |
| Cultural relativism | <p>The idea that a behaviour can only be properly understood/only has meaning/only makes sense in the context of the norms and values of the society or culture in which it occurs (AQA mark scheme/ 2 marks).</p> <p>APA's dictionary definition:<br/><a href="#">cultural relativism</a>: the view that attitudes, behaviours, values, concepts, and achievements must be understood in the light of their own cultural milieu and not judged according to the standards of a different culture. In psychology, the relativist position questions the universal application of psychological theory, research, therapeutic techniques, and clinical approaches, because those used or developed in one culture may not be appropriate or applicable to another'.</p> <p>Source: APA Dictionary of Psychology. © 2022 American Psychological Association</p> |

| Key term               | Definition   |
|------------------------|--|
| Ethnocentrism          | <p>Emphasising the importance of the behaviour of one's own culture (AQA mark scheme, MCQ, 1 mark).</p> <p>APA's dictionary definition:</p> <p>'1. the practice of regarding one's own ethnic, racial, or social group as the center of all things. Just as <a href="#">egocentrism</a> is a sense of self-superiority, so ethnocentrism is the parallel tendency to judge one's group as superior to other groups.</p> <p>2. the tendency, often unintentional, to base perceptions and understandings of other groups or cultures on one's own. Also called <b>ethnocentricity</b>.'</p> <p>Source: APA Dictionary of Psychology. © 2022 American Psychological Association</p>  |
| Reducing cultural bias | <p>Possible ways:</p> <ul style="list-style-type: none"> <li>do not attempt to extrapolate findings/theories to cultures that are not represented in the research sample</li> <li>use researchers who are native to/familiar with/immersed in the culture being investigated</li> <li>carry out cross-cultural research rather than research with a sole culture</li> <li>do not assume universal norms/standards across different cultures</li> <li>be sensitive to cultural norms/standards when designing research/when reporting findings</li> <li>study a single culture to understand that culture (emic approach)</li> <li>taking a reflexive approach ie constantly reflecting on own biases when carrying out research.</li> </ul> <p>AQA mark scheme, 2 marks.</p> |
| Universality           | <p>Believing that some behaviours are the same for all cultures (AQA mark scheme, MCQ, 1 mark).</p> <p>APA's dictionary definition: 'Cultural universalism: the view that the values, concepts, and behaviors characteristic of diverse cultures can be viewed, understood, and judged according to universal standards. Such a view involves the rejection, at least in part, of <a href="#">cultural relativism</a>. Also called cultural absolutism'.</p> <p>Source: APA Dictionary of Psychology. © 2022 American Psychological Association</p>  |

## Past paper questions

### Question 1, Paper 3, Nov 2020

Outline what is meant by cultural relativism.

[2 marks]

#### Mark scheme

[A01 = 2]

**2 marks** for a clear and coherent answer with some elaboration.

**1 mark** for a limited/muddled answer.

#### Content

The idea that a behaviour can only be properly understood/only has meaning/only makes sense in the context of the norms and values of the society or culture in which it occurs.

**Max 1 mark** for reference to norms/normal behaviours/values as specific to a culture **or** for noting that it is inappropriate to study only one culture then make generalisations.

Credit alternative valid outlines.

#### Examiner report

Surprisingly few students could offer an appropriate explanation of cultural relativism but most answers gained some credit for an understanding that it is linked to cultural norms.

### Question 2, Paper 3, Nov 2020

Suggest **two** ways in which researchers might reduce cultural bias in their research.

[2 marks]

#### Mark scheme

[A03 = 2]

Award **1 mark** for **each** relevant way up to a maximum of 2 marks.

#### Possible ways:

- do not attempt to extrapolate findings/theories to cultures that are not represented in the research sample
- use researchers who are native to/familiar with/immersed in the culture being investigated
- carry out cross-cultural research rather than research with a sole culture
- do not assume universal norms/standards across different cultures
- be sensitive to cultural norms/standards when designing research/when reporting findings
- study single culture to understand that culture (emic approach)
- taking a reflexive approach ie constantly reflecting on own biases when carrying out research
- credit other relevant suggestions.

## Examiner report

Ideas for reducing cultural bias varied; a common error here was to offer the same way twice in two variations of 'studying different cultures'.

## Question 3, Paper 3, June 2019

Which **two** of the following are examples of ethnocentrism?

Shade **two** boxes only.

When a Chinese researcher:

- |          |  |                          |
|----------|--|--------------------------|
| <b>A</b> | assumes findings from research in other countries also apply to people in China.                   | <input type="checkbox"/> |
| <b>B</b> | chooses to carry out research with people from China rather than with people from other countries. | <input type="checkbox"/> |
| <b>C</b> | expects people from other countries to behave in the same way as people from China.                | <input type="checkbox"/> |
| <b>D</b> | thinks that people from China are superior to people from other countries.                         |                          |
| <b>E</b> | treats people from China in the same way that she treats people from other countries.              | <input type="checkbox"/> |

[2 marks]

## Mark scheme

[AO2 = 2]

**C** expects people from other countries to behave in the same way as people from China.

**D** thinks that people from China are superior to people from other countries.

Only credit the first two letters given.

## Examiner report

The modal mark on this question was 1. Most students identified C as correct, with A and E the most common wrong answers.

## Question 1, Paper 3, June 2018

Cultural relativism, ethnocentrism, holism and universality are four concepts relevant to issues and debates in psychology.

- A** Appreciating that behaviour varies between cultures
- B** Believing that some behaviours are the same for all cultures
- C** Considering all aspects of experience, including culture
- D** Emphasising the importance of the behaviour of one's own culture
- E** Understanding that whole cultures have the same experience

- Which definition (**A to E**) best describes cultural relativism?
- Which definition (**A to E**) best describes ethnocentrism?
- Which definition (**A to E**) best describes holism?

List the four concepts and write the appropriate letter (A-E) next to each one. A letter may only be used once **[4 marks]**

## Mark scheme

**[A01 4]**

**1 mark** for each correct match

- A Cultural relativism
- D Ethnocentrism
- C Holism
- B Universality

Can allow credit for letters without concepts, as long as the letters are in the right order. If any letter is used more than once, no credit for that letter.

## Examiner report

Ideas for reducing cultural bias varied; a common error here was to offer the same way twice in two variations of 'studying different cultures'.

## Embedding culture bias within other units

### Teaching idea

- To demonstrate how culture bias is not a standalone concept. But is deep rooted throughout psychology.
- Two suggestions are offered on how culture bias can be embedded into the delivery of the specification. The prompts can be used to enhance students' critical thinking for example evaluation and discussion skills.
- The resources also signpost where you can refer to further material within this booklet.

### Resources

- Embedding culture bias within the issues and debates.
- Psychology as a science: how culture bias can be rooted in the pursuit of science.
- Additional resources.

## Embedding culture bias within issues and debates

### Specification links

- Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.
- Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.
- The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.
- Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.
- Idiographic and nomothetic approaches to psychological investigation.
- Ethical implications of research studies and theory, including reference to social sensitivity.

### Teaching idea

- This table is designed to help you plan and deliver the Issues and debates unit.
- Page references indicate/point to further material within this booklet.

| Issue and debate          | Embedding culture bias into the discussion  |
|---------------------------|---|
| Free will and determinism | <p>Eugenicists proposed that a racial hierarchy is based on the 'innate' inferiority of some racial groups. Research into individual differences and ability was seen to 'confirm' racial differences between groups and led to racist policies and discrimination. Therefore, when endorsed by eugenicists, the biological determinism viewpoint may have contributed to scientific racism (see scientific racism p.29).</p> <p>The scientific emphasis on causal explanations has driven the need to investigate differences between racial groups. The APA apology highlights the lasting and damaging impact of this research (see p.25).</p> |
| The nature-nurture debate | <p>Students can be reminded of the dangers of taking a hard-nativist approach when explaining differences between racial groups and the impact of this (see above).</p>   |

| Issue and debate  | Embedding culture bias into the discussion   |
|---|--|
|   | Students can use the current focus on the <i>relative</i> contributions of both perspectives as a way of challenging the historical research some of which solely emphasised the innate differences in ability between racial groups and contributed to culture bias.  |
| Holism and reductionism                                 | Similar to the overlap with biological determinism, the more the attempt to reduce human behaviour to chemicals and genes, the higher the risk that it can be taken to legitimise a eugenicist viewpoint.  |
| Idiographic and nomothetic approaches                   | <p>Nomothetic techniques are based on objective measurements used to generate universal laws. Roberts et al (2020) noted that references to race were almost non-existent in cognitive psychology despite the fact that universal claims about mental processes were being explored. However, if nomothetic principles are derived from WEIRD (see p.14)). samples the applicability of these laws can be questioned.</p> <p>How can psychological tests derived from a WEIRD perspective be used universally? Links can be made to scales students may be familiar with such as Adorno's F-scale, Bem's BSRI or Rotter's Locus of Control.</p> <p>Nomothetic dimensions of measurements such as psychometric and IQ tests have been used to discriminate against people of colour.</p> <p>Idiographic techniques value qualitative methods. The 'CRRISSE' cross culture recommendations would favour these methods, including reflexivity, to reduce culture bias (see 'CRRISSE' table p.22).</p> |
| Ethical implications of research and social sensitivity | The cross over here is the most transparent. See APA apology p.25 and scientific racism p.32-33).  |

## Psychology as a science: how culture bias is rooted in the pursuit of science

### Specification link

- Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.
- The role of peer review in the scientific process.

### Teaching idea

- This is an opportunity to discuss the cost of psychology's scientific pursuit. This has been fundamental to the development of psychology as a scientific discipline. However, the APA apology (p.25) reflects the devastating impact this has had on people of color.
- The table below presents an opportunity to ask your students some questions to explore how the emphasis on scientific features may have contributed to culture bias.

| Feature of a science                              | Questions that can be asked   |
|---|---|
| Objectivity and the empirical method              | <p>How can objectivity be achieved if most of our understanding is derived from WEIRD samples?</p> <p>Do all cultural groups experience an IV in the same way? Differences in social norms can impact how a variable is measured. How does this impact objectivity?</p> <p>How might unconscious bias during the research process threaten objectivity?</p> <p>How might the focus on empirical methods be viewed by cultures that have a spiritual based belief system?</p>  |
| Replicability and falsifiability                  | <p>What is the value of replication if studies use predominantly WEIRD samples?</p> <p>Are replications conducted cross culturally?</p> <p>How might imposed etic be a consequence of attempts to demonstrate replicability?</p>  |
| Theory construction and hypothesis testing        | <p>How can theories claim universality if they are derived from WEIRD samples?</p> <p>How can we have a true understanding of human behaviour if there is a lack of representation in the diversity of psychologists and participants?</p>  |
| Paradigms and paradigm shifts                     | <p>The APA apology lays out the role psychology has played in the facilitation of racist attitudes, policies and discrimination. How might these have prevailed through paradigms?</p> <p>How have paradigm shifts been hindered by the dismissal of research which refutes racial differences in ability?</p>  |
| The role of peer review in the scientific process | <p>Roberts et al (2020) conducted a comprehensive review of psychological publications in the last five years. A summary of the main points (adapted from the abstract) include:</p> <ul style="list-style-type: none"> <li>• Psychological publications that highlight race were rare, but have increased in developmental and social psychology. However, in cognitive psychology reference to race is almost non-existent.</li> <li>• Most publications have been edited by White editors, under which there have been significantly fewer publications that highlight race.</li> <li>• Many of the publications that highlight race have been written by White authors who employed significantly fewer participants of colour.</li> <li>• They concluded that systemic inequality exists within psychological research.</li> <li>• They suggested that systemic changes were needed to ensure that psychological research benefits from diversity in editing, writing, and participation.</li> </ul> <p>Students can be asked questions based on this review. The full paper and interview with the main author are available below.</p> |

## Additional resources

- Visit AQA Centre services and access AQA A-level Psychology: Challenging bias by Patrick Hylton and Shakila Roy (Centre Services - Resources /Assessment and training/Subjects/Psychology/Training, Events and Guidance)
  - this an excellent resource which introduces teachers to the history of racism within Psychology. It also provides further suggestions for imbedding culture bias within the specification, teaching resources and further discussion about culture bias and research design process.
- Read this interview with Steven Roberts where he discusses this research [Psychological research has a racism problem](#) in the Stanford News (5 minutes)

## Exploring WEIRD samples

“Historically, psychology has accepted Whiteness as a standard or norm and presented other modes of being as marginal, unnatural, or in some way straying from the norm. Recently, this has appeared in the psychological literature as a WEIRD (Western, educated, industrial, rich, democratic) approach (Henrich, Heine, & Norenzayan, 2010)”, (American Psychological Society, October 2021)

Source: Historical chronology. Examining psychology’s contributions to the belief in racial hierarchy and perpetuation of inequality for people of color in U.S. © 2022 American Psychological Association

|                |                 |                       |             |                   |
|----------------|-----------------|-----------------------|-------------|-------------------|
| <b>W</b>       | <b>E</b>        | <b>I</b>              | <b>R</b>    | <b>D</b>          |
| <u>Western</u> | <u>Educated</u> | <u>Industrialised</u> | <u>Rich</u> | <u>Democratic</u> |
|                |                 | <u>societies</u>      |             |                   |

## Specification links

- Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.
- Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.
- Gender and culture in Psychology – universality and bias: Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.
- Issues and debates – nomothetic and idiographic approaches.
- Features of science – how culture bias is rooted in the pursuit of science.

## Teaching ideas

- The following resources can be used to extend understanding of the problem of WEIRD samples in Psychology.
- Awareness of WEIRD research can support understanding of how cultural bias is rooted in the pursuit of science.
- Material relating to WEIRD samples can be relevant to the evaluation of research throughout the A-level specification.
- Increasing awareness of this research can enhance understanding of problems with the nomothetic approach.
- Awareness of WEIRD samples can highlight the need for caution when making assumptions about the generalisability of results derived from biased samples, and the need for Psychology to pursue more diverse samples. Highlights problem of making claims about universality, when much of psychology is based on limited samples.

## Resources

- Henrich et al – The Weirdest People in the World?
- YouTube videos
- Some key statistics from Henrich et al, The Weirdest People in the World
- Podcasts/radio interviews
- Abstract: [The weirdest people in the world? – University of British Columbia](#) (2 hours)

## Some statistics relating to WEIRD samples

Sampling from thin slice of humanity would be less problematic if researchers confined their interpretations to the populations from which they sample. However, despite their narrow samples, behavioural scientists often are interested in drawing inferences about the human mind and human behaviour.'

(Henrich J, Heine SJ, Norenzayan A (2010), The weirdest people in the world?)

| Henrich et al, 'The Weirdest People in the World'                          |   |
|--|---|
| Question   | Some statistics   |
| Who is studied in behavioural science research?                            | <p>A recent analysis of the top journals in six sub-disciplines of Psychology from 2003-2007 revealed that:</p> <ul style="list-style-type: none"> <li>68% of subjects came from the US,</li> <li>96% of subjects were from Western industrialised countries, specifically North America, Europe, Australia, and Israel (Arnett, 2008).</li> </ul> <p>These samples appear to largely reflect the country of residence of the authors, as:</p> <ul style="list-style-type: none"> <li>73% of first authors were at American universities</li> <li>99% were at universities in Western countries</li> <li>96% of psychological samples come from countries with only 12% of the world's population.</li> </ul> |
| What sample dominates in the Journal of Personality and Social Psychology? | <p>In the Journal of Personality and Social Psychology:</p> <ul style="list-style-type: none"> <li>67% of the samples are American</li> <li>Heine suggests that possibly a more accurate title for the journal might be "Journal of Personality and Social Psychology of American Undergraduate Psychology Students"</li> </ul> <p>These samples appear to largely reflect the country of residence of the author, as:</p> <ul style="list-style-type: none"> <li>73% of first authors were at American universities</li> <li>99% were at Universities in Western countries</li> <li>96% of psychological samples come from countries with only 12% of the world's population.</li> </ul>                     |
| What % of psychology citations come from the US??                          | <ul style="list-style-type: none"> <li>70% of all psychology citations are from the United States (U.S)</li> <li>In contrast, for chemistry, the percentage of citations that come from the U.S. is only 37%</li> <li>Psychology research is the discipline where American bias is most extreme.</li> </ul>   |

Statistics taken from *The weirdest people in the world?* By Joseph Henrich, Steven J. Heine, Ara Norenzayan from Behavioral and Brain Sciences **Publisher:** Cambridge University Press **Date:** Jun 15, 2010 Copyright © Cambridge University Press 2010

## YouTube videos: Introduction to WEIRD

- [Joseph Henrich on WEIRD Societies | Conversations with Tyler – YouTube](#) (2 minutes)  
Henrich gives a brief overview of WEIRD societies.
- [The Hidden Biases in WEIRD Psychology Research —YouTube](#)  
The SciShow (4 minutes) The Hidden Biases in WEIRD Psychology Research.
- [WEIRD psychology – YouTube](#) (8 minutes) This video is about the way that the bias towards subjects who are Western, Educated, Industrialized, Rich and Democratic affects how we understand human psychology.

## Additional resources: Podcasts/interviews with Heine, Henrich and Wang

- Watch [Steven J. Heine on the Weirdest People in the World](#) on YouTube (40 minutes).
- Listen to the ABC Radio interview where WEIRD samples are discussed: [WEIRD psychology - All In The Mind - ABC Radio National](#) (29 minutes) Featuring Prof Joseph Henrich, Dept Chair Human Evolutionary Biology, Harvard University and Prof Qi Wang, Dept Chair Human Development, Cornell University.

# Introduction to Cultural Psychology

Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.

## Teaching idea

- When considering culture in psychology, extend students' understanding of cultural psychology to deepen understanding of how cultural bias can be reduced.
- Considering the importance of cultural psychology can contribute to understanding of how to reduce cultural bias.

## Resources

- Cultural psychology summary: a brief introduction.
- What is cultural psychology? Quotations.
- YouTube videos: what is cultural psychology?
- Wider reading material on cultural psychology.

## Summary: what is cultural psychology?

“Cultural psychology is an interdisciplinary study of how culture reflect and shape the mind and behavior of its members” (Heine, 2011).

Source: [Introduction to Cultural Psychology – Culture and Psychology \(maricopa.edu\)](https://maricopa.edu/introduction-to-cultural-psychology/)

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“Cultural psychology is not just nice. It is necessary for a true psychological science that can self-reflect and reduce and eliminate culture-bound biases and preconceptions, a true psychological science that constructs a universal system of knowledge about human behavior not on a local set of laws and principles but diverse cultural experiences. Without cultural psychology, we would be blindfolded to think that we are seeking the truth about human nature but in fact we are failing to fully understand even basic processes like perceptual analysis and basic constructs like emotional intelligence. In many ways, cultural psychology functions as a mirror that compels psychologists to reflect on their work and critically evaluate their theories and findings, to go beyond the surface and convenience to question what truly matters, and to embrace the complexity of human experiences with an open mind and open heart.” (Wang 2016)

Elsevier - Developmental Review –The development of adaptive competence: Why cultural psychology is necessary and not just nice. By Robert J. Sternberg. Sep 1, 2014. Volume 34. Issue 3

## Some key points

- Cultural psychology is a branch of psychology that is focused on how our emotions and behaviours are influenced by our individual cultures.
- The key assumption of cultural psychology is that the mind and culture are inseparable: people are shaped by their culture, and their culture is shaped by them.
- Cultural psychology draws from a range of disciplines, including anthropology and sociology.
- Western and White populations are overrepresented in psychological research, but often the findings from such research tends to be presented as universal and inaccurately applied to other cultures (see notes on WEIRD samples).
- Cultural psychology aims to address this by expanding the number and variation of cultures that contribute to basic psychological theories, so that they are relevant to all.

## YouTube resources

The resources below may be helpful in expanding students' understanding of cultural psychology.

- Watch [Cultural psychology](#) : Autopedia on YouTube (39 minutes)
- Watch [Cultural Psychology, Part 1](#) : YouTube (9 minutes)

## Wider reading

- Cultural Psychology: studying More Than the 'Exotic Other' – Association for Psychological Science.
- Why Should We All Be Cultural Psychologists? Lessons from the Study of Social Cognition – PMC – NIH.

## A mnemonic for remembering ways in which researchers might reduce cultural bias in their research

### Specification link

Gender and **culture in Psychology**: universality and bias. Gender bias including androcentrism and alpha and beta bias; **cultural bias, including ethnocentrism and cultural relativism**.

### Teaching idea

Use a mnemonic to help students remember how to explain how cultural bias in research might be reduced.

### Resources

- Past paper question and mark scheme (Q2, Paper3, Nov 2020).
- The 'CRRISSE' mnemonic.
- Answers and commentaries for the past paper question 'Suggest two ways in which researchers might reduce cultural bias in their research (2 marks).

### Past paper question

Consideration of the mark scheme below identifies some ways in which researchers can reduce cultural bias in their research. A mnemonic such as the "CRRISSE Cross Cultural" (see below) may support students in remembering some of these key ways.

### Question 2, Paper 3, Nov 2020

Suggest **two** ways in which researchers might reduce cultural bias in their research.

**[2 marks]**

### Mark scheme

**[AO3 = 2]**

Award **1 mark** for **each** relevant way up to a maximum of 2 marks.

Possible ways:

- do not attempt to extrapolate findings/theories to cultures that are not represented in the research sample.
- use researchers who are native to/familiar with/immersed in the culture being investigated.
- carry out cross-cultural research rather than research with a sole culture
- do not assume universal norms/standards across different cultures.
- be sensitive to cultural norms/standards when designing research/when reporting findings.
- study single culture to understand that culture (emic approach)
- taking a reflexive approach ie constantly reflecting on own biases when carrying out research.
- credit other relevant suggestions.

## Report on the exam

'Ideas for reducing cultural bias varied; a common error here was to offer the same way twice in two variations of 'studying different cultures.'

## Mnemonic to aid memory of ways of reducing cultural bias The CRRISSE' cross cultural

|          |   |
|----------|---|
| <b>C</b> | Cross-cultural research – carry out cross-cultural research rather than research with a sole culture.<br><br>Cultural psychology (see p.13 for details).  |
| <b>R</b> | Representative samples – do not attempt to extrapolate findings/theories to cultures that are not represented in the research sample (elaborate through WEIRD samples – p.15 in this booklet)   |
| <b>R</b> | Reflexive approach – taking a reflexive approach is where the researcher constantly reflecting on one's own biases when carrying out research.<br><br>This can be linked to awareness of one's own biases. See implicit bias test: eyewitness testimony resource.   |
| <b>I</b> | Immersion: use researchers who are native to/familiar with/immersed in the culture being investigated.<br><br>For example: ethnography.<br><br>Ethnography is a type of qualitative research that involves immersing yourself in a particular community or organisation to observe behaviour. The method requires staying in the community for an extended period of time, fluency in the language, and active participation in community life so that the researcher can develop insight into its total culture. |
| <b>S</b> | Standards: do not assume universal standards/norms across different cultures.   |
| <b>S</b> | Sensitive research: be sensitive to cultural norms/standards when designing research or when reporting findings.  |
| <b>E</b> | Emic approach: study single culture to understand that culture (emic approach).<br><br>An approach to the study of human cultures that interprets behaviours and practices in terms of the system of meanings created by and operative within a particular cultural context. Such an approach would generally be of the kind associated with <a href="#">ethnography</a> (APA Dictionary of Psychology).  |

## Student responses

(These have been typed out as the students wrote them so there may be spelling and/or grammatical errors.)

### Question 2, Paper 3, Nov 2020

Suggest **two** ways in which researchers might reduce cultural bias in their research.

[2 marks]

#### Student A

Researchers may reduce cultural bias I their research by selecting participants or collecting data from various cultures. Another way could be by the researcher not being a part of the culture that is being studied to avoid ethnocentrism.

#### Commentary

The first suggestion is creditworthy, but the second would not help; in fact, it might make things worse.

[1 mark]

#### Student B

Researchers firstly may reduce cultural bias by carrying out cross-cultural investigations. They could either carry out multiple repeats of their studies in different cultures/countries to ensure that have considered the effects of culture on their findings or they could include cross-cultural investigations if their study is a meta-analysis. Researchers could also reduce cultural bias by using an emic? Approach, they should study the culture from within the culture itself and ensure that they have participants that represent the culture as well. An emic approach would ensure that methods are not biased and fit the culture that is being studied to give valid results and avoid cultural bias. This is unlike an etic approach like Ainsworth's strange situation being used in non-Western countries.

#### Commentary

This response gains full credit for two appropriate ways. There was no need to supply such detail and the two marks could have been gained much more economically by using just the first three lines and the sentence of lines 9 to 11.

[2 marks]

#### Student C

Researchers can include a member of that culture as part of their team and practice reflexivity to be aware of their bias so they can mention that in the study or minimise its effect.

#### Commentary

Here there are two sensible suggestions conveyed clearly and succinctly. Note that the question simply asks for the suggestion; no justification is required.

[2 marks]

## Reducing culture bias in psychology: investigating Paper 1 topics using the 'CRISSE' recommendations

### Specification links

- Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.
- Research Methods.
- Introductory topics in Psychology.

### Teaching idea

The aim of these tasks is to increase understanding of ways to reduce cultural bias and develop their critical evaluation of some topics on paper 1.

- Students increase their understanding of ways to reduce culture bias. They also further develop their critical evaluation of some topics in paper 1.
- Students can apply their research methods skills to design culturally valid research in each of the four Introductory topics in Psychology (Paper 1).
- Students use the 'CRISSE' cross cultural recommendations (see p.22 of this booklet) to make design decisions.
- The tasks follow a similar format which can be adapted. They would be well suited to a group work lesson after the teaching of culture bias.
- The tasks can help students visualise practical ways in which the 'CRISSE' suggestions can be applied to topics they are already familiar with. This can then be followed up with an exam question such as the Nov 2020 question on p.20 of this booklet.
- Alternatively, these tasks could be used as independent or extension activities alongside the teaching of each of the Paper 1 topics.

## Social Influence: Research into conformity and obedience

### What is the issue?

- Key research by Asch, Zimbardo and Milgram were based on participants derived from a WEIRD sample.
- Both Asch and Milgram have been criticised for the lack of *mundane realism* in their procedure. It is argued that the tasks did not reflect real life experiences of conformity or obedience. Students should consider how much more of an issue this would be when using the same procedures in cultures with different norms and values.
- The meta-analysis conducted by Smith and Bond (1996) investigated conformity levels across cultures that used Asch's procedure. Students should question the validity of using the same procedure in cultures that may differ in their interpretation of conformity.

### The 'CRISSE' task

- To design an investigation into either conformity or obedience within a specific chosen culture.
- Students should take an **emic** approach and initially research how the culture views the social influence they are investigating.
- Students should then devise their own standardised procedure to measure the social influence (either as a lab or field experiment) in a way that is authentic to the culture.

## Memory: Research into STM, LTM, types of LTM and forgetting

### What is the issue?

- Cognitive psychology prides itself on using nomothetic techniques to obtain universal principles. However, most of the research in cognitive psychology is derived from WEIRD samples.
- Students can select research from one of the topics suggested/ given above and question the universality of the conclusions based on the lack of representation in the samples.

### The 'CRRISSE' task

- To design an investigation into one of the topics given above.
- Students should consider how they could investigate their topic cross-culturally and obtain a representative sample.
- Students should consider the suitability of their stimulus materials. Memory research often uses words or nonsense trigrams as material. Can the same materials and procedure be used universally or will they need to be adapted according to culture?

## Attachments: Ainsworth's 'Strange Situation' and cultural variations in attachment

### What is the issue?

- The strange situation (SS) was devised around the notion of separation distress being fundamental to the definition of a secure attachment. The assumption that this must be universal is ethnocentric.
- Cultures that differ in their view of separation distress are being judged by a measuring tool (the original SS) that is based on a definition of attachment that may not reflect their child rearing practices. Therefore, the use of the SS in such cultures would be an example of imposed etic.

### The 'CRISSE' task

- To design an investigation into types of attachment within a chosen specific culture.
- Students should take an emic approach and initially research how the culture defines an attachment. They should find out the main characteristics of an attachment in that culture.
- Students should then devise a *new* 'strange situation' based on the key features of an attachment for that culture. The key point here is that the importance of standardisation remains but the procedure itself is adapted to suit the culture. The 'strange' aspect of the situation becomes culturally relative.

## Psychopathology: Deviation from ideal mental health

### What is the issue?

- Jahoda's criteria for ideal mental health have been criticised for being ethnocentric.
- Self-actualisation and personal autonomy are considered to be Western ideals. Cultures that do not place the same value on these features may be unfairly judged using these standards.

### The 'CRRISSE' task

- To design an investigation into ideal mental health within a specific culture.
- Students should consider how they could use an ethnographic approach to immerse themselves into the culture.
- The focus should be on qualitative techniques to investigate the features of ideal mental health.
- Students should consider how they can take a reflexive approach throughout the research.

### Additional points to consider

Students should have the 'CRRISSE' criteria on hand to allow them to develop their ideas beyond the instructions.

- Students are asked to research the culture from an 'emic' perspective for the purpose of this exercise. Students should be reminded that to further reduce culture bias, research conducted by a diverse range of psychologists reflecting the diversity of the participants, should be published in journals.
- Where appropriate, students can be encouraged to base their investigation on their own culture. This can demonstrate how research into the topics they have learnt can be designed to be culturally representative.
- Where appropriate, if students choose to investigate a culture they are unfamiliar with, ask them to demonstrate reflexivity during the task itself. How might their own subjectivity affect their investigation?

# The American Psychological Association's (APA) Apology to People of Color for APA's Role in Promoting, Perpetuating and Failing to Challenge Racism, Racial Discrimination and Human Hierarchy in the US

According to Sarah Gilborn, 'Much of our psychological knowledge is based on white experiences that are invariably presented as 'race-neutral'. To this end, psychology may reproduce the foundation of racism itself, including through biases in widely relied upon definitions, measures, and interpretations of human behaviour'.

Gilborn, S. (2021, June 14) [How psychology reproduces racism](#). Edpsy.

## Specification

7182/3 – Issues and debates

- Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.
- Issues and debates in Psychology – embedding a consideration of cultural bias into all of the debates to increase holistic understanding.
- Ethical implications of research studies and theory, including reference to social sensitivity.

## Teaching ideas

- The APA apology provides detail of the role that racism has played in Psychology. Students can be made aware of the key points from The American Psychological Society's Apology to People of Color for APA's Role in Promoting, Perpetuating and Failing to Challenge Racism, Racial Discrimination and Human Hierarchy in the US (29 October 2021)
- Socially sensitive research is research on topics likely to evoke controversy in the community or strong emotional responses from participants. Such topics would include those that have ethical implications affecting subgroups or cultures within society (e.g., ethnic minorities) [...]"  
APA

APA Dictionary of Psychology. © 2022 American Psychological Association

- Consider ethical implications of research studies and theory, including reference to socially sensitive research through an exploration of The American Psychological Society's Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination and Human Hierarchy.
- Explore the history of psychology (see historical) to illustrate the biases that exist within psychological knowledge and the ethical implications of such biases. The APA apology powerfully and devastatingly identifies the impact that this can have. Examples in the historical chronology provide powerful illustrations of the ethical implications of psychological research which has affected subgroups or cultures within society.
- Through an exploration of the apology, students can become critical consumers of psychological knowledge and be familiar with the negative impact that Psychology has had on People of Colour.
- Both the chronology and the apology clearly illustrate the negatives of nomothetic approaches and biological reductionism.

## The APA apology: some key points

- Psychologists have contributed directly and indirectly to the belief in human hierarchies through scientific racism. For an interesting quote please read [Why mainstream research will not end scientific racism in psychology](#).
- Results from studies of individual difference were interpreted as evidence of innate, hereditary difference in ability between racial and ethnic groups – an interpretation that runs counter to current findings from genetic research demonstrating significant variability within traditional racial groupings and considerable variability between different traditional racial groups (Baker, 2021).
- Historically, groups found to score differently on assessments designed by White psychologists and normalized on White populations were deemed inferior based on those results. These interpretations have created and upheld existing racial stereotypes and prejudices against people of color and reinforced the belief in White supremacy.
- Psychological data has been used by psychologists and others to justify social policies that harmed people of color. These include racial segregation, diminished educational opportunities, restrictions on immigration, institutionalization, forced sterilization, and antimiscegenation\* laws (laws making it a crime for two people of different races to have a relationship or marry). Psychology has sustained and failed to challenge research, practice, and policy frameworks rooted in White normativity that support the continued belief in White superiority.
- People of color have been marginalized and excluded in the field of psychology in a multitude of ways, from educational and employment opportunities to gatekeeping (eg, from journal editorships, student supervision) and governance roles.

Source: APA Dictionary of Psychology. © 2022 American Psychological Association

The APA state that their historical review of psychology's harms to people of colour indicates that they have been complicit in systemic racism and eugenics. Some key points, include:

- established and participated in scientific models and approaches rooted in scientific racism
- created, sustained, and spread ideas of human hierarchy through the construction, study, and interpretation of racial difference
- promoted the idea that racial difference is biologically based and fixed
- used psychological science and practice to support segregated and inferior education for people of colour
- created and promoted the use of psychological tests that discriminated against people of colour
- failed to respond to calls for an end to testing and psychometric racism
- supported the widespread use of educational assessments and interventions that were profitable for psychology, but harmful to people of colour
- provided ideological support for and failed to speak out against the colonial framework of the boarding and day school systems for First Peoples of the Americas
- created, sustained, and promoted a view of people of colour as deficient or damaged

- applied psychological science and practice to oppose 'race-mixing' and to support segregation, sterilisation, and antimarriage laws, using the ideas of early 20th century eugenics
- failed to represent the approaches, practices, voices, and concerns of people of colour within the field of psychology and within society
- failed to respond or responded too slowly in the face of clear social harms to people of colour.

## APA resources (all can be downloaded as PDFs)

- Read the [Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.](#) APA's website. (20 minutes)
- Read a [Historical chronology: Examining psychology's contributions to the belief in racial hierarchy and perpetuation of inequality for people of color in U.S.](#) APA's website. (20 minutes)
- Read about the [Role of Psychology and APA in Dismantling Systemic Racism Against People of Color in U.S.](#) APA's website. (20 minutes)

# Scientific racism: Eugenics

## Specification

7182/3 – Issues and debates

Ethical implications of research studies and theory, including reference to social sensitivity.

## Teaching idea

- The APA apology highlights the dangers of scientific racism which can be explored in more detail.
- Eugenics powerfully illustrates scientific racism.
- Psychology played a special role in the legitimisation of eugenic ideas through the development of psychological testing approaches designed to measure intelligence.
- You can also link to the idea of science and objectivity – can science ever be value free?
- This material can powerfully illustrate the ethical implications of psychological research (for example, see forced sterilisations).
- Eugenics can also be linked to the implications of a genetic explanation of behaviour, and linked to other issues and debate eg biological determinism, reductionism.

| Example   | Ethical implications/socially sensitive  |
|---|--|
| Eugenics movement: discredited. Advocated selective breeding allegedly to improve the human race.         | Used to support racial segregation, restricted immigration, sterilization, and antimarriage laws.  |
| Psychological tests, intelligence tests and educational assessments: normed on White participant samples. | For example, Terman created a revised Stanford-Binet scale to justify a segregated system of education to train children from certain groups (eg Black, Native American and Mexican) to become efficient workers.<br><br>This is a clear example of scientific racism. |

## Resources

- Summary
- TED-Ed
- Crash Course Psychology
- BBC documentary
- Articles
- Websites

## Summary

### Key terms

Scientific racism: An ideology that appropriates the methods and legitimacy of science to argue for White supremacy.

Eugenics: “a social and political philosophy, based loosely on Charles Darwin’s evolutionary theory and Francis Galton’s research on hereditary genius, that seeks to eradicate genetic defects and improve the genetic makeup of populations through selective human breeding.

Positive eugenics is directed toward promoting reproduction by individuals with ostensibly superior traits, whereas negative eugenics is directed toward preventing reproduction by individuals with traits that are considered to be undesirable. The eugenic position is groundless and scientifically naive, in that many conditions associated with disability or disorders, such as syndromes that increase risk of intellectual disability, are inherited recessively and occur unpredictably.

Nevertheless, the philosophy gained popularity in the United Kingdom and United States, where eugenic policies, such as sterilization of people with intellectual disability, persisted into the latter half of the 20th century. Attitudes toward genetics in the 21st century are often influenced by individual and community concerns about prior eugenic abuses” (APA Dictionary, [APA Dictionary of Psychology](#))

Source: APA Dictionary of Psychology. © 2022 American Psychological Association

### Resources

- Watch the BBC documentary Eugenics: Science’s Greatest Scandal. [Episode one](#) and [episode two](#) with Angela Saini and Adam Pearson (59 minutes each)
- The Smithsonian Learning Lab with interactive resources : [Exploring Heredity: Race, Eugenics, and the History of Intelligence Testing | Smithsonian Learning Lab \(si.edu\)](#)
- Watch a [Crash Course Psychology: Eugenics and Francis Galton](#) : YouTube (12 minutes)
- Watch a [Crash Course Psychology: Controversy of Intelligence](#) : YouTube (13 minutes)
- Watch and read about [Harvard University: Scientific Racism](#) :Harvard University website (1 hour)
- Find a link [Haunted Files](#) : A/P/A NYU
- Find a timeline at [Pivotal moments: Psychology's long journey towards racial justice](#) which could be used as a possible display
- Read a Psychology Today article called [The Long Shadow of the Eugenics Movement](#) (4 minutes)
- Watch [The movement that inspired the Holocaust](#) : Ted-Ed on YouTube (5 minutes)
- Watch [The Dark History of Forced Sterilization](#) : YouTube (7 minutes)
- Read an article called [The Ideology of Racism; Misusing Science to Justify Racism](#) : United Nations Chronicle (7 minutes)
- Read an article on [Eugenics and Scientific Racism](#) : USA National Human Genome Research Institute. (10 minutes)

# Mamie Phipps Clark and Kenneth Clark: Exploring the positive impacts of socially sensitive research

## Specification

7182/3 – Issues and debates

Ethical implications of research studies and theory, including reference to social sensitivity.

## Teaching idea

- Socially sensitive research can positively affect social groups and society.
- One example of this is that it can help reduce prejudice and discrimination improving social policies and practices. Such changes can be beneficial to society as a whole.
- Psychological research is biased towards the WEIRD population, by conducting socially sensitive research on other groups, researchers are possibly helping to reduce this imbalance and gain understanding of different cultures.
- Use the work to illustrate the positive effects of socially sensitive research.
- Cost-benefit analysis: this material can be used to discuss the dilemma facing researchers when carrying out socially sensitive research.

## Resources

- Summary of the work of Mamie and Kenneth Clark.
- YouTube videos – The Doll Test.
- Wider reading resources.

## Summary of work

Psychologist and activist Mamie Phipps Clark conducted ground-breaking studies on race and child development that helped end segregation in the United States: see detail below.

## Dolls test

In this test, Black children ages 3 to 7 were presented with four dolls that were identical except for skin and hair colour. Two of the dolls had brown skin and black hair, and two of the dolls had white skin and yellow hair.

To assess racial preference, the children were presented with the four dolls and responded to the following requests by picking one of the dolls and handing it to the experimenter:

- “1) Give me the doll that you like to play with or like best;
- 2) Give me the doll that is a nice doll;
- 3) Give me the doll that looks bad; and
- 4) Give me the doll that is a nice colour.”

The children were then asked to make racial identifications

Of the 250 Black children tested,

- 134 of attended segregated nursery and public schools in the south (Arkansas), and
- 119 of attended non-segregated schools in the northeast (Massachusetts).

By age 7,

- 87% of the children correctly self-identified by choosing the brown doll as the one who looked like them.
- 67% of the black children chose the white doll as the doll they wanted to play with
- 59% indicated that the white doll was the nice doll
- 59% indicated that the brown doll looked bad.
- Although the findings were for children in both the segregated schools of the south and the non-segregated schools of the north, the Clarks found that many of the southern children appeared to have internalised a passive, resigned acceptance of their inferior status, while children in the non-segregated schools seemed more aware of the unfairness of racial discrimination and were more upset by it.
- They concluded that integration was a key to helping children, both Black and White, achieve positive self-identification and to reducing racism.
- Their research on children and race showed that Black children became aware of their identity and of society's negative view of Blackness at about three years old.
- The Clarks presented their results at several school desegregation trials, including *Brown v. Board of Education*, which overturned segregation in public schools in 1954.

Excerpted from: Karera, A. (2010). Profile of Mamie Phipps Clark. In A. Rutherford (Ed.), *Psychology's Feminist Voices Digital Archive*. <https://feministvoices.com/profiles/mamie-hipps-clark>

## YouTube videos

- [Doll Test](#) (9 minutes)
- [Dr Kenneth Clark | The Doll Test and Desegregation \(1988\)](#) (6 minutes)

## Wider reading resources

- [Brown v. Board of Education: Summary, Ruling & Impact – HISTORY](#): Brown versus Education Board explained. (15 minutes)
- [Read How a Psychologist's Work on Race Identity Helped Overturn School Segregation in 1950s America](#) in Smithsonian Magazine. (15 minutes)
- [How Dolls Helped Win Brown v. Board of Education – HISTORY](#).
- Clark, K. B., & Clark, M. P. (1940). Skin color as a factor in racial identification of Negro preschool children. *Journal of Social Psychology*, 10, 159-169.
- Clark, M. P. (1944). *Changes in primary mental abilities with age*. Unpublished doctoral dissertation, Columbia University.
- Clark, K. B., & Clark, M. P. (1950). Emotional factors in racial identification and preference in Negro children. *Journal of Negro Education*, 19, 341-350.
- Watch an interview with Dr Tatum: [Can We Talk About Race](#) on Dr Beverley Daniel Tatum website. (1 hour 5 minutes)
- Watch this clip called [Is Segregation Among Adolescents Still a Problem?](#) on You Tube: Dr Beverley Daniel Tatum. (3 minutes)
- Watch a TedXStanford on [Is My Skin Brown Because I Drank Chocolate Milk?](#) With Dr Beverley Daniel Tatum. (13mins)
- Read an article about [APA: America's first black female psychologist](#) on the APA website. (4 minutes)

## Exploring unconscious bias: Memory and eyewitness testimony

### Specification link

- Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.
- Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.
- Ethical implications of research studies and theory, including reference to social sensitivity.

### Teaching idea

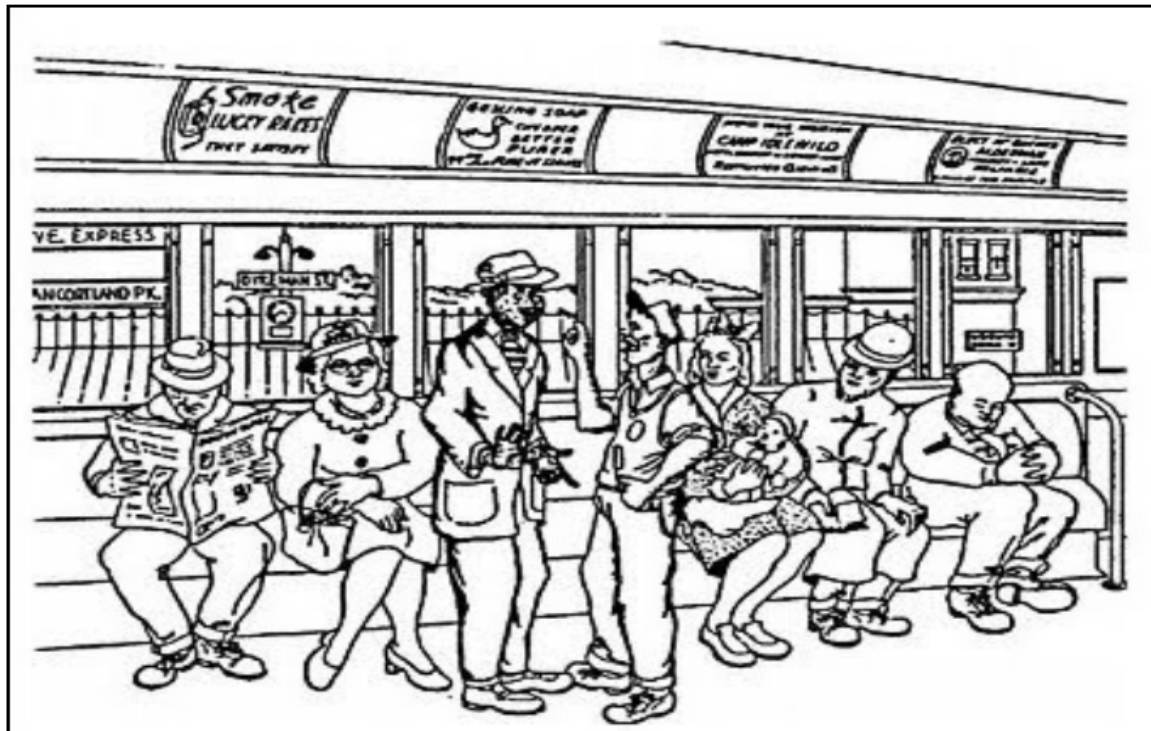
- Consider introducing students to the work of Jennifer Eberhardt who specialises in implicit prejudice and unconscious bias.
- Extend students' understanding of factors affecting the accuracy of eyewitness testimony by considering the cross-race effect and unconscious biases.
- The material is also relevant to deepening understanding of the issue of objectivity and science: unconscious bias during the research process can threaten objectivity. It's also relevant to the importance of adopting a reflexive approach when studying other cultures ie constantly reflecting on one's own biases when carrying out research.
- This may be used as an independent learning activity to extend students' understanding of the impact of unconscious bias.

### Resources

- Allport and Postman (1947): Subway fight.
- Introduction to Jennifer Eberhardt.
- Summary of the cross-race effect.
- The Surprising Science of Recognition: Jennifer Eberhardt.
- Ted Talk: *How to overcome our biases? Walk boldly toward them*: Verna Myers.
- Extension activity: online learning course from NextBigIdeaClub.com.

## Allport and Postman(1947)

Allport, G. W. and Postman, L. The psychology of rumor. New York: Henry Holt, 1947, pp. 247



### Method

- A White man holding a straight razor is apparently confronting a Black man on a subway car.
- Participants passed the story to each other (six to seven-person chains) through serial reproduction.
- Allport and Postman found that the description of the scene often changed as it was passed from person to person.
- Allport and Postman (1945, 1947) found that in over half of the experiments using this picture, at some stage in the series of reports the Black man (rather than the White man) was said to hold the razor in his hand (Allport and Postman, 1947: p.111).

### Introducing Jennifer Eberhardt

- Watch [An Introduction to "Biased" by Stanford Psychology Professor, Jennifer L. Eberhardt](#) : YouTube (4 minutes)
- Read [The Bias Detective: Meet the Psychologist Exploring Unconscious Bias – And Its Tragic Consequences for Society](#) : American Association for Advancement of Science (15 minutes)
- Watch [Biased - Uncovering Hidden Prejudice That Shape our lives By Jennifer Eberhardt: Animated Summary](#) : YouTube (4 minutes)
- Watch [Jennifer L. Eberhardt: How racial bias works - and how to disrupt it](#) :Ted Talk (14 minutes)
- Read [Jennifer Eberhardt | Department of Psychology \(stanford.edu\)](#): Profile (Stanford University)
- Watch [The Surprising Science of Recognition](#) on YouTube (4 minutes): What is the ORE?

## The other-race effect (ORE)

- The other-race effect (ORE) refers to the finding that adults are able to recognise individuals of their own race better than those of a less familiar race.
- This raises questions about the eye-witness testimony of people attempting to identify an offender of another race.
- Eberhardt has demonstrated that the other-race effect is a product of exposure; ie the more we are exposed to people of different races, the better we are at telling people apart, which is why people do not usually have trouble differentiating people of the same race.
- Because the media underrepresent minority races and overrepresent White people, the other-race effect has more impact on White people, and less impact the other way around.
- According to Eberhardt, the other-race effect can cause racist beliefs such as 'all Black people are the same', which can reinforce stereotypes; for example, those linked to violence and crime.

## Resources:

Implicit Bias Tests: test yourself.

- [Implicit Bias | Lesson 5: The IAT - YouTube](#) Implicit Association Tests: explained: UCLA's Office of Equity, Diversity and Inclusion. YouTube (5 minutes).
- [Take a Test \(harvard.edu\)](#) – Implicit Association Tests: please note that the test is designed for adults aged 18 or older.
- [Test Yourself for Hidden Bias | Learning for Justice](#): provides an overview of what unconscious biases are and why it is important to uncover them.
- [Verna Myers: How to overcome our biases? Walk boldly toward them | TED Talk](#) (17 mins). In this video Verna Myers talks about how we can understand, acknowledge and challenge the unconscious biases that we hold.
- e-Course from [Next Big idea Club – Biased](#) by Jennifer Eberhardt  
Jennifer Eberhardt's work is important for understanding implicit prejudice and unconscious bias. This e-course may be of interest to students who wish to extend further their understanding of this area. (The links in the table on the next page are to the e-course with suggestions for key questions for students).

| Number | Link  | Some questions students may want to answer when watching clip  |
|--------|---|--|
| 1      | <a href="#">An Introduction to "Biased" by Stanford Psychology Professor, Jennifer L. Eberhardt</a> (4 minutes) | <ul style="list-style-type: none"> <li>What is implicit bias?</li> <li>What are ideas about race shaped by?</li> <li>What is one of the strongest stereotypes in America?</li> <li>What personal story does Dr Eberhardt share as an illustration of implicit bias?</li> </ul>   |
| 2      | <a href="#">The Surprising Science of Recognition</a> (4 minutes)   | <ul style="list-style-type: none"> <li>What is the Other Race Effect?</li> <li>What example from 2014 does Dr Jennifer Eberhardt use to illustrate the impact of the other race effect?</li> </ul>   |
| 3      | <a href="#">The Dangers of Stereotypes</a> (4 minutes)  | <ul style="list-style-type: none"> <li>What are the positives of categorisation?</li> <li>What are the beliefs we have about social groups called?</li> <li>What determines the content of stereotypes?</li> <li>Explain two examples of the impact of negative bias?</li> </ul>   |
| 4      | <a href="#">Selective Attention &amp; Procedural Justice</a> (5 minutes)  | <ul style="list-style-type: none"> <li>Describe the selective attention study by Daniel Simons and Christopher Chabris.</li> <li>Briefly describe procedural justice training.</li> </ul>  |
| 5      | <a href="#">We Are All Human, and Nothing Less</a> (3 minutes)  | <ul style="list-style-type: none"> <li>What was the difference in the perceptions of Irish and Black immigrants over time?</li> <li>Describe Eberhardt's 2008 study with Phillip Goff et al.</li> </ul>  |
| 6      | <a href="#">Home Sweet Home. How Slowing Things Down Can Help Fight Biased Thinking</a> (3 minutes)             | <ul style="list-style-type: none"> <li>What is 'Next Door'?</li> <li>What category did 'Next Door' struggle with?</li> <li>When is bias most likely to surface?</li> <li>What techniques did they use to slow people down and force a move beyond the broad category of race?</li> <li>By how much did racial profiling reduce?</li> </ul> |
| 7      | <a href="#">The Power of Context</a> (4 minutes)  | <ul style="list-style-type: none"> <li>What does research show about the academic achievement of Black and Latinx students when they attend integrated schools?</li> <li>What did Bernice's experience in NYC demonstrate?</li> </ul>  |

| Number | Link  | Some questions students may want to answer when watching clip   |
|--------|---|---|
| 8      | <a href="#">The Risks of Color Blindness</a><br>(3 minutes) | <ul style="list-style-type: none"> <li>• What is the strategy of colour blindness promoted in some schools?</li> <li>• What are the risks of colour blindness?</li> </ul> <p><b>Extension activity:</b> looking at colour blindness a little closer.</p> <p><a href="#">What Does Racism Look Like? Color-blindness - Anti-racism Resources - Research Help at Fitchburg State University (libguides.com)</a></p> |

# Toward an Inclusive Psychology: Infusing the introductory psychology textbook with diversity content

## Resource

APA: [Towards an Inclusive Psychology](#)

This resource was produced by the APA (2003), with the aim of improving representation in introductory psychology textbooks.

The resource is organised into different topics in Psychology and provides a range of practical ways in which diversity can be infused into their delivery. Suggestions and examples of how this can be achieved are offered for each of the following aspects of diversity:

- Ageing
- Culture
- Gender
- Sexual orientation
- Disability.

Although the resource was published in 2003 and is targeted at an American audience, it's still helpful for identifying opportunities for the integration of diversity into the delivery of some of the topics in the A-level Psychology specification.

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## Associations and resources

Please find below a list of free resources to help support you with the delivery of Culture in Psychology.

Please note that resources without the 'AQA approved' badge have not been through our approval process, even if AQA is used in the title.

### Associations

| Name of association  | Link  |
|--|---|
| American Psychological Association (APA).  | <a href="#">The APA Dictionary of Psychology</a><br><a href="#">The APA Psychology Topics</a><br><a href="#">APA Teachers of Psychology in secondary schools</a><br><a href="#">Online Psychology Laboratory</a><br>The OPL library of demonstrations provides interactive studies and examples to explain, explore and apply psychological concepts.<br><a href="#">APA Ethnic Minority Psychological Associations</a> |
| Racism, bias and discrimination resources.   | <a href="#">Racism, bias, and discrimination (apa.org)</a>  |
| Association of Black Psychologists (UKABPsi).  | <a href="#">ukabpsi</a>   |
| Association of Educational Psychologists.  | <a href="#">Equality &amp; Diversity Resources and information   Association of Educational Psychologists (aep.org.uk)</a>  |
| Association for Psychological Science.   | <a href="#">Association for Psychological Science resources</a><br><a href="#">APS Racism</a>   |
| BIPP Network – BAME in Psychiatry & Psychology<br>An initiative holding quarterly panel discussions, talks, workshops, and/or presentations at King's College London, delivered by psychiatrists, psychologists, and mental health practitioners. Its activities provide insight, guidance, and knowledge on accessing careers in psychiatry and psychology for individuals of BAME background. The activities | <a href="#">BIPP network</a>  |

| Name of association   | Link   |
|---|--|
| increase exposure to, learning, and discussion of cross-cultural or BAME psychological theory, practice and research.   |  |
| BME Diversifying Psychology away from its White, Western Bias.  | <a href="#">BME</a>  |
| <p>International Association for Cross-cultural Psychology.</p> <p>Online Readings in Psychology and Culture.</p> <p>ORPC consists of reviews and new perspectives that reflect current trends and discussions in cross-cultural psychology and related fields written by scholarly experts. The peer-reviewed process of submitted articles guarantees and ensures the quality of the contributions.</p> | <p><a href="#">Recent Additions   Online Readings in Psychology and Culture   Grand Valley State University (gvsu.edu)</a></p> |
| Society for the Psychological Study of Social Issues.   | <a href="#">Teaching Activities from the Society for the Psychological Study of Social Issues (SPSSI)</a>                      |

## Resources

### Bias-free language guides

The APA has produced a range of bias-free language guides.

This site provides general guidelines for writing without bias and specific guidelines that address the individual characteristics, such as disability, racial and ethnic identity, socioeconomic status, etc.

Recommended to be read in conjunction with Inclusive Language Guidelines:

- [Bias-free language \(apa.org\)](https://www.apa.org/bias-free-language)
- [Inclusive Language Guidelines \(apa.org\)](https://www.apa.org/inclusive-language-guidelines)

### Websites and courses

| Name of association   | Link   |
|---|--|
| AnthroSchools – Resources for Psychology A-level from UCL Anthropology department.  | <a href="#">Resources for Psychology A-Level   UCL Anthropology - UCL – University College London</a>  |
| <p>American Psychological Association (APA) Guidance – Towards an Inclusive Psychology: Infusing the Introductory Psychology textbook with Diversity Content.</p> <p>This resource is produced by the APA and is designed for schools in the US but there are some ideas which may be helpful when considering the integration of EDI into the delivery of the specification.</p> | <p><a href="#">Toward an Inclusive Psychology: Infusing the Introductory Psychology Textbook With Diversity Content – APA (39 pages)</a></p> <p>This resource covers 20 topics in introductory psychology, focusing on inclusive and accurate representation of diversity issues and diverse populations. It includes a Resource Compendium of examples of diversity content organised according to categories, such as aging; culture, ethnicity and race; disability, gender; language and sexual orientation.</p> |
| <p>Association for Psychological Science<br/>'Under the Cortex: A Psychologists View of Racism in Psychology: webinar.</p> <p>(28 minutes)</p>  | <p><a href="#">Under the Cortex: A Psychologist's View of Racism and Inequality – Association for Psychological Science – APS</a></p>  |
| <p>BME Psychology: 'Diversifying psychology away from its white, Western bias.'</p> <p>Website maintained by Glen Jankowski (Critical Psychology lecturer at Leeds Beckett University) that arose from a group project aiming to move psychology away from its White and Western biases.</p>  | <p><a href="#">About: Diversifying psychology away from its white, Western bias– BME Psychology</a></p>  |

| Name of association  | Link  |
|--|---|
| <p>BME Psychology Archive – Leeds Beckett University.</p> <p>Provides a list of BME psychologists and anti-racist work. The site cautions that it vastly under-represents the number of BME psychologists that exist and can't do justice to this work. It is intended as a starting place only to diversify psychology away from its White, Western biases.</p> | <p><a href="#">BME Psychology Archive</a></p>   |
| <p>British Psychological Society: Equality, Diversity and Inclusion and Anti-Racism. (Clinical Psychology)</p>   | <p><a href="#">Equality, Diversity, Inclusion &amp; Anti-Racism - The British Psychological Society (bps.org.uk)</a></p>  |
| <p>British Psychological Society: Challenging White Psychology – References and Resources.</p>   | <p><a href="#">Teachers' toolkit - The British Psychological Society (bps.org.uk)</a></p>   |
| <p>British Psychological Society<br/>Decolonising the Curriculum<br/>Webinar.<br/>(2 hours)</p>  | <p><a href="#">Inclusion webinar series: Decolonising the curriculum (bps.org.uk)</a></p> <p>BPS have provided free access to this recording as part of BPS learn. You will need to register to access.</p> |
| <p>Center for the History of Psychology – the Archives of the History of American psychology – the world's largest repository of manuscripts, books, media and artefacts relevant to the history of Psychology.</p>  | <p><a href="#">Archives of the History of American Psychology</a></p>   |
| <p>Considering Diversity Teacher Resources. (APA)</p>  | <p><a href="#">Considering Diversity: Teacher Resources – APA</a></p>   |
| <p>Culture Across the Curriculum A Psychology teachers handbook. (Kenneth D. Keith)</p>  | <p>Book: <a href="#">Culture across the Curriculum: A Psychology Teacher's Handbook (Culture and Psychology): Keith, Kenneth D</a></p>  |
| <p>Decolonising Psychology: Globalisation, Social Justice and Indian Youth Identities.</p>   | <p><a href="#">Decolonising Psychology: Globalisation, Social Justice and Indian Youth Identities</a></p> <p>BME website created</p>  |
| <p>Decolonising Psychology Curricula Why What and How. (Dr. Glen Janowski)<br/>YouTube (19mins 9 secs)</p> <p>Short talk on first steps to decolonization psychology curricula. Talk given to Leeds University Psychology Department.</p>  | <p><a href="#">Decolonizing Psychology: Globalization, Social Justice, and Indian Youth Identities (Explorations in Narrative Psychology): Bhatia, Sunil</a></p>  |

| Name of association   | Link  |
|---|---|
| Hidden Histories: Black In Psychology.  | <a href="#">Hidden Histories: Black in Psychology - GM Higher</a>                                     |
| I am Psyched (Smithsonian Learning Lab) A multimedia initiative that explores the history and contributions of women of color in Psychology.  | <a href="#">Collections: I am Psyched! Virtual Exhibit   Smithsonian Learning Lab (si.edu)</a>        |
| Inspiring Histories, Inspiring Lives Women of Color in Psychology.  | <a href="#">Women in Psychology Timeline – APA</a>  |
| Learning for Justice.<br>Range of free posters to download (free).  | <a href="#">One World Posters – Learning for Justice</a>  |
| Office of Teaching Resources in Psychology.<br><br>Activities and videos for teaching cross-cultural issues in Psychology:<br><br>This resource* includes ready-to-use activities/demonstrations, summaries of and reference citations for additional published activities/demonstrations, and an annotated list of videotapes.<br><br><i>Please note this is intended for schools in the US, but <b>there are</b> some relevant ideas.</i> | <a href="#">Microsoft Word - otrp_ccactivs.rtf (teachpsych.org)</a>                                   |
| Psychology Today.<br>Black Psychology Matters.  | <a href="#">Why Black Psychology Matters   Psychology Today</a>                                       |
| Society for the Teaching of Psychology – wide range of resources organised by topic area.<br>Please note this is intended for schools in the US, but has some relevant ideas.   | <a href="#">Society for the Teaching of Psychology – Resources by Course or Topic –teachpsych.org</a> |
| The Smithsonian Learning Lab.<br><br>Free, interactive resources for Psychology.  | <a href="#">Smithsonian Learning Lab: Discover, Create, Share (si.edu)</a>                            |
| The Association of Black Psychologists Resources.   | <a href="#">Resources – The Association of Black Psychologists (abpsi.org)</a>                        |
| The Earlier Founders of Black Psychology YouTube.<br>(14 minutes 11 seconds)  | <a href="#">The Earlier Founders of Black Psychology - YouTube</a>                                    |

| Name of association   | Link  |
|---|---|
| Timeline.<br>Possible classroom display.  | <a href="#">Pivotal moments: Psychology's long journey towards racial justice</a> |
| UCLA Office of Equality and Diversity.<br>Range of short videos covering eg schemas, biases, stereotypes. | <a href="#">UCLA Office of Equity, Diversity and Inclusion - YouTube</a>          |

## Online resources specific to the A-level Psychology specification

- [Psych Boost](#) (15 mins)
- [Psychlotron](#) – Culture Bias in Psychological research and studies
- [Psychology Hub](#) - Culture Bias in Psychology
- [Simply Psychology](#) - Issues and debates. Revision for Paper 3
- [Super Psychology](#) – Nailing Issues and debates. Revision for Paper 3
- [Tutor2U](#) – Cultural bias revision seminar. (19mins)

