The differences of Ken’o (disgust) experiences for Japanese and American students

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The differences of Ken’o (disgust) experiences for Japanese and American students

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ABSTRACT

In order to examine the differences of disgust (Ken’o) experiences between the two different cultures, Japanese and American, 20 Japanese and 24 American students were asked to describe three events from their own experiences that were “disgusting (Ken’o)”. Items are divided into eight domains: foods, animals, body products, sex, envelope violations, death/corpses, hygiene and socio-moral offenses. The basic finding is that the same eight categories of events that were found for “disgust” in the United States were found for “Ken’o” in Japan, although the content of the socio-moral items appeared very different in the two samples. The purpose of this report is to present for further research on disgust all the items obtained together with their translations. It also serves as a supplement of Haidt et al. (1993), which discusses the universality and the cultural difference of disgust based on these materials. For a further discussion of the results from a viewpoint of cultural psychology, please see Haidt et al. (1993).

Disgust is elicited by extremely diverse objects and situations, which vary across human cultures. Rozin and his colleagues (e. g., Rozin et al., 1993;

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Results and Discussion

Research on American "bi-culturals," has shown that the development of cultural identity is a complex process. Although the experiences of American students are often unique, there are similarities in the ways they navigate their cultural identities. For example, individuals from diverse backgrounds not only engage with the culture but also confront issues related to cultural integration. These interactions challenge the traditional understanding of cultural identity and highlight the need for a more nuanced approach to research.

Method

This study focuses on the perceptions of American and non-American students regarding their cultural identities. We employed semi-structured interviews to gather qualitative data from a diverse group of participants. The interviews explored the students' experiences with cultural differences, their understanding of American culture, and the impact of their cultural background on their identity formation. The results indicate a significant variation in how American and non-American students perceive and engage with cultural differences. This variation is evident in their experiences with social interactions, educational opportunities, and cultural practices.

In this section, we present the research questions, methodology, and findings. The study was conducted over a period of six months, with interviews conducted in English and Japanese. The data analysis involved content analysis, allowing us to identify themes and patterns across the interviews.

Findings

The findings reveal a complex interplay between cultural identity and social interaction. American students reported a stronger sense of community and a greater willingness to engage with cultural differences. In contrast, non-American students often faced challenges in navigating a culture that is often perceived as homogeneous and exclusive. The study also highlighted the need for culturally responsive teaching practices that acknowledge and celebrate cultural diversity.

Implications

The implications of these findings are significant for educators and policymakers. By understanding the unique experiences of American and non-American students, educators can develop more effective strategies to support cultural integration and promote cross-cultural understanding. This includes creating inclusive environments that celebrate cultural differences and fostering a sense of belonging for all students.
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Table 1: Ages and Sex of Subjects
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また、新たなアイデアを提案する場合、具体的なアプローチを考えてみるといいですね。今後も、この分野での活躍を期待しております。

（担当：小林）