
Internationalizing the Teaching of Psychology

A Volume in:
Advances in Cultural Psychology: Constructing Human Development

Series Editor

Jaan Valsiner

Advances in Cultural Psychology: Constructing Human Development

Series Editor

Jaan Valsiner
Aalborg University

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Internationalizing the Teaching of Psychology

Edited by

**Grant J. Rich
Uwe P. Gielen
Harold Takooshian**



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CONTENTS

Series Editor's Preface: A Major Move Forward: Internationalizing Psychology and its Teaching	xiii
<i>Jaan Valsiner</i>	
Foreword	xvii
<i>Saths Cooper</i>	
Foreword	xxi
<i>David G. Myers</i>	
Prolegomena to an Internationalized Psychology Curriculum	xxiii
<i>Uwe P. Gielen, Grant J. Rich, and Harold Takooshian</i>	

P A R T I

**INTERNATIONAL PERSPECTIVES ON THE
TEACHING OF PSYCHOLOGY**

1. Becoming Involved in International Psychology: Why and How	3
<i>Harold Takooshian, Irina A. Novikova, and Elena Chebotareva</i>	
2. A Stand-Alone Course on International Psychology	23
<i>Michael Stevens and Breeda McGrath</i>	
3. Teaching Psychology in Latin America and Elsewhere: An International View of the Discipline	39
<i>Sherri McCarthy and M. C. Luis Alfredo Padilla López</i>	

4. The Use of Films to Enhance Pedagogy in the Psychology Classroom.....	61
<i>Danny Wedding, Nahathai Wongpakaran, and Tinakon Wongpakaran</i>	
5. The International Psychology (Teaching) Web.....	73
<i>Victor Karandashev and Elena Zarubko</i>	
6. Internationalizing Psychology through Massive Open Online Courses.....	91
<i>Scott Plous</i>	

PART II

CROSS-CULTURAL, CULTURAL, AND INDIGENIZED PERSPECTIVES

7. Teaching Cross-Cultural and Cultural Psychology	103
<i>Deborah L. Best and Hemalatha Ganapathy-Coleman</i>	
8. Teaching Cross-Cultural Research Methods	117
<i>Fons J. R. van de Vijver</i>	
9. Indigenized Internationalization: Developments and Lessons From Two Aotearoa/New Zealand Universities	129
<i>Linda Waimarie Nikora, Bridgette Masters-Awatere, Mohi Rua, Veronica Hopner, Siantu Alefaio-Tugia, Lisa Stewart, Pita King, Byron Perkins, Darrin J. Hodgetts, and Stuart C. Carr</i>	
10. A Construction, Deconstruction, and Reconstruction Framework for Educational Psychology Training in a Postcolonial Setting: The Case of South Africa	143
<i>Liesel Ebersöhn, Salomé Human-Vogel, and Motlalepule Ruth Mampane</i>	

PART III

INTERNATIONALIZING BASIC DOMAINS OF PSYCHOLOGY

11. Introduction to Psychology	161
<i>Katelyn E. Poelker, Judith L. Gibbons, and Carlos P. Zalaquett</i>	
12. Teaching the History of Psychology From an International Perspective	181
<i>John D. Hogan and Juan Alberto Ortiz</i>	

13. Teaching Psychology: A Cross-Cultural Perspective on Biology and Human Behavior	191
<i>Eugene K. Emory, Gershom T. Lazarus, and Gloria Faboyede</i>	
14. Understanding the Cultural Impact on Perceptual Processing	213
<i>Michael F. Wesner and Dana M. Dupuis</i>	
15. Cognitive Psychology as Seen From an International and Filipino Perspective	231
<i>C. Dominik Güss and Ma. Elizabeth J. Macapagal</i>	
16. Internationalizing a Course on the Principles of Learning: Challenges and Approaches	249
<i>James Byron Nelson</i>	
17. Teaching Motivation and Emotion	265
<i>Lennia Matos, Dora Herrera, Rafael Gargurevic, and Marteen Vansteenkiste</i>	
18. Teaching About Intelligence, Concept Formation, and Emotional Intelligence	281
<i>Elias Mpofu, Bruce A. Bracken, Fons J. R. van de Vijver, and Donald H. Saklofske</i>	
19. Internationalizing the Teaching of Consciousness	297
<i>Grant J. Rich and Ramakrishna Rao</i>	

PART IV

**PSYCHOLOGY AS A SOCIOCULTURALLY AND
INTERNATIONALLY ORIENTED DISCIPLINE**

20. A Global Perspective on Lifespan Psychology	315
<i>Uwe P. Gielen and Grant Rich</i>	
21. Internationalizing the Personality Psychology Course	331
<i>Neil Lutsky and Ashwini Ashokkumar</i>	
22. Culture and Psychopathology: Distinct but Related and Subtly but Inextricably Bound	343
<i>Juris G. Draguns</i>	
23. International, Sociocultural, and Cross-Cultural Matters in Clinical and Counseling Psychology	352

*Andrés J. Consoli, Brigitte Khoury, Kelly M. Whaling,
Mercedes Fernández Oromendia, and Sariah Daouk*

24. Health Psychology: Understanding Culture’s Role in Health and Illness.....	379
<i>Michele Hirsch and Camille Morlière</i>	
25. Internationalizing the Teaching of Social Psychology and Intergroup Relations.....	393
<i>Michael Harris Bond and Peter B. Smith</i>	
26. Organizational Psychology and Leadership.....	403
<i>Diana Boer, Katja Hanke, and Ayu Okvitawanli</i>	
27. Internationalizing the Teaching of Psychology of Women: A Feminist Perspective	415
<i>Florence L. Denmark, Krystal Lozada, and Talia Zarbiv</i>	
Editors and Contributors	429

ENDORSEMENTS

This is a brilliant, unprecedented collection of international scholarship that every psychology professor and student should read. The 21st century in the teaching of psychology has truly arrived with this book, creating a thoroughly needed international focus for our pedagogy.

*Frank Farley, Ph.D, L. H. Carnell Professor, Temple University;
Former President, American Psychological Association (APA),
International Council of Psychologists,
American Educational Research Association (AERA), and
the Society for International Psychology (Division 52 of APA)*

Internationalizing Teaching of Psychology contains chapters authored by eminent psychologists of diverse cultural background, inclusive of different cultural perspectives on range of topics of contemporary importance. Thus, the volume integrates research emanating from varied cultural contexts facilitating development of a truly universal psychological science. The volume is a major resource for teaching courses on Cultural/Cross-cultural /Global psychology and in enhancing internationalization of psychology.

*Prof. Janak Pandey, University of Allahabad, India,
Editor, Psychology in India: The State-of-the-Art*

Since the mid-twentieth century the world has become an increasingly smaller place, at least in the figurative sense. And yet, Western psychology has been slow to grasp the culturally limited scope of much of our science. Although the movement toward a more culturally inclusive psychology had its roots at least as early as the 1960s, more recent meta-analyses have shown that a large percentage of the psychological literature has represented a small percentage of the world's population. In *Internationalizing the Teaching of Psychology*, Grant Rich, Uwe Gielen, and Harold Takooshian are making a noteworthy effort to inform and support teachers who would move the field toward a psychology of all people. From advice about get-

ting involved in international psychology, to stand-alone international psychology courses, to the problems of culture-bound specialized courses, these well-traveled and experienced editors have assembled a resource that psychology teachers will find both interesting and valuable.

*Kenneth D. Keith, President, Society for the Teaching of Psychology,
University of San Diego*

This volume is a positive contribution to the internationalization of the psychology curriculum. Given the very large numbers of psychology undergraduate and graduate students across the world, such internationalization has significant potential to provide learners with opportunities to better understand the similarities and differences in the behavior of humans in different local, national and international contexts. Such understanding can lead to a greater appreciation of, and perhaps respect for and celebration of, these similarities and differences, thus potentially leading to actions that reduce global human suffering. This volume should become an indispensable tool for psychology educators interested in such outcomes.

Jacquelyn Cranney, Psychology, UNSW Sydney, Australia

This book is a necessity, given the increasing mobility of psychologists, use of technology in psychology practice, and need to regulate the psychology profession globally. The content in this book will go a long way to improve psychological literacy in our East and Central Africa region. I chaired the first ever East and Central African Regional Psychology Conference in Uganda in 2013 and am on the Board of Directors of the International Association of Applied Psychologists (IAAP), so am keenly aware that the internationalization of scientific psychology knowledge and skills is an imperative.

James Kagaari, Ph.D, President, Uganda Council of Psychologists

Teaching psychology in your own country—especially when it is a country as vast and diverse as the United States, where fewer than half its citizens hold a passport—makes it all too easy to give courses in which students come away with the impression that what psychological scientists have learned about behavior and mental processes at home applies equally in the rest of the world. That is not always the case, of course, and the chapters in this valuable volume serve not only to remind us of that fact, but to stimulate us to consider adjusting the content of our courses to make them, as they should be, more international in scope.

*Douglas Bernstein, Courtesy Professor of Psychology,
University of South Florida USA*

Bravo to this all-star cast of international contributors for showing us how to help students appreciate both our cultural diversity and our human kinship—and for providing us with accessible articles, books, media, and online materials for teaching every area of psychology from a more international perspective.

*David G. Myers, Hope College, co-author, Psychology 12th Edition
and Social Psychology, 12th Edition*

Imagine that you convened an invitation-only panel of 73 experts from around the world and asked that they guide the profession in internationalizing the teaching of psychology. This book would be the impressive result! Here's the definitive, how-to guide on adding global and cross-cultural perspectives to courses throughout the psychology curricula.

John C. Norcross, Ph.D, ABPP, Distinguished Professor of Psychology at University of Scranton, Adjunct Professor of Psychiatry at SUNY Upstate Medical University

SERIES EDITOR'S PREFACE

A MAJOR MOVE FORWARD

Internationalizing Psychology and its Teaching

Jaan Valsiner

This book is filled with enthusiasm. It is a deeply felt international enthusiasm recognizing that psychology—as a science, a multifaceted practice, and a general human value—knows no boundaries. But even more importantly, the overcoming of existing borders is situated in this volume at the very core of the discipline, namely its contents as they are being taught in universities and schools. That is also where a new generation of thinkers will hopefully emerge. Whether they actually will develop depends on how well they will succeed in bypassing the unimaginative yet predominant academic evaluation practices in the form of multiple choice tests and simplified training manuals. Many of our teaching practices are oriented toward making the invention of new ideas increasingly difficult if not impossible—surely a paradox of modern formal education¹.

The general idea on which this book is based is simple: *Psychology belongs to the world; it comes from all people in the world and is feeding into their being-in-the-world*. Interestingly, this simple idea has taken various institutions, such as the American Psychological Association, a long time to recognize and to en-

¹ This will be the target of an international volume *Cultures of Higher Education* (published by Springer, 2018) that I am in the process of editing.

Internationalizing the Teaching of Psychology,
page xiii–xvi.

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dorse. And even now this recognition continues to be incomplete since psychology remains a discipline of decidedly Euro-American outlook. In the emerging 21st century it is time to change that, and the authors in this volume are pioneers in confronting this major task. To achieve their goal, they have centered on the crucial link of the intellectual productivity chain—the teaching of psychology. Deciding upon that link as their effort’s central focus is the very best decision since by internationalizing the transfer of knowledge of a particular area from one generation to the next, substantial changes can be expected to emerge among the younger generations. Even if most of today’s psychology is not yet fully international in nature, introducing a handbook of teaching it from an international perspective constitutes a major breakthrough.

It is not surprising that it is the scholarly communities focusing on cross-cultural and cultural psychology that are taking the lead here. They have a more complete vision of the world not only by understanding that psychology as science is basic but also by being full of wonder about the differences between societies that are central to the incredible richness of human creativities. Together with cultural, social, and psychological anthropologists, it is the cross-cultural psychologists who are consistently pointing out the rich variety of human-made cultural objects—and among these it is the human being as such that constitutes the most fascinating cultural product!

How could it have happened that psychology is only now becoming truly international in its know-how? How has it been possible for psychology to emerge from its European 18th century philosophical and aesthetic roots to become an independent discipline in the 19th century—and yet to forget that psychological issues have been relevant throughout the whole history of *Homo sapiens*? Each body decoration that our ancient ancestors were pleased to display is based on psychological needs of some kind. At the same time, the development of human communities is made possible by general principles of negotiating social orders. All throughout the history of the human species, psychology has been learned in informal ways—yet it began to be formally taught only in the year 1806². Furthermore, over the last two centuries, the teaching of psychology in universities has been very selective in regards to topics and their international relevance. For instance, I have yet to find a single textbook of psychology that would include as suitable topics of psychology the phenomena of sacrifice, asceticism, pilgrimage, or the construction of burial places and street lights. While all these have been important aspects of human lives over long periods of history, psychology has bypassed them thereby leaving them to anthropologists and historians to study. Psychology in its present form is simply too narrow given the topics it fails to discuss, its incipient reductionism, and its tendency to downplay the central importance of culturally formed meaning systems.

² When J. G. Herbart introduced the first university lecture course on the topic in Göttingen.

The present volume fills a major gap in the psychological literature by providing materials that can help academic psychologists make their teaching efforts more international and cross-cultural in nature. This leads to heightened sensitivity to local conditions and their integration into the basic teaching of psychology. The coverage of this volume is substantial: 22 different content areas are represented and analyzed by over 70 contributors. It is truly a milestone in the effort to internationalize psychology teaching and to provide teachers with useful materials. However, a word of caution is in order here: Shaped by the realities of the discipline's history, the content that is being taught in psychology courses remains mostly Eurocentric in nature—so far. For instance, the Oedipus Myth has been of singular prominence in the history of psychology when compared to its many potential alternatives. Yet a more culture-inclusive kind of psychology could be built, for instance, on the Ganesha and Kali/Durga myths—let us hope that this will become a reality one day!

Global psychology is culture-inclusive psychology. The contributions to this volume make that simple truth very clear. No longer can psychology as science be taught on the basis of elementary primary processes such as salivation by dogs, intensive key pecking by pigeons, or displays of castration anxiety in young males. The psychology of today is that of meaning-making human beings who may live in any kind of a “jungle”—whether made of cement in Shanghai or New York, or created by nature in the Amazon Region. Moreover, there has emerged an increasing global readiness for human beings to face the screens of television sets or cellular phones in order to be entertained by moving pictures. This technological innovation creates important demands for the teaching of psychology that range from the confines of textbooks to those created by real life.

Nevertheless, increasing resistance has in recent years been developing to the transcending of borders across the globe. Thus, different countries like to proclaim themselves to be “Number 1”—without basic realities backing up such a claim. In psychology, it is Argentina that is sometimes seen as a kind of “Number One” in the World³ but that label does not prove that major breakthroughs in psychological science have emerged in that country because of the massive presence of psychologists there. Neither does such a claim hold true for the United States—which likes to claim a “Number One” twitter-proclaimed status in every respect—including the frequent use of university students as major subjects⁴ for psychological studies. However, I believe that the impact of that kind of proclaimed prominence on the creation of psychology's knowledge base is of a decidedly dubious nature.

³ As per capita number of psychologists in a country.

⁴ Of course the contemporary “politically correct” term is *research participants*—which in itself is discriminatory as it presumes that (randomly) selected and agreeing subjects take part in something in the making in which, however, they play no active role. The investigator is also a research participant—the one who “runs the show”—but that dominance is not presented as *participation* (see Bibace et al., 2009, for further elaboration).

Psychology simply needs to become international in *all* of its aspects. This must start from the field's knowledge makers, the researchers, and expand to the discipline's teachers and practitioners together with their educational and practical know-how. For instance, we should get inspired by *Médecins Sans Frontières (MSF)* and consider the creation of a similar organization for psychologists. Psychology students as well, who later on may become specialists in areas not narrowly linked to psychology, need to develop their global readiness to act far beyond the national and cultural fences they too easily endorse. They need to understand that people "out there" have the same aspirations, desires, and rights as do people "here"—yet encoded into cultural forms that may be deeply unfamiliar to them and therefore difficult to decipher or accept. Human beings need to move beyond the narrow confines of their own self, beyond their national identity, and beyond their patriotic feelings to develop a Global Self. This is possible when we—here and now—feel interconnected with people living in countries far away. This is most likely to happen in the case of disasters when, for instance, we deeply sympathize with the victims of earthquakes occurring far from us, inducing us to provide genuine help to them. Nevertheless, feeling oneself into others' needs should occur all the time, especially when disasters, famines, and wars are not there to trigger such feelings of empathy. Maybe these empathic feelings—were they to proliferate across the world—would stop human beings from annihilating each other.

Aalborg
30. April 2017 Jaan Valsiner

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FOREWORD

Saths Cooper

Internationalizing the Teaching of Psychology is a timely and much-needed resource that teachers of psychology the world over should rely on as an invaluable supplement to their engagement with students. It is globally appropriate from the foundational to the postgraduate levels and is relevant for counteracting cultural, national, and regional limitations.

This is an indispensable tool for international psychology whose beginnings can be traced to the very first International Congress of Psychology (ICP) that was held in Paris, France during the centennial celebrations of the French Revolution. Eminent 19th Century European intellectuals¹ and Nobel Laureates² contested their ideas from August 6th to August 8th, 1889 in often-heated debates, yet enjoyed a convivial closing banquet on the first floor of the Eiffel Tower, which was still under construction. This would prompt William James to write about it in *Mind* and energize him to complete his *Essays in Psychology* (Sabourin & Cooper, 2014).

¹ Such as Joseph Babinski, Alexander Bain, Alfred Binet, Jean-Martin Charcot, Gilles de la Tourette, Emile Durkheim, Sigmund Freud, Francis Galton, Pierre Janet, Joseph Jastrow, Hugo Münsterberg, Wilhelm Wundt, and Sergei Korsakoff.

² Charles Richet, ICP Secretary-General, was a physiologist whose research on anaphylaxis earned the Prize for Medicine in 1913; Poet Sully Prudhomme, a member of the ICP Organizing Committee won the very first Prize for Literature in 1901.

Internationalizing the Teaching of Psychology,
pages xvii–xix.

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Leading figures from beyond psychology³ engaged with the founding fathers of psychology, setting the tone for the trajectory of international psychology. The modern flagship event in international psychology, the quadrennial ICP⁴, and ‘Psychology’s Global Voice,’ the International Union of Psychological Science (IUPsyS), owe their origins to this historic first ICP. Since then, and particularly in the evolving 21st century, psychology has become a key discipline the world over, attracting huge numbers of undergraduate students and postgraduate candidate psychologists.

This volume reflects the mission of IUPsyS—“the development, representation and advancement of psychology as a basic and applied science nationally, regionally, and internationally” (IUPsyS Statutes, 2016)—and mirrors many of its objectives such as:

- To enhance and promote the development of the science and profession of psychology.
- To exchange ideas and scientific information between psychologists of different countries.
- To contribute to psychological knowledge through publishing activities.
- To foster the exchange of publications and other communications among different countries.
- To foster excellence in standards for education, training, research and the applications of psychology.

IUPsyS has encouraged the proliferation of these objectives so that psychology may serve all of humanity. To this end, the latter objective is noteworthy in establishing universal benchmarks in education and training in psychology. It is anticipated that this volume will contribute to creating a repertoire of works that directly tackle the abiding questions of our time, providing resonance with what society is searching for and expecting of psychology: a more engaged paradigm.

In a world that has become closer through the advent of technology and its ubiquitous by-product, social media, there is no area of human endeavor that is devoid of scientific psychological underpinnings and the vast array of applications that psychology has sprouted. Yet common understanding and values seem to be rapidly receding further from our grasp while science is trashed and “alternate facts” abound. In such tenuous and troubling times, tendentious and self-serving leaders dominate our attention. Reason, compassion, and decency seem now to be ethereal, overtaken by gaudy acquisitiveness. This volume becomes all the more apposite in ensuring that psychological insights can be brought to bear for beneficence across the world.

³ Such as anthropology, medicine, neurology, physics, physiology, and sociology.

⁴ The 31st ICP was held in Yokohama, Japan in July 2016 and ICP2020 will be held in Prague, Czech Republic in July 2020.

In the majority world, beyond its Euro-American bastion, where psychology has grown in leaps and bounds, this volume will prove to be an important trailblazer. Boasting well-known and emerging authors from all continents, their carefully selected chapters are bound to prompt further critical scholarship. This we may expect especially as we negotiate our fast-changing geopolitical world where social security and economic certainty are becoming more fragile and threats of terror, hunger, poverty, and unemployment are sharply rising.

This significant psychological contribution will challenge us all to look beyond our usual concerns and the marks of our origin, to think expansively and explore areas that we may have avoided before. *Internationalizing the Teaching of Psychology* will leave us enthusiastic about our psychology and its essential connectedness to this world.

Saths Cooper
(President, International Union of Psychological Science)

REFERENCE

- Sabourin, M., & Cooper, S. (2014). The first International Congress of Physiological Psychology (Paris, August 1889): The birth of the International Union of Psychological Science. International Platform for Psychologists, *International Journal of Psychology*, 49(3), 222–232.

FOREWORD

David G. Myers

We consider humankind our family.

—*Parliament of the World Religions, 1993*

Our young science of psychology has its roots in many countries. Wilhelm Wundt was a German philosopher-physiologist. William James was an American philosopher. Sigmund Freud was an Austrian physician. Ivan Pavlov was a Russian physiologist, Jean Piaget was a Swiss biologist.

Like those pioneers, today's psychologists are citizens of many lands. The International Union of Psychological Science has 86 member nations, from Albania to Zimbabwe. In China, the first university psychology department began in 1978; today they are some 270. Moreover, thanks to international publications, joint meetings, and the Internet, collaboration and communication now cross borders. Psychology is growing and it is globalizing.

As teachers of psychology, we rightly aim to offer this world-based psychology to our students worldwide. Our professed goal is to study and to teach about *human* behavior, and not just the behaviors of people in our own culture. For us textbook authors and for classroom teachers, that means searching the *world* for research findings and human examples. We do so mindful that our readers and students may be in Sydney, Seoul, or Seattle.

Internationalizing the Teaching of Psychology,
page xxi–xxii.

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As citizens of a shrinking, interconnected world—thanks to migration, travel, and the Internet—we also aim to increase our students’ world-awareness. We acknowledge our individual uniqueness (we look and sound different, and we express our differing personalities and cultures). Yet we also teach our cultural diversity. As this volume reminds us, with rich and abundant examples, cultures differ. They differ in their childrearing practices and goals. They differ in their experience of adolescence. They differ in how they perceive the world, define intelligence, and even express emotions. Cultures even differ in the prevalence of psychological disorders, and how they treat them.

An internationalized teaching of psychology nevertheless also reminds us of our human kinship—that everyone is part of our human family, with a moral claim upon us (an idea assessed by Sam McFarland’s “Identification with All Humanity” scale). As I explain in *Psychology, 11th Edition*,

We are the leaves of one tree. Our human family shares not only a common biological heritage—cut us and we bleed—but also common behavioral tendencies. Our shared brain architecture predisposes us to sense the world, develop language, and feel hunger through identical mechanisms. Whether we live in the Arctic or the tropics, we prefer sweet tastes to sour. We divide the color spectrum into similar colors. And we feel drawn to behaviors that produce and protect offspring.

Our kinship appears in our social behaviors as well. Whether named Gonzales, Nkomo, Smith, or Wong, we start fearing strangers at about eight months, and as adults we prefer the company of those with attitudes and attributes similar to our own. Coming from different parts of the globe, we know how to read one another’s smiles and frowns. As members of one species, we affiliate, conform, return favors, punish offenses, organize hierarchies of status, and grieve a child’s death. A visitor from outer space could drop in anywhere and find humans dancing and feasting, singing and worshipping, playing sports and games, laughing and crying, living in families and forming groups. Taken together, such universal behaviors define our human nature.

So, as teachers of an internationalized psychology, we celebrate our diversity. In a world struggling with cultural differences, we hope to increase acceptance of our diversity and respect for our cultural identities. Yet, knowing that differences grab human attention, we also want our students to understand that we humans are more alike than different. We are all kin beneath the skin.

Kudos to this volume’s all-star cast of international contributors for helping us fulfill these aims. Their chapters help us teach our students to recognize our cultural diversity in attitudes and expressive styles, in child raising and elderly care, and in life priorities. And they help us to remind our students of our shared biological heritage, and our common mechanisms of seeing and learning, hungering and feeling, loving and hating. Moreover, they provide us with accessible articles, books, media, and online materials for teaching their subdiscipline from a more international perspective.

PROLEGOMENA TO AN INTERNATIONALIZED PSYCHOLOGY CURRICULUM

Uwe P. Gielen, Grant J. Rich, and Harold Takooshian

Motto: Let us turn the teaching of psychology into a global enterprise.

In recent decades, psychology has evolved from a discipline dominated by U.S.-American psychologists into a much more global discipline. Preliminary estimates suggest that perhaps three quarters of the world's one million or more psychologists reside outside the U.S. (e.g., Bullock, 2014; Stevens & Gielen, 2007). Many of them teach at one of the numerous tertiary level educational institutions that are spread across the globe in regions as culturally distinct as South America, Southeast Asia, Africa, the Middle East and the Nordic area (e.g., Brazil, China, India, Indonesia, Kuwait, the Netherlands, Russia, and South Africa). Today, psychology departments and other psychology programs exist in over 150 nations, and in many countries psychology has become one of the most popular areas of study (<http://www.psychology-resources.org>).

In the U.S., in the year 2013, more than 2.5 million people participated in the labor force with psychology as their highest degree (2013 National Survey of College Graduates, National Science Foundation). In recent times, at least 1.2 million

Internationalizing the Teaching of Psychology,
page xxiii–xxxix.

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U.S. students enrolled in an introductory psychology course each year, about 6% of all 4-year college students majored in psychology, and in 2013–2014, 117,298 U.S. students earned their bachelor's degree in the field. In addition, psychology courses are now taught at many high schools in North America. Unfortunately, the overall number of high school, undergraduate and graduate students enrolled in psychology courses around the world remains unknown, although it is thought to be very large and still growing. After all, more psychologists live and practice both in Europe and in Latin America than in the U.S. Indeed, the nation with the world's highest density of psychologists (especially psychoanalysts) is Argentina where counseling and clinical treatment by psychologists are entrenched in the culture like nowhere else (Stevens & Wedding, 2004).

Influenced by the transformational forces of globalization, cultural and/or cross-cultural research is now mentioned in more than 90% of all introductory psychology textbooks published in the U.S. (Lonner & Murdock, 2012). In addition, cross-cultural and cultural psychologies have blossomed as exciting and intellectually challenging fields in many parts of the world. At the same time, however, psychology as currently presented in various textbooks and taught in the U.S. remains a parochial field in which contributions from abroad and in languages other than English are routinely neglected (Arnett, 2008; Draguns, 2001; Sundararajan, 2016). Too often the teaching of psychology remains both *culture bound* (relying too much on research conducted with samples from one culture only) and *culture blind* (culture as an important influence on behavior is overlooked). In spite of this situation, U.S. efforts to internationalize psychology education have slowly but steadily been gaining ground in recent years (e.g., APA Working Group on Internationalizing the Undergraduate Psychology Curriculum, 2005). Similar efforts can also be found in Latin America, Europe, and elsewhere. For more information consult the chapter entitled “Teaching Psychology in Latin America and Elsewhere: An International View of the Discipline,” which includes detailed information about the situation in Brazil and Mexico.

In contrast to the situation prevailing in many nations in North America, Europe, and Latin America, psychology in many of the non-Western countries represents—or at least historically represented—an imported discipline insufficiently connected to the prevailing local sociocultural and economic conditions (e.g., Sinha, 1986; Yang, 1993). Therefore, a number of our chapter authors from countries as diverse as Aotearoa/New Zealand, Mexico, the Philippines, and South Africa are arguing in their respective chapters that the field needs to be indigenized if it is to be of service to their local communities. This holds true above all in the low-income countries where widespread poverty is accompanied by difficult-to-resolve problems and struggles for progress and justice in the areas of health, work, and education, yet psychologists and other mental health specialists remain few in number especially in the rural areas (World Health Organization, 2014). To teach and practice psychology under these conditions requires approaches, insights, and skills that currently are not adequately discussed in mainstream

textbooks geared to the economic, educational, sociocultural, and legal conditions prevailing in the well-to-do and westernized nations. Seen in this context, it should not come as a surprise that nonwestern psychologists supporting indigenization efforts are frequently appealing to considerations that are simultaneously scientific and political in nature.

Given these global developments and considerations, it is *the central purpose of this volume* to help academic psychologists make their teaching efforts more international, cross-cultural and, if possible, locally appropriate in character. Being practically oriented, the book provides a concise overview of the internationalization of psychology and introduces a broad array of detailed suggestions for instructors of psychology who wish to infuse global, sociocultural, cross-cultural, and biocultural perspectives and materials into their undergraduate and graduate psychology courses. It covers 22 different content areas and is intended to serve as an indispensable sourcebook for psychologists residing both in the U.S. and elsewhere. Indeed, when taken together, the book's chapters provide a worldwide panorama on educational perspectives and materials related to psychological matters. By using suggestions contained in it, instructors can help their students become more culturally sensitive and function more effectively both as citizens and as budding psychologists in the evolving globalized yet culturally diverse world. No other teaching-oriented volume presently available covers such a broad territory (cf. Gross, Abrams, & Enns, 2016; Leong, Pickren, Leach, & Marsella, 2012). In addition, because this volume deals with many of the discipline's central and popular areas, most psychology professors are likely to teach one or more of the courses discussed in this volume. However, we could not cover all of the field's important areas considering that, for instance, the American Psychological Association includes 54 active divisions each covering one or more thriving areas of research, teaching, and practice. The scope of modern psychology is indeed enormous. Furthermore, most of the references contained in this volume are in English given the predominance of the language in international psychology.

To achieve their ambitious goals the editors have assembled a highly experienced group of 73 contributors teaching in 21 countries. Taken together, they represent a veritable "Who's Who of International Psychology." Besides continuing to publish streams of culturally and internationally oriented research papers and books, they as a group have conducted research, taught and practiced in all the world's major regions, including Africa, Asia, the Caribbean region, Europe, Latin America, the Middle East, North America, and the Pacific region. A number of the contributors have served as top leaders in psychology, for instance as respective presidents of the American Psychological Association, the Interamerican Society of Psychology, the International Association of Cross-Cultural Psychology, the newly established Pan-African Psychology Union, the Psi Chi International Honor Society in Psychology, the Society for Cross-Cultural Research, or as Secretary General of the World Education Research Association. Others among them are rising stars and promising graduate students. Although coming from a broad

range of multicultural backgrounds and representing a considerable range of scientific perspectives and areas of expertise, the authors are united by the conviction that the new century demands a much more globally conceived psychology. After all, the hybrid identities of many of our most promising students are increasingly *glocal* in character, that is, they are composed of a complex and evolving mixture of at times conflicting global and local components.

The book includes a brief introductory section that is followed by four main parts. The beginning section contains a “Preface” by the Cultural Psychology Book Series Editor, Jaan Valsiner who teaches in Denmark, two ‘Forewords’ respectively by the South African President of the International Union of Psychological Science, Saths Cooper (cf. Rich & Kuriansky, 2015) and the leading textbook author in the USA, David G. Myers, together with the present “Prolegomena to an Internationalized Psychology Curriculum” by the book’s three editors. This brief section is followed by *Part I: International Perspectives on the Teaching of Psychology*, which contains six chapters that trace the accelerating globalization of psychology, guide instructors and students toward increased involvement in international psychology, introduce a course on international psychology, discuss the teaching of psychology in Latin America and elsewhere, and review a slate of movies that vividly demonstrate psychological phenomena and principles at work in a broad array of culturally varied dramatic situations. Moreover, since the recent exciting growth of international education is driven to a very significant extent by technological changes, the reader is also introduced to internet-based teaching resources and approaches including massive open online courses (MOOCs) that have been facilitating the flow of educational information across the globe.

The internationalization of psychology was given a pronounced push in the early 1970s when cross-cultural psychology began to emerge as an innovative field with its own identity and globally oriented organizations, including the 1971 birth of the multidisciplinary Society for Cross-Cultural Research in the U.S.A., and the 1972 birth of the International Association for Cross-Cultural Psychology in Hong Kong. Somewhat later, Cultural Psychology (Heine, 2016; Valsiner, 2014) and its intellectual cousins, namely various forms of indigenous psychology, emerged almost simultaneously in several parts of the world. Some of these developments are reflected in *Part II: Cross-Cultural and Indigenous Perspectives*, which includes two chapters on cross-cultural psychology. The first one provides an overview of selected themes together with pertinent cross-cultural research on topics such as individualism/collectivism, immigration and acculturation, language and bilingualism, and parenting and parental cultural belief systems. The second one introduces the teaching of cross-cultural research methods as an appropriate approach to test the validity and range of applicability of almost any psychological theory. However, many indigenous psychologists tend to argue that psychology remains to various degrees an Anglo-Saxon- and Western-centered intellectual enterprise serving to perpetuate a special form of

intellectual colonialism in other parts of the world. Two chapters originating respectively in Aotearoa/New Zealand and South Africa introduce the reader to this perspective and describe ongoing efforts to develop and teach nonwestern forms of psychology anchored in the local cultural, economic and sociopolitical traditions of these two countries. In both of them, the indigenization of psychology is linked to struggles revolving around the contested heritage of a colonial past. As elsewhere, indigenized forms of psychology in the two countries coexist with various originally western and more traditional forms of the discipline that in some form or other are likely to endure over the coming decades. Thus, psychologists in the majority world may need to weave back and forth between indigenous (but potentially parochial) and originally imported (but potentially misleading) approaches to the teaching and practice of psychology. One way to do so is to create international research and teaching projects in which contributors from the “majority world” have a major say.

In contrast to these relatively recent developments, the contributions to *Part III: Internationalizing Basic Domains of Psychology* focus on various areas of psychology that have played a central role throughout much of the field’s international history. This section begins with a broadly conceived chapter on introductory psychology that is followed by eight chapters analyzing specific core areas. They explore such widely taught topics as the history of psychology, biopsychology, sensation and perception, cognitive psychology, the psychology of learning, motivation and emotion, intelligence and concept formation, and the teaching of consciousness. The authors have utilized their considerable expertise and experience in their subdisciplines, and made significant efforts to locate sources from within and beyond psychology to internationalize their respective chapters. For instance, as appropriate, the authors cite and describe relevant work of scholars including: psychological, medical, and social anthropologists, cognitive scientists, neuroscientists, physicians, biologists, ethnobotanists, analysts, historians, and scholars of comparative religion, among other disciplines. This multidisciplinary and interdisciplinary work is relevant to psychology and helps internationalize the discipline, but frequently is unfamiliar to most psychology instructors seeking to diversify a given psychology course or unit. Furthermore, though many instructors may be well versed in the research in their home nation, they may be less familiar with non-print resources in their disciplines, particularly resources that may assist in diversifying the course.

Authors in the present section have developed an excellent array of such sources to fill this gap, including links to websites not only in psychology, but also in anthropology, medicine, complementary, alternative and integrative health, and traditional healing systems among others. In addition to noting the usual journal articles, chapter authors have located helpful resources for teaching including memoirs, biographies, and documentary, fictional, and animated films. As further examples of non-print sources found in this section, several chapter authors offer links to websites with classroom activities, websites with examples of optical and

auditory illusions, or computer software, such as a computer program that utilizes simulations of a virtual rat to show how operant and classical conditioning works.

It should be added that culturally and internationally oriented contributions to these areas are sometimes ignored or downplayed in importance by those experts who assume that the basic mechanisms underlying sensation, perception, learning, cognition, motivation, and emotional experience are mostly similar across the world. The chapter on “Internationalizing a Course on the Principles of Learning: Challenges and Approaches,” for instance, discusses some fundamental principles generally thought to govern classical and operant conditioning in humans and then asks how cultural forces might interact with them. For instance, it may be true that Eastern cultures facilitate more configurational rather than elemental types of learning and perception when compared to Western cultures. In contrast to such hypotheses, many other experts assume that basic learning principles have been shaped by evolutionary forces and operate in a more or less similar fashion across different cultures and even across different species. Nevertheless, as other chapters in this section together with the empirical evidence reviewed in volumes such as Heine’s (2016) *Cultural Psychology* demonstrate, the influence of culture on human functioning is pervasive yet easily underestimated (see also Wang, 2016, together with Cheung’s 2012 personal account of mainstreaming culture in personality psychology). Seen in this light, the internationalization and cross-cultural study of psychology has major implications for many of the field’s enduring discussions such as, for instance, the nature-nurture debate together with questions related to the very nature of ubiquitous but difficult-to-decipher interactions between biological, psychological, physical, and sociocultural influences and forces.

Part IV represents *Psychology as a Socioculturally and Internationally Oriented Discipline*. The chapters in this section cover eight major areas of psychology that typically discuss societal and cultural forces, incorporate applied aspects in addition to theoretical considerations, and form part of the course offerings of many psychology departments across the globe. The domains covered include lifespan and developmental psychology, personality psychology, psychopathology, clinical and counseling psychology, health psychology, social psychology and intergroup relations, organizational psychology and leadership, and the psychology of women. Many students are especially interested in these areas not only for personal reasons but also because they might be contemplating or planning a career in one of them.

Compared to the chapter authors represented in Part III, those contributing to Part IV were generally able to rely on a great variety of cross-culturally and culturally oriented publications. The chapter entitled “A Global Perspective on Lifespan Psychology,” for instance, introduces comparisons between socialization practices and self-conceptions prevailing, respectively, in parts of East Asia and the U.S., notes a number of volumes and visual materials that examine the nature of childhood and adolescence in societies located all around the globe, and

discusses books, articles, and documentaries examining sociocultural yet psychologically informed perspectives on the life course, aging, mourning, and funeral practices. Moreover, the chapter also takes into account that various cultural and psychological anthropologists have explored holistically many smaller nonwestern and traditional cultures and societies together with their socialization practices, family systems, and typical pattern of individual development.

In a somewhat different fashion, the authors of the chapter on “Organizational Psychology and Leadership” point out that this area is among the most internationally and practically oriented subfields in psychology because international organizations have mushroomed across the globe. This means that the managers of these organizations are expected to understand and support the creative potentials of their organization’s culturally diverse members while also having to deal with potentially conflicting self-conceptions, group identities, interpersonal expectations, and ways of doing things. Expatriate managers, moreover, frequently experience psychological difficulties when attempting to adjust to their new cultural environments. Perhaps the proverbial Vermont farmer got it right when he observed, “People is mostly alike, but what difference there is, is mighty important”—an observation that holds true both within and across various national and cross-cultural groups. In this context, intercultural awareness and understanding depend on one’s ability to decipher both spoken and unspoken messages while being able to separate observation from interpretation, interpretation from personal and in-group preferences, and such preferences from actually existing sociocultural circumstances. Such skills are furthered when students are exposed to internationalized psychology curricula in the context of real-life as well as symbolic interactions with educators and peers from varied cultural backgrounds.

By way of comparison, the clinically and health-related areas of psychology are increasingly taking into account the multicultural differences existing within a given country, but they are still not sufficiently internationalized (for a clinically oriented volume attempting to bridge the divide between multicultural and international considerations, see Hilado & Lundy, 2018). The Global Mental Health Movement, for instance, began to pick up steam around the turn of this century but so far has been dominated by psychiatrists (Patel, Minas, Cohen, & Prince, 2013) rather than by culturally savvy psychologists. Furthermore, the relatively few mental health specialists practicing in low-income countries need to expand their theories, research, and applications when compared to the more visible efforts found in the high-income and westernized countries. In addition, they need to develop effective models of cooperation with their countries’ numerous indigenous healers who are steeped in longstanding religious and supernatural traditions (Adler & Mukherji, 1995; Gielen, Draguns, & Fish, 2008; Moodley & West, 2005; see also the chapter entitled “Internationalizing the Psychology of Consciousness” and the section on Psychological Practices in Ancient and Aboriginal Cultures, which is contained in the chapter “Teaching Psychology: A Cross-Cultural Perspective on Biology and Human Behavior.”).

In addition to exploring various international viewpoints, the chapters contain an annotated bibliography discussing pertinent books, articles, web-related materials, films, videos, and so on. Given the international prominence of the English language in the field and the almost endless variety of multilingual psychological publications across the world, most of the references are in English. Where appropriate the chapters may also mention literature in related disciplines such as transcultural psychiatry, cultural anthropology, sociology, and history that can be used to broaden and strengthen psychology courses and to reduce professional tunnel vision. The annotated bibliographies are designed to help the reader find out *what* materials are available, *why* they are important, *why students* might find certain materials interesting and of value, and *how* to look for them as well as related materials. Those web-based items on the list that are available free of charge have been marked with an “*” at the beginning. They contain, for instance, articles included in the easily accessible series entitled *Online Readings in Culture and Psychology* (<http://scholarworks.gvsu.edu/orpc>). Such articles and web materials may be of special interest to professors and students in the low- and medium-income countries because they frequently have limited financial resources available as well as limited (if any) access to high quality psychology libraries. Moreover, materials accessible to undergraduates have been characterized by a “UG,” those appropriate for advanced undergraduates with an “AdvUG,” and those more suitable for graduate students with a “G.” Because different countries support different educational systems, readers from outside the U.S. are invited to adjust these characterizations in accordance with prevailing local conditions.

Based on this information, both highly experienced and less experienced psychology instructors can add globally and culturally oriented dimensions to their respective courses while including at least some assignments that focus on non-western and low-income countries. Such assignments are becoming steadily more important, in part because the more enlightened and demanding universities, departments, and accrediting agencies are putting increasing pressure on instructors to broaden and internationalize their courses. These institutions may rightfully suspect that teaching excessively monocultural conceptions of psychology will, for instance, be seriously misleading and inappropriate for the increasing number of multicultural, international, immigrant, and nonwestern students populating many of our classrooms. At the same time, it should be kept in mind that university and college systems differ considerably across the globe (Takooshian, Gielen, Plous, Rich, & Velayo, 2016). For instance, whereas many European and Latin American universities are focused on the training of professional psychologists such as clinicians, counselors, and work (I/O) psychologists, colleges in the United States are designed to train undergraduates who may, or may not, go on to graduate school and careers in psychology. In this context, several chapters throughout the book refer to differing educational and other requirements for professional psychologists that can be found, for instance, in many Latin American countries, the Arab world, European countries, and the U.S.

It is important to note that our book does not attempt to trace the history and status of psychology in diverse countries and regions of the world. Readers interested in exploring such topics are advised to consult already available volumes edited by Baker (*Oxford Handbook of the History of Psychology*, 2012), Stevens and Wedding (*Handbook of International Psychology*, 2004), and others. Nor does the present book aim to survey the extensive North American literature on diversity and multicultural psychology which tends to focus on ethnic, gender, and sexuality related concerns, identities, and differences existing within the U.S. and, at times, Canada (e.g., Banks & McGee Banks, 2016; Casas, Suzuki, Alexander, & Jackson, 2017). Moreover, we are not attempting to assess in detail the history of international psychology organizations or the broader institutional ramifications of international psychology education as an overall enterprise (cf. Bullock, 2012; Dunn, 2015; *International psychology*, n.d.; Stevens & Gielen, 2007; Takooshian, Gielen, Rich, & Velayo, 2016; see also the chapter entitled “A Stand-Alone Course on International Psychology”).

We touch upon but do not review in detail specific study abroad programs, which are more fully discussed in Gross, Abrams, and Enns (2016). Study abroad programs can be extremely helpful in adding an international dimension to education efforts in psychology and other disciplines. For instance, participation in such programs may help many students move closer to achieving a number of the goals noted by the APA Working Group on Internationalizing the Undergraduate Psychology Curriculum (2005). Thus, in line with these APA goals, study abroad programs may serve to enhance student knowledge of international content of various psychological topics, increase knowledge of research methodologies/approaches favored in other nations, deepen students’ understanding of the discipline of psychology internationally (such as how educational and professional standards and applications vary around the globe), build awareness of current global issues, and increase students’ ability to apply psychology in terms of real world interpersonal understanding in a complex multicultural world. Furthermore, study abroad programs—and other types of brief and extended international experiences abroad (including vacations and paid or volunteer work)—may have other benefits as well, such as building additional cognitive and social capacities, including enhancing creativity (Leung, Maddux, Galinsky, & Chiu, 2008; Rich, 2009). However, it remains a fact that in most countries, the large majority of college and university students are educated at home due to financial, linguistic, cultural, and other reasons. Furthermore, some recent research evidence indicates that having a broad range of overseas experiences may at times be associated with increased endorsement of moral relativism and even immoral behavior (Lu et al., 2017). Other research evidence, however, suggests that studying psychology abroad increases cultural competencies through experiential learning (Earnest, Rosenbusch, Wallace-Williams, & Keim, 2016).

To reiterate: The central purpose of this volume is to inspire and guide psychology instructors who wish to internationalize their course offerings and thereby

help their students and themselves become more knowledgeable about a broad range of psychological questions, methodologies, theories, research findings, applications, and ethical quandaries related to the psychological make-up, behavior, and welfare of human beings everywhere. This is an important practical task since our students will likely live in a thoroughly globalized and multicultural world, and as professors, it is our obligation to support and guide them in their preparations for such a future. Moreover, psychology continues to lag behind disciplines such as anthropology (Inda & Rosaldo, 2008), sociology (e.g., Inkeles, 1969), and management studies (see the chapter on “Organizational Psychology and Leadership”) when it comes to adopting a truly global perspective. Consequently, internationalizing the field of psychology remains a major scientific and ethical task, given that in our role as competent and open-minded social scientists we need to understand the unfolding of human nature in a broad variety of living conditions and sociocultural settings before we can grasp at least some of our own ethnocentric limitations (we all have them!) as well as those of our peers, students, and textbook writers.

We also should tell our students that being involved in the international psychology movement can make for a truly interesting and satisfying life (e.g., Florence W. Kaslow, 2000; see also the article by the Chinese psychologist Fanny M. Cheung, 2012, and the student-oriented DVD by Kuriansky and Gielen, 2016). Those students who wish to learn more about global activism can consult the three volumes edited by Stout (2009). They provide a convenient overview of numerous internationally oriented organizations focusing on the reduction of global health inequities, the development of education and job training programs, and the promotion of sustainable development and social justice especially in the non-Western “majority world” where more than 85% of all people live. Moreover, international and national psychology organizations such as IAAP, ICP, and APA are increasingly represented at the United Nations where psychologists are making important contributions to the development and implementation of the organization’s 17 Sustainable Development Goals that will remain in force until 2030. For the first time these goals include a worldwide focus on improving both mental and physical health in low-, medium-, and high-income countries (Kuriansky, with Zinsou, 2017) (see also the chapter entitled “Indigenized Internationalization: Development and Lessons from Two Aotearoa/New Zealand Universities”).

As psychologists, we claim—whether implicitly or explicitly—that we are teaching about human nature in general. It is the purpose of this volume to encourage efforts to redeem this claim in a more comprehensive and convincing manner while helping our students to broaden their minds and to develop global readiness, a global self, and ultimately a sense of interconnectedness with all people and countries. Such global sensitivities and corresponding forms of knowledge are desperately needed for the evolving century with its interconnected, world-wide, and intensifying challenges in regards to climate change and accelerating environmental degradation, pervasive technological changes, unsustainable popula-

tion increases, alleviation of poverty, extensive unemployment, violent conflicts between and within countries, external and internal migration, desperate refugee families and their hapless children, human trafficking, exploitative child labor, and widespread physical and mental health problems. In order to better understand and hopefully ameliorate some of these manifold problems we require more globally oriented, interdisciplinary, and widely applicable forms of psychology than those currently presented in our classrooms and textbooks. This is especially important at a time when political leaders and ideologies linked to entrenched ethnocentric, nationalistic, religiously intolerant, and short-sighted “let’s-ignore-the-environment” attitudes and preoccupations are staging a comeback in too many countries.

In brief, today’s global village demands a global psychology for both scientific and ethical reasons (for an international overview of ethical questions in psychology, see Leach et al., 2012). Ultimately, we need to develop and teach a psychology that, in cooperation with other sciences, can help support the survival and prosperity of our species in a rapidly changing and contentious world. As humanity is moving towards a (hopefully) better future, the integral development of international psychology remains an unfinished, ambitious yet achievable goal. And with this conviction, we ask the reader to join us in this entirely worthwhile cause.

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We would like to express our deeply felt thanks to our professors, colleagues, international contributors, and all others who helped us prepare this volume. For us, the rise of international psychology has not only been deeply satisfying for both intellectual and ethical reasons, but it has also been enriched by the formation of personal friendships with colleagues from a broad variety of cultural and geographical backgrounds. At the same time, our deep and sincere gratitude goes to our loved ones for their support during the “time away” required to complete this volume, both literally, such as time teaching, conducting research, and presenting at professional conferences abroad, and figuratively, such as time immersed in studying books and in sitting at the computer while writing and editing materials for this volume. In addition, we would like to acknowledge the contributions of several psychologists to the cause of international psychology who unfortunately have passed away in recent times. They include Ernst Beier (U.S.), Morton Deutsch (U.S.), Raymond D. Fowler (U.S.), Gustav Jahoda (Scotland), Çiğdem Kağıtçıbaşı (Turkey), Luciano L’Abate (Italy, U.S.), Kwok Leung (Hong Kong), Ludwig Lowenstein (U.K.), Thomas D. Oakland (U.S.), Paul Pedersen (U.S.), and Sarlito Sarwono (Indonesia).

ANNOTATED REFERENCES

(* = available for free on the web; UG = undergraduate level; AdvUG = advanced undergraduate level; G = graduate level)

Adler, L. L., & Mukherji, B. R. (Eds.). (1995). *Spirit versus scalpel: Traditional healing and modern psychotherapy*. Westport, CT: Bergin & Garvey.

Topics such as health, physical and mental illnesses, and how to cure illnesses and thereby make a person whole again have preoccupied the human mind since times immemorial. The contributions to this book discuss the concept of healing from a variety of traditional and modern perspectives and traditions. AdvUG

*APA Working Group on Internationalizing the Undergraduate Psychology Curriculum. (2005). *Report and recommended learning outcomes for internationalizing the undergraduate curriculum*. Retrieved from <http://www.apa.org/ed/precollege/about/international.pdf> (A concise summary of suggested perspectives and goals pertinent to internationalizing psychology education.) UG

Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist*, 63(7), 602–614.

The author's content analysis of six prominent APA journals for the years 2003–2007 indicates that the “world outside of the United States, the English-speaking countries, and Europe was represented by only 2% of first authors” [p. 604]. Africa, Latin America, and the Middle East [apart from Israel] remained largely invisible. UG

Baker, D. B. (Ed.). (2012). *Oxford handbook of the history of psychology: Global perspectives*. New York, NY: Oxford University Press.

The international contributors to this important handbook introduce historical accounts of psychology in 27 countries. Inspired by this volume, instructors may ask their students to give class presentations about the history and status of psychology in a specific country—but also see in this context the volume by Stevens & Wedding, 2004. AdvUG

Banks, J. A., & McGee Banks, C.A. (Eds.). (2016). *Multicultural education: Issues and perspectives* (9th ed.). Hoboken, NJ: Wiley.

This book offers a range of chapters focused on issues related to diversity issues in education, including race, social class, disability, language, sexual orientation, and gender. Edited by leading scholars in multicultural education in the USA, it focuses mostly on North America and is primarily designed for instructors. G

Bullock, M. (2012). International psychology. In D. K. Freedheim & B. Weiner (Eds.), *Handbook of psychology: History of psychology* (2nd ed., pp. 562–596). Hoboken, NJ: Wiley.

Written by the former senior director of APA's Office of International Affairs, this chapter offers a concise summary of international psychology and a useful timeline. AdvUG

Casas, J. M., Suzuki, L. A., Alexander, C. M., & Jackson, M. A. (Eds.). (2017). *Handbook of multicultural counseling* (4th ed.). Thousand Oaks, CA: Sage.

This influential handbook largely restricts itself to multicultural counseling in the U.S., suggesting that multicultural and international psychologists tend to pursue different though overlapping agendas. AdvUG

Center for Global Initiatives. (n.d.). *Center for Global Initiatives*. Retrieved from <http://tinnnnnyurl.com/CourseWorks>.

The Center offers Five Certifications in various aspects of Global Health and Social Entrepreneurship.

- Cheung, F. M. (2012). Mainstreaming culture in psychology. *American Psychologist, 67*, 721–730.
The prominent Hong Kong-based author describes some of the lessons she learned while conducting extensive research in cross-cultural personality assessment. UG
- Draguns, J. G. (2001). Toward a truly international psychology: Beyond English only. *American Psychologist, 56*(11), 1019–1030.
Fluent in six languages, the originally Latvian author and contributor to this volume argues cogently that American psychological researchers and authors routinely neglect work published in languages other than English. However, a truly international psychology cannot be built on such a narrow linguistic-cultural base. UG
- Dunn, D. S. (Ed.). (2015). *The Oxford handbook of undergraduate psychology education*. New York, NY: Oxford University Press.
Provides comprehensive coverage of teaching, pedagogical, and professional issues in the field of psychology. UG, G
- Earnest, D. R., Rosenbusch, K., Wallace-Williams, D., & Keim, A. C. (2016). Study abroad in psychology: Increasing cultural competencies through experiential learning. *Teaching of Psychology, 43*(1), 75–79.
Undergraduate students studying psychology abroad display greater emotional resilience, perceptual acuity, and cultural adjustment when compared to domestic students enrolled in psychology classes. UG
- Gielen, U. P., Draguns, J. G., & Fish (Eds.). (2008). *Principles of multicultural counseling and therapy*. New York, NY: Routledge.
The contributors to this volume believe that “students of counseling and therapy will best understand the pervasive role of culture in their professional endeavors by being exposed to a truly global perspective” rather than by focusing predominantly on cultural differences existing within a given country. AdvUG
- Gross, D., Abrams, K., & Enns, C. Z. (Ed.). (2016). *Internationalizing the undergraduate psychology curriculum: Practical lessons learned at home and abroad*. Washington, DC: American Psychological Association.
The volume includes discussions of study-abroad programs as well as the teaching of transnational courses on U.S. campuses. UG
- Heine, S. J. (2016). *Cultural psychology* (3rd ed.). New York, NY: W. W. Norton. (This textbook provides a well-conceived overview of a relatively new field and touches upon quite a few topics that are also dealt with in the present volume.) AdvUG
- Hilado, A., & Lundy, M. (Eds.). (2018). *Models for practice with immigrants and refugees*. Thousand Oaks, CA: Sage.
Clinicians working with trauma-exposed refugees and immigrants will need to understand persons from a very broad range of cultural backgrounds. G
- Inda, J. X., & Rosaldo, R. (Eds.). (2008). *The anthropology of globalization: A reader* (2nd ed.). Oxford, UK: Wiley-Blackwell.
Anthropologically oriented on-the-ground reports from several continents demonstrate the global flow of ideas, images, messages, goods, resources, and people. AdvUG
- Inkeles, A. (1969). Making men modern: On the causes and consequences of individual change in six developing countries. *American Journal of Sociology, 75*(2), 208–225.
This classic article by a pioneering sociologist demonstrates that education and experience in factories and other organizations consistently support openness to new

and modern experiences among individuals in six otherwise quite diverse societies.
G

*International psychology. (n.d.). In *Wikipedia*. Retrieved on January 5, 2017, from <http://en.wikipedia.org/wiki/internationalpsychology>

Conceived by the senior author of this chapter, this 11–page article provides a concise overview of international psychology. UG

Kaslow, F. W. (2000). Establishing linkages through international psychology: Dealing with universalities and uniquenesses. *American Psychologist*, 55(11), 1377–1388.

An influential family psychologist and therapist recounts her personal-professional-international journey together with some of the lessons she learned along the way.
UG

*Kuriansky, J., & Gielen, U. P. (2016). *International psychology: Perspectives and profiles*. Part 1: *International psychology: What students need to know*; Part 2: *Pathfinders in international psychology*; Part 3: *Profile of Dr. Saths Cooper*. This DVD is available free of charge from: Dr. Uwe P. Gielen, Institute for International and Cross-Cultural Psychology, St. Francis College, 180 Remsen Street, Brooklyn, NY 11201; send email to: ugielen@sfc.edu.

The DVD features interviews with international psychology leaders as well as students exposed to international psychology. UG

*Kuriansky, J., with Zinsou, J. (2017). Mental health and well-being from the IAAP UN team: Next historic steps. *IAAP Bulletin*, 29(1), 40–57.

The United Nation's 2030 Agenda for Sustainable Development includes, for the first time, an emphasis on mental health and well-being. This easy-to-read report discusses some ideas, plans, and steps to realize these ambitious goals. UG

Leach, M. M., Stevens, M. J., Lindsay, G., Ferrero, A., & Korkut, Y. (Eds.). (2012). *The Oxford handbook of international psychological ethics*.

With contributions from 82 educators in 21 countries this is the most comprehensive overview of ethical discussions and considerations in worldwide psychology.
AdvUG/G

Leong, F. T. L., Bartram, D., Cheung, F. M., Geisinger, K. F., & Iliescu, D. (Eds.). (2016). *The ITC international handbook of testing and assessment*. New York, NY: Oxford University Press.

Sponsored by the International Testing Commission, this comprehensive overview covers theory, research, and practice across several disciplines and areas such as psychology, education, organizational behavior, and counseling. G

Leong, F. T. L., Pickren, W. E., Leach, M. M., & Marsella, A. J. (Eds.). (2012). *Internationalizing the psychology curriculum in the United States*. New York, NY: Springer.

This pioneering volume is designed to guide psychology instructors in the U.S. who wish to internationalize their undergraduate courses. A second edition of the book is in the making. AdvUG

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

This article examines possible interactions and effects of multicultural experiences, including international experiences, on cognition, while emphasizing certain types of creative thinking. AdvUG/G

*Lonner, W. J., & Murdock, E. (2012). Introductory psychology texts and the inclusion of culture. *Online Readings in Psychology and Culture II*.

This content analysis of major introductory psychology textbooks demonstrates that cross-cultural topics are now discussed in the large majority of them although typically only in a limited fashion. UG

- Lu, J. G., Quoidbach, J., Gino, F., Chakroff, A., Maddux, W. W., & Galinsky, A. D. (2017). The dark side of going abroad: How broad foreign experiences increase immoral behavior. *Journal of Personality and Social Psychology*, *112*(1), 1–16.

Eight studies show that a broad range of experiences in multiple foreign countries can lead to moral relativism and even immoral behavior. Such findings should provide food for thought especially for international psychologists ... AdvUG—G

- Moodley, R., & West, W. (Eds.). (2005). *Integrating traditional healing practices into counseling and psychotherapy*. Thousand Oaks, CA: Sage.

The book reviews a variety of indigenous healing practices from around the world and offers suggestions about how traditional and modern healers and counselors might cooperate with each other. AdvUG

- Patel, V., Minas, H., Cohen, A., & Prince, M. J. (Eds.). (2013). *Global mental health: Principles and practice*. Oxford, UK: Oxford University Press.

The global mental health movement emphasizes not only questions related to the prevalence, diagnosis, and treatment of maladaptive behavior but is also paying increasing attention to the contrasting economic, social, and cultural conditions that surround mental health issues respectively in low- and high-income countries and communities. However, critics complain that the movement tends to sidestep indigenous treatment methods as well as important questions related to the reliable diagnosis and effective treatment of mental health problems in nonwestern cultures. AdvUG

- Rich, G. (2009). Big C, little c, Big M, little m. *American Psychologist*, *64*(2), 155–156.

This article describes how not all international experiences are of the same quality/type, and discusses the implications of briefer vs. longer sojourns abroad, noting that the type of experience (vacation, volunteering, working or studying abroad for a year) influences the participant in different ways. AdvUG

- Rich, G., & Kuriansky, J. (2015). Saths Cooper: Post-apartheid psychologist, activist, and leader in South Africa and beyond. In G. J. Rich & U. P. Gielen (Eds.), *Pathfinders in international psychology* (pp. 241–255). Charlotte, NC: Information Age Publishing.

Read the amazing story of a leader of international psychology and author of a Foreword in our volume who spent nine years in prison for his anti-apartheid activities, much of it in the same cell block as Nelson Mandela. He began to study psychology in a prison where several of his interrogators and guards were psychologists, yet by 2012 he had risen to serve as the president of the first International Congress of Psychology on African soil as well as the first African president of the International Union of Psychological Science. What an encouraging story in spite of psychology's checkered history in South Africa! UG

- Roopnarine, J. L., & Gielen, U. P. (Eds.). (2005). *Families in global perspective*. Boston, MA: Pearson Education/ Allyn & Bacon.

Although courses on global family systems are more typically taught in sociology rather than psychology departments, psychologists need an understanding of these systems because families form the basic cells of society. They exert a crucial influence upon socialization goals and practices, gender roles, social stratification sys-

tems, individual development, and so much more. In addition to several broadly conceived overviews, this volume includes chapters analyzing the family in 18 different societies. AdvUG

Sinha, D. (1986). *Psychology in a third world country: The Indian experience*. New Delhi, India: Sage.

This book, part of the movement to internationalize psychology, represents an attempt by a leading Indian psychologist to decolonize Western psychology. AdvUG

Stevens, M. J., & Gielen, U. G. (Eds.). (2007). *Toward a global psychology: Theory, research, intervention, and pedagogy*. New York, NY: Psychology Press.

Written by leading international experts, the contributors to this volume provide an overview of the emerging field of global psychology including its many applications. It is still the only volume of its kind. AdvUG

Stevens, M. J., & Wedding, D. (2004). *Handbook of international psychology*. New York, NY: Brunner-Routledge.

Edited by two contributors to the present volume, the handbook chronicles the emergence and present status of psychology in 27 countries spread around the globe. It also contains a concise review of worldwide trends in psychology. AdvUG

Stout, C. E. (2009). *The new humanitarians: Inspiration, innovations, and blueprints for visionaries* (vols. 1–3). Westport, CT: Praeger.

Edited by the founder of the important Center for Global Initiatives [CenterForGlobalInitiatives.org], clinical psychologist Chris E. Stout, these volumes provide convenient overviews of more than three dozen humanitarian organizations that may be of interest to students looking for international challenges. UG, AdvUG

*Sundararajan, L. (2016). *American Psychological Association's Division 32 Task Force on Indigenous Psychology*. Retrieved from <http://www.indigenoupsych.org/index.html>

This website offers links to discussion posts, conference announcements, scholar and organizational contact information, publications, and more related to indigenous psychologies around the globe. UG/AdvUG/G

Takooshian, H., Gielen, U., Plous, S., Rich, G., & Velayo, R. (2016). Internationalizing undergraduate psychology education: Trends, techniques, and technologies. *American Psychologist, 71*(2), 136–147.

This article contains many useful suggestions for developing more internationally oriented departments, faculty, students, and curricula. UG

Takooshian, H., Gielen, U., Rich, G., & Velayo, R. (Eds.). (2016). *International psychology. (Annotated) Oxford Bibliographies in Psychology*. New York, NY: Oxford University Press.

This concise yet unique bibliography introduces 156 annotated publications helping to define an evolving field including its history, development and organizational aspects, pertinent research, applications by psychologists across the globe, and educational implications. Related annotated bibliographies by the same publisher yet different authors cover topics such as cross-cultural psychology and intercultural-multicultural psychology. UG

Valsiner, J. (2014). *An introduction to cultural psychology*. London, UK: Sage.

Situated at the intersection of natural and human sciences, psychology is said to have veered away from studying subjective experience and those higher psychological processes that develop in the broader context of culture and make us humans

who we are. Cultural psychology can serve as an antidote to prevailing reductionist paradigms. AdvUG

Wang, Q. (2016). Why should we all be cultural psychologists? Lessons from the study of social cognition. *Perspectives on Psychological Science*, 11(5), 583–596.

The author argues that culture should be routinely included in research programs even when studying basic psychological processes such as development, conceptual processes, learning, memory, perception, problem solving, etc. AdvUG

*World Health Organization (2014). *Mental health atlas*. Retrieved from http://www.who.int/mental_health/evidence/atlas/mental_health_atlas_2014/en/

This overview points to stark inequalities in modern mental health services between low-income and high-income countries. UG/AdvUG

Yang, K. S. (1993). Women weishenme yao jianli zhongguorende bentu xinlixue [Why do we need to develop an indigenous Chinese psychology?], *Indigenous Psychological Research*, 1, 6–88. (In Chinese)

Written by its leading proponent, this highly influential article is generally considered to be the seminal publication on the Taiwan indigenous psychology movement. AdvUG

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