For centuries cross-cultural comparisons have contributed to attempts to understand human behavior (Herodotus being an often-quoted early example). Specialized journals for publishing cross-cultural psychological studies have been in existence for less than 20 years, however. The founding of the *International Journal of Psychology* took place in 1966. The first *Annual Review* article on culture and psychology was published only about 10 years ago by Triandis, Malpass, and Davidson, although the *Annual Review* had previously devoted some attention to psychology in other countries (e.g., the 1964 edition had an article on psychology in the Soviet Union). In the past decade courses devoted to cross-cultural approaches to psychology have increased, although they are still offered in a relatively small percentage of departments. Attempting to stimulate cross-cultural awareness among undergraduates who are taking nonspecialized courses (introductory psychology, developmental psychology, social psychology) is even less common. Fostering this awareness through such courses requires an infusion approach—looking for places in the established course of study where a cross-cultural example is appropriate or where readings that illustrate psychological processes in other cultures can be used.

M. H. Segall, writing in 1980 in the *Journal of Cross-Cultural Psychology* to commemorate its 10th anniversary, noted a readiness on the part of those who teach undergraduate psychology to foster global awareness by using international resources. Such teaching could, he felt, reduce students’ ethnocentrism about the field they were studying (and perhaps in their own lives as well) and help them deal more intelligently with cultural relativism.

**Approach and Purposes of the Review**

Most undergraduate psychology syllabuses are already crowded. Instructors are most likely to add materials to foster a cross-cultural perspective if they are made aware of international resources that can help meet the existing objectives of courses: readings useful for the preparation of lectures, for assignment to students, for in-class discussion or participation exercises, and for out-of-class assignments. This article will provide an annotated bibliography of such resources, assuming that the instructor has already been convinced of the value of incorporating international materials in courses. (Although films are also an excellent resource, because of space limitations they will not be reviewed.)

International or cross-cultural resources can serve several functions. They can illustrate the generality (or lack of generality) of psychological theories or laws. They can illustrate the presence or absence of ecological validity. They can help the student understand how social and cultural factors influence behavior and psychological development, factors that may be difficult to recognize in personal experience limited to one culture. They can highlight both universal and culturally relative aspects of human experience. Discussions of cross-cultural resources can sometimes illuminate a student’s own stereotypes and ethnocentric biases. Experience with cross-cultural resources in psychology may make a student more sensitive when dealing with individuals from other cultural groups (either in a domestic context or during international travel). Some resources can inform a student about global issues with psychological dimensions (e.g., immigrants’ adjustment to new cultures or individuals’ problems in rapidly modernizing societies).

In describing materials that may bring a cross-national or international dimension to undergraduate psychology, I will follow several principles: First, I will attempt to highlight up-to-date material. A basic resource summarizing materials through the late 1970s is the *Handbook of Cross-Cultural Psychology*, edited by H. Triandis and a series of co-editors in the specialized fields covered by the six volumes—perspectives, methodology, basic processes, developmental psychology, social psychology, and psychopathology—and published in 1980 by Allyn and Bacon. Many of the chapters from these volumes will be cited, as it is a basic source. A single-volume *Handbook of Cross-Cultural Human Development* was edited by R. H. Munroe, R. L. Munroe, and B. B. Whiting and published by Garland STPM
Press in 1981. A three-volume handbook, *Handbook of Intercultural Training*, was edited by D. Landis and R. Brislin and issued in 1983 by Pergamon Press. Because cross-cultural psychology is such a rapidly developing area of study, the interested instructor is advised to take full advantage of new materials by using PsycSCAN or *Psychological Abstracts*, scanning new issues of periodicals such as the *Journal of Cross-Cultural Psychology*, and examining the chapters on topics such as cross-cultural psychology and psychology in other nations that appear in the *Annual Review of Psychology* (for example, by Brislin in 1983). Many periodicals, such as the *International Journal of Psychology*, *Journal of Personality and Social Psychology*, *Child Development*, *Developmental Psychology*, *Human Development*, *European Journal of Social Psychology*, and *Canadian Journal of Behavioural Science* (to mention only some of the periodicals in English) carry articles written by non-American psychologists or including cross-cultural comparisons. This article will concentrate upon books and selected chapters because they are more likely than journal articles to present the type of integrated perspective suitable for undergraduate instruction.

Second, I will attempt to balance illustrations of cultural differences with discussion of cultural universals. Cross-national studies (usually defined as involving countries that share a European tradition) will be examined, as will cross-cultural studies (focusing on more primitive cultures or on developing countries).

Third, I will include exercises in which students can actively participate, questions that they can discuss, materials to which they can apply psychological theories or research, and sources of data that they can use in exploratory analysis. These principles will guide the selection of material to make the bibliography useful to an undergraduate psychology instructor. The researcher in this field would probably make a different selection.

**Techniques Useful Across Subareas of Psychology**

Several resources will be noted as useful as the basis for a simulation or role-playing exercise. One structure for such a simulation is that six or seven undergraduate class (usually members of a small advanced undergraduate class) each be assigned a chapter or an article written by a non-American psychologist. It is preferable if this article is a review rather than the report of a single study. Each student is assigned to play the role of the author as if he or she were in attendance at an international meeting where the paper is to be presented. Other students serve as discussants. The specific out-of-class assignment for presenters is first to find out basic information about the author's country (where it is, its level of economic development, and how it is governed) and then to abstract the article or chapter so that it can be presented in 10 to 15 minutes. At the beginning of the class session each individual is introduced as if he or she were the international psychologist, and each in turn presents a paper. Following the presentations, the “delegates” are asked to address a series of questions concerning plans for future research conducted cooperatively. When using papers from developing countries, students may also find it useful to discuss the politics of research as well as the relative emphasis that should be placed on basic research and on the application of research to improving life situations. See, for example, the questions raised by D. P. Warwick writing on the politics and ethics of cross-cultural research in the first volume of Triandis and Heron (p. 380). As in all role-playing exercises, it is important to discuss the experience with the students. A number of the collections of chapters, which are described under the specific headings, are suitable as the basis for use in such a simulation.

A second general technique could be used in any of several areas within psychology. Students read journal articles reporting research conducted in the United States (either assigned by the instructor or found by themselves in an area of interest). The students then rewrite the articles as proposals for cross-cultural study. In one section of each proposal the students must give reasons the problem for study would be clarified by cross-national or cross-cultural study.

**Organization of the Bibliography**

The major sections are devoted to resources useful in developmental psychology (many also appropriate for educational psychology) and resources useful in social/organizational psychology. Except for three books that are suggested as supplementary texts for student purchase, the sections describe supplementary materials that would be used in the library.

This organization is not intended to exclude the possibility that some instructors may wish to concentrate on theories, research, and practice of psychology in some particular region of the world (a kind of “area studies approach” to cross-national psychology). Such an approach would require the use of resources from other disciplines, such as anthropology and comparative political studies. The following resources in psychology might be useful in such an approach. *Psychology Around the World,*

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Requests for reprints should be sent to Judith Torney-Purta, Department of Human Development, College of Education, University of Maryland, College Park, Maryland 20742.

**Resources Useful in Developmental Psychology**

**Supplementary Text for Courses in Developmental or Educational Psychology**


This paperback text, consisting of 20 chapters of 20-30 pages each, primarily by North American psychologists, would be an excellent supplementary text in a child psychology course. Each chapter could be key to a chapter of a developmental text. The book not only provides material for judging the universality of developmental processes but also gives an international context for assessing the influence of culture on development and for placing research findings from Western cultures in perspective. Most of the chapters include details about research in more than one non-Western culture (Latin American and African countries are especially well represented). The book is not a dry recitation of methods and findings of cross-cultural research; it transmits a sense of excitement by including several challenges to previous research (especially Jahoda and McGurk's chapter on the perception of depth in two-dimensional pictures). Super and Harkness's chapter on affect in infancy and early childhood is an excellent starting point for discussion of universals in the mother–child interaction. The chapter by Ciborowski and Price-Williams on animistic cognitions provides some examples of interviews that undergraduate students could replicate with children in their own communities. The chapters on informal and formal education and its influence on cognitive development (by Greenfield and Lave and by Stevenson, respectively) not only summarize important recent cross-cultural research but also provide a starting point for students to consider how informal education and formal education serve separate and complementary functions in their own society and in other societies at various levels of development. The Pope chapter, which raises the issue of the universality of Kohlberg's stages of moral development, could also be used to discuss problems with the notion that a higher stage of moral development is necessarily better. The book also contains excellent chapters on cognition, nutrition, Piagetian approaches, and personality development.

This book will serve many of the same functions as *Cross-Cultural Child Development* by E. L. Werner, which recently went out of print. Werner's text, however, included a chapter on peer–peer relations and another on problems of parent–child relations in modernizing societies that are not as well represented in the Wagner and Stevenson volume.

**Placing Cross-Cultural Research in Context**


This book provides a framework for analyzing the ways in which different levels of a social and cultural system have an effect upon human development. Students who can judge the presence or absence of ecological validity in laboratory studies conducted in the United States can more easily understand why cross-cultural studies of psychological processes are important. The book can provide an important bridge between laboratory and field studies. Several of the chapters use cross-cultural examples to illustrate the importance of the exosystem and the macrosystem to the understanding of human behavior. Students can be asked to think of other examples. The article by Bronfenbrenner in the *American Psychologist* (1977, 32, 513–531) contains many of the same ideas and may be more accessible to undergraduates.

**The Study of Infancy**


Cultural variations in infant behavior and parent–infant relations are well summarized here. Students can give reports on the birth event and on early infancy from material to be found in Kay's book on Malaya, Japan, China (both Taiwan and the People's Republic), Egypt,
Nigeria, Benin, India, Indians in Mexico, St. Kitts, Ireland, and various American subcultures. They can make reports based on descriptive material and research summarized in chapters in Leiderman et al.'s book concerning infancy in Uganda, Mexico, Zambia, Israel, Guatemala, Botswana, Kenya, and urban Great Britain. These reports could also be used as the basis of a simulation of an international meeting described previously. In discussing such reports it is important to draw attention to both the similarities and the differences of experiences of mothers and infants in these cultures, lest the students remember only the exotic nature of some of the details of birth rituals.

The Universality of Piaget's Theory


Discussing ways of giving an international dimension to the presentation of Piaget's theory may appear to have a certain irony, because the major theoretical works have their basis in the study of Swiss children and have been written in French. Dasen, who is at the University of Geneva, has written several chapters in English examining research testing Piaget's theory cross-culturally and has edited a major collection of these studies. The set of resources listed above could provide most of the material for one or two undergraduate class sessions to examine evidence for the universality of Piaget's theory. The following subtopics are suggested for summarizing cross-cultural research regarding the issue of universality: (a) the sensorimotor stage; (b) conservation; (c) kinship concepts; (d) concrete operational functioning in adults; (e) formal operations; (f) the role of schooling and of ecocultural demands in cognitive development in the Piagetian model; (g) training cross nationally; and (h) the special importance of the competence-performance distinction in studies of the theory's application. Basic information on all of these topics is available in the listed resources; students should be encouraged, however, to consult abstracts and journals for original research reports.

The Study of Child-Parent and Child-Peer Relations


The Tapp chapter, an introduction to and an overview of studies of personality development and child-rearing correlates cross-culturally, also presents a framework for analysis. Tapp includes in-depth studies of a single culture, some of which would fit under the almost abandoned "national character" model, and comparisons of another culture with the United States (such as that of the USSR by Bronfenbrenner in Two Worlds of Childhood, published by Russell Sage in 1970, and of England by Barker and Schoggens in Qualities of Community Life, published by Jossey Bass in 1973).

The books listed above summarize extensive data collections involving parents (primarily mothers) in several different societies, and they could be used in many ways in an undergraduate course. The Rohner book presents data from the Human Relations Area Files (101 cultures) to examine the universality of effects of parental rejection upon children. Lambert, Hamers, and Smith report a collection of data on child-rearing values from working- and middle-class parents in 17 cultural groups. Students can develop their own hypotheses about parent socialization and child behavior and can test out those hypotheses using the data tables in the book or (when such tables are not available) suggest what additional measures or analysis would be necessary. Students could also administer in their own community the instruments used by Lambert, Hamers, and Smith and speculate about the sources of the differences they observe.


This is one of several possible sources to illustrate recent attempts to account for personality characteristics that appear typical of a culture by using a combination of observations of mother-child interaction and other socialization factors. I have listed this chapter because of widespread current interest in Japan. One could also find books in most libraries with titles beginning "Child Rearing in . . ." as the basis for student reports.


The area of children's play and peer relations is of special interest to undergraduate students. Play behavior is also easy to observe. One can give undergraduates brief training in time-sampled or event-sampled observations and instruct them to find a public setting in which to observe children in leisure-time activity (a video arcade, a swimming pool
or beach, a carnival with games of skill, a shopping center, a playground, or a museum). Using the references suggested in the two listed chapters, as well as finding others available by scanning abstracts or recent journals, the student could draw up a format for observing children that could be suitable for use both in the local public setting chosen and in another culture (or cultures). After completing the observation in his or her own community, the student reports on that observation and then suggests what would be expected if the observation had been conducted in a different cultural context. It is probably easiest if the behaviors chosen for observation are some that would be expected to differ in another cultural context. For example, if the setting were a competitive game, the student might hypothesize that cooperative behavior would be more common in some other cultures. If the setting were one in which adults and children were participating in activities together, the student might hypothesize that there would be different kinds of interactions in another country. (Some recent descriptive material on childhood in the Soviet Union or in the People's Republic of China could also be used in making these comparisons.)

The Study of Adolescent Development


Although there has been considerable recent interest in adolescent development (indexed by publications such as the *Handbook of Adolescent Psychology*), the work has paid little attention to cross-cultural study. That situation is ironic because so many aspects of adolescent development seem to be influenced by cultural factors. The three listed volumes each represent a comparison of adolescents in another culture with those in the United States.

The Kandel and Lesser volume is written at a level suitable for undergraduates, and either the book or an article referenced in it that reports part of the study might be assigned as a supplementary reading. Based on a study of 14- to 18-year-olds in Denmark and the United States, it is an excellent context-setter for discussion of adolescent development. The authors conclude that Danish families are more democratic and Danish parents set fewer rules than families in the United States. An instructor could stimulate an interesting discussion of that finding and of other findings about relations with friends and attitudes toward secondary schooling.

The Young and Ferguson volume could also be used as a supplement, but it relies somewhat more on psychological tests with which undergraduates may be unfamiliar and upon tables that may be difficult for some students to interpret. Some students from ethnic backgrounds will find the volume intriguing because the adolescents studied currently live in Boston, Rome, or Palermo, but all their grandparents had been residents of Southern Italy.

The volume by Tallman and his collaborators contains the most extensive theoretical framework and is the most useful for helping students understand the dilemmas of modernizing societies. Data were collected from 11- to 15-year-olds in Mexico and the United States using a simulation played by both parents and children regarding life plans. Some classes will be intrigued by trying to replicate the simulation; others will be interested in further exploratory analysis of the many detailed tables; still others will want to discuss the authors' conclusion that U.S. parents are stimulating narcissism and self-indulgence among their children, whereas Mexican parents are overly concerned with helping their children better themselves using material goods as the index of success.


These volumes report studies of the political socialization of young people. The first is an in-depth study of attitudes toward government and democracy in Japan. The second describes research on the knowledge and attitudes concerning politics (including support for civil liberties and for women's rights) among 14- and 17-year-olds in Western European countries and the United States. Both could provide material for lectures or special reports. Political values, especially cross-national differences in the meaning of democracy and related political institutions, are a topic of considerable interest to undergraduates.

A Collection of Chapters by Non-American Psychologists Summarizing Developmental Research in Other Nations


This recent and excellent collection of 20 chapters includes the work of psychologists in 10 nations (primarily from Eastern and Western Europe). It presents many resources for lecture preparation for courses in child psychology, for research for papers by junior or senior students, and for the simulation exercise described.

The chapters written by Eastern Europeans are of special interest. Lisina, a Soviet, describes research in which the child's "need for interaction with adults" and "need for interaction with peers" are described as the only routes toward proper self-concept development. Students' attention can be drawn to the way in which the design and interpretation of research may be shaped by the political and educational ideology of the country in which it is conducted. Students can also consider the way American researchers design and interpret their work based on a more individualistic perspective. Linhart, a Czech, describes Eastern European approaches to the study of self-regulation and refers to Lenin in describing "developmental dialectics" in which "learning plays the role of a formative process which 'runs ahead of mental development,' being oriented to changes in . . . society" (p. 496). Venger, a Soviet, elaborates on the role of education and training in organizing and directing the activity of children and forming their abilities in a purposeful way. Less stress is
placed on waiting for ontogenetic development to make a child ready for learning, and more stress is placed upon training that shapes cognitive growth. These chapters could provide a stimulus for comparing the assumptions in other theories, such as Piaget's, concerning the role of training versus the role of development. (These chapters would be as useful in an educational psychology course as in a developmental psychology course.)

This volume is not limited to the Eastern European perspective, however. Two French psychologists, Mounoud and Hauert, review works from several French-speaking countries. They compare Piaget's theory with that of Wallon (who also wrote in French during the 1940s on the subject of infant intelligence). They include recent work from their own laboratory concerning the role of posture, muscle tone, and prehension patterns in early infant development, as well as focusing on the importance of proprioceptive and olfactory cues provided by the individual who is caring for the child. The chapter is relatively abstract in its theoretical discussion, but it presents a way of integrating some of the material on motor and perceptual development currently found in undergraduate developmental texts with theory about intellectual development during infancy.

A chapter by Serpell reviews recent studies of perceptual development and intelligence in developing countries. This chapter could be a starting point for discussions in an undergraduate developmental psychology course on questions such as the existence of a universally applicable definition of intelligence; whether the observation of self-managed activities by individuals native to the culture might be more useful than standardized tests in measuring intelligence; and what the effects of play or work experience are (in contrast to school experience) upon intellectual development.

Three chapters in the Hartup volume are by German authors and summarize work on achievement motivation, cognitive development, and the effects of schooling. Heckhausen's chapter could introduce a discussion of the meaning of achievement motivation in Western cultures from early in life and the ways school experience changes that motivation. The chapter by Trudewind examines the ecology of achievement behavior, including measures of home and school environment. Included in the Weinert and Treiber chapter are summaries of the International Association for the Evaluation of Educational Achievement (IEA) studies of achievement conducted in 22 countries. These chapters could fit equally well into an educational psychology or a developmental psychology course (for relatively advanced undergraduates) and could serve as the starting point for discussions of multiple influences on school achievement, which may be more obvious when students view nations other than their own.

The Study of Aging


Today's undergraduate has grown up in a youth-oriented culture that places value on self-reliance and progress. Cross-cultural studies of aging can promote examination of these values. The introduction to this subject might stress universalities and differences in treatment of and expectations for older people, followed by reports organized by theme or by country. The books listed above provide useful introductory material, along with a wide range of descriptive chapters on aging in countries from many areas throughout the world (Western European countries such as Norway and France; Eastern European countries such as Yugoslavia and the USSR; Asian countries such as Japan and India; African countries such as Ethiopia and Tanzania; and Latin American countries such as Colombia and Mexico). The Myerhoff and Simic book also includes some comparisons involving American ethnic groups—Polish Americans compared with Poles living in Poland. Topics that can be addressed using these materials include (a) relation between the elderly and their families; (b) the role of traditions and rituals in shaping the lives of the elderly; (c) characteristics of groups and communities in which the elderly live; (d) value differences between youth and the elderly, for example, dependency; and (e) the ways in which the process of modernization influences life for the elderly. Although these books of readings (primarily by anthropologists) are excellent sources, students should also be directed to psychology journal articles on related topics.

The Lyell collection of short fiction has several pieces that depict aging in other societies—Israel, China, Russia, India, and Japan. The following novels also portray the experience of the elderly in other cultures: Kawabata, Sound of the Mountain (Japan); Achebe, Arrow of God (Nigeria); Clavel, Fruits of Winter (France).

The Study of Policy as It Influences Children and Families


Many instructors include the study of government policy as it influences children and families as part of courses in developmental psychology. This volume, which reviews policy in Eastern and Western European countries, would be an excellent way to add a comparative dimension to such study. The individual chapters provide material for student reports and for discussion of the values that underlie U.S. policy.

Resources Useful in Social and Organizational Psychology

Supplementary Text for Courses in Social Psychology

This hardbound text (approximately 250 pages) could easily be keyed to most textbooks in social psychology. Six of the eight chapters deal with topics in such courses: for example, cultural differences in motives, beliefs, and values; change and modernization; and out-group values and stereotypes. The author has included examples of exercises for student participation and has reviewed an extensive amount of research.

**Differing Orientations to the Study of Social Psychology in Other Nations**


The contrast of North American social psychology with Western European (Moscovici and Tajfel) and Eastern European approaches (Strickland) is highlighted in these volumes. The argument made by Moscovici and Tajfel (and by many other Europeans)—that American social psychology is not "social" at all because it retreats to explanations at the individual level—is not one that the average undergraduate is likely to understand. Because many undergraduates define social psychology as "what is included in a text with that title," their instructors must place the subject in a broader context. One part of that context is the view of critical theorists who criticize the positivistic research tradition for its blindness to the effects of political ideology. These theorists stress that research about social facts is unlike research about physical facts because its results can be used to protect the interests of those holding economic and political power.

Moscovici describes U.S. research as the "social psychology of the nice person" and cautions European psychologists against adopting social psychology as defined in the United States because it has concentrated on problems that may not correspond with social problems in Europe. Tajfel presents similar arguments that social psychology should deal with the relation between individual and society. When, for example, does interindividual behavior become intergroup behavior? In other words, when does a negative relation between a white individual and a black individual become an issue of negative group relations? The instructor who has an able class interested in such issues will find a wealth of materials, especially by British, German, and French social psychologists.

A set of positions that may be even more difficult for undergraduates to understand is the exemplification of Marxist thinking in Soviet social psychology. The Strickland book contains papers primarily by Russians and by Canadians and includes a fascinating description of the approach taken in teaching social psychology in the USSR. A disadvantage of the volume is that the Russian papers are very short.

**Universality in Social Structure and Morality in Their Influence on Social Problems**

education, the role of women, protest movements, morality, and religion. The books discussed in the previous section on adolescent development also have material related to these topics.

The Osgood and Triandis books include extensive reports from a large study of subjective culture (e.g., values, beliefs, attitudes, and roles) conducted in 25 countries (including Eastern and Western European, Asian, Middle Eastern, and Latin American countries). Both books have extensive material in tabular form available for student reports. The Triandis book makes some interesting cross-cultural comparisons of emotional experience (e.g., anger, courage, and freedom) that could serve as the basis for student discussion.

The comparative study of values using these resources could lead into a study of ways of improving intercultural communication, a topic to which psychologists have devoted extensive attention.

**Supplementary Text for Courses in Social Psychology Dealing with Cross-Cultural Differences and Intercultural Communication**


This paperback selection of short readings from the fields of cultural anthropology, social psychology, sociology, and communication theory covers various topics: subjective culture viewed as a matter of shared perception; sex roles in the Middle East; Japanese social experience; American nondominant cultures; verbal and nonverbal interaction; and ways of improving intercultural communication. Each section is followed by a brief annotated bibliography, suggested additional readings, and discussion questions (some of which are general and others quite specific). The book would be useful as a supplement in courses in social psychology or in courses targeted on intercultural issues.

**Intercultural Communication and Training**


Brislin's chapter focuses on techniques used in programs designed to improve intercultural communication and on contrasting training based on self-awareness, on information or cognitive approaches, on attribution training, on behavior modification, and on experiential learning. The Brislin book presents both extensive background concerning individual and group factors and suggestions concerning ways of improving the quality of contact between individuals of different cultural groups. The "cultural assimilator," a method used to acquaint Americans who are to live in another culture with attributions made by individuals in social situations in that culture, is described in each of the Brislin references and in a chapter by Albert in the Landis and Brislin handbook. This technique could be used in a class as an example of what is involved in intercultural training. The instructor would probably need to obtain more complete copies of a cultural assimilator and instructions for its use (see listing in the Albert chapter).

A large variety of programs and techniques for intercultural training are described in the three-volume Landis and Brislin handbook. The contribution to the handbook by Pedersen and his chapter listed above are useful sources for discussions about differences in concepts of personality and how the underlying assumptions of counselors may stand in the way of communication between individuals from different cultural groups, especially in counseling situations.

**Simulation Game Useful for the Study of Intercultural Communication**


The purpose of this simulation is to give students the experience of being a member of a culture based on different value assumptions and to create a situation in which problems of intercultural communication and even culture shock arise. In this game, which can be played and discussed in about 90 minutes, a class of 12 to 35 students is divided into two "cultures" that operate from different assumptions about social behavior. After spending a few minutes "learning their own culture," a process of visiting between cultures begins, and students try to learn as much as they can by observation and interaction about the other cultural group. This extremely interesting exercise can be used to introduce many concepts relating to the cross-cultural study of psychology.

**Stereotypes and General Problems in Intergroup Relations**


The Davidson and Thomson chapter gives an excellent summary of the acquisition of stereotypes and can serve as the starting point for discussion of the students' own stereotypes about other racial or national groups. One way of organizing such a discussion is to ask students to write a one- or two-page intercultural or interracial autobiography addressing questions such as the following: What was your image of people from other cultures and racial groups when you were five or six years old? When you were an adolescent? Is this image different now? What information or experience formed or changed these attitudes? Do you remember ever feeling like a member of
an "out-group?" Can you think of any ways to change those stereotypes or prejudices? The students then exchange their autobiographies in pairs and orally summarize them. Thus individual A's autobiography can be summarized by individual B, while individual B's is summarized by A. This situation is more satisfactory than if each person presents his or her own autobiography, as students will often be hesitant to discuss their own negative feelings. The instructor summarizes and interprets the material presented to illustrate the pervasiveness of stereotypes and the difficulty of modifying them. Any student who is hesitant to have his or her autobiography considered should have those feelings respected, but even in racially mixed classes few students choose not to participate.

The Brewer and Campbell volume as well as the Tajfel collection can be used to illustrate the extent to which ethnocentrism and strong in-group feelings (based on various characteristics of group membership, including race, religion, national origin, tribe, and language) shape interaction. The role of cognitive factors, personal contact, and shared cultural elements can be discussed using these materials.

**Stereotypes and Problems in Intergroup Relations: The Special Case of New Migrant Groups**


U.S. undergraduates are likely to have little awareness of the number of workers and their families from Southern Europe (especially Turkey, Italy, and Greece) who have migrated to Northern Europe as "guest workers" and the extent to which British society now includes large numbers of migrants from former British colonies. Much of the renewed interest on the part of European social scientists in intergroup attitudes results from the problems of education and social services that have resulted. This situation is therefore an excellent concrete illustration of the pervasiveness outside the United States of negative intergroup attitudes that are not exclusively racial in character. The Schonbach volume, which reports research on German secondary school students' attitudes toward Turkish and Italian migrant workers, is probably too complex for assignment to students, but it does suggest topics for discussion, for example, the role of socioeconomic conditions and personal contact in intergroup relations, as well as home and school factors.

The Coelho and Ahmed volume discusses mental health issues and coping strategies in the adaptation of immigrant groups from Latin America, India, and Asia to the United States, as well as immigrants to Israel. This book can serve as a resource for student projects or reports. The book by Matthews, a reconstructed diary of an American family that served as sponsors to a Vietnamese immigrant family, provides a first-hand account of some of the problems discussed in the Coelho and Ahmed volume.

Another source for student reports would be the Watson volume, which describes the history of migration to Britain from Pakistan, India, the West Indies, West Africa, Turkey, Greece, Poland, and China. The material presented in the chapter on West Africa could be read in conjunction with the Emecheta book. Although classified as fiction, this book appears to have an autobiographical basis. The main character is a Nigerian woman who follows her husband to London, has five children, and copes with many problems associated with being "a second-class citizen"—both a migrant to England and a woman. The book raises issues of modernization and sex roles in African cultures, problems of assimilation faced by migrants in a second culture, the meaning of children and family in African cultures, the role of social networks, and alternative views of morality. It raises the further questions of how the experience of this character (or of those from the various groups discussed in the Watson volume) relates to the current experiences of immigrants to the United States and the kinds of prejudice they encounter. If the college or university is situated in or near a community where groups of recent immigrants live, students can use that topic for a paper based on observations or interviews. If students have no such direct access, they can use recent newspapers and magazine articles that have presented extensive analysis of the problems of migrants.

The topic of American attitudes toward new immigrants and toward immigration policy is an excellent one for students to use as the focus for designing, administering, and analyzing an attitude survey for adults or other students. Questions might include the following: What should be the basis for immigration restrictions that would both be fair and protect U.S. interests? Another question is whether the following factors should be taken into account in deciding whether a group or an individual would be allowed to immigrate: ability to speak English, agreement not to take a job displacing American workers, possession of a needed occupational skill, proof of ability to be financially independent for one year, residence in a country threatened by famine, residence in a country friendly to the U.S. government, and so on. This project can simultaneously give training in survey skills and expose students to a current policy issue with international ramifications.

**Sex Differences and Sex-Role Stereotypes**


Two basic issues in the study of sex roles are the extent to which there are culturally universal differences between the sexes and the extent to which these differences and other characteristics are reflected in beliefs about the sexes (sex-role stereotypes). The Ember chapter is a source for considering the universality of sex differences. A very
A lively discussion could be stimulated in an undergraduate class based on the criteria and framework Ember sets out. The Williams and Best book is an excellent resource for reading by more able students and for exploration of hypotheses using the extensive tables which the authors present. They have collected data (using an adjective check list) from male and female university students in 28 countries and from children in 24 countries. All major areas of the world except the Middle East and Eastern Europe are represented. The authors described both cross-cultural similarities and cross-cultural differences in sex-role stereotypes. Questions for discussion might include the following. To what extent do stereotypes found in the Williams and Best study match the sex differences described by Ember? Are sex-role stereotypes more or less characteristic of societies with a Western European orientation (when compared with Asian, Latin American, or African groups)? What is the role of religion in forming sex stereotypes? Because many sex stereotypes appear in different cultures, should we become less concerned about their existence in the United States? If it is not possible for students to read the entire book, several articles describing this project are available in the journals (and are referenced in this book).


In considering the influences of culture on sex roles, instructors have many opportunities to broaden students' interests in developing world areas by considering women's status. Blumberg presents and refutes 10 myths and stereotypes about women and development. Students could use other chapters in the Tinker and Bramsen volume, as well as materials from the country-by-country presentations in the Schlegal and the Tiffany books to suggest other stereotypes and myths about women and the ways psychological research might be used to evaluate those myths and stereotypes. Other questions for discussion might include the following. What evidence is there that modernization improves the status of women? How could one answer a husband in a country where women's options are severely limited who argues that his wives are well taken care of and would not want more equality? The Emecheta book previously cited is also an excellent source for this topic.

**Achievement Motivation**


Achievement motivation, which is discussed in many social psychology courses, is of special interest in West Germany. The chapter in the Triandis handbook was written by three West Germans. It presents McClelland's theory relating need for achievement to entrepreneurial behavior and economic development and considers the relation of this motive to child-rearing processes. The authors present evidence for a kind of universal achievement motive; however, they argue that this motive should be studied within the context of the subjective cultures of different nations (as suggested by Triandis).

The Maehr and Nicholls chapter presents a somewhat more critical view of McClelland's theory; it argues that his conceptualization was based on an individualistic American model of achievement. In other countries, such as Japan or Iran, views of success and motivation to achieve may be tied into the subjective culture in different ways. The authors also comment on the extent to which schooling practices (which probably have a determinative effect on motivation to achieve, especially in developing countries) have been ignored in favor of the study of child-rearing practices. They use cross-cultural evidence to expand the conceptualization of achievement motivation and also discuss problems with the assumption that any test (even a projective test) has cross-cultural validity. Students have their own ideas about why they are motivated to study and to excel. Their own reflection on those motives and how they have been shaped can be stimulated by the cross-cultural similarities and differences that Maehr and Nicholls present. These readings can also be integrated into a study of traditional and modern attitudes in developing nations. If some students in the class have taken their primary and secondary education in another country, they can be asked to discuss the motivation differences that they have experienced.

**Aggression**


Aggression and its sources are often considered in social psychology courses. This work includes a wide-ranging collection of chapters reporting psychological and sociological research on that topic in Nigeria, Peru, Brazil, and Hungary, as well as in several countries in Western Europe and Asia (including China). The volume illustrates the extent to which common factors predict aggressiveness across nations and the widespread concern about this problem. Students might be asked to read recent U.S. research on aggression and then search this volume for corroborating or conflicting information.

**Work Organizations**


Tannenbaum, A. S. (1980). Organizational psychology. In H. D. Triandis & R. W. Brislin (Eds.), Handbook of
These works are closely related to the previous topics of value differences between countries and of achievement motivation. The Bass and Burger book contains materials from 12 countries (primarily in Western Europe, Japan, and Latin America); in addition to paper and pencil measures, it includes performance on organizational behavior exercises. The Hofstede book contains detailed material, suitable either for lecture preparation or for student reports, comparing values of managers in 40 countries (covering every major area of the world). The book by Tannenbaum and his associates reports research on organizational hierarchy in Yugoslavia, Israel (a kibbutz), Italy, Austria, and the United States. The Tannenbaum review chapter covers the area more broadly.

The concluding chapter of the Hofstede volume summarizes differences by world area in the way individuals are motivated and the preferred style of organizational hierarchy. These summaries could be a starting point for considering the formation of work-related values and the ways organizational design might be adjusted to them.

**Work Organizations and Careers in Japan**


These two books could be used very effectively together to consider contrasts between the United States and Japan in the social psychology of working life. The Cole book suggests contrasts that can be illustrated from the case studies of career development in various Japanese organizations presented in the Plath volume. This approach will give students a more realistic sense of working life in Japan than data from the social sciences alone.

**Conclusion**

There is much recent cross-culturally relevant literature in other areas of psychology, especially in perceptual, cognitive, and personality psychology. Several of the resources cited in the previous two sections could be used in these areas as well. For example, the Segall book, *Cross-Cultural Psychology*, includes visual perception and cognition. The book by Wagner and Stevenson, *Cultural Perspectives on Child Development*, has a number of relevant chapters.

In summary, a surprising amount of recently published material is suitable for infusing an international dimension into undergraduate psychology courses. This bibliography is intended to provide useful suggestions for resources both to individuals who regularly take a cross-cultural point of view and to others who have not previously used international materials in their undergraduate courses.