



Society for the Teaching of Psychology (APA Division 2)
OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP)

**International Psychology: Annotated Bibliography, Relevant Organizations, and
Course Suggestions**
(2000 OTRP Instructional Research Award)

Linda M. Woolf, Michael R. Hulsizer, and Tracey McCarthy, Webster University (2002*)

* This manuscript was received in early 2001, but due to no fault of the authors, the editing process was not completed until 2002. Marky Lloyd, the OTRP Director responsible for this document, regrets the lengthy delay in distributing it.

Overview

This 29-page document** consists of resources for incorporating international content into selected existing courses as well as for developing whole courses in international psychology. The materials include an annotated bibliography of materials relevant to introductory, social, and life-span developmental psychology from an international perspective and a list of relevant international psychology organizations. In addition, sample syllabi, annotated bibliographies, and video suggestions are provided for developing whole courses in international psychology.

** See the companion document, [International Psychology: A Compendium of Textbooks for Selected Courses Evaluated for International Content](#)

Outline of Contents

I. Annotated Bibliography (pp. 2-12)

This section provides an annotated bibliography of the major books, articles, readers, and book chapters available for use in integrating international psychology into introductory, social, and life-span developmental psychology courses.

II. Relevant Organizations in International Psychology (pp. 13-14)

This section lists the major international psychology organizations with mailing addresses, phone numbers, and Web page information.

III. Course Suggestions (pp. 15-29)

This section includes course descriptions, objectives, annotated bibliographies, and video suggestions for courses that highlight international psychology research and theory. Five courses are included:

(a) Aging in a Global Context, (b) Altruism and Aggression (c) Prejudice and Discrimination (d) Rethinking Child Welfare: A Global Perspective, and (e) Women and Global Human Rights.

Author contact information: Linda M. Woolf, Ph.D., Department of Behavioral and Social Sciences, Webster University, 470 East Lockwood, St. Louis, MO 63119 (woolfm@webster.edu).

Copyright 2002 by Linda M. Woolf, Michael R. Hulsizer, and Tracey McCarthy. Used under license by the Society for the Teaching of Psychology (APA Division 2). All rights reserved. You may download and print multiple copies of this material for your own personal use, including use in your classes and/or sharing with individual colleagues as long as the authors' names and institution and the Office of Teaching Resources in Psychology heading or other identifying information appear on the copied document. No other permission is granted to you to print, copy, reproduce or distribute additional copies of this material. Anyone who wishes to produce copies for other purposes must obtain the permission of the authors.

I. Annotated Bibliography

Aboud, F. (1998). *Health psychology in global perspective*. Thousand Oaks, CA: Sage.

Multidisciplinary text addressing international and cross-cultural issues relevant to the study and practice of health psychology. Addresses a variety of health concerns including AIDS/HIV, substance abuse, and mental illness. Also addresses family planning, community participation, and health education and promotion. Includes vignettes, case studies, and exercises for use in class.

Adamopoulos, J., & Kashima, Y. (Eds.). (1999). *Social psychology and cultural context*. Thousand Oaks, CA: Sage.

Excellent collection of articles examining various aspects of social psychology within the context of subjective culture. Topics covered range from cultural patterns of interpersonal behavior to applied cross-cultural psychology.

Adler, L. L., & Gielen, U. P. (2001). *Cross-cultural topics in psychology* (2nd ed.). Westport, CT: Praeger.

Articles examining a broad range of psychological topics such as development, personality, psychopathology, and treatment from a cross-cultural perspective. Includes topics of particular international concern such as multinational enterprises, immigration, and intercultural communication. Draws on authors from both inside and outside of the United States.

Al-Issa, I. (Ed.). (1995). *Handbook of culture and mental illness: An international perspective*. Madison, CT: International Universities Press.

Collection of essays examining the impact of culture on mental health concerns. Scholars and practitioners from various regions of the world discuss the classification, etiology, description, and treatment of mental disorders in various cultures and with various ethnic groups.

Al-Issa, I., & Tousignant, M. (Eds.). (1997). *Ethnicity, immigration, and psychopathology*. New York: Plenum.

Collection of essays examining the unique mental health stresses of ethnic minorities, immigrants, and refugees. Raises the importance of cultural understanding for clinical psychologists and other mental health professionals.

Anderson, A. (1999). Feminist psychology and global issues: An action agenda. *Women and Therapy*, 22, 7-21.

Interesting article arguing for greater involvement of feminist psychologists in global issues such as human rights and war.

Artiles, A. J., & Hallahan, D. P. (Eds.). (1995). *Special education in Latin America: Experiences and issues*. Westport, CT: Praeger.

Examines issues related to and programs focusing on special education in eight countries within South America, Central America, and the Caribbean. Particular emphasis is placed on discussing teacher education and service provision for children with mild and serious learning disabilities.

Bauserman, R. (1997). International representation in the psychological literature. *International Journal of Psychology*, 32, 107-112.

Study examining the representation of international research in psychology journals. Notes that publications from certain countries (e.g., Japan) and certain regions (Western Europe) have steadily increased while for some regions and developing nations, the representation remains low.

Bennett, J., & Grimley, L. K. (2000). Parenting in the global community: A cross-cultural/international perspective. In M. J. Fine & S. W. Lee (Eds.), *Handbook of diversity in parent education: The changing faces of parenting and parent education* (pp. 97-132). San Diego, CA: Academic Press.

Examines parenting within the context of culture and global environment. Includes a discussion of parenting programs in a variety of countries ranging from France to the Philippines.

Bond, M. H. (Ed.). (1996). *The handbook of Chinese psychology*. New York: Oxford University Press.

Excellent collection of essays concerning psychology as developed and applied in a variety of Chinese societies including the People's Republic of China and Taiwan. An extensive array of topics is covered ranging from psychotherapy to employee motivation. The text is particularly important for psychologists working or training individuals to work in the context of a Chinese culture or society.

Boukydis, C. F. Z. (2000). Support services and peer support for parents of at-risk infants: An international perspective. *Children's Health Care, 29*, 129-145.

Highlights an international survey of support services and peer self-help programs for families with infants in neonatal care. Examines the similarities and differences between these programs and impact on outcomes.

Carr, S. C., & Schumaker, J. F. (Eds.). (1996). *Psychology and the developing world*. Westport, CT: Praeger.

Important collection of articles concerning the application and development of psychological knowledge in developing nations. Raises important issues concerning the need for balance between Western psychological theory and application grounded solely in indigenous constructs. Various domains of psychology are included such as organizational, educational, health, developmental, social, and ecological psychology. Also included are discussions of social issues such as the impact of war on children and the psychosocial care of AIDS patients.

Comunian, A. C., & Gielen, U. P. (Eds.). (2000). *International perspectives on human development*. Lengerich, Germany: Pabst Science.

Important collection of theoretical and research articles by over 50 international scholars concerning the study of human development from a cross-cultural perspective. The text is divided into nine sections emphasizing historical and theoretical concerns, methodology, particular periods of the life span, and cognitive-developmental topics. This text is designed for a professional audience.

Culbertson, F. M. (1997). Depression and gender: An international review. *American Psychologist, 52*, 25-31.

Includes a discussion of the World Health Organization's assessment instrument for diagnosing depression. Argues for consideration of the interaction between culture and gender when seeking to understand and treat depression.

Denis, M. (1998). The place and role of psychology in cognitive science: An international survey. *International Journal of Psychology, 33*, 377-395.

Based on an international survey of psychological society members from 31 countries. Notes the reasons that psychology is uniquely poised to play a central role in cognitive science research around the world.

Denmark, F. L. (1998). Women and psychology: An international perspective. *American Psychologist, 53*, 465-473.

Discussion of the results of an international survey of women psychologists. Highlights that concerns such as sexism and antifeminism remain problems for some individuals around the world.

Diener, E., & Suh, M. E. (1998). Subjective well-being and age: An international analysis. In K. W. Schaie & M. P. Lawton (Eds.), *Annual review of gerontology and geriatrics: Vol. 17, Focus on emotion and adult development* (pp. 304-324). New York: Springer.

Interesting review of several large-scale international studies of subjective well-being and age.

Dovidio, J. F., Maruyama, G., & Alexander, M. G. (1998). A social psychology of national and international group relations. *Journal of Social Issues, 54*, 831-846.

Principally discusses a psychosocial approach to the analysis of intergroup conflict and conflict resolution. Includes a discussion of the application of this information to national and international issues.

d'Ydewalle, G., Bertelson, P., & Eelen, P. (1994). *International perspectives on psychological science: Vol. 2: The state of the art*. Howe, UK: Psychology Press.

Impressive articles by international psychologists on a broad spectrum of topics ranging from neuropsychology to organizational psychology.

Earley, P. C., & Erez, M. (Eds.). (1997). *New perspectives on international industrial/organizational psychology*. San Francisco: Jossey-Bass.

Collection of articles examining the role of culture and national context on a variety of organizational topics such as multinational teams, intercultural communication, and work motivation. Excellent resource for those wanting to internationalize an industrial/organization psychology course or lecture.

Enns, C. Z. (1994). On teaching about the cultural relativism of psychological constructs. *Teaching of Psychology, 21*, 205-211.

Examines a variety of psychological constructs impacted by cultural context highlighting the differences between Western individualistic and non-Western collectivist cultures. Provides techniques for teaching cultural relativism and diversity.

Fitzgerald, H. E., Johnson, R. B., Van Egeren, L. A., Castellino, D. R., & Johnson, C. B. (Eds.). (1999). *Infancy and culture: An international review and source book*. New York: Garland.

An annotated guide to the research literature concerning infants of color cataloged by geographic region and topic.

Gardiner, H., Mutter, J., & Kosmitzki, C. (1998). *Lives across cultures: Cross-cultural human development*. Needham Heights, MA: Allyn and Bacon.

Good companion text for use in developmental courses. Introduces students to a broad range of cross-cultural research both within the United States and internationally. Chapters are organized topically making correspondence to chronologically-organized life-span developmental texts a bit difficult. However within most chapters, the material is laid out chronologically.

Gergen, K. J., Gulerce, A., Lock, A., & Misra, G. (1996). Psychological science in cultural context. *American Psychologist, 51*, 496-503.

Argues for the development of a multicultural psychology that incorporates the diversity of cultural beliefs about self and ways of knowing and increased dialogue between psychologists internationally. Discusses and provides international examples concerning important issues and

problems inherent with the ethnocentric exportation of Western psychology to other global contexts.

Georgas, J., Manthouli, M., Besevegis, E., & Kokkevi, A. (Eds.). (1996). *Contemporary psychology in Europe: Theory, research, and applications*. Gottingen, Germany: Hogrefe and Huber.

A broad representation of psychological theory, practice, and research by European psychologists. Proceedings of the 1995 IVth European Congress of Psychology in Greece.

Gielen, U. P., & Comunian, A. C. (Eds.). (1998). *The family and family therapy in international perspective*. Trieste, Italy: Edizioni Lint Trieste.

Excellent collection of articles by authors from 13 countries concerning the practice of family therapy in an international context. The text is divided into seven sections including counseling and ethnic diversity, Chinese families, families and family therapy in Asia, families in traumatic situations (e.g., genocide, cults, natural disasters), attachment concerns, and exceptional children.

Gielen, U. P., & Comunian, A. C. (Eds.). (1994). *International approaches to the family and family therapy*. Padua, Italy: Unipress.

Essays examining the evolution and practice of family psychology and therapy in a variety of countries principally in Europe.

Gilbert, N. (1997). *Combating child abuse: International perspectives and trends*. New York: Oxford University Press.

A variety of programs in North America and Western Europe are described and discussed. These programs (and the book) are organized in terms of program orientation. Included are programs from the child protective, family service with mandatory reporting, and family service with nonmandatory reporting orientations.

Gilleard, C. J. (1997). Education and Alzheimer's disease: A review of recent international epidemiological studies. *Aging and Mental Health*, 1, 33-46.

Review of the international research on Alzheimer's disease. Implications for diagnosis are discussed in relation to education and income in both developing and developed nations.

Goldstein, S. (2000). *Cross-cultural explorations: Activities in culture and psychology*. Needham Heights, MA: Allyn and Bacon.

A great way to introduce cross-cultural and internationalism into introductory psychology. The demonstrations are clearly explained and organized around a typical introductory psychology course although they can be utilized in upper division classes as well.

Grigorenko, E., Ruzgis, P., & Sternberg, R. J. (1997). *Russian psychology: Past, present and future*. Huntington, NY: Nova Science.

Interesting collection of articles highlighting some of the prominent ideas and theories within Russian psychology. While some of the chapters have a narrow focus, others are broadly written making it easier to integrate the material into traditional undergraduate courses.

Grimley, L. K., & Bennett, J. (2000). Beginning school ready to learn: An international perspective. *School Psychology International*, 21, 322-325.

An examination of programs and issues related to early childhood education and parent education in a broad spectrum of world regions including both developing and developed nations.

Halpern, D. F., & Voiskounsky, A. E. (1997). *States of mind: American and post-Soviet perspectives on contemporary issues in psychology*. Oxford, England: Oxford University Press.

Excellent collection of essays and articles concerning the evolution and process of psychology in a sociopolitical context. Authors examine a variety of topics falling into four general areas. The first section of the text concerns politics and persuasion and includes articles related to political psychology, the psychology of truth and lies, as well as advertising and the media. The second section of the text concerns current crises in mental health such as alcoholism and trauma. The third section is particularly important as it addresses many of the concerns associated with interethnic conflict. The final section addresses research relevant to ecological and environmental psychology.

Hogan, J. D. (1996). International psychology and the undergraduate curriculum: A personal note. *Teaching of Psychology, 23*, 44-45.

Argues for the inclusion of international research within the psychology curriculum. Provides a rationale and strategies for inclusion.

Jackson, J. S., Brown, K. T., & Kirby, D. (1998). International perspectives on prejudice and racism. In J. L. Eberhardt & S. T. Fiske (Eds.), *Confronting racism: The problem and the response* (pp. 101-135). Thousand Oaks, CA: Sage.

Examines similarities between dominant group member's attitudes and out-group rejection in the United States and four Western European nations.

Kao, H. S. R., & Sinha, D. (Eds.). (1997). *Asian perspectives on psychology*. Thousand Oaks, CA: Sage.

Contrasts Asian psychology and Western psychology. Cognition, emotion, personality, social behavior, and health are examined by a number of international scholars from Eastern psychological perspectives. The importance of spiritual, transcendental, and social issues in Eastern psychology are included. Argues for the inclusion of Eastern perspectives into Western psychology.

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

An interesting narrative describing one scholar's journey toward becoming an international psychologist.

Kennedy, G. J., & Tanenbaum, S. (2000). Suicide and aging: International perspectives. *Psychiatric Quarterly, 71*, 345-362.

Using data from the 1996 World Health Statistical Annual, the article examines suicide among older adults taking into account a variety of factors including national origin. Includes recommendations for reducing the suicide rate among older adults.

Killias, M., & Ribeaud, D. (1999). Drug use and crime among juveniles. An international perspective. *Studies on Crime and Crime Prevention, 8*, 189-209.

Interesting study examining the correlations between juvenile drug use (both soft and hard drugs), juvenile delinquency, and drug trafficking in 12 European countries and the United States. Substantial differences among these countries are noted and discussed.

Kirkcaldy, B. D., & Brown, J. M. (2000). Personality, socioeconomics and crime: An international comparison. *Psychology, Crime and Law, 6*, 113-125.

This article examines a variety of personality factors and individual as well as national socioeconomic indices in an attempt to correlate these with crime statistics. Although the results do

not indicate anything startling concerning the roots of crime, the study highlights how cross-cultural comparisons can raise issues regarding the impact of cultural variables on behavior.

Koltsova, V. A., Oleinik, Y. N., Gilgen, A. R., & Gilgen, C. K. (Eds.). (1996). *Post-Soviet perspectives on Russian psychology*. New York: Greenwood.

To understand Russian psychology, one must examine the history of Russia and the former Soviet Union. This text discusses the current state of psychological science in Russia against the backdrop of this history. Includes a broad range of topics that can be integrated into a number of psychology courses including developmental, personality, industrial, and social psychology.

Landis, D., & Bhagat, R. (Eds.). (1996). *Handbook of intercultural training* (2nd ed.). Thousand Oaks, CA: Sage.

Important handbook for psychologists involved in training individuals for work in an intercultural setting. The first section concerns the theory and methods of intercultural training including topics such as acculturation, international personnel selection, and program assessment. The second section highlights the contextual dimensions of intercultural training in such settings as the military and organizational contexts. The final section is of particular interest for those interested in international issues as it focuses on intercultural training for those who work in critical parts of the world.

Leach, M. M. (1997). Training global psychologists: An introduction. *International Journal of Intercultural Relations*, 21, 161-174.

An important article arguing that in the face of increasing global interconnections and dependencies, psychology may be ill-prepared to meet changing needs unless it addresses its underlying ethnocentrism. Provides suggestions for various training designs.

Lee, S. (1998). Global modernity and eating disorders in Asia. *European Eating Disorders Review*, 6, 151-153.

Discusses the impact of global modernity on the prevalence of eating disorders among Asian females. Raises additional issues relative to Asian cultural and governmental differences impacting the delivery of treatment.

Lee, Y-T., McCauley, C., & Draguns, J. (Eds.). (1999). *Personality and person perception across cultures*. Mahwah, NJ: Erlbaum.

Begins with the premise that personality and human nature are not independent of culture. Examines the impact of culture on personality and person perception in a variety of social and international contexts.

Lester, D. (1997). Suicide in an international perspective. *Suicide and Life-Threatening Behavior*, 27, 104-111.

This article examines suicide rates from various nations around the world examining similarities, differences, and trends. For example, male suicide rates are higher in all nations studied except for China where women have a higher suicide rate. Predictor variables for suicide in 17 industrialized nations are proposed.

Leung, K., Kim, U., Yamaguchi, S., & Kashima, Y. (Eds.). (1997). *Progress in Asian social psychology: Vol. 1*. New York: Wiley.

Proceedings of the 1995 Conference of the Asian Association of Social Psychology in Hong Kong. While most of these articles represent specialized research topics, a few may be of general use to

augment undergraduate and graduate lectures. Of particular interest may be a discussion of Hinduism, Islam, and Buddhism as a source of Asian values, a theoretical article concerning group dynamics, an article concerning the five-factor model of personality in China, research concerning psychological control, and articles regarding intergroup dynamics and conflict.

Lonner, W. J., Dinnel, D. L., Forgays, D. K., & Hayes, S. A. (1999). *Merging past, present, and future in cross-cultural psychology: Selected papers from the Fourteenth International Congress of the International Association for Cross-Cultural Psychology*. Lisse, Netherlands: Swets and Zeitlinger.

Excellent collection of 44 papers concerning a broad range of cross-cultural topics. A small number of articles concern cross-cultural concerns in the United States. However, most concern research, theoretical development, and issues from other regions of the world. Of particular interest is an article written by scholars from Africa challenging traditional American and European psychology.

Madge, N. (1999). Youth suicide in an international context. *European Child and Adolescent Psychiatry*, 8, 283-291.

Examines suicide rates and trends for adolescents in seven European countries.

Marsella, A. J. (1998). Toward a "global-community psychology": Meeting the needs of a changing world. *American Psychologist*, 53, 1282-1291.

Discussion of the need for the development of a specialty within psychology focusing on global-community concerns. Argues that this is needed in response to changes in technology, the development of multinational corporations, and increasing global interdependence.

Matsumoto, D. (2000). *Culture and psychology: People around the world* (2nd ed.). Belmont, CA: Wadsworth.

Introduces students to the world of psychology from a cross-cultural perspective. Includes recent international and cultural research in traditional areas of psychology as well as highlights topics of particular importance to the study of psychology and culture such as intercultural communication and ethnocentrism. It should be noted that the focus of this text is cultural diversity and is not exclusively international in focus.

Mays, V. M., Rubin, J., Sabourin, M., & Walker, L. (1996). Moving toward a global psychology: Changing theories and practice to meet the needs of a changing world. *American Psychologist*, 51, 485-487.

Discussion of the far-reaching changes in society bringing those in the U.S. closer to individuals of differing cultural and national backgrounds. Argues that psychologists in the U.S. can greatly facilitate the internationalization of America by addressing potential problem sources both domestically and abroad.

McDaniel, E., & Andersen, P. A. (1998). International patterns of interpersonal tactile communication: A field study. *Journal of Nonverbal Behavior*, 22, 59-75.

Interesting cross-cultural study examining the role of touch in interpersonal communication and the need for awareness of differences for effective intercultural communication.

Moghaddam, F. M., Taylor, D. M., & Wright, S. C. (1993). *Social psychology in cross-cultural perspective*. New York: W. H. Freeman.

Great supplementary text for a social psychology course. Many areas of inquiry within a typical social psychology course are discussed from a cross-cultural perspective. A very effective way to introduce these topics into course preparations with little detective work. Topics covered by the authors

encompass the major areas of research within social psychology. A large percentage of the material is based on research conducted outside the U.S.

Murphy-Berman, V., Levesque, H. L., & Berman, J. J. (1996). U.N. Convention on the Rights of the Child: A cross-cultural view. *American Psychologist*, 51, 1257-1261.

Examines cultural differences impacting the understanding and implementation of the United Nations Convention on the Rights of the Child. Includes discussions of cross-cultural variability in power distributions in families, degree of external control on individual behavior, accepted family responsibility levels, and collectivist vs. individualist cultural patterns.

Nader, K., Dubrow, N., & Stamm, B. H. (1999). *Honoring differences: Cultural issues in the treatment of trauma and loss*. Philadelphia: Brunner/Mazel.

Important collection of essays concerning the treatment of trauma and loss taking into account the importance of cultural understanding. The first part of the book examines cultural differences within the United States and the second part of the book examines these issues internationally. Raises the issue of the importance of cultural awareness and the impact of cultural concerns on trauma response and treatment considerations.

Pandey, J. (Ed.). (2001). *Psychology in India revisited - Developments in the discipline: Vol. 2: Personality and health psychology*. Thousand Oaks, CA: Sage.

Review of the recent psychological research in India related to personality and health psychology. Included are articles concerning consciousness studies, child and adolescent development, personality, self, gender, health, and therapy.

Pandey, J. (Ed.). (2000). *Psychology in India revisited - Developments in the discipline: Vol. 1: Physiological foundation and human cognition*. Thousand Oaks, CA: Sage.

Review of the recent psychological research in India related to animal behavior, physiological psychology, learning and memory, intelligence and cognition, and language.

Pandey, J., Sinha, D., & Bhawuk, D. P. S. (Eds.). (1996). *Asian contributions to cross-cultural psychology*. Thousand Oaks, CA: Sage.

Excellent collection of essays concerning the practice of and research concerning psychology in Asia. The first section of the text concerns theoretical issues including discussions of the problems associated with indigenous psychology. The second and third sections contain articles related to family, cognitive processes, self, and achievement. The final section addresses social values and problems of developing societies. A significant number of the chapters concern research and psychological issues in India and Nepal. Based on the fourth regional Asian Congress of International Association for Cross-Cultural Psychology held in Kathmandu, Nepal, in 1992.

Pawlik, K., & d'Ydewalle, G. (1996). Psychology and the global commons: Perspectives of international psychology. *American Psychologist*, 51, 488-495.

The majority of this article highlights the need for and process by which psychologists from varying national and regional backgrounds can engage in international cooperation and exchange. Also argues for the contributions that psychological science can make in a changing global context.

Pettigrew, T. F. (1998). Applying social psychology to international social issues. *Journal of Social Issues*, 54, 663-675.

Excellent article for use in a social psychology class. Demonstrates the applicability of social psychology to "real world" international social concerns by blending theoretical issues with a

discussion of Kelman's peace initiatives in the Middle East.

Price, W. F., & Crapo, R. H. (1998). *Cross-cultural perspectives in introductory psychology* (3rd ed.). Belmont, CA: Wadsworth.

A collection of 26 cross-cultural readings and vignettes organized topically for use in an introductory psychology course. Designed to augment students' knowledge of the material and raise issues of similarity and difference in relation to individuals in varying cultural contexts around the globe.

Redondo, S., Genoves, V. G., Perez, J., & Barberet, R. (Eds.). (1994). *Advances in psychology and law: International contributions*. Berlin, Germany: Walter De Greyter.

Based on contributions to the 1994 European Conference of Psychology and Law in Barcelona, Spain.

Retish, P., & Reiter, S. (Eds.). (1999). *Adults with disabilities: International perspectives in the community*. Mahwah, NJ: Erlbaum.

Examines a variety of concerns for adults with disabilities ranging from the transition from school to the workplace to parenting concerns. Includes articles focusing on specific issues, programs, or policies in a variety of industrialized countries around the globe as well as cross-cultural comparisons.

Roesch, R., & Carr, G. (2000). Psychology in the international community: Perspectives on peace and development. In J. Rappaport & E. Seidman (Eds.), *Handbook of community psychology* (pp. 811-831). New York: Plenum.

Examines the role that community psychologists can play in reframing and assisting with global peace and development concerns.

Rosenzweig, M. R. (1999). Continuity and change in the development of psychology around the world. *American Psychologist*, *54*, 252-259.

Discusses the results of a survey conducted by the International Union of Psychological Science. Addresses the growth of psychology internationally and the challenges that will be faced as psychology takes its place in the global community

Rosenzweig, M. R. (Ed.). (1992). *International psychological science: Progress, problems, and prospects*. Washington, DC: American Psychological Association.

Survey of psychological research by scholars from six countries. Topics covered include learning and memory, visual perception, parenting and child development, health psychology, psychotherapy, and psychological assessment. Of particular interest is a chapter entitled, "Resources for Psychological Science Around the World."

Schmidt, L., & Room, R. (1999). Cross-cultural applicability in international classifications and research on alcohol dependence. *Journal of Studies on Alcohol*, *60*, 448-462.

A good study for discussion of cross-cultural applicability of research and theory particularly in relation to psychological disorders. Data were gathered in nine counties concerning alcohol use and both psychological and physical dependence. Similarities and differences across cultures are discussed.

Scott, R. L. (1983). A course surveying the discipline of psychology from a Mexican perspective. *Teaching of Psychology*, *10*, 171-172.

An interesting article describing an intercultural psychology seminar taught in Mexico.

Segall, M. H., Dasen, P. R., Berry, J. W., & Poortinga, Y. H. (1990). *Human behavior in global perspective: An introduction to cross-cultural psychology*. Needham Heights, MA: Allyn and Bacon.

General introduction to the influence of culture on human behavior. Includes research concerning the impact of culture on individuals in a multiethnic as well as international context.

Sexton, V. S., & Hogan, J. D. (Eds.). (1992). *International psychology: Views from around the world*. Lincoln, NE: University of Nebraska Press.

Provides a panoramic view of psychology from around the globe. Chapters are organized by country from Argentina to Zimbabwe. Each chapter describes the state of the profession, current research themes, and theoretical emphasis within that nation.

Singh, B., & Jenkins, R. (2000). Suicide prevention strategies--an international perspective. *International Review of Psychiatry*, 12, 7-14.

Discusses and analyzes national suicide prevention strategies from an international public health perspective.

Smith, P. B., & Bond, M. H. (1999). *Social psychology across cultures*. Needham Heights, MA: Allyn and Bacon.

A natural supplement to any social psychology course. It examines the many areas of inquiry within a typical social psychology course from a cross-cultural perspective. A very effective way to introduce these topics into course preparations with little detective work. Topics covered by Smith and Bond touch on virtually every aspect of social psychological research.

Stead, G. B., & Harrington, T. F. (2000). A process perspective of international research collaboration. *Career Development Quarterly*, 48, 323-331.

Describes the benefits and pitfalls associated with international research collaboration.

Sugiman, T., Karasawa, M., Liu, J. H., & Ward, C. (Eds.). (2000). *Progress in Asian social psychology: Vol. 2*. Seoul, Korea: Kyoyook Kwahak Sa.

Interesting collection of theoretical and research articles based on the proceedings of the 1997 Conference of the Asian Association of Social Psychology in Kyoto. Text is divided into six parts including the methods of Asian social psychology, the Asian self, interpersonal, intrapersonal, and intergroup processes, social representations, and cultural development issues in Asia. Many of the articles in this volume could be easily integrated into a social psychology course.

Swadener, E. B., & Bloch, M. N. (Eds.). (1997). Children, families, and change: International perspectives [Special Issue]. *Early Education and Development*, 8(3).

Addresses the special concerns of children and family in relation to changing international trends and environments. Of particular importance to those who either work or are training individuals to work as researchers, educators, social policy coordinators, or advocates of children and their families.

United Nations (U.N.) (2001). *The state of the world's children 2001*. New York: United Nations.

This resource is a fountain of information. Provides discussion about and data on children around the world. Includes numerous invaluable charts and tables examining a variety of factors impacting childhood such as health, nutrition, and economics. It is available for free viewing on-line at <<http://www.unicef.org/sowc01/>>.

Weidner, G. (2000). Why do men get more heart disease than women? An international perspective. *Journal of American College Health*, 48, 291-294.

Cross-cultural study examining similarities and differences in factors associated with coronary heart disease among men principally from the West and from Eastern Europe.

Wingenfeld, S., & Newbrough, J. R. (2000). Community psychology in international perspective. In J. Rappaport & Seidman, E. (Eds.), *Handbook of community psychology* (pp. 779-810). New York: Plenum.

Discusses the history and status of community psychology training programs, practice, and research in a broad range of countries around the globe.

Worchel, S., & Simpson, J. A. (1993). *Conflict between people and groups: Causes, processes, and resolutions*. Chicago: Nelson-Hall.

This text has recently been reprinted and is now again in circulation. Text contains a set of four articles that address international conflict. Contributors to this section are, by and large, from universities outside of the U.S. Topics include the Yin-Yang Theory, Israeli-Palestine conflict, U.S.A.-U.S.S.R. relations, and negotiations in Poland.

Wosinska, W., Cialdini, R. B., Barrett, D. W., & Reyskowski, J. (Eds.). (2001). *The practice of social influence in multiple cultures*. Mahwah, NJ: Erlbaum.

A welcome addition to the social psychology literature. This edited text addresses the many ways in which antecedents of social influence are shaped by culture. Draws on research conducted within the U.S. and around the globe. It's an excellent book.

Yates, M., & Youniss, J. (Eds.). (1999). *Roots of civic identity: International perspectives on community service and activism in youth*. New York: Cambridge University Press.

Essays examine the concept of civic identity in a variety of nations and political situations from Canada to Palestine.

The following resources contain many useful international references and course recommendations. They can be found on the Society for the Teaching of Psychology's Office of Teaching Resources in Psychology website - <<http://www.lemoyne.edu/OTRP/index.html>>.

Hill, G. W., IV. (1998). [Informational Resources for Teaching Cross-Cultural Issues in Psychology](#) (9 pages)

Hill, G. W., IV. (1998). [Activities and Videos for Teaching Cross-Cultural Issues in Psychology](#) (21 pages).

Woolf, L. M. (2000). [Incorporating Genocide, Ethnopolitical Conflict, and Human Rights Issues into the Psychology Curriculum: Informational Resources](#) (28 pages).

Woolf, L. M. (2000). [Incorporating Genocide, Ethnopolitical Conflict, and Human Rights Issues into the Psychology Curriculum: Instructional Resources](#) (31 pages).

II. Relevant Organizations in International Psychology

Interamerican Society of Psychology
(Sociedad Interamericana de Psicología–SIP)
Dr. Wanda C. Rodriguez-Arocho, General Secretary
Universidad de Puerto Rico
P.O. Box 23345
San Juan, PR 00931-3345
Telephone: 787-764-0000 ext. 4184
Fax: 787-764-2615
E-Mail: wrodrig@rrpac.upr.clu.edu
Website: <<http://www.sip-99.org.ve/>>

International Association for Cross-Cultural Psychology (IACCP)
Dr. James Georgas
Department of Psychology
School of Philosophy
University of Athens
Panaepistemiopolis
Athens 15784
Greece
Telephone: 301 7277524
Fax: 3101 7277534
E-Mail: dgeorgas@dp.uoa.gr

International Association of Applied Psychology (IAAP)
Dr. Jose M. Prieto, Secretary General
Complutense University, Faculty of Psychology
Department of Individual Differences and Work Psychology
Suite 2218
Campus Somosaguas
Madrid 28223
Spain
Telephone: 34-91-3943236
Fax: 34-91-3510091
E-Mail: iaap@psi.ucm.es or jmprieto@psi.ucm.es
Website: <<http://www.iaapsy.org>>

International Council of Psychologists (ICP)
Dr. Kay C. Greene, Secretary General
30 Waterside Plaza, Suite 13E
New York, New York 10010-2630
USA
Telephone: 212-889-7956
Fax: 212-213-4032
E-Mail: Kaygreen@ix.netcom.com
Website: <<http://members.tripod.com/icpsych/>>

International Psychology
Division 52-Administration Office
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
USA
Website: <<http://www.tamu-commerce.edu/orgs/div52/>>

International Union of Psychological Science (IUPsyS)
Dr. Pierre L. J. Ritchie, Secretary General
School of Psychology
University of Ottawa
11 Marie Curie, Pavillon Vanier
Ottawa, Ontario K1N 6N5
Canada
Telephone: 613-562-5289
Fax: 613-562-5169
E-Mail: pritchie@uottawa.ca
Website: <<http://www.iupsys.org>>

Psychologists for Social Responsibility (PsySR)
2607 Connecticut Ave, NW
Washington, DC 20008
USA
Website: <<http://www.rmc.edu/psysr/>>

Society for the Psychological Study of Social Issues (SPSSI)
SPSSI Central Office
PO Box 1248
Ann Arbor Michigan 48106-1248
USA
Telephone: 734-662-9130
Fax: 734-662-5607
E-Mail: spssi@spssi.org
Website: <<http://www.spssi.org>>

A comprehensive listing of organizations can be found on the American Psychological Association's International Psychological Organizations and Related Organizations web site -
<<http://www.apa.org/international/intlorgs.html>>

III. Course Suggestions

Aging in a Global Context

Over the next 30 years, we will see a dramatic increase in the number of older adults in the United States and around the world. Globally, the population of individuals 85 years of age and older are currently and will continue to be the fastest growing demographic group. These changes are occurring in almost all countries regardless of level of development or geographic location. This course will examine the impact of these changes on individuals and cultural systems. Additionally, this course will examine the similarities and differences experienced by individuals as they age in various countries around the world.

Sample Objectives

1. To learn about the changing demographic in the United States and around the world with respect to age and the impact of these changes on cultures internationally.
2. To develop an understanding of the various societal expectations of and attitudes towards older adults around the world.
3. To examine where and in what conditions older adults live in various parts of the world and the impact of these living arrangements on the older adult.
4. To explore the nature of intergenerational relationships internationally.
5. To develop an understanding of the social problems and public policies effecting the aged around the world. These will include policies related to political advocacy, economics, retirement, and health care.
6. To explore physiological, cognitive, personality, and social development and their interrelationships during later adulthood. Additionally, similarities and differences in development as experienced by older adults around the world will be explored.

Suggested International Readings

Bergener, M., Hasegawa, K., Finkel, S. I., & Nishimura, T. (1992). *Aging and mental disorders: International perspectives*. New York: Springer.

Examines the similarities and differences in the etiology and treatment of mental disorders in older adults in both Eastern and Western cultures.

Counts, D. A. (1991). Aging, health and women in West New Britain. *Journal of Cross-Cultural Gerontology*, 6, 277-285.

An interesting article discussing the negative impact of modernization on the older woman in Papua New Guinea.

Gist, Y. J. (1994). Aging trends - Southern Africa. *Journal of Cross-Cultural Gerontology*, 9, 255-276.

An examination of demographic and social data as related to aging and the aged in Botswana, Lesotho, Namibia, South Africa, Swaziland, and Zimbabwe.

Keith, J., Fry, C. L., Glascock, A. P., Ikels, C., Dickerson-Putman, J., Harpending, H. C., & Draper, P. (1994). *The aging experience: Diversity and commonality across cultures*. Thousand Oaks, CA: Sage.

This article highlights the findings of Project A.G.E. (Age, Generation, and Experience) that includes research on aging in Botswana, Hong Kong, Ireland, and the U.S.

Kol'tsova, V. A., Meshalkina, N. B., & Olegnik, Y. N. (1997). A life-span approach to the study of psychogerontology in Russia. In D. F. Halpern, & A. E. Voiskounsky (Eds.), *States of mind: American and post-Soviet perspectives on contemporary issues in psychology* (pp. 272-285). Oxford, England: Oxford University Press.

A review of psychogerontological research and the continued evolution of the field in post-Soviet Russia.

Lewis, M. (1982). Aging in the People's Republic of China. *International Journal of Aging and Human Development*, 15, 79-105.

A discussion of the lives of older adults in postrevolutionary China.

Maeda, D. (1992). Aging in Japan. In M. Bergener & K. Hawegawa (Eds.), *Aging and mental disorders: International perspectives* (pp. 3-22). New York: Springer.

Explores the unique factors impacting aging and the aged and describes services for the older adult in Japan.

Meeks, C. B., Nickols, S. Y., & Sweaney, A. L. (1999). Demographic comparisons of aging in five selected countries. *Journal of Family and Economic Issues*, 20, 223-250.

Examines a variety of issues such as economics, caregiving, long-term care, and housing related to aging and older adults in Brazil, India, Norway, Tanzania, and the United States.

Parthasarathy, N. R. (1980). On some aspects of aging in India. *The Indian Journal of Social Work*, 40, 381-388.

An examination of the demographics as well as social and health needs of older adults in India.

Sandis, E. (2000). The aging and their families: A cross-national review. In A. Comunian & U. P. Gielen (Eds.), *International perspectives on human development* (pp. 591-599). Lengerich, Germany: Pabst Science.

This chapter reviews a variety of trends impacting older adults and their families around the world.

Shimkin, D. B. (1989). Aging in the Soviet Union: A West Siberian perspective. *International Journal of Aging and Human Development*, 28, 185-189.

An ethnographic study of aging and the aged in the city of Kemerovo, Siberia.

Strom, R., & Heikkinen, R. L. (1992-93). Patterns of experienced aging with a Finnish cohort. *International Journal of Aging and Human Development*, 36, 269-277.

Interesting article discussing interviews with and narratives written by older adults in Finland concerning their experiences with aging.

Udvardy, M., & Cattell, M. G. (1992). Gender, aging and power in sub-Saharan Africa: Challenges and puzzles. *Journal of Cross-Cultural Gerontology*, 7, 275-288.

An examination of the impact of gender and age in seven sub-Saharan Africa countries.

Altruism and Aggression: A Global Perspective

We live in a violent time. Acts of unspeakable violence are being committed throughout the world. As a result, it is virtually impossible to pick up a newspaper, leaf through a magazine, or listen to the evening news without learning that somewhere, someplace, an act of violence has occurred. Yet, in the midst of this epidemic of violence, we still hear about instances of altruism – helping behavior. How is it that our species can be so destructive in one instant and so truly kind and helpful in another. This dual nature of humans is perplexing. Is our species inherently good or evil?

Sample Objectives

1. To become more knowledgeable about the various theories of altruism and aggression and how they apply within the United States and around the world.
2. To explore the many factors unique to human altruism and aggression from a variety of perspectives (e.g., instinctual, developmental, biological, social, and personality).
3. To become more knowledgeable about international human rights and how the United Nations Universal Declaration of Human Rights applies to acts of altruism and aggression.
4. To utilize knowledge about aggression to develop strategies to control or reduce aggressive behavior.
5. To utilize knowledge about altruism to increase the manifestation of this behavior throughout the world.

Suggested International Readings

Barash, D. P. (Ed.). (2001). *Understanding violence*. Needham Heights, MA: Allyn and Bacon.

A collection of classic articles on aggression. Articles are from a variety of disciplines including biology, psychology, sociology, anthropology, political science, and criminology.

Baron, R. A., & Richardson, D. R. (1994). *Human aggression* (2nd ed.). New York: Plenum Press.

A very in-depth collection of the psychological research addressing human aggression. An excellent starting point. Some research is from international scholars.

Batson, C. B. (1998). Altruism and prosocial behavior. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology: Vol. 2* (4th ed., pp. 282-316). Boston: McGraw-Hill.

Overview of helping behavior research. Some international research is cited. A brief discussion of collectivism is included.

Baumeister, R. F. (1999). *Evil: Inside human cruelty and violence*. New York: W.H. Freeman.

Provocative text that addresses the research surrounding the concept of evil. Global acts of aggression are discussed. Makes for an interesting discussion within an altruism and aggression course.

Berkowitz, L. (1993). *Aggression: Its causes, consequences, and control*. Boston: McGraw-Hill.

Text provides a general overview regarding the research surrounding human aggression. Some international research is cited.

Chomsky, N., Clark, R., & Said, E. W. (1999). *Acts of aggression: Policing "rogue" states*. New York: Seven Stories Press.

Examination of the U.S. conflict with Iraq. Authors discuss how U.S.-Arab relations conflict with U.N. resolutions and international law.

Clark, M. S. (Ed.). (1991). *Prosocial behavior*. Thousand Oaks, CA: Sage.

This book contains twelve articles that address helping behavior. Many include international research. One article approaches the topic of altruism in collectivistic and individualistic societies from an anthropological perspective.

Dobash, R. E., & Dobash, R. P. (Eds.). (1998). *Rethinking violence against women*. Thousand Oaks, CA: Sage.

Approaches the topic of violence against women from a variety of cross-disciplinary perspectives. Nice source of material from the U.S. as well as areas around the globe.

Donnelly, J. (1998). *International human rights* (2nd ed.). Boulder, CO: Westview Press.

A nice primer of international human rights. Much of the material can be easily integrated into an altruism and aggression course.

Geen, R. G. (1998). Aggression and antisocial behavior. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology: Vol. 2* (4th ed., pp. 317-356). Boston: McGraw-Hill.

Overview of aggression research. Some international research and cross-cultural research are discussed.

Geen, R. G., & Donnerstein, E. (Eds.). (1998). *Human aggression: Theories, research, and implications for social change*. San Diego, CA: Academic Press.

This edited book provides coverage in some of the most prominent antecedents of aggression. Although much of the coverage is based on research conducted in the U.S., many of the policy implications can be extended toward helping reduce violence around the globe.

Hall, H. V., & Whitaker, L. C. (Eds.). (1999). *Collective violence: Effective strategies for assessing and interviewing in fatal group and institutional aggression*. Boca Raton, FL: CRC Press.

An important collection of research examining violence committed by private groups and government institutions. International perspectives are presented.

Krahé, B. (2001). *The social psychology of aggression*. Philadelphia: Taylor & Francis Group.

Text is divided into chapters addressing various antecedents of aggression. Good textbook for use in an upper division undergraduate class. International content is integrated throughout the text.

Lauren, P. G. (1998). *The evolution of international human rights: Visions seen*. Philadelphia: University of Pennsylvania Press.

This text was written specifically for the fiftieth anniversary of the Universal Declaration of Human Rights. It provides a very thorough historical analysis of the evolution of this document.

Moghaddam, F. M., Taylor, D. M., & Wright, S. C. (1993). *Social psychology in cross-cultural perspective*. New York: W. H. Freeman.

Portions of the text address antecedents of altruism and aggression from a cross-cultural perspective. This is a very effective way to introduce these topics into course preparations with little detective work. A large percentage of the material is based on research conducted outside the U.S.

Schroeder, D. A., Penner, L. A., Dovidio, J. F., & Piliavin, J. A. (1995). *The psychology of helping and altruism: Problems and puzzles*. Boston: McGraw-Hill.

An overview of the research on helping behavior. Included are several examples of international research. A discussion of cross-cultural determinants of altruism is also included.

Shue, H. (1996). *Basic rights: Subsistence, affluence, and U.S. foreign policy* (2nd ed.). Princeton, NJ: Princeton Press.

A good look at U.S. foreign policy from the perspective of international human rights. Can be integrated into governmental manifestations of violence.

Steger, M. B., & Lind, N. S. (Eds.). (1999). *Violence and its alternatives: An interdisciplinary reader*. New York: St. Martin's Press.

A wide variety of classic articles about violence from authors around the globe are presented. Topical areas include: definitions and concepts, law, gender, race, nationalism, class, and nonviolent alternatives.

Worchel, S., & Simpson, J. A. (1993). *Conflict between people and groups: Causes, processes, and resolutions*. Chicago: Nelson-Hall.

This text has recently been reprinted and is now again in circulation. Text contains a set of four articles that address international conflict. Contributors to this section are, by and large, from Universities outside of the U.S. Topics include the Yin-Yang Theory, Israeli-Palestine conflict, U.S.A.-U.S.S.R. relations, and negotiations in Poland.

Prejudice and Discrimination: A Global Perspective

Us and Them. Why is there a tendency for humans to divide the social landscape in this fashion? This course will examine the essential features, principles, facts, and theories that surround stereotyping, prejudice, and discrimination. The theoretical approaches considered will include those from psychology, sociology, and international human rights. The class will examine inter-group relations as they pertain to different racial and ethnic groups throughout the world. We shall also discuss discrimination based on appearance, gender, age, ability, and sexual orientation.

The course also will give you the opportunity to debate current controversies related to the topics addressed during the course. There are no easy answers. Reality is not simply black or white, but rather infinite shades of gray. Therefore, it is necessary that you develop critical thinking skills, allowing you to make sense of the constant stream of information and misinformation that the world has to offer. These skills can have a profound impact on your life in terms of academic, professional, and personal success.

Sample Objectives

1. To introduce you to the many essential features, principles, facts, and theories that surround stereotyping, prejudice and discrimination.
2. To become familiar with prejudice and discrimination as it exists outside the United States.
3. To become more knowledgeable about international human rights and how the United Nations Universal Declaration of Human Rights applies to prejudice and discrimination.
4. To provide you with critical thinking skills that will enable you to analyze, evaluate, and make intelligent decisions concerning complex contemporary issues in psychology.
5. To help you improve your oral communication skills. This will allow you to enhance your effectiveness at expressing your view on various topics.
6. To encourage you to become more tolerant of ambiguity and diversity as it pertains to the human condition and to increase your ability to deal with multiple points of view.

Suggested International Readings

Back, L., & Solomos, J. (Eds.). (2000). *Theories of race and racism: A reader*. New York: Routledge.

This reader brings together some of the key works of authors from around the globe on issues related to race and racism. Readings also cut across disciplines.

Bonnett, A. (2000). *Anti-racism*. New York: Routledge.

The text provides a historical and international analysis of the development of anti-racism. The author draws on a host of Western and non-Western sources. This is a very good resource to internationalize a course on stereotyping, prejudice, and discrimination.

Brewer, M. B., & Miller, N. (1996). *Intergroup relations*. Pacific Grove, CA: Brooks/Cole.

A short very focused discussion of intergroup relations designed to meet the needs of students. International content is integrated throughout the text. Includes a chapter on international conflict.

Brown, R. (1995). *Prejudice*. Malden, MA: Blackwell.

A nice overview of prejudice and discrimination from a European perspective (the author is from the University of Kent). International examples and research are cited throughout the text.

Disch, E. (2000). *Reconstructing gender: A multicultural anthology*. Mountain View, CA: Mayfield.

This is a very good anthology dealing with the role of women in society. The readings are short and therefore attractive to students. Although much of the content addresses the situation in the U.S., there are some selections that address the role of women in the international arena.

Donnelly, J. (1998). *International human rights* (2nd ed.). Boulder, CO: Westview Press.

A nice primer of international human rights. Much of the material can be easily integrated into an prejudice and discrimination course.

Hall, H. V., & Whitaker, L. C. (Eds.). (1999). *Collective violence: Effective strategies for assessing and interviewing in fatal group and institutional aggression*. Boca Raton, FL: CRC Press.

An important collection of research examining violence committed by private groups and government institutions. International perspectives are presented. Includes a discussion of hate groups.

Hinton, P. R. (2000). *Stereotypes, cognition, and culture*. Philadelphia: Psychology Press.

Short text devoted to an overview of stereotyping. Contains a well-integrated chapter on stereotypes and culture. Text is written for students who have no prior knowledge of psychology.

Kelly, R. J., & Maghan, J. (Eds.). (1998). *Hate crimes: The global politics of polarization*. Carbondale, IL: Southern Illinois University Press.

A collection of previously unpublished essays examines hate crimes in a variety of international settings. Essays examine how local authorities cope with these issues and the means by which this problem can be controlled and contained.

Lauren, P. G. (1998). *The evolution of international human rights: Visions seen*. Philadelphia: University of Pennsylvania Press.

This text was written specifically for the fiftieth anniversary of the Universal Declaration of Human Rights. It provides a very thorough historical analysis of the evolution of this document.

Lewis, B. (1999). *Semites and anti-Semites: An inquiry into conflict and prejudice*. New York: W. W. Norton and Company.

Text examines the Arab-Israeli conflict in the Middle East. It begins by tracing the history of anti-Semitism and ends with how it manifests itself in today's global politics. Nice background material that can be incorporated into lecture.

Moghaddam, F. M., Taylor, D. M., & Wright, S. C. (1993). *Social psychology in cross-cultural perspective*. New York: W. H. Freeman.

Portions of the text address antecedents of prejudice and discrimination. This is a very effective way to introduce these topics into course preparations with little detective work. Some of the material is based on research conducted outside the U.S.

Shue, H. (1996). *Basic rights: Subsistence, affluence, and U.S. foreign policy* (2nd ed.). Princeton, NJ: Princeton Press.

A good look at U.S. foreign policy from the perspective of international human rights. Can be integrated into governmental manifestations of violence.

Steger, M. B., & Lind, N. S. (Eds.). (1999). *Violence and its alternatives: An interdisciplinary reader*. New York: St. Martin's Press.

A wide variety of classic articles about violence from authors around the globe are presented. Topical areas include: definitions and concepts, law, gender, race, nationalism, class, and nonviolent alternatives.

Stephan, W. C., & Stephan, C. W. (1996). *Intergroup relations*. Boulder, CO: Westview.

Nice overview of stereotyping, prejudice, and discrimination. International research is cited. Text contains a chapter on intercultural relations.

Worchel, S. (1999). *Written in blood: Ethnic identity and the struggle for human harmony*. New York: Worth.

Examines group and political processes that contribute to ethnic conflict. Current international material is very well integrated throughout the text. A nice addition to any course on stereotyping, prejudice, and discrimination.

Worchel, S., & Simpson, J. A. (1993). *Conflict between people and groups: Causes, processes, and resolutions*. Chicago: Nelson-Hall.

This text has recently been reprinted and is now again in circulation. Text contains a set of four articles that address international conflict. Contributors to this section are, by and large, from Universities outside of the U.S. Topics include the Yin-Yang Theory, Israeli-Palestine conflict, U.S.A.-U.S.S.R. relations, and negotiations in Poland.

Suggested International Videos

Roberts, S. (Ed.). (1999). *A guide to videos on prejudice and stereotyping*.

This guide provides descriptive information on videos that address stereotyping, prejudice, and discrimination. The compendium contains U.S. as well as international videos covering a wide range of topics pertinent to prejudice. Ordering information is also provided.

Can be obtained from:

Holocaust Resource Center and Archives
Queensborough Community College
The City University of New York
Bayside, New York
(718) 225-1617
hrcaho@worldnet.att.net

Rethinking Child Welfare: A Global Perspective

Every society is obligated to care for children in need of protection and to rehabilitate youth in need of redirection. There are both cross-cultural similarities and differences in the beliefs regarding the psychosocial antecedents and the sequelae of childhood challenges. Accordingly, the conceptualization of corrective tasks and actual child welfare practice also vary across social groups. The goal of this course is to provide students with a cross-cultural and multidisciplinary perspective on child welfare.

Sample Objectives

1. Students will define the concept of child welfare.
2. Student will explore similarities and differences between the concept of child welfare in the United States and other nations.
3. Students will be able to articulate pertinent and contemporary child welfare issues as delineated by various nations.
4. Students will identify universal child welfare concerns.
5. Students will explore cross-cultural understandings of the antecedents of identified child welfare concerns.
6. Students will explore global child welfare practices.
7. Students will explore the extent to which child welfare practices are either universal or are culturally bound.
8. Students will explore contextual factors related to child welfare philosophy and practice. For instance, students will identify the social, political, economic, and legal factors that inform child welfare research, theory, and attendant practice.

Sample Focus Areas

- Child Development
- Correlates of Poor Developmental Outcomes
- Child Mental Health
- Family Violence
- Child Physical Abuse
- Child Sexual Abuse
- Child Neglect
- Child Custody
- Female Genital Mutilation
- Female Infanticide
- Education
- Juvenile Delinquency
- Teen Pregnancy
- Parenting
- Poverty
- War and Armed Conflict

Suggested International Readings

Apfel, R. J., & Bennett, S. (Eds.). (1996). *Minefields in their hearts: The mental health of children in war and communal violence*. New Haven, CT: Yale University Press.

Health care professionals discuss their experiences of working with child survivors of war. Includes intervention, treatment, ethical concerns, refugee issues, and care for the caregiver.

Barker, G. (1994). Rebuilding nests of survival: A comparative analysis of the needs of at-risk adolescent women and adolescent mothers in the U.S., Latin America, Asia and Africa. *Childhood: A Global Journal of Child Research*, 2, 152-163.

Analyzes the factors that place adolescent females at risk for exploitation and identifies their learned psychological responses to harmful situations.

Boswell, G. (2000). *Violent children and adolescents: Asking the question why*. London, England: Whurr.

Explores the relationship between youth violence and the contextual correlates of violence among youth.

Briere, J., Berliner, L., Bulkley, J., Carole, J., & Reid, T. (1996). *The APSAC handbook on child maltreatment*. Thousand Oaks, CA: Sage.

Provides information on causes and consequences of child abuse and neglect.

Cohn, J. (1998). Violations of human rights in children and adolescents. *International Journal of Adolescent Medicine and Health*, 10, 185-192.

Discusses historically and currently the human rights violations against children that occur in almost all parts of the world. These violations range from neglect to the effects of war.

Cyril, G. (1987). *Preventing CAN deaths: An international study of deaths due to child abuse and neglect*. London, England: Tavistock/Routledge.

Provides a detailed analysis of over 170 CAN (child abuse and neglect) deaths in the UK and Canada. Addresses the issue of heightened risk and prevention.

Emilio, V. (1992). *Critical perspectives in victimology: International perspectives*. New York: Springer.

Presents contributions in research, prevention, treatment, and public policy in the field of victimology.

Geltman, P., & Stover, E. (1997). Genocide and the plight of children in Rwanda. *Journal of the American Medical Association*, 277, 289-294.

Study examining the long-term physical and psychological problems for children of Rwanda. Children studied were either internally displaced or refugees living in camps in Zaire.

Gilbert, N. (1997). *Combating child abuse: International perspectives and trends*. New York: Oxford University Press.

Provides a comparative overview of American and European approaches to addressing child maltreatment

Hoffman, A. (2001). *Teen violence: A global view*. Westport, CT: Greenwood.

Explores causes and solutions for the problem of youth violence around the globe.

Lutzker, J. (1998). *Handbook of child abuse research and treatment*. New York: Plenum.

Provides a contemporary compilation of research, theory, and practice related to child abuse and neglect.

Wessells, M. (Ed.). (1998). The Graca Machel/U.N. study on the effects of war on children [Special issue]. *Peace and Conflict: Journal of Peace Psychology*, 4(4).

A discussion of and response to the United Nation's Impact of Armed Conflict on Children study.

Suggested International Videos

The Africans: A Legacy of Lifestyles - Examines the importance of family life and compares traditional African societies with those that are more complex and centralized.

Broken Blossoms, or, The Yellow Man and the Girl - A Chinese man, living in London, befriends a young girl who was brutally mistreated by her father.

Cambodia/Vietnam - Profiles the cultures, politics, and economies of Cambodia and Vietnam. Includes an examination of topics such as family farming, disabled Cambodians, and education.

Children in Need - Examines people and programs working to change the lives of socially disadvantaged children.

China: Beyond the Clouds - Centers on the situation of children and youth in a changing world.

Future Risk: The Impact of Violence on Children - This program looks at the sources of violence impacting children.

Valentina's Nightmare (Frontline) - A documentary examining the Rwandan genocide by focusing on the experiences of a 13-year-old girl who hid among the corpses of her family and neighbors.

When the Bough Breaks - Illustrates behavioral manifestations of attachment problems.

Women and Global Human Rights

Discussions of human rights often fail to acknowledge the unique concerns of women around the globe particularly as they relate to the subordination of and injustices against women. Yet clearly, women's rights are human rights concerns. Violence against women and girls is the most pervasive violation of human rights in the world today. Discrimination against women and girls is an important basic cause of malnutrition. The very high rates of child malnutrition and low birth weight throughout much of South Asia are linked to such factors as women's poor access to education and their low levels of participation in paid employment compared with other regions. Women comprise 70% of the world's poor. Eighty percent of the world's refugees are women and children. And as stated by Her Excellency Mary Robinson, U.N. High Commissioner for Human Rights, "Bonded labour and the traffic in women and children have become our modern day versions of slavery." More than 1 million children, mostly girls, are forced into prostitution every year. Psychology is uniquely qualified to address the causes and consequences of these problems. Additionally, psychology has made substantial contributions in the assessment, intervention, and treatment of women who have experienced human rights violations.

Sample Objectives

1. To become more knowledgeable about global human rights and the United Nations Universal Declaration of Human Rights
2. To become more knowledgeable concerning the major human rights violations experienced by women across the globe including the United States.
3. To examine the unique concerns of women and why these concerns are often omitted from discussions of global human rights.
4. To examine the importance of understanding the psychosocial context including religious and national context when evaluating women's' human rights.
5. To become more knowledgeable concerning methods of intervention, assessment, and treatment in regards to women survivors of human rights violations.
6. To further develop library and cybrary research skills.

Suggested International Readings

Beyani, C. (1995). The needs of refugee women: A human-rights perspective. *Gender and Development*, 3, 29-35.

Discusses the special needs of refugee and displaced women including sexual exploitation and rape.

Bhavnani, K-K., & Davis, A. (1997). Fighting for her future: Reflections on human rights and women's prisons in the Netherlands. *Social Identities*, 3, 7-32.

Compares U.S. and Dutch prisons for women highlighting the progressive nature of women's prisons in the Netherlands due to their commitment to human rights principles.

Chapman, J. R. (1990). Violence against women as a violation of human rights. *Social Justice*, 17, 54-70.

Provides data on the severity and extent of violence against women around the world. Discusses the unique characteristics of violence against women as a human rights concern.

Cole, E., Espin, O. M., & Rothblum, E. D. (Eds.). (1992). *Refugee women and their mental health: Shattered societies, shattered lives*. Binghamton, NY: Harrington Park Press.

A collection of essays dealing with the special needs of women refugees. Written both by mental health care professionals and women refugees noting that these categories are not mutually exclusive. Includes information concerning the challenges and rewards of work with refugee women, psychological concerns and treatment, and the path to healing.

Cook, R. J. (1993). International human rights and women's reproductive health. *Studies in Family Planning, 24*, 73-86.

Argues for women's access to reproductive health services and that obstruction to such services is a form of systematic gender discrimination.

Cook, R. J. (Ed.). (1994). *Human rights of women: National and international perspectives*. Philadelphia: University of Pennsylvania Press.

Collection of essays concerning human rights of women including discussions of domestic violence and female genital mutilation.

El Dawla, A. S. (1999). The political and legal struggle over female genital mutilation in Egypt: Five years since the ICPD. *Reproductive Health Matters, 7*, 128-136.

This article evaluates the progress made towards the elimination of female genital mutilation after the International Conference on Population and Development in Cairo, Egypt.

Fraser, A. S. (1999). Becoming human: The origins and development of women's human rights. *Human Rights Quarterly, 21*, 853-906.

A historical analysis of the development of women's human rights. Includes a discussion of the current status of women under the Taliban.

Jeffreys, S. (1999). Globalizing sexual exploitation: Sex tourism and the traffic in women. *Leisure Studies, 18*, 179-196.

Discussion of the sex tourism industry and its human rights ramifications.

Grewal, I. (1999). "Women's rights as human rights": Feminist practices, global feminism, and human rights regimes in transnationality. *Citizenship Studies, 3*, 337-354.

Argues that an examination of women's rights within the context of human rights must be examined on a local and cultural level, and perhaps more appropriately as issues of economic and social justice.

Human Rights in China (1996). Caught between tradition and the state: Violations of the human rights of Chinese women. *Women's Rights Law Reporter, 17*, 285-307.

Highlights the many factors impacting the rights of women in China. Provides an excellent example why the human rights of women must be examined within cultural and national contexts.

Lykes, M. B., Brabeck, M. M., Ferns, T., & Radan, A. (1993). Human rights and mental health among Latin American women in situations of state-sponsored violence. *Psychology of Women Quarterly, 17*, 525-544.

Important work that emerged from the efforts of the Division 35 (Psychology of Women) task force on human rights and the mental health of Latin American women living in situations of war or state-sponsored violence or both. Areas emphasized include refugee and internal displacement issues, the impact of torture, and methods of culturally appropriate intervention.

Meyer, M. K. (1998). Negotiating international norms: The Inter-American Commission of Women and the Convention on Violence Against Women. *Aggressive Behavior*, 24, 135-146.

Reports on the work of the Inter-American Commission of Women particularly in relation to the passing and implementation of the Convention on Violence Against Women.

Nichols-Casebolt, A., Krysik, J., & Hermann-Curie, R. (1994). The povertization of women: A global phenomenon. *Affilia*, 9, 9-29.

Examines the effect of poverty on women globally.

Oloka-Onyango, J. & Tamale, S. (1995). "The personal is political," or why women's rights are indeed human rights: An African perspective on international feminism. *Human Rights Quarterly*, 17, 691-731.

An interesting article that discusses the need for an examination of women's human rights within the context of nation and religion but also as a universal concern.

Peters, J., & Wolper, A. (1995). *Women's rights, human rights: International feminist perspectives*. New York: Routledge.

Wonderful collection of essays concerning women and global human rights. Includes sections focusing on regional reports, law, culture, violence and health, socioeconomic development, and unique victim groups.

Rasekh, Z., Bauer, H. M., Manos, M. M., & Iacopino, V. (1998). Women's health and human rights in Afghanistan. *JAMA: Journal of the American Medical Association*, 280, 449-455.

Research report discussing the health and human rights concerns of women under Taliban rule.

Reichert, E. (1998). Women's rights are human rights: Platform for action. *International Social Work*, 41, 371-284.

Discussion of the violence against women as a violation of human rights.

Stiglmayer, A. (Ed.). (1994). *Mass rape: The war against women in Bosnia-Herzegovina*. Lincoln, NE: University of Nebraska Press.

Essays confronting the causes, functions, and effect of mass rape in Bosnia-Herzegovina. Essays include historical information, challenges to traditional theories of rape, and the voices of victims and perpetrators.

Tang, K-L., & Cheung, J. T-Y. (2000). Guaranteeing women's rights: The U.N. Women's Convention. *International Social Work*, 43, 7-20.

A discussion of the United Nations Convention on the Elimination of All Forms of Discrimination Against Women (the Women's Convention) and the barriers to full implementation of this international agreement.

Tomasevski, K. (1998). Rights of women: From prohibition to elimination of discrimination. *International Social Science Journal*, 50, 545-558.

Interesting article discussing the barriers to attainment of equal human rights for woman globally.

Turshen, M., & Twagiramariya, C. (Eds.). (1998). *What women do in wartime: Gender and conflict in Africa*. London: Zed Books.

Excellent collection of essays concerning African women's experiences of war. Discusses the complexity of women's experiences as participants during wartime and as refugees escaping violence. Scholarly analysis of the cultural context is interwoven with the writings and words of African women. Includes the difficult topics of mass rape, sexual torture, and sexual slavery. The text goes beyond, however, the view of women solely as victims to include discussion of women as soldiers, guerilla fighters, as well as agents for positive change.

Whelan, D. (1994). Women, AIDS, and development. *Peace Review*, 6, 333-337.

An analysis of the relationship between women's economic dependence and risk for HIV infection.

Suggested International Videos

Annapurna Mahila Mandal: An Experiment in Grassroots Development for Women - Documentary featuring Annapurna Mahila Mandal efforts to organize a women's work cooperative. This cooperative began with 14 women involved in and now has over 10,000 members.

Approach of Dawn - Documents the human rights struggles of Mayan women of Guatemala.

Beyond the Veil: Are Iranian Women Rebelling? - Interesting undercover documentary examining Iranian women's feelings and perceptions concerning Islamic law.

Conversations with Women from the Third World - Interviews with women from Nigeria, Kenya, and India.

Kamala and Raji - Documentary exploring the lives of two working women in India.

Refugee Women: The Courage to Move Onward - This documentary concerns the plight of women refugees.

Regret to Inform - Documentary highlighting the experiences of American and Vietnamese women who lost their husbands during the war in Vietnam.

Sexual Harassment 9 to 5 - Examines the impact of sexual harassment in the workplace.

To Be a Mother in Latin America - This documentary examines reproductive rights and parenting in Latin America.

The Women's Bank of Bangladesh - Documentary focusing on the efforts of the Grameen bank to provide women with small-business loans and the impact of this effort on the lives of these women and their families.

You Can't Beat A Woman - This documentary consists of interviews with women survivors of violence from around the world as well as a range of professionals and scholars.