Appendix A
Fifty Ways to Internationalize the Curriculum of “Western” Psychology


We must seek:

1. To identify the psychological basis of the complex and interdependent global Web of economic, political, social, technical and environmental events, forces and changes going on.
2. To recognize that our response to internationalization will shape our identity, growth and survival as a discipline and profession.
3. To identify Western Psychology as a cultural construction that reflects the assumptions, values and priorities of the Western cultural context and history.
4. To understand psychological consequences of the Western popular culture of individualism, materialism, competition, reductionism, patriarchy, empiricism, change and cultural preservation.
5. To identify the basic, underlying culturally learned assumptions in textbook psychology.
6. To articulate how the global community is psychologically interdependent.
7. To understand the psychological consequences of both an independent and an interdependent perspective.
8. To identify new questions and to challenge the old answers of textbook psychology.
9. To develop a global psychological science that is multicultural, multisectoral, multinational, and multidisciplinary.
10. To identify ethnocentric biases inherent in Western academic psychology.
11. To become familiar with non-Western and indigenous psychologies from outside the US context.
12. To identify specific theories and practices of the psychology curriculum that needs to be changed.
13. To preserve the “best” of classical Western psychological theories, models, methods, interventions and professional practice.
14. To study the psychological consequences of alternative intellectual perspectives inclusively to include post-modernism, social constructivism, feminist theory and cultural stress theories.

15. To study the psychological consequences of alternative value systems related to social issues of diversity, human rights, internationalism, civility, social activism and social interest.

16. To study psychological consequences of global problems such as war, poverty, social change, urbanization and environmental degradation.

17. To understand the psychological perspective of “at risk” or vulnerable populations such as refugees, immigrants, torture victims, migrants, child soldiers, street children, indigenous people.

18. To rehearse the applications of psychology to non-conventional training settings such as refugee camps, disaster settings, homeless shelters, street gangs, slums, impoverished villages.

19. To develop psychological skills for teaching and learning about topics such as conflict resolution, peace building, peace keeping, terrorism, leisure management, spiritual counseling, acculturation, culture shock urban planning and epidemiology.

20. To teach the increased psychological value of interdependence through telecommunication, transnational economies, transportation and political/military conflicts.

21. To teach the psychological determinants and consequences of global problems.

22. To differentiate between the cultural traditions of traditional psychology and dialectical psychology.

23. To develop psychological strategies for managing the contact between Western and non-Western traditions.

24. To develop psychological strategies for psychological adjustment in managing global problems.

25. To develop a psychological understanding of cultural bias in both Western and non-Western cultures.

26. To recognize the psychological causes and consequences of ethnocentrism.

27. To articulate the multiple definitions of culture.

28. To understand the cultural and international variations in psychopathology.

29. To understand the phenomena of culture-bound disorders.

30. To understand contrasting perspectives regarding social justice and mental health.

31. To become familiar with indigenous healers.

32. To articulate multicultural competence assessment measures.

33. To explain the importance of equivalency in assessment across cultures.

34. To develop a mission statement.

35. To increase global involvement through international faculty and student exchanges.

36. To develop an international journal, Web site or network.

37. To teach the cultural explanations of human behavior.
38. To teach the qualitative as well as quantitative method of assessment and interpretation.
39. To encourage multidisciplinary cooperation.
40. To encourage academic minor concentrations in the psychology curriculum on global problems.
41. To offer credit for international practicum experiences.
42. To require a foreign language competency.
43. To encourage team teaching on global psychology issues.
44. To increase use of distance education.
45. To cooperate with international universities in academic programs.
46. To contact international organizations for information.
47. To increase contact with international students on campus.
48. To provide certificates in cross-cultural competencies.
49. To invite international guest lectures.
50. To encourage international travel.
51. To teach the multicultural competencies of cultural awareness, knowledge and skill.
52. To understand the psychological consequences of world citizenship.
Appendix B
About the Editors

Dr. Frederick Leong is Professor of Psychology at Michigan State University in the Industrial/Organizational and Clinical Psychology programs. He is also the Director of the Consortium for Multicultural Psychology Research at MSU. He has authored or co-authored over 200 journal articles and book chapters and also edited or co-edited 14 books. He is Editor-in-Chief of the Encyclopedia of Counseling (Sage Publications) and the APA Handbook of Multicultural Psychology (APA Books), and also Editor of the Division 45 Book Series on Cultural, Racial and Ethnic Psychology. He is the Founding Editor of the Asian American Journal of Psychology. Dr. Leong is a Fellow of the American Psychological Association (Division 1, 2, 5, 12, 17, 29, 45, 52), Association for Psychological Science, Asian American Psychological Association and the International Academy for Intercultural Research. His major research interests center around culture and mental health, cross-cultural psychotherapy (especially with Asians and Asian Americans), cultural and personality factors related to career choice and work adjustment. He is the past president of APA’s Division 45 (Society for the Psychological Study of Ethnic Minority Issues), Division 12-Section VI (Clinical Psychology of Ethnic Minorities), the Asian American Psychological Association, the Division of Counseling Psychology of the International Association of Applied Psychology.

Wade Pickren, Ph.D., is Professor of Psychology at Ryerson University in Toronto, Canada. His research program is concerned with the circulation and transformation of scientific knowledge and practice, as exemplified in both historical and contemporary contexts. Contemporary work includes federally funded research on the transformation of culturally based beliefs about resilience, identity and health in the migration and acculturation process, with a focus on adult refugees. His historical work has focused on psychology in the post-World War II era, particularly the impact of Western-based psychologies on the development of various indigenous psychologies. He has recently begun collaborating with scholars in Italy, Brazil, Argentina and Spain to forge a research network focused on historical analysis of psychology. With Professor Alexandra Rutherford, he has also been developing a federally funded online project on the historical intersections of feminism and psychology.
(feministvoices.com). He is currently Editor of History of Psychology and Past-President of the Society for the History of Psychology. In another interdisciplinary role, he serves as the Research Associate of the Faculty of Arts and has responsibility for encouraging the development of faculty research programs and assisting faculty members in securing internal and external grant funding.

**Mark M. Leach** is a Professor and Director of Training of the Counseling Psychology program at the University of Louisville. He has written or co-authored six books and has over 80 articles and chapters, focusing on cultural issues both nationally and internationally, and is a Fellow of the American Psychological Association (Division 17). Dr. Leach is Chair-Elect of the Council of Counseling Psychology Training Programs, a liaison to other areas within APA, and has been involved with counseling psychology training for years. He was a previous chair of the International Section of Division 17, and has been active in other divisions. Dr. Leach is also on the Division 16 (Counseling Psychology) Executive Committee of the International Association of Applied Psychology. He is a member of the APA Ethics Committee, and has co-edited an upcoming text, the *Oxford Handbook of International Psychological Ethics*, which includes authors from six continents. His work includes being a visiting professor in England and South Africa, as an Education Consultant in England, and he has presented in multiple countries. His major research interests include culture as it relates to forgiveness, ethics, and suicide.

**Anthony J. Marsella**, Ph.D., *D.H.C.*, is Professor *Emeritus*, Department of Psychology, University of Hawaii, Honolulu, Hawaii, where he was a member of the faculty for 33 years. He received his B.A. degree with Honors in Psychology from Baldwin-Wallace College, Berea, Ohio, in 1962, and his Ph.D. in Clinical Psychology from The Pennsylvania State University, University Park, Pennsylvania, in 1968. Dr. Marsella served as the Director of the World Health Organization Psychiatric Research Center in Honolulu, and Director of the Clinical Studies Program. Dr. Marsella is a consultant to numerous national and international agencies and organizations. Between late 1985 and 1989, he served as Vice President for Academic Affairs at the University of Hawaii. Dr. Marsella has published 15 books and more than 230 book chapters, journal articles, book reviews, and technical reports, and he has been awarded numerous research and training grants and contracts in the areas of cross-cultural psychology, psychopathology, and psychotherapy, PTSD, social stress and coping, and schizophrenia. He serves on numerous journal editorial boards and scientific and professional advisory committees. He is senior book series editor for cultural and international psychology for Springer SBM Publishers. Dr. Marsella is widely known nationally and internationally as a pioneer figure in the study of culture and psychopathology who has challenged the ethnocentrism and racial biases of many assumptions, theories, and practices in psychology and psychiatry. Many of his articles have been termed “essential readings.” He is Past President of Psychologists for Social Responsibility and holds an honorary doctorate from the University of Copenhagen for contributions to international understanding.
Appendix C
About the Authors

Dr. Frances Aboud is Professor of Psychology at McGill University in Montreal, Canada. She has published a number of articles in psychology and health journals, along with book chapters, on topics related to child health, growth and development in developing countries. For over 10 years, she served as Senior Editor of Health Psychology for the international journal Social Science and Medicine. Dr. Aboud has published two books: Health Psychology in Global Perspective and Children and Prejudice. Her major research interests cover health behavior and behavior change, as well as prejudice and discrimination.

Barbara M. Byrne is Professor Emeritus in the School of Psychology, University of Ottawa. She is the author of eight books and has authored or co-authored 96 scholarly journal articles and book chapters. Dr. Byrne is the recipient of three Distinguished Teaching Awards presented by the Canadian Psychological Association, the American Psychological Association (APA), and APA Division 5 (Jacob Cohen Award). She is a Fellow of APA and an elected member of the Society of Multivariate Experimental Psychology. A Quantitative Psychologist, Dr. Byrne’s research interests focus on psychometric issues, with particular specialization in the area of structural equation modeling.

Daniel Christie is Professor Emeritus of Psychology at Ohio State University and Fulbright Specialist in Peace and Conflict Studies. He serves as Series Editor of The Peace Psychology Book Series (Springer SBM) and Editor of the forthcoming Encyclopedia of Peace Psychology (Wiley-Blackwell). Recent publications focus on the contributions of psychology to peace and social justice, with emphasis on intervention models that facilitate intergroup peace in conflict, violent, and post-violent contexts. His applied work is on courses and curriculum development in peace and conflict studies worldwide.

Adam B. Cohen (Ph.D., University of Pennsylvania) is Assistant Professor of psychology at Arizona State University, USA. His research fuses cultural and evolutionary approaches, especially on religion. He is the author of 50 or so articles and chapters, including in leading journals like American Psychologist, Journal of
Juris Draguns is Professor Emeritus of Psychology at The Pennsylvania State University. Born in Latvia, he attended primary schools in his native country, graduated from high school in Germany, and completed his university studies in the United States. He holds a Ph.D. in clinical psychology from the University of Rochester. Throughout his career, he has been active in cross-cultural and international psychology. He has taught and lectured, in six languages, in Australia, Estonia, Germany, Kuwait, Latvia, Mexico, Sweden, Switzerland, and Taiwan. He is the author or co-author of over 170 articles, chapters, and monographs in psychology, psychiatry, and anthropology and has co-edited 16 books. He is Fellow of the APA through Divisions 1, 9, 12, and 52, past President of the Society for Cross-Cultural Research, and recipient of APA's Award for International Advancement of Psychology, Penn State University’s Emeritus Distinction Award, and an honorary doctorate from the University of Latvia.

Janel Gauthier is a Professor in the School of Psychology at the Université Laval in Quebec. He has contributed significantly to psychological ethics, most notably his work developing the Universal Declaration of Ethical Principles for Psychologists. Dr. Gauthier is the Secretary-General of the International Association of Applied Psychology, and former President of the Canadian Psychological Association. In addition to his work on ethics his research interests include anxiety disorders and biofeedback.

Michelle Gelfand (Professor of Organizational Psychology at University of Maryland, College Park) has research interests that focus on cross-cultural social/organizational psychology; cultural influences on conflict, negotiation, justice, revenge, and leadership; discrimination and sexual harassment; and theory and method in assessing aspects of culture (individualism-collectivism; cultural tightness-looseness). Her research has also expanded the dominant focus on values in cross-cultural psychology to include a focus on cultural norms and social situations. She has been the primary investigator in a multinational study of culture and situational constraint, with data collected among approximately 7,100 working adults and students across 35 nations.

Rom Harré is currently Director of the Centre for the Philosophy of Natural and Social Science at the London School of Economics, Distinguished Research Professor at Georgetown University, and Emeritus Fellow at Linacre College, Oxford University. He also serves as President of the International Society for the Philosophy of Chemistry. He was formerly University Lecturer in Philosophy of Science, Oxford University. His most recent book is Pavlov’s Dogs and Schrödinger’s Cat (2009).
Mark M. Leach (see Editors Biographical Sketches)

Naomi Lee completed her Ph.D. in Psychology at Georgetown University in 2009. She is currently a Research Associate at the Wisconsin Center for Education Research at the University of Wisconsin - Madison, where she uses qualitative approaches to study English Language Learner education in K-12 school environments. Her broader research interests include cultural and discursive psychology, intergroup relations, and social justice. She is co-editor, with Fathali M. Moghaddam and Rom Harré, of Global Conflict Resolution through Positioning Analysis (2008).

Frederick Leong (see Editors Biographical Sketches)

Dr. Maria Malikiosi-Loizos is Professor of Counseling Psychology at the University of Athens in Greece. She has authored and co-authored over 120 scientific articles and books. She established and directs the first graduate program in counseling psychology and counseling in Greece. She co-coordinates the Counseling Psychology Division of the Hellenic Psychological Society since its foundation. She is a member of the Editorial Board of the journals: Psychology of the HPS, the Journal of Mind and Behavior and the European Counselling Psychology Review. Her research interests include indigenous and global aspects of counseling training and therapy in diverse populations, personality, and multicultural issues.

Anthony J. Marsella (see Editors Biographical Sketches)

Fathali M. Moghaddam is Professor, Department of Psychology, and Director, Conflict Resolution Program, Department of Government, Georgetown University. His most recent books include “The New Global Insecurity” (2010) and “Multiculturalism and Intergroup Relations” (2008). His current research interests include the psychology of dictatorship, positioning theory, and omniculturalism and other policies for managing diversity. More about his research can be found on his Web site: http://www.fathalimoghaddam.com.

Noraini M. Noor is Professor of Psychology and Coordinator of the Women for Progress Research Unit, International Islamic University Malaysia. She read social/health psychology at the University of Oxford and her areas of interest include women’s work and family roles in relation to well-being, individual differences, work stress, and peace psychology issues of race/ethnic relation. Her most recent publications include Prevalence and factors associated with depressive symptoms in Malay women (with Din in Women & Health) Quantitative measures of respect and social inclusion in children: Overview and recommendations (with Tredoux, C. & de Paulo, L. in Effective Education), and Peace Psychology in Asia (2009, co-edited with C. Montiel).

Thomas Oakland is Professor of Educational Psychology at the University of Florida. He is President of the International Foundation for Children’s Education, president elect of the International Association of Applied Psychologists’ Division of Psychological Assessment and Evaluation, and past-presidents of the International School Psychology Association and the International Test Commission. He has
worked in more than 40 countries. Dr. Oakland holds an honorary status of Professor of Psychology at the Iberoamerican University in San Jose, Costa Rica, The University of Hong Kong, and the Universidade Lusíada do Porto, Portugal.

**Wade Pickren** (see Editors Biographical Sketches)

**Angela Grace Pirlott** (M.A., Arizona State University) is a graduate student in the social psychology Ph.D. program at Arizona State University, USA. Her research interests examine cultural and ecological influences on sexual strategies and how gender moderates these strategies. Angela has presented her work at the Western Psychological Association, the Midwest Psychological Association, the Society for Personality and Social Psychology, and the Human Behavior and Evolution Society Conferences. Her research was honored as the 2005 recipient of the Midwest Psychological Association Psi Chi Regional Research Award and she recently received the 2010 ASU Graduate & Professional Student Association Graduate Research Support Grant.

**Nancy Felipe Russo**, Ph.D., Regents Professor of Psychology and Women and Gender Studies, Arizona State University, is author or editor of more than 200 publications related to the psychology of women and gender. Former editor of the *Psychology of Women Quarterly*, Russo received the Distinguished International Psychologist Award by APA’s Division of International Psychology, the Denmark-Gunvald Award for significant contributions to the psychology of women and gender by the International Council of Psychologists, and APA’s Award for Distinguished Contributions to Psychology in the Public Interest. Russo is a Fellow of APA, the American Psychological Society, and the New York Academy of Sciences.

**Ann Marie Ryan** is a professor of organizational psychology at Michigan State University. Her major research interests involve improving the quality and fairness of employee selection methods, and topics related to diversity and justice in the workplace. In addition to publishing extensively in these areas, she regularly consults with organizations on improving assessment processes, including work with Procter & Gamble, Ford Motor Company, Dow Chemical, Kelly Services, and many other private sector organizations. She also has worked extensively on the design of hiring processes for public sector organizations, particularly for police and fire departments. She currently serves on the DOD Defense Advisory Committee on Military Personnel Testing. She is a past president of the Society of Industrial and Organizational Psychology and past editor of the journal *Personnel Psychology*. She recently received the Distinguished Faculty Award from Michigan State University.

**Dr. Melissa Schnurr** received her Ph.D. in Human Development and Family Studies from Iowa State University in 2009. She currently is an Assistant Professor in Human Development at the University of Wisconsin - Green Bay. She teaches courses in infant, early childhood, and adolescent development. Her research focuses on adolescents’ perpetration of dating violence and how neighborhood, family, and school environments influence adolescents’ well-being.
Dr. Jill White is an Assistant Professor of Human Development and Anthropology at the University of Wisconsin, Green Bay, where she teaches courses in Cross-Cultural Human Development, Adolescence and the Anthropology of Religion. Her research spans Mexican immigrant teens, White rap music aficionados and Jordanian children. The thread that ties them together is the issue of identity development and praxis in middle childhood and adolescence. She is particularly interested in how young people construct, perform, negotiate and contest ethnic identities in politicized contexts.
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