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Introductory Psychology Texts and the Inclusion of Culture

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Abstract

This subunit and its future extensions are intended for use in courses of study that focus, either partially or completely, on psychology and culture. The content of these contributions are expected to be helpful to both teachers and students because they address the nature and scope of the inclusion of culture in basic psychology instruction – especially as it pertains to the coverage of culture in the ubiquitous (at least in the Western world) introductory psychology texts (IPTs). In this paper we present data that document the extent to which authors of IPTs have dealt with culture over a 20-year period from 1988 to 2008.

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Introduction

Standard academic psychological tradition in the Western industrialized world holds that modern (so-called “mainstream”) psychology can be traced to Wilhelm Wundt and others about 125 years ago. Psychological theory, research and applications since then can boast tremendous growth and breadth of topical coverage and wide popular appeal. Yet including culture and related concepts such as ethnicity in contemporary psychology has been, despite occasional brief and superficial nods in that direction, a fairly new enterprise. Moreover, teaching of and about culture in an organized pedagogical manner is even more recent. Fifty years ago, only a handful of psychologists dealt with culture in academic settings. When they did, the coverage was spotty and selective, usually brought up in undergraduate courses to emphasize cultural differences in some psychological theory (such as visual perception or aspects of psychopathology). More detailed depth of cultural coverage was reserved for more advanced courses such as specialized graduate seminars. Additionally, few members of a typical teaching faculty were interested in dealing with what many of their colleagues may have considered to be peripheral extensions into “real” (meaning largely Western-based) psychology. For example, many believed that the study of culture should be left to anthropologists. Back then, there were few texts and journal articles in psychology that could be used for guidance.

The ascent of the psychological study of culture is one of the exciting recent developments in psychology. The founding of the *Journal of Cross-Cultural Psychology* in 1970, the inauguration of the International Association for Cross-Cultural Psychology in 1972, and other related developments that coalesced about half a century ago have contributed to a flowering of the psychological study of culture, and the cultural study of psychology (Segall, Lonner, & Berry, 1998). Unit 1 in the ORPC explains a number of factors that led to the explosion of interest in the unfinished story involving the interaction between psychology and culture. The current situation with respect to the availability of pedagogical resources in the area, when compared with the past, is rippling with creative and informed activity. Textbooks, handbooks, journals, monographs, conferences, workshops and other resources abound. A cursory examination of the Table of Contents of the ORPC or any issue of JCCP will attest to this growing accumulation of material.

In this subunit we focus on reflections about teaching of and about culture in colleges and universities throughout the world. These reflections are relevant for certain specialized courses, with titles such as “Cross-Cultural Psychology”, “Psychology and Culture”, and “Human Behavior in Cultural Context.” They could also be part of otherwise routine courses in social, developmental, abnormal, personality psychology, among others. Our focus is on the most basic of all formal psychology education: the Introductory Psychology course, which is almost always built around one of 50 or 60 currently available introductory psychology texts (IPTs). The essential aim of these texts, of course, is to provide beginning students with an overview of the entire field. Extraordinarily popular, they are usually required for the approximately 1.5 million students in the United States who, each year, take such a course. That number swells dramatically when other students throughout the world are added. Students in tertiary psychology courses in other countries are often required to learn from these IPTs, if they can afford the cost. The vast majority of these texts – both currently and throughout psychology’s history – have been written by

psychologists born in the United States. Typically, these author-psychologists have little or no identification with organizations or associations such as IACCP. That is certainly true for all but a relatively few psychology students throughout the world as well.

Early Psychology Texts

When the discipline of psychology began to thrive at about the mid-point of its continuing dynamic existence – as measured from its birth in Wundt's Leipzig laboratories – introductory texts hardly mentioned culture. E. B. Titchener, whose 1911 book is often regarded as the first single-volume IPT, did not mention culture at all. Ruch (1941), in his 754-page text *Psychology and Life*, mentioned culture just three times. He briefly noted that there are noteworthy differences between, for example, the Manhattan and the “hill billy” environments (essentially the “cultures” of people who lived either in the most famous part of busy New York City or in the Ozark and Appalachian mountains of southeastern U.S.). Ruch also explained that there can be differences in what makes jokes funny, for example, to Jewish people but not to the Scots. A general comment about immigrant groups in a section on intelligence testing completed his scant mention of anything beyond obligatory “mainstream” coverage. More recently, the late Clifford Morgan's 1956 text was exemplary in its breadth of topical coverage (Morgan, 1956). However, Morgan gave culture only a modicum of attention. In the late Gregory Kimble's text, also published in 1956, the word culture is not to be found. Kimble did, redeemingly, use a few short sentences to describe certain Swazi perceptual habits as well as a paragraph to explain some aspects of the Hopi use of cradle boards in infancy. Thus for more than half of modern psychology's history the notion of “culture” surfaced only occasionally and briefly in basic books on which most psychologists teathed. What happened between the sparse coverage of culture in the 1940s and 1950s and the present quantum-leap inclusion of culture is one of the more fascinating developments in psychology during the past 50 or 60 years.

The intent of this article is to report on important aspects of these changes. IPTs typically do a respectable job of surveying the current scene in psychological science. As such, they can be regarded as bellwethers of the discipline, and the authors of IPTs are the first-line gatekeepers of the basic information that is conveyed to students throughout the world. We also hope the information and data presented in this article contribute to the enrichment of foundational books when covering culture's influence on virtually all aspects of psychology.

The Contemporary Scene

Since the mid-1960s an ever-increasing number of psychologists throughout the world have, as never before in such large numbers, been dedicated to the psychological study of culture. Several journals and an impressive number of specialized books that focus on culture are now available. This abundance of scholarly resources allows one to explore in some detail how the discipline of psychology and the complexities of culture define each other. Moreover, unlike anything done prior to the mid-1960s, dozens of colleges and

universities in the United States and other Western industrialized countries, and tertiary institutions throughout the rest of the world, offer formal courses in psychology that feature culture; some even have graduate programs dedicated to the area. At the organizational level, for instance, there is the International Association for Cross-Cultural Psychology (IACCP) and the three publications with which it is associated – the *Journal of Cross-Cultural Psychology (JCCP)*, the *Cross-Cultural Psychology Bulletin (CCPB)* and of course the *Online Readings in Psychology and Culture (ORPC)*. The many psychologists throughout the world whose primary interest focuses on the interface between psychology and culture have contributed to crafting a more inclusive and global psychology. They have done so through the use of sophisticated and varied methodology in all topical areas of the discipline. Spurred by all these efforts we have an ongoing interest in determining to what extent the labors of culture-oriented psychologists, which are readily available in the prolific psychological literature, have been noticed by authors of IPTs and included in their writings. Only through such coverage can instructors at colleges and universities throughout the world be instrumental in reaching new students regarding the influence of culture on the discipline of psychology.

Just as the authors of IPTs want to be as current as possible in topical coverage, so do the publishing companies that invest much time and money to produce texts that are attractive in the highly competitive college textbook business. The results of a survey conducted about 15 years ago, is illustrative of the healthy ongoing coalition between authors and publishing companies. Cush and Buskist (1997) asked acquisitions editors at 13 college publishers to “. . . describe the developments in psychology during the last decade that are likely to have the greatest impact on the content of introductory psychology texts during the next decade”. The respondents were asked to complete the following sentence: “By the year 2000, the content of most introductory texts will become _____” Scaling the responses, the four content areas receiving the highest scores were cross-cultural, biological, cognitive, and scientific, in that order. One activity that may have influenced some of the respondents’ answers was a two-day invited workshop that took place at Western Washington University in 1993. About 12 psychology editors and a like number of “experts” in the psychological study of culture participated. The purpose of the workshop was to help enrich future texts regarding cultural coverage. The experts presented their views and made explicit suggestions about what to include. Acquisitions editors took copious notes amid an atmosphere of collegial productivity. We have no definite evidence to support this, but it is highly likely that the workshop influenced some of the responses to the Cush and Buskist survey about four years later. As shall readily be shown, these forecasts have been validated.

A 20-Year Replication Study of Changes in Cultural Coverage in IPTs

More than two decades ago the cultural content of 35 introductory psychology textbooks that were published in the late 1980s (roughly 20 years after cross-cultural psychology had “come of age”) was tabulated and studied (Rumpel, 1988). The results of the initial study were summarized in 1988 at the 9th IACCP conference (Lonner, 1989). In a recent follow-up study we documented current cultural content in a sample of 40 texts published

between 2003 and 2008, see Table 1). This report gives a synopsis of the main findings of this follow-up study.

Methodological Procedures and Concerns

In the initial study, the primary aim was “to assess the extent to which the texts in general, and each one separately, included information, data, discussion, analysis, or even brief mention of ‘cultural’ (meaning non-white, non-Western, non-mainstream) factors that might be taken into account in covering psychological topics” (Rumpel, 1988, p. 38). Explicitly, “culture,” as the focal concept, was understood in the manner in which it has been used by cross-cultural psychologists for many years¹. To ensure consistent and objective identification of this material, we developed clear guidelines for our search. Courtesy of numerous publishers, both of us had copies of all 40 texts. To glean all relevant information, we started, but certainly did not end, with the subject index. In the subject index and beyond we independently and systematically searched for key terms, including culture, cross-cultural, ethnicity, ethnocentrism, multiculturalism, race, diversity and the combinations of these terms (i.e., racial diversity or ethnic diversity). We identified these mentions (“hits”) and then documented the content of each. Recognizing the variability in both length and inclusiveness of the subject indices, we also carefully reviewed relevant text passages relating to topical areas that were likely to include references to culture and related terms. Examples are emotional aspects of facial expressions, concepts of self, prejudice and racism, and child development, to name just a few areas of research that lend themselves to brief discussion in IPTs. A checklist of topics guided this process to ensure systematic screening so that cultural entries would not be missed. In the follow-up study, the tables of content often pointed to “boxed” or “highlighted” sections on culture, which we also carefully screened. We also examined relevant prefatory comments in all texts, most frequently in the introductory chapter, which usually explain and provide insights into how the authors approached cultural coverage.

In 1988 Rumpel necessarily applied a manual approach to the identification of “hits”. Text recognition software was not as advanced as it is today. Programs such as Leximancer, for example, (<https://www.leximancer.com/>) can analyze immense amounts of printed material and identify clusters of co-occurring words to map distinct semantic themes (see Cretchley, Rooney, & Gallois, 2010, as an applied example in the domain of cross-cultural psychology). Feasibility aside (the textbooks would have needed to be available in a format that could be read by a software tool), the use of appropriate software

¹ Culture has been defined many ways, by anthropologists, sociologists, linguists, psychologists, and others. In both the 1988 study and its 20-year follow-up, we used definitions of culture as well as definitions of cross-cultural psychology that have generally been endorsed by cross-cultural psychologists. For instance, Berry, Poortinga, Breugelmans, Chasiotis, and Sam (2011) define cross-cultural as “the study of similarities and differences in individual psychological functioning in various cultural and ethnocultural groups; of ongoing changes in variables reflecting such functioning; and of the relationships of psychological variables with sociocultural, ecological and biological variables” (p. 5). Thus, for our purposes a cultural “hit” will have been identified if, in our judgment, it was generally consistent with this definition. Actually, “hits” were rather easy to identify. One only has to be assiduous when carefully scanning introductory psychology texts for specific information about any substantive area,

Table 1.
40 Introductory Psychology Texts Listed Alphabetically by Author(s)

	Author(s) and Affiliation(s)	Title	Ed.	Year	New Ed.	Year
1	Baucum, D. & Smith, C.	<i>Kagan & Segal's psychology: An introduction</i>	9 th	2004		
2	Bernstein, D. A., Nash, P.W. with Penner, L. A., Clarke-Stewart, A., & Roy, E. J.	<i>Essentials of psychology</i>	4th	2008	5th	2010
3	Ciccarelli, S. K., & Meyer, G. E.	<i>Psychology</i>	1 st	2006	3rd	2011
4	Coon, D. & Mitterer, J. O.	<i>Introduction to psychology: Gateways to mind and behavior</i>	11th	2007	12th	2008
5	Davis, S. F., & Palladino, J. J.	<i>Psychology</i>	5 th	2007	6th	2009
6	Ettinger, R. H.	<i>The Science of Behavior</i>	2nd	2007		
7	Feldman, R. S.	<i>Understanding psychology</i>	8th	2008	10th	2010
8	Franzoi, S.	<i>Psychology: A journey of discovery</i>	3rd	2007	4th	2009
9	Gazzaniga, M. S., & Heatherton, T. F.	<i>Psychological science</i>	2nd	2006		
10	Gerow, J., & Bordens, K.	<i>General Psychology</i>	1 st	2007	2nd	2009
11	Gerrig, R. J., & Zimbardo, P. G.	<i>Psychology and life</i>	18th	2008		
12	Gleitman, H., Fridlund, A. J., & Reisberg, D.	<i>Psychology</i>	7th	2007	8th	2010
13	Gray, P.	<i>Psychology</i>	5 th	2007		
14	Griggs, R. A.	<i>Psychology: A concise introduction</i>	1 st	2006	3rd	2010
15	Hinrichs, B. H.	<i>Psychology: The essence of a science.</i>	1 st	2005		
16	Hockenbury, D. H., & Hockenbury, S. E.	<i>Psychology</i>	4th	2006	5th	2008
17	Huffman, K.	<i>Psychology in action</i>	8th	2005	9th	2008
18	Kalat, J. W.	<i>Introduction to psychology</i>	7th	2005	9th	2010
19	King, L.A.	<i>The science of psychology: An appreciative view</i>	1 st	2008		
20	Kosslyn, S. M., & Rosenberg, R. S.	<i>Psychology: The brain, the person, the world</i>	2nd	2004		
21	Kowalski, R., & Westen, D.	<i>Psychology</i>	4th	2005	5th	2008

Table 1 continued

22	Lahey, B. B.	<i>Psychology: An introduction</i>	9th	2007	11th	2001
23	Lefton, L. A., & Brannon, L.	<i>Psychology</i>	9th	2006		
24	Lillienfeld, S.O., Lynn, S.J., Namy, L.L., & Woolf, N. J.	<i>Psychology: From inquiry to understanding</i>	1 st	2009		
25	Morris, C. G., & Maisto, A. A.	<i>Understanding Psychology</i>	8th	2008	9th	2009
26	Myers, D. G.	<i>Psychology</i>	8th	2008	9th	2013
27	Nairne, J. S.	<i>Psychology: The adaptive mind</i>	4th	2006	5th	2008
28	Nevid, J. S.	<i>Psychology: Concepts and applications</i>	2nd	2007	3rd	2008
29	Passer, M. W., & Smith, R. E.	<i>Psychology: The science of mind and behavior</i>	3rd	2007		
30	Pastorino, E., & Doyle-Portillo, S.	<i>What is psychology?</i>	1 st	2006	3rd	2011
31	Plotnik, R.	<i>Introduction to psychology</i>	7th	2005	9th	2010
32	Rathus, S. A.	<i>Psychology: Concepts and connections</i>	9th	2005		
33	Santrock, J. W.	<i>Psychology</i>	7th	2005		
34	Schacter, D.L., Gilbert, D.T., & Wegner, D.N.	<i>Psychology</i>	1 st	2008	2nd	2010
35	Sdorow, L. N., & Rickabaugh, C. A.	<i>Psychology</i>	6th	2006		
36	Smith, E. E., Nolen-Hoeksema, S., Fredrickson, B., & Loftus, G. R.	<i>Atkinson & Hilgard's introduction to psychology</i>	14th	2003		
37	Sternberg, R. J.	<i>Psychology</i>	4th	2004		
38	Wade, C., & Tavris, C.	<i>Psychology</i>	9th	2008	10th	2010
39	Weiten, W.	<i>Psychology: Themes and variations</i>	7th	2007	8th	2008
40	Wood, S. E., Wood, E. G., & Boyd, D.	<i>The world of psychology</i>	6th	2008	7th	2010

	No change in Author and Title since original study
	New edition since 2008

would have undoubtedly been less time-consuming and would have facilitated the identification process. However, although this method would probably have led to a more complete list of hits, it would also have risked the inclusion of false positives.

In both studies we included target items only if there were explicit references to culture. “Organizational *culture*” for example, would be included only if there was a clear and specific reference to culture (e.g., leadership styles in different countries) and not simply the oft-used “culture” (e.g., its internal dynamics, levels of authority, etc.) of organizations. This important distinction is consistent with footnote 1. In screening the relevant sections in the texts we took care to avoid unexplained truisms such as “one’s ethnic group can affect school performance,” or “bilingualism may influence memory.” Because of this highly conservative and non-conjectural approach, we believe that the careful search we employed to document “hits” resulted in a conservative number of tallies.

Procedure of the Analysis

Our first step was the identification of culture-related material. Our second step comprised documenting and coding the material to allow a quantitative and qualitative analysis of the coverage. We started by assigning the material to specific categories. The categories we applied were the result of a systematic analysis of the tables of content and chapter titles of several introductory texts in the 1988 study (inductive approach). This led to a list of 22 somewhat independent topical categories. These topical categories, listed in Table 2, proved to be comprehensive and valid for all 35 texts. For consistency, the same topical template was used for all 40 texts in the replication study.

The 22 topical categories are quite explicit, but we found that the same information quoted in the textbooks could sometimes be placed in several categories. With strict rules against duplication, the *context* under which a target item was mentioned determined how it was classified.

Table 2
Topical Categories

1	Abnormal Behavior	12	Language
2	Biological Factors	13	Learning
3	Cognition & Thought	14	Memory and Forgetting
4	Commentary on Culture	15	Motivation
5	Development	16	Personality
6	Development (Aging, Death)	17	Psychotherapy and Healing
7	Emotion	18	Sensation and Perception
8	Environment	19	Sexuality & Gender
9	Evolution	20	Social Psychology
10	Industrial/ Organizational	21	States of Consciousness
11	Intelligence	22	Stress, Adaptation, Coping

We measured *importance* in terms of allocated content space and *documentation* in terms of number of references cited. In 1988, a word count was used to measure the content space. This was easy to do because cultural coverage then was relatively sparse. In 2008 we simplified this and applied a scoring system ranging from A (3 or more pages covering each targeted item (hit), often with graphs or photos), B (1 – 2 pages), C (most of a single page) D (paragraph, 6 – 12 lines) to E (5 lines or less). In both studies the number of cultural references cited when discussing a relevant topic was tabulated. Additionally, we noted specific journals, associations, and organizations, all focused on culture that text authors mentioned. The vast majority of IPTs cover the general, and we daresay putatively universal dimensions of researchable topics in the broad scope of psychological science (e.g., learning, human development, personality). The coverage is usually superficial because there is so much that can be, and usually must be, included if it is to be a general introduction to the discipline. The basic topics of psychology are largely “culture-neutral” (see the nominal categories in Table 2). It is therefore quite possible, in theory, to write a text that is completely devoid of references pertaining to cultural factors in thought, behavior, and everyday interactions, and therefore egregiously ethnocentric. Indeed, many previous IPTs texts can be described that way, and at least two of the 40 texts in our current sample included virtually nothing that went beyond the borders of Western-based psychological research. Thus our search of each text was guided by a simple question: Did the text author(s) place psychological theory, discussions, references etc., at least to some degree, in cultural context – that is, what we call “hits”? When they did, we documented where each was included (topical category) and its length. We then applied our A through E scoring system described above. Note that this system allowed finding and grading the “hits” in both breadth (saturation) and depth (space allocated) of cultural coverage. Thus a text high on breadth will have many cultural hits while one high on depth will have considerable discussion of a given topic. These two dimensions were the heart of our system of recording cultural coverage. We underscore an important feature of this search: We did not use our own preconceived, fixed “operational definition” of culture in searching for the “hits.” Rather, we searched for all instances where the authors mentioned, discussed, and (usually) referenced relevant *cultural* material. We did not “judge” the hits in terms of our personally-perceived notions of accuracy, uniqueness, timeliness, or other qualitative dimensions. Our sole interest was to identify and document what the authors chose to use in their texts as examples of culture’s influence on behavior and thought. The analysis shows that the vast majority of authors made good use of the breadth of (cross-) cultural research and used it to illustrate psychological phenomena and theory by selecting examples that made good sense in the relevant context. Indeed, authors of IPTs must try to be as up to date as possible, diligently capturing contemporary overviews of the discipline. As noted earlier, these texts serve as bellwethers for the entire field of psychology.

To retain consistency, we followed data analysis procedures established in 1988 with only minor exceptions. Both of us identified the cultural material independently, categorized the topics, applied the scoring criteria and tallied the references. There were very few discrepancies in assigning letter grades. The few instances of slight variations

that never differed by more than one letter grade were quickly resolved through discussion. The data were then aggregated for descriptive analysis.

A Synopsis of the Results

The results of the comparative analysis can be summarized in three short statements: First, today we ask not *if* cultural influences are mentioned in introductory texts, but *to what extent*. Second, cultural examples can be cited or quoted in any subfield or facet of psychology. Third, there are many ways of covering culture in introductory psychology textbooks. Exactly how text authors decide to do this depends on their overall approach. For example, one author could briefly mention a relevant study in a particular area, another author may cover the same area extensively, and a third could refer readers to other sources for more detailed coverage.

Contemporary introductory texts that hardly mention culture are in the minority. Just three of the 40 texts in the follow-up study had very scant cultural coverage (with only 4 topical categories briefly mentioned). On average, 9 different topical categories were covered in the 1988 text sample. In 2008 this rose to 14 on average, with 3 texts including cultural coverage for 20 of the 22 categories. Cultural inclusiveness can also be quantified by looking at the listings of the terms “culture” and “cross-cultural” in the subject indices. As Figure 1 highlights, the former tripled and the latter doubled over the 20-year period.

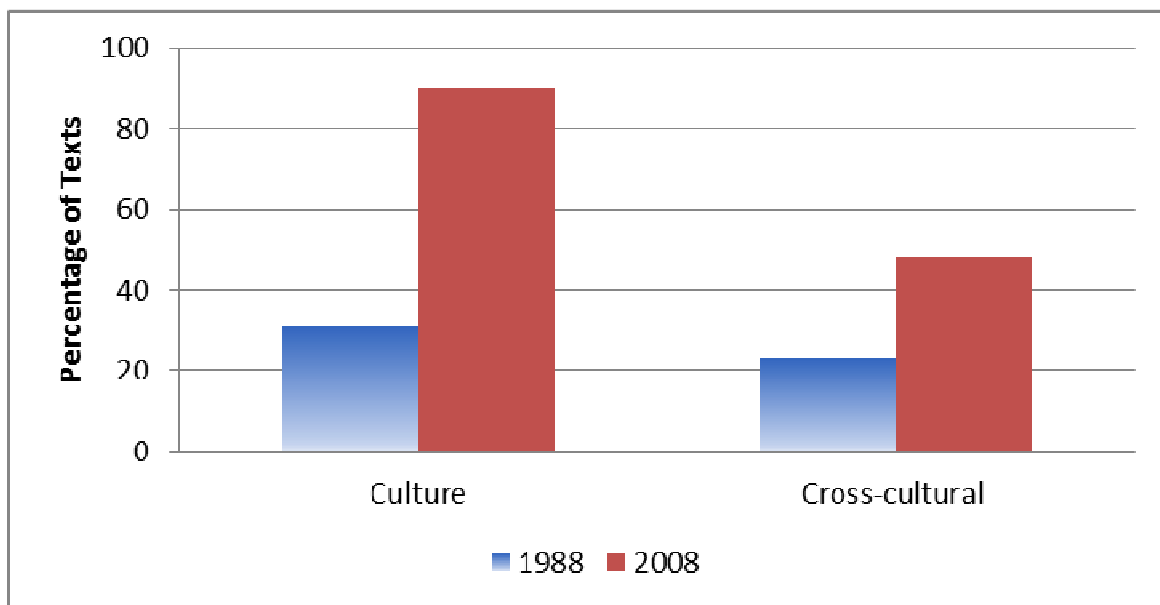


Figure 1
Inclusion of Key Terms in Text Indices

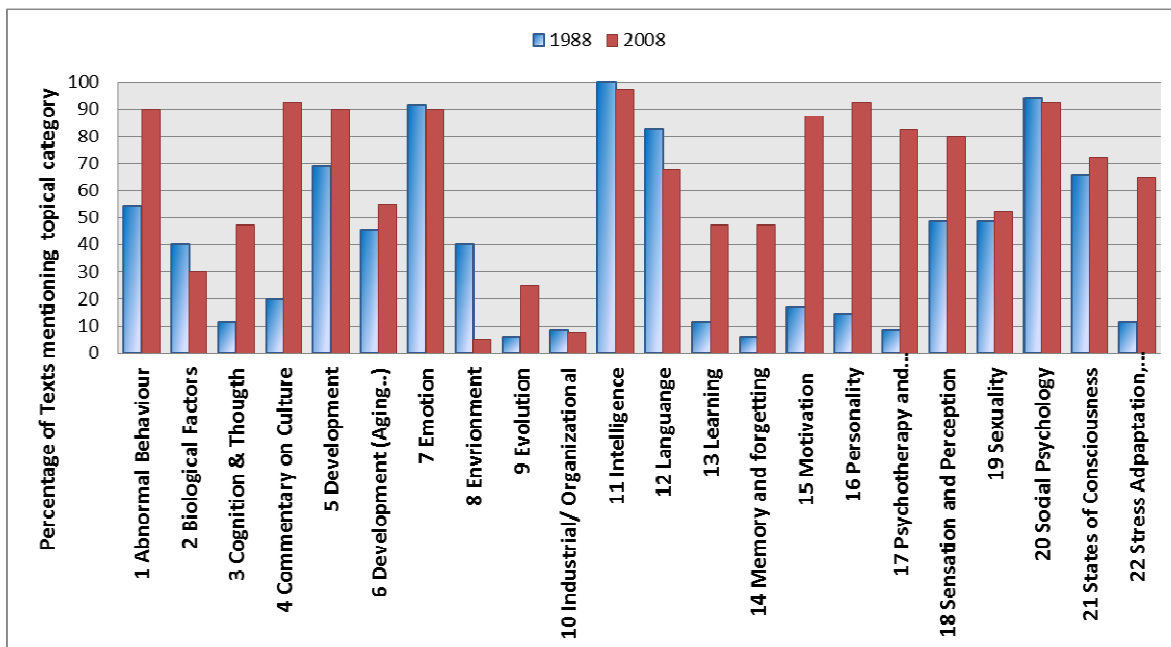


Figure 2
Comparison 1988 – 2008: Topical Categories including Cultural Coverage

Changes in cultural coverage have been both *quantitative and qualitative*. As Figure 2 shows, compared with the 1988 study cultural coverage in the 20-year follow-up study is spread across a much wider range of topical categories.

In 1988, we listed “exemplary” cultural coverage for every topical category. In 2008, this would have been impossible to achieve because the quantity and depth coverage have improved so dramatically for the vast majority of texts. Figure 2 shows that topical categories such as Motivation, Personality or Psychotherapy and Healing were hardly illustrated using cultural examples in 1988, but experienced a phenomenal rise in coverage in 2008. Furthermore, the majority of texts now also include a general commentary on culture. In subsequent extensions of this study we give a more detailed account of which specific topics contributed to the rise in coverage as we look at the actual content of coverage within each category. The depth of coverage is shown in Figure 3.

As a reminder – An “A” rating stands for cultural coverage of 3 or more pages. As expected, such detailed coverage was infrequent. Nevertheless, across all texts a total of 46 As were given, which represents 3% of the total scores. Figure 3 shows that texts with limited cultural coverage were in the minority and that some others stand out both in terms of quantity and depth of coverage. Figure 3 also illustrates the different approaches to covering culture: The texts containing a “boxed” approach, i.e. including “spotlights on diversity” or “global vistas” were characterized by greater depth, but lower quantity (e.g., see Texts 38 or 31). Other texts opt for breadth rather than depth and a few manage to combine both (e.g., see Texts 26, 16 and 20).

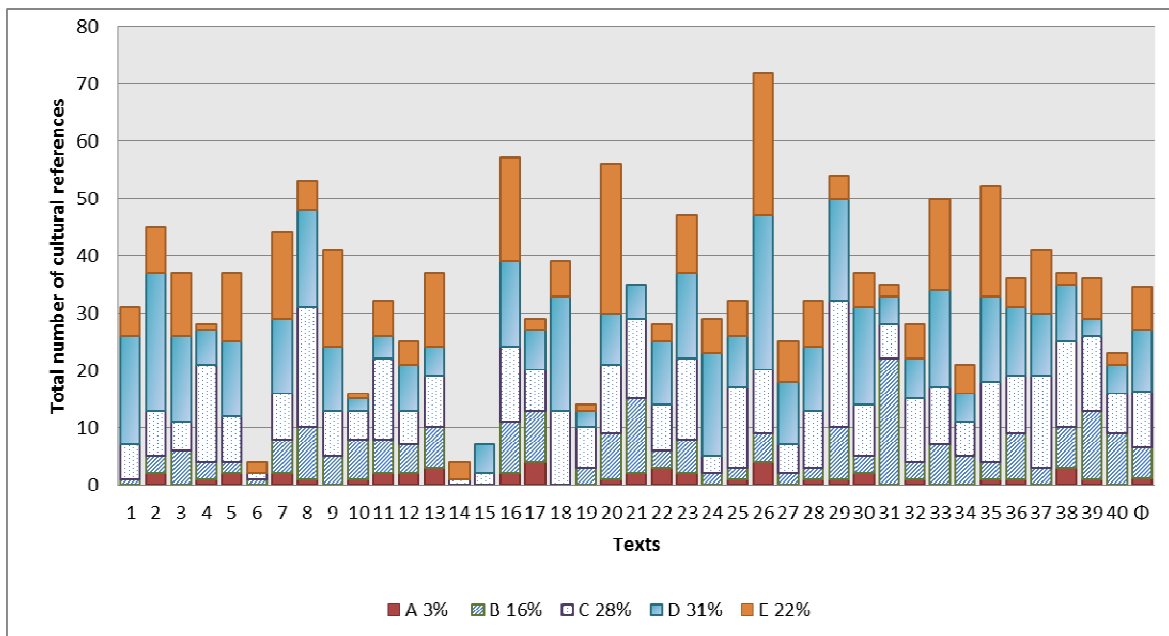


Figure 3

Total Number of Cultural References, Broken Down by Depth of Coverage (A – E Grading) per Text in 2008

Conclusions and Implications for the Teaching of Psychology

This report can be used in a number of ways. First, it may be especially helpful to instructors who may not be very familiar with the various ways that culture has been treated in the discipline over the years, and how this treatment is reflected in the many texts currently available. Numerous books and journal articles provide overviews of much of this history as well as current efforts that are adding to this story (e.g., Berry, Poortinga, Breugelmans, Chasiotis, & Sam, 2011; Matsumoto & Juang, 2008; Segall et al., 1998; Smith & Best, 2011; Triandis et al., 1980; van de Vijver, Chasiotis, & Breugelmans, 2011). Second, the *ORPC* was developed to help expand the interface between psychology and culture. The data in this subunit help explain the nature of this interface. Third, the essence of the methodology we used provides a basis for a variety of classroom activities. For instance, small groups of students could be assigned the task of selecting several introductory texts and tabulating the results by using elements of the same procedures we used. The same might be done for texts in other domains of psychology, similar to what Woolf, Hulsizer, and McCarthy (2002) did for 29 introductory texts, 12 social psychology texts, and 15 Life-Span Developmental texts – a study largely complementary to ours in that they examined “international” (their term) content. Also, because research in the area of psychology and culture is now so widely available as well as constantly changing, students might be assigned tasks such as searching topical areas in some depth. Of course, instructors may devise additional ways that the material we have presented can be used. Consider also that many if not most introductory texts have shelf lives of just a few

years before they are revised – some of them for the 11th or 12th time. As David Myers noted in the preface to the eighth edition of his text (Number 26 in our sample, see Table 1), “the day this book went to press was the day I started gathering information for the ninth edition” (p. xxxvii). The ninth edition was published in 2010, and includes somewhat more “hits” of the type we have described. His tenth edition, with a 2013 copyright date, was recently published. No doubt most of the authors of the other texts have a similar work ethic, and that their publishers nurture this energy and dedication to stay competitive. Because of the constant desire to produce solid books in the lucrative marketplace of college texts, the cultural content of texts is unendingly fluid.

Similarly, the scope of culture-oriented research and scholarship is constantly changing, with new ideas reflecting the nature of the dynamic field of psychology. Instructors or students may want to examine revised editions of some of the 40 texts in the sample and determine the nature of changes in cultural coverage in the most recent edition. Such an effort would be a worthwhile task for an entire class. In any case, the data we have reported here constitute a “snapshot” of coverage in one fairly short period of time. Future editions of many texts in our sample may cover culture more extensively, or in a more enriching and sophisticated manner. A 30- or 40-year follow-up study of the original Rumpel analysis (1988) circa 2018 or 2028, would be fascinating. All culture-oriented psychologists are eager to take the psychological study of culture to new heights.

Tremendous developments in the psychological study of culture have been made over the years. In psychology’s formative years, and even 40 years ago, culture hardly entered the thinking of those psychologists who wrote introductory texts. Today many consider it unthinkable that psychologists would ignore the influence of culture on just about anything that people say, do, or believe. Students tend to be attracted to examples of cultural variations in psychological phenomena, and are excited to learn about and discuss them. We are moving toward a psychology that is truly global in both theory and applications, and of course in teaching.

The Teaching of Psychology Network (InterTOP Network) was recently organized to foster international communication among teachers, scholars, and researchers in teaching and training in psychology (<http://interteachpsy.org>). A series of conferences were held in different parts of the world, starting with the First International Conference on Psychology Education held in St. Petersburg, Russia, (2002). These led to comprehensive reviews on teaching psychology around the world (Karandashev & McCarthy, 2006; McCarthy et al., 2007; McCarthy et al., 2009).

As psychology continues to expand and mature, we believe that an understanding of culture’s influence on human behavior will be required. World-wide we owe beginning students the challenge and pleasure of learning how the powerful forces of culture shape all of our lives. Students should be the primary benefactors in the context of the expanding efforts that encompass the whole of psychology and the enormity of benefits it offers. What they learn can profoundly influence their views of the kaleidoscopic world in which we live.

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About the Authors

Walter J. Lonner is Professor Emeritus of Psychology, Western Washington University, and co-founder of its Center for Cross-Cultural Research (inaugurated in 1969). He has been dedicated to cross-cultural psychological research since the mid-1960s and is Founding and Special Issues Editor of the *Journal of Cross-Cultural Psychology* (inaugurated in 1970). A charter member, past president, and Honorary Fellow of the International Association for Cross-Cultural Psychology (IACCP), Lonner has been involved with about forty books concerning various facets of cross-cultural psychological research and applications. For 25 years he was co-editor (with John Berry) of the SAGE book series, *Cross-Cultural Research and Methodology*. He was one of seven co-editors of the seminal *Handbook of cross-cultural psychology* (Allyn and Bacon, 1980). His two most recent books are the co-authored (with S. Hayes) *Discovering cultural psychology: A profile and selected readings of Ernest E. Boesch* (Information Age Publishing, 2007) and co-editor of the 6th edition of *Cross-cultural counseling* (Sage Publications, 2008); work on the 7th edition has begun. Lonner is also Founding Editor of *Online Readings in Psychology and Culture*, and remains on its Editorial Board. In 1993 Lonner received the Paul J. Olscamp Outstanding Research Award, the highest annual award presented to a member of the Western Washington University faculty for outstanding contributions in his or her field. In 2005 IACCP inaugurated the Walter J. Lonner Distinguished Invited Lecturer Series to honor his contributions and continuing dedication to the field. He has had sabbatical leaves in Germany (as a Fulbright scholar), Mexico, and New Zealand (twice) and has attended conferences and delivered papers in more than 30 countries.

Elke Murdock is a Researcher (*Chercheur en Formation*) at the University of Luxembourg. She earned her degree in Psychology from the Saarland University. The Erasmus exchange program took her to Aberdeen University. A Fulbright Scholarship brought her to Western Washington University, where she completed a Master's Degree focusing on Cross-Cultural Psychology. The topic of her Master's Thesis was the *Analysis of the cross-cultural content of introductory psychology texts*. She then worked in the financial services industry for several years and completed a MBA at Heriot-Watt University, Edinburgh. The introductory textbook project was resumed in 2007. She presented the results of the follow-up study, together with Walt Lonner, at the *Third International Conference on the Teaching of Psychology* (ICTP-2008) in St. Petersburg, Russia and the *XIXth Congress of the International Association for Cross-Cultural Psychology* (2008), Bremen, Germany. Since 2010 she has been working on her PhD

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Discussion Questions

1. When was your first encounter with an academic approach to the study of psychology and culture?
2. If your university offers an introductory psychology course, try to determine how culture is handled, both in lecture and in reading material.
3. Survey the teaching faculty in psychology, and especially those who teach the introductory course, and learn how they deal with culture in their courses.
4. Ask faculty members in psychology when and where they encountered their first serious approach to the study of cultural aspects of psychological topics. That is, when did they first encounter “culture” as a legitimate concept for psychological study?
5. Discuss this subunit with your fellow students and asked them for their reactions to it.
6. Discuss historical factors as well as the development of psychology as a discipline that contributed to the development of the psychological study of culture.
7. Will, or should, psychology become a truly global discipline? Why or why not?