

Introduction

There are two definitions of “acculturation”. According to the authoritative *Oxford English Dictionary* (2nd ed. Vol. 1 p. 91), the first definition, dating from the 1880 coining of the word, states that “acculturation” is the “adoption and assimilation of an alien culture”, using assimilation in its biological sense of ingestion and incorporation. Thus, “acculturation” is second-culture acquisition. For example, after the 11th century Norman Conquest of England, some of the Anglo-Saxon majority learned French language and some of the ruling Norman minority learned Anglo-Saxon language, and these individuals became bilingual, assimilating the linguistic culture of the other group. So many individuals acculturated for so many centuries that the Anglo-Saxons as a population and as a culture, assimilated French and fused it with their native language to produce modern English, causing the disappearance of Anglo-Saxon language and the disappearance of Norman French in England. Thus, acculturation happens primarily at an individual level and secondarily at a societal level if enough individuals acculturate for an extended time.

A second definition of “acculturation,” dating from a 1936 committee of the US Social Science Research Council, states that “Acculturation comprehends those phenomena which result when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups” (Redfield, Linton, & Herskovits, 1936, p. 149). The authors stated that acculturation always involves cultural diffusion and always involves cultural change. They listed three outcomes: 1) Adaptation or merger of both cultures to produce a new, fused culture; 2) Acceptance or total adoption by one group of the other’s culture; and 3) Reaction or “contra-acculturation” entailing refusal to acquire the other’s culture. By this 1936 definition, “acculturation” means all possible outcomes of second-culture contact. This creates the paradox and the confusion that “acculturation” includes absence of second-culture acquisition (now called “separation”), and includes absence of first-culture transmission (now called “deculturation” or “marginalization”).

The present bibliography of acculturation research includes acculturation research based on both definitions. This is an update and expansion of Rudmin’s bibliography, which was published online in October 2011. That previous version had around 1500 references; this revised version has around 4400 references. Of course, this bibliography is still far from an exhaustive catalogue of all acculturation research.

This expansion sought to include more non-English scholarship, specifically written in Portuguese, French and, to a lesser degree, Spanish. There is a uniquely rich acculturation literature in Portuguese, considering that historically Portugal was an imperial power with colonies in diverse regions of the world, that Portugal has recent diaspora communities in many European and American nations, and that Portuguese-speaking Brazil is one of the world’s largest multicultural nations, with many indigenous societies, with African peoples from the colonial slave trade, and with immigrant settlers from Europe, Asia, and other South American nations.

The new references were found by a variety of methods: Primarily by searching the

keywords “acculturation”, “assimilation”, and “inculturation” in such research data bases as [Internet Archive](#) , [JSTOR](#) , [Google Scholar](#) , [Science Direct](#) , [Academia](#) , and [Research Gate](#) . The literature in Portuguese was sought in [SciELO](#) , [Observatório da Emigração](#) . The literature in French was sought in [Cairn Info](#) , [Érudit](#) , [Gallica BnF](#) , [Les classiques de sciences sociales](#) , [Persée](#) , and [Open Edition](#) . A second, and less fruitful method, was to examine all of the entries in PsychINFO located by searching “acculturation” in the abstracts for the years 2015-2016, and printing out the authors’ email addresses. This resulted in 680 good email addresses of current acculturation researchers, who were then solicited for references to their own acculturation research.

Most title translations for the non-English reference were done by the first author. If users discover errors in references, in translations, or in url links, please inform Dr. de Castro at titodecastro@hotmail.com or at accultur.biblio.URL@gmail.com. Science is a collective behavior, and literature is our collective memory.

If teachers would like to use this bibliography as a teaching tool, 12 assignment exercises are presented below.

Exercise 1: Over-looked references

Pick one article published in 2015 with a title that is interesting to you. Find the full text of that target article. The task is to find 1 reference in the bibliography that could have been a suitable reference used by the target article but was missed. In your report, give the reference for your target article, and give the reference that might have been included in the target article, but was over-looked. In one paragraph, explain why you think your new reference should have been used and cited in the target article.

Exercise 2: Miscited references

Select a title from the bibliography that sounds like it might be interesting to you. Download that target article and read it. Then, from the reference section of that target article, find a reference for which the acculturation bibliography has a full-text link. Then, find in the original target article, the statements that made use of the reference article. The assignment is to answer this question: Did the target article accurately describe, or make claims about, the reference article? In your report, give the references for the target article and for the reference article, and in one or two paragraphs, explain if the cited claim were accurate or inaccurate. It often happens that published research papers misunderstand or misrepresent the articles they cite.

Exercise 3: Changes in theory during a career

Find an author with a career of acculturation studies spanning more than 10 years. Read an early article written by that author and read a more recent article written by that author. In your report, give the references for both articles. Then in one or two paragraphs, describe 2 ways the author's ideas and claims about acculturation have changed.

Exercise 4: Biography of an acculturation scholar

Write a one page biography describing the career of an acculturation scholar. Information on a scholar's personal career can often be found in their personal webpage, in their department's descriptions of them, in Research Gate, LinkedIn or Academia websites, or in autobiographical statements attached to some published articles. What did that person study as a student? Where did that person study? Where does that person work? What other topics does that person study in addition to acculturation? You may have to find the scholar's email address, and ask them some of these details about their career. Be polite, and if they do not respond, do not become intrusive.

Exercise 5: Email interview with an acculturation scholar

For any acculturation scholar who has published titles that seem interesting to you, interview that person by email, asking in particular, why did they decide to study acculturation? Make it clear that this is a class assignment, trying to understand the motivations for cross-culture research. Write this assignment in one page or less.

Exercise 6: Majority group acculturation

Find a reference about the dominant, majority population acculturating to the immigrant or aboriginal peoples in their society. Write one paragraph summarizing the study, and one paragraph of what you found interesting or unusual about the report.

Exercise 7: Critical reviews of acculturation

Find a critical review of acculturation research. Give the citation for that article, and describe 3 faults in acculturation research that the article presented.

Exercise 8: Meta-analysis of acculturation

Find a meta-analysis about acculturation for which there is a full-text link. In one paragraph, describe how the authors found the articles in the meta-analysis, how many articles they found, and other details about the studies included in the meta-analysis. In another paragraph, summarize the findings of the meta-analysis, in other words, what seems to be true about acculturation in general?

Exercise 9: Bicultural fusion

Current acculturation theory among psychologists considers biculturalism to mean bicultural code-switching, for example, being able to speak both Spanish and English and being able to switch between these two languages as the situation requires. But biculturalism also includes the fusion of two cultures into a new culture, which may be called a "hybrid" or a "creole" culture. Find one article in the bibliography about the merging or blending of two cultures. In your report, give its reference, and write a one paragraph summary. In another

paragraph, describe some examples of cultural fusion that you see in the language, food, music, holidays, etc. of your own culture around you.

Exercise 10: Two way acculturation

Acculturation is often defined as a two-way process of cultural change and adaptation. Find 1 article, with a full-text link, that is about acculturation as a two-way process. In your report, give the reference for that article, name the 2 cultures, and give some examples of how both cultures have changed.

Exercise 11: Acculturation and 2nd language learning

Acculturation is defined as learning a second culture, for example, learning a 2nd language. Find the references for 3 acculturation articles that are about 2nd language learning. In your report, give the references for these three articles.

Exercise 12: Acculturation as culture change

Acculturation is sometimes defined as one culture adopting the behaviors or traits or values of another culture. Find 2 articles about cultures changing. In your report, give the references for these 2 articles. In one paragraph, describe one aspect of your own culture that you think must have been adopted in the past from another culture.

About the Authors

Joaquim de Castro did a licentiate in Social and Work Psychology at Universidade Fernando Pessoa, Oporto, Portugal. In 2004, he completed a Professional Master (before the Bologna Process) in Psychological Coaching and Psychotherapy at Instituto de Psicologia Aplicada e Formação. Between 2004 and 2011, he worked as a psychotherapist. In 2008, he completed a Master (before the Bologna Process) in Community Health Psychology at the Universidade Fernando Pessoa. In 2014, he completed doctoral studies in Social Sciences, expertise in Cross-Cultural Psychology, in the same university, under the supervision of Milton Madeira and Floyd Rudmin. He is engaged in mixed method, migrations, acculturation (as learning), cultural fusion, ethnic identity, Indigenous peoples, intercultural conflicts, epidemiology, and ecology. In 2017, he has been participating in research projects at Universidade Fernando Pessoa, and has been living in Metz, France.

Floyd Rudmin did a BA in philosophy at Bowdoin College in Maine. He worked two years in the Philippine Malaria Eradication service and taught ESL for two years in Japan. After completing an MA in audiology at the University of Buffalo, with a thesis on neurological diagnostics, he emigrated to Canada to work as an audiologist in British Columbia and then in Montreal. In 1988, he completed doctoral studies at Queen's University, under the supervision of John Berry, with a thesis on the psychology of ownership and property. After

7 years of post-doc positions in faculties of law and business, he accepted a professorship in social and community psychology at the University of Tromsø in Norway, where he also taught in the MA Program in Peace and Conflict Transformation. Professor Rudmin retired in 2014 and lives in Canada.