
CHAPTER 1

**BECOMING INVOLVED IN
INTERNATIONAL PSYCHOLOGY**

Why and How

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The half of knowledge is in knowing where to find it.

—*Anonymous*

“How can psychology faculty and students become more involved in international psychology?” This has become a more common question inside and outside the USA, for at least five reasons. (a) Origins. From its very origins in Europe in 1879, our “scientific study of mental life and behavior” began as an international field. (b) Growth. Over 75% of the world’s psychologists became concentrated in one region (North America) during the years following World War II. However, this percentage has dropped sharply since 1990, to under 25% in 2017, as psychological science and practice grow much faster outside North America. (c) Diversity. Since the 1970s, we psychologists have increasingly recognized the importance of human diversity (including cultural diversity) in our teaching, research, and practice. (d) Barriers. There have been barriers separating the indigenous psychologists in the more than 200 nations and the various regions of

Internationalizing the Teaching of Psychology
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the globe (i.e., Africa, Asia, Australia, Caribbean, Europe, Latin America, Middle East, and North America). (c) Resources: These barriers are now being reduced by new resources and technologies, such as the Internet and MOOCs (Massive Open On-line Courses).

This chapter reviews why and how we can best internationalize our psychology teaching, in five parts: (a) The remarkably international developments of psychology in the late 1800s, followed by a partial decline in internationalization especially in the years between 1914 and 1970. (b) The overdue rise of “diversity” within psychology in the 1970s, including cross-national diversity. (c) The emerging concept of “international psychology,” as a new form of diversity. (d) Some challenges to a truly international psychology. (e) Twelve suggestions for faculty and students to overcome these challenges. This includes a concise overview of current resources to help new and veteran faculty and their students to deepen their involvement in international psychology: organizations, conferences, publications, websites, funding, and technologies.

INTERNATIONAL PSYCHOLOGY: ITS ORIGINS, FEE, AND FLOW

From the start, psychology has been a remarkably international field (Baker, 2012). Consider this about the oft-forgotten origins of our “science of mental and behavioral processes.” Within two years of Wilhelm Wundt’s formation of the first scientific “laboratory of psychology” in 1879 in Germany, Polish psychologist Julian Ochorowicz (1881) was publicly calling for some sort of international gathering of psychologists to prevent “fractionation” of the field. Indeed, that vibrant first gathering during the International Exposition in Paris in 1889—what we now view as the first World Congress of Psychology—was a glorious ingathering that attracted 204 representatives from 20 nations. Though records are sketchy (James, 1889), imagine the heady multilingual scene at the historic closing banquet in the new Eiffel Tower—with explorer Sir Francis Galton (U.K.) rubbing shoulders with philosopher William James (USA), lawyer Alfred Binet (France), neuroscientist Ivan Sechenov (Russia), criminologist Cesar Lombroso (Italy), parapsychologist Julian Ochorowicz (Poland), physician-physiologist-philosopher-psychologist Wilhelm Wundt (Germany), and young psychiatrist Sigmund Freud from Austria (Rosenzweig, 1992).

Similarly, Wundt’s original Leipzig laboratory had mushroomed from one to 14 rooms by 1897, filled with brilliant students from 20 nations—from Japan in the East to Chile in the South (Misiak & Sexton, 1966, pp. 56–57)—who went on to become pioneering professors themselves, establishing the first psychology laboratories in their own nation. Without question, the new science of psychology in the nineteenth century began as a fervently international, semi-global endeavor (Rich & Gielen, 2015).

Psychological science quickly took root in a score of nations, but none more than the USA, where Wundt’s many students fanned out to become missionaries of psychology at prominent universities: James McKeen Cattell (Columbia), G. Stanley Hall (Clark), Edward B. Titchener (Cornell), Walter Dill Scott (Northwestern), Lightner Witmer (Pennsylvania), and Hugo Münsterberg (Harvard). For much of the 20th century, there were more psychological scientists, practitioners, and educators in North America than all other regional areas and nations combined—to the point where some faulted American psychology for being “self-absorbed” (Rosenzweig, 1984), “xenophobic” (Sexton, 1984; Sexton & Misiak, 1984), or even “weird” (Henrich, Heine, & Norenzayan, 2010). In the 1980s, up to 80% of the world’s psychologists were concentrated in North America, where “psychology remains [the] top college major” on U.S. college campuses—enrolling 6% of all female and 4% of all male U.S. college students (Murray, 1996, p. 1).

But we see this changing since the beginning 1990s, as psychology in the 21st century grows even faster outside than inside North America (Bulllock, 2012a, 2012b, 2013; Leung, Qui, & Chiu, 2014), and colleagues inside and outside the USA seek greater communication (Piochuda, Smyers, Knyshyev, Harris, & Rai, 2015; Silbereisen, Ritchie, & Pandey, 2014; Stevens & Gielen, 2007). For example, by most counts, the nation with the most psychologists per capita is now Argentina with 202 per 100,000, far higher than the 29 per 100,000 in the USA

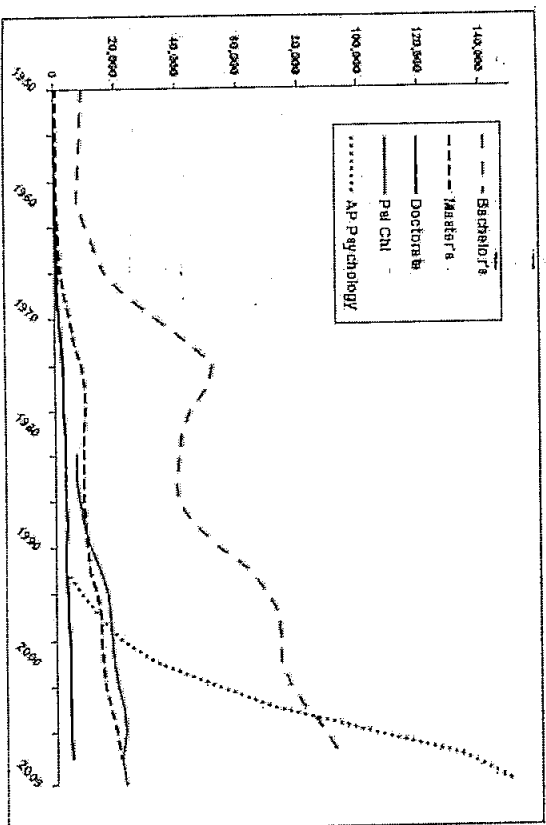


FIGURE 1.1. Trends in U.S. Psychology Bachelor's, Master's, Doctoral and Doctorates Awarded, New Psi Chi Memberships, and High School AP Psychology Examinations, 1950-2009. Note: Adapted from Takooshian & Landl, 2011.

(Landau, 2013). Sadly, we lack precise data to chart the growth of world psychology as precisely as the growth of U.S. psychology (in Figure 1.1 below). But as of 2016, we can estimate about “one million psychologists worldwide: roughly 330,000 in Latin America, 330,000 in Europe, 230,000 in the United States, and 100,000 in the rest of the world” (Takooshian, Gielen, Rich, & Yelayo, 2016, pp. 137–138; Zoma & Gielen, 2015). This estimate is based on local definitions of what it means to be a psychologist and is probably on the low side.

THE RISE OF DIVERSITY WITHIN U.S. PSYCHOLOGY

As much as “diversity” (including cultural diversity) is now a core value within psychological science and practice, this was not always the case. A sad, if clear example of this is early psychology laboratory research. Far more than other behavioral sciences (economics, sociology, political science), psychological science since Wundt’s era has relied heavily on laboratory research using small samples. Through most of the 20th Century, even classic psychology experiments—like Solomon Asch’s (1955) on conformity, Stanley Milgram’s (1965) on obedience, or Philip Zimbardo’s (1972) on prisoners and prison guards—were based on small samples which were intentionally non-diverse: white male college students from the U.S. This deliberate control for gender and age was seen as a convenient way to reduce confounding variables—tacitly leaving it to other researchers to cross-validate how much these findings on white male students can generalize to the rest of humanity—women, non-students, other age or ethnic populations. This was based on the dubious notion that we were studying universal principles of behavior; and “people are people,” regardless of variations in gender, age, culture, and nationality. One historian wryly noted about mainstream psychology experiments, “Even the rat was white” (Guthrie, 1998).

As late as 1986, David Sears’ analysis of U.S. social psychology journals found that “72% ... of articles used North American undergraduates as subjects” (Sears, 1986, p. 526), and concluded that this “narrow database” was producing a distorted picture of human nature in general. A 25-year follow-up of the Sears report found the changes were mixed, in two ways: (1) Research based on student samples dropped only slightly, from 72% in 1986 to 66.5% in 2012. (2) The research participants remained mostly “U.S.-only” (63.6%), compared with 31.6% “non-U.S.,” and 4.8% “combined” (U.S. and non-U.S.) (Li, Kim, Karp, & Takooshian, 2012).

However, starting in the 1970s, social change in the USA was accompanied by a greater appreciation of many forms of diversity within APA, as reflected in the very gradual and at times painful rise of new, diversity-based specialties approved by APA Council: Divisions 35 (women, 1973), 36 (religion, 1976), 44 (sexual orientation, 1985), 45 (ethnicity, 1986), 51 (men and masculinity, 1997), and 52 (international, 1997). Still, APA leadership was especially slow to recognize “international psychology” as a specialty. In 1975, APA Council voted to soundly reject the proposal of an international division. It was not until 21 years

later that the petition finally succeeded in Council in February of 1997. As late as 2004, a highly practical APA volume on integrating diversity into the classroom (Trimble, Stevenson, & Worrell, 2004) had yet to include “international” among its five types of diversity—gender, race, ethnicity, disabilities, sexual orientation. Though cultural diversity was barely noted in the 1991 Saint Mary’s conference on shaping the U.S. undergraduate curriculum (McGovern, 1993), inclusion of cultural diversity expanded into a major topic in the 2008 Puget Sound conference (Flatpern, 2010), which finally led to approval of the revised APA *Guidelines*, 2.0 by APA Council in August of 2013 (APA, 2016). In addition, the U.S.-based academically oriented Association for Psychological Science (APS) has made considerable progress in recent years in attracting (mostly European) colleagues from overseas who frequently publish in APS journals.

EMERGING CONCEPTS OF INTERNATIONAL AND CULTURAL DIVERSITY

When discussing cultural diversity, “international psychology” is now part of an emerging lexicon of at least seven related but distinct terms over the past three decades. (See Table 1.1.) Experts today range between two extremes—the “universalists” versus some of the more extreme “culturalists,” with the “cross-culturalists” majority somewhere in the middle. (a) A handful of *universalists* like Hans Eysenck (1995) have maintained that culture is of limited importance, since the essential principles of human behavior transcend cultures—such as learning, conformity, obedience, prosocial and antisocial behavior, as well as developmental and neurological factors in individual behavior. (b) Yet a century of research

TABLE 1.1. An Emerging Lexicon of Cultural Diversity.

<p>Universalism: the view that basic laws of behavior and mental functioning vary little across cultures, and perhaps even across species (Eysenck, 1995)</p> <p>International psychology: the global state of psychology across nations—concepts, programs, trends, organizations (Rosenzweig, 1992; Takooshian, Gielen, Rich, & Yelayo, 2016)</p> <p>Cross-cultural psychology: similarities and differences of individuals in different cultures, nations, or regions, such as Asia or Europe (Adler & Gielen, 2001; Berry, 2015a; Keith, 2013; Leong, Pickren, Leach, & Marsella, 2012)</p> <p>Cultural psychology: the impact of culture is so profound that each group should be studied in its own terms (Cohen, 2015; Cole, 1996; Shweder & Sullivan, 1993; Yalstiner, 2014)</p> <p>Multicultural psychology: group variations within a nation/region, such as U.S. Hispanics or Asians, or Maoris in New Zealand (Pontorotto, Casas, Suzuki, & Alexander, 2009)</p> <p>Indigenous psychology: each nation/region/linguistic group naturally develops its own emphases within psychology—people, approaches, concepts (Adair, 2006; Stevens & Wedding, 2004)</p> <p>Intercultural psychology: focuses on processes when migrants or others from different cultural groups come into contact—such as acculturation, adaptation, identity, intergroup relations (Berry, 2015b)</p>

evidence since the appearance of Wundt's *Folk Psychology* (1916) clearly favors the *cross-cultural* view of the great majority of modern psychologists—from APA Presidents like Donald Campbell (1975) to research psychologists like Adam Cohen (2009)—that culture is simply too important to be ignored when we research or teach about human behavior. (Pity the poor Londoner visiting Mexico, who must gasp for air for 10 minutes after simply biting a red chili pepper that native diners are munching!) (c) At the other extreme from universalists, many *cultural* psychologists such as Michael Cole (1996) maintain that one's cultural context is so decisive that universal principles of human behavior are simply impossible (but see Wang, 2016 for a different point of view). In its extreme form, “not only cross-cultural psychology, but the entire enterprise of scientific psychology is so flawed at its foundation that an entirely new discipline for the study of culture in mind must be formulated” (Cole, 1996, p. 3). (d) Then there are *indigenous* psychologies—emphasizing the key individuals, concepts, and emphases that naturally vary between the world's more than 200 nations, as well as between numerous linguistic groups and regional populations (Stevens & Wedding, 2004). (e) *Multicultural* psychology focuses primarily on cultural variations within a single nation or region, such as race or ethnicity in the USA (Ponterotto, Casas, Suzuki, & Alexander, 2009) or other nations (Sam & Berry, 2016). (f) *Intercultural* psychology focuses on processes when migrants or others from different cultural groups come together—including processes like acculturation, adaptation, identity, intergroup relations (Berry, 2015b). (g) *International* psychology primarily refers to the evolution of psychology as a global discipline, in its various aspects: science, practice, education, consulting, and advocacy (Rosenzweig, 1992).

CHALLENGES TO INTERNATIONAL PSYCHOLOGY

When Virginia Sexton and Henryk Misiak (1976) edited the first panoramic overview of psychology in 21 nations, it was striking how these indigenous psychologies varied—from Armenia to the United Kingdom—each with its own distinct history, key figures, concepts, and emphases, occasionally unknown outside their own nation. Cross-national psychology is clearly a challenge.

In the USA, as an example, psychology courses should naturally apply to the behavior of the 96 percent of the human population living outside the USA, but establishing such a cross-national science of behavior has proven elusive (Kosenzweig, 1984). Unlike physical sciences such as chemistry, which share a universal 118-element “periodic table” across nations, psychology lacks a solid core that is recognized cross-nationally (Howell, Collisson, & King, 2014). To borrow the concepts of Newtonian physics, we can see the challenge of a trans-national psychology as a tension between two opposing forces:

1. Centrifugal. The strong “outward” forces that have divided cross-national psychology are familiar ones: language, distance, cost, cultural variations, ethnocentrism, and ideology (Draguns, 2001).

2. Centripetal. Some strong “inward” forces increasingly bind cross-national psychology: quadrennial and other world congresses, journals, cross-national education and research efforts (like Fulbright and study abroad). The rise of the Internet and other 21st Century technologies is especially relevant here, promising to transform global education in many ways. By reducing these centrifugal barriers of travel, cost, and language, these technologies are playing a pivotal role in the future of education worldwide, including psychology.

As noted above, APA initially resisted international psychology as a specialty. At the same time, as the world's largest national psychology association, APA has also long recognized its pivotal role within global psychology, in several ways. APA started a Committee on International Relations in Psychology (CIRP) during the Second World War (1944), and later funded an Office of International Affairs (OIA) in 1961 (Fowler, 2000). Since the 1920s, the *APA Psychological Abstracts* has indexed non-USA psychology publications, and APA Press continues to cover the international literature in psychology (Knapp, 2000). A citation analysis of APA abstracts in 2002 found that fully 45% of abstracts referred to non-USA publications (Adair, Coelho, & Luna, 2002). On the fiftieth anniversary of the *American Psychologist*, Editor Raymond Fowler (1996) expressed his intention to further internationalize APA journals in the coming decade. Indeed, a bibliometric analysis of 25 U.S. psychology journals from 1950 to 2010 found an increasing participation of non-U.S. authors (Piocuda, Snyers, Knyshev, Harris, & Rai, 2015), indicating an internationalization within U.S. publications as psychology continues to grow rapidly outside North America.

As of 2017, we now see at least three large, though independent, global and regional efforts to overcome the barriers to a truly international psychology: (a) In Europe since 2000, the European Federation of Psychology Associations (EFPA) has been developing a “Europsy” framework to coordinate the indigenous psychology education and credentials among its 36 nation members (Lunt, Peiro, Poortinga, & Roe, 2015). (b) In North America since 2013, the new *APA Guidelines 2.0* now includes guideline #2.5 on “sociocultural diversity” (APA, 2016, p. 103). (c) Since 1960, the International Baccalaureate Organization (IBO, a private, multinational group) has developed international curricula for 26 fields, as of 2014, 1.1 million students in 40 nations have completed IB exams, 17,200 of these in psychology (IBO, 2009). Given the on-going efforts of the on Competence in Psychology (PCP) to develop greater “portability” of graduate education and credentialing in psychology across nations (PCP, 2016), there may well be more than three centripetal efforts underway, including in regions like East Asia, Africa, Latin America and the Caribbean, where efforts to create and strengthen regional yet multinational organizations have made considerable progress in recent years.

TWELVE SUGGESTIONS TO OVERCOME THESE CHALLENGES

How can individuals inside and outside North America deepen their involvement in international psychology education? Some past checklists have helped to guide students (Russo & Takooshian, 2002; Takooshian & Stambaugh, 2007), faculty (Pedersen, 2004; Takooshian, 2009), departments (Takooshian, Gielen, Pious, Rich, & Yelavo, 2016, pp. 143–145), and others (McCormick et al., 2014, pp. 11–14; McCormick, Rich, Harris O'Brien, & Chai, 2014). In the following, we offer 12 practical suggestions for new and veteran faculty, students, and others to become more involved in international psychology.

1. Web resources. The Internet offers extensive, if scattered information on international psychology (Table 1.2). For example, the seventh edition of the *IUPsYS Global Resource* (Stevens & Wedding, 2006), a key source on CD-ROM, has now morphed into a wealth of free information on the IUPsYS website (p. 16, note 1). This includes PRATW (Psychology Resources Around The World), with all sorts of information available nowhere else, such as unpublished and published documents on the history and current status of psychology in over 100 nations [2], or 88 national psychology associations [3, 4], or the entire 394-page program of the latest quadrennial International Congress of Psychology in 2016 [5].
2. Organizations. Join any one of the 100+ global organizations that now flourish across specialties, from mental health and I-O to ethology and neuropsychology [6]. In addition, psychology students should be made aware of international humanitarian organizations. Some of them may discover their true calling by interning in, or working for, such organizations since spending some time overseas may prove an eye-opening experience for them. For a convenient overview of more than three dozen such organizations, see Stout (2009).
3. Conferences. Participate in one of the 100+ international conferences each year [7], or the increasing number of international programs within domestic conferences (Takooshian, 2013b). Many an international research project has been hedged at these conferences when colleagues begin to get to know each other personally as well as learning about each other's scientific and practice-oriented work.
4. Syllabi. Psychology is but one part of the larger global trend of "Internationalization of Curricula" (IoC) across many fields (Lesak, 2015). For classroom course syllabi, consider incorporating cross-cultural readings, in any of several ways. (a) Draw readings from the increasing number of cross-cultural or international journals (Simonian, 2014) [8, 9, 10, 11, 12]. (b) Check Project Syllabus [13], to find model syllabi for a broad array of courses. (c) Adopt one of the increasing number of textbooks that now incorporate cross-cultural materials into traditional courses, such as introductory psychology (Eysenck, 2009), I-O (Aycañ, Kanungo,

TABLE 1.2. Eleven Leading International / Cross-Cultural Resources.

IUPsYS: International Union of Psychological Sciences (formed 1951, 88 nations) Website: http://www.iupsys.net/
Publication: <i>International Journal of Psychology: IUPsYS Newsletter</i>
IAAP: International Union of Psychological Sciences (1920) Website: http://iaapsy.org
Publications: <i>Applied Psychology: IJAP Bulletin</i>
ICP: International Council of Psychologists (1941) Website: http://www.icpweb.org/
Publication: <i>The International Psychologist: International Understanding</i>
APA-OIA: American Psychological Association, Office of International Affairs (1961) Website: http://www.apa.org/international/
Publication: <i>Psychology International</i>
APA-52: APA Division 52, International Psychology (1997) Website: https://div52.org/
Publications: <i>International Perspectives in Psychology: Research, Practice, Consultation; International Psychology Bulletin</i>
SCCR: Society for Cross-Cultural Research (1972) Website: http://www.sccr.org/
Publications: <i>Cross-Cultural Research; SCCR Newsletter</i>
InterTOP: International Teaching of Psychological Network (2002) Website: http://intteachpsy.org/Main/HomePage
IACCP: International Association for Cross-Cultural Psychology Website: http://www.iaccp2016.com/
Publications: <i>Journal of Cross-Cultural Psychology; Cross-Cultural Psychology Bulletin</i>
Psi Chi: The International Honor Society for Psychology (1929/2009, 1,100 chapters) Website: www.psichi.org
Publications: <i>Eye on Psi Chi magazine; Psi Chi Journal of Psychological Research</i>
EFPA: European Federation of Psychologists' Associations (36 nations, 300,000 members of 36 associations) Website: http://www.efpa.eu/
Publication: <i>European Psychologist</i>
SIP: Sociedad Interamericana Psicológica/Interamerican Society of Psychology (1951/14 national delegates) Website: https://sipsych.org/
Publication: <i>Interamerican Journal of Psychology</i>

& Mendonca, 2014), social (Alcock & Sadava, 2014), developmental (Gielen & Roopnarine, 2016), history (Brook, 2009; Rich & Gielen, 2015), or other courses (Leong, Pickren, Leach, & Marsella, 2012). (d) Since 2002 [14], a global faculty team headed by Sherril McCarthy and Victor Karandashev has developed many resources to help with this [15], as has the APA Education Directorate [16]. The International Association of Cross-Cultural Psychology (IACCP) offers an unusually rich website of "Online Readings in Psychology and Culture" [17], while Kavriantsky

and *Gleien (2015) have created a DVD-based and student-oriented introduction to international psychology.*

5. Co-curriculum. Since so much of learning occurs outside the classroom, consider co-curricular campus activities that complement classroom learning, in any of a few ways. (a) Partner with the campus international office on campus to host guest speakers or sponsor other activities on global issues. (b) Partner with other departments, student clubs, or a local Psi Chi or Psi Beta chapter to host international films, topics, or speakers. (c) Invite a local speaker to discuss global issues [e.g., 18].

In addition, faculty should aim to involve international and bicultural immigrant students in various classroom activities. Examples include joint class presentations with local mainstream students, and contributing internationally oriented and culture-comparative comments during class discussions. Such efforts will encourage academically oriented interactions and the formation of friendships between mainstream students and their peers from various multicultural and multinational backgrounds.

6. Study abroad. It is the wise student who considers study abroad for a summer, semester or more while in school, and this is becoming increasingly easy [19]. The Institute for International Education (IIE, 2014) found that more students are now studying outside their own nation. (a) In Europe, from 1987–2013, the “Erasmus Programme” enabled some 3,000,000 students to study outside their own nation (European Commission, 2014). (b) The number of international students studying in the USA in 2014 totaled 886,052, up 56% from 2004, while the number of U.S. students studying overseas in 2014 totaled 289,408, up 37% from 2004.

Without question, these study abroad experiences can have an immense impact on students and their universities (Clarke, Flaherty, Wright, & McMillen, 2009; Gross, Abrams & Enns, 2016), and are often “a life-changing experience that can impact one’s entire career and life” (Zoma et al., 2012, p. 61). But there are challenges.

On the negative side, to meet student demand, many schools have their own small study-abroad office, which too often offers sub-par experiences for their students. As a result, inexperienced students may find themselves ill-served before, during, and after their travel: (a) before, with slap-dash procedures that make the experience an ordeal rather than the adventure that it should be; (b) during, by being put into unfamiliar places, or being asked to take courses ill-suited to their needs; (c) after, with no outcome assessment or follow-up experiences. It may well be the exceptional school that offers “best practices” in study abroad (Lubanski, 2017).

On the positive side, there are many easy resources for students to find excellent study abroad experiences outside their own school. For

example, Ecela offers psychology students a unique six-week Spanish immersion program in Argentina (Soto, 2014) [20]. The School for International Training (SIT) offers an unusually wide variety of international summer courses and internships on six continents [21]. Though not the primary focus of this present volume, there exist a handful of useful books that focus on advising students on how to find optimal study-abroad experiences (like Gross, Abrams & Enns, 2016). At least two major professional organizations offer valuable on-line resources for study-abroad students and their faculty advisors: The Association of International Educators (NAFSA) [22], and the Institute for International Education (IIE) [23].

7. Teach abroad. Join an increasing number of faculty who seek to teach outside their own nation for a month or longer. The classic example of this is the annual U.S. Fulbright program, which offers faculty exchanges with over 100 nations [24]. Since its formation in 1945, Fulbright has sent 120,000 U.S. faculty overseas and invited 193,000 faculty from 155 nations for teaching or research in the USA—an experience that deeply impacts many faculty lives and careers (Takooshian et al., 2011). Fulbright is only one of many well-funded programs that encourage faculty to teach outside their own nation (Barton, 2013; Takooshian & Takooshian, 2013). In fact, since 2013, over 1 million scholars around the world who are “alumni” of a Fulbright or other U.S. State Department program are now eligible to join the alumni website, rich with more opportunities for international collaboration [25].

8. Funding. Although finding and then securing funds are typically posing a challenge, “funding for international work has [surprisingly] risen sharply since the 1990s, now accounting for 15% of all foundation-grant dollars—largely due to U.S. foundations which are going global” (Takooshian & Takooshian, 2013, p. 64). No fewer than 50 major sources offer international funding for students and faculty activities, including dozens of government programs (Barton, 2013; Takooshian & Takooshian, 2013) [26]. The most definitive source is the latest *Guide to Funding for International and Foreign Programs* (Foundation Center, 2011), a volume which reviews 1,900 organizations awarding 11,000 grants totaling \$5 billion.

9. Research. Cross-national, cross-cultural, and cultural projects have special value, as we increasingly recognize regional variations in human behavior and mental functions while also exploring the possibility of more universal psychological dispositions (Heine, 2016). Despite traditional barriers to this research (like language, distance, and poor resources in low-income countries), faculty and their students have found simple ways to conduct and publish cross-cultural research, even without major funding. For example, technology now makes it easier for professionals

(Takooshian & Stevens, 2001) and even undergraduates to collaborate with overseas colleagues to collect, share, and publish comparative data across nations (Formozova & Urmanche, 2014; Shveys, 2007). With ingenuity, Robert Levine (2003) demonstrated how traveling students and tourists could be trained to collect systematic field experimental data, to compare 36 U.S. cities and 23 nations on their rates of helping a stranger in need.

10. Technology. Imagine that the Internet and e-mail barely existed in 1990, but are now essential in almost every part of our lives, including education. In addition to the Internet, a professor might well experiment with any of the many emerging technologies that can facilitate international education: Skype, Google Hangout, Polycom, Blackboard, MOOCs (Chia & Poe, 2004, see also the chapter entitled, "Internationalizing Psychology through Massive Open Online Courses"). Ironically, students are often more skilled than their professors with these emerging technologies (Velayo & Trush, 2012). In time, these technologies promise to revolutionize not only individual classrooms but also global education itself (Myers, 2009; see also the chapter on "The International Psychology [Teaching] Web").

11. Psi Chi. Since Psi Chi was formed in 1929 at the Ninth International Congress of Psychology, it has grown into the world's largest honor society, with over 600,000 student and faculty members at 1,100 campuses across the USA (Hogan & Takooshian, 2004). Since Psi Chi chapters voted in 2009 to "go global," schools in other nations can now join the Psi Chi "family," and partake in its wealth of funding, conferences, publications, and networking opportunities. Sadly, the growth of Psi Chi outside the USA has been slow, with fewer than 20 international chapters as of early 2017 [27]. Supporters of Psi Chi have developed ways to accelerate international growth (McCormick et al., 2014) [28], including Youtube videos in English [29, 30] and other languages [31, 32], and the commissioning of "International Ambassadors" to guide overseas students to start a Psi Chi chapter in their nation (Takooshian, 2013a) [33]. Once a school overcomes the hurdles to start a Psi Chi chapter (Chebotareva et al., 2015), it becomes a vibrant model for other schools in their nation—as with Psi Chi at the Peoples' Friendship University of Russia [34, 35]. Individuals can easily find information to apply on-line, to start a new Psi Chi chapter at their own school [36].

12. Cross-Cultural Institutes and Programs. An increasing number of schools have a critical mass of faculty to form some sort of internationally oriented institute or graduate program on campus, at both smaller schools like St. Francis College (U.S.) [37], as well as larger schools such as Aarhus University (Denmark), Brunel University (United Kingdom), the East-West Center, University of Hawaii¹ at Manoa (U.S.), Pace Uni-

versity (U.S.) [38], Peoples' Friendship University (Russia) (Chebotareva, 2011), Tilburg University (The Netherlands), University of Amsterdam (The Netherlands), University of British Columbia (Canada), and Victoria University of Wellington (New Zealand). In addition, many psychology departments located at universities in relatively small, multicultural and multilingual countries and special regions such as Hong Kong, Israel, Netherlands, Singapore, and Switzerland tend to be open to international, multilingual, and multicultural influences. Such centers, programs, and departments tend to encourage international activities not only on their own campuses (such as courses, events, conferences, publications, research projects), but also to network with regional academic institutions. It is wise for individuals to seek an affiliation with a nearby global institute, if not to start one on their own campus. In addition, one's undergraduate students can be encouraged to consider the possibility of pursuing their graduate studies in a cross-culturally oriented psychology program.

CONCLUSION

With the rapid growth of psychological science and practice outside North America since the 1990s, psychology is returning to its international roots while also assuming a more global character than ever before. Technology is reducing the traditional barriers of language and culture, as educators now find ways to overcome these barriers and internationalize their courses. In addition to a supportive institutional environment, sustained departmental and individual efforts are necessary to teach more globalized forms of psychology appropriate for the educational and psychosocial needs of our students. The chapters to follow provide specific suggestions for infusing international perspectives into a broad range of psychological courses, thereby helping both psychology instructors and their students to understand psychological phenomena and problems in a wider sociocultural and global context.

SOME KEY SOURCES: ANNOTATED REFERENCES

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AdvUG

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1. IUPsYS: www.iupsys.net/
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Nations: www.iupsys.net/about/members/national-members/index.html
3. Organizations: www.apa.org/international/networks/organizations/international-orgs.aspx
4. ICP Congress 2016: www.icp2016.jp/pdf/ICP2016_Program_Final.pdf#160727
5. Organizations: www.apa.org/international/networks/organizations/international-orgs.aspx
6. Conferences: <http://psychology-resources.org/conferences-events/conference-calendar/>
7. *International Psychology Bulletin*: <https://div52.org/index.php/publications/international-psychology-bulletin-ipb>
8. *APA International Perspectives in Psychology: Research, Practice, Consultation*: www.apa.org/pubs/journals/ipp/index.aspx
9. *Journal of Cross-Cultural Psychology*: <http://jcc.sagepub.com/content/current>

11. *Cross-Cultural Research*: <http://ccr.sagepub.com/>
12. *International Journal of Psychology*: <http://www.iupsys.net/publications/journal/>
13. Syllabi: <http://teachpsych.org/otrp/syllabi/index.php>
14. Conference 2002: <http://icope2002.interteachpsy.org/>
15. Teaching: <http://interteachpsy.org/Main/HomePage>
16. APA: <http://www.apa.org/education/undergrad/internationalize.aspx>
17. Readings: <http://scholarworks.gvsu.edu/otrc/>
18. Speakers: http://psibeta.org/site/wp-content/uploads/PSYCHE_1505pb.pdf
19. Study abroad: <http://www.studyabroad.com/>
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26. Funding: <http://www.apa.org/international/pi/2008/05/funding.aspx>
27. Psi Chi 1: www.psichi.org/?page=international_chapter&hSearchTerms=%22ambassadors%22#.WGidXXVUrlbg
28. Psi Chi 2: <http://elibrary.ru/content.asp?issueid=1354619>
29. English 1: <https://www.youtube.com/watch?v=a8Y8m2qxhS4&t=219s>
30. English 2: <https://www.youtube.com/watch?v=0dvaTemoQQ8>
31. Spanish: <https://www.youtube.com/watch?v=wHu-ISRuHRQ>
32. Russian: <https://www.youtube.com/watch?v=1t63FKZ1OPy>
33. Ambassadors: https://www.psichi.org/?international_ablist#.WGidCUrltbg
34. PFUR installation: <https://www.youtube.com/watch?v=ggtdPVVAfjY>
35. PFUR Psi Chi: <http://web-local.rudn.ru/web-local/kaf/j/index.php?id=87&p=3349>
36. Chapter: https://www.psichi.org/?page=start_chapter#.WGin-VUrltbg
37. ICCP Institute-St. Francis College: www.sfc.edu/page.cfm?p=4081
38. Institute-Pace University: www.pace.edu/dyson/global-psychology

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book of Chinese Psychology, Understanding Social Psychology Across Cultures, and the Handbook of Chinese Organizational Behavior:

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