Culture Across the Curriculum provides a useful handbook for psychology teachers in the major subfields of the discipline. From introductory psychology to the foundations in such areas as social psychology, statistics, research methods, memory, cognition, personality, and development, to such specialized courses as language, sexuality, and peace psychology, there is something here for virtually every teacher of psychology. In addition to discussions of the rationale for inclusion of cultural context in their areas of specialization, these experienced teachers also offer advice and ideas for teaching exercises and activities to support the teaching of a psychology of all people.

Kenneth D. Keith is Professor Emeritus of Psychological Sciences at the University of San Diego, and editor of the Cambridge University Press series Elements of Psychology and Culture. He is author or editor of a dozen books and more than 150 book chapters and articles, including The Encyclopedia of Cross-Cultural Psychology, Cross-Cultural Psychology: Contemporary Themes & Perspectives, and Cross-Cultural Perspectives on Quality of Life. Keith is a Fellow of the American Psychological Association, the Western Psychological Association, and the Association for Psychological Science, as well as a member of the International Association for Cross-Cultural Psychology and the recipient of numerous awards for teaching and for service to people with intellectual disabilities.
As an increasing number of social scientists come to recognize the pervasive influence of culture on individual human behavior, it has become imperative for culture to be included as an important variable in all aspects of psychological research, theory, and practice. Culture and Psychology is an evolving series of works that brings the study of culture and psychology into a single, unified concept.

UTE SCHÖNPFLUG
Cultural Transmission: Psychological, Developmental, Social, and Methodological Aspects

EVERT VAN DE VLIERT
Climate, Affluence, and Culture

DAVID MATSUMOTO and FONS J. R. VAN DE VIJVER
Cross-Cultural Research Methods in Psychology

ANGELA K.-Y. LEUNG, CHI-YUE CHIU and YING-YI HONG
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JOHN W. BERRY
Mutual Intercultural Relations

RONALD FISCHER
Personality, Values, Culture: An Evolutionary Approach

GEORGE ELLIS and MARK SOLMS
Beyond Evolutionary Psychology: How and Why Neuropsychological Modules Arise
CULTURE ACROSS THE CURRICULUM

A Psychology Teacher’s Handbook

EDITED BY

KENNETH D. KEITH

University of San Diego
For Dave and Heather

with thanks, respect, and love
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Foreword

Although psychologists have been studying psychological processes and behaviors across cultures for over a century, the study of the relation between culture and psychology has grown exponentially in the past several decades. Today this area of research has made valuable contributions to our knowledge in all areas of study, including cognition, emotion, personality, abnormal, social, developmental, and organizational psychology. Cross-cultural research has pushed the envelope in the development of new and exciting research methodologies and statistical techniques, and the knowledge generated from this area of research has fundamentally changed the way psychologists think about, study, and understand psychological processes and human behaviors.

Thus, it is not surprising that the topic of culture has been increasingly infused across the psychology curriculum. This movement has reflected not only developments in the field, but also the increasing cultural and ethnic diversity in our student populations. One of the many questions students ask when they take psychology classes is, “does this apply to me?” And for many years, that increasingly diversifying student body raised questions of the applicability of psychological knowledge and principles taught to them based on monocultural studies. This trend has also occurred in secondary schools, where psychology courses are increasingly found as part of the curriculum, too.

Despite this evolution in knowledge in psychology vis-à-vis culture, and despite the increasing need to teach about the fruits of this evolution in university and secondary school classrooms, to date there has been a dearth of resources for teachers out on the front lines teaching this material. Certainly there have been a few books, study guides, and readers developed over the years, but what the field sorely needed was a single, comprehensive handbook specifically designed for teachers of this important material.

It is within this backdrop that this handbook is a breath of fresh air, addressing a significant gap in the literature. Ken Keith has lined up a
stellar cast of scholars, all of them outstanding teachers and/or researchers themselves, to provide their insights related to the teaching of this important material. The content covers all the major research areas on which culture has made an impact, and the areas most relevant to students across the country and around the world. Moreover, the book is structured into reasonable and easy-to-understand sections, namely Basic Concepts and Teaching across the Psychology Curriculum, with the latter broken down into sections titled In the Beginning, Research and Statistics, Biological Connections, Development, Cognition, Social Psychology, Health and Well-Being, and Personality, Disability, and Disorders. Professor Keith wraps up the book with an incisive, forward-looking synthesis and integration of the material.

This handbook promises to make a strong contribution to the literature. But more importantly, it will be a welcome resource for the many teachers of this area. Equally significant is the notion that this work is the all-important beginning of a living body of work, one that will need to be adjusted as new research on culture and psychology provides new insights into human behavior, and these can be combined with important developments in teaching methodologies and pedagogies.

I offer my congratulations to Professor Keith for this very welcome resource. And I offer my heartfelt gratitude and appreciation to the many teachers of culture and psychology for all of their hard work, efforts, and hours dedicated to a labor of love. You truly are the unsung heroes of academia and scholarship.

David Matsumoto
San Francisco, CA, USA
Preface

A few years ago, in the preface to an earlier book, I wished for a future in which cross-cultural psychology would not be taught just as a stand-alone course, but for one in which culture would be pervasive in the study of behavior. It would be, I hoped, an integral aspect of the mainstream psychology curriculum, embedded in all our courses. With each passing year, we move a step toward that goal. This book is an effort to take us a little further in the direction of a psychology of all people.

For millennia, people have formed groups and have interacted across groups, sometimes peaceably, and sometimes in conflict. They have faced challenges of communication, stereotyping, aggression, fear, and curiosity – all the stuff of culture. Yet, as my friend Walt Lonner has noted, researchers have sometimes considered culture simply “noise” – prompting him to wonder how such a profound part of people’s lives could be so easily dismissed, and leading John Berry to observe that culture is not noise, but music. Lonner, too, has thought of culture as music, likening its rich composition and texture to that of an opera, and John Dewey, in his *Art as Experience*, noted that we exist not in a void, but in ongoing interaction with environment – with culture.

My hope is that this book brings together some of the key sections of the orchestra that comprise the teaching of psychology. Sometimes our efforts have been isolated, sometimes discordant, but as we strive to bring harmony to the process, blending the local with the international, the culture bound with the universal, the biological with the contextual, we make incremental progress toward a more complete understanding. In the light of the challenges faced by people living in this twenty-first-century world, to do otherwise would be irresponsible. We owe it to our students, to our children and grandchildren, and to our sisters and brothers around the globe to do our part to broaden our comprehension and to bring our science to bear on the problems they face, now and in the future.

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Preface

There is something here for teachers of most of the courses found in typical psychology curricula and in most introductory psychology classes. To see further integration of contextual, cultural knowledge in these areas would indeed be music to the senses. And to paraphrase Shakespeare, if culture be the music of life, play on, play on.
Acknowledgments

I owe thanks to the authors who have contributed to this volume. They are committed to a psychology of all people, and I am grateful for their contributions to great teaching. Matt Bennett at Cambridge University Press supported and encouraged this project from the start; a team of anonymous reviewers provided comments and suggestions that helped to make the book better; and copy editor JaNoel Lowe worked patiently and capably to bring it to completion. They all have my thanks.

For many years Walt Lonner has been an example and an inspiration to scholars with interest in the relation between culture and psychological science. I am grateful for his advice, his wisdom, and his friendship. Finally, for more than a half century, Connie Keith has been my traveling companion, sage critic, and best friend – I do not have sufficient words to say what she has meant to me.