

Cross-Cultural Psychology Bulletin

International Association for Cross-Cultural Psychology



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Tending the Green Onion Field

Central Java, Indonesia



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Cross-Cultural Psychology Bulletin

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FOR CROSS-CULTURAL PSYCHOLOGY***

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Cross-Cultural Psychology Bulletin is an official publication of the International Association for Cross-Cultural Psychology (IACCP). Its aim is to provide a forum for the presentation and discussion of issues relevant to cross-cultural psychology and to IACCP. The contents of the Bulletin are intended to reflect the interests and concerns of all members of IACCP.

The *Bulletin* publishes theoretical and position articles, commentary from the membership, news, and statements from IACCP, book/media notices and reviews, and other announcements of interest to the membership of IACCP. Contributions from all areas of (cross-)cultural psychology are encouraged and should be submitted to:

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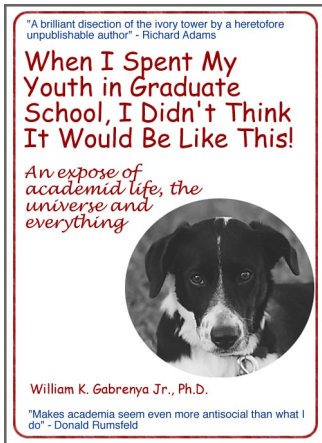
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What? I Spent My Youth in Graduate School?



DUE OUT IN 2020.
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TODAY!

THE ISSUE ARISES NOW AND THEN IN MY DEPARTMENT AS TO WHETHER OR NOT ACADEMIA IS PART OF THE REAL, PHYSICAL UNIVERSE.

I argue that it can't be, not because I'm one of those epistemological hippies who doesn't believe that there is a physical universe at all, but rather because it evidences so many departures from the laws of physical reality that I learned during the dreary, female-less days when I was a Mechanical Engineering major.

You will be relieved to learn that we can call on a small literature to explore this important question. At the top of the list must be Richard Russo's *Straight man* (1998). Other important primary sources include Jane Smiley's *Moo* (1998) and many issues of the *Journal of Polymorphous Perversity*. For a more general orientation to irreality that's also great for understanding academia, I recommend Douglas Adams' classic five-book trilogy, *The hitchhiker's guide to the galaxy* (1982 and onwards). Because academia muddles along in a curious organizational context, we should also examine *Dilbert* (<http://www.dilbertzone.com>).

If I had more space, I would provide some examples from my own experience that support my premise.¹ Instead, you'll have to wait for my forthcoming book, *When I spent my*

Can't Be Real: 40 ➤

Cross-Cultural Psychology Bulletin

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KAREN PFEFFER





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INTERNATIONAL ASSOCIATION FOR CROSS-CULTURAL PSYCHOLOGY

ABOUT THE COVER

PHOTO

EDITOR

I took this photo from the express train that runs from Yogyakarta to Jakarta. I had been warned that this would be a dangerous journey, and my several consultants were correct: the TVs in the passenger cars ran MTV-style shows for 8 hours.

To say that the Java countryside is "lush and green" is a bit like saying that Colorado is "hilly" or Florida is "damp." A motorcycle, not a train or a bus, would be the appropriate way to explore rural Java (well, maybe an air-conditioned motorcycle).

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High noon.

The Java agricultural fields are punctuated by small overgrown refuges of this sort, for good reason.

IACCP in a Time of Challenge

PETER SMITH, PRESIDENT

Since taking office as your President last July, I have had occasion to reflect on the hard work put in by my predecessor Debbie Best. These are challenging times for us all, and this Association has not been immune to the pressures and conflicting views that have been unleashed by recent world events. I was particularly grateful that in her Presidential Address at our recent conference in Yogyakarta, she chose to explore the constructive contributions that we as cross-cultural psychologists could make toward understanding and ameliorating these problems.

The lifeblood of our association lies in our networks of communication with one another. I am pleased that we have been able to continue the developing

tradition of holding regional conferences in the years intervening between our biennial conferences. Planning for the regional conference to be held in Budapest, Hungary in July 2004 is well advanced, thanks to Marta Fülöp and her team. I hope that many of you will be able to attend. Some discussion took place at our General Assembly in Yogyakarta of the possible location of future regional conferences. All of the recent regional conferences for which we have been the primary organisers have taken place in Europe. Some members felt that we should ensure that future sites are more widely dispersed. No decisions have been taken with regard to any possible conference site for 2005. Bids have been invited and the Executive Committee



will give careful consideration to all bids that are received.

We are fortunate too in that we already have a firm decision for the site of our next main conference to be held in Xian, China in August 2004, thanks to the energy of Gang Zheng and his team. The website for this conference will shortly be in place. Looking still further ahead, we have already invited bids for the site of our 2006 biennial conference. This is likely to be sited in Europe, following our policy of positioning our major conferences in any year not too far from the sites chosen by the IAAP/IUPsyS conference organisers.

It is possible that our constitution needs an amendment to make clearer the procedures whereby we shall ensure implementation of our open access requirement.

It also pleases me that there has been some increase recently in the usage of our e-mail communication link, iaccp@lyris.fit.edu. Aside from messages focused on the dissemination of information about new books or relevant conferences and requests for information, there have been several discussions in recent months of substantive and methodological issues affecting cross-cultural psychology. I see this as a definite growth point for our association and one in which we can sustain linkages and learn from one another in a more immediate way than that afforded by our periodic conferences. Not every topic that is broached will interest everyone on the mailing list, but I hope that more people will use it to locate others with opinions and knowledge relevant to their particular aspect of cross-cultural psychology, and to initiate further discussions of relevant issues.

Our constitution specifies that we shall hold conferences only in locations in which it is possible for persons of all nations to attend. Recent political events have placed pressures on both governments and conference organisers that can unexpectedly risk this requirement for open access. It is possible that our constitution needs some amendment, to make clearer the procedures whereby we shall ensure that the open access requirement is fully implemented by this Association. Your executive will be discussing this issue over the coming months. However, our existing constitution requires that whatever decision they make shall be open to ratification or rejection by our next General Assembly, which will be held in Xian.

I invite any member who has concerns about issues relating to our Association to contact me, preferably by e-mail (psmith@susx.ac.uk). I will respond as soon as I can.

Harry and Pola Triandis Doctoral Thesis Award

DESCRIPTION

The purpose of the International Association for Cross-Cultural Psychology is to promote and facilitate research in the areas of culture and psychology. The IACCP believes that it is important to encourage high quality intercultural research at the predoctoral level. The Harry and Pola Triandis Doctoral Thesis Award is intended to honor and reward good research and to advance the early careers of dedicated researchers. Support for the award is provided by the Harry and Pola Triandis Fund that was established in 1997 (see *Bulletin*, June, 1997). The first award was given in Pultusk, Poland in 2000 (see *Bulletin*, September 2000) and the second one in Yogyakarta, Indonesia (see *Bulletin*, June-September, 2002).

PRIZE

US\$500, one year membership in IACCP, free registration at the next IACCP biennial Congress, and partial airfare to the Congress. The winner will be asked to give a presentation of his or her research at the Congress and to write a short summary of it for the *Bulletin*.

CRITERIA FOR SUBMISSION AND DEADLINES

Your doctoral thesis (dissertation) must be relevant to the study of cross-cultural/cultural psychology, with particular emphasis on important and emerging trends in the field; scholarly excellence; innovation and implications for theory and research; and methodological appropriateness. Doctoral theses eligible for an award must have been completed (as defined by your university) during the two calendar years ending on December 31 of the year prior to the Congress year (i.e., between January 1, 2002 and December 31, 2003). Submissions must

be received by the IACCP Deputy Secretary/General by October 30 of the year before the Congress year (i.e., October 30, 2003).

Deadline: October 30, 2003

APPLICATION PROCEDURE

Please submit a 1500-word abstract of the doctoral thesis in English. The abstract must contain no information that identifies the applicant, thesis supervisor, or institution. The abstract must include complete details of theory, method, results, and implications for the field. The abstract must be submitted double spaced on paper and on a 3.5-inch computer disk using a common word processing file format such as Microsoft Word, Wordperfect, RTF, or html.

A letter from the thesis advisor certifying the university acceptance date of the thesis must be included.

The application cover letter must include complete applicant contact information, including an address or addresses through which the applicant can be contacted during the evaluation process, telephone numbers, fax number, and e-mail address if available.

Following a preliminary evaluation, finalists will be asked to send copies of their complete doctoral thesis, in the language in which it was written, to the evaluation committee.

Send application materials to:

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*Some
Characteristics
of a Brazilian
Perspective On
Developmental
Psychology*



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Developmental psychology represents the greatest number of researchers in Brazilian psychology, and developmentalists present the most papers at congresses and publish the most in journals. Nevertheless, a theoretical profile of the professionals who study development in Brazil still needs to be drawn.

Besides this quantitatively significant presence, the researchers in this area, in spite of being scattered in several sub-areas, are known for their theoretical sophistication concerning the issues they study, receiving their international peers' recognition. "Brazil has a strong international presence in Developmental Psychology...and the greatest investment in basic and applied developmental research by far" (Fogel, 2000, p. 318).

Research and theoretical construction in this area have been mainly linked to concepts of first world countries, and the kind of internal criticism concerning imported theoretical models that has appeared in the Philippines, Korea, Turkey or even in Africa has not been common in Brazil. The research is characterized neither by trends that could lead one to think of an indigenous nor of an autochthonous psychology.

In the last ten years, however, a significant change has come about regarding the model of science used, placing less emphasis on the study of dysfunction and in the setting up of norms

and more on the quest for new research and analysis methods. Nonetheless, the understanding of how development occurs has remained a more central concern than looking at where it occurs.

We carried out a survey on the distribution of scientific communications presented at the three major Brazilian scientific events, taking into account the last meeting of each one of them: the twice-a-year meeting of the National Research and Psychology Post-Graduation Association – ANPEPP, the Brazilian Psychology Society – SBP, and Congresses of Developmental Psychology. This survey only includes empirical studies focusing on childhood/adolescence, classified in seven thematic areas considering the principal emphasis of each study. (See Table 1.)

In Brazil the appropriate degree of emphasis that culture deserves is an issue that has been very tempting for development researchers.

It is possible to say that the investigation of development in Brazil focuses on method and theory (category 1, 26%), applied concerns (category 3, 21%), and social/cultural interests (category 6, 18%). It stands out as a “social” and “applied” developmental psychology while at the same time evidencing a great passion for theory (Valsiner, 2000) and by sensitivity towards the sociocultural context. There are many descriptions of developmental results intended to characterize the Brazilian child, but they fail to reflect the cultural diversity of the country; they are local, giving little value to the cultural singularities or to comparative analysis and very often have little theoretical reach.

According to Picinini et al. (2001)¹, there are three major theoretical perspectives guiding research in the area: (1) the co-constructivistic, the sociohistorical or sociocultural, and the sociocognitivistic 2) the etiological-evolutionary theory; and (3) the psychoanalytic. Such classification reflects a more thematic approach than a theoretical one, being significant because it represents a convergence and an effort for organization. In this group it is possible to visualize one of the passions of the researchers in this area: the discussion and the quest for valid methodological strategies under developmental and ecological perspective: analysis units applicable to the study of interactions and relationships, of their changes along the time.

Generally speaking, one can see an increasing interest in studies dealing with contextual issues (from 5 to 14 at the SBP; from 25 to 47 at the CBPD). In its scope and due to the strong presence of Brazilians at international congresses, there is

¹ César Picinini is the Coordinator of a group from ANPEPP who studies “Parents-Baby-Child Interaction”.

an increasing perception in the area as to the cultural aspects that are peculiar to Brazil: (CBPD: comparative: from 7 in 1988 to 17 in 2000).

However, at the III Developmental Psychology Brazilian Congress, which was held in the year 2000, only 12 (5%) of the 320 papers showed an inclination to understand the Congress' theme, that is, Brazil as a specific cultural territory. Out of these, several were either by foreign researchers or had used imported comparative methods.

IMPLICATIONS OF A CULTURAL APPROACH

Although an emphasis on culture launches, in a certain way, a paradigm for psychology (Tomasello, Kruger, and Ratner [1992] even spoke of an emerging paradigm of Cultural Psychology), it is still necessary to discuss the appropriate degree of emphasis that culture deserves. In Brazil this is an issue that has been

TABLE I. *Thematic distribution of empirical studies presented by development researchers at the major Brazilian scientific events, from 1998 to 2001.*

	ANNUAL MEETINGS OF THE SBP	ANPEPP'S BI-ANNUAL MEETINGS	DEVELOPMENTAL PSYCHOLOGY CONGRESSES	TOTAL	%
1. Methods study & development processes	43	20	80	143	26.0
2. Intervention on risk to development	20	17	40	77	14.0
3. Development evaluation; development setbacks	26	6	84	116	21.0
4. Intercultural studies (comparative) and sociocultural (non comparative)	10	19	24	53	9.6
5. Interaction analysis (relational contexts of development)	18	8	19	45	8.1
6. Development context analysis: ecological & social aspects	19	7	72	98	18.0
7. Etiology based studies	7	3	1	11	2.0

very tempting for development researchers, either because of its methodological aspects (Carvalho, 1989; Bastos, 1994; Simão, 1998), or because of the pursuit for the cultural roots that define one condition of being Brazilian (Rabinovich, 1999). Culture has also been approached from a culture-comparative analysis perspective (Seidl de Moura, 2000). The discussion about this problem also includes the definition of the object of study itself, that is, how to define culture.

Carvalho (1989) speaks to the supposed opposition between biology and culture, considering the human being as a “biologically social” species (p. 81). “Culture has created the being that creates it” (Carvalho, 1989, p. 88-89). These ideas are built upon an evolutionary foundation, which came about from studies of the human brain. According to Carvalho (1992), adaptation involves creation and transformation at the level of activity; routines, crafts, values, interests and attitudes shared by human beings in interaction. By recognizing it, however, one does not eliminate the challenge of treating the social and cultural issue “analytically and with the methodological and conceptual resources of Psychology.”

Simão (1998), considering Ernst Böesch’s idea of culture as a field of action, also emphasizes culture as a human construction where “man himself builds up *collectively* the possibilities and the boundaries for his own action” (italics added).

Significant initiatives have been proposed for exploring Valsiner’s (1999) proposition that we need to recognize the existence of coordination processes of different subjectivities (networks of meaning, as Rossetti-Ferreira prefers to call them) construed without denying the presence of a common basis of these dialogical relations (e.g., Lyra, Branco, Rossetti-Ferreira, among others). This common basis is of a cultural nature, it presupposes language and requires the daily cultural contexts

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for the construction of knowledge.

A “MESTIZO” WAY OF THINKING ABOUT BRAZIL

Consideration of the nature of the large cultural differences within in Brazil brings us to a second aspect of Brazilian psychologists` worries as to (*the*) culture and development (*binomial*): what we know about our identity and how we relate ourselves to our world.

In Brazil, cultural differences have been seen as socioeconomic differences: child-care practices that deviate from practices typical of countries where the nuclear

Brazil can be considered country of mestizos in which ethnic mixing is a fundamental Brazilian characteristic.

family is the hegemonic model have been attributed to poverty and to lack of educational opportunities. This supposition gives birth to a practice that aims to change reality, being more attached to sociological interpretations (stratification effects) than to anthropological ones (subcultural practices). Culture is emptied of its content.

Brazil can be considered a country of mestizos in which ethnic mixing is a fundamental Brazilian characteristic. One result of this process is flexible and changing identification models that are based as much on transformation as they are on place of origin.

On account of this flexibility, psychologists, who are themselves mestizos since they are Brazilians, are imbued with “white” theories and employ the “white” meanings of Europeans, while omitting the “black” African heritage and the “red” Indian one which they view as undesirable subcultures within the civilizing process.

Parent-child sleeping practices serve as an example of this process. Small children sleep with their parents, in their own beds or in their parents’ bed. Psychologists working from a white European perspective explain this practice by the fact that they live in very small dwellings that do not have space for more rooms and/or

⁴ O Estado de São Paulo, April 27, 2002, A18

⁵ “O Estado de São Paulo” Newspaper reports that 502.8 thousand children and teenagers, 98% of them between ages 12 and 17, 30% in the Northeast and 30% in the Southeast (the most industrialized region in Brazil) are involved in children’s domestic labor.

beds, rather than by the educational models based in the belief of co-sleeping as a child-care practice that protects children. Research shows that, in the countryside, parents declare that children must sleep with their parents at least until they are five.

If the rapid urbanization process in Brazil has destroyed many of the foundations of the child-care system used in the past, this has not happened to the values implied in it, which tend to persist. In the III Congress mentioned previously, for example, a paper focusing on poor neighborhoods in Rio de Janeiro concluded that long-lasting sociocultural models have a great influence on family and school experiences, such as Christianity, or the practices of the invisible community, be it black or indigenous, that centers around solidarity networks (Souza Fo, 2000, p. 131).

Urbanization has destroyed many of the foundations of the child-care system used in the past, but the values implied in it persist.

Another example is the prohibition of children's labor. The Children and Adolescents Act of 1991 calls for the end of this kind of labor and for the enforcement of the compulsory school attendance until children are fourteen years old. Brazil has been criticized for exploiting children's labor and campaigns abroad have been directed against the purchase of products where children are employed as workers. When they opposed children's performing domestic jobs at the homes of rich people, government representatives, representatives of the Labor International Organization and of the UNICEF, in a recent interview to the "Estado de São Paulo Newspaper"⁴, recognized the need to fight against the "naturalization" of children's labor in Brazilian society⁵. "Children's domestic labor is considered as something natural. Its is stimulated by the children's parents themselves and by the families who hire them. Both believe that they are doing them good but this is actually some kind of perversity," concluded Reiko Niimi, UNICEF's representative in Brazil

In order to change the practice of child labor, however, an adequate understanding of its cultural meanings inside families is necessary. In our studies, we have observed child-care systems, within the dynamics of the family, in which children share the common life of the family through labor. Children's work is part of the set of forces that are at the foundation of the family, and it contributes to the their development by giving them a sense of importance and responsibility within the limits of their own capabilities. The only two studies that mentioned children's labor at the CBDD adopted the same point of view (1998; p. 5; 2000, p. 110).

Shared meanings guide the incorporation of the child in these practices, and it is the product of these dynamics that characterizes the daily life of the family dominated by the struggle to survive. Work is an axis of socialization and organizes practices of child upbringing by means of very clear cultural and pedagogical values, such as considering the teaching of a craft (dressmaker, cabinet maker) as the parents' and not the school's responsibility; or the explication of the concept of work itself – “light vs. hard work”, “children vs. adult”, “girl's vs. boy's.” Children's labor represents an economic contribution to the family through the time and effort that children devote to helping their mothers, and at the same time it provides children with the opportunity to learn principles such as task organization (rational management of effort; dealing with injustice in assignment of duties and individual rights, etc.).

Thus, there is a type of child labor that can be considered beneficial, and another kind that is not so beneficial due to exploitation, regardless of whether it is the child or the adult that is being exploited. However, this practice is not evidenced in all social groups, because in some types of social and family organization this kind of work does not exist. In some families, the child's only responsibility is studying.

There is a great deal of complexity inherent to such phenomena, both in relation to co-sleeping and to children's labor, the understanding of which requires an extension of the concepts of what life under development is all about. In order to move on to the application of developmental concepts, we must first of all know and understand what is actually happening within these families.

On the other hand, the difficulties that psychologists have to overcome in Brazil in order to learn and to deal with reality are a source of permanent challenge and creativity. According to Alan Fogel (2000, p. 318), Brazilian psychologists have a lot to offer the world community because they “know something about patterns and change trajectories in development, in societal and private life, that are not known at other places... Their cultural history...gives them an insider's perception of the process research”

Fogel (2000) analyses the articles in a Brazilian publication about developmental psychology in Brazil as reflecting the remarkable presence of declarations of founding authors and/or authors who are psychology outsiders as representing and participating in the cultural end-of-century wave. Valsiner (2000), in the same publication, understands this fact as part of the “literature democracy” in which there are constructions based on the opinion of majorities, “complexes” that are not “concepts,” and that in trying to overcome a theoretical crisis are neither “new” nor “promising” but can lead to triviality.

What sometimes is not perceived is that Brazilian psychologists have to take into

account the reality where they live and that this reality has a cultural and societal specification due to a specific history and geography. Being Brazilians, at the same time that we perceive the subtleties of the cultural differences, we are aware that foreign knowledge producers do not take them into consideration, excepting some few instances that are so scarce as to have little impact.

Developmental psychologists in Brazil realize an extensive and deep reflection without however calling attention to this specificity. Intercultural Psychology, in its comparative approach, can provide elements for that. The Developmental Psychology in Brazil, on the other hand, can give its contribution by proposing, questioning and making the themes under study more complex – provided that it is heard.

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Report of the XVI Congress of the IACCP

*July 15-19, 2002
Yogyakarta,
Indonesia*



JOHANA E. PRAWITASARI
HADIYONO
GADJAH MADA UNIVERSITY
YOGYAKARTA, INDONESIA

We began working on the Congress more than two years before it began. Looking back at my e-mail exchanges with Bernadette Setiadi, a long-term member of the IACCP, I realized that we started planning to submit a proposal to organize the Congress on May 18, 2000. During the process of writing the proposal we received support from Ype Poortinga, Michael Bond, and Jim Georgas. We thank you for your help.

The Indonesian delegates, including Bernadette, Kusdiratri Setiono and two other colleagues, brought our proposal to Pultusk, Poland, supported by letters from the Sultan of Yogyakarta, the Gadjah Mada University (GMU) Rector, and several Deans of the Faculty of Psychology in Yogyakarta and the Central Jawa, for submission to the IACCP Executive Council (EC) during the XV Congress. The vote was favorable to us at that time. Our thanks are due to the EC members who trusted us to organize the conference in Indonesia.

The process of making the decision to hold the congress in Yogyakarta turned out to be not as smooth as we originally thought, following some local and global political changes. We had to convince the EC that organizing the Congress in Indonesia would be safe for international participants. In particular, after the September 11, 2001 tragedy in New York, people became overly cautious in coming to Indonesia where more than 90% of the population is Muslim.



Opening Ceremony Keynote: Fuad Hassan presents “Cultural diversity and the prospects of peace building through sharing a We-World”

We again had a substantial exchange of messages through the Internet among ourselves and with the EC. Bill Gabrenya conducted an online survey to decide whether the Congress venue would be moved to Singapore or stay in Yogyakarta. We praised Debbie Best for accommodating all parties concerned during the process of negotiation. We also acknowledge the support of friends and colleagues too numerous to name individually. Specifically, we appreciate Norm Sundberg’s enduring support in promoting the Indonesia venue. Unfortunately, he was not able to attend the conference due to his heart condition.

Although the results of the poll were not conclusive, by January 2002 the EC voted to maintain the Pultusk decision. We then confidently and whole-heartedly organized the Congress around the theme **Unity in Diversity: Enhancing a Peaceful World**. We thought this theme was suitable in light of the current situation locally and globally. The Scientific Committee (SC) under the leadership of Bernadette then decided to extend the abstract submission deadline for one month to accommodate some additional international participants who showed an interest in attending the Congress. The process of decision-making was indeed long and tiring, but for sure it was a worthwhile experience, at least for me personally.

In this report I would like to share data concerning the participants, the programs, and the financial situation. At the end I would like to introduce who we are, the local SC members, the organizing committee (OC) members, supporting students, our collaborators, and our sponsors.

PARTICIPANT DATA

Counting the total number of participants was not a simple matter. We had to check and recheck the secretariat and the treasurers, and even then the exact number could not be found easily. We estimate that there were 245 registered paid participants plus 16 accompanying persons. Of these, 141 were from outside Indo-

nesia and the remainder were Indonesians, excluding invited guests, supporting students, and the SC and OC members. 30 students from other countries participated. Approximately 36 non-IACCP members attended. Please see the sidebar for counts of each country's participants, presented alphabetically.

The total number of participants was approximately 321, including invited guests, a small number of GMU faculty, supporting students, and SC and OC members. Most participants, especially those from abroad, attended the entire five days of the Congress. Most invited guests attended the opening ceremony only. A very small number of Indonesian participants stayed for one or two days, leaving after presenting their papers. A small number of foreign participants joined us midway when by chance they saw the announcement in the hotel.

THE OPENING CEREMONY

The opening ceremony was held in Grha Sabha Pramana, the GMU auditorium. It began with a report from the general chair. In this report, I emphasized the importance of trust based on honesty and sincerity among us even though we may have different cultural back-

Country	Number
Australia	12
Belgium	1
Canada	10
Finland	2
France	3
Germany	21
Greece	2
Hong Kong	1
Hungary	2
India	8
Iran	1
Ireland	2
Italia	1
Japan	7
Korea	2
Lebanon	1
Malaysia	12
Mexico	3
New Zealand	3
Nigeria	1
Norway	1
Pakistan	1
People's Rep. of China	1
Philippines	2
Poland	2
Russia	1
Saudi Arabia	3
Singapore	1
South Africa	2
Swedia	1
Switzerland	3
Taiwan	1
The Netherlands	11
Turkey	6
UK	12
Ukraina	1
USA	28
Indonesia: participants, OC & SC members, and supporting students	149
Total	321



Borobudur Buddhist Temple: *The Congress heads up the magnificent, arched front stairway carrying rented umbrellas.*

grounds. I also pointed out the idea that only by moving from academic research to a more action orientation can we affect policy makers and provide better service to our community. After my report, the GMU Rector welcomed all participants in his speech. The ceremonial session ended with the speech of the Vice Governor of Yogyakarta, Sri Paku Alam IX. He then marked the opening of the IACCP Congress by striking a ceremonial gong. After the opening ceremony, we presented a cultural show sponsored by the Martha Tilaar cosmetic company.

Two scientific papers were presented during the opening ceremony: the presidential address and a keynote address. Debbie Best's presidential address was "Robber's Cave revisited: Lessons for cross-cultural psychology." Related to what Debbie presented, Fuad Hassan, a Professor Emeritus from University of Indonesia (UI), delivered the keynote address. Professor Hassan was an Indonesian Ambassador to Egypt, the Minister of Foreign Affairs, and the Minister of National Education during the Suharto era. He addressed "Cultural diversity and the prospect of peace building through sharing a We-World." His speech focused on the contrast between two colloquial words in the Indonesian language: *kami* and *kita*. *Kami* means that we exclude people with whom we are talking and *kita* means that we include them. Fuad addressed the implications of this difference in accounting for ingroup and outgroup values.

THE SCIENTIFIC PROGRAM

The scientific program consisted of plenary sessions, symposia, parallel paper presentations, and poster sessions. We invited speakers for the plenary sessions and we had one session on each day. There were two presenters and one discussant on day two. We had two plenary speakers on day three without a discussant. On day four we held discussions on Islam and psychology. We decided to present this specific topic for the plenary on day four to share Islam as a peaceful religion different than the image of violence. In this plenary we had three speakers and one discussant. The speakers in the plenary sessions were mostly from Asia, except Pawel Boski who presented his paper on the last day.

Nineteen symposia and 31 oral paper presentations were originally planned, but some of them were cancelled. There were six parallel presentations on each session. Posters were displayed along the corridor for two days. Participants could easily access them on their way to the plenary session location.

We organized an evening meeting after the sessions so that the students could meet with John Berry, Walt Lonner, Ype Poortinga, and Harry Triandis. Bernadette led the discussions. Students were excited to have the opportunity to ask about many different cross-cultural psychology issues.



Student assistants: *Many of the students who took care of everything so well, and a few non-students (center: John and Daphne Keats; upper-left: Augustinus Supratiknya).*



Javanese Restaurant and Theater: *Lunch on the way to Borobudur Buddhist Temple (see monkeys, elsewhere in this article).*

THE CLOSING CEREMONY

Usually we open a big event like the IACCP Congress with a formal and occasionally an extravagant ceremony, but rarely do we close it in such a way. In the closing ceremony, Peter Smith presented an informal speech as the new president of the IACCP. I made some closing remarks. The Dean of the GMU Faculty of Psychology made a formal closing speech. After the closing, we asked some participants to write their comments on a board that we placed outside the plenary room. Let me quote some of their nice comments:

“In view of many troubles in the world it was indeed terrific to have had such a wonderful and hopeful congress in Yogyakarta.”

“I attended many IACCP Conferences. This was certainly (and unexpectedly) the best one. Thank you very much”

“I wish I could attend a Congress like this next time because I had fun in Jogja and I'm really looking forward to another.”

“It was a great pleasure to begin an acquaintance with Javanese culture - a wonderful mix of style, reticence, elegance, hospitality, mystery. I hope I would continue on this journey.”

“It was wonderful attending this Congress in the wonderful city of Yogyakarta. The students were very helpful and the organisation was excellent. I hope I can get a chance to visit Indonesia in the future.”

THE SOCIAL PROGRAM

We arranged social programs for the participants in collaboration with Dewatha Sakti Tours and Travel Agency. On the third day when everybody began to feel tired of the seriousness in their presentations, we took them out of the hotel for cultural events. On the way to Borobudur, a Buddhist temple, we had lunch in a Javanese restaurant outside Yogyakarta. The restaurant has a Javanese architectural design. There we enjoyed a small part of the Ramayana story beside a rich array of Javanese dishes. Two monkey characters, white and red, danced for us while we ate. After lunch, off we went to Borobudur, about 50 kilometres on the north of Yogyakarta by bus, with a police escort and a medical team in their own ambulance. After Borobudur, the group had dinner in Prambanan Temple, a Hindu temple about 20 kilometres to the east of Yogyakarta, before they enjoyed the Ramayana Ballet in its open air theatre. Most participants enjoyed the events and not incidentally took a certain pleasure in the sirens and blocked intersections of the police escort. They felt safe during their journey.

On Thursday evening the IACCP held its general assembly. It was so nice of the EC to give flowers to each of us, including the supporting students. After that we experienced IACCP Night. Dinner was served inside and outside on the side yard of the hotel. After dinner we gathered in the plenary room. Everybody seemed to have fun in watching the demonstration of donning Javanese dresses for men and women. They also enjoyed the dance together with the music and songs by Agnes from Dewatha Sakti Tours and Djamiluddin "Elvis" Ancok from GMU. (See the IACCP web site for additional photos of the events described in this report.)



Foreigners eat, monkeys fight: *The monkeys fought continuously during the Javanese lunch, but nobody tried to stop them. It was all about Rama's wife, but we didn't know it at the time. (See June-September issue.)*



IACCP Night: Traditional Javanese dance.

THE FINANCIAL SITUATION

We had several registration fees categories (1) early bird, before May 2002 - IACCP members paid \$225 (2) onsite/members - \$300; (3) students - half rate; (4) non-members paid an additional \$50; (5) accompanying persons - \$75. Indonesian participants paid in rupiah. Early bird and member paid Rp. 600,000; non-members, Rp. 750,000; onsite, Rp. 900,000. Those rates covered all programs and meals during the Congress, except students had to pay \$34 extra for the cultural events. Full rate participants will receive the Congress proceedings book for free.

We also experienced some problems. Four participants did not pay their registration fees; one person left after two days; one person received a Witkin-Okonji award but

did not pay the fee; one was undetected; and one had a credit card problem. We also received less money when participants used bank transfers to pay their fees.

Our major sponsor, Konrad Adenauer Stiftung (KAS), covered meals for SC and OC members and for 50 Indonesian presenters. KAS also covered local travel and accommodation for SC members and invited speakers for the plenary sessions. Shell Indonesia covered lunch during the opening ceremony. Ford Foundation covered expenses of invited speakers from the Philippines, Malaysia, and Australia. VICO Indonesia sponsored the backdrop in the hotel.

Following a careful accounting of our finances, we will forward the balance to Bernadette for the proceedings book and she will report to the EC. The EC has been reimbursed for the advanced funds used to print the First Announcement.

WHO WE ARE

The Scientific Committee included two persons from UI in Jakarta, two from Padjadjaran University in Bandung, one from GMU and one from Sanata Dharma University in Yogyakarta. The Organizing Committee was composed of faculty members and one staff member in the Faculty of Psychology, GMU. Supporting students were mostly undergraduates and very small number graduate students from the Faculty of Psychology, GMU.

We collaborated with Dewatha Sakti Tours and Travel Agency. The agency took care of the social programs and participants' accommodations. This sharing of responsibility made it easy for us to take care of the scientific programs. Bethesda

Hospital also made an important contribution to the success of the Congress by providing us with medical services. The Indonesian Psychological Society Yogyakarta Special Province Chapter provided us with necessary equipment for our preparations as well as during the Congress. The local police contributed to the safety of the participants in all of the programs during the Congress. The academe of the Faculty of Psychology, GMU supported all of the programs in the Congress. The GMU Rector supported fully the opening ceremony of the Congress that was held in the GMU auditorium. We also received full support from the local government to organize the Congress in Yogyakarta.

We also received a small amount of funds from Puri Artha Hotel, the GMU Masters in Management graduate program, Faculties of Psychology from Indonesian Islamic University, University of Wangsa Manggala, University of '45 Proclamation, all in Yogyakarta, Catholic University of Soegijapranata in Semarang, University of 17 August '45, University of Widya Mandala, and University of Surabaya all in Surabaya, and Maranatha Christian University in Bandung.

We are so proud that we were able to collaborate with so many different institutions and make the Congress a big success. Without these collaborations we do not think that we could have done our best. Finally, we thank you for your trust in us.

Yogyakarta, 5 December 2002

CONVENERS NEEDED FOR ARTS 2004

Volunteer conveners are needed to organize and conduct one of the Advanced Research and Training Seminars (ARTS) to be held in August, 2004 in association with the XXVIII International Congress of Psychology in Beijing, China (August, 8-13), and the XVII International Congress of Cross-Cultural Psychology in Xi'an, China (August 2-6).

From past experience, ARTS conveners likely will be a mix of volunteers who propose topics and persons actively solicited for a specific topic by the Coordinator. Persons interested in convening an ARTS should indicate their proposed topic to the Coordinator as soon as possible. Final selection of topics and conveners will be made by an ARTS Committee with the program finalized in March, 2003. Those interested in organizing an ARTS may contact either of the Co-Coordiators for ARTS 2004.

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Culture and Psychology in Canada



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It has been a great honour to act as the North American regional representative for Canada. I've had a wonderful opportunity to talk with many colleagues in Canada and learn about the various interesting activities that are happening across this country. These exchanges have emphasized to me the vibrant, energetic character of cross-cultural psychology in Canada. My report focuses on the nature of cross-cultural psychology in Canada and some recent developments in this area of scholarship in Canada.

Due to geographical proximity and historical patterns of interaction, much of Canadian psychology is strongly influenced by the theory, research and practice of her American neighbours (cf., Adair, 1981, 1999; Kalin & Gardner, 1981; Rule & Wells, 1981), and to a lesser, though significant, extent by British and French colleagues (Ritchie & Sabourin, 1992; see Wrigth & Myers, 1982, for an historical overview of Canadian psychology). At the same time, culture has held a special place in Canadian psychology. As a multicultural country founded through the interactions of English, French, and Aboriginal nations and further shaped into its present form through the contributions of immigrants from around the globe, aspects of ethnic relations, such as bilingualism, immigration, acculturation, prejudice and discrimination, have long been important social issues. Moreover, because of the unique Canadian socio-political context of official bilingualism and multiculturalism, much of the theory and research on

these issues developed in the United States, Europe and elsewhere, is not immediately relevant to Canada (Berry, 1993). Given Canada's demographic characteristics and its particular context, then, it is not surprising that issues related to ethnic diversity have been widely investigated by Canadian researchers and practitioners (Adair, 1999; Berry, 1993; Dobson, 1997). For instance, Rule and Adair (1984) cite Lambert's work on French immersion (e.g., Lambert & Tucker, 1972), Berry's work on the adaptation of Native people's to ecological and cultural changes (e.g., Berry, 1971; Berry, Wintrob, Sindel, & Mawhinney, 1982), and Kalin and Berry's (1982a; 1982b) research on intergroup attitudes as early examples of research on distinctly Canadian matters. Today, many of these themes continue to be examined by a new generation of scholars. To illustrate, a search through the IACCP member directory reveals that 55% of Canadian members listed acculturation/social change as one of their research interests, compared to 25% of members from other parts of the world (IACCP, 2001). This is not to suggest that Canadian

The most substantial recent development in Canadian cross-cultural psychology is the formal recognition of the vitality of the field by post-secondary institutions.

scholars of culture and psychology are solely interested in the dynamics cultural contact and change; certainly there are also many examples of excellent research programs that address other topics from cross-cultural and cultural psychology perspectives.

As with psychology in other parts of the world (cf. Kashima, 1998), there are an increasing number of Canadian students and faculty members pursuing research in cross-cultural psychology. Certainly research by Canadian scholars has burgeoned to such an extent that a Canadian indigenous psychology can be identified (Adair, 1999). Evidence of this accumulated knowledge comes from the fact that several American texts of social, developmental, and introductory psychology have been adapted to include research conducted by Canadian scholars and examples relevant to the Canadian context (e.g., Aronson, Wilson, Ekert, & Fehr, 2001; Carlson, Buskist, Enzle, & Heth, 2001). Moreover, at least two texts of social psychology have been written by Canadian scholars in English and French (Alcock, Carment, & Sadava, 1988; Vallerand, 1994). These texts incorporate topics that are relevant to the Canadian context (such as language and communication; cf. Hogan & Hogan, 1987), that are seldom addressed in American texts.

Another indicator of the strong interest in culture and psychology comes from sessions in major conferences and thematic conferences. In May 2002, Canadian

psychologists gathered for the Canadian Psychological Association (CPA) convention in Vancouver, British Columbia. The International and Cross-Cultural Psychology Section was quite active with several symposia and poster sessions. In part as a response to the events of September 11 in the United States, Ron Fisher of American University in Washington, DC, was invited to give a CPA keynote address on destructive ethnopoltical conflict and its resolution. This lecture was followed up with a section symposium that included Ron Fisher, Peter Suedfeld, Paul Antrobus and Michael Wohl, who discussed taxonomies of why such conflicts occur, models for conflict resolution, the importance perspective-taking in disputes, and possibilities for intergroup forgiveness. Also on the Section program was an invited address by Steven Heine of the University of British Columbia on self-enhancement as a cultural product. This presentation was complemented by a student symposium which focused on cultural influences on self-construals and ethnic identity. Canadian psychologists had another opportunity to discuss culture and psychology at the 2002 Ontario Symposium in London, Ontario, Canada, which focused on Culture and Social Behaviour. This two-day, intensive conference included invited speakers such Michael Bond, Shinobu Kitayama, Richard Nisbett, and Harry Triandis, along with approximately 100 other scholars in the area, originating from Canada and elsewhere in about equal proportions.

Perhaps the most substantial recent development in Canadian cross-cultural psychology is the formal recognition of the vitality of the field by post-secondary institutions. This recognition is evident in the number of new university hires whose research interests focus on cultural issues. For instance, this past year the University of Toronto advertised a tenure-track position in socio-cultural psychology. The University of Windsor recently hired two people with interests in the area. Ben Kuo is a clinical psychologist who has worked for several years with immigrant populations in Toronto before returning to teach and do research on multicultural counseling and acculturation. Catherine Kwantes is an industrial/organizational psychologist who has conducted research on organizational commitment in India and the United States. Wilfred Laurier University recently hired Susan James, who works in the realm of cultural psychotherapy, with a particular

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focus on Portuguese immigrants. As well, Saba Safdar, whose research interests centre on acculturation issues, was hired this year at Guelph University.

In addition, several departments are developing centers and programs to address cultural issues in psychology. Although they all have a common interest in culture, each of these initiatives has a unique orientation and offers distinct training experiences for students. For instance, St. Francis Xavier University established a Center for Research on Culture and Human Development, under the direction of Tara Callaghan, to foster interdisciplinary research on matters affecting the development of infants and children across cultures (www.stfx.ca/pinstitutes/culture). This institute has a research internship program designed to offer young graduates an opportunity to gain field research experience in another country while working on one of the Center's collaborative projects.

Canada's increasing cultural diversity and globalization make evident the importance of international perspectives in psychology.

Also in the area of human development, the University of Saskatchewan's Psychology Department is building a graduate program in culture and human development across the life-span (<http://www.usask.ca/psychology/chd>). Recent faculty hires include Charissa Cheah, who studies parenting styles across cultures, and Valery Chirkov who is interested in cross-cultural variations in motivational processes. This expertise will be complemented by researchers with interests in medical anthropology, adolescence, Aboriginal issues, among other areas. The department is also recruiting for one of the prestigious Canada Research Chairs. They are interested in attracting a scholar with interests in Culture and Cognition or Culture and Health.

Another example comes from the Department of Psychology at the Université de Sherbrooke (<http://www.usherbrooke.ca/flsh/psy/accueil/programmes.htm>). Beginning in 2002, they will offer a doctoral-level professional program in intercultural psychology, which includes practica and internship experience in professional settings where ethnic and/or religious issues are relevant.

The Department of Psychology at University of British Columbia has restructured its social/personality area to focus on cultural psychology, with a focus on the interplay between culture and cognition (<http://mlab1.psych.ubc.ca/~Edlehan/cultcog.htm>). In addition to numerous associated members, core members of this initiative are Steven Heine, Darrin Lehman, Ara Norenzayan, Delroy Paulhus, and Mark Schaller. This department has been very active in developing its program,

hosting several visiting scholars, workshops and conferences over recent years.

Building on its roots within the former Centre for Theoretical Psychology, the Department of Psychology at the University of Alberta is developing an area in social and cultural psychology with a broad methodological and theoretical orientation (<http://www.psych.ualberta.ca/research/scp.html>). Researchers contributing to the new program include Cor Baerveldt, Mike Enzle, Don Kuiken, Kimberly Noels, Leo Mos, and Jeff Schimel. Although these faculty members represent a vast range of research approaches, including discourse and conversational analysis, experimental social psychology, phenomenology, and hermeneutics, there is also a converging interest in what could be called the "cultural emergence, maintenance and transformation of the self". This research focus includes interest in the role of communication in the maintenance and change of ethnic identity, the role of psychological defenses in the maintenance of a favourable self-image, the transformed sense of self that occurs through dreams and literary reading, and the discursive management of self-relevant emotions.

In sum, of the approximately 49 Canadian psychology departments with graduate programs (CPA, 2001), approximately 20% have been recently very active in developing their capacity to train students in a culturally sensitive manner. Given that several departments already have faculty members and programs committed to this aim, this number is likely a conservative indication of the institutional support for scholarship and practice in culture and psychology. As Canada's cultural diversity increases, and globalization continues to make evident the importance of international perspectives in psychology (Dobson, 1997), it does not seem likely that there will be any lessening of interest in culture and psychology in Canada in the near future. Perhaps Canadian psychology is indeed on its way to the "paradoxical achievement" described by Segall et al. (1999), whereby all of psychology will become so inherently international and intercultural that there will be no need for a separate discipline of cross-cultural psychology.

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IACCP MEMBER PROJECTS WEB PAGE

The IACCP web site now includes a new page featuring member's projects, including research, training, consulting and other activities relevant to the goals of IACCP. Please see www.iaccp.org - Member Projects for details on how to submit your project for inclusion on this page.

Culture as a Central Theme in Life-Span Development

*Review of Gardiner and
Kosmitzki's Lives Across
Cultures
(Second edition)*



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According to Serpell (1996, p17), "a major problem for any text about cross-cultural psychology is how to anchor it in a frame of reference that makes sense to the intended audience, how to recruit the imagination of the reader." The preface of Gardiner and Kosmitzki's *Lives Across Cultures* describes the intended audience as being quite diverse, including students of psychology, anthropology and sociology. They also cite successful use of the book to support international business classes. Providing for such a diverse audience makes the task much more difficult. From the perspective of a psychologist teaching developmental and cross-cultural psychology to British undergraduates, I believe the authors have succeeded in providing a suitable frame of reference for undergraduate students of developmental psychology, cross-cultural psychology and social development. The authors also succeed in appealing to the imagination of the readers by the use of carefully chosen descriptions of aspects of the daily lives of people in a variety of cultural contexts. In most cases these descriptions provide informative contrasts. I expect the book to appeal to British undergraduates, of which many are already used to the content and layout of North American psychology texts.

Finding a frame of reference that makes sense to the intended audience involves making choices about appropriate developmental theories. From the many theories in developmental

psychology, Gardiner and Kosmitzki have chosen to focus their discussion of development on six key theories. Three of these theories, Super and Harkness' developmental niche, Bronfenbrenner's ecological systems theory and Vygotsky's socio-cultural theory have clear relevance to understanding human development in cultural context. The remaining three theories, Piaget's theory of cognitive development, Erikson's theory of lifespan development and Kohlberg's theory of moral development serve to illustrate the issues involved in transferring theories across cultures and attempting to determine universality of human development. Focussing on a limited number of key theories allows for more in-depth treatment of these theories than is often the case in a more general textbook. The undergraduate reader may sometimes feel swamped and somewhat overwhelmed by the many developmental theories to be learned. Gardiner and Kosmitzki provide clear explanations of selected theories that are revisited throughout the book. The comparisons made between Bronfenbrenner's ecological systems theory and Super and Harkness' developmental niche are particularly helpful. Bronfenbrenner's theory can appear to the student encountering it for the first time as being too broad in scope and too complicated to test empirically.

The authors take a lifespan perspective to development, a perspective that is highly appropriate to psychology in cultural context.

Given the largely social development orientation of the book, the high proportion of cognitive development theories among the key theories needs further discussion. The choice of Piaget's cognitive development theory is expected. Even in the 21st century, no developmental psychology text would seem complete without it. However, given the balance of theories, the discussion of cognitive development in this book seems limited. There is considerable cross-cultural research on cognitive development topics to warrant expanding this aspect of the book quite substantially.

Rather than choosing between a chronological and a topical presentation as is standard fare among developmental psychology texts, the authors have opted for a combination. After the expected introductory chapters on themes, theories and methods, eight chapters are devoted to explicating the main themes and theories in a selection of topics (e.g., physical development, cognitive development, health) with a lifespan perspective on each topic. The final chapter reviews the main themes and theories, discusses current and promising approaches to the study of cross-cultural human development and attempts to predict future directions. The chronological- within-topics approach of the book generally works well in emphasising the lifespan approach. However, some chapters seem to lend themselves more readily to this format than others. For example, Chapter 3, deal-

ing with socialisation, and Chapter 8, dealing with social behaviour are the least satisfactory in terms of this format. In addition, the chronological within topics structure could also be used to better effect in drawing attention to the transactional nature of development implicit in the book as well as emphasising more strongly the processes of cultural continuity and cultural change.

In a review of an earlier edition of this text, Phinney (1997) stated that cultural influences on development are not well represented in current research or integrated into developmental texts. Five years on, this point is still valid. While it is not unusual for developmental psychology texts to claim to consider the influence of culture on human development, it is unusual for these same texts to consider culture in either depth or breadth. Human development in cultural context is an ideal forum to discuss several major themes concerning developmental psychologists. The relative contributions and interactions between inheritance and environment, the transactional nature of development, whether development is quantitative or qualitative, the search for universals, norms and variability can all be illuminated by reference to studies of cultural context. It is a constant surprise that the centrality of culture as a context for development is not more readily recognised as an opportunity to clarify developmental themes. This relative neglect, or at least sidelining, of cultural variables in the most readily available developmental psychology texts is all the more surprising given the multicultural nature of the societies from which they arise. There is a tendency (particularly in texts originating in the United States) to include a self-contained 'box' somewhere in each chapter that describes development in a non-Western culture or, more often, in a minority group context. By placing this material in a box, separated from the main content of the chapter, the authors are inadvertently signalling to

ABOUT THE AUTHOR

I am currently a Senior Lecturer at the Department of Psychology, University of Lincoln, U.K., teaching mainly developmental psychology and cross-cultural psychology. I was a lecturer in Psychology at Obafemi Awolowo University (formerly University of Ife), Nigeria from 1980 to 1989. I have maintained strong links with Nigeria and continue to draw on these links in my research and teaching.

I am also currently serving on the editorial boards of several journals with an interest in cross-cultural and cultural psychology. My research interests are child safety, the development of social cognition in cultural context, and cultural influences on children's drawings.

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the reader that this is somehow tangential, different or even unimportant. Gardiner and Kosmitzki place the cultural context of development in the central position it deserves. Although the authors still use the distracting text 'boxes', these are limited to not more than one per chapter.

Lives Across Cultures deals with human development both within and across cultures. The authors take a lifespan perspective to development, a perspective that is highly appropriate to psychology in cultural context. The influence of culture on development is not static, after all culture itself is not static. Whiting (1980) has noted that culture influences child development primarily by serving as a "provider of settings". This is equally true of adult development. Basing their defini-

Some of the topics discussed in the text may have limited appeal to readers outside the North American market.

tion of culture on Herskovits (1948) "man-made part of the environment" (Segall, Dasen, Berry & Poortinga, 1990, p. 5) and Hofstede's (1980, p. 21) "collective programming of the mind that distinguishes the members of one group from another", Gardiner and Kosmitzki discuss development from prenatal status to elder status in a range of cultural contexts. This appears to be an enormous task, however, the authors cope with their task by focusing on a limited number of fairly well researched topics. They do not claim to present a comprehensive view of human development as in "more traditional developmental books" (p. 56). Rather, they set as their goal the chronological discussion of selected topics for which there is substantial cross-cultural research evidence.

Although choice of topic must inevitably be a personal choice, some of the topics discussed in the text may have limited appeal to readers outside the North American market. In the chapter on physical development, the authors point out that obesity is a problem for North American children, related to T.V. dinners, eat-all-you-can restaurants, etc., clearly American concepts. In Chapter 7, anorexia nervosa is discussed as a cultural phenomenon affecting North American and British young women. Other factors affecting health and well-being might have more international appeal. For example, a discussion of the effects of trauma would allow comparison of the similarities and variability in the types of problems affecting the lives of many children and adults that can have long-lasting consequences. Although too expansive to list, traumatic events can range from bullying and social exclusion in school to the devastating impact of war, natural disasters, etc., which may be dealt with in different ways in different cultural contexts. Of course, a single book cannot cover everything that influences development and inevitably choices have to be made.

In the concluding comments of the book, Gardiner and Kosmitzki comment on their aim to promote better understanding between cultures. They have presented material from a variety of cultures that can be used to promote understanding of cultural diversity. They also encourage the reader to see their own cultural practices through a more objective lens. However, promoting a greater understanding and tolerance of diversity in beliefs, values and behaviours can be difficult to achieve in some circumstances. For example, in my experience of teaching British students, one issue that never fails to spark off energetic classroom discussion (presumably because of the average age of undergraduate students) is the practice of arranged marriage. Promoting a greater understanding and tolerance of such issues is fine, but understanding the cultural context does not help young women seeking to avoid arranged marriage. Should we promote tolerance where cultural practices (including our own) may be rejected by those most affected? Or should we discuss intervention and cultural change? *Lives Across Cultures* does not deal satisfactorily with this difficult aspect of cross-cultural developmental psychology. However, it includes sufficient material to form the basis of an informed debate.

In summary, *Lives Across Cultures* is a satisfying introduction to the influence of culture on human development. The main strengths of the book are its breadth of coverage of different cultures and its accessible style. It will make an excellent recommended text for undergraduate courses specialising in cross-cultural developmental psychology and good supplementary reading for undergraduate courses in more general developmental psychology.

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IACCP ONLINE DISCUSSION LIST

The IACCP maintains a list server (email discussion list system) for members to...discuss things. The list currently has about 450 members. To join the list, or for list administration information, see the IACCP web site.

Report of the Treasurer
August 30, 2001 to July 10, 2002

Delivered at the Twenty Sixth Congress of the
IACCP

Yogyakarta, Indonesia
July 14-19, 2002

MICHELE J. GELFAND, TREASURER
UNIVERSITY OF MARYLAND, COLLEGE PARK, USA

At the last International Congress of the IACCP in Pultusk, Poland, I was elected to succeed Theodore M. Singelis as Treasurer. I officially took over the office in August of 2001, and thanks to the terrific advice and generous support of Ted, the transition went very smoothly. I am most honored to serve IACCP, and I always welcome your feedback and suggestions for improvement. This report will provide a review of the operations of the Treasurer's office from August 2001 to July 10, 2002. Please do not hesitate to ask any questions or further clarifications.



OVERVIEW

During the last year, the resources of the Association have been quite stable. The membership is approximately the same as it was at the Pultusk conference, although as noted below, there have been some increases in the number of probationary members. The current total equity of the association (\$37,458.15) is slightly lower than two years ago (\$39,988.37). Of this equity, \$16,463.10 is in the Triandis fund. This fund continues to grow—albeit at a slower rate, given the low interest rates in the U.S. As discussed below, since taking over the position, we have operated at a net loss of \$4728.44, which is partly due to payments that were made for expenses not accrued during the current period (\$6902.56). However, it is also important to note that we have not been billed for the 2002 Bulletins (March or June) that are within this fiscal period as of yet, and thus, these expenses will be

incurred in the next period.

FINANCIAL STATEMENTS

Attached you will find the financial statement that was generated by our accounting software. The "Income and Expense" sheet shows where money came from and where money was spent between August 2001 and July 2002. The "Balance Sheet" shows the financial status of the Association. Below, I will provide additional notes on the entries on these sheets. Please do not hesitate to ask any questions at anytime.

MEMBERSHIP AND DUES

Currently, the IACCP consists of 849 active members from 70 countries. Of these members, 588 are in good standing and 261 are probationary members whose dues are in arrears one or two years. Members from outside of the USA continue to outnumber members in the USA by just about 2:1. At the time of the last Treasurer's report in 2000, there were 848 active members—621 of which were in good standing and 227 who were probationary. Thus, although membership remains relatively stable, the number of paid members has decreased by 34. We have continued the practice of sending out reminders through regular mail and

FINAL TREASURER'S REPORT

TED SINGELIS

DECEMBER 11, 2001

The transition to the new Treasurer, Michele Gelfand, is now complete. She took over duties in August when most of the funds were transferred to her. I have now finished the accounting for my tenure and transferred the final balance to Michelle. As you can see from my report, the Association is financially stable. During the last 4 1/2 years we had a net cash gain of \$23,811.78. Of this amount, \$15,666.50 came into the Harry and Pola Triandis fund which was started in 1998. We had a net operating gain of \$8145.28 during my time as treasurer which means that we had \$28,800.09 (\$8145.28 + \$20654.81 received from the former Treasurer) in our operating account which was turned over to Michele. I am happy to note that we spent more than \$15,000 in awards and donations during the last 4 1/2 years.



I have truly enjoyed serving you as treasurer and wish to thank you for your patience and understanding. I hope that you will join me in supporting our new treasurer in the years ahead.

email in order to bring these probationary members back into good standing, and will continue to do so. One problem that we have encountered, however, is that we have had many returned envelopes and emails, indicating that some members cannot be located. In the next year, we will try to recruit new members through a number of list serves that we have identified, which we hope will increase membership.

PUBLICATIONS

Of the total expenses for the period, subscriptions to the *Journal of Cross-Cultural Psychology* (28.6%) and costs for the *Cross-Cultural Psychology Bulletin* (29.5%) comprise the major portion. Costs for the Bulletin include those from December 2000-June 2001, yet they do not include any Bulletin expenses that will be incurred for the March and June 2002 issues.

NEW PURCHASES

The Income/Expense Sheet also includes \$699.00 in equipment purchases that was used to purchase a desk-top computer for the Treasurer's office in Maryland.

ASSISTANT TO THE TREASURER

Since September of 2001, the Assistant to the Treasurer has been Kathleen Banks, an undergraduate Psychology major at the University of Maryland at College Park. Kathleen has been working on an hourly basis and has been averaging approximately 10 hours per week. She has done an outstanding job of handling the day-to-day office duties and helping to make the transition go smoothly.

IACCP BALANCE OF ACCOUNTS		
CURRENT ASSETS		
Bank Accounts	IACCP Checking	11,136.29
	IACCP Money Market	12,138.76
	Triandis CD	13,412.66
	Triandis Fund	3,050.44
	Total Bank Accounts	39,738.15
	Total Current Assets	39,738.15
LIABILITIES AND EQUITY		
Equity	Opening Balance Equity	44,466.59
	Net Income this Period	-4,728.44
	Prepaid Membership Liabilities	-2,280.00
	Total Liabilities and Equity	37,458.15

IACCP INCOME and EXPENSES

INCOME		
Donations	Triandis Fund Donations	1,179.00
	University of Maryland Donation	392.98
	Witkin Okonji Fund Donations	483.00
	Total Donations	2,054.98
Interest	Triandis CD	412.66
	Triandis Fund	24.94
	Triandis Money Market	138.76
	Total Interest	576.36
Membership Dues	Check Payments	9,091.00
	Credit Card Payments	19,186.00
	Total Membership Dues	28,277.00
	TOTAL INCOME	31,408.34
EXPENSES		
Awards and Donations	ARTS	2,500.00
	IACCP International Conference	358.35
	IACCP Regional Conferences	1,000.00
	Triandis Award 2002	820.00
	Witkin Okonji Award 2002	5,000.00
	Total Awards and Donations	9,678.35
Bank Charges	Credit Card Debit Fees	846.67
	Other	65.00
	Returned Check Fee	31.00
	Total Bank Charges	942.67
Bulletin Expenses	Bulletin Assistant	394.99
	Bulletin Printing - Flamingo	6,026.44
	Film Plates and Mailing	4,227.75
	Total Bulletin Expenses	10,649.18
IACCP Office Expenses	Equipment	699.00
	Supplies	17.60
	Total IACCP Office Expenses	716.60
Payroll Expenses	Kathleen Banks	3,344.00
	Total Payroll Expense	3,344.00
Postage		392.98
Refunds	Overpayment of Dues	73.00
	TOTAL EXPENSES	36,136.78

FUNDS, AWARDS, & CONTRIBUTIONS

The Association received a total of \$2054.98 in contributions since September 2001, and has given out a total of \$9678.35 during this period. \$483.00 was contributed to the Witkin-Okonji Fund to support participation in our Congress of members from underrepresented countries. These contributions were supplemented with funds from the Association to provide awards to 16 people who are attending this conference. The Association has donated \$2500.00 towards the ARTS program and \$1358.35 towards the regional IACCP conference and the current conference.

The Harry and Pola Triandis fund has received \$1,179.00 since September 2001. This fund was started several years ago by Dr. Dharm Bhawuk in honor of Dr. Triandis' retirement. The total amount of the fund is \$16,463.10, of which \$13,412.66 is in a Certificate of Deposit. \$820.00 has been given for the Triandis award for this year's recipient. In addition, Harry and Pola have generously contributed money toward the airfare for the recipient.

We have received a donation toward IACCP from the Department of Psychology at the University of Maryland. The Department has paid for all postage expenses, estimated at a cost of \$392.98. They have also provided a telephone line at no expense which is used to process credit cards for membership dues.

LIABILITIES

One liability is listed on the Balance sheet, which reflects the amount of pre-paid membership that are owed to members of the Association (\$2280.00).

SUMMARY

Overall, the IACCP Treasury has been relatively stable in recent years. However, given that membership has been relatively stagnant, and costs to run the Association continue to remain relatively high, it seems prudent to again to consider a small increase in dues in order to keep the Association in good financial health. The last raise in dues occurred 6 years ago at the Montreal conference in 1996.

Respectfully submitted July 8, 2002
Michele J. Gelfand, Treasurer

WITKIN-OKONJI AWARDS 2002

The Witkin-Okonji Award provides members assistance to attend IACCP Congresses. The awards are granted through a bi-annual application process on the basis of need and potential contribution to the Congress. Seven awards were given for the 2002 Yogyakarta Congress. Of these, 2 were for \$200, 1 for \$250, and 4 for \$500 for a total of \$2650. The countries represented were Australia (2), USA - Hawaii (1), Hong Kong (1), Ukraine (1), Pakistan (1), and India (1).

Deborah Best, Past-President

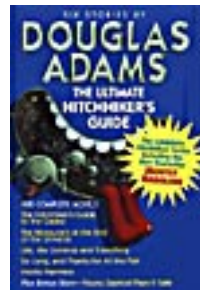
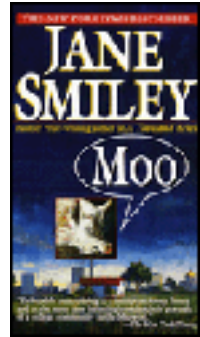
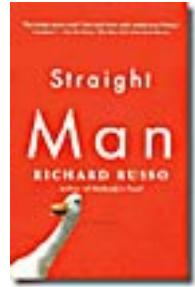
► 1: *Surely Not Real!*

youth in graduate school I didn't think it would be like this! (Gabrenya, 2020). My book describes the conspiracy through which my brilliance was never recognized.

A critical concept in understanding academia and ultimately in assessing its corporeality is Richard Russo's (1998) Straight Man Thesis. This is something that you should know about:

1. You are surrounded by straight men (women, too) who take themselves very very seriously.²
2. Department heads must suffer straight men above and below, most of whom are basically insanely insecure and/or frantic about holding their turf and covering their <prerogatives>.
 - 2a. Department heads are also straight men.
3. Academia is highly and variously sexually charged, but rarely in healthy ways, due to students' insecurity and faculty members' disequilibrium (a complicated construct in its own right).
4. Only the most extreme measures (such as threatening the lives of geese)³ will protect a department budget that an insecure vice president wants for something else.⁴
5. If your spouse is out of town for a while, your disequilibrium might get out of control, so try to stay off campus.
6. If you are a middle-aged straight man, you're really <in trouble>. So loosen up.⁵

But there's still another, even more difficult question that we're discussing in the Florida Tech Psych Department these days: is the American Bush administration a part of the real, physical universe?



1. This is actually a lie. Several people whose opinions I trust advised me that I would be foolish to publish the examples that were in the first draft of this editorial. In the words of one: "So, are you trying to get fired or just playing Russian roulette for the fun of it?"

2. Straight men take themselves and their situations seriously, even as the evidence all around suggests that both are ridiculous. (No relationship to sexual orientation)

3. See Russo (1998) for a clear explanation of this seemingly ridiculous strategy. No geese need actually be killed.

4. See hypothesis (3)

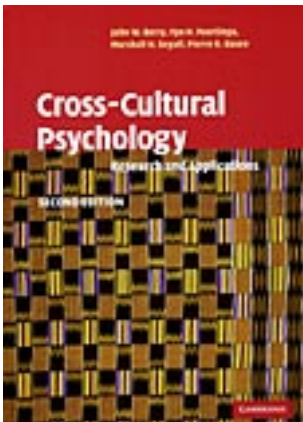
5. For important lessons about paranoia, the psychology of undergraduates, and university-family-sexual politics, see Smiley (1998).

New Books, Films and Journals

A list of books published since 1990 by IACCP members can be found on the IACCP web site (www.iaccp.org) in a searchable database.

John W. Berry, Ype H. Poortinga, Marshall H. Segall, & Pierre R. Dasen (2002). *Cross-cultural psychology: Research and applications* (2nd ed.). Cambridge University Press 0-521-64152-7588

Within a universalist framework the book emphasizes research on basic processes and theory, methodology, and applications of cross-cultural psychology with respect to acculturation, organizational processes, communication, health, and national development.



Robert R. McCrae & Juri Allik (Eds.) (2002). *The Five-Factor Model of personality across cultures*. Kluwer 0-306-47354-2321 US\$85 (hb) US\$45 (p)

This book examines the dominant paradigm for personality assessment—the Five-Factor Model or FFM—in a wide variety of cultural contexts. Data from 40 cultural groups, ranging from Vietnamese Americans to Zimbabwe-

ans, are used to address a variety of issues. The book is unified by the use of a single model of personality, and, in most cases, a single instrument, the Revised NEO Personality Inventory.

Catherine Petit (2002). *La migration dans l'organisation psychique des couples interculturels*. [The effect of migration on the psychological organization of intercultural couples.]. Paris: L'Harmattan, col. Logiques Sociales 2-7475-2115-X

This book presents the author's exploratory research on the effects of migration on mixed-culture relationships, calling on both the French and English scientific literature.

Carl Ratner (2002). *Cultural psychology: Theory and method*. Plenum 0-306-46660-0230US\$55

Develops a theoretical and methodological framework to investigate the cultural origins, characteristics, and functions of psychological phenomena. Includes chapters on interviewing techniques and narrative analysis.

NEW MEMBER BOOK DATABASE

The Member Books section of the IACCP web site was changed in late October 2002 to a searchable database. If your book is not in the database, please contact the *Bulletin* Editorial Assistant.

Planned Scientific Activities of the IACCP

2003 July 12 - 16
IACCP Regional Conference
Budapest, Hungary

“Cultures in Interaction”

Sponsored by the Hungarian Psychological Association and the Social Psychology Section of the Association. The conference will be held at the International Business School. (See article, March 2002 issue).

Deadline for presentation submissions:
 31 December 2002.

General Conference Chair:

Dr. Márta Fülöp
 Institute for Psychology, Hungarian
 Academy of Sciences
 fmarta@mtapi.hu

Conference web site:
www.psychology.hu/iaccp

2004, August
XVII Congress of the IACCP
Xi'an, Sha'anxi Province, China

Sponsored by the Chinese Psychological Society and Shaanxi Normal University. The venue is Shaanxi Normal University. More details later.

Organizer:

Dr. Xuqun You
 Shaanxi Normal University
 Xi'an, Sha'anxi, China

A useful compilation of international conferences can be found on the International Union of Psychological Science (IUPsyS) web site: www.iupsys.org

Other Conferences of Interest

2003 February 19-23
Society for Cross-Cultural Research
Charleston, SC USA

Contact:

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 Anthropology Dept.
 Hamilton College
 198 College Hill Rd.
 Clinton, NY 13323
 Phone: 315-859-4227
 Fax: 315-859-4632
draybeck@hamilton.edu
academics.hamilton.edu/anthropology/draybeck/SCCR

2003 May 19-22
The 2003 Biennial Conference of the International Academy

for Intercultural Research
Taipei, Taiwan

The conferences will be conducted at National Taiwan Normal University.

Contact:

Dan Landis
landisd@watervalley.net
<http://www.interculturalacademy.org/taipei-2003.htm>

2003 May 14-17
5th Congress of the Afro-Asian Psychological Association
Jakarta, Indonesia

Theme: Peace in Pluralistic Living: The role of Psychology in the Afro-Asian

Conferences: 44 ➤

Annual Index, Volume 36, 2002

ARTICLES AND COMMENTARY

Elaine Pedreira Rabinovich & Ana Cecília de Sousa Bastos	Development Applied: Some Characteristics of a Brazilian Perspective On Developmental Psychology	Dec/7
Karen Pfeffer	Review: Culture as a Central Theme in Life-span Development: A Review of Gardiner and Kosmitzki, <i>Lives Across Cultures</i>	Dec/30
Irina A. Shmeleva	Development Applied: Developmental Psychology: History, Theory and Practice from the Russian Perspective?	March/13
Susumu Yamaguchi	Theory & Method: Cultural Psychology and Indigenous Psychology: Are they Foes or Allies?	June-Sept/5
Samar Zebian	Triandis Award: How Does a Student of Cultural Psychology and Cognitive Science Do Both Without Feeling Like She Has Left Out the Best of Each Tradition?	June-Sept/24

IACCP REPORTS

Klaus Boehnke	Minutes of the General Meeting	June-Sept/31
Editor	Election Results: Meet the New Regional Reps	June-Sept/39
Márta Fülöp	IACCP 2003 Regional Conference	March/5
Michele Gelfand	Treasurer's Report	Dec/35
Walter Lonner & Ype H. Poortinga	Conference Report: IACCP is Represented at ICOPE in St. Petersburg	June-Sept/36
Don Munro	Regional Report: Cross-Cultural Psychology Down Under	March/27
Elias Mpofu	Regional Report: The Cultural Ecology of Psychology in Sub-Saharan Africa	June-Sept/15
Kimberly Noels	Culture and Psychology in Canada: Regional Report, 2002	Dec/24
Johana E. Prawitasari Hadiyono	Report of the XVI Congress of the IACCP	Dec/15
Peter Smith	IACCP in a Time of Challenge	Dec/4

EDITORIAL, ANNOUNCEMENTS, & INFORUM

John Adair	Convenors Needed for ARTS 2004	June-Sept/42
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EDITORIAL, ANNOUNCEMENTS, & INFORUM (CON'D)

Ariel Knafo	Call for Papers: A Special Series on Cross-Cultural Psychology and Peace Interventions	March/12
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Editor	The Yogyakarta Congress: What We Did, and What We Decided	June-Sept/1
Editor	What? I Spent My Youth in Graduate School?	Dec/1

► **42: Conferences**

context.

Contact:

Engelina Bonang
bonang@idola.net.id

2003 June 15-18 UNESCO Conference on Intercultural Education Jyvaskyla, Finland

Organisers: Institute for Educational Research, University of Jyvaskyla, Finland, in cooperation with UNESCO

Conference Secretariat and Office:

Ms Pirjo-Leena Pitkanen, Congress Manager
pirjo-leena.pitkanen@jyvaskyaaan.com
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www.jyu.fi/ktl/unesco2003

2004 August 28th International Congress of Psychology Beijing, China

Contact:

Dr. XiaoLan FU

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Tel: +86-10-6202-2071
FAX: +86-10-6202-2070
www.psych.ac.cn/2004/index.html

International Congress of Psychology (IUPsyS)

2004: Beijing, China
2008: Berlin, Germany

International Congress of Applied Psychology (IAAP)

2006: Athens, Greece

American Psych. Association

2003: August 8-12, Toronto, Ontario
2004: July 30 - Aug 5, Honolulu, HI
2005: August 18-21, Washington, DC
2006: August 10-13, New Orleans, LA

American Psych. Society

2003: May 28 - June 1, Atlanta, Georgia
2004: May 27-30, Chicago, Illinois
2005: May 26 - 29, Los Angeles, CA

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Bill Gabrenya

(see inside front cover)

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(see Conferences section)

PUBLICATIONS

J. Cross-Cultural Psychology

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INTERNATIONAL ASSOCIATION FOR CROSS-CULTURAL PSYCHOLOGY

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