Cross-Cultural Psychology Bulletin

©2000 Carolyn Simmons

Native American Dancer and Son
North Carolina, USA

Volume 33   Numbers 3 & 4
September & December 2000

Cross-Cultural Psychology Bulletin

A Publication of the
International Association for Cross-Cultural Psychology

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:

Out of Whack
&
Out of Date

Your mail is not as slow as you think. This is indeed the September

1999 issue of the *Bulletin.* Please note the "press date" on the top of page 3, my timid acknowledgement that the *Bulletin* is slightly behind its cover date. The last new information appearing in this issue entered my page layout program on June 5, so it's not that the news is stale, it's just the bothersome cover date that is so out of whack. Or maybe I'm out of whack (see **Trout**'s letter, page 4). The IACCP Executive Council has mercifully allowed me to publish two "double-issues" in order to bring things back into alignment, the first of which is this one.

TRIANDIS AWARD

The winner of the Harry and Pola Triandis Doctoral Thesis Award has been chosen from a field of 15 entries and will be announced at the Congress in July. I had the opportunity to read the full theses of the three finalists, and I was, well…*amazed* at the methodological sophistication of our newest colleagues. Time for us old folks to go back to school…. I would like to thank Deputy Secretary-General **Marta Young** for making this first Award happen in her capacity as chair of the selection committee and those Regional Representatives who were willing to participate in the review process. Marta and these Regional Reps have made a tangible contribution to the intellectual development of the field.

International Clinical Series: 35➤

Cross-Cultural Psychology Bulletin

COVER PHOTO

CAROLYN SIMMONS, UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

A Siouan-speaking Native American, in full regalia and headgear, holds his young son while awaiting his turn in the dancing competition at a fall gathering of tribes at Poplar Grove Plantation, North Carolina. The Lumbee, Cheraw, Waccamaw-Sioux and other Siouan-speaking tribes are part of a Native American community which has lived in North and South Carolina since at least the 1700s.

LETTERS TO THE EDITOR

Letters to the Editor are comments from readers that are accepted for publication if they meet two criteria: appropriate length, and absence of ad hominem attacks (excepting public figures). The letters do not necessarily reflect the views of the Editor or of IACCP.

"MINI COMMENT" TO "MEGA-REVIEW: THE WEST MEETS THE MAJORITY:..."

In her "Mega-Review" (*Bulletin*, March 1999), Colette Sabatier reviews two important publications, Kâgitçibâsi's *Family and human development across cultures* (see Wolfgang Friedlmeier's excellent 1997 review) and Gardiner et al.'s *Cross-cultural human development* by taking *"un regard critique de France"*.

Sabatier acknowledges the outstanding achievement of both publications. She states what should be done in developmental cross-cultural studies to "examine the links between culture and development." Besides other comments, she criticizes that Kâgitçibâsi "seems to naively equate America with the Western world, forgetting Europe" (p. 32). However, unfortunately, she fails to offer any evidence for such an error.

Another one of Sabatier's criticisms relates to the fact that Kâgitçibâsi has not dealt with cultures in sub-Saharan Africa. One wonders whether it is reasonable to expect that all cultures of the world have to be dealt with in one book.

Another interesting point is Sabatier's criticism that Kâgitçibâsi has not yet completed her theoretical work but is only working on theoretical improvement. Usually, improvement of theorizing is considered the core of scientific work.

Hans- Joachim Kornadt, University of the Saarland, Germany

Gisela Trommsdorff, Konstanz University, Germany

Friedlmeier, W. (1997). Book Review: Kâgitçibâsi, C. (1996). Family and human development across cultures. A view from the other side. Mahwah, NJ: Erlbaum. *International Journal of Behavioral Development, 21*, 633-638.

EDITOR WORSE THAN SATAN?

I would like to comment on Hofstede's Letter to the Editor, "Satanic Typography" (*Bulletin*, June 1999). Hofstede accused the editor of the placement of the satanic word "I" at the beginning of some paragraphs in his previous Letter (*Bulletin*, March 1999). I think Hofstede is way off the mark here. I know the Editor personally, and I see him frequently at the local Super Wal-mart where he usually hides from his students.

(I've enclosed a photo.) The real truth is that he is far more "satanic" than even Hofstede knows. Hofstede and many others seem to have missed the *Bulletin's* broad and devious assault on the traditional academic values that have made social science so crucial to human progress in the world today. Trust me, the guy has no *values*.

Kilhane Trout, Holopaw Community College, Florida USA

XV IACCP CONGRESS: TRAVEL AND PROGRAM INFORMATION

TRANSPORTATION INFORMATION

Please contact the organizers and tell us the details of your arrival and departure (see list, page 7).

Arriving by air: Participants will be met at the Warsaw's Okecie Airport on July 15 and July 16. There will be a special IACCP booth with our people smiling and directing participants to buses, etc. They will wear yellow t-shirts with the Congress logo.

Arriving by train: An IACCP reception booth will be set up at the Central Railway Station (Dworzec Centralny) on July 16. There are direct train connections to Warsaw (Warszawa) from Berlin, Vienna (Wien), Prague (Praha), Budapest, Cologne (Köln) and other cities. Contact the organizers for specific information.

Arriving by automobile: Coming from the west, cross the Visla (Wisla) River by taking the northernmost "Grot-Rowecki" bridge and take Highway 61 northeast-bound. The signs will read "Suwalki". Pultusk is 60km from Warsaw. Look for signs marked "WSH", which stands for the School of Humanities where registration will be taking place.

If you arrive on July 16 late in the afternoon and for some reason you are not met by the Congress staff, please proceed to the Royal Castle directly. The opening ceremony will take place there at 6pm. Participants may also contact the Warsaw reception site by telephone on July 16: 646-4717; 854-0390; or 854-0391. The Pultusk site can be contacted at these numbers:

>   0-23-692-5082; (Pultusk School of Humanities)
>   0-23-692-9000; x 9001; x 9002 (Reception at the Castle)

Early or late arrival: If you arrive early, contact the organizers beforehand to arrange to be met and brought to Pultusk. If you arrive late, call the Pultusk site at the above numbers to receive information on how to get to Pultusk. Buses run from the Warszawa Zachodnia (Warsaw Central Bus Terminal; also a train station) to Pultusk approximately every 15 minutes. The trip requires 80 minutes and is very inexpensive.

On July 16, reception will take place at the Warsaw School of Advanced Social Psychology until the opening ceremony in the evening. People who are met at the airport or train station will be brought to this location. They can choose to either rest there or go sightseeing until the ceremony begins.

PROGRAM PREVIEW

GRAND OPENING

Sunday, July 16, 6pm: The Grand Opening at the Royal Castle in Warsaw, followed by a reception.

SCIENTIFIC PROGRAM SCHEDULE

Monday, July 17 through Friday, July 21 Noon

Breakfast: 7:00am - 8:15am
Morning sessions: 8:30am - Noon, coffee break at 10am
Keynote speakers: every day at 12 Noon - 1pm
Lunch: 1pm - 2pm
Afternoon sessions: 2:15pm - 4:15pm
Conversation hours, roundtable panels: 4:30pm - 6:00pm
Keynote speakers: every day at 6pm - 7pm
Dinner: 7pm - 8:15pm
Meet-the-Senior: 8:30pm - 9:30pm

SOCIAL PROGRAMS

Monday, July 17, 9pm: "Pultusk Welcomes the XV IACCP Congress" organized by the Pultusk town mayor.

Wednesday, July 21, 8pm: Congress banquet-dinner dance, by the river bank and castle walls.

WEB PAGES

For the most up-to-date information, please check the Congress web sites:
        http://Pawel_Boski.tripod.com/
        http://www.psychpan.waw.pl/iaccpxv.htm

A Message from the Congress Transport Officer

Dear Participants!

We would greatly appreciate if you could mail us all possible information concerning your arrival in Warsaw in order for us to plan your direct bus trip from Warsaw to Pultusk. If you plan to arrive at any other location than Warsaw's Airport Okecie or Warsaw's Central Railway Station, please make sure that you give us the exact place and time of your arrival in Warsaw, so that we can arrange convenient transportation for you.

Arrival

Please give us the following details concerning your arrival:
1. Name/ Names (please state who of the following is a participant and who is accompanying)
2. Number of people travelling with you
3. Date of arrival (dd/mm/yy)
4. Time of arrival (a.m. or p.m. **Warsaw time**)
5. Place of arrival (Airport Okecie/ Central Railway Station/ Other)
6. Other important information (airlines, flight number/ travelling agency, bus number/ train name, train number, etc.)

Departure

Please give us also the following details concerning your departure:
7. Date of departure (dd/mm/yy)
8. Time of departure (a.m. or p.m. **Warsaw time**)
9. Place of departure (Airport Okecie/ Central Railway Station/ Other)
10. Will you be travelling to Stockholm after the Congress?*
11. Other important information

* If you wish to travel to Stockholm, we will be able to provide information about possible ways of travelling there.

Please send all the details in a SEPARATE message to:

IACCP2000@psychpan.waw.pl (subject: TRANSPORT)

Thank you! We are looking forward to meeting you!

IACCP GOES TO OLDE ENGLAND
IACCP REGIONAL CONGRESS
JULY 7 - JULY 11, 2001

The next Regional European Congress of IACCP will be held in the ancient city of Winchester, UK between July 7th and July 11th, 2001. There will be a full three days of conference programme on 8-10 July. The congress theme will be "Capitalising on Diversity". The Congress will be chaired by Peter B. Smith, with the Organising Committee headed by Paul Redford and the Scientific Committee headed by Robin Goodwin.

The scientific committee invites submissions of individual contributions (both papers and posters) and group contributions (symposia and roundtable discussions). Proposals for pre- or post-conference workshops are also welcome. Consistent with the conference theme, submissions are particularly encouraged that explore the practical applications of knowledge derived from cross-cultural psychology. However, contributions that do not have immediate practical application are also welcome. Proposals for papers, symposia and roundtable discussions should be in English. Poster submissions may also be in French, German, Russian or Spanish, provided they include an abstract in English.

Submissions will be accepted from August 1, 2000. Notice of acceptance will be provided within four weeks of the submission date. The deadline for submission of abstracts is January 15, 2001. Deadline for early registration is 31, March 2001.

From August 1 2000, information regarding the conference can be obtained from Paul Redford (sidebar). The congress web site address is not yet available, but effective from 1 August 2000 it may be reached via a link from the IACCP web site (http://www.iaccp.org). Abstract submission and registration forms will be available from the congress web site.

Paul Redford
Department of Psychology
King Alfred's College
Winchester, SO22 4NR
United Kingdom

e-mail: p.redford@wkac.ac.uk
Tel: +44 (0)1962 827 519
Fax +44 (0)1962 827 437

The conference location is King Alfred's College, Winchester. It has a superb location within walking distance of central Winchester, the Saxon and Norman capital of

Iranian Experiences in Cross-Cultural Organizational Psychology

SHAHRENAZ MORTAZAVI

TEHRAN, IRAN

My principal questions about research in Organizational Psychology have always been:

• Why can't Third World countries like Iran profit from advances in Organizational Psychology?

• Is it possible to overcome all the related obstacles to utilizing these advances?

• Which of the impediments could be attributed to higher "macro" level systems, and which to lower "micro" level systems?

Discriminating between these two levels of obstacles would certainly be helpful if those at the lower level can be more easily controlled, manipulated or changed.

MACRO POLITICAL FACTORS

Improving productivity is one of the most important goals of organizational research. Productivity is influenced and determined by systems operating at several levels, such as decisions made at global and national levels and at lower organizational levels. Reciprocity is not equal across these levels, so it is important to consider the level at which each system is located in order to understand its influence on organizational productivity. Because each work organization is embedded in and influenced by superposed higher level systems, political and economic stability seems to be an important antecedent for understanding organizations.

Functions describing work organizations belong to lower-level systems and they are fundamentally influenced by "macro" political systems. In politically and economically unstable Third World countries, it is difficult or impossible to distinguish the effects of management or leadership models from encompassing political conditions.

Because modern organizational research is strongly influenced by Western traditions, political and economic instability are rarely given much attention, as they are virtually irrelevant to the Western context. However, since "imposed political factors" influence our lives fundamentally in the Third World, interdisciplinary theories and research encompassing politically determined macro factors are necessary for organizational research in such countries.

ECONOMIC FACTORS

Unemployment is an important condition influencing organizational psychology. The high unemployment that is characteristic of Third World countries influences both work contracts between employer and employees and "psychological contracts" (Schein, 1988, p. 22), and presents another obstacle to the effectiveness of Western organizational models in Third World countries.

In politically and economically unstable Third World countries, it is difficult or impossible to distinguish the effects of leadership models from encompassing political conditions.

In most Third World countries, employers can and do violate work contracts because employees are easily replaceable. These conditions increase the need for job and employment security (Mortazavi, 1993) and determine most aspects of organizational functioning, such as interactions between employees and employer on the one hand and employees and supervisors and or subordinates on the other (Smith et al., 1994). Because unemployment is much lower in the West, Western organizational research does not always take into account unemployment as a variable.

Work organizations are open and dynamic systems and when written and unwritten work contracts are violated, most of the important prerequisites for an adequate application of organizational theories are absent. Therefore, interdisciplinary and

new theories that take into account economic factors are necessary in cross-cultural research involving the Third World.

NATIONAL CULTURE

In most of the cross-cultural research reports coming from Western countries (i.e., USA, UK, Holland, etc.) it is becoming common to speak of a "national culture" that is the sum of relatively homogeneous subcultures. This conceptualization seems inappropriate for Third World countries that are comprised of highly differentiated subcultures, influenced by several religious and cultural values and norms. In the West, such differences have been greatly reduced by schooling, mass media, communication networks, and modern technology. However, in Third World countries mass media and communication networks are mostly missing or are limited to big cities. Further, people's assimilation of media information depends on their cognitive adaptation level. These interactive relationships explain why a higher variability in values and norms is expected in countries with higher rates and with different degrees of analphabetism (illiteracy). Hence, it doesn't seem very surprising to surmise that an Iranian researcher (a woman, for example), socialized in a large Iranian city like Tehran and influenced by standard schooling, modern technology, and mass media, is culturally more similar to women in Germany, the UK, or the USA than to those belonging to Iranian subcultures such as the Kurd, Balutsch, or Lor. In other words, cultural values and norms of big cities like Tehran, Kualalampur, or Berlin are now more similar to each other than are those of large cities and small towns in a Third World country (i.e., Tehran versus Zabol, a small Iranian Balutch town). Ecological variables are also very influential in this respect.

ABOUT THE AUTHOR

Shahrenaz Mortazavi was born in Tarbis, Iran and studied in Iran and later in Germany. She received her Ph.D. in 1978 from the University of Tubingen in Environmental Psychology.

She is currently an Associate Professor working and teaching at the University of Shahid Beheshti in Tehran. She is a member of IACCP, IAAP, AASP and of the New York Academy of Sciences.

She is interested in cross-cultural similarities, i.e., in Organizational Psychology and cultural values and norms. She has published three books in Farsi, one titled *Introduction to Cross-Cultural Psychology*, and papers in Farsi and English.

Kh. Dowlat, Motahari, Jahantab   Smortazavi@Neda.net
K. Jahandad 22
19398 Teheran, Iran

In summary, something must be changed with respect to the operationalization of "national culture" if cross-cultural research (in general as well as in Organizational Psychology) is expected to be extended to Third Worlds countries and generalized to the non-Western world.

The other problem is differentiating between "organizational" and "national" cultures (Tayeb, 1994). The high subcultural variability of Third World countries complicates the distinction between national and organizational culture in organizational research.

The high subcultural variability of Third World countries complicates the distinction between national and organizational culture in organizational research.

INTERPRETATIVE CONTINGENCIES

Hofstede (1996) suggests, "…a universal consensus about any theory of organization is basically impossible" (p. 525). One explanation for this may be that Organizational Psychology is determined by Western traditions and complementary scientific information from non-Western and from Third World countries is unfortunately missing. Valid universal theories of organizational behavior can not be developed and cross-culturally applied without considering cultural values, norms and traditions of people living in different parts of the globe.

We suggest phenomena such as organizational behaviors are interpreted differently from different perspectives. Molavi, an Iranian poet living about 750 years ago, writes how several people tried to describe an elephant in a dark room. They saw the elephant from different perspectives and gave contradictory descriptions of it. One saw the elephant's ear from his point of view and described the elephant as a fan. The second saw the elephant's proboscis and described the animal as a gutter…, etc. Molavi concludes that perceiving only through our hands limits us to seeing parts but not the whole, and suggests that the situation would change if our senses could envelope the elephant like the sea.

Research on leadership shows that leadership styles fit employees' way of thinking better in some cultures than in others (Mortazavi, 1998) For example, there are many Iranian managers who argue that in Iranian organizations, if you act as a participative leader without taking prerequisites into account (Heller et al., 1998; i.e., without holding courses and explaining what is going on), employees will interpret your behavior as a sign of not being able to decide alone and independently. This example doesn't mean that participative leadership cannot be applied in Iranian work organizations. Since

interpretation styles can be learned, it means only that preconditions of participative management must be considered.

"Interpretative contingencies" (Smith et al., 1992) must be considered in all psychological and cross-cultural research. A good example of this problem is a pilot study on PM theory (Misumi, 1990) conducted in Iran. One of Misumi's questionnaires was translated to Farsi. Iranian students were asked to categorize the items as PM, Pm, pM, and pm leadership. This study showed that, for example, items such as "Does your superior

---

In Iranian organizations, if you act as a participative leader, employees, will interpret your behavior as a sign of not being able to decide alone and independently.

---

try to make you work to your maximum capacity?" (item 6, p. 40) and "Does your superior treat you fairly?" (item 23, p. 41) are described as contradictory behavioral dimensions. Because of this interpretation, items 6 and 23 could not be used in a single questionnaire describing PM leadership in Iranian work organizations, since they are describing contradictory phenomena. Interviews with Iranian technicians revealed that workers in Third World countries are forced sometimes to "really" work to their "maximum capacity"! Working to one's "maximum capacity" means something different to a person in the Third World who may be working under very harsh work conditions than to someone working in more humanitarian milieus.

ECOLOGICAL VALIDITY OF THEORIES

The following example from clinical psychology might be helpful to give an idea of ecological validity of psychological theories.

A psychotherapist working with Iranian patients in Sweden reports the case of a 34 year old married Iranian woman who had come to Sweden with her husband and her only daughter. She was referred to a clinical psychologist. The psychologist employed a deep psychoanalysis procedure. The woman was told that she had to leave all the things that disturbed her in order to be free and healthy. The client started sending aggressive letters to all members of her family. She even began arguments with her husband and her child and became isolated. She had lost all her emotional bonds and she went through a depressive state.

The Western psychologist suggested: "you are free now, go and enjoy yourself…" When the Iranian client asked what she could do for her loneliness, the answer was:

"buy a dog!". Such solutions are very incompatible with Iranian collectivistic culture, where negative attitudes prevail towards pet animals, such as dogs and cats. (From the Islamic religious point of view, it is advised to avoid some animals such as pigs, dogs, and to a certain degree cats). Consequently, the suggestion of buying a dog to substitute lost emotional bonds with one's collectives (family, friends, etc.) is highly incompatible with Iranian eco-ethics.

PM theory (Misumi, 1989, 1990) can be cited as another example. Apparently this theory seems to possess differential validity only for certain collectivistic cultures. In PM theory, "the problem-solving or goal-achievement function may be referred to as P, for performance, and the self-preservation function may be referred to as M, for maintenance" (p. 325). Misumi's research with Japanese subjects reveals that when P and M behaviors coexist, "the pressure factor is no longer the motivating factor in P behavior. Instead, P behavior takes on the quality of say, the factor of "planning" or the factor of expertise..." (p. 328-29).

> *The suggestion of buying a dog to substitute lost emotional bonds with one's collectives (family, friends, etc.) is highly incompatible with Iranian eco-ethics.*

As a researcher living and working in a collectivistic culture, I can easily imagine how the interpretation of certain P-behaviors, from subordinates' points of view, depends on the existing context in which it occurs (Mortazavi, 1993). For example, if the leadership style is perceived as being "paternalistic", it is easier to bear managers' P-behaviors. The interpretation of behavioral dimensions depends on the whole "Gestalt" comprising different culturally determined dimensions. Cultural differences in the ecological validity of this theory may explain the finding in Western research that the hypothesized interactive effects of P and M are weak (Peterson et al., 1994; Smith et al., 1992).

CONCLUSION

In summary, organizational research is determined mostly by Western traditions, ignoring the influence of "macro" and overlapping political and economic factors that need to be considered in developing new interdisciplinary theories for cross-cultural organizational research. The concept of "national culture" is not fully adequate for non-Western countries, where differences in sub-cultures are prevalent. In countries with high subcultural variability, the distinction between "organizational" and "national" culture is exacerbated. More work is necessary with respect to "interpretative contingencies" in cross-cultural research of all kinds.

REFERENCES

Brislin, R. W., Lonner, W. J. & Thorndike, R. M. (1973). *Cross-cultural research methods*. J. Wiley & Sons, N.Y., London.

Heller, F., Pusic, E., Strauss G., and Wilpert, B. (1998). Organizational participation theories. *Organizational Studies, 17*(3), 525-537.

Misumi, J. (1989). Research of on Leadership and Group Decision in Japanese Organizations. *Applied Psychology: An International Review, 38*(4) 321-336.

Misumi, J. (1990). *The behavioral science to leadership. An interdisciplinary Japanese research programme.* The University of Michigan Press.

Mortazavi, SH., & Karimi, E. (1992). Cultural Dimensions of Paternalistic Behavior - A Cross Cultural Research in Five Countries. In: Saburo Iwawaki, Y. Kashima and K. Leung (Eds). *Innovations in Cross-Cultural Psychology.* (pp. 147-151). Swets & Zeitlinger.

Mortazavi, SH. (1993) Interrelationship of job-satisfaction, commitment and job-security, *Quarterly Journal of Management and Accounting School, 3*(1). [in Farsi]

Mortazavi, SH., Smith, P., Youki, M., & Tayeb, M. (1998, under review). Paternal and Supervisory Behaviors - A Comparative Study in Iran, Japan, and England.

Peterson, M. F., Maiya, K., & Herried, C. (1994). Adapting Japanese PM leadership field research for use in Western organizations. *Applied Psychology: An International Review. 43*, (1) 49-74.

Schein, E. H. (1998). *Organizational Psychology* (3rd. ed.). Englewood Cliffs: Prentice Hall.

Smith, P. B., Peterson, M. F., Bond, M., & Misumi, J. (1992). Leader style and leader behaviour in individualist and collectivist cultures. In: S. Iwawaki, Y. Kashima & K. Leung (Eds). *Innovations in Cross-Cultural Psychology* (pp. 76-85). Swets & Zeitlinger.

Smith, P. B., Peterson, M. F., Akande, D., Callan, V., Cho, N. G., Jesuino, J., D'Amorim, M. A., Koopman, P., Leung, K., Mortazavi, SH., Munene, J., Radford, M., Ropo, A., Savage, G., & Viedge, C. (1994). Organizational event management in fourteen countries: A comparison with Hofstede's dimensions. In: A-M. Bouvy, F. Van der Vijver, P. Schmitz & P. Boski (Eds). *Journeys into Cross-Cultural Psychology* (pp. 364-374). Amsterdam: Swets and Zeitlinger.

Tayeb, M. (1994). Organizations and national culture: Methodology considered. *Organization Studies, 25*(3), 429-446.

Yamaguchi, S. (1990, June). *Collectivism among the Japanese: A perspective from the self*. Paper presented at the Workshop on Individualism and Collectivism: Psychocultural Perspectives from East and West. Seoul, Korea.

➤ 8: IACCP in England

England. Here you can visit one of the oldest cathedrals in Britain and view the circular table around which King Arthur is said to have sat his knights, many centuries ago. He thus devised an early instance of low power distance collectivism. The city of Winchester is just one hour's train ride from London. The conference will directly follow the European Congress of Psychology, which is to be held in London from July 1-6, 2001.

Study Services Schemes as an Integrated Educational, Research, and Service Model for Indonesian University Students

*KUSDWIRATRI SETIONO &
WISMANINGSIH SUDRADJAT*

In Indonesia, universities carry out functions in three domains: education, research and services. The teaching staff as well as the student body are involved in the execution of these functions. As a developing nation, Indonesia is concerned with activities connected with nation building. Students, as future leaders of the country, should be involved in these activities, especially in the roles of innovators, motivators, and organizers of national development. These nation-building activities, which began in 1966, are called Study Service Schemes (KKN).

The aims of the KKN are :

1) To enable the institutions of higher education to produce graduates who will promote development. Students gain skills in this area by experiencing the very complex problems faced by the community and studying practical and interdisciplinary ways of tackling these problems.

2) To bring the institutions of higher education closer to the community, and to adapt higher education to the demands of development.

3) To help the government accelerate the development process and form development cadres in the villages.

Thus, the targets of the KKN are threefold: the students, who will be responsible for development in the future, the institutions of higher education, and the community. (Hardjosoemantri, 1984).

In Indonesia, KKN form part of the university curriculum. In some universities they are compulsory intracurricular subjects, while in others they are optional subjects. At our university, KKN is a compulsory subject worth three credits. By participating in these activities, students can gain concrete working experience in society. In addition, these activities contribute to students' maturity. The students are exposed to potential topics for their coming undergraduate theses as well.

Because 80% of the Indonesian population live in villages, the implementation of KKN takes the form of a two month residence period in villages. Students working in villages have unique opportunities far removed from their lives in their universities and home towns (for example, a recent project involving teaching villagers on how to breed earth-worms as a traditional medicine; see photo). A multidisciplinary approach is used in undertaking these KKN programs. Phases in the programs in which the students participate are: (1) preparatory courses on community approaches and analysis of problems in village society; (2) identification of the village needs and problems, its strengths and weaknesses; (3) formulations and discussions of the proposed programs with village leaders; (4) execution of the accepted programs including reporting and evaluating the program (Ahmad et al., 1984). All these phases are under the guidance of academic supervisors.

> *Because 80% of the Indonesian population live in villages, the implementation of KKN takes the form of a two month residence period in villages.*

Students are involved in a wide variety of village activities, ranging from basic infrastructure to organizational development (Hardjosoemantri, 1984; see sidebar).

The participation of village leaders and members is important for the success of these projects. Students are instructed in all cases to not give the impression of managing, pushing themselves forward, or giving orders, but rather to act in such a way that the community feels the activity originates from itself. As far as possible, the students' way of life should be in accordance with the local community's life style. Students aid the village head in setting up a kind of village planning board with links to regional development planning boards. The contribution of village young people is very important, and this group is encouraged and cultivated as village development cadres.

RESEARCH ON THE EFFECT OF KKN PARTICIPATION ON THE DEVELOPMENT OF PSYCHOLOGICAL MATURITY IN STUDENTS

Research using a before-after quasi experimental control group design was conducted

KKN Activities

Infrastructure

▭ Repair and construction of village roads and bridges, fish ponds and irrigation water supplies, drinking water supplies

▭ Repair and construction of schools, buildings for religious services, health clinics, village heads' offices and meeting halls, etc.

Production

▭ Control of rice pest and other agricultural activities

▭ Introducing improved varieties suitable for local conditions

▭ Establishing and running village broadcast listeners' groups

▭ Promoting the establishment of cooperatives

▭ Making fish ponds for fish keeping demonstrations and fish-breeding

▭ Improving the marketing of all village production, including village handicrafts, etc.

Education, culture and religion

▭ Introducing development education, e.g. through school gardens, practical work areas, etc.

▭ Instituting or increasing skills courses for the community or non-formal education such as village farmers' courses, family welfare courses, etc.

▭ Establishing, developing and improving village libraries

▭ Encouraging or establishing scout movements, village young people's organization, sport, etc.

▭ Increasing the community's understanding of transmigration, existing development projects such as the Family Nutrition Improvement Program, Family Planning, etc.

on the development of interpersonal understanding (Selman) and moral judgement (Kohlberg). Results showed a significant increase in interpersonal understanding and nonsignificant increases in moral judgement (Kusdwiratri, 1982). Interpersonal understanding increased apparently because students had the opportunity to be actively involved and concerned with social problems in villages. In the process of solving these problems, students gained experience in coordinating the several different viewpoints expressed by village leaders, villagers, academic supervisors, and student participants in the KKN. All these opportunities and activities serve to strengthen the students' awareness of their responsibility for the well-being of others. An added benefit of KKN participation is increased consideration for the concrete and realistic conditions involved in carrying out the idealistic aims with which the students often begin. For instance, the students may idealistically aim to eliminate corruption in the governmental work place. After observing that corruption occurs in all levels of the bureaucracy, the students are forced to reconsider where to start, as they eventually realize that eradication of corruption in all levels of the bureaucracy would make the whole governmental system fall apart.

Experiences of Students Participating in the KKN

Although differences in social-economic status, educational backgrounds of the parents, and ways of life exist among the students, the differences between the students and the villagers are much

larger. With these differences in mind, before students enter the field (in the preparatory phase) they have to undergo training on how to understand and adjust to the village way of life. For instance, holding hands between couples is permissible on campus. However, such behaviour is not common to village life. Another thing to be learned is that all undertakings have to be approved by the village elders.

Whereas students typically show little concern for social problems in their own home environments in towns and cities, greater attention is paid by these same students when they confront social problems during their KKN activities in the villages. In their hometowns, they consider problems of public safety, hygiene, and public education as mainly the responsibility of their elders. At home, students hold a marginal

KKN Student Presents Information on Health and Sanitation to Village Women

position, whereas in the villages they are considered to hold key roles. Great hope and faith are placed on the students by the villagers who believe they are capable of overcoming village problems. The faith the villagers have in the students promotes their psychological development. They obtain practical experience by becoming responsible and mature citizens who participate actively in community affairs. Thus they are fulfilling one of the developmental tasks of their age group.

In the past, a misconception occasionally occurred between the KKN program

HEALTH AND SANITATION
⬜ Helping to carry-out disease prevention campaigns
⬜ Increasing the activities of existing health agencies, such as village medical centres
⬜ Environmental sanitation, fencing of house yards, etc.

ADMINISTRATION
⬜ Improving the administration of the village head's office
⬜ Encouraging the collection and compilation of village data (census and statistics)
⬜ Making a village map and monograph,

and the village program conducted by the army. The latter program usually consisted of giving material assistance such as building bridges, village roads, and sanitary facilities. Some villagers thought that the KKN students would do the same. Actually the students' aim was to aid villagers in developing their own programs. Students would help in the planning and executive stages of building projects. For instance, if the villagers wanted to build a road, students would help write up a proposal for the project. Students would then accompany village leaders to process the proposal to the appropriate authorities for funding and execution. In this way, students sought to empower the villagers.

In planning their programs, students have to accommodate their ideas concerning village welfare to the habits of the villagers. For example, in the phase of problem identification, students identify living habits of villagers, such as using the river for both bathing and brushing teeth, which contributes to the spread of diseases such as dysentery and cholera. Therefore, the construction of toilets for villagers is included in the students' plans. Plans for these toilets should take into consideration the fact that villagers like to chat while performing their natural bodily functions in the river. Toilets and bathing facilities are not considered private/individual places in the villages, but are communal places. The building of communal toilets would have to consider the villagers' habit for also using these facilities for social chats.

Considerations such as these in the KKN programs would help sensitize students to local socio-

KKN Students Give Village Leaders a Demonstration of How to Cultivate Earth Worms for Herbal Medicine

cultural conditions appropriate for the highly heterogeneous conditions of Indonesia: 300 ethnic groups, each with its own cultural specificity. Different conditions also exist between urban and rural, as well as traditional and modern areas.

EFFECTS OF KKN ON VILLAGE SOCIETY

Indonesian villagers are characterized by a lack of knowledgeable and skilled workers, and low per capita income. Results of a national evaluation of KKN in 1977 (Anwar, 1982) showed that KKN benefited village society. In Surya Anwar's research (1982) changes in the behaviour of the villagers was noted in the following areas: increasing knowledge, changing attitudes towards innovations, and increasing skill. These changes were due to the students' contributions as innovators, motivators, and organizers of national development.

> *The political situation does not seem to have any impact on students' KKN activities in rural areas.*

Beneficial effects of KKN were mostly found among uneducated villagers from the lower socio-economic status. The positive attitude towards KKN shown by the formal and informal village leaders greatly helped the implementation of KKN programs. In this aspect, students performance and adjustments to village norms influenced these attitudes.

THE IMPACT OF THE POLITICAL SITUATION ON THE EXECUTION OF THE KKN

The main aim of the learning process in the KKN is to stimulate the awareness and achievement of students in the problems of society, especially those concerning social welfare. Therefore the political situation at a particular time and place is not a primary concern. Each university in organizing its KKN program attempts to avoid the impact of current politics on the field situation the students may face. In addition local problems form a contextual frame for each university as KKN organizer. As an example, during the previous parliamentary elections, the University of Padjadjaran held the KKN program within the campus (e.g., planting trees and shrubs on the campus grounds).

The political situation does not seem to have any impact on students' KKN activities in rural areas. Students who evidence competing political orientations in their campus lives have been able to work closely together in promoting public welfare during their KKN programs in the villages.

New Direction of KKN at the University of Padjadjaran

A problem in organizing and supervising KKN at the University of Padjadjaran is the increasing number of students taking this subject each year. Imagine having to supervise 2000 students at a time spread over several villages throughout West Java. With this in mind, alternative plans of implementing KKN should be considered (Adimihardja, 2000). Students could choose the "traditional" KKN or other activities in line with their major. For instance, apprenticeships in private and governmental institutions and industries in Indonesia as well as abroad can be proposed. As an example, medical students can do volunteer medical work at local hospitals or medical centers. Students from the faculty of natural science can do volunteer work in pharmaceutical laboratories or in field laboratories dealing in alternative medicine. Social study students can consider doing volunteer work in local civil administrative institutions. Apprenticeships should be undertaken individually in programs relevant to the students' major disciplines. This differs from KKN conducted in the village, which should always be a multidisciplinary project oriented to the needs of the village.

Setiono References: 23▶

About the Authors

Kusdwiratri Setiono (Tri) received her Doctor in Psychology in 1982 from the University of Padjadjaran Indonesia, in a sandwich program with University of Nijmegen, The Netherlands. She has been full professor in Psychology at the University of Padjadjaran since 1996. She was appointed as the dean of the Faculty of Psychology for 1986-1991 and is currently the Coordinator of Doctor Program in Psychology and Chair of the Center of Health Study. She is the organizer of *Jurnal Psikologi*, Faculty of Psychology, Padjadjaran University. She is also a researcher in the WHO Collaborating Center for Perinatal Care, Maternal and Child Health at Bandung, Indonesia. Her principal fields of interest are developmental psychology (preschool, adolescence, and youth), cross-cultural/cultural/indigenous psychology. She is the IACCP Regional Representative for Southeast Asia.

setionot@bdg.centrin.net.id

Wismaningsih Sudradjat was born in Jakarta but spent her school years in Europe and the United States, returning to Indonesia as a university student. From 1994-1999 she was head of the Department of Educational Psychology of the Faculty of Psychology of the University of Padjadjaran in Bandung, West Java.

sudradjat@bdg.centrin.net.id

INFORUM

MARTIN VORACEK

CALL FOR COLLABORATORS: CROSS-CULTURAL JEALOUSY RESEARCH

In late 1999, a questionnaire-based cross-cultural project on jealousy was initiated by Martin Voracek (University of Vienna, Austria). Following the line of research inspired by a seminal evolutionary psychological paper (Buss et al., 1992), it aims to further investigate cross-cultural variation with regard to sex differences in sexual jealousy..

By May 2000, this multi-country project had some 40 active sites world-wide, on all continents, from Greenland to New Zealand. The study group and the project's progress will be introduced at the XV IACCP Congress in Pultusk (Poland) in July 2000.

This research program is still open for new site collaborators to join. Colleagues from non-European countries, non-Western cultures, developing and less industrialized areas are especially encouraged and welcomed.

Martin Voracek, Ph.D., M.Sc.   Tel: +43 (1) 40400-306
University of Vienna / Medical Faculty   Fax: +43 (1) 406 68 03
Univ.-Klinik für Tiefenpsychologie und Psychotherapie
AKH / Waehringer Guertel 18-20   martin.voracek@univie.ac.at
A-1090 Vienna, Austria   martin.voracek@akh-wien.ac.at

Buss, D. M., Larsen, R. J., Westen, D., & Semmelroth, J. (1992). Sex differences in jealousy: Evolution, physiology, and psychology. *Psychological Science, 3*, 251-255.

➤ 22: Setiono References

Adimihardja, K. (1999). *Management of executing the reformative KKN*. Workshop, Padjadjaran University: Indonesia.

Ahmad, R., et al. (1984). *Basic knowledge of KKN*. Directorate of Research and Social Service, Ministry of the Indonesian Education and Culture. Jakarta: UI Press.

Hardjosoemantri, K.. (1984). KKN as the investment media and dissemination. In *Basic Knowledge of KKN*. Directorate of Research and Social Service, Indonesian Ministry of Education and Culture. Jakarta: UI Press.

Setiono, K. (1982). *The effect of study service scheme (KKN) experiences on moral judgment and social perspective coordination of Padjadjaran University students.* Unpublished dissertation, Padjadjaran University, Indonesia.

Anwar, S.. (1982). *The Impact of KKN in the Village Society.* Unpublished dissertation, Andalas University, Indonesia.

What Happened to Comparisons of Mental Health Diagnosis Across Cultures?

JUNKO TANAKA-MATSUMI

NISHINOMIYA CITY, JAPAN

Diagnosis has occupied a central place in mental health research and services since Emil Kraepelin proposed a dual classification of dementia praecox (later termed as schizophrenia by Bleuler) and manic-depressive psychosis. However, what if diagnostic terms are used by different groups of mental health professionals in widely different ways and, as a result, professionals fail to communicate with each other? This was indeed the most serious implication of the result of the US-UK Diagnostic Project (Cooper et al., 1972), which sent alarming messages to psychopathologists.

As a student of cross-cultural psychopathology I have always been intrigued by the turn of events following the publication of the US-UK Diagnostic Project. The goal of the project was to compare diagnostic practices of American and British psychiatrists. The major result was that American psychiatrists had a broader concept of schizophrenia and British psychiatrists had a broader concept of affective psychoses. I will trace the development of two contrasting conceptual and methodological pathways based on the ideas germane to the US-UK diagnostic project. These pathways illuminate the etic versus emic perspectives in cross-cultural psychology.

THE US-UK DIAGNOSTIC PROJECT: A BEGINNING OF FORMAL CROSS-CULTURAL COMPARISONS OF PSYCHIATRIC DIAGNOSTIC PRACTICE

There were three parts to the project.

First, Cooper et al. (1972) confirmed earlier reports that comparisons of hospital diagnoses of first admissions to the mental hospitals in New York and London revealed striking contrasts for nearly every major diagnostic category. Most notably, there were far more patients with the initial diagnoses of schizophrenia in the New York sample and more patients diagnosed with depressive psychoses in the London sample. Second, Cooper et al. (1972) demonstrated that these diagnostic differences disappeared greatly when British and American "project" psychiatrists diagnosed the patients with the World Health Organization's standardized diagnostic system (ICD-8). Finally, the US-UK Project examined if American and British psychiatrists used different symptom criteria when evaluating videotaped interviews of both American and British patients. The cross-national agreement was high for prototypical cases. However, for mixed cases, American psychiatrists had a broader concept of schizophrenia and British psychiatrists had a broader concept of manic depressive illness (Cooper et al., 1972; Kendell et al., 1971). Further, both groups of experienced raters expressed confidence in their conflicting diagnoses.

At that time these significant cross-national differences in diagnostic practices were attributed to a variety of factors including cultural differences in the threshold for

> *Comparisons of hospital diagnoses of first admissions to the mental hospitals in New York and London revealed striking contrasts for nearly every major diagnostic category.*

the perception of various abnormal behaviors and value judgments of psychiatrists as well as training-related variables. In one of the earliest comprehensive reviews of the literature on psychopathology across cultures, published in the *Journal of Cross-Cultural Psychology*, Draguns (1973) suggested the triple interactive factors of the patient, observer, and context as being relevant to the process and outcome of psychiatric diagnosis. Many cross-cultural differences typically attributed to patient behavior (e.g., hallucinations) may also be influenced by factors due to observers (e.g., psychiatrists), treatment settings (e.g., psychiatric hospital), and communities (e.g., urban versus rural setting). The patient presents abnormal behavior that deviates from cultural norms. Clinicians evaluate these behaviors based on their training model and

experience within a particular setting or context of observation. The act of identifying, describing, labeling, and developing a treatment plan involves a complex socio-cultural process (Draguns, 1980; Ullmann & Krasner, 1975). Thus, there was a great deal of interest in investigating "not only the characteristics of individual disturbance but also the context of its occurrence" (Draguns, 1980, p. 119). Contexts of abnormal behaviors include the cultural reference group (e.g., family), local community, and institution, and their respective norms and values.

TWO COMPETING PATHWAYS

Dramatic and major developments have since taken place in cross-cultural psychopathology. Questions raised by the US-UK Diagnostic Project have led to two competing pathways. The first is the development and field testing of standardized diagnostic instruments across cultures. The second is refocusing on each individual culture and eschewing cross-cultural comparisons.

In the first etic pathway, cross-cultural variance due to diagnosticians was to be eliminated, since it interfered with a reliable assessment of patient differences. Major efforts went into the development of explicit diagnostic criteria and standardized diagnostic systems according to biomedical models of mental illness. The World Health Organization (1973, 1983) initiated the largest international projects on schizophrenia and depression using the standardized diagnostic instruments, trained project psychiatrists, and the combined clinical and computer-based reference categorization of the case. For every major psychiatric disorder we can now identify standardized diagnostic instruments.

The standardized systems have contributed to investigating universality of mental disorders across different cultures and have produced enormous amount of new

ABOUT THE AUTHOR

Junko Tanaka-Matsumi is a Professor of Psychology at Hofstra University, Hempstead, New York. She was born in Japan and educated in Japan, Australia, and the United States. She studied clinical psychology and cross-cultural psychology at the University of Hawaii and the East-West Center, Honolulu. She serves as an Associate Editor of the *Journal of Cross-Cultural Psychology*.

After 20 years of living in New York, Junko is moving back to Japan in August, and will be Professor in the Psychology Department at Kwansei Gakuin University.

Kwansei Gakuin University   psyjtm@hofstra.edu
1-155 Ichiban-cho   (until August 2000)
Uegahara, Nishinomiya-city, Japan

literature on cross-cultural psychopathology (see Tanaka-Matsumi & Draguns, 1997). Unfortunately, culture of diagnosticians has been forgotten and cultural context has received minimum research attention. For example, although recognizing the importance of ethnic and cultural considerations, the Diagnostic and Statistical Manual of Mental Disorders Fourth Edition (DSM-IV) of the American Psychiatric Association (1994) devoted only 7 out of 886 pages, in Appendix I, explicitly to "outline for cultural formulation and glossary of culture-bound syndromes."

Those who were intrigued by cultural factors in the practice of psychiatric diagnosis have gone on to develop a separate and emic path of cultural research. Arthur Kleinman's (1977) paper on the "category fallacy" marked the beginning

> ## *Culture of diagnosticians has been forgotten and cultural context has received minimum research attention.*

of the "new cross-cultural psychiatry." Kleinman (1977, p. 4) stated that "psychiatric categories are bound to the context of professional psychiatric theory and practice in the West." The cultural relativist position has produced descriptive and ethnographic studies on cultural idioms of distress, contextual descriptions of culture-bound syndromes, and cultural interpretation of major disorders (e.g., Kleinman & Good, 1985.) In Great Britain, Littlewood (1990) rejected diagnostic category comparisons and advocated context descriptions including culture-specific expressions and meanings of distress, antecedent events and social consequences for abnormal behaviors within the community.

In studying race differences in psychiatric diagnoses, Whaley (1997) clarified diagnostic questions as harboring two different propositions: (1) the "clinician bias" hypothesis and (2) the "cultural relativity" hypothesis. Similarly, Lopez (1989) proposed specific factors contributing to "overdiagnosing" and "underdiagnosing" of certain psychiatric disorders. These views suggest that in cross-cultural contexts, diagnosticians have their own baselines for psychopathologies for different groups and they are influenced by their own normative judgments. Therefore, indigenous diagnostic practices do continue to differ across cultures, while the project diagnoses can increase precision in judgment. The US-UK Diagnostic Project fueled the development of the field of cross-cultural psychopathology along two competing theoretical and methodological pathways.

REFERENCES

American Psychiatric Association (1994). *Diagnostic and statistic manual of mental disorders* (4th ed.). Washington, DC: Author.

Cooper, J. E., Kendell, R. E., Gurland, B. J.,

Sharpe, L., Copeland, J. R. M., & Simon, R. (1972). *Psychiatric diagnosis in New York and London*. London: Oxford University Press.

Draguns, J. G. (1973). Comparisons of psycho-

The Third Conference of the Asian Association of Social Psychology

Taipei, Taiwan

JAMES H. LIU

WELLINGTON, NEW ZEALAND

After only its third conference, held in Taipei, Taiwan, August 4-7, 1999, the Asian Association of Social Psychology (AASP) has moved from organizational infancy to robust adolescence. The first conference, held in Hong Kong in 1995, was an entrepreneurial effort that demonstrated that it was possible for Chinese, Koreans, Japanese, and other Asians to come together in an atmosphere of cooperation and harmony (Liu & Kashima, 1995). The second conference in Kyoto, 1997, showcased the contributions of Japanese social psychology and increased the group's international profile (Liu, 1998). The third conference signaled the beginning of a more professional era: the keynote speakers were internationally recognized figures from both Asia and the West, the facilities and materials for the conference were sparkling, and the overall size and quality of presentations continued to increase. The AASP meetings have rapidly established themselves as one of the premiere forums for culture-oriented psychology in the world.

Kwok Leung passes AASP flag to Yoshi Kashima, host of the next conference

After three meetings, certain patterns have become apparent in conference attendance. There were 344 participants from 23 countries and societies in Taipei who presented 155 papers and 147 posters. Japanese scholars were the single largest contingent, followed by Taiwan, Korea, USA, Hong Kong, mainland China, Thailand and Singapore. These patterns are consistent with international structures of scholarship and economic power, with Japan and the various contingents of Chinese numerically outnumbering other Asian groups.

CULTURAL, CROSS-CULTURAL, AND INDIGENOUS PSYCHOLOGIES

Presentations at the Taipei conference reflected three clear themes. The first, overarching theme was provided by Professor K. S. Yang and the organizers of the conference, who asked six eminent psychologists to provide keynote speeches addressing what was similar and what was unique about cultural, cross-cultural, and indigenous psychology. These talks, by Harry Triandis, Patricia Greenfield, John Berry, Richard Shweder, Uichol Kim, and K. S. Yang, offered a remarkable clarity about the positioning of terms in the field. Indigenous and cultural psychology are closely aligned, differing primarily in who does it and for what audience. Cross-cultural psychology stands a bit apart because of its more universalistic epistemology. However, proponents of all three views were united in calling for synergy and cooperation in challenging the culture-free assumptions of mainstream psychology. The term "North American indigenous psychology" was heard more than once, and this author even overheard a few comments about too much emphasis on culture at AASP. Be that as it may, developing a culture-oriented social psychology is clearly among one of the major goals and themes that defines Asian social psychology.

INDIVIDUALISM-COLLECTIVISM REVISITED

The second theme was more circumscribed, as its adherents hailed mostly from Japan, and to a lesser extent the United States. This is the issue of how well individualism-collectivism (IND-COL) and the independent/interdependent self describe differences between Asians and Westerners, or more precisely, Japanese and Americans. The work of Markus and Kitayama, following in the footsteps of such scholars as Triandis, Hofstede, and Bond, has provided the primary beach-head from which culture-oriented psychologists have made forays into the mainstream. But there is dissent among this group as to how well these constructs capture differences in behavior, and to what extent they are a gloss over complex issues of social construction. These issues encouraged some controversial debate.

Opinions in this group appear to be approaching some sort of compromise that the "beach head" metaphor used previously can continue to describe. If culture-oriented psychology is to make inroads into mainstream psychology as called for by the "Big 6",

Background photo: Kuo-Shu Yang, Conference Organizer

it needs to do so from a variety of directions. The general consensus seems to be that the IND-COL paradigm involves some simplification. But to tear down the beach-head before the inroads have been firmly established appears to be self-defeating. Fighting over a few meters of sand next to the Pacific Ocean should be undertaken only if this

Six keynote speakers addressed what was similar and what was unique about cultural, cross-cultural, and indigenous psychology: Berry, Greenfield, Kim, Shweder, Triandis, and Yang.

will serve to carve out new territory in the heartland of both shores. If so, the value of this debate will be judged by the extent to which it provides stimulus to perfect existent paradigms, and forge ahead along inroads that have already been made.

APPLYING SOCIAL PSYCHOLOGY

The third theme was more diffuse. This theme related less to the heady intellectual issues of the day but was a consistent zeitgeist in the poster sessions and in a few symposia. This is that Asian social psychology is intimately concerned with application: health, social issues, justice, the family, aging, education for children, academic achievement, identifying bullies, and managing disasters. It is concerned with the epistemology and practice of doing psychology to make a difference. In the social psychology that is emerging in Asia, applied work that is now on the periphery

ABOUT THE AUTHOR

James Liu was born as Liu Hou-Fu in Taiwan and moved to Carbondale, Illinois in 1964 where he grew up between two cultures and became a serious observer of human society. In 1984 he received a BS in Computer Science/Engineering (dutiful #1 son) then moved to LA where he programmed satellite simulators and pursued the "American Dream" for 3 years. In 1987 he got married and went to grad school, finishing with a Ph.D. in Social Psychology in 1992 under the supervision of Marilyn Brewer and Jim Sidanius, followed by a postdoc with Bibb Latané. Since 1994 he has been teaching at Victoria University of Wellington in New Zealand. Having travelled across much of the globe and experienced many different aspects of longing for and resistance to the "American Dream," he is happy to be outside it all in a house by the sea with his wife. He is Secretary/Treasurer of AASP.

Tel.: (64) 04-472-1000 ext 8592   James.Liu@vuw.ac.nz

should eventually make its way into the center. The development of IND-COL and indigenous psychology should furnish theory capable of enriching and uniting effective practices.

WHAT IS ASIAN ABOUT ASIAN SOCIAL PSYCHOLOGY?

The three themes described above all resonate with the question, "What is Asian about Asian Social Psychology?" Outgoing President Kwok Leung remarked that such soul-searching is characteristic of adolescence, so it may be that after only six years AASP has already moved on beyond its entrepreneurial beginnings. To achieve this, a synergetic and evolving relationship between AASP and the Japanese Group Dynamics Association (JGDA) has been essential. From Kyoto to Taipei, Japanese social psychology has proven itself to be one of the pillars of Asian social

Academia Sinica 中央研究院 *Nankang, Taipei, Taiwan*

psychology. President-elect Susumu Yamaguchi will be the first Japanese President of AASP beginning in 2001.

The mighty efforts of current President Kuo-Shu Yang and his colleagues at the Institute of Ethnology, Academia Sinica and the Department of Psychology, National Taiwan University produced a truly first class conference at Taipei. The next conference, in Melbourne, Australia in 2001 (July 10-13), and in part a joint meeting between AASP and the Society of Australasian Social Psychologists (SASP, July 12-15) will have a hard act to follow. Having said that, the contributions of Taiwanese social psychologists to AASP have been, outside the massive efforts of a few familiar leaders, less salient than what might be desired.

WORKING IN ENGLISH

Many Japanese and Korean scholars were initially shy about presenting their work in an international forum because of language reasons, but over time they have recognized that in AASP, English is a second language for the majority of participants, and this alone should not constitute a barrier. From the perspective of this writer, one of the major goals of AASP should be to extend the reach of indigenous Chinese psychology beyond the realms of Taiwan and China. Taiwanese social psychology is probably the strongest indigenous psychology in the world. It can serve as the focal organizing point for using cross-indigenous methods proposed by Enriquez and Yang to link the indigenous psychologies of Chinese, Koreans, Pilipinos, Malays, Japanese, Indians, and even Maori or Aboriginals. Collectively, cross-indigenous research on such concepts as the relationalism implied by Chinese *guanxi* and Pilipino *kapua* could provide a second focal point for Asian social psychology fully as potent as IND-COL, and far less dependent on Western concepts and theories. However, the organizational hurdles involved in developing truly cross-indigenous work are huge, and must begin now if there is to be any progress made by Melbourne in 2001.

AASP PUBLICATIONS

AASP publishes the Asian Journal of Social Psychology (AJSP), edited by Uichol Kim, and edited conference proceedings. The second volume of its proceedings, Progress in Asian Social Psychology (Sugiman, Karasawa, Ward, & Liu, 1999) was launched in Taipei. AASP offers a multi-cultural editorial process for both these publications: for *Progress*, papers are submitted in English but the editors provide support to ensure that the final manuscript meets international standards in English. For AJSP, papers can be submitted in English, Chinese, Korean, or Japanese, and will be translated into English if accepted. AASP and JGDA announced recently the Misumi Award for the best paper published in AJSP; it was awarded to Susumu Yamaguchi (1998) for his paper on biased risk perceptions.

REFERENCES

Liu, J. H. (1998). Consolidating for the new millennium: The second meeting of the Asian Association of Social Psychology (Kyoto, Japan), *American Asian Review, 16*(1), 169-173.

Liu, J. H. & Kashima, Y. (1995). Asian social psychology awakes: The inaugural conference of the Asian Association of Social Psychology in Hong Kong. *American Asian Review, 13*(4),

125-131.

Sugiman, T., Karasawa, M., Liu, J., & Ward, C. (Eds.) (1999). *Progress in Asian Social Psychology* (Vol. 2). Kyoyoo-kwahak-sa Publishing: Seoul, Korea.

Yamaguchi, S. (1998). Biased risk perceptions. *Asian Journal of Social Psychology, 1*(2), 117-131.

LANGUAGE USE IN IACCP PART 1:
COMPETENCIES AND CONTROVERSIES

BILL GABRENYA

Indigenous Psychology movements often focus on language as the medium by which Western cultural hegemony is expressed in the content and conduct of Psychology in Nonwestern societies (e.g., Pe-Pua & Protacio-Marcelino, 2000; Yang, 1993). For example, although Mandarin Chinese is the world's most commonly spoken language, Yang (1993/1997 p. 72) had to scold his Taiwanese colleagues

> …not to think out research problems in terms of English or other foreign languages.

Yang is reacting to the situation, not peculiar to Taiwan except perhaps in degree, that most Psychology textbooks, journals, and scholarly books used by academics in the country are written in English, English language journals have the highest prestige value, and most of the international conferences that Taiwanese attend are conducted in English. The Taiwan Indigenous Psychology Movement has responded by publishing in Chinese exclusively and holding Chinese-language-only conferences.

LANGUAGE(S) OF THE ASSOCIATION

IACCP has its own issues. Although English is used exclusively in all IACCP communication–journals, books, conferences–it has debated the issue, and a survey of members was taken in the late 1980s concerning the appropriate language of JCCP (Lonner, Dasen, & Draguns, 1990). About one-third of respondents favored an English-French policy and nearly 80% were in favor of including non-English abstracts. The editorial board concluded that English is the only practical alternative, as the Asian Association for Social Psychology also determined more recently (article, this issue).

That English is the only "practical" common language does not speak to the more important problems of how language should be treated in research, teaching and publication. I performed a survey of IACCP members in 1998 to get some sense of how members of this highly diverse organization are using language in their professional work. I will report the results of the survey in a series of short articles beginning in this issue of the *Bulletin*. This article looks at the sample, its linguistic characteristics, and the extent to which this issue is controversial in members' home countries.

---

[1]The historical inevitability of Esperanto will of course change all of this.

If you flip to the back cover of this *Bulletin* you'll see that IACCP claims over 700 members. In fact, there are really only about 125 people who seem to be on the same wave for any one activity: voting in an election, responding to the failed constitutional ballot last year, or replying to the odd survey that might be mailed with the *Bulletin*. By this metric, the response rate to my survey was not bad: 72, or 58%. Other ways of calculating this value might yield other response rates. Respondents living in countries in which English is not the primary language were overrepresented (63%, versus an Association baserate of 51%) and members from the United States were highly underrepresented. ("What!? English *isn't* the only language!?") I will refer members for whom English is a second language as "ESLs." Native English speakers will be called "Anglophones."[2]

(IN)COMPETENCIES

The centrality of English in IACCP and the lopsided language abilities of its membership come out clearly in these data. Of the ESL respondents, 38% came out of grad programs that were conducted in English and 58% wrote their theses in English. This is a one-way street: 0% of the Anglophones went to a non-English-speaking grad school. The relative insularity of the Anglophones is related to, albeit not necessarily in a simple or causal manner, to their startling linguistic disability: 48% reported speaking no foreign language while 62% of the ESL group spoke at least 2 languages besides their own.[3] (Figure) The substitution of computer languages to meet foreign language requirements in many graduate schools seems to have been successful. Faced with a competency exam in German, I chose Option B—one semester of a now-obsolete computer language called PL/1.[4]

X-axis: Number of Foreign Languages Spoken (0–7); Y-axis: Number of Respondents (0–16). Series: Anglophone, ESL.

---
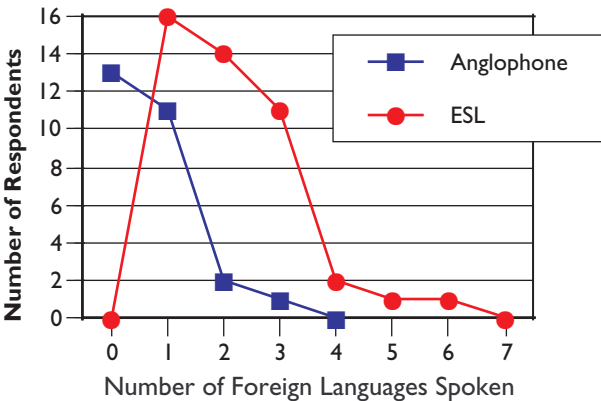
[2]That many ESLs write in English better than my undergraduate students is a topic toward which I have developed some affect.

[3]In defense of the Anglophones, that 52% speak at least one foreign language may well be higher than the baserate for Psychologists in their home countries.

[4]In defense of PL/1, it was a very modern language for its time and ran on the world's most ubiquitous computer prior to the ascendancy of Windows: IBM System/360. Proficiency in German would not have increased my ability to run a mainframe payroll system, were I inclined to do so.

Language–which one ought to be used for what–was reported to be a controversial issue in their home countries by two-thirds of this IACCP sample. Surprisingly, this proportion did not vary significantly as a function of region or home language. Free responses to the open-ended question "why is the question of language use important or controversial in your country?" emphasized political issues (e.g., bilingualism policies). For example, "Official bilingualism and heritage language issues are daily issues," and "English symbolically indicates colonial slavery." Anglophone respondents also cited issues of ethnicity and exclusion (e.g., recognition of ethnic minorities), "Language in public as a marker of social/ethnic identification is a controversial topic...mainstream Anglos resent other languages in public, especially Asian languages." ESLs cited teaching issues (e.g., which language ought to be used in instruction), "The medium of instruction in most 'recognized' institutions is English, and students do not by and large come from English speaking backgrounds."

It looks like IACCP members feel that language use is a big deal in a lot of places, although for different reasons and in very different social and political contexts. As we will see in the next article, focusing on how we use languages in our research, the roots of the controversy are both political and intellectual.

REFERENCES

Lonner, W. J., Dasen, P. R., & Draguns, J. G. (1990). Considerations for a bilingual JCCP: The results of a recent survey of IACCP members. *Cross-Cultural Psychology Bulletin, 24*(1), 4-8.

Pe-Pua, R., & Protacio-Marcelino, E. (2000). Sikolohiyang Pilipino (Filipino Psychology): A legacy of Virgilio G. Enriquez. *Asian Journal of Psychology, 3*(1), 49-71.

Yang, K.-S. (1993). Wo-men wei she-mo yao jian-li zhong-guo-ren de ben-tu xin-li-xue? [Why do we need to develop a Chinese indigenous psychology?] *Ben-tu xin-li-xue yan-jiu [Indigenous psychological research in Chinese societies], 1*, 6-88. (In Chinese)

Yang, K.-S. (1997). Indigenising Westernised Chinese psychology. In M. H. Bond (Ed.) (1997). *Working at the interface of cultures* (pp. 62-76). London: Routledge.

➤1: International Clinical Series

SERIES ON INTERNATIONAL CLINICAL AND COUNSELING PSYCHOLOGY

Paul Pedersen, fresh from his Fulbright sabbatical at National Taiwan University and National Taiwan Normal University, has agreed to serve as Associate Editor for a new series of articles on the practice of Clinical and Counseling Psychology in several of the nations represented in IACCP. He has engaged his formidable international network to identify potential authors. Paul is now living in Honolulu, Hawaii (pedersen_us@yahoo.com).

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). A cumulative list of items that have appeared in this column since 1995 is also at our web site.

Peter Aggleton (Editor) *Culture, Health & Sexuality: An International Journal for Research, Intervention and Care.* Taylor & Francis Ltd. ISSN 1464-5351 US$99

> Multidisciplinary journal for discussion of conceptual and methodological issues involving culture, health, health beliefs and systems, social structures, and the implications for reproductive and sexual health.

Mike Featherstone (1998) *Love and eroticism.* Sage Publications (280 pp.) ISBN: 0-7619-6251-4 (h) 0-7619-6252-2 (p) US$78.00 $31.00

> "...Deals with the notion of love and eroticism in our modern culture. Today's emphasis on bodily pleasures has become significant to the consumer culture. Bohemian love and the gay city is discussed in relation to spatial dimensions of love."

Walter Heinz (Ed.) (1999). *From education to work: Cross-National perspectives.* Cambridge University Press (362 pp.) ISBN: 0-521-59419-7(Hb) US$ 59.95

> 'This book discusses the structural changes in the international economy, and the modifications of work that has resulted in problematic transitions from school to work. A number of longitudinal research projects based on data from the United States, Canada, Great Britain and Germany have shown that gender and social inequalities restrict individuals."

Harriette Pipes McAdoo (Ed.) (1999) *Family Ethnicity: Strength in diversity* Sage Publications (377 pp.) ISBN: 0-7619-1856-6 (Cloth) 0-7619-1857-4 (Paper)

> "This book explores a variety of elements that different family groups have developed in order to exist in the United States. The author provides an in-depth perspective of groups such as: Native American Indians, Native Hawaiians, Mexican Americans and Spanish, to only name a few."
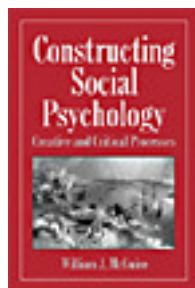
William J. McGuire & Reid Hastie (1999) *Constructing social psychology: Creative and critical processes.* Cambridge University Press (448 pp.) ISBN: 64107-1 (Hb) 64672-3 (Pb) US$51.96 $19.96

> "...Presents research on attitudes, self, beliefs, history, language, thought systems and methodology that has had great influences on social psychology."

Pamela Balls Organista, Kevin M. Chun & Gerardo Marin (Eds.) (1998) *Readings in ethnic psychology.* Routledge (432 pp.) ISBN: 0-415-91962-2 (Hb) 0-415-91963-0 (Pb) US$80.00 $29.99

> "...A collection of important writings of the influence of ethnicity and culture on social behaviors. Presents an overview of African Americans, Asian Americans, American Indians and Hispanics in the United States."

CALL FOR MANUSCRIPTS & PAPERS

RESEARCH ON SOCIOCULTURAL INFLUENCES ON MOTIVATION AND LEARNING

Dr. Dennis McInerney and Dr. Shawn Van Etten are co-editors for a new book series titled "Research on Sociocultural Influences on Motivation and Learning."

The aim of this book series is to provide a much needed outlet for the wealth of cross-cultural research that has not impacted: (1) mainstream educational and psychological texts (e.g., learning, motivation, development, social, and cognitive texts); and (2) mainstream undergraduate and graduate courses in education and psychology. A review of standard texts reveals very little citation of this cross-cultural literature; one has to access journals such as the Journal of Cross-Cultural Psychology or the Journal of Intercultural Studies or specialized texts to obtain this information. This series attempts to bridge this information gap by making sociocultural research accessible to mainstream consumers by exploring the sociocultural influences on learning and motivation across a broad range of settings and content areas. For this reason, the series, while erudite, will present issues, research findings, implications, and applications in a format that will be attractive to seasoned and beginning academics, students, and those who have a specialized interest in cross-cultural research. Societies such as the USA, Australia, United Kingdom, and Europe are becoming increasingly diverse in cultural and social demographics. For this reason, the series will play a significant role in making sociocultural influences a mainstream concern in research and application.

If you have any existing, on-going, or planned research/reviews (using qualitative or quantitative methodology) that broadly or narrowly address the framework highlighted above, we would be interested in considering your work for inclusion in our book series. The first book will appear in print quite quickly, sometime around AERA 2001, so please contact us as soon as possible about potential chapters. Please contact Dr. Dennis McInerney or Dr. Shawn Van Etten at one of the numbers/addresses listed below for additional details and/or to send a copy of your manuscript/proposal. Manuscripts, preferably saved in Microsoft Word, can be sent via: (1) email attachment; or (2) snail mail with two hard copies and a 3.5-inch diskette. Thanks in advance for your time and consideration.

Contact:

> Dennis McInerney, Ph.D.
> Associate Director, Self-concept & Learning
> Facilitation Research Centre
> Faculty of Education
> University of Western Sydney Macarthur
> PO Box 555
> Campbelltown 2560
> Sydney, Australia
> Tel: 0011 61 2 97726400
> Fax: 0011 61 2 97726432
> d.mcinerney@uws.edu.au

SOCIETY OF GENERAL AND THEORETICAL PSYCHOLOGY

New organization in Russia.

Contact:

> Alexey Pestov, Secretary SGTP
> ap@ap.org.ru
> http://www.ap.org.ru
> http://www.apa.org.ru

DISTINGUISHED CONTRIBUTION TO THE INTERNATIONAL ADVANCEMENT OF PSYCHOLOGY

Florence Kaslow was given this Award for the year 2000 by the American Psychological Association. She is in independent private practice in West Palm Beach, Florida and is an adjunct professor of family psychology at Florida Institute of Technology.

UNICODE STANDARD EVOLVES

The Unicode Consortium has released Unicode Standard Version 3.0, which supports 49,194 characters in a single encoding system (vs. about 250 in traditional one-byte fonts), including most ideographs used in Japanese, Chinese and Korean. Unicode enables a single character set for representing all common world languages, facilitates right-to-left and vertical text, and can accommodate characters that change depending on their position in a sentence or a word. Most modern web browsers and operating systems support Unicode.

➤ 27: Tanaka-Matsumi References

pathology across cultures: Issues, findings, and directions. *Journal of Cross-Cultural Psychology, 4*, 9-47.

Draguns, J. G. (1980). Psychological disorders of clinical severity. In H. C. Triandis & J. G. Draguns (Eds.), *Handbook of Cross-Cultural Psychology* (Vol. 6, pp. 91-174). Boston: Allyn and Bacon.

Kendell, R. E. , Cooper, J. E., Gourlay, A. J., Copeland, J. R. M., Sharpe, L., & Gurland, B. J. (1971). Diagnostic criteria of American and British psychiatrists. *Archives of General Psychiatry, 25*, 123-130.

Kleinman, A. (1977). Depression, somatization, and the "new cross-cultural psychiatry." *Social Science and Medicine, 11*, 3-9.

Kleinman. A., & Good, B. (Eds.). (1985). *Culture and depression: Studies in the anthropological and cross-cultural psychiatry of affect and disorder.* Berkeley: University of California Press.

Littlewood, R. (1990). From categories to contexts: A decade of the new cross-cultural psychiatry. *British Journal of Psychiatry, 156,* 308-327.

Lopez, S. R. (1994). Patient variable biases in clinical judgment: Conceptual overview and methodological considerations. *Psychological Bulletin, 106*, 184-204.

Tanaka-Matsumi, J., & Draguns, J. G. (1997). Culture and psychopathology. In J. W. Berry, M. H. Segall, & C. Kagitcibasi (Eds.), *Handbook of cross-cultural psychology.* Vol. 3. Social behavior and applications (pp. 449-492). Boston: Allyn and Bacon.

Ullmann, L. P., & Krasner, L. (1975). *A psychological approach to abnormal behavior* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Whaley, A. L. (1997). Ethnic/race paranoia, and psychiatric diagnoses: Clinician bias versus sociocultural differences. *Journal of Psychopathology and Behavioral Assessment, 19,* 1-20.

World Health Organization (1973). *Report of the international pilot study of schizophrenia.* Geneva, WHO.

World Health organization (1983). *Depressive disorders in different cultures: Report of the WHO collaborative study of standardized assessment of depressive disorders.* Geneva: WHO.

PLANNED SCIENTIFIC ACTIVITIES OF THE IACCP

2000 July 16-21
The XV International Congress of IACCP
Pultusk, Poland

Please see description of the Congress in the December, 1998 *Bulletin*.

Contact:
Pawel Boski
Institute of Psychology
Polish Academy of Sciences
Podlensna 61
01-673 Warsaw/UL
Poland
FAX: +48 (22) 834 0907
boskip@atos.psychpan.waw.pl
http://www.psychpan.waw.pl/
iaccpxv.htm
IACCP2000@atos.psychpan.waw.pl

2001 July 7 - July 11
IACCP Regional European Congress
Winchester, England, UK

Congress theme: "Capitalising on Diversity"; Congress chair: Peter B. Smith; Organising Committee head: Paul Redford; Scientific Committee head: Robin Goodwin.

Deadline for submission of abstracts is January 15, 2001.

Contact:
Paul Redford
Department of Psychology
King Alfred's College
Winchester, SO22 4NR
United Kingdom
Tel: +44 (0)1962 827 519

A good list of international conferences can be found on the IUPsyS web site: http://www.iupsys.org/

Fax +44 (0)1962 827 437
p.redford@wkac.ac.uk

OTHER CONFERENCES OF INTEREST

2000 July 23-28
XXVII International Congress of Psychology
Stockholm, Sweden

IACCP has been invited to propose keynote speakers and symposia for this conference.

Contact:
XXVII International Congress of Psychology
Box 3287
S-103 65 Stockholm, Sweden
Tel: +46 (8) 696 97 75
Fax: +46 (8) 24 78 55
psych.congress.2000@psykoloqforbundet.se
http://www.icp2000.se
http://aix1.uottawa.ca/~iupsys

2000 September 3-6
Constructions & Identity, Understanding the Social World 2
The University of Huddersfield, U.K.

The second International Conference will include themes on: Identity, Subjectivity, Sexuality, Gender, Post Colonial Identity, Disability, Feminist Theory and Identity, Organisational and Professional Identity, Nationalism, Cyberpsychology and Identity, Social Movements.

Contact:
Linda Rice
School of Health and Human Sciences
The University of Huddersfield
Queensgate, Huddersfield HD1 3DH
West Yorkshire
England
Tel: +44 (0) 1484 472410
L.Rice@hud.ac.uk

```
http://www.hud.ac.uk/
schools/human+health/
behavioural_science/
conf/index.htm
```

2001 February 21 - 25
Society for Cross-Cultural Research
San Diego, CA USA

Submissions due: January 30, 2001

Conference information:
```
www.york.cuny.edu/~divale/sccr/
index.htm
```

SCCR web site:
```
www.sccr.org
```

Contact:
> William Divale
> Social Sciences
> York College, CUNY
> 94-20 Guy R. Brewer Blvd.
> Jamaica, NY 11451
>
> Tel. +1 (718) 262-2982
> Fax +1 (718) 262-3790
> Divalebill@aol.com

2001 April 20 - 22
The International Academy for Intercultural Research
Oxford, Mississippi, USA

Due date for submissions: October 1, 1999.

Contact:
> Dan Landis
> Professor of Psychology and Director
> Center for Applied Research and Evaluation
> University of Mississippi
> University, MS 38677
> 601-232-7797 (Voice)
> 601-232-5077 (Fax)
> landisd@watervalley.net
> http://www.watervalley.net/
> users/academy/default.html

2002 July 1 - 12
25th International Congress of Applied Psychology
Singapore

Hosted by the Singapore Psychological Society and the Department of Social Work and Psychology, National University of Singapore

Organizing chair: Elizabeth Nair

Secretariat:
> CEMS Pte Ltd
> 1 Maritime Square
> #09-43 World Trade Centre
> Singapore 099253
> Tel.: +65 278-8666
> Fax: +65 278-4077
> cemssvs@singnet.com.sg
> http://www1.swk.nus.edu.sg/icap

2001 July 29 - August 3
XXVIII Interamerican Congress of Psychology
Santiago, Chile

Theme: "Towards a Psychology of Human Well-being." We will encourage the presentations and discussions of new scientific and professional issues and we will make all the effort to develop a high quality program.

First deadline: October 10, 2000
Final deadline: December 10, 2000.

Contact:
> info@sip2001.org
> http://www.sip2001.org

American Psych. Association
2000: August 4-8, Washington, D.C.
2001: August 24-28, San Francisco, CA
2002: August 23-27, Chicago, IL
2003: August 8-12, Toronto, Ontario
2004: July 30 - Aug 5, Honolulu, HI
2005: August 19-23, Washington, D.C.
2006: August 11-15, New Orleans, LA

American Psych. Society
2000: June 8-11, Miami Beach, Florida
2001: June 14-17, Ontario, Canada
2002: June 6-9, New Orleans, Louisiana

Officers of the IACCP

President
Michael H. Bond
Department of Psychology
Chinese Univ. of Hong Kong
Shatin, N.T., Hong Kong
Fax: +852 2603-5019
mhb@cuhk.edu.hk

Secretary-General
James Georgas
Department of Psychology
University of Athens
Panepistemiopolis
Athens 15784 Greece
Tel.: +30 (1) 7277524
Fax +30 (1) 724-8979
dgeorgas@dp.uoa.gr
dgeorgas@cc.uoa.gr

Deputy Secretary-General
Marta Young
Department of Psychology
University of Ottawa
Centre for Psych. Services
11 Marie Curie Drive
Ottawa ON K1N 6N5 Canada
+1 (613) 562-5800 ext 4823
myoung@uottawa.ca

Treasurer
Ted Singelis
Department of Psychology
California State University
Chico, CA 95929-0234 USA
Tel. +1 (916) 898-5363
Fax +1 (916) 898-4740
IACCP@csuchico.edu

Past-President
Marshall H. Segall
Maxwell School
Syracuse University
100 Eggers Hall
Syracuse, NY 13210-1090
mhsegall@maxwell.syr.edu

President-Elect
Deborah Best
Department of Psychology
Wake Forest University
Box 7778 Reynolda Station
Winston-Salem, NC 27109
USA
Fax: 1 336 758 4733
best@wfu.edu

Regional Representatives

Europe
Lotty Eldering
Oude Woudenbergse Zandweg 17
3707 Am Zeist
The Netherlands
Fax: +30 (71) 5273060
eldering@rulfsw.leidenuniv.nl

Klaus Boehnke
Department of Sociology
University of Technology
Chemnitz-Zwickau
D-09107 Chemnitz
Germany
Fax: +49 (371) 531-4450
klaus.boehnke@phil.tu-chemnitz.de

East Asia
David Watkins
Department of Education
The University of Hong Kong
Pokfulam Road Hong Kong
Fax: +852 2858 5649
hrfewda@hkucc.hku.hk

South Asia
Girishwar Misra
Dept. of Psychology
University of Delhi
Delhi 110-007 India
Fax:+91(11) 7256285
gmisra@csec.ernet.in

South East Asia
Kusdwiratri Setiono
Sangkuriang S-5
Bandung 40135
Indonesia
Fax: +62 22 2530093
setionot@bdg.centrin.net.id

Insular Pacific
Don Munro
Psychology Department
University of Newcastle
NSW 2308 Australia
Fax: +61 (49) 216980
munro@psychology.newcastle.edu.au

North America
Kimberly A. Noels
Department of Psychology
University of Saskatchewan
Saskatoon, Saskatchewan S7N 5A5   Canada
Fax: +1 (306) 966 6630
noels@duke.usask.ca

Patricia Greenfield
Department of Psychology
University of California
Los Angeles, CA 90024 USA
greenfield@psych.ucla.edu

Central and South America
Isabel Reyes-Lagunes
Unidad de Investigaciones
Psicosociales
Universidad Nacional
Autónoma de México
Ciudad Universitaria
Mexico, D.F.
Fax: +52 (5) 6 22 23 26
lisabel@servidor.unam.mx

Central and South Africa
Andrew Gilbert
Dept. of Psychology
Rhodes University
P.O. Box 7426
East London 5200
Republic of South Africa
Fax: +27 (431) 438307
agilbert@dolphin.ru.ac.za

North Africa and Middle East
Omar Khaleefa
Dept. of Psychology
The University of Bahrain
Box 32038   Bahrain
Fax: +973 449636
omar123@batelco.com.bh

*Special Representative at Large
(XV Congress Organizer)*
Pawel Boski
(see Conferences section)

Publications

Chair, Publications Committee
John Adamopoulos
Department of Psychology
Grand Valley State University
Allendale, MI 29401 USA
Fax: +1 (616) 895-2480
adamopoj@gvsu.edu

J. Cross-Cultural Psychology
Peter Smith, Editor
School of Social Sciences
University of Sussex
Falmer, Brighton BN1 9SN, U.K.
psmith@central.sussex.ac.uk

INTERNATIONAL ASSOCIATION
FOR CROSS-CULTURAL PSYCHOLOGY

The International Association for Cross-Cultural Psychology (IACCP) was founded in 1972 and has a membership of over 700 persons in more than 70 countries. The aims of the Association are to facilitate communication among persons interested in all areas of the intersection of cultural and psychology. IACCP holds international congresses every two years and regional conferences in most other years. The next international conference will be in Warsaw, Poland in 2000. We are associated with several publications, including the bimonthly *Journal of Cross-Cultural Psychology*, the quarterly newsletter *Cross-Cultural Psychology Bulletin*, and conference proceedings. Membership fees are based on annual gross income.

Inquiries concerning membership and correspondence concerning publications and all address changes should be directed to the Treasurer (see inside back cover).

IACCP FEES AND SUBSCRIPTIONS

Membership fees include the *Journal of Cross-Cultural Psychology* (JCCP) and/or the *Cross-Cultural Psychology Bulletin* (CCPB) and are based on income:

INCOME	JCCP & CCPB	CCPB
Less than US$ 5,000	US$20	US$8
Between $5,000 and $10,000	$28	$13
Between $10,000 and $15,000	$40	$24
Between $15,000 and $30,000	$50	$30
Between $30,000 and $50,000	$60	$30
Between $50,000 and $65,000	$70	$35
More than $65,000	$85	$35

SUBSCRIPTION FEES (FOR NONMEMBERS):

	JCCP	CCPB
Individual	US$38	US$20
Institutional	$104	$30
Back issues (per volume)	$40	

Nonmember subscription fees should be sent to the Treasurer of IACCP. Please make checks payable to IACCP.

WORLD WIDE WEB

News and information about IACCP can be found in the IACCP Web page at
http://www.iaccp.org
http://www.fit.edu/CampusLife/clubs-org/iaccp/

Florida Tech