



Book Review

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Rich, G. J., Gielen, U. P., & Takooshian, H. (Eds.). (2017). *Internationalizing the teaching of psychology*. Charlotte, NC: Information Age Publishing. 488 pp. \$45.99. ISBN 978-1-641-13005-9.

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Internationalizing the Teaching of Psychology is a comprehensive must-have resource for educators interested in offering students a current and accurate portrayal of the global influences which shape major subfields of psychology. In addition to this volume being a beneficial pedagogical resource, it has rich insights which could be of interest to educational policy makers, scholars seeking to internationalize their research agenda, and institutions training graduate students who are seeking to be applied practitioners, among others. The core content of this volume is presented in four parts which overall comprise a total of 27 chapters.

Part 1, titled International Perspectives on the Teaching of Psychology, comprises six chapters. In Chapter 1, the questions of what international psychology is as well as why and how to engage in it are answered. In logical succession, Chapter 2 informs readers about how to construct a course dedicated to international psychology. The third chapter offers an in-depth examination of how psychology is taught within Latin America, and comparisons with the traditional North American model are made. In the fourth chapter, it is made clear how films which are foreign and local can be useful for the illustration of psychological concepts. Chapter 5 focuses on outlining the ways in which psychology instructors across the globe can connect with one another and obtain resources. The sixth and final chapter in Part I provides a description of how massive open online courses (MOOCs) can be used to make psychology more accessible and globalized.

In this opening quarter of the volume, there are several valuable insights which an interested reader can gain. To expand, both Chapters 1 and 2 provide rich details relevant to international psychology that are beneficial to both veteran and neophyte researchers and instructors (e.g., a lexicon of currently used terms relevant to cultural diversity and a distinction between international and internationalizing psychology). Course instructors will benefit greatly from the carefully chosen lists of possible course goals, core literature, class topics, curriculum resources, ways to build in activities and assignments, technologies to integrate, and organizations which students can join, that the authors of Chapter 2 outline. By giving an insider glimpse into the Latin American approach to psychology, Chapter 3 offers a clear example of the idea that

psychology is not culturally fixed and that a culturally sensitive approach to the discipline should be taken.

With respect to Chapter 4, individuals who wish to enrich their classroom experience by adding films have a wealth of ideas at their fingertips as the authors have taken pains to provide a comprehensive selection. As for Chapter 5, in addition to the provision of web resources as well as other outlets for international connections, it is aptly noted that for a truly internationalized teaching curriculum, there needs to be international collaboration in resource generation. A highlight of Chapter 6 is that the author uses personal experience with a MOOC to describe and specify how MOOCs can be beneficial for internationalizing psychology. A minor critique of this section of the volume is that chapter organization could be improved. So as to smoothly transition from discussion of international and national perspectives on teaching to specific tools or methods of teaching psychology internationally, readers are advised to review the chapters in the following order: Chapter 1, 2, 5, 3, and 4 or 6 interchangeably.

Part II, labeled as Cross-Cultural, Cultural, and Indigenized Perspectives, comprises four chapters. In Chapter 7, in addition to distinguishing between cultural and cross-cultural psychology, four teachable topics are presented along with key theories such as Berry's model of acculturation and Hofstede's individualism versus collectivism. In the eighth chapter, the author draws on decades of practical experience with teaching cross-cultural psychology methods to provide a thorough introduction into appropriate tools and techniques, challenges one can expect, as well as the merits of mixed methodology. The emphasis in Chapter 9 is on outlining Western-Australian research initiatives (e.g., Maori-centric psychological research conducted at the University of Waikato), as well as emphasizing the need for Australian indigenous scholars, scholarship, curriculum, and practitioners. Last, the 10th chapter provides insights into a three-stage training model (i.e., construction, deconstruction, and reconstruction) used to train educational psychologists in South Africa. Both Chapters 9 and 10 once again serve to demonstrate the idea that there is cultural variation in the way psychology is conceptualized and practiced.

The second quarter of this book is beneficial to those wishing to teach courses with the key focus on culture or to learn more about psychology within a geographic region. In contrast, the third quarter provides psychology instructors in different sub-disciplines (e.g., psychobiology) with relevant and applicable course resources. Part III, titled Internationalizing Basic Domains of Psychology, consists of nine chapters that present ways in which teaching of the following broad topic areas can be approached with an international and culturally sensitive lens: introduction to psychology, the history of psychology, biological psychology, cognitive psychology, culture and perceptual processing, principles of learning, motivation and emotion, intelligence, and consciousness. In describing these chapters, extensive coverage is beyond the scope of this review, and, instead, for each chapter, core concepts or strengths will be specified.

Chapter 11 describes methods that introductory psychology instructors can use to make their curriculum more internationalized with less work. Specifically, ways to teach preexisting course topics with a cultural twist are presented, and additionally,

feedback from intro psych instructors around the world about current practice and future recommendations are summarized. In the 12th chapter, case studies are presented which masterfully illustrate how the history of psychology can be taught in a globally minded manner as opposed to a U.S. centric manner, and possible course text options are also provided. The 13th chapter presents content on different approaches used to teach biological psychology (i.e., historical, systems, and stages), and is a complement to Chapter 20 as it discusses biocultural differences during the fetal and neonatal stage of life. In Chapter 14, cultural differences in how stimuli are processed through the senses of sight, sound, touch, smell, and taste are outlined. In the 15th chapter, not only are the interrelationships between culture and cognition clarified through use of specific empirical examples, but the state of affairs of cognitive psychology in the Philippines is also described.

Along with providing suggestions for how a course on learning principles can be internationalized, in Chapter 16, core ideas such as the bidirectionality of influence between culture and learning and how a bias in the field has led to a focus toward searching for across-species variation while eschewing the search for within-species variation are discussed. Next, in the 17th chapter, the authors discuss their experiences with teaching course content on motivation and emotion (e.g., self-determination theory) in a culturally conscious manner (i.e., acknowledging international and local influences) within the cultural context of Peru. Some topics discussed in Chapter 18 include etic and emic aspects of intelligence, pathways for teaching intelligence and emotional intelligence (e.g., through community-engaged learning), and the role of artificial intelligence as a supplement for human general and emotional intelligence. Chapter 19 centers on how key concepts in consciousness (e.g., yoga and meditation) can be presented to students in a manner that includes consideration of cultural contextual factors (e.g., when discussing sleep and dreams, instructors can link with culture by discussing ideas such as cultural beliefs about the value of sleep).

In overviewing this third segment of the volume, one limitation is that Chapters 14 to 19 are primarily geared toward instructors in the discipline of cognitive perceptual psychology. For a segment centered on basic domains of psychology, equal presentation of content across domains would have been preferred. However, a major strength of this segment is that each chapter has rich details such as high-quality annotated references, demystification of nuances within the subject area, and practical examples and classroom activities. The final quarter of the book, labeled Psychology as a Socioculturally and Internationally Oriented Discipline, comprises eight chapters which cover the following areas: life span or developmental, personality, psychopathology, clinical and counselling, health, social, organizational, and women. As with Part III, rather than going into extensive detail, each chapter will only be covered briefly.

In Chapter 20, the authors document examples of meaningful cultural variation seen across stages of life from infancy to old age. In addition, emphasis is placed on explaining how cultural influences on psychological processes across the life span are shaped by the forces of globalization. Chapter 21 offers insights on outlets for finding internationally based personality research (i.e., through journals, conferences, and

specialized organizations/organizational chapters), how to make course matter have broader reach (e.g., by encouraging discussion on the extent to which findings are universally applicable), and allows for appreciation of the challenges tied with internationalizing this area. In Chapter 22, examples of how cultures vary with respect to the prevalence, representation, and situational antecedents of psychological disorders are seen. Also, both historical perspectives and a recent overview of the area are outlined. The 23rd chapter discusses cross-cultural variation in how clinical and counseling psychology are conceptualized and who is entitled to practice in these areas across the globe. Key matters discussed include the need for culturally competent practice and global health.

In Chapter 24, the purview of health psychology is clarified prior to elaboration about topics such as the mind–body connection and the link between culture and illnesses such as obesity and breast cancer. Chapter 25 is framed such that educators learn about what can be taught (e.g., lecture time can be used to teach topics such as culture shock or ingroup–outgroup distinctions) and how to teach (e.g., instructors need to be cognizant of classroom dynamics stemming from cultural differences in norms of behavior) a social psychology course dealing with intergroup relations. In Chapter 26, key topics within organizational psychology (e.g., working in intercultural teams) are discussed and tried and tested classroom activities are presented. A unique contribution of this chapter is that along with expert commentary on the topic area, the topic is also viewed from a student lens. In the final chapter (i.e., Chapter 27), a rich explanation is given as to what the psychology of women concerns, and the spotlight is focused on how issues affecting women such as violence and gender roles are rooted in culture.

Internationalizing the Teaching of Psychology represents the culmination of what occurs when expert scholars and practitioners, who have an awareness and appreciation of the global nature and origins of the discipline, share their insights on how to create a more culturally sensitive curriculum and a more globally connected discipline. As a testament to the value of this resource, I personally have used this volume to derive course material to enrich my lectures as well as have found chapter discussions on cross-cultural topics meaningful to consider in conducting my own research. What makes this text so special is that in addition to telling readers what to be done (i.e., in terms of specific recommendations), the chapters also help readers answer the question of “How?” (i.e., through provision of extensive annotated references that can be directly applicable to course design or research training). In closing, this volume comes highly recommended, and a patient and open-minded reader will find most all that is being sought after.