



Society for Cross-Cultural Research

October 2010 Newsletter

Dear Colleagues,

Fall is here and in addition to fall being a beautiful season in America, it is one of the busiest of America's academic seasons. It is not difficult to imagine also the many deadlines that are currently facing our academic colleagues worldwide. So, I invite all of you who are reading this to take a few moments and think ahead five months to the 2011 Annual Meetings of the Society for Cross Cultural Research. Surely you will recall people you have come to know, faces that are becoming more familiar, and the exhilaration of mental 'awakenings' brought about by presentations and discussions. Plan now to come to the Charleston meetings whether you are recapturing the positive outcomes that go with attendance or you are capturing these benefits for the first time.

Respectfully,
Barb Shwalb, Editor, *SCCR Newsletter*

FEATURE ARTICLE Deborah Best, SCCR President-Elect



In August, Barbara Shwalb, Editor of the *SCCR Newsletter*, asked me to send her my autobiography for the *Newsletter* describing my childhood, education, and the pathway that brought me to cross-cultural psychology. She suggested that I read the autobiography of SCCR President Ziarat Hossain published in the July *Newsletter*, so I did. After reading, Zia's, I knew my life was not nearly as interesting and I was not sure anyone would want to read about it! But, Barbara is persuasive, so I have responded to her request. I hope this will serve as a brief introduction for those SCCR members whom I have not met. As you read, I think you will see that serendipity is the salient developmental mechanism that has shaped much of my professional life.

Family

A serendipitous breech birth brought me into this world in Biltmore (Asheville), NC. My feet-first entry led to family teasing that I arrived kicking and never quit. Already having a daughter, my father wanted a boy. To overcome his disappointment, he shaped his girls into tomboy daughters. In addition to being an

avid gardener, my father was the favorite neighborhood playmate, pitching baseballs and pumping up bicycle tires. My mother was a gourmet cook, backyard doctor, and clothing designer. We grew up with mixed-age playmates, parent-child neighborhood badminton tournaments, picnics, and mountain hikes. Both of my parents loved words, competing as they completed the New York Times Sunday crossword puzzle, and they loved science. My father, a management systems analyst for Exxon, and my mother, a radiologic technologist, instilled in my sister and me a love of reading, writing, and math, along with gardening, outdoor activities, and cooking. Although my parents died when I was in my early 30s, before I was married and had a son, they left me with a blueprint for good parenting in a loving family.

My son, Eric, graduated from Furman University in 2009. As a history major, he conducted oral history research projects examining the impact of the Keowee-Toxaway hydroelectric dam that created Lake Jocassee. He interviewed people who lost their land and were connected with the lodge and cemetery that remain intact at the bottom of the lake. His interest in research was perhaps spurred by attending International Association for Cross-Cultural Psychology (IACCP) meetings throughout his childhood. Eric has many “aunts” and “uncles” around the world. He is an budding gourmet cook, has started a landscaping/lawn-care business and is venturing into real estate. My parents’ love of gardening and cooking live on!

Education

At age 17 I began college at Wake Forest University, a school my high school guidance counselor told me I would never get into or stay in if I did. Little did she know I would make Wake Forest my intellectual home for years to come. In college I immersed myself into psychology, anthropology, and biology courses, serendipitously building the foundation for becoming a developmental psychologist. I stayed at Wake Forest for a General Experimental Master’s in Psychology and was project coordinator on a grant examining the development of racial attitudes in young children.

Serendipitous opportunities arose and directed my career path. After receiving my MA, the Psychology Department invited me to complete the grant project and to teach part-time. I loved teaching, and when I was asked to be a sabbatical replacement the next year, I jumped at the offer. The following year, along with teaching, I was invited to help found the Section of Neuropsychology at the medical school. Realizing that I was having so much fun with these new intellectual adventures, I decided it was time to get a PhD.

I worked on my doctorate part-time at the University of North Carolina at Chapel Hill while teaching and doing research at Wake Forest. At Chapel Hill, I learned of the bidirectional gene-behavior pathway from Gilbert Gottlieb, about proper observational techniques in Harriet Reingold’s infant lab, about the malleability of birdsong from Meredith West, how to do multivariate statistics from Mark Appelbaum, and about memory and cognitive development from my dissertation advisor, Peter Ornstein. Although none of these learning experiences focused on culture, serendipitously they gave me the building blocks for understanding the variability in behavior that can result from different cultural experiences.

When I completed my PhD, I switched to a tenure-track position at Wake Forest and moved through the ranks. At Wake Forest, I have served as Department Chair (1994-2002), Dean of the College of Arts and Sciences (2004-2008), and was awarded the William L. Poteat Professorship in Psychology in 1997 – proving my high school guidance counselor wrong!

Research in Cross-Cultural

During my Chapel Hill years, I did basic laboratory memory strategy research with school-age children, and I continued research at Wake Forest. Serendipity was again at work. A Wake Forest student asked if the measurement techniques used to study racial attitudes could be applied to gender roles and stereotypes, and suddenly my research shifted in a new direction.

After completing several gender stereotype studies, my colleague, John Williams, attended a NATO conference in Germany and told a colleague about our findings. The colleague suggested that when John stopped in London, he should contact British psychologist, Howard Giles. John and Howard met in a pub, discussed our research over a pint, and Howard became our first cross-cultural collaborator. As researchers read our work and talked with colleagues, our network of researchers grew to include more than 30 countries and resulted in long-lasting friendships. John and I collaborated, but John was more engaged with the young adult studies and I was more involved in the child research. My serendipitous background in biology, anthropology, and developmental psychology gave me the foundation for studying the influence of culture on the development of gender roles, attitudes, and stereotypes. My recent research is looking at the influence of family and filial responsibilities on gender-related beliefs and behaviors.

Attending my first IACCP meeting in Bhubaneswar, India in 1980 and SCCR the following year, I found my future colleagues. I have served in various positions in IACCP (President, 2000-2002), and I am honored to be President-Elect of SCCR for 2010. SCCR's first President, Beatrice Whiting, and others who followed are cross-cultural, developmentalist whom I have admired throughout my career. I am delighted that my serendipitous path brought me to this interdisciplinary organization.

I look forward to seeing you at the SCCR conference in Charleston, SC, February 16-20, 2011!

FEATURE ARTICLE
Brien K. Ashdown, Ph.D.
Recipient of Inaugural A. Leigh Minturn Memorial Award



My name is Brien K. Ashdown, and as the 2010 recipient of the A. Leigh Minturn Memorial Award for Early Career Cross-Cultural Research, I'm honored that I was asked to write the first 'Research Notes' section of the SCCR Newsletter. Before I begin describing my research, I want to introduce myself. I was born and raised in northern Utah, where I attended Weber State University. From Weber, I earned Bachelor of Arts degrees in psychology and Spanish language/literature. After graduating from Weber, I moved to Saint Louis University in St. Louis, Missouri to begin graduate school. While at Saint Louis University, I worked under Judith Gibbons, who was my mentor and committee chair for both my master's thesis and doctoral dissertation. I graduated from Saint Louis University in May 2009 and began my career as an assistant professor of psychology at the University of Alaska Fairbanks.

In the broadest terms, I see my research at the intersection of developmental psychology and social psychology, focusing on identity and its development in a social context. My primary area of

interest is the development of group identity and inter-group relations during adolescence and emerging adulthood. I am also interested in the role that faith and religion as well as sexual behaviors and attitudes play in the lives and identities of adolescents and emerging adults.

Much of my current research addresses group bias and prejudice in adolescents across various domains. For example, my dissertation explored the way that prejudice develops and changes from children in fifth grade to emerging adults, in the early years of college, in the areas of ethnicity, gender, and religion. By exploring all three domains together and measuring them in identical ways, this research will allow us to better understand how bias and prejudice develops in adolescence and whether or not it is generalizable across domains. This helps us to answer the question of whether the three domains follow the same time-course of development.

I am also researching group bias and prejudice cross-culturally by studying the phenomena in Guatemala. My mentor and I developed and validated scales that measure culturally specific prejudice in Guatemala (Gibbons & Ashdown, 2010; see also Ashdown, Gibbons, Hackathorn & Harvey, in prep) between those of Indigenous heritage and those of Ladino (non-Indigenous) heritage. In addition, we are currently exploring prejudices and stereotypes held by Guatemalan adolescents towards members of an ethnic out-group by asking them to draw a picture of a “typical” member of the out-group. These drawings will then be coded and analyzed for the presence or absence of ethnic stereotypes and prejudice.

In a somewhat related study, I’m working with an undergraduate student from China to better understand how international Asian students’ axioms are influenced and changed once they begin studying at a university in the U.S. We are preparing to submit the IRB for this study, and have plans to compare cultural beliefs and values between Chinese university students in China, Chinese international students in the U.S., second- and third-generation Chinese American students in the U.S., and European American students in the U.S. We hope to be able to document changes in the values of the international students studying in the U.S., and understand better how quickly these change take place.

As stated above, in addition to inter-group relations, I also conduct research on the religious/faith development of adolescents and emerging adults and its impact on their lives and identities. In a cultural critique of Fowler’s (1981) Faith Development Theory in Guatemala and the U.S., we found that there were no differences in the faith development of emerging adults (both students and non-students) based on the country they lived in, but there were differences in faith development that stemmed from differences in cultural assumptions of collectivism and individualism. Emerging adults who embraced a collectivistic cultural ideology had lower faith development according to Fowler’s theory than those who had a more individualistic ideology. Dr. Gibbons and I, along with Dr. Ramadan Ahmed, are currently expanding on this research and are in the process of analyzing data that was collected to explore the faith development of emerging adults in Kuwait – and that we hope to present at SCCR’s 2011 conference in Charleston.

Finally, I am also interested in the sexual behaviors and attitudes of adolescents and emerging adults and how those behaviors and attitudes mutually influence religious beliefs. I recently had a manuscript accepted for publication that explored the correlates of sexual satisfaction for heterosexually-married participants, including specific sexual behaviors, political ideology, and religiosity (Ashdown, Hackathorn, & Clark, 2010). Contrary to our expectations, we found that very little other than specific sexual behaviors are correlated with sexual satisfaction, perhaps suggesting that people draw stronger boundaries between their sexual lives and other aspects of their lives than we hypothesized. In addition, I am working with a group of undergraduate students that are comparing sexual cues that lead to sexual behavior across married couples of different Christian denominations. And finally, some other undergraduate students and I have begun collecting data that will explore the social and emotional

predictors and consequences of “hooking up” (casual sex) among college students.

I know that no one is as interested in particular research projects as the principal investigator— so thank you for persevering and reading about my work. I hope that anyone interested in discussing this research – or better yet, anyone interested in possible collaborations – will contact me via email at bashdown@alaska.edu. And, as always, I look forward to seeing all of you next February in Charleston!

LISTSERV & WEB SITE ALERTS

David W. Shwalb, Ph.D.

SCCR Webmaster

Dear Cross-Cultural Colleagues,

I am the new listserv moderator for SCCR. You should already have received an automated welcome message from the listserv, now administered at Southern Utah University. About the new listserv:

1. You received a password with your welcome message last week. You don't need to use this password unless you want to be removed from the list or want to change your e-mail address.
2. We will all be able to post messages up to 1Mb (1000kb). If you want to post something, just send the message to
3. If you have colleagues who want to join the listserv, give them this link:
4. The listserv is now set up so that when you reply to a posting, your reply goes out to everyone on the list. If your response is only directed to the person who posted a message, send an individual message to that person.

In addition, to improve the SCCR.org web site, I would like to expand the pages called “Member Activities.” To do this, I would like to begin by posting pages based on information from scholars (i.e., you) about their areas of expertise. For example, we are now working on a page titled “Fathering” that will summarize information about fathering in a variety of cultures. If you have a topic you think would make an good page for this web site (no length requirements), please contact me at shwalb@suu.edu. We are not going to reproduce or post articles or abstracts, but rather we would post summary information in an easily accessible style, on topics of interest to SCCR.org readers. Ultimately we would amass a large number of topics on the site, such that anyone could conveniently get the latest findings by looking on sccr.org. Thank you for any suggestions or contributions for this initiative.

RESEARCH FEATURE

Submitted by Ron Rohner, Ph.D.



You may be interested in information about the International Father Acceptance-Rejection Project (IFARP) that Rob Veneziano and I initiated a couple of years ago. The following memo from 2008 sent to researchers worldwide describes the early (Society for Cross-Cultural Research-related) history of the

project as well as its goals, etc. The attached power-point presentation that I gave this past summer at the 3rd International Congress on Interpersonal Acceptance and Rejection updates information about the project. Many papers at the conference were given on the father-love issue. If any SCCR members would like to get involved in the project, or want more information about it, they are welcome to email me at the address below. As you know, we focus exclusively on issues of interpersonal acceptance-rejection among children and adults worldwide. The IFARP is only one of a number of recent and ongoing research initiatives of possible interest to SCCR members.

International Father Acceptance-Rejection Project (IFARP)
Rob Veneziano, Ph.D., Project Chair



Dear Colleagues,

For several years now many members of the International Society for Interpersonal Acceptance-Rejection (ISIPAR) and the Society for Cross-Cultural Research (SCCR) have conducted research showing that fathers' love-related behavior is often a better predictor of developmental outcomes (e.g., social problems, academic problems, behavior problems, substance abuse, and unipolar depression and depressed affect) than mothers'; sometimes fathers' love-related behavior is the sole predictor of such outcomes for children and adolescents.

Remarkably, these findings have emerged from studies conducted across the globe, including in samples from India, Pakistan, Egypt, Turkey, Colombia, Estonia, Finland, Moldova, Japan, the British West Indies, and other locales including rural and urban North America. The question is no longer: Are fathers important? Rather, the question is now, why do fathers appear to be so very important? Some studies, however—though fewer in number—show the opposite finding, with mothers emerging as the stronger or sole predictor. Other studies fail to find any significant differences.

In a recent review of the literature designed to explore theoretical explanations for the relative influence of fathers and mothers' love-related behaviors, Veneziano & Goldman discovered several untested theoretical explanations for findings about the relatively strong influence of fathers. For example, ideas about why fathers' love-related behaviors may emerge as significant predictors tend to cluster around two main themes: fathers and mothers' relative power and prestige, and fathers and mothers' day to day involvement with their children. Presented as part of a symposium at the 37th Annual Meeting of the Society for Cross-Cultural Research (SCCR) in New Orleans, LA, USA (February 2008), that paper and another by David Cournoyer and Hirao Katsura on possible statistical explanations for the findings, stimulated once again the desire by many of us to test theoretical and statistical explanations. Many in attendance who are members of both ISIPAR and SCCR agreed that it is time for those involved in PARTheory-related research to develop empirical studies to do so.

In this context, we organized a small meeting at the University of Connecticut in March, 2008 to explore the interest of researchers in creating an "International Father Acceptance-Rejection Project (IFARP)." The meeting was attended by Drs. David E. Cournoyer (USA), Abdul Khaleque (Bangladesh, USA), Tiia

Tulviste (Estonia), Ron Rohner (USA), and me. Participants in the meeting agreed unanimously that it would be both appropriate and timely to make an international call for interested researchers to join the Project.

We developed a set of guidelines for conducting international research on the topic. Essentially, we proposed a program of research with samples of children—and perhaps early adolescents—and their parents to test relationships among perceived maternal and paternal acceptance, psychological, social, and behavioral outcomes, fathers and mothers' day to day involvement with their children, and children's perceptions of their fathers and mothers' power and prestige. Based on our review of the literature, we think children's perceptions of a significant differential between mothers' and fathers' power and prestige within families may prove to be an important predictor of their relative impact on children's development. Theorists also assert that the amount of time that fathers and mothers spend with their child may interact with parents' power and prestige to influence children's experiences of their parents' behavior.

At this point we should note that we define power as the ability individuals have to influence the opinions and behaviors of others (Rohner, 1967). Prestige, on the other hand, is defined here in terms of the signs of social approval, esteem, respect, admiration, or being highly regarded by others (Rohner, 1967). Power and prestige in most small groups (e.g., families) tend to be strongly correlated, and they tend to be distributed unequally throughout the group. That is, no two individuals share the same amount of either. Consequently, members of groups may be ranked in both power and prestige—or what we may call the power-prestige structure.

We recommend that researchers use a number of instruments that are suitable for cross-cultural research. Specifically, in addition to the child versions of the Parental Acceptance-Rejection Questionnaire (Child PARQ) to assess children's perceptions of their parents' (mothers' and fathers') acceptance-rejection, we expect to use a power-prestige scale along with the Father Involvement Scale (FIC). These will provide the predictor/moderator variables to help assess outcome variables related to the impact of fathers' behavior on offspring's psychological adjustment (using the Child version of the Personality Assessment Questionnaire), student (mis)conduct (using the Teacher's Evaluation of Student Conduct or the Parent's Evaluation of Child's Conduct), and youths' depression (using the Center for Epidemiologic Studies-Depression Scale (CES-D) [NIMH]). Information about a variety of demographic covariates will be provided by the Personal Information Forms (PIF). Finally, we hope researchers will be able to embed these quantitative variables within the context of a rich ethnographic description of each sociocultural setting included in the study. (Guidelines for pursuing this issue are provided in the document "Sociocultural issues to be addressed in the IFARP.")

Sincerely,
Robert A. Veneziano
Project Chair
Western Connecticut State University
White Hall 101, 181 White Street, Danbury, CT, USA 06810
Email address for this project: raffven@usa.net

FELLOWSHIP ANNOUNCEMENT
Submitted by Tom Weisner, Ph.D.



POSTDOCTORAL FELLOWSHIP IN INTERDISCIPLINARY STUDIES
Culture & Disability: Autism Spectrum Disorder in India & the United States
FPR-UCLA Culture, Brain, Development, and Mental Health Program

PURPOSE:

The Foundation for Psychocultural Research (The FPR) provides a limited number of fellowships aimed at advancing interdisciplinary research projects and scholarship at the intersection of psychology, culture, neuroscience and psychiatry, with emphasis on psychocultural factors as central, not peripheral.

ELIGIBILITY:

Applicants must have a doctoral or M.D. degree and should have interest in pursuing a career involving interdisciplinary research in psychology, culture, human development, family research, neuroscience and psychiatry. The research will involve substantial engagement in the new FPR-UCLA Culture Brain, Development, and Mental Health program, which includes integrative research on neurobiology, culture, child development, and psychopathology. The focus of this call for applications is the project on Culture & Disability: Autism Spectrum Disorder in India & the United States, Thomas S. Weisner, director, Tamara Daley, co-PI. Candidates must conduct their research under Dr. Thomas Weisner as the primary sponsor and PI of research on Culture & Disability: Autism Spectrum Disorder in India & the United States. Candidates should be eligible to hold a postdoctoral appointment at UCLA. A Ph.D or M.D. degree in hand is required. Fellows are also required to attend interdisciplinary seminars offered by the FPR-UCLA Center for Culture, Brain, and Development, and Mental Health program throughout their fellowship appointment.

STIPEND AND SUPPORT ALLOWANCE:

Fellowship stipend is \$40,000 per year. A support allowance of up to \$1,500 per year, to be used at the sponsor's discretion, to help defray the fellow's research supplies or travel to scientific meetings.

DEADLINES FOR RECEIPT OF APPLICATIONS:

Letters of intent can be submitted immediately. Applicants will then be notified if they should submit a full application. There will be ongoing applications until the position is filled, but no

letters of intent will be accepted after December 1, 2010. Successful applicants are encouraged to begin their postdoc appointment as soon as possible after selection as is feasible.

For further information about this fellowship program, and about The FPR-UCLA CBDMH Program, please contact: Leanna Hernandez at cbd@ucla.edu.

INVITATION: VIETNAMESE MENTAL HEALTH PROFESSIONALS MAILING LIST
Submitted by Dung Ngo, Ph.D.



Dear Friends and Colleagues:

I am writing this letter to invite you to join the Vietnamese Mental Health Professionals Mailing List. If you are a Vietnamese who works in the mental health fields, including clinical psychologists (Ph.D. or Psy.D.), psychiatrists (M.D.), and clinical social workers (Ph.D., M.S.W., D.S.W.), you should consider joining.

I wish to compile a comprehensive contact list that comprises all Vietnamese Mental Health Professions, in the U.S. and abroad, for the purpose of networking, consulting, and consolidating resources.

As you are aware, while the psychological needs within our community are immense, the resources to meet these needs are scarce. Furthermore, members of our community are facing a multitude of obstacles that prevent them from seeking and receiving appropriate care in a timely manner. These obstacles include language and cultural barriers, cultural stigma, being unfamiliar with the assessment and treatment process of psychiatric conditions, and the lack of Vietnamese mental health professionals, and the lack of culturally and linguistically appropriate assessment instruments.

My ultimate goal in gathering everyone together is to meet the following goals:

- To form an associate of Vietnamese Mental Health Professionals.
- To provide a channel for networking, consulting, and consolidating resources.
- TO collaborate on research projects benefiting the Vietnamese community in particular.
- To recruit, mentor, and train Vietnamese college students who are interested in pursuing a career in psychology or other counseling/mental health professions.
- To provide resources to local and national non-profit organizations that serves the needs of the Vietnamese community.
- To share and disseminate mental health information pertinent to the Vietnamese community.

- Also to educate the Vietnamese community on mental health issues via various media outlets.

I'm excited about this idea and I hope you are too. If you share the same vision, and would like to be part of this resource network, please reply with the following information:

1. name and degree (e.g., Ph.D., M.D., Psy.D., D.S.W., M.S.W., etc.)
2. place of work (e.g., University, Clinic, Hospital, University Counseling Center, Private Practice, etc.)
3. primary work description (e.g., therapy, assessment, teaching, research, administrative, etc.)
4. phone number(s)
5. e-mail address

Once I hear from you, I will send out another email outlining the proposal for the next steps. These are just a few thoughts I have at the moment. Please feel free to contribute your ideas. Thank you for your interest and I look forward to hearing from you. Please forward this invitation to other Vietnamese Mental Health Professionals, friends and colleagues, who might be interested.

Sincerely,

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SOCIETY FOR CROSS-CULTURAL RESEARCH
Area Representative (Elected 2009-Present)



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