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International Psychology: A Compendium of Textbooks for Selected Courses
Evaluated for International Content
(2000 OTRP Instructional Research Award)

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I. Introduction

As we move into the 21st Century, it is becoming increasingly clear that we live in a global community. If psychology is to meet the needs of the 21st Century, it is essential that information and training related to international psychology be integrated into the psychology curriculum. However, many teachers of psychology are unfamiliar with international psychology or lack the resources to integrate international research into their courses.

For the purpose of this compendium, international psychology is defined as the professional practice and study of psychology including research and theory regarding psychological processes and related concepts originating from outside of the United States and Canada. Only research that is clearly labeled as being from an international venue is included in all computations. Note that theory and research from Europe prior to 1970 such as that of Freud or Piaget is not defined as international for the purpose of this compendium. References to international events such as the war in Vietnam or the death of Princess Diana also are not included.

The “percent of international content overall per textbook” (see Tables 1, 3, and 5) was computed based on a count of the number of paragraphs with international content (to the nearest quarter paragraph) and the total number of paragraphs overall per textbook. The “percent of international content per chapter” (see Tables 2, 4, 6a and 6b) was computed based on a count of the number of paragraphs containing international content (to the nearest quarter paragraph) and the total number of paragraphs per chapter.

To ascertain the accuracy of the method used to estimate international coverage (counting paragraphs to the nearest quarter paragraph), the authors randomly selected ten chapters from all the textbooks and computed the percent of international content by text line to total lines of text per chapter. No significant differences were found between the two methods of computing percent of international content ($t = 1.697$, NS).

Interrater reliability was computed between the three authors with coefficients of .90, .93, and .94.

II. Introductory Psychology Textbooks

Table 1
Introductory Psychology Textbook Characteristics (Sorted by Overall Percentage of Paragraphs Reflecting International Content)

Textbook ^a	Edition	International Content	# of Authors	# of Female Authors	Number of Chapters	Number of Text Pages	Mean Pages per Chapter	Total Pages
Weston	2	4.6	1	0	18	861	47.8	991
Hockenbury	2	3.8	2	1	15	642	42.8	786
Uba	1	3.7	2	2	16	696	43.5	778
Wade	6	3.4	2	2	17	649	38.2	750
Kassin	3	2.9	1	0	18	740	41.1	822
Myers	6	2.7	1	0	19	689	36.3	830
Plotnik	5	2.7	1	0	25	609	24.4	724
Huffman	5	2.6	3	2	17	617	36.3	722
Feldman	5	2.4	1	0	18	646	35.9	774
Halonen	3	2.4	2	1	16	612	38.3	692
Morris	10	2.4	2	0	15	611	40.7	724
Baron	5	2.3	1	0	16	658	41.1	736
Zimbardo (1999)	15	2.3	2	0	18	808	44.9	884
Weiten	5	2.3	1	0	16	697	43.6	841
Gray	3	2.1	1	0	17	681	40.1	782
Wood	3	2.0	2	1	17	606	35.6	726
Santrock	6	1.8	1	0	16	592	37.0	664
Atkinson	13	1.7	5	2	18	676	37.6	768
Lefton	7	1.6	1	0	17	637	37.5	728
Zimbardo (2000)	3	1.6	3	1	14	575	41.1	666
Coon	9	1.4	1	0	20	694	34.7	821
Lahey	7	1.4	1	0	17	641	37.7	701
Matlin	3	1.4	1	1	18	599	33.3	737
Nairne	2	1.1	1	0	16	651	40.7	750
Rathus	6	1.0	1	0	15	732	48.8	837
Kalat	5	0.9	1	0	16	638	39.9	720
Gerow	6	0.7	2	0	15	639	42.6	727
Sdorow	4	0.6	1	0	17	635	37.4	765
Wortman	5	0.2	3	2	18	632	35.1	755

Note. There were no international authors.

^a Textbooks are listed by the first author's surname.

Table 2
Percent of Chapter Paragraphs Reflecting Internationally-Based Research and Theory in Introductory Psychology Textbooks

Textbook ^a	Introduction & Methods	Biological Processes	Sensation & Perception	States of Consciousness	Learning	Memory	Cognition & Language
Atkinson	0.2	0.4	0.6 ^b	2.1	4.2	0.7	1.8 ^b
Baron	1.0	0.9	2.0	1.6	2.9	1.5	2.1 ^b
Coon	0.3 ^b	0.0	0.9 ^b	1.0	0.3	1.4	0.4 ^b
Feldman	1.1 ^b	1.4	1.1	2.7	1.6	1.3	1.5 ^b
Gerow	0.0	0.0	0.7	0.9	0.0	0.0	1.6
Gray	0.0 ^b	0.0 ^b	0.0 ^b	0.0	0.0	0.0	4.0 ^b
Halonen	0.0	0.0	1.4	3.7	3.0	0.9	3.9
Hockenbury	4.2	0.0	3.4	2.7	0.6	3.2	5.3
Huffman	1.0	0.0	1.7	1.0	2.6	2.7	1.2
Kalat	0.0 ^b	2.0	0.6	0.0	2.3	0.6	0.2 ^b
Kassin	0.0	0.0	3.3	1.4	0.0	0.0	2.4 ^b
Lahey	2.2 ^b	0.0	4.8	0.4	2.8	0.0	0.7
Lefton	1.8	0.0	1.5	5.0	0.0	0.0	1.8 ^b
Matlin	0.0 ^b	0.0	0.0	0.0	0.0	0.0	0.7 ^b
Morris	1.8	0.7	1.6	1.9	0.0	4.5	5.0 ^b
Myers	1.3 ^b	1.5	1.5 ^b	0.8	1.2	1.0	2.5 ^b
Nairne	0.0 ^b	0.0	0.0	0.0	0.0	0.0	2.4 ^b
Plotnik	1.8 ^b	0.0 ^b	1.6 ^b	3.6 ^b	1.6 ^b	2.6 ^b	1.4 ^b
Rathus	0.0	2.1	0.3	0.0	0.5	0.0	2.7
Santrock	0.4 ^b	0.0	0.0	2.7	0.0	0.0	0.9 ^b
Sdorow	0.2 ^b	0.0	0.7	0.0	0.0	0.0	3.1 ^b
Uba	1.4	0.5	2.1	1.5	1.6	7.6	3.3
Wade	0.0 ^b	2.3 ^b	1.6	4.4	0.0	0.0	5.7
Weiten	1.4 ^b	0.0	0.7	2.3	0.0	3.6	1.8 ^b
Weston	3.2 ^b	1.6	1.0	3.5	4.6	2.9	5.1 ^b
Wood	0.0	0.0	3.3	0.9	1.2	2.0	4.7 ^b
Wortman	0.0 ^b	0.4	0.0	0.0	0.0	0.0	0.0
Zimbardo (1999)	0.7	0.0	0.0 ^b	0.0	0.0	0.0	1.8 ^b
Zimbardo (2000)	2.0	0.0	0.0	0.0	0.0	0.0	2.3 ^b

Note. All topics noted in table are discussed in one chapter unless otherwise noted. Actual chapter titles may be different than chapter categorization titles. Appendixes were not analyzed.

^a Textbooks are listed by the first author's surname. ^b Based on two chapters.

Table 2 (cont.)
Percent of Chapter Paragraphs Reflecting Internationally-Based Research and Theory in Introductory Psychology Textbooks

Textbook ^a	Motivation & Emotion	Life-Span Development	Personality	Health, Stress and Coping	Psychological Disorders	Therapy	Social
Atkinson	2.8 ^b	2.8	0.0	1.0	1.2	0.8	3.4 ^b
Baron	4.3	2.0 ^b	2.5	3.4	2.3	2.7	3.0
Coon	1.9	2.5 ^b	1.6	0.5	3.3	3.8	1.0 ^b
Feldman	2.4	6.5 ^b	1.7	1.4	4.1	0.7	2.0
Gerow	1.2	2.0	0.0	0.0	0.9	0.9	0.8
Gray	0.5	12.4	0.0	--	3.8	0.0	3.4 ^b
Halonen	3.1	1.2	0.9	0.0	0.0	0.0	0.8
Hockenbury	5.6	5.5	5.3	3.0	5.6	4.5	5.0
Huffman	3.6	4.2 ^b	1.4	3.0	7.7	3.0	4.4
Kalat	1.4	1.3	0.0	0.0	1.4	1.6	1.8
Kassin	9.3 ^b	3.8 ^b	2.2	0.0	2.9	0.0	4.2 ^b
Lahey	0.2	0.7	4.8	1.0	0.0	0.0	1.6
Lefton	1.9	1.9 ^b	1.2	0.9	1.5	0.7	3.7
Matlin	6.6	3.7 ^b	3.0	0.0	1.0	0.0	1.9 ^b
Morris	8.4	1.1	0.0	0.0	0.0	0.0	4.1
Myers	3.0 ^b	6.9 ^b	1.3	6.9	1.4	1.2	4.1
Nairne	0.6	4.4	0.0	0.0	0.0	0.3	4.6
Plotnik	6.8 ^b	3.3 ^b	3.3 ^b	1.3	4.4 ^b	4.0	1.0
Rathus	2.0	1.2	2.0	0.8	0.7	2.3	1.8
Santrock	5.7	0.4	0.0	0.7	0.4	0.0	2.2
Sdorow	0.1 ^b	0.5	0.0	0.4	0.9	0.4	0.5
Uba	6.7	3.0	0.3	0.0	5.1	5.4	7.1
Wade	7.0 ^b	3.3	4.8	2.1	2.2	0.8	12.1
Weiten	6.4	2.1	3.6	2.9	3.8	0.7	4.2
Weston	5.6 ^b	7.1 ^b	3.5	9.0	3.2	3.4	7.7 ^b
Wood	3.1	2.8 ^b	3.3	0.0	1.5	0.4	2.3
Wortman	3.0	0.0 ^b	0.0 ^b	0.0	0.0	0.0	0.5 ^b
Zimbardo (1999)	5.3	2.6 ^b	1.3	2.5	0.7	4.2	10.2
Zimbardo (2000)	4.6	0.8	5.6	1.3	2.0	1.7	0.0

Note. All topics noted in table are discussed in one chapter unless otherwise noted. Actual chapter titles may be different than chapter categorization titles. Appendixes were not analyzed.

^a Textbooks are listed by the first author's surname. ^b Based on two chapters.

Table 2 (cont.)
Percent of Chapter Paragraphs Reflecting Internationally-Based Research and Theory in Introductory Psychology Textbooks

Textbook ^a	Miscellaneous	International Coverage
Atkinson	--	1.7
Baron	--	2.3
Coon	0.5 ^c	1.4
Feldman	4.2 ^c	2.4
Gerow	0.5 ^g	0.7
Gray	--	2.1
Halonen	9.3 ^{d,e}	2.4
Hockenbury	2.8 ^c	3.8
Huffman	4.6 ^c	2.6
Kalat	--	0.9
Kassin	26.4 ^{c,d}	2.9
Lahey	0.0 ^e	1.4
Lefton	0.9 ^e	1.6
Matlin	--	1.4
Morris	--	2.4
Myers	--	2.7
Nairne	--	1.1
Plotnik	--	2.7
Rathus	7.3 ^c	1.0
Santrock	--	1.1
Sdorow	--	0.6
Uba	7.0 ^f	3.7
Wade	--	3.4
Weiten	--	2.3
Weston	--	4.6
Wood	0.7 ^c	2.0
Wortman	--	0.3
Zimbardo (1999)	--	2.3
Zimbardo (2000)	--	1.6

Note. All topics noted in table are discussed in one chapter unless otherwise noted. Actual chapter titles may be different than chapter categorization titles. Appendixes were not analyzed.

^a Textbooks are listed by the first author's surname. ^b Based on two chapters.

Miscellaneous chapters are either ^c Gender, ^d Culture, ^e Applied, ^f Communication, ^g Industrial/Organizational.

International Content Reviews: Introduction to Psychology Textbooks

Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2000). *Hilgard's introduction to psychology* (13th ed.). Fort Worth, TX: Harcourt Brace.

Text contains very little international and cross-cultural research. What is presented tends to be integrated throughout the text. Interestingly, approximately 27% of the overall international content is imported into the text via invited researchers (including some international scholars) in the "Contemporary Voices in Psychology" sections. Overall percentage of text containing international content: 1.7.

Baron, R. A. (2001). *Psychology* (5th ed.). Needham Heights, MA: Allyn and Bacon.

Cross-cultural and international research is integrated throughout the textbook. Gender and diversity topics are highlighted using a symbol in the margin. However, international research is only marked with a symbol if the research investigates cross-cultural differences. Overall percentage of text containing international content: 2.3.

Coon, D. (2001). *Introduction to psychology: Gateways to mind and behavior* (9th ed.). Belmont, CA: Wadsworth.

Very little international research and material is presented in this textbook. What is presented tends to be integrated into the text. There are 11 "Human Diversity" text boxes throughout the textbook. However, the vast majority of the content within these boxes (75%) is based on diversity issues specific to the United States. As a result, these "Human Diversity" boxes make up only 22% of the overall international content in this textbook. Overall percentage of text containing international content: 1.4.

Feldman, R. S. (1999). *Understanding psychology* (5th ed.). Boston: McGraw-Hill.

The majority (60%) of the overall international content is contained within the "Exploring Diversity" sections located in each chapter. Some of these boxes also contain research exploring ethnic differences within the United States. The textbook contains a mix of cross-cultural comparisons and international research. Overall percentage of text containing international content: 2.4.

New edition update: Feldman, R. S. (2002). *Understanding psychology* (6th ed.). New York: McGraw-Hill.

There is little difference between the current and previous edition of this text with respect to the amount and presentation format of international content. As in the previous edition, the "Exploring Diversity" text boxes appear to account for the majority of the overall international content.

Gerow, J., & Bordens, K. (2000). *Psychology: An introduction* (6th ed.). Carrollton, TX: Alliance Press.

While the overall percentage of international research is very low, there is an attempt to integrate the research within the chapters that contain international references. Overall percent of text containing international content: 0.7.

New edition update: Gerow, J., & Bordens, K. (2002). *Psychology: An introduction* (7th Edition). Carrollton, Texas: Alliance Press.

No remarkable changes from the 6th edition noted in relation to the coverage of cross cultural or international content.

Gray, P. (1999). *Psychology* (3rd ed.). New York: Worth.

The international and cross-cultural content and research contained within this text is well integrated and, simultaneously, set apart. The majority of the international and cross-cultural content is subsumed under sections related to cross-cultural differences. Overall percent of text containing international content: 2.1.

New edition update: Gray, P. (2002). *Psychology* (4th Edition). New York: Worth.

The new edition contains an updated discussion of the historical and cultural influences on IQ, the ecological perspectives on intelligence, cross-cultural differences in self-construal and attitudes, the role of culture in shaping gender differences in behavior and personality, and the cultural influences on the frequency of particular mental disorders. The 4th edition's avoidance of the encapsulation of cross-cultural and international content within chapter boxes and inserts aids the flow of psychological topics.

Halonen, J., & Santrock, J. (1999). *Psychology: Contexts & applications* (3rd ed.). Boston: McGraw-Hill.

Approximately 20% of the international research and content is contained within the "Sociocultural Worlds" text boxes. The remainder of the international content is dispersed throughout the chapters within the text. The text is rich with captions and figures containing depictions and information regarding human diversity. Overall percent of text containing international content: 2.4.

Hockenbury, D. H., & Hockenbury, S. E. (2000). *Psychology* (2nd ed.). New York: Worth.

Approximately, 36% of the total international research and content is contained within nine "Culture and Human Behavior" text boxes. Overall percent of text containing international content: 3.3.

Huffman, K., Vernoy, M., & Vernoy, J. (2000). *Psychology in action* (5th ed.). New York: Wiley.

The international content in this text is well distributed throughout the text chapters. Most of the international and cross-cultural content is subsumed under "Gender and Cultural Diversity" chapter sections. The *sections*, as opposed to *boxes*, allow the information to remain integrated throughout the text. Overall percent of text containing international content: 2.6.

New edition update: Huffman, K. (2002). *Psychology in action* (6th Edition). New York: Wiley.

There is little difference between the current and previous edition of this text with respect to the amount of international content. Most of the cross-cultural and international content continues to be primarily subsumed under headings of gender and cultural diversity.

Kalat, J. (1999). *Introduction to psychology* (5th ed.). Belmont, CA: Wadsworth.

This text contains very little international research or content. The amount provided, however, is integrated throughout the chapters within the text. Overall percentage of text containing international content: 0.9.

New edition update: Kalat, J. (2002). *Psychology* (6th Edition). Pacific Grove, CA: Wadsworth.

There is little difference between the current and previous edition of this text with respect to the amount and presentation format of international content.

Kassin, S. (2001). *Psychology* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Eight text boxes entitled "Through the Global Window" are presented at various points in the text. Approximately 28% of the overall international content is contained in these units. Additionally, a chapter entitled "Social and Cultural Groups" contains approximately 31% of the overall international content. Much of the international content consists primarily of cross-cultural comparisons between the United States and other countries. Overall percentage of text containing international content: 2.9.

Lahey, B. (2001). *Psychology: An introduction* (7th ed.). Boston: McGraw-Hill.

The international research and content is contained in a mixture of text integration and "Human Diversity" text boxes. The text contains a number of pictures depicting people from diverse social groups. Overall percent of text containing international content: 1.4.

Lefton, L. A. (2000). *Psychology* (7th ed.). Needham Heights, MA: Allyn and Bacon.

This textbook contains relatively little international research and content. Additionally, 29.4% of the international content is not integrated into the chapters but rather is contained in three "Diversity" text boxes highlighting cross-cultural research. It should be noted that these text boxes deal with a broad range of diversity concerns such as gender, age, and ethnicity. Overall percent of text containing international content: 1.6.

Matlin, M. (1999) *Psychology* (3rd ed.). Orlando, FL: Harcourt Brace.

The majority of the international and cross-cultural content is well integrated within the chapters. Overall percent of text containing international content: 1.4.

Myers, D. (2001). *Exploring psychology* (4th ed.). New York: Worth.

The international research and content within this text is very well integrated and well distributed throughout the text and chapters. The text is replete with numerous captions depicting individuals and groups from diverse cultural and racial groups. Overall percent of international content within the text: 2.7.

Morris, C., & Maisto, A. (1999). *Psychology: An introduction* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

The international content in this text is integrated within the chapters. The text contains captions of diverse social and racial groups within the chapters. Overall percent of text containing international content: 2.4.

New edition update: Maisto, A., & Morris, C. (2002). *Psychology: An introduction* (11th Edition). Upper Saddle River, New Jersey: Prentice Hall.

Some discussions on international research related to culture, language and cognition have been added to this most recent edition. Commentary on ethnic violence has also been added.

Nairne, J. (2000). *Psychology: The adaptive mind* (2nd ed.). Belmont, CA: Wadsworth

The majority of the international and cross-cultural content is contained within text boxes related to culture. Also, most of the international and cross-cultural content is found in sections related to human development, social psychology, thought, and language. Overall percent of text containing international content: 1.1.

Plotnik, R. (1999). *Introduction to psychology* (5th ed.). Belmont, CA: Wadsworth.

The text has a plethora of images and photos that portray diverse populations. However, only a limited amount of international research is incorporated into the text. Several modules do contain "Cultural Diversity" text boxes. However, some of these boxes are either based on ethnic differences within the United States or appear to be based on anecdotal reports rather than research. Approximately 80% of the overall international content in this text is accounted for in these "Cultural Diversity" text boxes. Overall percentage of text containing international content: 2.7.

New edition update: Plotnik, R. (2002). *Introduction to psychology* (6th ed.). Pacific Grove, CA: Wadsworth-Thomson Learning.

There is little difference between the current and previous edition of this text with respect to the amount of international content and the manner in which it is presented. The "Cultural Diversity" text boxes appear to account for the majority of the international content in the

current edition.

Rathus, S. A. (2001). *Psychology* (6th ed.). Fort Worth, TX: Harcourt.

Virtually no international research and material is presented in this textbook. Interestingly, the two new chapters added since the last edition ("Thinking and Intelligence" and "Gender and Sexuality") accounted for 71% of the overall international content. Hopefully this trend will continue in future editions. Overall percentage of text containing international content: 1.0.

Santrock, J. (2000). *Psychology* (6th ed.). Boston: McGraw-Hill.

Within this text are numerous captions of individuals and groups from diverse racial and cultural groups. Notably, almost half of the international content is found within discussions related to emotional expression and achievement. Overall percent of text containing international content: 1.1.

Sdorow, L. (1998). *Psychology* (4th ed.). Boston: McGraw-Hill

The international research and content within this text is integrated throughout the textbook. The amount of information provided, however, is quite low. International diversity is depicted in some of the text photos. Overall percent of international content contained within the text: 0.6.

New edition update: Sdorow, L., & Rickabaugh, C. (2002). *Psychology* (5th Edition). New York: McGraw-Hill.

Commentary on sociocultural perspectives and the relationship between ethnicity, culture, personality, psychological disorders, and culturally competent treatment is has been included in the current edition. Discussions of cross-cultural research related to development, sensation, perception, and social cognition also have been added.

Uba, L., & Huang, K. (1999). *Psychology*. New York: Longman.

Multicultural perspectives and diversity research are integrated throughout the textbook. However, the primary focus is on cultural variability and diversity within the United States. Good discussion of the differences between individualist and collectivist cultures throughout the textbook. Textbook includes some excellent tables addressing international issues such as a comparison of individualist and collectivist cultures and culture-specific psychological syndromes and disorders. Overall percent of text containing international content: 3.7.

Wade, C., & Tavis, C. (2000). *Psychology* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

International content within the text is integrated throughout the textbook. In addition to cross-cultural research, much of the material that is cited within the text is international in origin and scope. The insertions are not forced and are woven seamlessly into the topical material. Approximately 24% of the overall international content is found in the chapter entitled "Behavior in Social and Cultural Context." Overall percentage of text containing international content: 3.4.

Weiten, W. (2001). *Psychology: Themes and variations* (5th ed.). Belmont, CA: Wadsworth.

The vast majority of the international content is primarily cross-cultural comparisons between the United States and other countries. This research is not well integrated throughout the text as it is mostly presented in bulk under the cultural subsections within many of the chapters. In addition, approximately 25% of the overall international content is found within three "Featured Studies" sections. Overall percentage of text containing international content: 2.3.

Westen, D. (1999). *Psychology: Mind, brain, & culture* (2nd ed.). New York: John Wiley & Sons.

Text boxes titled "Global Vista" accompany each chapter highlighting cross-cultural and ethnographic research. Approximately 38% of the international content is contained within these text boxes. There is a high degree of diversity, including international diversity, represented in the photos included throughout this textbook. Overall percent of text containing international content: 4.6.

New edition update: Westen, D. (2002). *Psychology: Brain, behavior, & culture* (3rd ed.). New York: John Wiley & Sons.

There is little difference between the current and previous edition of this text with respect to the amount of international content. The "Global Vista" text boxes have been eliminated and replaced with "A Global Vista" headings. Thus, the international material is better integrated into the overall context of each chapter.

Wood, S. E., & Wood, E. G. (1999). *The world of psychology* (3rd ed.). Needham Heights, MA: Allyn and Bacon.

The international research is well integrated throughout this textbook. Opening vignettes also include international content. Overall percent of text containing international content: 2.0.

New edition update: Wood, S. E., & Wood, E. G. (2002). *The world of psychology* (4th ed.). Boston: Allyn and Bacon.

There is little difference between the current and previous edition of this text with respect to the amount and presentation format of international content.

Wortman, C., Loftus, E., & Weaver, C. (1999) *Psychology* (5th ed.). Boston: McGraw-Hill College.

This text contains a remarkably low percentage of international and cross-cultural content. Cultural diversity is noted in some of the pictures within the text. Overall percentage of international content contained within the text: 0.3.

Zimbardo, P., & Gerrig, R. (1999). *Psychology and life* (15th ed.). New York: Longman.

Worthy of note is the fact that the majority of international content and research is found within the text discussions of social psychology. Aside from this notation, the international research and content are well integrated throughout the remaining sections within the text. Additionally, there are numerous pictures depicting diverse individuals and social groups. Overall percent of international content contained within the text: 2.3.

New edition update: Gerrig, R. J., & Zimbardo, P. G., (2002). *Psychology and life* (16th ed.). Boston: Allyn and Bacon.

There is little difference between the current and previous edition of this text with respect to the amount and presentation format of international content. The majority of the international research and content continues to be located within the text discussions of social psychology.

Zimbardo, P., Weber, A., & Johnson, R. (2000) *Psychology* (3rd ed.). Needham Heights, MA: Allyn and Bacon.

The international content contained within the text is integrated. This text also contains several captions of socially and racially diverse individuals and groups. Overall percentage of international content contained within the text: 1.6.

III. Social Psychology Textbooks

Table 3
Social Psychology Textbook Characteristics
(Sorted by Overall Percentage of Paragraphs Reflecting International Content)

Textbook ^a	Edition	International Content	# of Authors	# of Female Authors	Number of Chapters	Number of Text Pages	Mean Pages per Chapter	Total Pages
Moghaddam	1	15.9	1	0	15	524	34.9	610
Myers	6	8.0	1	0	15	630	42.0	737
Kenrick	1	6.2	3	0	14	536	38.3	648
Franzoi	2	5.9	1	0	14	533	38.1	615
Feldman	3	5.4	1	0	15	521	34.7	614
Baron	9	4.7	2	0	13	578	44.5	675
Aronson	3	4.6	3	1	16	633	39.6	734
Worchel	1	3.9	4	0	14	461	32.9	543
Taylor	10	3.3	3	2	15	477	31.8	570
Smith	2	3.1	2	1	14	583	41.6	673
Brehm	4	2.3	3	1	14	535	38.2	641
Michener	4	0.7	2	0	20	522	26.1	631

Note. There were no international authors.

^a Textbooks are listed by the first author's surname.

Table 4
Percent of Chapter Paragraphs Reflecting Internationally-Based Research and Theory in Social Psychology Textbooks

Textbook ^a	Introduction & Research Methods	Social Cognition, Attributions, & Self	Attitudes & Persuasion	Conformity	Group Behavior	Attraction & Intimacy	Helping Behavior	Aggression
Aronson	2.7 ^b	5.8 ^d	0.9	5.6	2.6	7.7	3.3	9.6
Baron	3.3	7.6 ^c	4.1	7.6	7.0	4.7 ^b	6.3	0.9
Brehm	1.2 ^b	4.2 ^b	0.8	7.5	2.3	4.8	3.5	4.4
Feldman	0.0	7.1 ^b	1.4 ^b	10.1	8.7	5.0 ^b	2.6	4.9
Franzoi	8.4	3.5 ^c	1.4 ^b	5.7	4.4	8.4 ^b	5.8	8.1
Kenrick	3.3	2.4 ^c	3.7	6.5	2.5	9.2 ^b	13.4	5.3
Michener	0.5 ^b	2.3 ^d	0.3 ^b	0.8 ^d	0.4 ^d	0.8	1.5	0.8
Moghaddam	22.7 ^b	21.3 ^b	16.9 ^b	14.7	12.9	9.7	11.5	11.9
Myers	6.6	6.3 ^b	1.7 ^b	11.9	5.9	7.6	7.7	8.0
Smith	1.6	5.7 ^c	1.6 ^b	0.9 ^b	2.4 ^b	1.6	2.5	4.3
Taylor	3.3	3.9 ^c	3.7	3.6	3.4	3.4 ^b	3.6	3.6
Worchel	0.9	0.0 ^c	0.5 ^b	3.9	1.2	0.6	3.8	1.9
Textbook ^a	Prejudice	Stress & Health	Conflict	Gender & Culture	Social Development	Applied: Law, Environment, I/O, & Politics	Integration or Summary	International Coverage
Aronson	4.6	2.7	--	--	--	2.5 ^{e,f}	--	4.6
Baron	5.3	2.4	--	5.3	--	3.9 ^{e,g}	--	4.7
Brehm	3.6	0.9	--	--	--	0.2 ^{e,g}	--	2.3
Feldman	2.3	4.6	--	--	--	10.1 ^{e,f,g}	--	5.4
Franzoi	9.2	--	--	--	--	--	0.0	5.9
Kenrick	2.6	--	20.0	--	--	--	5.9	6.2
Michener	0.0	0.8	1.7	--	0.3 ^b	--	--	0.7
Moghaddam	12.0	--	9.5	16.2 ^c	--	4.1 ^e	--	15.9
Myers	10.8	3.1	17.7	20.4	--	3.4 ^e	--	8.0
Smith	5.3	--	--	--	--	--	--	3.1
Taylor	2.8	0.8	--	4.5	--	0.9 ^h	--	3.3
Worchel	0.0	--	2.1	62.0	--	--	--	3.9

Note. All topics noted in table are discussed in one chapter unless otherwise noted. Actual chapter titles may be different than chapter categorization titles.

^a Textbooks are listed by the first author's surname. ^b Based on two chapters. ^c Based on three chapters. ^d Based on four chapters. Applied chapters are ^e Law, ^f Environment, ^g Industrial/Organizational, ^h Politics.

International Content Reviews: Social Psychology Textbooks

Aronson, E., Wilson, T. D., & Akert, R. M. (1999). *Social psychology* (3rd ed.). New York: Longman.

Cross-cultural research and applications are presented throughout the textbook. Although this material is presented within the body of the text, it could be integrated better within the chapters. The authors tend to lump this research together and organize it under a cross-cultural heading rather than integrating it throughout the chapter. In addition, there is not as much material cited that is specifically international in origin and scope. Overall percentage of text containing international content: 4.6.

Baron, R. A., & Byrne, D. (2000). *Social psychology* (9th ed.). Needham Heights, MA: Allyn and Bacon.

Multicultural perspectives and diversity issues are presented throughout the textbook. However, not as much international research is cited. Diversity-related discussions are identified in the text with a symbol. Some of this is specific to diversity issues within the United States. In addition, virtually every chapter has a text box devoted to social diversity (these text boxes account for approximately 40% of the overall international content). Overall percentage of text containing international content: 4.7.

New edition update: Baron, R. A., & Byrne, D. (2002). *Social psychology* (10th ed.). Boston: Allyn and Bacon.

As in the previous edition, the current text by Baron and Byrne uses a diversity symbol to alert readers to multicultural perspectives and diversity issues. Unfortunately, much of this material still focuses exclusively on cross-cultural research rather than research that is international in origin and scope. The previous edition also contained text boxes devoted to social diversity. However, the current edition has eliminated these separate text boxes and incorporated a condensed version of this material into the body of the chapter. Although new international material has been added, the fact that the text boxes from the previous edition have been condensed may result in an overall loss in the percentage of the text that contains international content.

Brehm, S. S., Kassin, S. M., & Fein, S. (1999). *Social psychology* (4th ed.). Boston: Houghton Mifflin.

While the overall percent of international content within the text is low, it is integrated throughout the textbook. In addition, the international material that is cited within the text is international in origin and scope as opposed to research comparing the United States to other cultures. Overall percentage of text containing international content: 2.3.

New edition update: Brehm, S. S., Kassin, S. M., & Fein, S. (2002). *Social psychology* (5th ed.). Boston: Houghton Mifflin.

The fifth edition appears to contain more international content than the previous edition. However, there has not been a drastic increase in international material. Thus, the textbook would likely still rank towards the bottom with respect to overall percentage of the text containing international content. However, as in the previous edition, the international material that is present appears to be well integrated throughout the chapters.

Feldman, R. S. (2001). *Social psychology* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

There is a fair amount of cross-cultural and international content throughout the textbook. However, much of this content is relegated to "Exploring Diversity" text boxes within each chapter. In fact, approximately 47% of the overall international content within this textbook is contained within 10 of the 15 diversity text boxes. Overall percentage of text containing international content: 5.4.

Franzoi, S. L. (2000). *Social psychology* (2nd ed.). Boston: McGraw-Hill.

Multicultural and international content are thoroughly integrated throughout the textbook. Numerous figures and tables highlighting international research are also presented throughout the text. Each chapter contains a "Featured Study" text box. Two international studies are featured. Overall percentage of text containing international content: 5.9.

Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (1999). *Social psychology: Unraveling the mystery*. Needham Heights, MA: Allyn and Bacon.

Although this text is ranked third with regard to the amount of international content among social psychology texts, much of this material is not well integrated. For example, every chapter contains a section entitled "Focus on Culture." The vast majority of research cited in these sections is international in scope, accounting for approximately 42% of the overall international content in the text. In addition, the chapter on "Global Social Dilemmas" accounted for approximately 20% of the overall international content. Overall percentage of text containing international content: 6.2.

New edition update: Kenrick, D. T., Neuberg, S. L., & Cialdini, R. B. (2002). *Social psychology: Unraveling the mystery* (2nd ed.). Boston: Allyn and Bacon.

The most apparent change in the second edition of this textbook is the elimination of the "Focus on Culture" sections. Although the bold "Focus on Culture" headings have been removed, much of the material still exists in the chapter. It also appears the authors have included additional international material in the current edition. The authors have kept much of the international content from the "Global Social Dilemmas" chapter which is now renamed "Social Dilemmas." Overall, the international content could still be better integrated, as there are still large expanses of material without any international material. However, the elimination of separate "Focus" sections is a positive step toward greater international integration.

Michener, H. A., & DeLamater, J. D. (1999). *Social psychology* (4th ed.). Fort Worth, TX: Harcourt Brace.

Virtually no international research and material is presented in this textbook. Aside from an occasional international study, the most "extensive" coverage of international material was in the coverage of individualistic and collectivistic cultures and the discussion of Ekman's cross-cultural analyses of facial expression. Overall percentage of text containing international content: 0.7.

Moghaddam, F. M. (1998). *Social psychology: Exploring universals across cultures*. New York: Worth.

The title of this text is appropriate given the large amount of extremely well integrated international content within the textbook. The underlying theme of exploring universals across cultures is evident in every chapter. Numerous figures and tables highlighting international

research are also presented throughout the text. Overall percentage of text containing international content: 15.9.

Myers, D. G. (1999). *Social psychology* (6th ed.). Boston: McGraw-Hill.

International research and materials are extremely well integrated. The insertions are not forced and are woven seamlessly into the topical material. Textbook also includes chapters on "Conflict and Peacemaking" and "Genes, Culture, and Gender." However, these chapters account for only about 30% of the overall international content in the text - evidence for the strong integrative nature of this text. Overall percentage of text containing international content: 8.0.

New edition update: Myers, D. G. (2002). *Social psychology* (7th ed.). Boston: McGraw-Hill.

The seventh edition of the Myers text appears to contain as much if not more international content than its impressive predecessor. Myers has retained the chapters on "Conflict and Peacemaking" and "Genes, Culture, and Gender." However, these chapters are by no means the sole source of international material in this textbook. As in the previous edition, international material is extremely well integrated into each and every chapter.

Smith, E. R., & Mackie, D. M. (2000). *Social psychology* (2nd ed.). Philadelphia: Psychology Press.

While the overall percent of international content within the text is low, it is integrated throughout the textbook. Much of the material that is cited within the text is international in origin and scope rather than the more commonplace cross-cultural comparison between the United States and other countries. Overall percentage of text containing international content: 3.1.

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2000). *Social psychology* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

Each chapter consistently provides a small amount of international research. Cross-cultural issues are also addressed in the majority of the chapters. Material is fairly well integrated within each chapter. Several chapters contain "Cultural Highlight" text boxes; however, many of these boxes are either based on ethnic differences within the United States or appear to be based on anecdotal reports rather than research. Overall percentage of text containing international content: 3.3.

Worchel, S., Cooper, J., Goethals, G. R., & Olson, J. M. (2000). *Social psychology*. Belmont, CA: Wadsworth.

The vast majority (72%) of cross-cultural and international research is relegated to the "Culture and Behavior" chapter (the last chapter in the text). Most chapters have less than 1% international content. In fact, the prejudice chapter has no cross-cultural or international content. Overall percentage of text containing international content: 3.9.

IV. Life-Span Developmental Psychology Textbooks

Table 5
Life-Span Developmental Psychology Textbook Characteristics
(Sorted by Overall Percentage of Paragraphs Reflecting International Content)

Textbook ^a	Edition	International Content	# of Authors	# of Female Authors	Number of Chapters	Number of Text Pages	Mean Pages per Chapter	Total Pages
Bee	2	5.8	1	1	19	538	26.7	620
Papalia	8	5.8	3	3	19	722	36.9	785
VanderZanden	7	5.0	1/3 ^b	0/1 ^b	19	613	31.7	714
Berger	5	4.4	1	1	26	721	27.1	847
Berk	2	4.3	1	1	19	654	34.4	790
Lefrançois	6	4.1	1	0	19	556	28.8	670
Santrock	7	3.9	1	0	21	578	26.6	652
Seifert	2	3.6	3	1	18	705	38.6	757
Craig	8	3.3	1	1	18	627	34.7	696
Feldman	2	3.1	1	0	19	663	34.9	739
Kail	2	2.6	2	0	15	609	39.8	702
Newman	7	2.6	2	1	14	538	38.4	638
Sigelman	3	2.5	1	1	18	534	29.7	678
Dacey	4	1.8	2	0	19	530	26.9	580
Rice	4	1.4	1	0	20	578	28.9	677

Note. There were no international authors.

^a Textbooks are listed by the first author's surname. ^b Includes current edition revision authors.

Table 6a
Percent of Chapter Paragraphs Reflecting Internationally-Based Research and Theory in Life-Span Developmental Textbooks:
Modified Chronological and Topical Approach

Chronological Approach						Topical Approach	
Kail		Newman		Rice		Sigelman	
Introduction/Methods	1.0	Introduction/Methods	0.3	Introduction/Methods	3.1	Introductory Chapter	2.4
Theories/Methods	--	Theories/Methods	1.8 ^b	Theories/Methods	0.0	Theories	0.4
Biological Bases	0.4	Biological Bases	--	Biological Bases	--	Genetics	0.6
Genetics – Prenatal	--	Genetics – Prenatal	--	Genetics – Prenatal	1.9	Early Environmental Influences	6.3
Pregnancy, Prenatal, Birth	--	Pregnancy, Prenatal, Birth	13.4	Pregnancy, Prenatal, Birth	0.6	Physical Self	3.1
Infancy			Child/Adolescence			Perception	1.8
Tools for Exploring	3.1	Infancy	4.1	Perspectives – Child	0.0	Cognition and Language	1.0
Thought and Language	6.0	Toddlerhood	2.3	Physical Development	2.6	Learning & Information Processing	1.3
Social World	1.9			Cognitive Development	0.9	Intelligence & Creativity	0.0
				Emotional Development	1.1	Self-Conceptions & Personality	1.0
				Social Development	1.1	Gender Roles & Sexuality	3.1
Adolescence			Perspectives Adolescence	10.7	Attachment & Social Relationships	4.0	
School	0.8	Early School Age	1.3	Physical Development	0.0	Social Cog. & Moral Dev.	3.7
Expanding School	2.3	Middle Childhood	2.4	Cognitive Development	7.9	Family	3.4
Rites of Passage	1.3	Early Adolescence	0.7	Emotional Development	0.0	Achievement	4.6
		Later Adolescence	1.9	Social Development	0.7	Psychological Disorders	3.0
Adulthood, Death, Dying, & Bereavement						Death & Dying	3.8
Becoming an Adult	3.2	Early Adulthood	0.9	Perspectives – Adulthood	1.1	Epilogue	0.0
Relationships	7.8	Middle Adulthood	0.0	Physical Development	0.2		
Work and Leisure	8.1	Later Adulthood	0.6	Cognitive Development	0.8		
Experiencing Middle Age	0.7	Very Old Age	0.7	Emotional Development	0.0		
Social Aspects – Later Life	0.0			Social Development	0.0		
Personal Context – Later	1.3						
Dying and Bereavement	1.3			Dying & Bereavement	0.0		
International Content						International Content	
	2.6		2.6		1.4		2.5

Note. All topics noted in table are discussed in one chapter unless otherwise noted. Actual chapter titles may be different than chapter categorization titles.

^a Textbooks are listed by the first author's surname. ^b Based on two chapters.

Table 6b
 Percent of Chapter Paragraphs Reflecting Internationally-Based Research and Theory in Life-Span Developmental Textbooks:
 Chronological Approach

Textbook ^a	Introduction & Methods	Theories & Methods	Biological Bases	Genetics & Prenatal	Pregnancy, Prenatal, Birth, Neonate	Infancy Physical & Cognitive (P&C) Development	Infancy Psychosocial (PS) Development
Bee	5.2	0.0	--	--	2.5	10.4 ^b	11.6
Berger	1.4	1.7	3.2	--	2.7	5.9 ^b	4.0
Berk	0.6	--	2.7	--	5.1	3.0 ^b	3.8
Craig	5.7	--	0.7	--	2.1	3.9	4.7
Dacey	1.7	0.0	0.5	--	6.6	1.4	3.4
Feldman	1.8	--	--	2.5	2.4	4.3 ^b	5.0
Lefrançois	15.6	2.8	1.3	--	3.8	1.1	3.1
Papalia	2.3	1.5	--	7.6	--	6.4 ^b	10.5
Santrock	11.0	1.6	1.0	--	4.5	1.2 ^b	5.7
Seifert	7.5	1.0	--	4.3	--	2.1	8.7
VanderZanden	2.1	3.8	--	4.8	--	4.9 ^b	7.2
Textbook ^a	Early Childhood P&C Development	Early Childhood PS Development	Middle Childhood P&C Development	Middle Childhood PS Development	Adolescence P&C Development	Adolescence PS Development	Young Adulthood P&C Development
Bee	9.0	2.0	5.5	9.8	8.8	5.5	3.3
Berger	2.4 ^b	3.1	7.6 ^b	7.5	4.0 ^b	6.0	2.7 ^b
Berk	2.9	5.7	8.1	7.7	3.9	2.9	3.6
Craig	3.6	4.0	5.6	3.7	6.0	2.5	0.3
Dacey	0.7	0.5	0.0	1.6	0.4	1.0	0.5
Feldman	2.7	4.1	2.5	3.6	6.7	2.4	0.0
Lefrançois	6.0	3.8	0.5	3.2	5.8	6.9	4.1
Papalia	3.2	6.4	5.0	6.4	5.6	8.3	4.5
Santrock	4.8	2.7	3.3	4.1	8.2	3.4	0.3
Seifert	2.6	4.6	3.4	1.2	0.7	4.8	3.0
VanderZanden	2.2	3.4	8.0	2.2	11.7	3.2	4.8

Note. All topics noted in table are discussed in one chapter unless otherwise noted. Actual chapter titles may be different than chapter categorization titles.

^a Textbooks are listed by the first author's surname. ^b Based on two chapters.

Table 6b (cont.)
 Percent of Chapter Paragraphs Reflecting Internationally-Based Research and Theory in Life-Span Developmental Textbooks:
 Chronological Approach

Textbook ^a	Young Adulthood PS Development	Middle Adulthood P&C Development	Middle Adulthood PS Development	Late Adulthood P&C Development	Late Adulthood PS Development	Death, Dying, & Bereavement	International Coverage
Bee	1.0	5.2	3.4	3.5	3.9	11.5	5.8
Berger	5.6	4.1 ^b	2.0	4.7 ^b	1.4	19.9	4.4
Berk	3.4	4.2	4.0	3.8	5.7	6.2	4.3
Craig	0.7	0.8	0.0	6.3	0.0	9.5	3.3
Dacey	0.9	3.0	2.4	3.5	5.6	1.7	1.8
Feldman	4.2	1.0	4.7	1.0	2.1	6.6	3.1
Lefrançois	1.4	7.2	1.6	5.5	0.0	7.0	4.1
Papalia	5.7	8.2	5.1	4.3	4.9	6.1	5.8
Santrock	5.3	2.0	5.0	3.7 ^b	4.5	5.1	3.9
Seifert	2.3	6.4	2.3	2.7	0.5	9.6	3.6
VanderZanden	11.7	2.0	7.4	1.6	4.6	4.3	5.0

Note. All topics noted in table are discussed in one chapter unless otherwise noted. Actual chapter titles may be different than chapter categorization titles.

^a Textbooks are listed by the first author's surname. ^b Based on two chapters.

International Content Reviews: Life Span Developmental Psychology Textbooks

Bee, H. (1998). *Lifespan development* (2nd ed.). New York: Longman.

Textbook includes "Cultures and Contexts" text boxes. Approximately, 45% of the international research is contained within 16 of these text boxes. There is a greater degree of international research cited and discussed in the childhood and adolescence chapters as opposed to the adulthood chapters. Overall percent of text containing international content: 5.8.

New edition update: Bee, H., & Boyd, D. (2002). *Lifespan development* (3rd ed.). Boston: Allyn and Bacon.

While the current edition reflects organizational changes, there is little difference between the current and previous edition with respect to the amount of international content. The "Cultures and Contexts" text boxes have been eliminated and the material often condensed within sections addressing cultural concerns. Thus, the international material is better integrated into the overall context of each chapter.

Berger, K. S. (2001). *The developing person through the lifespan* (5th ed.). New York: Worth.

International information is thoroughly integrated throughout the textbook. Textbook also includes a substantial number of international photos with substantive captioning. Also included are a large number of tables, figures, and graphs highlighting international data comparisons. Overall percent of text containing international content: 4.4.

Berk, L. E. (2001). *Development through the lifespan* (2nd ed.). Needham Heights, MA: Allyn and Bacon.

Diversity issues are discussed in a series of "Variations/Culture" text boxes. It should be noted, however, that only about 16% of the international research is contained within these boxes. The vast majority of the international material is integrated throughout each of the chapters of the textbook. Textbook also includes research and discussion concerning social issues of international concern such as the impact of war on children and international policies concerning euthanasia. Additionally, a large number of photographs with extensive captioning concerning international research and concerns are interspersed throughout the textbook. Overall percent of text containing international content: 4.3.

Craig, G. J. (1999). *Human development* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

Textbook includes "Eye on Diversity" text boxes. Approximately 39% of the international research and material is contained in 6 of the text boxes. Limited international research included in the adulthood chapters. Five of the six adulthood chapters combined include less than 1.4% of the total international content within the textbook. Several figures including international data are dispersed throughout the textbook. Overall percent of text containing international content: 3.3.

New edition update: Craig, G. J., & Baucum, D. (2002). *Human development* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

The "Eye on Diversity" text boxes have been replaced with "In Theory, In Fact" and "A Closer Look" text boxes. International material which was previously included in two of the "Eye on Diversity" text boxes has been omitted from the current edition. However, a text box has been

added focusing on the care of the frail older adult in Europe. Additional international research and content has been integrated into the first six chapters of the text. Unfortunately, little international material appears to have been added to the five adulthood chapters which already contained sparse international content or research.

Dacey, J. S., & Travers, J. F. (1999). *Human development across the lifespan* (4th ed.). Boston: McGraw-Hill.

Textbook includes "A Sociocultural View" text boxes. However, these text boxes focus primarily on ethnic, racial, and other forms of diversity within the United States. Limited international research and material are integrated into this textbook. Overall percent of text containing international content: 1.8.

New edition update: Dacey, J. S., & Travers, J. F. (2002). *Human development across the lifespan* (5th ed.). Boston: McGraw-Hill.

Unfortunately, there appears to be a decrease in the amount of international material and content in this new edition. Six out of the nineteen chapters reflect a decrease in international content whereas only one chapter reflects an increase in such content. This edition also includes "A Sociocultural View" text boxes which primarily focus on diversity within the United States.

Feldman, R. S. (2000). *Development across the life span* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Textbook includes "Developmental Diversity" text boxes. Approximately 50% of the international research and material is contained in these textboxes. Several figures and tables within the textbook include international comparisons and data. Overall percent of text containing international content: 3.1.

Kail, R. V., & Cavanaugh, J. C. (2000). *Human development: A lifespan view* (2nd ed.). Belmont, CA: Wadsworth.

Approximately 46% of the international research in this text concerns only three studies. Overall, there is limited inclusion of international research and material in this textbook. It should be noted however that discussion of and research concerning cultural and ethnic variation within the U.S. is included throughout the textbook. Overall percent of text containing international content: 2.6.

Lefrançois, G. R. (1999). *The lifespan* (6th ed.). Belmont, CA: Wadsworth.

Personal stories highlighting unique cultural situations are included in "Across Cultures" textboxes. Approximately 25% of the international material is contained in these text boxes and fits this characterization. For some chapters, a significant amount of the international research dates back to the 1960s and 1970s. For example, 87% of the international research text in the late adulthood chapters is from the early to mid 1970s. Overall percent of text containing international content: 4.1.

Newman, B. M., & Newman, P. R. (1999). *Development through life* (7th ed.). Belmont, CA: Wadsworth.

International research is unevenly distributed between chapters in this textbook. For example, 48.9% of the total international research and material contained in the textbook can be found in the chapter on pregnancy and prenatal development. Whereas, the 4 adulthood chapters combined contain only 5.7% of the total international research and material in the textbook. Extremely limited number of tables, figures, and photos including international content or reflecting international diversity. Overall percent of text containing international content: 2.6.

Papalia, D. E., Olds, S. W., & Feldman, R. D. (2001). *Human development* (8th ed.). Boston: McGraw-Hill.

Textbook includes "Window on the World" text boxes containing information concerning cultural diversity both within the United States and internationally. Approximately 30% of the international research and content is contained within these text boxes. The remaining international content is distributed across the entire textbook. Several tables containing international information and trends are also included in the textbook. Overall percent of text containing international content: 5.8.

Rice, F. P. (2001). *Human development* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Extremely limited international research and material in this textbook. The term "primitive" is used to identify traditional cultures. Overall percent of text containing international content: 1.4.

Santrock, J. W. (1999). *Life-span development* (7th ed.). Boston: McGraw-Hill.

International research and discussion is not well integrated into this textbook. Approximately 42% is contained in 12 "Sociocultural Worlds of Development" text boxes. Overall percent of text containing international content: 3.9.

Santrock, J. W. (2002). *Life-span development* (8th ed.). Boston: McGraw-Hill.

There is little difference between the current and previous edition of this text with respect to the amount and presentation format of international content. Five chapters appear to have a reduction in overall international material whereas only one chapter includes additional international content and research. Much of the international content is still located within the "Sociocultural Worlds of Development" text boxes.

Seifert, K. L., Hoffnung, R. J., & Hoffnung, M. (2000). *Lifespan development* (2nd ed.). Boston: Houghton Mifflin.

Textbook includes "A Multicultural View" text boxes. Approximately 53% of the international research and content are contained in 14 of these text boxes. Extremely limited representation of international diversity or data in graphs and charts within the textbook. Overall percent of text containing international content: 3.6.

Sigelman, C. K. (1999). *Life-span human development* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Although the amount of international research and material included in this textbook is limited, it is integrated into each chapter. Overall percent of text containing international content: 2.5.

Vander Zanden, J. W. (2000). *Human development* (7th ed.). Boston: McGraw-Hill.

Textbook includes "Human Diversity" textboxes. Approximately 29% of the international research and content are contained within 9 of these textboxes. International diversity is also depicted in photos throughout the textbook. Overall percent of text containing international content: 5.0.

New edition update: Vander Zanden, J. W. (2003). *Human development* (updated 7th ed.). Boston: McGraw-Hill.

There is little difference between the current and previous edition of this text with respect to the amount and presentation format of international content.