

Child development in cultural context

HDF 610
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Spring 2009

Office: Stone 155

Office hours: 11:00 to 11:50 Tuesdays and Thursday, or by appointment

Purpose

The purpose of the class is to consider the ways in which culture influences children's development and is in turn influenced by the developing members of that culture and by contact with other cultures. One goal is to examine these influences in theoretical perspective, using ecological and cultural-psychological approaches. We shall examine (a) children and families in cultures outside the United States and (b) different cultural groups within the United States (groups differing by race/ethnicity and social class).

Course requirements

Readings

Required book: Tudge, J. (2008). *The everyday lives of young children: Culture, class, and child rearing in diverse societies*. New York: Cambridge University Press.

You will also need to refer to: APA (2001), *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: APA. Alternatively, for those of you in other disciplines who use a different manual of style, you may use whichever style is relevant. However, if you're going to use a style other than APA you'll need to let me know when you write your first paragraph and question (see below), and adhere consistently to that style's requirements.

Required chapters and articles: See papers listed for each week. The required papers are available in Blackboard (<https://blackboard.uncg.edu>), under "Course Documents." Currently the most stable platform from which to use Blackboard, is Mozilla Firefox (a free download from: <http://www.mozilla.com/en-US/> (just click "download"). A copy of this syllabus can be found under "Course Information" in case you lose this one.

Suggested material: These materials are not required, but may help you for your final paper, and are listed below the required papers each week.

Paragraphs and Questions

Almost every week you need to produce one or more paragraphs (maximum of 250 words total) and one question on **each of the readings** for that week. The paragraphs (single-spaced) need to present what you think is an important issue about which the author wrote, and why you think it is important. Obviously, in any single paper or chapter there may be many important and interesting ideas; you are not required to write about them all, and you should not try to summarize the paper as a whole. Simply choose one issue that you think is central, describe it, and explain why you think that it's important.

You also need to formulate a question for discussion about each of the papers. The question may be about something that isn't clear to you, or something that conflicts with other papers (or issues) that we've dealt with in class. The question should be about something that will encourage us to look more carefully at the readings in question, and should therefore be one that will allow others in the class to try to answer, based on the reading(s) themselves.

You need to use APA style or some acceptable alternative, including use of appropriate headings and running header, quotations and/or citations, references, etc. However, you do not need to produce a title page, you should use single spacing, and your running header should include your name. I'll give you more details in class. Refer to the APA *Publication manual*, 5th edition (or some acceptable alternative) for additional help on appropriate style if needed.

The paragraphs and questions need to be sent as an email attachment to jrtudge@uncg.edu by **2 p.m. on Tuesday** (a point will be removed for each hour late). The paragraphs and questions, together, are worth 40% of your final grade. I'll not count the 4 paragraphs/questions which have the lowest scores. This means that if you need to miss a week or two you will not be badly hurt. Alternatively, you can do poorly a few times and not be hurt by that.

Each of the paragraphs and questions will be graded using the following rubric:

	Excellent	Good	Weak	Nonexistent
Major idea	You chose one of the most important aspects of this reading and wrote about it accurately. (4-5)	What you chose to write about was not particularly important, but you wrote about it accurately. (2-3)	You chose an unimportant issue to write about, or one that was important but did not write about it accurately. (1)	Unimportant, incorrectly understood, nonexistent, or plagiarized. (0)
Question	The question is about an important issue and is likely to lead to an interesting discussion in class. (3)	The question might lead to an interesting discussion, but the topic is not particularly important. (2)	Unlikely to lead to an interesting discussion in class, perhaps because the topic is unimportant or because it cannot be answered with reference to the reading(s). (1)	Irrelevant or nonexistent. (Score 0)
APA and grammar	The writing fully conforms with APA norms and there are no typographical or grammatical errors. (2)	The writing either partly conforms with APA norms or there are typographical or grammatical errors. (1)	The writing only partly conforms with APA norms and there are typographical or grammatical errors (0)	

Grades for each of the paragraphs (including related questions) will be: A = 9-10; B = 7-8; C = 4-6; D = 0-3.

Concluding Paper

I'm expecting papers to be a relatively short review (i.e., not exhaustive, about 20 pages or so) of the relevant literature on a topic that is appropriate to the material covered in class. You may choose to cover children's or adolescents' development in one specific cultural group or you may focus on a particular issue that's relevant to the study of culture (such as a specific theoretical perspective, appropriate methods that could be used, fatherhood or SES variations in a variety of cultures). I'll be happy to talk with you about your paper topic ahead of time, and will try to help with relevant references. Papers are due by Sunday, April 26, 12 noon, and although I'll accept late papers, the grade will be reduced by one point (i.e., from an A to A-) for each day late. The paper is worth 60% of your final grade.

The paper should be written in academic style (for example, avoid contractions and colloquial expressions, provide appropriate citations and references), should be double-spaced and should not be right justified (leave the right margin ragged). Refer to the *APA Publication manual*, 5th edition (or acceptable alternative) for help on appropriate style.

Plagiarism

Be careful not to plagiarize, using someone else's words as your own. Note that slightly modifying the original words (changing a word here or there, leaving out a clause from a sentence, etc.) still constitutes plagiarism. Sometimes this happens by chance if you take fairly extensive notes on some text, and then simply use those words in your own paper—but it is still plagiarism. If you use an author's words you must put them in quotation marks and cite your source (author's name, date, and page number), and if you summarize you must also cite your source (author's name and date only).

Plagiarism is a serious issue. The minimum penalty, for a first offence, is an F on the assignment, and a report filed with the appropriate office on campus.

Go to the following site for help avoiding plagiarism:

<http://library.uncg.edu/depts/ref/tutorial/integrate/plagdef.asp>

Take the test at the end, and bring in the certificate, along with your first set of paragraphs and questions.

Discussion

This class relies on discussion rather than lecture. I take a constructivist approach to development that holds that development occurs at least in part because of individuals' own activity. Active involvement in this case means not simply reading texts but discussing those texts in class. You will be expected to provide thoughtful, productive contributions that show evidence of having read and understood the text(s). No (or very occasional) contribution to discussion will cause a reduction of an entire grade (B+ to C+ for example). The same will be true of contributions that make it difficult for others to contribute (talking too long or often, arguing *ad hominem*, etc.) will have the same effect.

January 22: Introduction to the syllabus , and brief discussion of the material

January 29: The study of children in diverse contexts

Tudge, J. (2008). Chapter 1: Introduction and stage-setting.

Tudge, J. (2008). Chapter 2: Daily lives of toddlers.

Suggested readings :

Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. *American Psychologist*, 63(7), 602-614.

Gauvain, M. (2001). *The social context of cognitive development*. New York: Guilford Press.

Greenfield, P. M., Suzuki L. K., & Rothstein-Fisch, C. (2006). Cultural pathways through human development. In K. A. Renninger & I. E. Sigel (Eds.), *Handbook of Child Psychology: Vol. 4. Child Psychology in Practice* (pp. 655–99). New York: Wiley.

Kagitçibasi, C. (2007). *Family, self, and human development across cultures: Theory and applications*. New York: Psychology Press.

Nsamenang, A. B. (2009). Cultures in early childhood care and education. In M. Fleer, M. Hedegaard, & J. R. H. Tudge (Eds.). *The world year book of education 2009: Childhood studies and the impact of globalization: Policies and practices at global and local levels* (pp. 23-45). New York: Routledge.

Rogoff, B. (2003). *The cultural nature of human development*. New York: Oxford University Press.

Super, C. M., & Harkness, S. (1997). The cultural structuring of child development. In J. W. Berry, P. R. Dasen, & T. S. Saraswati (Eds.), *Handbook of cross-cultural psychology. Vol.2: Basic processes and human development* (pp. 1-35). Boston: Allyn and Bacon.

February 5: Theoretical overview

Tudge, J. (2008). Chapter 3: Theory.

Suggested readings:

Adamopoulos, J., & Lonner, W. J. (2001). Culture and psychology at a crossroad: Historical perspective and theoretical analysis. In D. Matsumoto (Ed.). *The handbook of culture and psychology* (pp. 11-34). Oxford: Oxford University Press.

Cole, M. (1995). The supra-individual envelope of development: Activity and practice, situation and context. In M. Goodnow, P. J. Miller, & F. Kessel (Eds.), *Cultural practices as contexts for development* (pp. 105-118). *New Directions for Child Development*. San Francisco: Jossey-Bass.

Cole, M., & Gajdamaschko, N. (2007). Vygotsky and culture. In H. Daniels, M. Cole, & J. V. Wertsch (Eds.), *The Cambridge companion to Vygotsky* (pp. 193-211). New York: Cambridge University Press.

Eckensberger, L. H. (1979). A metamethodological examination of psychological theories from a cross-cultural perspective. In L. H. Eckensberger, W. J. Lonner, & Y. H. Poortinga (Eds.), *Cross-cultural contributions to psychology* (pp. 255-275). Amsterdam: Swets and Zeitlinger.

Eckensberger, L. H. (2002). Paradigms revisited: From incommensurability to respected complementarity. In H. Keller, Y. H. Poortinga, & A. Schölmerich (Eds.), *Between culture and biology: Perspectives on ontogenetic development* (pp. 341-383). Cambridge: Cambridge University Press.

- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.
- Shweder, R. A. (1990). Cultural psychology – what is it? In J. W. Stigler, R. A. Shweder, & G. Herdt (Eds.), *Cultural psychology: Essays on comparative human development* (pp. 1-43). New York: Cambridge University Press.
- Tudge, J. R. H., Mokrova, I., Hatfield, B. E., & Karnik, R. (2008). The uses and misuses of Bronfenbrenner's bioecological theory of human development. Manuscript under review.
- Tudge, J. R. H., & Scrimsher, S. (2003). Lev S. Vygotsky on education: A cultural-historical, interpersonal, and individual approach to development. In B. J. Zimmerman & D. H. Schunk (Eds.), *Educational psychology: A century of contributions* (pp. 207-228). Mahwah, NJ: Lawrence Erlbaum Associates.
- Winegar, L. T. (1997). Developmental research and comparative perspectives: Applications to developmental science. In J. Tudge, M. Shanahan, & J. Valsiner (Eds.), *Comparisons in human development: Understanding time and context* (pp. 13-33). New York: Cambridge University Press.

February 12: Methods

- Weisner, T. S. (1997). The ecocultural project of human development: Why ethnography and its findings matter. *Ethos*, 25(2), 177-190.
- Tudge, J. (2008). Chapter 4: Methods.

Suggested readings

- Geertz, C. (1977). From the native's point of view: On the nature of anthropological understanding. In J. Dolgin, D. Kemnitzer, & D. Schneider (Eds.), *Symbolic anthropology: A reader in the study of symbols and meanings* (pp. 480-492). New York: Columbia University Press.
- Gillen, J., Cameron, C. A., Tapanya, S., Pinto, G., Hancock, R., Young, S., & Gamannossi, B. A. (2007). 'A day in the life': Advancing a methodology for the cultural study of development and learning in early childhood. *Early Child Development and Care*, 177(2), 207-218.
- Greenfield, P. M. (1997). Culture as process: Empirical methods for cultural psychology. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology, Vol. 1: Theory and method* (pp. 301-346). Boston: Allyn and Bacon.
- Kuczynski, L., & Daly, K., (2003). Qualitative methods as inductive (theory-generating) research: Psychological and sociological approaches. In L. Kuczynski (Ed.), *Handbook of dynamics in parent-child relations* (pp. 373-392). Thousand Oaks, CA: Sage.
- Weisner, T. S. (1996). Why ethnography should be the most important method in the study of human development. In R. Jessor, A. Colby, & R. A. Shweder (Eds.), *Ethnography and human development: Context and meaning in social enquiry* (pp. 305-324). Chicago: University of Chicago Press.

February 19: Young children's everyday activities, settings, and partners in diverse societies

- Tudge, J. (2008). Chapter 6: Everyday activities.
- Tudge, J. (2008). Chapter 7: Settings and partners.
- Tudge, J. (2008). Chapter 8: Everyday lives. [No paragraph or question is required from this chapter; it should be read to help put everyday activities, etc., into context, and to help in the discussion.]

Suggested readings:

- Gaskins, S. (1999). Children's daily lives in a Mayan village: A case study of culturally constructed roles and activities. In A. Göncü (Ed.), *Children's engagement in the world: Sociocultural perspectives* (pp. 25-61). New York: Cambridge University Press.
- Hedegaard, M., & Fleer, M. (2009). Family practices and how children are positioned as active agents. In M. Fleer, M. Hedegaard, & J. Tudge (Eds.), *Childhood studies and the impact of globalization: Policies and practices at global and local levels* (pp. 254-278). New York: Routledge.
- Keller, H. (2007). *Cultures of infancy*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Morelli, G. A., Rogoff, B., & Angelillo, C. (2003). Cultural variation in young children's access to work or involvement in specialized child-focused activities. *International Journal of Behavioral Development, 27* (3), 264-274.
- Whiting, B. B. & Edwards C. P. (1988). *Children of different worlds: The formation of social behavior*. Cambridge, MA: Harvard University Press.

February 26: Turkey

- Kagitçibasi, C., & Ataca, B. (2005). Value of children and family change: A three-decade portrait from Turkey. *Applied Psychology: An International Review 54*(3), 317-37.
- Göncü, A., Ozer, S., & Ahioglu, N. (2009). Childhood in Turkey: Social class and gender differences in schooling, labor, and play. In M. Fleer, M. Hedegaard, & J. Tudge (Eds.), *Childhood studies and the impact of globalization: Policies and practices at global and local levels* (pp. 67-85). New York: Routledge.

Suggested readings:

- Göncü, A., Mistry, J., & Mosier, C. (2000). Cultural variations in the play of toddlers. *International Journal of Behavioral Development, 24*(3), 321-329.
- Göncü, A., Tuermer, U., Jain, J., & Johnson, D. (1999). Children's play as cultural activity. In A. Göncü (Ed.), *Children's engagement in the world: Sociocultural perspectives* (pp. 148-170). New York: Cambridge University Press.
- Honig, A. S., & Deters, K. (1996). Grandmothers and mothers: An intergenerational comparison of child-rearing practices with pre-schoolers. *Early Development and Parenting, 5*(1), 47-55.
- Hortasçu, N. (1995). Parents' education level, parents' beliefs and child outcomes. *Journal of Genetic Psychology, 156*(3), 373-383.

March 5: India

- Shweder, R. A., Jensen, L. A., & Goldstein, W. M. (1995). Who sleeps by whom revisited: A method for extracting the moral goods implicit in practice. In J. J. Goodnow, P. J., Miller, & F. Kessel (Eds.), *Cultural practices as contexts for development* (pp. 21-39). *New Directions for Child Development* (67). San Francisco: Jossey Bass.
- Kärtner, J., Keller, H., Lamm, B., Abels, M., Yovsi, R. D., & Chaudhary, N. (2007). Manifestations of autonomy and relatedness in mothers' accounts of their ethnotheories regarding child care across five cultural communities. *Journal of Cross-Cultural Psychology, 38*(7), 613-628.

Suggested readings:

- Seymour, S. C. (1999). *Women, family, and child care in India*. New York: Cambridge University Press.
- Jambunathan, S. & Counselman, K. P. (2002). Parenting attitudes of Asian Indian mothers living in the United States and in India. *Early Child Development and Care, 172*, 657-662.
- Rao, N., McHale, J. P., & Pearson, E. (2003). Links between socialization goals and child-rearing practices in Chinese and Indian mothers. *Infant and Child Development, 72*, 475-492.
- Saraswathi, T. S. (Ed.). (1999). *Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage.

March 12: Break

March 19: Brazil

- Ribas, R. C., Jr., Seidl de Moura, M. L., & Bornstein, M. H. (2003). Socioeconomic status in Brazilian psychological research: II. SES and parenting knowledge. *Estudos de Psicologia [Psychological Studies]*, 8(3), 385-392.
- Freitas, L. B. L., Shelton, T. L., & Tudge, J. R. H. (2008). Conceptions of US and Brazilian early childhood care and education: A historical and comparative analysis. *International Journal of Behavioral Development, 32*(2), 161-70.

Suggested readings:

- Anselmi, L., Piccinini, C. A., Barros, F. C., & Lopes, R. S. (2004). Psychosocial determinants of behaviour problems in Brazilian preschool children. *Journal of Child Psychology and Psychiatry*, 45(4), 779-788.
- D'Abreu, R. C., Mullis, A. K., & Cook, L. R. (1999). The resiliency of street children in Brazil. *Adolescence*, 34, 745-751.
- Eisenberg, N., Zhou, Q., & Koller, S. (2001). Brazilian adolescents' prosocial moral judgment and behavior: Relations to sympathy, perspective taking, gender-role orientation, and demographic characteristics. *Child Development*, 72, 518-534.
- Freitas, L. B. L., Shelton, T. L., & Sperb, T. M. (2009). Conceptions of early child care and education in Brazil. In M. Fleer, M. Hedegaard, & J. R. H. Tudge (Eds.). *The world year book of education 2009: Childhood studies and the impact of globalization: Policies and practices at global and local levels* (pp. 279-253). New York: Routledge.
- Gosso, Y., Morais, M. L. S., & Otta, E. (2007). Pretend play of Brazilian children: A window into different cultural worlds. *Journal of Cross-Cultural Psychology*, 38(5), 539-558.
- Guberman, S. R. (1996). The development of everyday mathematics in Brazilian children with limited formal education. *Child Development*, 67, 1609-1623.
- Hecht, T. (1998). *At home in the street: Street children of Northeast Brazil*. New York: Cambridge University Press.
- Lisboa, C., Koller, S., & Raffaelli, M. (2007). Researching aggressive behavior of at risk children in Brazil. *International Society for the Study of Behavioral Development Newsletter*, Serial no. 51, no. 1, 20-23.
- Nucci, L., Camino, C., & Sapiro, C. M. (1996). Social class effects on northeastern Brazilian children's conceptions of areas of areas of personal choice and social regulation. *Child Development*, 67, 1223-1242.
- de Oliveira, E. A., Barros, F. C., Anselmi, L. D. S., & Piccinini, C. A. (2006). The quality of home environment in Brazil: An ecological model. *Journal of Child and Family Studies*, 15(5), 633-644.
- Scheper-Hughes, N. (1985). Culture, scarcity, and maternal thinking: Maternal detachment and infant survival in a Brazilian shantytown. *Ethos*, 13, 291-317.
- Tudge, J., Doucet, F., Odero, D., Sperb, T., Piccinini, C., & Lopes, R. (2006). A window into different cultural worlds: Young children's everyday activities in the United States, Kenya, and Brazil. *Child Development*, 77(5), 1446-1469.

March 26: Fatherhood, cross-culturally

- Hewlett, B. S. (2000). Culture, history, and sex: Anthropological contributions to conceptualizing father involvement. *Marriage and Family Review*, 29(2-3), 59-73.
- Sayer, L. C., Gauthier, A. H., & Furstenberg, F. F. (2004). Educational differences in parents' time with children: Cross-national variations. *Journal of Marriage and Family*, 66, 1152-1169.

Suggested readings:

- Erickson, R. J., & Gecas, V. (1991). Social class and fatherhood. In F. W. Bozett & Shirley M. H. Hanson, *Fatherhood and families in cultural context* (pp. 114-137). New York: Springer Publishing Co.
- Fox, R. A., & Solís-Cámara, P. (1997). Parenting of young children by fathers in Mexico and the United States. *The Journal of Social Psychology*, 137(4), 489-495.
- Harkness, S., & Super, C. M. (1992). The cultural foundations of fathers' roles: Evidence from Kenya and the United States. In B. S. Hewlett (Ed.), *Father-child relations: Cultural and biosocial contexts* (pp. 191-211). New York: Aldine de Gruyter.
- Lamb, M. (2000). The history of research on father involvement: An overview. *Marriage and Family Review*, 29(2-3), 23-42.

- Munroe, R. L., & Munroe, R. H. (1992). Fathers in children's environments: A four culture study. In B. S. Hewlett (Ed.), *Father-child relations: Cultural and biosocial contexts* (pp. 213-229). New York: Aldine de Gruyter
- Seward, R. R. (1991). Determinants of family culture: Effects on fatherhood. In F. W. Bozett & Shirley M. H. Hanson, *Fatherhood and families in cultural context* (pp. 218-236). New York: Springer Publishing Co.

April 2: No class (SRCD)

April 9: Socioeconomic status

- Kohn, M. L. (1995). Social structure and personality through time and space. In P. Moen, G. H. Elder, Jr., & K. Lüscher (Eds.), *Examining lives in context: Perspectives on the ecology of human development* (pp. 141-168). Washington, DC: American Psychological Association.
- Heath, S. B. (1986). What no bedtime story means: Narrative skills at home and school. In B. B. Schieffelin & E. Ochs (Eds.), *Language socialization across cultures* (pp. 97-124). Cambridge: Cambridge University Press.

Suggested readings:

- Duncan, G. J., & Magnuson, K. A. (2003). Off with Hollingshead: Socioeconomic resources, parenting, and child development. In M. H. Bornstein & R. H. Bradley (Eds.), *Socioeconomic status, parenting, and child development* (pp. 83-106). Mahwah, NJ: Lawrence Erlbaum.
- Ensminger, M. E., & Fothergill, K. E. (2003). A decade of measuring SES: What it tells us and where to go from here. In M. H. Bornstein & R. H. Bradley (Eds.), *Socioeconomic status, parenting, and child development* (pp. 13-27). Mahwah, NJ: Lawrence Erlbaum.
- Hoff, E., Laursen, B., & Tardif, (2002). Socioeconomic status and parenting. In M. H. Bornstein (Ed.), *Handbook of parenting, Vol. 2: Biology and ecology of parenting* (2nd ed., pp. 231-252). Mahwah, NJ: Erlbaum.
- Lareau, A., & Weininger, E. (2007). The context of school readiness: Social class difference in time use in family life. In A. Booth & A. C. Crouter (Eds.), *Disparities in school readiness: How families contribute to transitions into school* (pp. 155-188). New York: Psychology Press.

April 16: "Race," class and culture

- Hill, R. B. (2001). Race, class, and culture: Common pitfalls in research on African American families. In U. J. O. Bailey & L. Morris (Eds.), *One-third of a nation: African American perspectives* (pp. 99-123). Washington, DC: Howard University Press.
- Lareau, A. (2002). Invisible inequality: Social class and childrearing in black families and white families. *American Sociological Review*, 67(5), 747-776.

Suggested readings:

- Cole, M. (1998). Can cultural psychology help us think about diversity? *Mind, Culture, and Activity*, 5(4), 291-304.
- Daynes, S., & Lee, O. (2008). *Desire for race*. New York: Cambridge University Press.
- Hill, S. A. (1999). Caste, class, and culture. *African American children: Socialization and development in families* (pp. 23-50). Thousand Oaks, CA: Sage.
- Hill, S. A. (2001). Class, race, and gender dimensions of child rearing in African American families. *Journal of Black Studies*, 31(4), 494-508.
- Lee, C. D. (2002). Interrogating race and ethnicity as constructs in the examination of cultural processes in developmental research. *Human Development*, 45(4), 282-290.
- McLoyd, V. C. (2004). Linking race and ethnicity to culture: Steps along the road from inference to hypothesis testing. *Human Development*, 47(3), 185-191.
- Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist*, 60(1), 16-26.

Taylor, R. L. (2000). Diversity within African American families. In D. H. Demo, K. R. Allen, & M. A. Fine (Eds.), *Handbook of family diversity* (pp. 232-251). New York: Oxford University Press.

April 23: Raising black children

Hill, S. A. (1999). Racial socialization. *African American children: Socialization and development in families* (pp. 81-102). Thousand Oaks, CA: Sage.

Coard, S. I., & Sellers, R. M. (2005). African American families as a context for racial socialization. In V. C. McLoyd, K. A. Dodge, & N. E. Hill (Eds.), *African American family life: Ecological and cultural diversity* (pp. 264-284). New York: Guilford.

Suggested readings:

Boykin, A. W., & Allen, B. A. (2004). Cultural integrity and schooling outcomes of African American children from low-income backgrounds. In P. B. Pufall & R. P. Unsworth (Eds.) *Rethinking childhood* (pp. 104-120). New Brunswick, NJ: Rutgers University Press.

Caughy, M. O'B., O'Campo, P. J., Randolph, S. M., & Nickerson, K. (2002). The influence of racial socialization practices on the cognitive and behavioral competence of African American preschoolers. *Child Development, 73*, 1611-1625.

Coard, S. I., Wallace, S. A., Stevenson, H. C. Jr., & Brotman, L. M. (2004). Towards culturally relevant preventive interventions: The consideration of racial socialization in parent training with African American families. *Journal of Child and Family Studies, 13*, 277-293.

Gutman, L. M., & McLoyd, V. C. (2000). Parents' management of their children's education within the home, at school, and in the community: An examination of African-American families living in poverty. *The Urban Review, 32*(1), 1-24.

McLoyd, V. C. (1990). The impact of economic hardship on Black families and children: Psychological distress, parenting, and socioemotional development. *Child Development, 61*(2), 311-346.

Miller, D. B. (1999). Racial socialization and racial identity: Can they promote resilience for African American adolescents? *Adolescence*. Available on line at:

http://findarticles.com/p/articles/mi_m2248/is_135_34/ai_60302516/pg_2?tag=artBody:coll

April 26 (Sunday): Deadline for receipt of final papers, 12 noon

April 30: Putting it all together

Tudge, J. (2008). Chapter 9: The cultural ecology of young children.

This week's discussion will be based partly on the semester's work, and on your papers...which by now should have been graded!