

Child development in cultural context

HDF 610

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Spring 2005

Office: Stone 155

Office hours: 9.30 to 10.30 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 children and families in cultures outside the US (typical "cross-cultural" studies) and also focus on different cultural groups within the US (typically termed "sub-cultures" though in this class these groups will be referred to as "within-society cultural groups").

Course requirements

Discussion Papers

You are required to read the chapters listed for each week and you are expected to really know the material and be able to talk about it intelligently. To help in that process, you are required to produce, every week, a short paper (one page should be sufficient) for discussion, in which you identify one or two of the central points of the reading(s) and relate it or them to the themes of the class. Readings are on e-reserve, and also should appear on Blackboard (check the link that says e-reserves). You can also get them from Jackson Library. Go to: <http://library.uncg.edu> and click on "reserves." When you click on the relevant paper (they'll appear in alphabetical order of title) you'll be asked for your username (ereserves) and password (spring2005). The discussion paper must be turned in by Tuesday at 5 pm at the latest. My mailbox is in the room next to 228 Stone, or you can send it as an attachment to jrtudge@uncg.edu (no later than 5 pm). If it arrives later, I'll accept it, but it will receive a lower grade (how much lower will depend on how much later!). The discussion papers will be worth 30% of your final grade.

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. 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 Wednesday, April 27, 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. I'll accept a draft, if you give it to me by April 6, but it needs to be a "complete" draft, rather than something that's still only half finished, because you're hoping to get your best ideas from me! I'll point out grammatical and stylistic weaknesses, any major weaknesses in your argument, and any major sources that I think you should have used. The paper is worth approximately 40% 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, 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/integrate.html>

Take the test at the end, and bring in the certificate.

Presentations

You are expected to do two formal presentations, of 20 minutes each. These presentations should be thought of as preparations for conference presentations; questions from the audience should be kept for the end of the presentation (except for minor questions about clarification). The purpose is not to present everything that is in the chapter, but rather to make a good argument, well supported by the reading, in 20 minutes. The grades for the presentation will be based on the extent to which you:

- present coherently and clearly, showing that you have understood the topic, and link the material to the themes of the class or to earlier readings; [**Note: This is the most important requirement.**]
- “talk” to your audience (as opposed to reading from the paper), with good eye contact;
- don't talk looking back over your shoulder at the material that appears on the overhead;
- use appropriate overheads or slides (visible, not too much information on any one overhead);
- keep to your time limit (no less than 15 minutes, no more than 21 minutes);
- have an appropriate introduction (informing your audience what you plan to cover) and conclusion (some type of summarizing statements).

It will help you to restrict your notes to a minimum (so that you are not tempted to read them) and to practice a couple of times prior to the actual presentation. Make sure that your overheads use a font that is clear and large enough to be seen, and that you don't try to get too much information on any one overhead. You should prepare a version of your presentation for all class members (using the “handout” facility in PowerPoint is the easiest way to do this). To receive an “A” for presentation you need to satisfy all of the above requirements. Each presentation is worth approximately 15% of your final grade.

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 12: Introduction to the semester, and choosing dates for presentations

Material on plagiarism

January 19: History and theoretical overview

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.

Tudge, J. (2005). Chapter 3: Theory. *The everyday lives of young children: Culture, class, and child-rearing in diverse societies*. New York: Cambridge University Press.

January 26: Methods

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.

Tudge, J. (2005). Chapter 4: Methods. *The everyday lives of young children: Culture, class, and child-rearing in diverse societies*. New York: Cambridge University Press.

February 2: Cultural variations in children's development

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

Tudge, J. (2005). Chapter 2: Daily lives of toddlers. *The everyday lives of young children: Culture, class, and child-rearing in diverse societies*. New York: Cambridge University Press.

February 9: Sociocultural perspectives on cognitive development

Brief papers by Michael Cole, Maricela Correa-Chavez & Barbara Rogoff, Terezinha Nunes, and Mariane Hedegaard from the forthcoming ISSBD Newsletter, Spring 2005 [Ignore the paper by Yuriy Karpov]

February 16: Fatherhood, cross-culturally

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.

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

February 23: Fatherhood in the United States

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.

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.

March 2: Socioeconomic status

- 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.
- 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.

March 9: Spring Break

March 16: Diversity in black families

- 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.
- 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.

March 23: Raising black children

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

March 30: Raising black children, continued

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

April 6: Young children's everyday activities and partners in diverse societies

- Tudge, J. (2005). Chapter 6: Everyday activities. *The everyday lives of young children: Culture, class, and child-rearing in diverse societies*. New York: Cambridge University Press.
- Tudge, J. (2005). Chapter 7: Settings and partners. *The everyday lives of young children: Culture, class, and child-rearing in diverse societies*. New York: Cambridge University Press.

April 13: Educational issues

- Tharp, R. (1989). Psychocultural variables and constants: Effects on teaching and learning in schools. *American Psychologist*, 44, 349-359.
- Gibson, M. A. (1987). The school performance of immigrant minorities: A comparative view. *Anthropology and Education Quarterly*, 24, 262-275.

April 20: Educational issues, continued.

- Goldenberg, C., & Gallimore, R. (1995). Immigrant Latino parents' values and beliefs about their children's education: Continuities and discontinuities across cultures and generations. In P. R. Pintrich & M. Maehr (Eds.), *Advances in motivation and achievement: Culture, ethnicity, and motivation, Vol. 9* (pp. 183-228). Greenwich, CT: JAI Press.
- Tudge, J., Otero, D., Hogan, D., & Etz, K. (2003). Relations between the everyday activities of preschoolers and their teachers' perceptions of their competence in the first years of school. *Early Childhood Research Quarterly*, 18, 42-64.

April 27: Putting it all together