

**Social Ecology P124D**  
**Human Development in Cross-Cultural Perspective**

**Instructor:**

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This course provides a cross-cultural perspective to the study of human development. Students will be introduced to an array of research topics: basic theoretical and methodological issues in cross-cultural research, culture and cognition, linguistic relativity, culture and socioemotional development; culture and social behavior, and cultural diversity and acculturation. Diverse cultures (e.g., Asian, American, and African) will be examined, with a special emphasis on the East-West contrast.

Exams cover materials presented in the textbook, course pack, and lectures. The midterm will cover the first half of the course, and the final the second half only. Each exam accounts for 35% of the final grades. Both exams will be in the form of essay questions (some require only short paragraph-length answers, whereas others may require page-length answers). A list of review questions will be provided one week before the exam.

Students are also expected to complete two assignments: one 4-page analysis of an interview with a member of an ethnic group different from student's own and one 8-page library research paper (see specific guidelines attached to this syllabus). The deadline for the first paper (interview-analysis paper) is Oct. 19, 2:00pm. The second paper is due on November 21, 2:00pm (so you can enjoy Thanksgiving Weekend!). The first paper accounts for 10% of the final grade and the second paper account for 20%. The penalty for late papers will be 1 point per day (out of the total 10 points for the first paper or 20 points for the second paper).

Cross-cultural developmental psychology has been evolving very rapidly over the last decade. Along with the excitement of this rapid development comes a drawback for teaching such a course, that is, a lack of an up-to-date, satisfactory textbook. Most of the edited books can be used only at the graduate level. Thus, we will rely on two sources of materials: an easy-to-read textbook, Psychology and Culture (by W. J. Lonner and R. S. Malpass), and a course pack consisting of book chapters and journal articles. The book is available in the University Bookstore. The course pack will be available from UCI Readers.

## Schedule and Reading List

### **Week 1. Introduction: Culture and fundamental cultural differences**

Lonner & Malpass, Introduction (pp. 1-9), chps. 5, 6, 24, 26.

Segall, M. H. Lonner, W. J., Berry, J W. (1998). Cross-cultural psychology as a scholarly discipline: On the flowering of culture in behavioral research. American Psychologist, 53, 1101-1110.

### **Week 2. Theoretical and methodological issues in cross-cultural developmental research**

Lonner & Malpass, Introduction (pp. 9-11), chps. 13, 15, 18.

Rogoff, B., & Morelli, G. (1989). Perspectives on children's development from cultural psychology. American Psychologist, 44, 343-348.

Greenfield, P. M. (1997). You can't take it with you. American Psychologist, 52, 1115-1124.

### **Week 3. Culture, cognition, language and communications**

Lonner & Malpass, chps. 19, 20, 21, 25.

Kashima, E. & Kashima, Y. (1998). Culture and language: The case of cultural dimensions and personal pronoun use. Journal of Cross-cultural Psychology, 29, 461-486.

Hasegawa, T & Gudykunst, W. (1998). Silence in Japan and the United States. Journal of Cross-cultural Psychology, 29, 668-684.

### **Week 4. Culture and school learning**

**Video: The motivation for change.**

Lonner & Malpass, chps. 22, 23.

Stevenson, H. W., Chen, C., & Lee, S. Y. (1993). Mathematics achievement of Chinese, Japanese, and American children: Ten years later. Science, 259, 53-58.

Hess, R. D., & Azuma, H. (1991). Cultural support for schooling: Contrasts between Japan and the United States. Educational Research, 20, 2-12.

Steinberg, L., Dornbusch, S. M., & Brown, B. B. (1992). Ethnic

differences in adolescent development: An ecological perspective. American Psychologist, 47, 723-729.

**Week 5. Review and mid-term exam**

**Week 6. Culture and moral development**

Lonner & Malpass, chp. 10.

Stevenson, H.W. (1991). The development of prosocial behavior in large-scale collective societies: China and Japan. In R. A. Hinde, and J. Groebel (Eds.), Cooperation and prosocial behavior (pp. 89-105). New York, NY: Cambridge University Press.

Chen, C., Greenberger, E., Lester, J., Dong, Q., Guo, M. (1998). A cross-cultural study of family and peer correlates of adolescent misconduct. Developmental Psychology, 34, 770-781.

Lewis, C. C. (1989). Cooperation and control in Japanese nursery schools, In J. J. Shields, Jr. (ed.), Japanese schooling: Patterns of socialization, equality, and political control (pp. 28 - 44). University Park, PA: The Pennsylvania State University Press.

Gump, L, Baker, R., Roll (2000). Cultural and gender differences in moral judgment: A study of Mexican Americans and Anglo-Americans. Hispanic Journal of Behavioral Sciences, 22, 78-93.

**Week 7. Culture and interpersonal relationships**

Lonner & Malpass, chps. 14, 17, 27, 28, 32.

**Week 8. Culture and socio-emotional development**

**Movie: House of tomorrow.**

Lonner & Malpass, chp. 16.

IJzendoorn, M. H., Sagi (1999). Cross-cultural patterns of attachment. In J. Cassidy and Shaver, P. (eds.) handbook of Attachment (pp. 713-734). New York: Guilford Press.

Greenberger, E. & Chen, C. (1996). Perceived family relationships and depressed mood in early and late adolescence: A comparison of European and Asian Americans. Developmental Psychology, 32, 707-716.

Morelli, G. A. et al. (1992). Cultural variation in infants' sleeping

arrangements: Questions of independence. Developmental Psychology, 38, 604-613.

**Week 9. Cultural diversity and inter-group relationships**

Lonner & Malpass, chps. 1-4, 12, 29, 33.

**Week 10. Acculturation: adaptation in cross-cultural contexts**

Lonner & Malpass, chps. 30, 34, 35, 36.

**Final Exam: Friday 12/8, 1:30-3:30**

## Social Ecology P124D Term Paper Guidelines

### General requirements

- The term paper should be typed and double-spaced.
- The length of the papers should be within half a page of the specified number of pages.
- The first paper is due on the fourth week at the beginning of the class time and the second paper is due on the ninth week at the beginning of the class time. Penalty for late papers is 1 point per day.

### Requirements for Paper #1: Interview-analysis paper

#### A. Selection of a topic and an interviewee.

- Select a topic that is of interest to you and that would likely show cross-cultural differences between your interviewee's culture and your own culture.

Examples: gender relationships, family relationships, particular values, dating, marriages, etc.

- Find one or two articles that address your topic.

Sources for the articles:

- (1) Coursepack and textbook
- (2) Use on-line database (e.g., Melvyl, Current Contents, PsychInfo, etc.)
- (3) Use Child Development Abstracts and Bibliography.
- (4) Get help from Instructor, TA or reference librarian.

- Find an interviewee. Anyone who is not from the same cultural background as you are would qualify as your subject. Make sure your subject is willing to be interviewed.

#### B. The interview

- Before the interview

Read the articles or other relevant papers (course materials or other sources)  
Formulate several questions about your topic  
Prepare and structure your interview questions

- During the interview

Take good and clear notes  
Do not force your subject to answer questions with which he/she is not comfortable.

Thank your subject at the end of your interview

- After the interview

Organize your notes

#### C. Contents of the paper

- Introduction

--Introduce the topic by stating why you want to explore this topic  
--State how you will organize the paper

- Background information about your interview

--Give background information about your subject (culture, age, gender or

any other information that would help interpret your data).

\*\*\*\*\*NOTE: Do not use your subject's real name. Use a pseudonym in your paper.

- Briefly describe your interview procedure (the setting and the interview questions
- Present your interview data and analysis  
Present only the relevant data.  
\*\*\*Do not copy verbatim the whole interview.  
In the analysis section, please discuss the your subject's responses in terms of how they differ from what you expected, from what you have read in the literature, and from your own culture.
- A brief conclusion of the paper and some implications and suggestions for future research

### Requirements for Paper # 2: Library research paper

#### A. Selection of a topic and readings

- The topic should have been studied cross-culturally  
Suggestions: --Select a topic that is of interest to you  
--Select a topic that is manageable in scope
- Find three studies that are on the topic you selected but were done by different researchers.  
Suggestions: --Some often-used strategies in looking for studies on a topic are:  
(1) Find relevant articles in the reference sections of the papers you already have.  
(2) Use on-line database (e.g., Melvyl, Current Contents, PsychInfo, etc.)  
(3) Use Child Development Abstracts and Bibliography.  
(4) Get help from Instructor, TA, or reference librarian.
- If you prefer, the topic may be the same as your first paper.

#### B. Contents of the paper

- Introduction  
--Introduce the topic  
--State why it is an important topic to study  
--State how you will organize the paper
- Summary of the studies  
--Give background information about the studies (who, when, and why)  
--Briefly describe how the studies were done  
--Present the major findings or the findings that are of interest  
--Discuss the consistencies and/or inconsistencies among the studies  
--Critique the studies  
--Assumptions  
--Methods (e.g., sampling, design, instruments)  
--Interpretations (e.g., gap between results and conclusions)  
Note: Make sure you give ample justifications for your critique
- A general conclusion of the paper and implications for future research

**Also important**

- The paper can follow any standard style (e.g., APA). If you are not sure about the styles, consult your TA or just follow the style of a journal article.
- Make sure you cite the references when appropriate.
- Plagiarism is a no-no
- We suggest that you start working on the papers early and allow yourself enough time to re-read, revise.

**Grading criteria**

Paper #1

Introduction	1 point
Descriptions of the background info. re. the interview	2 points
Results of the interview	3 points
Analysis	2 points
Conclusion	1 point
Stylistic, grammar, spelling, etc.	1 point
Total	10 points

Paper #2

Introduction	3 points
Summaries / discussion / critique of three studies	4 points per study x 3 studies= 12 points
Conclusion	3 points
Stylistic, grammar, spelling, etc.	2 points
Total	20 points

Good luck.