

Winter, 2001
Psychology 133G
CULTURE AND HUMAN DEVELOPMENT
Tues, Thurs 11:00-12:15, Young Hall CS76
Sections on Fridays (see below)

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Office hours:

Greenfield: Tues. and Thurs. 3:45-4:45, other times by appointment
Daley: Tues. 8:45-10:45, other times by appointment
Gross: Fri. 10-12, other times by appointment

Overview

The way in which human beings grow up and develop is very much affected by their cultural environment. This course will explore this process through reading, lecture, film, discussion, and empirical study. The course will take a multidisciplinary approach to the subject; in addition to psychology, it will draw particularly upon anthropology and education.

We will take up universal developmental issues, proceeding chronologically from birth to attachment, language development, intelligence/cognitive development, and moral development. For each issue, we will explore how it receives different cultural interpretations and expressions. In general, the strategy will be to first master classical theories and data. The second step will be to explore the cultural assumptions behind the theories, in order to understand cultural variation. In so doing, we will develop basic concepts that can be applied as we consider the role of ethnicity and race in development and socialization. Students, along with the instructor and teaching assistants, will have the opportunity to relate the class materials to their own experiences growing up as members of various ethnic or cultural groups.

Sections:

These meetings will be used for project presentations and discussion of each week's essay topics, as well as other facets of the readings, lecture/film material, and projects. There will be an opportunity to sign up for the sections at the first class. There will also be an opportunity to sign up for projects on Friday, at the first section meeting. Read through the projects and come to class with an idea of which one you might be interested in doing.

Required section attendance: Attendance will be worth a total of 10 points, 1 point for each section, with one free point included. That is, you can miss one (and only one) section without any penalty). This free point is provided to help with emergencies that may come up.

Section Times:

Section 1	8:30-9:45	2268 FH	Elisheva Gross
Section 2	9:00-10:15	3621C FH	Tamara Daley
Section 3	10:30-11:45	3621C FH	Tamara Daley
Section 4	12:00-1:15	2268 FH,	Elisheva Gross
Section 5	1:30-2:45	2268 FH	Patricia Greenfield (honors section)

Honors Section Enrollment: First priority goes to Psychology Honors students, second priority to College Honors students, third priority to everybody else. If you are interested, sign up and put your category next to your name. From past experience, there will be room for whoever would like to join.

Readings for the class

1. Cross-Cultural Roots of Minority Child Development, edited by P. M. Greenfield and R. R. Cocking (Eds.) (Hillsdale, NJ: Erlbaum) It is on sale at the bookstore.

2. A packet of readings assembled by the instructor will be on sale at Course Reader Material, 1141 Westwood Blvd, (just south of Thrifty), Tel. 310-443-3303.

NOTE: The index has the readings in the order they appear; however, the order in which they will be read has been changed in some cases on the syllabus; follow the syllabus for what should be read when, but use the index to locate each reading.

The reader and book are also on reserve at the College Library. Because so much of the class involves discussion of readings, it will be easier and more satisfying for you if you can purchase your own copies.

As much of the learning will take place through ongoing web-based and section-based discussion, it will be very important to keep up with the readings.

Assigned Activities and Basis for Grading

Web-based discussion (40 points)

Purpose: The main purpose is to get you thinking and discussing the readings and relating them to the lectures. Another purpose is for your section leader to see what questions and issues have come up for you as you read and attend lectures, so that she may clarify, elaborate, or extend them in section discussion. **Note that, unlike many other classes, this discussion is required and is an intrinsic part of class participation.**

How to do it: You will use the Group Pages function of the class website to access a discussion forum for your section for a particular week. General instructions concerning the website are at the end of this syllabus. Specific instructions concerning the discussion will be given out in the first section meeting.

NOTE: EVERYONE IN THE SECTION IS ENCOURAGED TO READ THE WEB-BASED DISCUSSION FOR THAT WEEK BEFORE COMING TO CLASS. It will enhance your learning and section participation.

Requirement: Four times during the quarter you will be expected to log on to the web-based discussion and make at least one comment or question on lecture and/or reading for that week. These contributions can initiate topics or respond to the questions or comments of others. There will be a maximum of 10 points given for contributions each week: you can receive 2 points for each reading you utilize, 2 points for referring to lecture, 2 points for initiating each topic, and 2 points for each response to someone else. **NOTE: IN ORDER TO GET CREDIT FOR USING VARIOUS SOURCES, YOU MUST PUT YOUR REFERENCE IN PARENTHESES, E.G. (LECTURE,**

1/18), (SCHNEIDER ET AL.). THE DATE IS NEEDED FOR LECTURE REFERENCES, BUT NOT NEEDED FOR ARTICLE REFERENCES, EXCEPT IN THE CASE OF OGBU, WHERE THERE ARE TWO ARTICLES (OGBU, 1981/1995; OGBU, 1994). NO CREDIT FOR REFERRING TO SOURCES CAN BE GIVEN WITHOUT THE PARENTHETICAL REFERENCES. All discussion for a given week must take place by 4 p.m. the day before section. Each section will have its own group pages, accessible only to that section, as well as to the three instructors and the webmaster, Nick Breitborde (x69046).

Papers: (100 points)

Purpose: The papers are to give you an opportunity to reflect on and integrate readings, lectures, and films. They will also give you an opportunity to practice and develop your skills in written expression. (The section leaders will give you editing and other feedback on your writing.) A final purpose is to enrich the discussion each week by having a few people who have thought more deeply about the major topic of class discussion. **For this reason, papers must be turned in at the section meeting, with you in attendance during the meeting. If you do not finish in time, you can simply do a paper another week.**

Requirement: Two short discussion papers (2-4 double-spaced, typed pages) will be based on assigned reading in relation to lectures and film. (worth 50 points each). Essay questions/topics for each week are included in the week-by-week syllabus outline. If any source is not obvious, please put a reference in parentheses (e.g., lecture, 1/11). If you are not satisfied with your grade or want to improve your writing skills, you may do an extra paper and the lowest grade will be dropped from your point total.

Field Research Project: (50 points)

Purpose: The projects will give you an opportunity to explore an issue in an empirical, sometimes personal way. For you and your section, they provide an opportunity to extend and even test the conclusions that have been presented in readings and lecture. They will give you an opportunity to explore methods, such as interview and environmental observation, that go beyond the experimental methodology you mastered in Psych 42. Because the projects will normally be done in pairs, they will give you a chance to work with another member of the class. Finally, because the projects are presented orally, you will have a chance to enrich the learning of your classmates, get responses from them, and develop your presentation skills.

How to do it: You will have a chance to sign up in the first section. In principle, two people will sign up for each project and work in pairs. The directions for each project are given in the week-by-week outline that follows. The first project, on sleeping arrangements, is a separate handout. Each field project will be directly based on issues from one or more of the readings. Working with your partner, plan your data collection and presentation. The class website will provide ways to work together at a distance. A discussion board, chat room, and dropbox (for written presentation notes) will be available for each pair (see general description of group pages at the end of the syllabus). More specific instructions will be given in section.

The presentation should have four basic parts: (1) your goal (s) (very brief), (2) what you did, (3) what you found, and (4) how your findings relate to one or more readings and the larger issues brought up in lecture. Each presentation should take no more than 15 minutes. Students in the past have often found visual displays useful. For

sections in both rooms, handouts or poster boards or overhead transparencies can be used. Each project will be presented at the section under which it is listed.

Requirement: Each member of the class will carry out and present one project. Grades will be based on the oral presentation. No written work will be handed in. The evaluation and grade will be based on the project and presentation as a whole; individual components will not be graded separately. That is, each member of the presenting team will receive the same grade. Therefore, it is important for members of each presenting team to coordinate their components and help each other improve. The field research project and its presentation will be worth 50 points.

Honors Requirement: To receive honors credit in the honors section, each paper must utilize an additional source outside the required reading. Good sources for such sources are the reference section of assigned articles and unassigned chapters in Cross-Cultural Roots of Minority Child Development.

Honors Enrollment: First priority goes to Psych Honors students, second to College Honors, third to everyone else. If you want to sign up, do so and put your category next to your name. From past experience, all interested will be able to be accommodated.

Summary of Requirements and Point Distribution

Section attendance	10	1 point per section, one absence without penalty
Web-based discussion	40	4 weeks of participation
Papers	100	2 papers
Field project	50	1 field research project
Total	<u>200</u>	

Distribution of Assignments over Time

Only one assignment may be done per week to satisfy the requirements. The reason for this is that there is no exam and so there needs to be a way to ensure that you will keep up and think about the material week by week. In other words, you must do a project, a paper, or contribute to the web-based discussion seven different weeks out of the quarter. **One major assignment (paper or field project) must be completed by Week 6, the end of the first part of the course.** This is to ensure that you master material from both parts of the course, classic topics in developmental psychology and socialization/development in a diverse society, and to ensure that you do not have too much work piled on at the end of the quarter. This course gives you a lot of freedom and choices, but **planning is important.** Plan which weeks you will do which assignments. Base your plan on your interests and your other commitments (e.g., you might want to avoid a major assignment in a week with midterms).

Final Grades

In order to maximize learning and enjoyment and minimize competition, a straight scale will be used:

A+	97-100%	194-200			
A	93-96%	186-193	C	73-76%	146-153
A-	90-92%	180-185	C-	70-72%	140-145
B+	87-89%	174-179	D+	67-69%	134-139
B	83-86%	166-173	D	63-66%	126-133
B-	80-82%	160-165	D-	60-62%	120-125
C+	77-79%	154-159	F	below 60%	below 120

LECTURE TOPICS, PAPER TOPICS, FIELD PROJECTS, AND READINGS

Week 1 Introduction

Tues. 1/9 **Introduction to culture and human development**

Thurs. 1/11 **Birth and the newborn: Ready for culture**
Film: Newborn: Ready for Life

Fri. 1/12 **Section:** Organizational meeting

Part I. Developmental Psychology: Classical theories and Cultural Critique

Week 2 Attachment

Tues. 1/16 **Classical theory and measurement of attachment: Bowlby, Ainsworth, and the Strange Situation**

Video: Interactional styles and attachment

Reading:

J. Bowlby (1969). Attachment and loss: Vol. 1. Attachment (pp. 58-64, 198-209.)
[Reader: pp. 3-12]

Thurs. 1/18 **Attachment, infant care, and culture**
Film: Ten Keys to Culturally Sensitive Childcare

Reading:

Greenfield, P. M. & Suzuki, L. K. (1997). Culture and human development: Implications for parenting, education, pediatrics, and mental health. In W. Damon (Series Ed.), I. E. Sigel & K. A. Renninger (Vol. Eds.), Handbook of child psychology: Vol. 4. Child psychology in practice (5th ed., pp. 1063-1075). New York: John Wiley & Sons, Inc. [Reader: pp 15-27]

LeVine, R. A. & Miller, P. M. (1990). Commentary: Cultural origins of the 'strange situation.' Human Development, 33, 73-80. [Reader: pp. 31-38]

Takahashi, K. (1990). Are the key assumptions of the 'strange situation' procedure universal? A view from Japanese research. Human Development, 33, 23-30. [Reader: pp. 41-48]

Morelli, G. A., Rogoff, B., Oppenheim, D., & Goldsmith, D. (1992). Cultural variation in infants' sleeping arrangements: Questions of independence. Developmental Psychology, 28, 604-613. [Reader: pp. 51-60]

Fri. 1/19 **Section: Sleeping arrangements project and discussion of readings/lectures on attachment**

Field research project: Sleeping arrangements (to be distributed separately).

Paper and class discussion of attachment: Based on lecture and readings, discuss the following questions: What seem to be universals in the development of attachment? What seem to be the cultural differences? How fair is the strange situation as a universal measure of attachment? What new measures of attachment might be needed for cultures that are less oriented toward infant independence than the dominant culture in the United States?

Week 3 Language

Tues. 1/23 **No lecture: Teaching assistants will be available for consultation in the classroom.**

Thurs. 1/25 **Language development, language socialization, and bilingualism**

Reading:

Rabain-Jamin, J. (1994). Language and socialization of the child in African families living in France. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-cultural roots of minority child development (pp. 147-166). Hillsdale, NJ: Erlbaum.

Blake, I.K. (1994). Language development and socialization in young African-American children. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-Cultural Roots of Minority Child Development (pp. 167-195). Hillsdale, NJ: Erlbaum.

Fri. 1/26 **Section: Language socialization project and discussion of lecture/readings**

Field research project: This project is to be done in the Infant Development Program (IDP, first floor, Franz Tower) or in other settings with infants or toddlers that you may have access to. The project is based on Rabain-Jamin's comparison of French and African mother-infant pairs with respect to mother's verbal response to child-initiated activity with objects vs. child-initiated communicative behavior (glances, vocalizations, postural changes).

From the observation room in IDP, each member of the team can select two babies of different ages. Observe each baby for 1/2 hour with a caregiver. Record every object activity initiated by the baby; note whether or not the caregiver responds. Also record every communicative behavior (glances at adult, vocalizations, postural changes); note whether or not the caregiver responds. Compare your results with Rabain-Jamin's findings (Table 8.1, p. 154). Are the IDP caregivers more like French mothers or more like African mothers? Drawing on the week's readings and lecture, what do you see as the significance of your observations?

Paper and class discussion of language development and socialization: Rabain-Jamin describes and compares the language socialization practices of African immigrant mothers and of French mothers; Blake describes the language socialization practices of African American and of Euro-American mothers. Do Blake's findings with African-American dyads (pairs) show any traces of African roots in the mothers' communication style? In the children's language development? Do Blake's

findings concerning language socialization or development show any traces of the hundreds of years African Americans have spent in a Euro-American societal surround? In answering these questions, refer also to Rabain-Jamin to buttress your conclusions. Do you see any connection between the French and Euro-American communication styles described in the two articles?

(Not for paper, for discussion only) On the methodological level, what are the pros and cons of getting a lot of data from a small number of subjects (as in this week's readings), vs. getting a little data from a large number of subjects?

Week 4 Piaget's Theory

Tues. 1/30 **Cognitive development, intelligence, and learning according to Piaget**
film: Cognitive Development

Reading:

Piaget, J. Development and learning. In R. E. Ripple & V. N. Rockcastle (Eds.) (1964), Piaget rediscovered (pp. 7-20). [Reader: pp. 125-133]

Thurs. 2/1 **Ethnotheories of intelligence: Piaget in cultural context**

Reading:

Dasen, P. (1984). The cross-cultural study of intelligence: Piaget and the Baoulé. In P. S. Fry (Ed.), Changing conceptions of intelligence and intellectual functioning: Current theory and research (pp. 107-134). [Reader: pp. 137-151]

Ogbu, J. (1994). From cultural differences to differences in cultural frame of reference. In Greenfield & Cocking, pp. 365-372 only.

Fri. 2/2 **Section: Intelligence project and discussion of readings/lecture**

Field Project: Each person try to interview 4 people about their concept of intelligence. Try to sample different genders and different ethnic groups. Do you see any variability in definitions of intelligence by gender? Between members of different ethnic groups? Relate your findings to Dasen, as well as to the lecture.

Paper: What are the main similarities and differences between the Baoulé concept of intelligence and its development and Piaget's concept of intelligence (as cognitive development). How do the differences relate to the two paths of development and socialization that we have been discussing and you have been reading about since the beginning of the course? To what extent do you think that Dasen's findings with the Baoulé call into question Piaget's theory as a universal theory?

Week 5 Vygotsky's Theory

Tues. 2/6 **Vygotsky's theory of learning, Piaget's theory of learning: Historical change in cultural apprenticeship**

Reading:

L.Vygotsky (1978). Interaction between learning and development. In *Mind and society* (pp. 79-91). Cambridge, MA: Harvard University Press.

[Reader: pp. 155-161]

Thurs. 2/8 **The role of symbolic tools: Historical change in IQ performance**

Reading:

Vygotsky, L. S. (1978). Internalization of higher psychological functions. In Mind and society: The development of higher psychological processes (pp. 52-57). Cambridge, MA: Harvard University Press. [Reader: pp. 165-167]

Fri. 2/9 **Section: Project on children's visual world of symbolic artifacts and discussion of readings/lectures**

Reading:

Williams, W. M. (1998). Are we raising smarter children today? School- and home-related influences on IQ. In Neisser, E. (Ed.), The rising curve: Long-term gains in IQ related measures (pp. 125-154). Washington, DC: American Psychological Association. [Reader: pp. 171-186]

Field research project: Based on Williams' description of "changes in children's games, toys, and visual world" (pp. 128-129), do a survey of these aspects of the visual world. If you want you can concentrate on the "nonintentional world" of cereal boxes, placemats, and so forth. What were the results of your survey? What cognitive skills do you think that these artifacts are developing? Is there an implicit definition of what intelligence is contained in this world? (Draw here on lecture, Dasen, and pp. 5-6 of Greenfield, Chapter 1 – full chapter to be assigned for a later week.)

Paper and class discussion: Drawing on lecture and readings, what are the main similarities and differences between Piaget and Vygotsky's concepts of cognitive development and learning? To what extent do cultural factors enter into their theories? Where and how? What do you see as the strengths and weaknesses of each theory?

Week 6 Moral Development

Tues. 2/13 **Kohlberg's theory**
Audio tape: Kohlberg and Clinton

Reading:

L. Kohlberg (1976). Moral stages and moralization: The cognitive-developmental approach. In T. Lickona (Ed.), Moral development and behavior (pp. 31-53). New York: Holt, Rinehart, & Winston. [Reader: pp. 63-74]

Thurs. 2/15 **Moral development, gender, and culture**

Reading:

Edwards, C. P. (1982). Moral development in comparative cultural perspective. In D. Wagner & H. Stevenson (Eds.), Cultural perspectives on child development (pp. 248-279). New York: W. W. Freeman. [Reader: pp. 77-92]

Gilligan, C. (1982). New maps of development: New visions of maturity. In R. E. Muuss (Ed.), Adolescent behavior and society: A book of readings (4th ed., pp. 101-111). New York: McGraw-Hill Publishing Company. [Reader: pp. 95-105]

Miller, J. G. & Bersoff, D. M. (1992). Culture and moral judgment: How are conflicts between justice and interpersonal responsibilities resolved? Journal of Personality and Social Psychology, 62, 541-554. [Reader: pp. 109-122]

Fri. 2/16

Section: Moral development project and discussion of readings/lecture.

Field research project:

Each member of the group give four subjects Kohlberg's Heinz dilemma (pp. 41-42, Kohlberg article). Following Gilligan's criticism, one possibility is to change the questions from "Should the husband have done that? Why?" to "What do you think the husband should have done? Why?" Another possibility is to also eliminate "So Heinz got desperate and broke into the man's store to steal the drug for his wife," the last line of Kohlberg's classic dilemma.

Record your subjects' responses thoroughly; if possible, use an audio recorder. In your group's sample, try to include different ages, men and women, as well as members of cultures that place a high value on obligations to family (e.g., Latino or Asian immigrants) and ones that emphasize freedom of choice (Euro-American and, possibly, African American). The ideal design would be to have a younger and older boy and girl from two different ethnic groups, with ages matched across gender and ethnicity. If this is not possible, try to come up with the most logical design you can. Referring to Gilligan, do you see any evidence that the culture of women differs from the culture of men in responses to this moral dilemma? Referring to Miller and Bersoff, do you see any evidence that certain groups interpret the dilemma in terms of family duty, whereas others interpret the dilemma in terms of negotiation or choice.? What, if any, developmental shifts do you see? Which author(s) can best account for the developmental phenomena you observed? Which article or articles best accounts for your findings? Did you find anything that could not be accounted for by any of the four accounts of moral development that you read?

Paper and class discussion:

1. What is the nature of moral development according to Kohlberg?
2. What was Gilligan's critique of Kohlberg's theory and data?
3. How do Edwards and Miller criticize, from a cultural perspective, theories of moral development that have originated in the United States (i.e., Kohlberg and Gilligan). (Be succinct with 1 and 2; spend the most time on 3.)
4. Discuss the moral development readings in relation to the two idealized paths of development that are a theme of the course.

**Part II. Cross-Cultural Roots and Multiethnic Interactions:
Socialization and Development in a Diverse Society**

Week 7 European Immigrants, Asian Immigrants

Tues. 2/20 Film: Once you're in.
Photographs: The Right People

Reading:

Greenfield, P. M. (1994). Independence and interdependence as developmental scripts: Implications for theory, research, and practice. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-Cultural Roots of Minority Child Development (pp. 1-37). Hillsdale, NJ: Erlbaum.

Novak, M. (1993). Neither WASP nor Jew nor Black. In V. Cyrus (Ed.), Experiencing race, class, and gender in the United States (pp. 30-35). Mountain View, CA: Mayfield Publishing Company.
[Reader: pp. 187-192]

McIntosh, P. (1993). White privilege: Unpacking the invisible knapsack. In V. Cyrus (Ed.), Experiencing race, class, and gender in the United States (pp. 209-213). Mountain View, CA: Mayfield Publishing Company.
(Packet pp. 199-201) [Reader: pp. 195-199]

Thurs. 2/22

Asian-American socialization and development

Film: Made in China: A Search for Roots

Reading:

Kim, U. & Choi, S.-H. (1994). Individualism, collectivism, and child development: A Korean perspective. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-cultural roots of minority child development (pp. 227-257). Hillsdale, NJ: Erlbaum.

Lebra, T. S. (1994). Mother and child in Japanese socialization: A Japan-U.S. comparison. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-cultural roots of minority child development (pp. 259-274). Hillsdale, NJ: Erlbaum.

Schneider, B., Hieshima, J. A. (1994). East-Asian academic success: Family, school, and community explanations. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-cultural roots of minority child development (pp. 323-350). Hillsdale, NJ: Erlbaum

(Choose 2 out the above 3 to read – there is a lot of reading this week.)

Fri. 2/23

Section : Asian and Euro- autobiographies and discussion of readings/lecture material

Paper and Discussion Topics

1. Discuss the extent to which the picture of collectivistic socialization and development described by Kim and Choi for Korean and Korean American/Korean Canadian cultures is applicable to Japanese socialization and development as depicted by Lebra. To what extent does Kim and Choi's theoretical characterization of individualism fit Lebra's theoretical view of socialization and development in Euro-American culture?

or

2. Drawing particularly on Schneider et al., what are the main differences in socialization and development among Chinese-, Korean-, and Japanese-Americans? To what do you attribute these differences?

or

3. To what extent and in what ways do you think that Novak's immigrant experience mirrors the cross-cultural value conflict experienced by East

Asians? To what extent and in what ways is Novak's immigrant experience different from that experienced by East Asians?

Field project 1: Asian/Asian-American socialization

Each member of the team will ask an Asian or Asian American friend or family member to write a short autobiography covering the most important things about his/her life. If you are interviewing an immigrant, ask what was hardest about coming to this country.

Presentation: First present your "cases", i.e. your data. Drawing on the week's readings, discuss what value themes you see in each autobiography. (You may in addition draw on readings from earlier weeks.) At the end, there needs to be a synthesis comparing and contrasting the cases and hypothesizing reasons for similarities and differences. To do this, requires that all interviews be complete in advance. The synthesis should be discussed and developed by both members of the team; however, it can be presented by one person.

Field project 2: European/Euro-American socialization

Each member of the team will ask an European or Euro-American friend or family member to write a short autobiography covering the most important things about his/her life. If you are interviewing an immigrant, ask what was hardest about coming to this country.

Presentation: First present your "cases", i.e. your data. Drawing on the week's readings, discuss what value themes you see in each autobiography. (You may in addition draw on readings from earlier weeks.) At the end, there needs to be a synthesis comparing and contrasting the cases and hypothesizing reasons for similarities and differences. To do this, requires that all interviews be complete in advance. The synthesis should be discussed and developed by both members of the team; however, it can be presented by one person.

Week 8 Mexican Immigrants and Cross-Cultural Value Conflict

Tues. 2/27 **Mexican-American socialization and development**

Film: La Familia

Reading:

Tapia Uribe, F. M., LeVine, R. A., & LeVine, & S. E. LeVine (1993). Maternal behavior in a Mexican community: The changing environments of children. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-cultural roots of minority child development (pp.41-54).

Delgado-Gaitan, C. (1993). Socializing children in Mexican-American families: An intergenerational perspective. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-cultural roots of minority child development (pp. 55-86).

Thurs. 3/1 **Bridging Cultures: Alleviating cross-cultural value conflict in the schools**

Reading:

Raeff, C., Greenfield, P. M., & Quiroz, B. (2000). Conceptualizing interpersonal relationships in the cultural contexts of individualism and collectivism. In S. Harkness, C. Raeff, & C. M. Super (Eds.), New directions for child and adolescent development, 87: Variability in the social construction of the child (pp. 59-74) San Francisco: Jossey-Bass. [Reader: pp. 203-211]

Fri. 3/2

Section: Project and discussion of cross-cultural value conflict and generational change

Field research project:

Each member of the team will give the scenarios presented in Raeff et al to three generations of the same Mexican, Central American, or other family that has immigrated from a collectivistic culture. (As East Asians were our topic last week, do not use East Asian subjects for this project.) If you cannot find three generations, use an immigrant parent, an immigrant child, and a child born here, all from the same nuclear family. Code your data as specified in Raeff et al. What difference in cultural values concerning socialization did you find as a function of age of entry into the United States? Relate your findings to Raeff et al. and to Delgado Gaitan.

Paper and discussion topic:

Tapia Uribe, LeVine, and LeVine wrote on family issues in Mexico. Delgado Gaitan wrote on family issues for immigrant and first-generation Mexican Americans in the United States. The film, *La Familia*, dealt with immigrant, first generation, and second generation Mexican Americans. Raeff et al. write about cross-cultural value conflict experienced by Mexican (and Central American) immigrants coming to the United States. What connections do you see among each of the three articles and the film?

Week 9

Involuntary Minorities and Cultural Roots

Tues. 3/6

Native-American socialization and development

Film: *Teaching Indians to be White*

Ogbu, J. (1994). Differences in cultural frame of reference. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-Cultural Roots of Minority Child Development (pp. 372-391). Hillsdale, NJ: Erlbaum.

Suina, J. H. & Smolkin, L. B. (1994). From natal culture to school culture to dominant society culture: Supporting transitions for Pueblo Indian students. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-cultural roots of minority child development (pp. 115-130). Hillsdale, NJ: Erlbaum

Tharp, R. G. (1994). Intergroup differences among Native Americans in socialization and child cognition. In P. M. Greenfield & R. R. Cocking (Eds.), Cross-cultural roots of minority child development (pp. 87-106). Hillsdale, NJ: Erlbaum

Thurs. 3/8

African-American socialization and development

Film: *Are We Different?*

Ogbu, J. (1995). Origins of human competence: A cultural-ecological perspective. In N.R. Goldberger & J. B. Veroff (Eds.), The culture and psychology reader (pp. 245-275). New York: New York University Press. [Reprinted from Child Development, 52 (1981), 413-429] [Reader: pp. 215-230]

Fri. 3/9

Section: Involuntary minority field projects and discussion of readings/lectures

Native American field project:

Each member of the team should ask a Native American friend, family member, or acquaintance to write a short autobiography covering the most important things about his/her life. Ask him/her to discuss what are the positives and negatives about being native American in the context of U.S. society.

Present the autobiographies in class. Drawing on the week's readings and the films, as well as any prior material that seems relevant, discuss what cultural themes you see in the autobiography.

African-American field project

Each member of the group will ask an African, Caribbean, or African American friend or family member to write a short autobiography covering the most important things about his/her life. If you interview an immigrant, ask what the hardest and easiest things were about coming here. If your subject would feel more comfortable with an oral interview, do that, tape recording the interview or taking notes on it.

For the presentation, present your interviews. Then, drawing on present and/or past readings, as well as on film and lecture where relevant, discuss what cultural themes you see in the autobiographies. Ogbu is a likely candidate for a relevant chapter.

Paper and discussion on involuntary minorities

1. Drawing on Suina, Tharp, and the film shown in class, discuss whether there are any common themes in Native American socialization and values.

or

2. Considering all of the readings, lecture, and films together, do you see any reflections of the involuntary status of Native Americans in their development, their socialization, and their response to? (Ogbu is important for this issue.)

or

3. Compare the conditions of Native American and African American development and socialization.

Week 10 Race, racism, and biracialism

Tues. 3/13 **Race, racism, and biracialism**
Film: None of the above

Reading:

Graham, S.R. (1996). The real world. In M. P. P. Root (Ed.), The multiracial experience (pp. 37-48). Thousand Oaks, CA: Sage Publications. [Reader: pp. 233-239]

Kich, G.K. (1992). The developmental process of asserting a biracial, bicultural identity. In M. P. P. Root (Ed.), Racially mixed people in America (pp. 304-317). Newbury Park, CA: Sage Publications. [Reader: pp. 243-249].

Field, L.D. (1996). Piecing together the puzzle: Self-concept and group identity in biracial Black/White youth. In M. P. P. Root (Ed.), The multiracial experience (pp. 211-226). Thousand Oaks, CA: Sage Publications. [Reader: pp. 253-261].

Hall, C.C.I. (1992). Please choose one: Ethnic identity choices for biracial individuals. In M. Root (Ed.), Racially mixed people in America (pp. 04-317). Newbury Park, CA: Sage. (Packet pp. 227-234). [Reader: pp. 265-272]

Thurs. 3/15 **Where have we been?**

Fri. 3/16 **Section: Bi-racial field project and discussion of readings/lecture.**

Biracial field projects

1. Ask a biracial friend or family member to write a short autobiography covering the most important features of his/her life. Ask the person to include a section on how biraciality has influenced his/her life.

Drawing on the week's readings, discuss what themes you see in the autobiography. (You may in addition draw on readings from earlier weeks.)

2. Project: Ask both members of an interracial couple to write concerning their perceptions of cultural differences and similarities between them. Ask them to discuss whether there are (1) aspects of their own culture they want to preserve in raising children (past, present, or future), (2) aspects of their own culture they would prefer to not pass on to the next generation, (3) aspects of their partner's culture they would like to pass on to their children, and (4) aspects of their partner's culture they would prefer not to pass on.

Drawing on the readings in the seminar so far, discuss the sources of any culture conflicts and sources of intercultural harmony that you see in your subjects' writings. What do you think solutions to any conflicts would be, were, or could have been?

(You may be one of the members of the interracial couple or the biracial autobiographee if this is your situation and you wish to do so.)

Paper and discussion topic:

Drawing on the four readings for this week (and Ogbu, if you wish), discuss how racism affects the development of biracial identity and, more generally, the psychology of biraciality. From what you have learned in this seminar so far, do you think biracialism and biculturalism are the same in relation to identity formation? If not, why not?

Finals week **No meeting and no final!**

Instructions for Accessing The Psychology 133G Homepage:

- I. Go to <http://www.psych.ucla.edu>
- II. Click on “Undergraduate Course Webpages”
- III. The first time you log on you will need to get your user name and password. To do this click on “Tips for Logging In (Finding Your Password)”. Enter your last name and Student ID in the boxes provided. Click on the icon “What’s My Username” and you will be provided with the user name and password you will use when accessing the Psychology 133G webpage.
- IV. Return to the Undergraduate Course Webpages page and click on the icon “133G Greenfield.”
- V. Click on the icon that says "login" (Note: Because we are using the newer and better Blackboard interface, you cannot access the syllabus from the login screen.)
- VI. Enter your user name and password in the box that appears.
- VII. Click on "Culture and Human Development" which is listed under "My Courses". This will bring you to the Psychology 133G homepage.
- VIII. Use the icons on the left side of the screen to navigate through the course webpage

--To access documents, click on the "Documents" icon on the left side of the Psychology 133G homepage.

--On the next screen, click on the Document you want to view.

--To enter your group page:

--Click on the “Communication” icon.

--Click on the “Group Pages” icon

--Click on the name of your group*****

From the group page, you may chat with group members, post comments on the group discussion board, and post documents for other group members to views as well as view documents posted by other group members.

--To enter the group chat room.

--Click on the “Virtual Chat” icon

--To leave messages on the group discussion board.

--Follow the same instructions (above) for entering discussion comments.

--To place/view documents in your group DropBox

--Click on the “File Exchange” icon

--Files in the DropBox can be viewed by clicking on the link name of the file.

--Files may be added to the drop box through the “Add file to DropBox” options on the bottom of the screen.

--Select browse to select the file you wish to post.

--Enter a title for this file in the box “Name of Link to File”.