

Honors: Child Development in Cultural Context

Psychology 372-H (MWF 1:10-2:20 MWF)

Spring, 1998

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Course Description: In this course, we will study child and adolescent development from a cross-cultural perspective. The two major theoretical perspectives that we will study across topics are cultural-ecological and developmental contextual models. Some special topics we will consider include cross-cultural differences in classroom learning, socialization of adolescents through rites of passage, differences in infants' temperament, and parental beliefs. Throughout the course, our emphasis on understanding human development within and across cultures will be based primarily on research findings in the field of psychology, but will also include anthropology and sociology.

Required Texts:

Gardiner, H. W., Mutter, J. D., & Kosmitzki, C. (1998). Lives across cultures: cross-cultural human development. Needham Heights, MA: Allyn and Bacon.

Gauvain, M. & Cole, M. (2nd edition). Readings on the development of children. New York: W.H. Freeman.

Course Requirements:

1. **Class participation:** Classes will be a combination of discussion, group projects, and planned activities. It is very important to note that this class will not be conducted in a traditional lecture format on most occasions. Rather, we will adopt a combination of seminar and "lab" format. Therefore, it is **IMPERATIVE** that you come to class prepared. This means that you have read the assigned material and are ready to talk about it.

Your daily participation in class and lab counts 100 points towards your final grade. Obviously, to participate in class you must be present. Attendance is important, but not sufficient to get a good participation grade. You must be active, not just present! Anyone with more than 3 absences will lose 5 points for each class or field day missed.

2. **Presentations:** On one occasion, you will take responsibility for leading discussion about a particular reading. This is not an oral presentation, but rather a chance for you to lead discussion with some prepared questions. (I want to see your questions in advance of the scheduled day.) In the first week of classes I will give you an opportunity to choose the reading for which you would like to lead discussion. This assignment is worth 50 points of your final grade. You will also work with a team to design a lab and present your work in class (the last week of classes). The details will be provided separately. This assignment is worth 150 points towards your final grade (50 points for the presentation and 100 points for the design and conduct of the lab).

3. **Papers:** You will write 2 lab reports describing your experiences in observational activities and interviews. The details are in separate handouts. Each of these reports will be worth 100 points. In addition, you will write one long paper on a topic of your choosing, within the field of cross-cultural child development. This paper will also be worth 100 points of your final grade.

4. **Exams:** You will have a midterm and a final exam. The exams will cover all the relevant material from the text, the readings, the films, and class discussion. They are worth 200 points each.

Course Policies:

Assignments & exams: Written assignments must be typed and double-spaced, spell-checked and neatly printed (e.g., no large gaps in printing). Any papers not conforming to these specifications will NOT be graded. Assignments must be turned in AT THE BEGINNING OF CLASS, IN CLASS, BY YOU. *Unless you make special arrangements with me*, anything turned in to me at ANY OTHER TIME will receive a deduction of 10% on the due date, and an additional 10% per day for each succeeding day.

Honor code. You are expected to observe the honor code. Failure to do so (see handbook) will be penalized accordingly (see handbook). Any evidence of plagiarism on the written work (this includes similar wording in team's papers) will be treated as an honor code violation. If you have doubts, ask me!

Evaluation:

Participation	100 points
Presentations	200 points
Papers	300 points
Exams	400 points
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	1000 points

Tentative Class Schedule

Basic schedule: The following is a tentative schedule, subject to change based on our interests, our pace, and our time frame. Additional assignments and deadlines will be given in class.

Week	Topic, Assignments	Readings
2/4-2/6	Intro to course, Research Methods Lab: Observational Techniques	Chapter 1, pp 1-9 Rdg 2, Rogoff & Morelli
2/9-2/13	Major themes and theories: Ecological Model and Developmental Niche	CH 1, pp 9-22 Reading, Super & Harkness Rdg 5, Bronfenbrenner
2/16-2/20	Socialization in Infancy Observational Lab: Infants	CH 2, pp 23-37 Rdg 7, Brazelton Rdg 9, Bruner & Sherwood
2/23-2/27	Socialization in Adolescence Film on rites of passage First written lab report due 2/27	CH 2, pp 44-47 Rdg 29, Brooks-Gunn & F. Reading, Delaney
3/2-3/4 3/6	Film: 35 up (special evening showing) Fri: MVP at conference on human development, Midterm due	
3/9-3/13	Culture and cognition: Piaget, Vygotsky, Info-Processing Lab: Piagetian tasks	CH 4 Rdg 16, DeLoache & Brown
3/16-3/20	Culture and cognition: Testing and Teachers	Rdg 20, Miller-Jones Rdg 21, Stigler & Stevenson
3/23-3/27	NO Class - Spring Break!	
3/30-4/3	Culture and cognition: Language	Rdg 15, Bruner Reading, Brice-Heath
4/6-4/10	Culture, self and personality: Infant temperament 4/8 No class - SURF Lab: Interview with parents, temperame	CH 5, pp 103-111 Rdg 17, Lewis
4/13-4/17	Culture, self and personality: Self-concept and identity Resilience and rejection Second written lab report due 4/1'	CH 5, pp 112-125 Rdg 13, Weiner Rdg 24, Coie & Cillessen
4/20-4/24	Family: Marriage, birth Films: Developmental phases before and after birth; Childhood series #1 Lab: Interview with 2 sets of parents	CH 8, pp 193-202 Reading, Oakley
4/27 - 5/1	Family: parental beliefs Film: Joy Luck Club	CH 8, pp 203-222 Rdg 23, Gutierrez & Sameroff
5/4 - 5/8	Team Presentations Long paper due 5/4	
5/11	Review; Final exam distributed	
5/14	Final exam due, 11:30 a.m.	