EDP 382F: Culture, Child Development, and Education
Spring 2018 – Unique Course # 10260
Wednesdays, 1:00 – 4:00, Room # SZB 352A

COURSE SYLLABUS

Instructor: **Dr. Marie-Anne Suizzo**, Associate Professor
Department of Educational Psychology, The University of Texas at Austin
Office: SZB 506A; Office hours: Tuesdays 1-3 and by appt.
Telephone: 512-471-0379; Email: msuizzo@austin.utexas.edu

Course Objectives
In this seminar, we will examine theory and research from the disciplines of psychology, anthropology, and sociology on the roles of culture, ethnicity, and power in the development and education of children around the world. The format of the course will be mainly in-depth discussions of weekly readings, with occasional brief lectures by the instructor as needed. Topics to be covered include: parenting and family socialization, cognitive development and learning across cultures, schooling and educational policies, culturally-grounded prevention and intervention programs, racism and critical race theory, sexuality and gender socialization, immigration, acculturation, and culture change.

Each student will investigate a topic of her/his choice during the semester and present the results to the class during the final weeks. Students will be assessed on the following assignments: 1) weekly participation in discussions, 2) a final paper (10-12 pages) on the student's chosen topic to include a critical review of the literature and a proposal of a study for future research, and 3) a class presentation on your research topic.

DATE	TOPIC
1/17	Introduction to Course: The Cultural and Developmental Perspectives
1/24	Theories of Culture: Psychological Anthropology and Cultural Psychology
1/31	Theories of Child Development, Parenting, and Socialization
2/7	Parenting and Child Development in Africa and the Middle East
2/14	Parenting and Child Development in Asia and the Pacific
2/21	Parenting and Child Development in Europe and Latin America
2/28	Culture change: History, Intergenerational Transmission, and Migration
3/7	Child Development and Education in North America: Perspectives on Power and Diversity
3/14	**SPRING BREAK**
3/21	Child Development and Education: African Americans
3/28	Child Development and Education: Latino Americans
4/4	Child Development and Education: Asian Americans
4/11	*Student Presentations*
4/18	*Student Presentations*
4/25	*Student Presentations*
5/2	*Student Presentations*

ASSIGNMENTS

Weekly Discussion Questions

Each week, students are asked to write one discussion question per assigned reading. These may be clarification questions that arose as you read the article/chapter or critical comments on the authors' work. You may also formulate questions that reflect applications or extensions of ideas from the reading to other domains of knowledge, other cultures, or practices. You will bring these questions to class and introduce them to the discussion for consideration by the class.

Presentation and Critical Literature Review

Each student should use this course as an opportunity to delve in depth and breadth into a topic within the broad area of culture, child development, and education. Students will be required to conduct a presentation in class on their chosen topic, and to facilitate a discussion of this topic following the presentation. The last four class meetings will be reserved for these presentations and student-led discussions. In preparation for their discussion, students will be asked to select one key reading to share with the class which should be made available at least 2 weeks prior to their presentation date.

Finally, students will write a critical review of the literature on their chosen topic with a short proposal (1 – 2 pages) for a study that would address a set of research questions of their choice. This paper should be between 10 and 12 pages long (3000 to 3600 words), and should be uploaded to CANVAS no later than **Wednesday, May 9** at **5 pm**.

Regular Participation in Class Discussions

Because this is a seminar, our principal activity will be in-depth discussion. It is my goal to provide you with a rich and transformative learning experience, and I have selected readings that will be well worth your time and effort to read. It is therefore imperative that you take the time necessary to read all the readings assigned each week, and that you prepare for discussion by reflecting on the main ideas in those readings and how they may be interrelated.

UNIVERSITY POLICIES

Scholastic Dishonesty
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at www.utexas.edu/dpets/dos/sjs/.

Students with Disabilities
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information contact the Office of the Dean of Students, at **471-6259, 471-4641 TTY.** If you have a disability and would like accommodations to be made, please notify me as soon as possible.

WEEKLY READINGS

January 17:
Introduction to Course: The Cultural and Developmental Perspectives

First class meeting -- no readings.

January 24:
Theories of Culture: Psychological Anthropology and Cultural Psychology

Hall, G. N., Yip, T., & Zárate, M. A. (2016). On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. *American Psychologist*, *71*(1), 40-51.

Greenfield, P. M. (2000). Three approaches to the psychology of culture: Where do they come from? Where can they go? *Asian Journal of Social Psychology, 3,* 223-240.

Cauce, A. M. (2011). Is multicultural psychology a-scientific?: Diverse methods for diversity research. *Cultural Diversity and Ethnic Minority Psychology*, *17*(3), 228-233.

Raeff, C. (2010). Independence and interdependence in children's developmental experiences. *Child Development Perspectives*, *4*(1), 31-36.

OPTIONAL:
Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*(2), 224-253.

Oyserman D., Coon, H. M., & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: Evaluation of theoretical assumptions and meta-analysis. *Psychological Bulletin, 128*(1), 3-72.

January 31:
Theories of Child Development, Parenting, and Socialization

Super, C. M., & Harkness, S. (2002). Culture structures the environment for development. *Human Development*, *45*(4), 270-274.

LeVine, R. A. (2003). Studying socialization: The anthropology of educational processes. In R. A. LeVine, *Childhood socialization: Comparative studies of parenting, learning, and educational change* (pp. 1-11). Hong Kong: The University of Hong Kong Press.

Keller, H. (2013). Attachment and culture. *Journal of Cross-Cultural Psychology*, *44*(2), 175-194.

Tamis-LeMonda, C. S., Way, N., Hughes, D., Yoshikawa, H., Kalman, R. K., & Niwa, E. Y. (2008). Parents' goals for children: The dynamic coexistence of individualism and collectivism in cultures and individuals. *Social Development*, *17*(1), 183-209.

February 7:
Parenting and Child Development in Africa and the Middle East

LeVine, R. A., Dixon, S., LeVine, S., Richman, A., Leiderman, P. H., Keefer, C., & Brazelton, B. (1994). *Childcare and culture: Lessons from Africa, Chapter 2* (pp. 22-53). New York: Cambridge University Press.

Dwairy, M., Achoui, M., Abouserie, R., & Farah, A. (2006). Adolescent-family connectedness among Arabs: A second cross-regional research study. *Journal of Cross-Cultural Psychology*, 37, 248-261.

Johnson, M. C. (2000). The view from the *Wuro*: A guide to childrearing for Fulani parents. In *A world of babies: Imagined childcare guides for seven societies* (pp. 171-198). Cambridge, UK: Cambridge University Press.

Ahmad, I., Vansteenkiste, M., & Soenens, B. (2013). The relations of Arab Jordanian adolescents' perceived maternal parenting to teacher-rated adjustment and problems: The intervening role of perceived need satisfaction. *Developmental Psychology*, *49*(1), 177-183.

Keller, H., Abels, M., Lamm, B., Yovsi, R. D., Voelker, S., & Lakhani, A. (2005). Ecocultural Effects on Early Infant Care: A Study in Cameroon, India, and Germany. *Ethos*, *33*(4), 512-541.

OPTIONAL:
Fouts, H. N., Hewlett, B. S., & Lamb, M. E. (2012). A biocultural approach to breastfeeding interactions in Central Africa. *American Anthropologist, 114*(1), 123–136.

February 14:
Parenting and Child Development in Asia and the Pacific

Cole, P., Tamang, B. L., & Shrestha, S. (2006). Cultural variations in the socialization of young children's anger and shame. *Child Development, 77*, 1237-1251.

Lee, J. H., Eoh, Y., Jeong, A., & Park, S. H. (2017). Preschoolers' emotional understanding and psychosocial adjustment in Korea: The moderating effect of maternal attitude towards emotional expressiveness. *Journal of Child and Family Studies*, *26*(7), 1854-1864.

Hayashi, A., Karasawa, M., & Tobin, J. (2009). The Japanese preschool's pedagogy of feeling: Cultural strategies for supporting young children's emotional development. *Ethos, 37*(1), 32-49

Luo, R., Tamis-LeMonda, C. S., & Song, L. (2013). Chinese parents' goals and practices in early childhood. *Early Childhood Research Quarterly*, *28*(4), 843-857.

OPTIONAL
Li, J., Fung, H., Bakeman, R., Rae, K., & Wei, W. (2014). How European American and Taiwanese mothers talk to their children about learning. *Child Development*, *85*(3), 1206-1221.

February 21:
Parenting and Child Development in Europe and Latin America

Carra, C., Lavelli, M., Keller, H., & Kärtner, J. (2013). Parenting infants: Socialization goals and behaviors of Italian mothers and immigrant mothers from West Africa. *Journal of Cross-Cultural Psychology*, *44*(8), 1304-1320.

Suizzo, M.-A. (2004). Mother-child relationships in France: Balancing autonomy and affiliation in everyday interactions. *Ethos, 32*(3), 293-323.

Mosier, C. E., & Rogoff, B. (2003). Privileged treatment of toddlers: Cultural aspects of individual choice and responsibility. *Developmental Psychology, 39*(6), 1047-1060.

Welles-Nystrom, B. (2005). Co-sleeping as a window into Swedish culture: Considerations of gender and health care. *Scandinavian Journal of Caring Science, 19,* 354-360.

February 28:
Culture Change: History, Intergenerational Transmission, and Acculturation

Manago, A. M., Greenfield, P. M., Kim, J. L., & Ward, L. M. (2014). Changing cultural pathways through gender role and sexual development: A theoretical framework. *Ethos*, *42*(2), 198-221.

Gauvain, M., & Munroe, R. L. (2012). Cultural Change, Human Activity, and Cognitive Development. *Human* Development, 55(4), 205-228.

Berry, J. W. (2003). Conceptual approaches to acculturation. In K. M. Chun, P. B. Organista, & G. Marin (Eds.), *Acculturation: Advances in theory, measurement, and applied research*, (pp. 17-37). Washington, D.C.: American Psychological Association.

Nguyen, H. H., Messé, L. A., & Stollack, G. E. (1999). Toward a more complex understanding of acculturation and adjustment: Cultural involvements and psychosocial functioning in

Vietnamese youth. *Journal of Cross-Cultural Psychology, 30*(1), 5-31.

Tseng, V., & Yoshikawa, H. (2008). Reconceptualizing acculturation: Ecological processes, historical contexts, and power inequities. *American Journal of Community Psychology, 42*(3/4), p355-358.

OPTIONAL:
Tomasello, M. (2001). Cultural transmission: A view from chimpanzees and human infants. *Journal of Cross-Cultural Psychology, 32*(2), 135-146.

March 7:
Child Development and Education in N. America: Perspectives on Power and Diversity

Garcia Coll, C., Lamberty, G., Jenkins, R., McAdoo, H. P., Crnic, K., Wasik, B. H., & Garcia, H. V. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development, 67*,1891-1914.

Smedley, A., & Smedley, B. D. (2005). Race as biology is fiction, racism as social problem is real: Anthropological and historical perspectives on social construction of race. *American Psychologist, 1(*16-26).

Giroux, H. A. (2003). Racial injustice and disposable youth in the age of zero tolerance. *Qualitative Studies in Education. 16*(4), 553-565.

Lareau, A. (2000). Social class and the daily lives of children: A study from the United States. *Childhood: A Global Journal of Child Research*, 7(2), 155-171.

Purcell-Gates, V. (2002). "As soon as she opened her mouth!": Issues of language, literacy, and power. Chapter 8 in L. Delpit & J. K. Dowdy (Eds.), *The Skin that We Speak: Thoughts on Language and Culture in the Classroom* (pp. 122-141). New York: The New Press.

March 14:
SPRING BREAK!

March 21:
Child Development and Education: African Americans

Dixson, A. D., & Rousseau, C. K. (2005). And we are still not saved: Critical race theory in education ten years later. *Race, Ethnicity, and Education, 8*(1), 7-27.

Bell, D. (1992). The racial preference licensing act, Chapter 3 in *Faces at the bottom of the well: The permanence of racism,* (pp. 47-64). New York: Basic Books. (Chapter 2 is OPTIONAL)

Cokley, K. (2005). Racial(ized) identity, ethnic identity, and Afrocentric values: Conceptual and methodological challenges in understanding African American identity. *Journal of Counseling Psychology, 52*(4), 517-526.

Suizzo, M.-A., Robinson, C. R., & Pahlke, E. (2008). African American mothers' socialization beliefs and goals with young children: Themes of struggle, education, and collective independence. *Journal of Family Issues, 29*(3), 287-316.

OPTIONAL
Ladson-Billings, G., & Tate, W. F. (1995). Toward a critical race theory of education. *Teachers College Record, 97*(1), 47-68.

McAdoo, H. P. (2002). African American parenting. In M. H. Bornstein (Ed.), *Handbook of Parenting. Vol. 4: Social conditions and applied parenting, 2nd Ed*. (pp. 47-58). Mahwah, NJ: Erlbaum.

March 28:
Child Development and Education: Latino Americans

Crockett, L. J., Brown, J., Russell, S. T., & Shen, Y.-L. (2007). The meaning of good parent-child relationships for Mexican American adolescents. *Journal of Research on Adolescence, 17(*4), 639-668.

Vargas, M., & Busch-Rossnagel, N. A. (2003). Teaching behaviors and styles of low-income Puerto Rican mothers. *Applied Developmental Science, 7(*4), 229-238.

Glass, J., & Owen, J. (2010) Latino Fathers: The relationship among Machismo, acculturation, ethnic identity, and paternal involvement. *Psychology of Men & Masculinity, 11*(4), 251–261.

Suizzo, M.-A., Jackson, K., Pahlke, E., Marroquin, Y., & Martinez, A. (2012). Pathways to achievement: How low-income Mexican-origin parents promote their children through school. *Family Relations,* 61(4), 533–547.

April 4:
Child Development and Education: Asian Americans

Lieber, E., Kazuo, N., & Mink, I. T. (2004). Filial piety, modernization, and the challenges of raising children for Chinese immigrants: Quantitative and qualitative evidence. *Ethos, 32*(3), 324-347.

Chao, R. K. (2001) Extending research on the consequences of parenting style for Chinese Americans and European Americans. *Child Development, 72*(6), 1832-1843.

Farver, J., Kim, Y.K, & Lee, Y. (1995). Cultural differences in Korean- and Anglo-American preschoolers' social interaction and play behaviors. *Child Development, 66*, 1088-1099.

Kim, R. Y. (2002). Ethnic differences in academic achievement between Vietnamese and Cambodian children: Cultural and structural explanations. *The Sociological Quarterly*, 43(2), 213-235.

OPTIONAL
Ganapathy-Coleman, H. (2013). Raising 'authentic' Indian children in the United States: Dynamism in the ethnotheories of immigrant Hindu parents. *Ethos*, *41*(4), 360-386.

Parmar, P., Harkness, S., & Super, C. M. (2008). Teacher or playmate? Asian immigrant and Euro-American parents' participation in their young children's daily activities. *Social Behavior And Personality*, *36*(2), 163-176.