We could cover a huge amount of material in a class focusing on children’s development in cultural context. This semester we’re going to be focusing on several closely related aspects. First, we’ll consider the fact that our theorizing and empirical research in psychology (which has been studied, and therefore, by implication, human development and family studies, counseling, education, etc., which I’m not sure have been) is incredibly limited, focusing on weird people in a weird society (see Henrich et al., 2010). Second, those who study “non-weird” populations have, for many years, examined these populations’ child-rearing values—focusing in particular on the dimension individualism–collectivism (see, e.g., Hofstede, 2001; Triandis, 2001). Third, we’ll examine the critique made by scholars such as Kağıtçıbaşı (2009) and Keller (2012), but also critique this critique. Finally, we’ll consider SES and racial/ethnic variations within the United States.


**Course requirements**

1. **Paragraphs and questions.** Every week you need to produce a paragraph (maximum of 150 words) and one question on the reading(s) for that week. *If two or more papers are assigned, your paragraph must be based on all papers.* Your lowest score will not be counted—that means that you can either skip one week or drop your lowest score. *The paragraphs need to present what you think is an important concept or issue about which the author(s) wrote, and why you think it is important.* You are welcome either to defend or critique the concept or idea in your paragraph. You also need to formulate a question for discussion about each of the papers. Each question (which will not be graded) should focus on something you feel is important but isn’t clear and that would benefit from discussion. You need to use APA style, including title page, appropriate headings and running header and page numbers, appropriate quotations and/or citations, references, etc. If you need help on any of these, you’ll need to refer to the APA *Publication manual,* 6th edition. The paragraphs need to be sent as an email attachment to jrtudge@uncg.edu by 9 a.m. on Monday (a point will be removed for each hour late). The paragraphs are worth 40% of your final grade. **Do not plagiarize** (see the following page).

Each of the paragraphs will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Major idea</th>
<th>Excellent</th>
<th>Good</th>
<th>Weak</th>
<th>Nonexistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>You chose an important concept and nicely explained its importance, or critiqued it well. (7-8)</td>
<td>A central idea or concept, but you didn’t explain its importance well, or a marginal idea, well explained. (4-6)</td>
<td>You chose an unimportant issue to write about and/or didn’t explain it well, or summarized. (1-3)</td>
<td>Nonexistent, or plagiarized. (0)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APA and grammar</th>
<th>Excellent</th>
<th>Good</th>
<th>Weak</th>
<th>Nonexistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing fully conforms to APA norms and there are almost no typographical or grammatical errors. (2)</td>
<td>Writing either partly conforms to APA norms or there are many typographical or grammatical errors. (1)</td>
<td>The writing only partly conforms to APA norms and there are many typographical or grammatical errors (0)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grades for each of the paragraphs (including related questions) will be: A = 9-10; B = 7-8; C = 5-6; D = 0-4.
2. **Discussion.** This class is largely based around discussion that is heavily based on the readings. You are therefore expected to contribute, in appropriate ways, to this discussion, for example by asking questions, raising issues, making counter arguments, defending your ideas, and so on, primarily basing your arguments on what you have read in this class. When your question is being discussed, you need to be prepared to lead the discussion (start by explaining why you asked the question). I will send all questions to everyone in the group (I’ll try by 5 p.m. on Mondays), and you’re expected to have read, and thought about, everyone’s questions, prior to class, as this will help the discussion.

Please take into account that discussion is not a competitive endeavor; you will actually be marked down for being disrespectful to others, or by talking too much (making it difficult for others to talk). Greater understanding of the issues will come about more easily by being mutually supportive. Contribution to the discussion is required, so come prepared to make your contribution. Discussion is worth approximately **10% of your final grade.** Essentially what that means is that consistently providing appropriate, thoughtful, and helpful contributions to class discussion will mean that your final grade (as determined by your paragraphs and final paper) will be increased (for example, from B+ to A-, or A- to A). Dominating discussions, being disrespectful to others, or not adding in helpful ways to discussion will lead to your final grade being decreased.

3. **Final paper.** A final paper should cover some aspect of children’s and/or adolescents’ development in cultural context. You may choose to cover children’s or adolescents’ development in one specific cultural group or you may focus on a particular issue that’s relevant to the study of culture. If you would like to receive feedback on your proposed topic, you need to get me a “paragraph of intent” with a maximum of 250 words, describing your plans. You should provide a proposed reference list as well. This is due no later than Monday, November 2. **The final paper is worth 50% of your final grade.**

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 F on the assignment, and a report filed with the appropriate office on campus.

**Calendar**

**August 18: Introduction to the semester**

**August 25: The United States is NOT the world**

**September 1: How weird are we?**
Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences, 33*(2–3), 61–135. [Note: You only need to read to pp. 61–83; the remaining pages feature commentaries, which are also interesting but not essential reading]

**September 8: No class (I’m at a conference)**

**September 15: Individualism–collectivism as a way to categorize cultures**
September 22: Individualism–collectivism, continued

September 29: Moving beyond individualism–collectivism

October 6: Turkey

October 13: No class

October 20: Cultural variations within the United States

October 27: Cultural variations within the United States, continued

November 2: Paragraph of Intent due (optional)

November 3: Multiple cultures

November 10: Kenya and Mexico

November 17: China

November 24: Brazil

December 2: Your paper is due by 9 a.m. on Tuesday, December 2; one grade removed for every day (or part of a day) late.