Culture, Context, and Development
EDHD 750

What is culture, and how does culture influence social development? Social theorists and psychologists are fond of dichotomies, but too often dichotomized portrayals of cultures do not capture the complexities of social life. Cultures entail expectations related to social hierarchies, social status, and group norms which bear directly on outcomes for children's healthy development. In this course, we will read theoretical articles and current empirical findings on group identity, morality, societal norms, biases, and social inequalities for understanding culture, context, and development.

This course is open to graduate students in education, psychology, family science, and related disciplines. Prior coursework in development science is preferred but not required.

Course Requirements and Grading. Students will be required to give oral presentations, turn in two typed discussion questions weekly for the first half of the semester and one discussion question weekly the second half, and write two papers. The first paper is a critique of a research report and the second paper is a theoretical and review paper. Grading will be as follows: 30% for oral presentations, class exercises, and weekly questions, and 70% for the two papers.

Course Structure and Readings. This is a graduate seminar with a mixture of lecture and discussion. Students will take turns leading the class discussion. Readings will be made available in class and distributed via a Google Drive on the first day of classes by the instructor. The instructor requests that students do not use cell phones for texting or spend time checking email during class time.

Course Evaluations at the University of Maryland. As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from Fall 2018 forward via Testudo under CourseEvalUM Reporting.

Course Objectives. To help students:

- Gain knowledge about theory and research in social development with a focus on culture, context, and development.
- Understand the scientific method and acquire the ability to formulate research questions.
- Develop critical reading, writing, and presentational skills through reading assignments, writing assignments, group discussions of theoretical material, and class presentations of current research findings.
- Make connections between theory, research, and practice, and to consider the implications of research for interventions, education, and policy regarding children and adolescents.

Class Attendance. Students should attend each class session, except in the case of illness and/or extenuating circumstances. Please inform the instructor of missed absences with an explanation.

Academic Dishonesty. It is assumed that all students understand the consequences of academic dishonesty at the University of Maryland. If you do not, please consult the graduate catalog or course registration booklet to become familiar with how cheating, fabrication, facilitation of academic dishonesty, and plagiarism are defined by the University.

Students with Disabilities. If you are a student with a documented physical or learning disability, please contact me by the first week of class so that we can make arrangements for the necessary accommodations.

| Jan 31 | **Introduction** |
| | Culture, context, and development: Theories and history |

Feb 7 **Context – Specific Characterizations of Culture and Development**

Turiel, E., Chung, E., & Carr, J. A. (2016). Struggles for equal rights and social justice as unrepresented and represented in psychological research. In S.S. Horn, M.D. Ruck, & L.S. Liben (Eds.), *Advances in Child Development and Behavior, 50*, 1-29.

Wainryb, C. (2004). The study of diversity in human development: Culture, urgencies, and perils. *Human Development, 47*, 131-137.

Presenters: _____

Feb 14   **Context - General Characterizations of Culture and Development**

Triandis, H.C. (1995). *Individualism and collectivism*: Boulder, CO, Westview Press. Chapter 1.

Helwig, C.C., Ruck, M.D., & Peterson-Badali, M. (2014). Rights, civil liberties and democracy. In M. Killen & J. G. Smetana (Eds), *Handbook of moral development* (pp.46-69). NY: Psychology Press.

Presenters: _____

Feb 21   **Culture and Conceptions of Social Inequalities**

Arsenio, W. (2018). The wealth of nations: International judgments regarding actual and ideal resource distributions. *Current Directions in Psychological Science.* doi.org/10.1177/0963721418762377

Arsenio, W. (2015). Moral psychological perspectives on distributive justice and societal inequalities. *Child Development Perspectives, 9,* 91-95. doi.org/10.1111/cdp12115.

Wilkinson, R. G., & Pickett, K.E. (2009). Income inequality and social dysfunction. *Annual Review of Sociology, 35,* 493-511. https://doi.org/10.1146/annurev-soc-070308-115926

Presenters: _____

Feb 28   **Culture and Ethnicity: Status and Bias**

Kiang, L., Tseng, V., & Yip. T. (2016). Placing Asian American child development within historical context. *Child Development, 87,* 995-1013.

Newheiser, A., Dunham, Y., Merrill, A., Hoosain, L., & Olson, K.R. (2014). Preference for high status predicts implicit outgroup bias among children from low-status groups. *Developmental Psychology, 50,* 1081-1090.

Presenters: _____

March 7   **Culture and Social Exclusion**
Paper #1 due

Fiske, S. (2002). What we know now about bias and
intergroup conflict, the problem of the century. *Current
Directions in Psychological Science, 11*, 123-128.

Killen, M., Hitti, A., Cooley, C., & Elenbaas, L. (2015).
Morality, development, and culture. In M. Gelfand,
C.Y.Chiu, & Y.Y. Hong (Eds.), *Advances in culture and
psychology* (pp. 161-220). New York: Oxford University Press.

Presenters: _____

Mar 14   **Culture, Personhood, and Identity**
Appiah, K.A. (2005). The ethics of identity. Princeton, NJ.
Princeton University Press. Pages ix-xvii, 114-154.

Rutland, A., Cameron, L., Jugert, P., Nigbur, D., Brown, R.
…et al. (2012). Group identity and peer relations: A
longitudinal study of group identity, perceived peer
acceptance, and friendships among ethnic minority English
children. *British Journal of Developmental Psychology, 30*, 283-
302.

Presenters: _____

March 21   **Spring Break** (*Society for Research in Child Development*
conference in Baltimore)

Mar 28   **Culture and Prosocial Behavior**

Martin, A., & Olson, K.R. (2015). Beyond good and evil:
What motivations underlie children's prosocial behavior?
Psychological Science, 10, 159-175.

Paulus, M. (2015). Children's inequity aversion depends on
culture: A cross-cultural comparison. *Journal of Experimental
Child Psychology, 132*, 240-246.

Presenters: _____

April 4 **Topic approval**	**Culture, Victimization and Outcomes** Graham, S. (2006). Peer victimization in school: Exploring the ethnic context. *Current Directions in Psychological Science, 15,* 317-320. Williams, D.R., Priest, N. & Anderson, N. B. (2016). Understanding associations among race, socioeconomic status and health: Patterns and prospects. *Health Psychology, 35,* 407-411 Thijs, J., Verkuyten, M. & Grundel, M. (2014). Ethnic classroom composition and peer victimization: The moderating role of classroom attitudes. *Journal of Social Issues, 70,* 134-150. Presenters: _____
April 11	**CYC Observations**
Apr 18	**Multicultural Contexts in Development** Hall, G. C.N., Yip, T., & Zarata, M.A. (2016). On becoming multicultural in a monocultural research world: A conceptual approach to studying ethnocultural diversity. *American Psychologist, 71*, 40-51. Turner, R. N., & Cameron, L. (2016). Confidence in contact: A new perspective on promoting cross-group friendship among children and adolescents. *Social Issues and Policy Review, 10,* 212-246. Presenters: _____
April 25	**Culture and Resistance to Authority and Conventions** Smetana, J.G., Wong, M., Ball, C., & Yau, J. (2014). American and Chinese children's evaluations of personal domain events and resistance to parental authority. *Child Development, 85,* 626-642.

Midgette, A., Noh, J.Y., Lee, I.J., & Nucci, L. P. (2016). The development of children's and adolescents' concepts of social convention. *Journal of Cross-Cultural Psychology, 47*, 918-928.

Presenters: _____

May 2   **Culture, Immigrant Status, and Nationality**

Spears Brown, C., & Chu, H. (2012), Discrimination, ethnic identity, and academic outcomes of Mexican immigrant children: The importance of school context. *Child Development, 83*, 1477-1485.

Verkuyten, M. (2006). Multicultural recognition and ethnic minority rights: A social identity perspective. *European Review of Social Psychology, 17*, 148-184.

Presenters: _____

May 9   T**erm Project Paper presentations**

Presenters: _____

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Final Papers due **Monday May 13, 2019, by 12:00 noon**