

CROSS-CULTURAL CHILD DEVELOPMENT

HDE 103 • Spring 2018 • Storer 1322 • 16:10 –18.00

Instructor:	Andrew R. Bower, PhD	Time:	M, T, W 18:10 – 19:00
Email:	andbower@ucdavis.edu	Place:	Hart Hall
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Objectives: This class will challenge your notion of human universals. Many psychology and social science classes focus on Western children and adolescents. They use theories and concepts derived from Western populations, with Western or European norms or ideals. Too often those findings, concepts and theories are extrapolated to the world's population - without ever going to look. Perhaps obvious, the world is much more culturally diverse. An argument pushing back against this notion and favored by many psychologists is that many seek their degree to work clinically, or in classrooms, or in settings within the United States. To this, I hope this class will also help you expand your understanding that the country is much more ethnically diverse than ever. A teacher, in every state, will likely come into contact with students from a different cultural or ethnic background. Thus, whether your ambitions and career aspirations are to help make an impact in a global setting or local setting, understanding how cultural and ethnic diversity impact child and adolescent development is vital for success in our global world.

Lectures will provide a range of theories and concepts from evolutionary and cultural anthropology and sociology to social philosophy and behavioral economics that challenge a traditional Western-centric focus that has shaped psychology. Throughout class you will be expected to check your bias, your norms, and what you think of as a human universal. By the end of the class you will be able to discuss, in depth, what it's like to be a child or adolescent in a different culture. The factors that contribute to the vast diversity that we see in human families and settings across the globe. And, you will be able to identify what, if any, human universals in affective, behavioral, cognitive, moral or social development are shared across cultures.

Course Pages:

1. <https://canvas.ucdavis.edu/courses/222263>

Office Hours: I will hold my office hours after class, or by appointment. Or, you can post your questions in the forum provided for this purpose on Canvas, here: https://canvas.ucdavis.edu/courses/222263/discussion_topics.

Main References:

- (a) Jeffrey Jensen Arnett, *Human Development: A Cultural Approach*,
- This text will also be available digitally through Pearson Revel just follow this link: console.pearson.com/enrollment/ttevoov.
- If the link does not work check your email or class announcements, or email the TA or myself directly.

Prerequisites: An undergraduate-level understanding of HDE 100A and 100B, developmental, cognitive, and social/evolutionary Psychology are expected.

Tentative Course Outline:

Human Development: A Cultural Approach	≈ Intro, Chapter 1
■ Neotocracy and WEIRD Science	April 2
Human Development: A Cultural Approach	≈ Chapter 2
■ Webs of Development	April 4
■ Quiz over Chapter 1-2	April 8
Human Development: A Cultural Approach	≈ Chapter 3
■ How the World Values Children, or Doesn't	April 9
Human Development: A Cultural Approach	≈ Chapter 3
■ Making Children	April 11
■ First Paper Assigned	
■ Quiz over Chapter 3	April 15
Human Development: A Cultural Approach	≈ Chapter 4
■ The Structure of Childhood and the Children that Live it	April 16
Human Development: A Cultural Approach	≈ Chapter 4
■ Studying Children and Childhood	April 18
■ First Paper Due	
■ Quiz over Chapter 4	April 22
Human Development: A Cultural Approach	≈ Chapter 5
■ Making Sense of Children and Adolescents Across Cultuers	April 23
Human Development: A Cultural Approach	≈ Chapter 5
■ Morals, Marbles, Toys and Children's Lives	April 25
■ Study Guide for Midterm 1 handed out	
■ Quiz over Chapter 5	April 29
Human Development: A Cultural Approach	≈ Chapter 6
■ If Childhood is Work, then Their Job is to Play	April 30
■ Second Paper Assigned	
Human Development: A Cultural Approach	≈ Chapter 6
■ Midterm	May 2
■ Quiz over Chapter 6	May 6
Human Development: A Cultural Approach	≈ Chapter 7
■ Children's Families	May 7
Human Development: A Cultural Approach	≈ Chapter 7
■ Children's Peer Cultures	May 9
■ Second Paper Due	
■ Quiz over Chapter 7	may 13
Human Development: A Cultural Approach	≈ Chapter 8
■ Children's Peer Cultuers	May 14

Human Development: A Cultural Approach	≈ Chapter 8
Between Family and Peers	May 16
Quiz over Chapter 8	May 20
Human Development: A Cultural Approach	≈ Chapter 9
Autonomous Learners, Explorers, and Adventure Seekers	May 21
Human Development: A Cultural Approach	≈ Chapter 9
Cultral Evolution	May 23
Third Paper Assigned	
Quiz over Chapter 9	May 27
Human Development: A Cultural Approach	≈ Chapter 10
Finding Romance and a Partner	May 28
Human Development: A Cultural Approach	≈ Chapter 11
Senescence and Death	May 30
Third Paper Due	
Quiz over Chapter 10-11	June 3
Human Development: A Cultural Approach	≈ Chapter 12
The Future of Society and it's Children	June 4
Study Guide for Final handed out	
Human Development: A Cultural Approach	≈ Chapter 13
The Future of the World's Children	June 6
Final Paper Due	
Quiz over Chapter 12-13	June 8
FINAL	June 8-14 TBD

Grading Policy: Midterm (20%), Final (20%), Quizzes (8 * 5% = 40%), Paper(4 * 5% = 20%)

Class Policy:

- Regular attendance is expected and recommended as the lecture and text will not mirror each other. While the text will focus on psychology, the lecture will draw across disciplines and include, anthropology, evolutionary human behavioral ecology, and sociology.
- You need to stay on top of your reading. There is a quiz every weekend that will cover that weeks reading. You can work on this quiz with anyone and everyone you feel will help you learn the material the best. But, you will turn in your own version of the quiz. Take note of the time limit and submission limits on each quiz as they are subject to change.
- There will be one paper written in 4 installments across the quarter. So the first will be the intro and outline. The second will be the body argument. The third will be a rough draft of the final paper. The fourth will be a final paper. This should ensure that you have an opportunity to work on your writing with your TA and myself if you need it. Or, you can take the paper and work on it in the writing resource center on campus. I encourage you to take the paper seriously and produce a quality paper that you would use as an example to attend graduate school or get a job. The prompt will come later in the quarter.

- The midterm will cover the first half of class. The final is conceptually a final, but in reality is the midterm of the second half of class. There will be some overlap of the more foundational and important topics.
- I will not take attendance, so please do not email excuses for why you are late or miss class. However, if you need to miss a deadline try and give us 24 hour notice so we can plan for your absence on a quiz, test, or paper installment. A note will be required to extend deadlines. Everyday after you miss a scheduled, or agreed upon deadline without valid documentation is the loss of a letter grade.
- There is a 24 hour pre-deadline email policy. Try and email myself or the TA at least 24 hours before a deadline to ensure a detailed and comprehensive response. As an example, if you email 8 hours before class when a paper or quiz or midterm is due, there is little to no guarantee you will get that email answered fully or in a manner that may benefit you. Be prepared and plan ahead.
- In addition, if you send an email after 7pm it is not required that the TA or I get to it that night, although we may, but again there is no guarantee. We will make every effort to address questions within 2 academic days. To ensure that your email is answered and addressed please just put “HDE 103” in the Subject line and nothing else.

Academic Honesty: Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. You can read all about it here: <http://sja.ucdavis.edu/publications.html>