

**Department of Human Ecology  
University of California, Davis**

**HDE 103-001: CROSS-CULTURAL STUDY OF CHILDREN  
Syllabus, Summer Session 2, 2018**

**Instructor:** *Barbara Shebloski, Ph.D.*

**Email:** bshebloski@ucdavis.edu

**Office:** Hart Hall, room 1320

**Office hours:** Mondays and Wednesdays, 12:00 - 2:00 p.m.

**Reader:** Lionor Galindo

lrgalindo@ucdavis.edu

**Class meeting time & place:** Mondays through Thursdays, 2:10 – 3:50 p.m. in 290 Hickey Gym

**Course prerequisite:** HDE 100A.

**Textbook:**

- Arnett, J. J. & Maynard, A. E. (2017). *Child Development: A Cultural Approach* (2<sup>nd</sup> ed.). Boston, MA: Pearson. ISBN: 9780134011899.
- Additional readings assigned by instructor (links to the readings or the readings themselves will be posted on Canvas).

**Course Description/Objectives:**

The way in which human beings grow up and develop is very much affected by their cultural environment. This course will explore this process through readings, lectures, films, and reflection. The objectives of this course are to revisit developmental theories, research findings, or established assumptions from a global perspective that is considerate of cultural variations.

The course will examine the development of children from diverse cultures, including cultural groups in the USA. Each week we will focus on a different aspect of a developmental milieu and explore how it receives different cultural interpretations and expressions. In doing so, we will develop basic concepts that can be applied as we consider the role of national origin, ethnicity, or race in development and socialization.

The goals of this course are not only to gain knowledge about the diversity in human development across the world but also to challenge our assumptions and opinions about the universality of stages in human development. This course purports to initiate questions about the established tenets of psychology and developmental science with respect to what is “normal”, what is “beneficial”, or what is “good” for children’s development. The goal is to increase our awareness of possible ethnocentrism in our own or other people’s thinking and to gain a better understanding of people from diverse cultures. Ultimately, the goals are to enrich our knowledge of the many ways children can achieve optimal growth and development and to motivate critical thinking with regard to theories and opinions regarding human development.

**Presence in class:**

- Students are expected to attend all class sessions as listed on the course calendar, except when ill. If a student is physically present, but psychologically absent (e.g., watching videos on a laptop or iPad, searching the net, working on a project for another class or writing a paper for another class, etc.), such presence is meaningless, and distracting to others.
- Laptops are to be used SOLELY for taking class-related notes. *Cell phones are not allowed in the classroom (please place them in your bag for the duration of the class).* Recording lectures is not allowed unless requested by SDC and must also be permitted by the instructor. Engaging in competing activities, e.g., reading books or newspapers, texting, chatting, using electronic devices for class-unrelated purposes, etc., is disruptive to your fellow students and the instructor; please try to refrain from these behaviors.
- Taking pictures of lectures and exams displayed in class is not allowed.
- Students are also asked to abstain from eating their meals in the classroom. It is not a cafeteria or a fast-food eatery. Odorless snacks are OK.

**Course requirements:**

- *Exams (3 x 75 points; 225 points total)*

In this class, there will be three exams. The exams will be based on textbook and lecture content, videos shown in class or streamed online, and class discussions. Each of these exams will be administered after all material listed in the Course Schedule is covered. The exams will have no questions pertaining to the assigned readings (the Reading Quizzes will cover that material). The exams are not cumulative. You need to bring a red UC Davis scantron for each exam. You need to come to class on time to take the exam. If you are more than 15 minutes late on the day the exam is administered, you may be prevented from taking the exam. One of the exams may be administered online (you will be informed in advance if this is the case.)

- *Reading Quizzes (5 x 25 points, one quiz being dropped; 100 points total)*

The media is filled with new information related to child development, as well as qualitative research related to child development in different cultures that frequently is not included in the textbook/ lectures. It is important for you as student in this class that you are familiar with his information. To encourage you to stay current with new research, there will be four quizzes pertaining to the additional readings assigned. These readings, or links to the readings, will be posted on Canvas. Just like the exams, the quizzes will include only multiple choice or true-false questions - no short answer questions. If administered in class, you must be in class and complete the quiz to receive credit; no make-up assignments will be offered. You will need a red UC Davis scantron for each in-class quiz. The quizzes may be administered online. You do not need to come to class if this is the case.

**Remember:**

- ✓ The quizzes can be given at any point of the class: beginning, middle, toward the end. Therefore, make sure that you arrive to the class on time and remain in class until the end.
- ✓ Neither exams nor quizzes will be curved (they will be graded on a straight scale) but should “problematic” questions occur (i.e., questions to which more than 70% of students gave incorrect answers), the instructor may credit these answers or allow make-up for these questions on the next test.

***Exams and quizzes policies:***

*You will only be excused in case of medical or family emergency. You need to have a validated note for such an emergency. You need to inform the instructor about such an emergency within a reasonable time frame of the assigned exam or quiz, preferably before the test is scheduled but no later than 24 hours after the test. Please do not ask your parents to call to excuse you.*

➤ ***Interview with Parents Report (75 points, due September 4 @ 2:10):***

As you will learn in class, the development of all of us is influenced by the beliefs and behaviors of our parents who, in turn, are influenced by their culture. In this assignment, you will be required to (1) interview your parents (or just one parent, depending on your family structure), about the beliefs and behaviors that affected your upbringing, and (2) report the information you gained from your parents in an essay form. The detailed description of the assignment will be posted on Canvas.

**Schedule/ Grading:**

Exam 1: Thursday, 8/30	75 points
Exam 2: Thursday, 9/06	75 points
Exam 3: Thursday, 9/13	75 points
Interview with Parents Written Report due Tuesday, September 4, @ 2:10 p.m.	75 points
Quizzes on Assigned Readings:	
Quiz 1: Tuesday, 8/14	25 points
Quiz 2: Tuesday, 8/21	25 points
Quiz 3: Tuesday, 8/28	25 points
Quiz 4: Tuesday, 9/04	25 points
Quiz 5: Tuesday, 9/11	25 points
Total for quizzes (with one quiz dropped):	100 points
<b>Total</b>	<b>400 points</b>

**Final Grades Assigned:**

A	93-100%	372 - 400 points	C	73-76%	292-307
A-	90-92%	360 - 371 points	C-	70-72%	280-291
B+	87-89%	348 - 359 points	D+	67-69%	268-279
B	83-86%	332 - 347 points	D	63-66%	252-267
B-	80-82%	320 - 331 points	D-	60-62%	241-251
C+	77-79%	308 - 319 points	F	≤ 60 % ≤ 240	

**Note: The A+ grade will be given in this class at the discretion of the instructor ONLY if:**

- (1) The total number of points earned will be more than 96.5 %, AND (2) The student comes to class regularly, AND (2) The student participates in class discussions.

**What Does Your Grade Mean?**

<b>Letter Grade</b>	<b>Percentage</b>	<b>Performance</b>
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

*If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective student and a professional. Make sure that you are proactive in informing your instructor when difficulties arise during the course so that she can help you find a solution.*

## COURSE SCHEDULE

**The lectures are going to cover the following material, in order:**

Topic Covered	Reading
Introduction to Class.	Syllabus
A Cultural Approach to Child Development.	Chapter 1
Genetics and Prenatal Development.	Chapter 2
Birth and Newborn Child.	Chapter 3
Infancy.	Chapter 4
Toddlerhood.	Chapter 5
Early Childhood.	Chapter 6
Middle Childhood.	Chapter 7
Adolescence.	Chapter 8

### Test and Quizzes:

Date		
Thursday, 8/30	Examination 1	Chapters 1-3
Thursday, 9/06	Examination 2	Chapters 4-6
Thursday, 9/13	Examination 3	Chapters 7-8
Tuesday, 8/14	Reading Quiz 1	As posted
Tuesday, 8/21	Reading Quiz 2	As posted
Tuesday, 8/28	Reading Quiz 3	As posted
Tuesday, 9/04	Reading Quiz 4	As posted
Tuesday, 9/11	Reading Quiz 5	As posted