



Be sure to refer to this syllabus throughout the quarter.

Psychology 110. Culture and Human Development

Winter 2015. Tuesday & Thursday, 12:00-1:45, Social Sciences 2 room 179

Professor Barbara Rogoff (307 SocSci 2, brogoff@ucsc, x 9-3762) Office hour: Mon 1:30-2:30pm or by appointment.
 Lead TA: Omar Ruvalcaba, omarr@ucsc.edu. Office hour: Terra Fresca Cafe, Tues 10-11am or by appointment.
 TA: Andy Dayton, adayton@ucsc.edu. Office hour: SS2 203, Mon 11am-12 or by appointment.

This class examines theory and research on the cultural basis of human development around the world and across history. The approach is interdisciplinary, drawing on psychology, anthropology, linguistics, sociology, and history, to examine varying and universal goals of development and participation of children and their families in cultural practices.

Topics include the following, in the order of the main book:

- Orienting concepts and ways of understanding the cultural nature of human development
- Development as transformation of participation in cultural activities
- Individuals, generations, and dynamic cultural communities
- Childrearing in families and communities
- Developmental transitions in individuals' roles in their communities
- Interdependence and autonomy
- Thinking with the tools and institutions of culture
- Learning through guided participation in cultural endeavors
- Cultural change and relations among communities

Lab sections begin meeting Thursday, January 29. The lab sections are required, but they only meet when we have work on lab reports and presentations to do; *they are not typical discussion sections*. The lab exercises focus on methods for learning about cultural aspects of human development through interviews on students' own and each other's cultural heritages and doing library research.

This class is a Disciplinary Communication (Writing Intensive) course, and students learn from and comment on each other's writing.

(All students have the same writing assignments, whether they take the course for a DC or W requirement or not.)

Readings (available at Baytree Bookstore, and also on reserve at McHenry Library.)

The main book is Rogoff, *The Cultural Nature of Human Development*.

The other required books are:

Briggs, *Never in Anger*, and

Rogoff, *Developing Destinies: A Mayan Midwife and Town*

(proceeds are donated to the Learning Center and other projects in this Mayan town)

In addition, there is one optional book: Comer, *Maggie's American Dream*

*****Please be sure that this course is for you.*****

* *It requires students to attend and participate in class and lab section meetings, keep up with reading and weekly writing assignments, make an oral presentation, be willing to be interviewed by classmates on cultural practices of a community they are knowledgeable about, and read classmates' papers as a way of learning from others and providing feedback.*

* *The class provides narrative performance evaluation during and at the end of the quarter.*

If you request a letter grade, it will be given only at the end of the quarter, based on a comprehensive analysis of the whole picture provided by the performance evaluation.

Letter grades will not be used during the quarter, to encourage a learning-focused environment.

Course Structure and Assignments

This class is structured more like a small class than like a lecture course, to promote longterm learning. It is designed for more active involvement by students than often occurs in big courses. There are no tests at all; students need to learn to write more than to take tests, and we can clearly see students' learning in this course through their participation and writing.

Class and lab section involvement is required (and yes, we keep track). We evaluate students' effort to learn through class and lab involvement, which includes being present and attentive. *We also evaluate students' contributions to classmates' learning through **listening to each other and helping others to participate**, along with sharing ideas that contribute to the class.* In addition, there are a number of required in-class activities.

It is difficult to do well in the course if more than a few sessions are missed. Many of the class and lab meetings include written assignments, lab exercises and other in-class activities, student presentations, and information on assignments. Late arrival or early departure is considered poor involvement because they are disruptive to others and make it likely to miss essential information.

Please write your TA a note if there is an emergency. If you are ill and must miss class or lab section, *you are responsible for getting notes and assignment information from classmates, not from the professor or TAs.* (It is not a good use of class time to repeat instructions. Of course, questions of clarification are always welcome.) If you think that you may have missed a handout, check the page numbers; the handouts are numbered in sequence.

Keeping up with the reading is important not only for your own learning but also because discussion is more fruitful if everyone has some common background. The key for reading is to try to understand the material; don't try to memorize what you read. Research shows that what gets remembered in the long term is what was understood.

Some parts of each reading will interest you more than others — read interesting parts well and go lightly over parts you have difficulty getting into. But read the whole chapter. *You will need to understand the main ideas of each chapter to do well in later assignments and to get the most out of this course.* Later work must show understanding of prior chapters and classes; you may need to go back over earlier chapters to prepare essays for later chapters.

Writing assignments. There are two kinds of writing assignments:

Essays on Main Ideas of the Main Book (1-2 pages) and

Lab Exercise Reports (usually 2-4 pages).

It is not a problem if you want to write more, as long as you express your ideas concisely.

If you remember that the writing is to communicate your ideas, it should help you write your ideas coherently. We will comment primarily on your understanding and extensions of the material. The writing instruction in this class focuses on higher order aspects of writing that connect with learning to think in social science ways (organization of ideas, making sense, and use of evidence to support ideas). We do not focus on lower-order aspects of writing (e.g., spelling, punctuation) unless they make it difficult to understand your ideas.

To observe your learning path and help you with it, we need you to keep all your essays and reports in a **thin folder** with pockets (not a ring binder). Turn in the folder each Tuesday and at the end of the quarter, with all assignments in it. (Please don't keep other papers such as your syllabus in it.) Please stick a *photo of yourself* (or a xerox copy) on the front of the folder — it will help us put your name and face together faster!

Type your assignments 1 1/2 spaced, please, and leave 1-inch margins for comments. Write the *CNHD* Chapter number along with your name at the top of your essays. Printing double-sided is great. If you use more than a single sheet, be sure to staple. Please do not use cover pages.

Writing assignments are due *at the beginning of class on their due date*; after that they are late. Writing assignments will normally not be accepted more than a day late, unless it is an emergency situation and the student makes arrangements that are mutually agreeable with the TA. Late papers will be evaluated against a higher standard, and if lateness occurs more than once, this will be noted in the quarter's performance evaluation. (In case of emergency or if you are uncertain or having trouble, please contact your TA.)

Essays on Main Ideas of the Main Book

These are 1-2 page *elaborations of main ideas on culture and human development in each week's reading from the main book*. They extend **a main idea** (or two) about culture and human development that is central to the current week's chapter (an idea about culture and human development that is the focus of 1-3 pages and is pretty 'deep;' not just a little detail). **Extending** a main idea means considering a new aspect of that main idea, expanding on it to bring readers to think about an aspect that is not in the assigned chapter.

The essay format is designed to help you read to understand the chapters, and to learn to think and write like a social scientist. Your essays should reflect *your own thinking* (not just a summary) related to a main idea of the readings. Use your own words; avoid quoting.

Often people have more difficulty in the first few assignments. If you remain uncertain about how to do the assignments after a few weeks, be sure to ask your TA or the professor for help (*after re-reading this syllabus*). The quarter's evaluation will pay attention to improvement. The first two essays described below (and the first lab report) provide some structure in learning to focus on a main idea and to extend it.

The first essay question, related to Chapter 1 of the main book ("*CNHD*"), provides

- a *main idea* to focus on, related to Chapter 1 (*ethnocentrism*) and
- a start on how to *extend it* (by connecting with your other reading).

The first essay is due **Tuesday January 13 (yes!)**, in your folder. Use the following question:

1. Based on Ch. 1 and class presentations, first define ethnocentric and nonethnocentric ways of thinking, using your own words (avoid quotes). Discuss the role of negative value judgments in nonethnocentrism.
2. Then choose one Utku cultural practice from *Never in Anger* to describe from three perspectives. Label and explain each perspective clearly.
 - a) the explanation that an Utku person might give about the Utku practice.
 - b) a nonethnocentric interpretation of that practice that might be made by an imaginary non-Utku person from a very different background – how might they explain the practice without ethnocentrism? Explain how their interpretation shows nonethnocentrism, and how they could make negative value judgments.
 - c) an ethnocentric interpretation that might be made about that same practice by a non-Utku person – how might they explain it? State how their interpretation shows ethnocentrism.

The second essay question identifies a *main idea* of Chapter 2 of *CNHD* (the idea of *mutually constituting relations* between individual and cultural processes) and you *extend the idea*. Be sure to read **both Chapters 2 and 3** of *CNHD* for this essay. Use this question for Essay #2:

1. Based on Ch 2 and Ch 3 and class presentations, first state what is meant by the idea of a mutually constituting relation between individual and cultural processes, and how this idea differs from the idea of 'cultural influence' (or 'bidirectional influence'). (Use your own words; avoid quotes.)
2. Then, extend these ideas in ways that go beyond the reading, by preparing for a debate about which works better for understanding the relation of individual and cultural processes: the cultural 'influence' approach or the mutually constituting approach. [Or if you can think of a better way to conceptualize the relation between individual and cultural processes, argue for it.] Choose an approach (either one, it doesn't matter), and compare the approaches, trying to make a case for why one is better for understanding the relationship of individual and cultural processes. State your reasoning clearly and bring in some evidence from *Never in Anger* or from one of the cases from the end of Chapter 3. We'll be looking for your understanding of the implications of the approaches (not whether or not we agree).

The rest of the essays on Main Ideas of the Main Book.

1. First, state the *central overall topic* of the current chapter of *CNHD*.
2. Then clearly state the *main idea about cultural processes* from this chapter that you chose to elaborate. List the page numbers in *CNHD* where that main idea is found.
3. Then *extend that main idea* by adding your own observations or speculations or connecting the ideas with other reading or films, class discussion, or other information from this class or elsewhere. Or design a study to test some aspect of that main idea.
4. *Make it clear how your extension adds to the main idea* that you chose to focus on. It helps to end with a clear and explicit statement of what your extension teaches us about the main idea.

In the early essays, using this format is helpful:

The overall topic of Chapter # __ is: _____.

My essay focuses on a main idea of this week's chapter (found on pages ____), that *_[state that main idea]_*.

- I was (interested, puzzled, amazed, troubled) by _____, because _____.
- or • I have (read/seen) that _____, which (supports/ contradicts) this, because _____.
- or • I wonder if _____. Perhaps one way to find out would be _____.

or • It would be interesting to see if _____ [research question].
The way I would examine this is _____ [method (from any of the social sciences) to answer it]
What I expect to find is _____ because _____.

ETC.

What my extension teaches us about the main idea _____ is: _____.

Evaluation of essays will focus on how they reflect understanding of the material, how well they extend beyond the main ideas of the main book, and how well they provide evidence and reasons to support ideas. You do not need to try to convince us that you have read the material by listing a lot of facts; use the essays to develop a theme or argument that *goes beyond a main idea of the reading* — we will be able to tell your familiarity with the central ideas by how you handle your extension. A strong essay will automatically reflect understanding of the major sections of the current (and prior) chapters.

Be sure to state *evidence and reasons* to support your extension. A central aim of social science is to test ideas with evidence and reasoning, so go beyond stating your opinion — give reasons and evidence to support your ideas. Evidence can be from personal observation, another reading assignment from this class, or outside reading or research. If you give an example, be sure to say what it shows about the main idea — tell readers its ‘take-away message.’ The take-away message needs to extend beyond what was written in the chapter, to teach us a new angle, something beyond “my family does that” or “the Utku do that.” For example, speculate on why it happens, or what it might relate to, or how it might give evidence contrasting with a main idea of the chapter. Finish the essay by stating what your extension teaches us about the main idea your essay focuses on, to make sure the reader ‘gets it.’

Lab Exercise Reports. The labs are designed to help you become more aware of the methods of gathering and interpreting social science data. Studying people, especially those different than yourself, requires systematic interpretation and checking of impressions, being aware of one's own biases, and developing a sense of how evidence relates to inferences. This is not a simple matter; an aim of the course is to help you develop skills in asking questions, observing, and drawing responsible inferences from evidence, in these labs:

- Cultural Heritage Research Report on the cultural history of the family in which you were raised.
- Definitions Lab Exercise. This in-class exercise focuses on decisions about definitions in cultural research.
- Interview Lab Report. Students interview each other about the family structure and children's roles and responsibilities in communities with distinct practices with which they are familiar.
- Library Research Report. Students find a research report on culture and human development and present the information to the lab or the class, as well as writing a report.

Schedule of Topics, Readings, Assignments, and **LAB SECTIONS**

Orienting concepts and ways of understanding the cultural nature of human development

Tu Jan 6 Getting going

NO LAB SECTIONS. OPTIONAL MEETING AT YOUR TA'S OFFICE HOURS IF YOU HAVE QUESTIONS.

Th Jan 8 Read Ch. 1 of *The Cultural Nature of Human Development* and *Never in Anger*, pp 1-74

Development as transformation of participation in cultural activities

Tu Jan 13 **Essay on Ch1** due, in **folder**, with a **photo** of you. **Re-read the syllabus.**

NO LAB SECTIONS. OPTIONAL MEETING AT YOUR TA'S OFFICE HOURS IF YOU HAVE QUESTIONS.

Th Jan 15 Read Chs. 2&3 of *CNHD & Never in Anger*, 75-96; read 96-108 if you want to

Individuals, generations, dynamic cultural communities

Tu Jan 20 Re-read the syllabus. Read *Developing Destinies*, 3-13

NO LAB SECTIONS. OPTIONAL MEETING AT YOUR TA'S OFFICE HOURS IF YOU HAVE QUESTIONS.

Th Jan 22 **Essay on Ch2** due.

Read *Developing Destinies*, 14-91

Childrearing in families and communities

Tu Jan 27 **Cultural Heritage Research Report** due

Read Chapter 4 of *CNHD & Developing Destinies*, 91-105. *Re-read the syllabus*

***LAB SECTIONS START JAN 29.** Thurs 6-7:10pm (SocSci1 rm 161), Thurs 7:30-8:40pm (SocSci1 rm 161)

BRING COPY OF CULTURAL HERITAGE TREE AND DRAFT OF CH 4 INTERVIEW QUESTIONS TO LAB.

Th Jan 29 **Essay on a Main Idea-Ch4.**

Developmental transitions in individuals' roles in their communities

Tu Feb 3 Read Chapter 5 of *CNHD & Never in Anger*, 108-175; read the rest of *Never in Anger* if you want

Definitions lab exercise in class today

LAB ON INTERVIEW ASSIGNMENT

Th Feb 5 **Optional Essay on Main Idea-Ch5**, to substitute for an earlier essay or lab that you turned in.

Interdependence and autonomy

Tu Feb 10 Read Ch. 6 of *CNHD & Developing Destinies*, 106-141

LAB ON INTERVIEW ASSIGNMENT

Th Feb 12 **Essay on a Main Idea-Ch6.** Remember to focus on culture and human development.

Thinking with the tools and institutions of culture

Tu Feb 17 **Interview Lab Report** due. Read Ch7 of *CNHD & Devel Dest*, 142-162.

NO LAB MEETINGS THIS WEEK. READ GOOD EMPIRICAL ARTICLE OR MAGGIE'S AMERICAN DREAM

Th Feb 19 **Essay on a Main Idea-Ch7.**

Learning through guided participation in cultural endeavors

Tu Feb 24 **Prospectus for Library Research** due. Read Ch. 8 of *CNHD & Devel Dest*, 236-279

LAB SECTION PREPARING FOR PRESENTATIONS

Th Feb 26 **Essay on a Main Idea-Ch8**

Cultural change and relations among communities

Tu Mar 3 Read Chapter 9 & *Developing Destinies*, 163-235, 280-292

PRESENTATIONS BEGIN IN LAB SECTIONS

Th Mar 5 **Essay on a Main Idea-Ch9.**

Tu Mar 10 Extra credit: video clip, with an explanation of how it demonstrates a main idea.

Or 2-p essay contrasting another theory of culture with what's presented in CNHD.

Or draft a missing section of CNHD (about 2 pages), with at least 1 empirical reference.

LAST PRESENTATIONS IN LAB SECTIONS

Th Mar 12 Last day of class. **Library Research Report** due. No final exam ☺