

EDEC/EDMS 6000 & EDEL 9600  
Fall 2004  
Wednesdays 5:00-7:45 pm  
412 Aderhold

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Office hours: by appointment

## **Children's Development of Self: Learning to Become a Competent Member**

*Indeed, the self can be conceptualized as a primary locus of culture-psyche interaction and of culture-specific being. It is where the individual, the biological entity, becomes a meaningful entity—a person, a participant in social worlds.* (Shweder et al., 1998, p. 895)

### **Course Description:**

Analysis of various contexts influencing children's developing sense of self. Achievement in both academic and non-academic areas will be examined in relation to practices and beliefs about class, ethnicity, race, gender, religion, age, and disability.

### **Purpose:**

Based on a socio-historical perspective, this course explores how beliefs and practices in a given community influence the individual sense of self. Seminar participants collegially examine implications of this area of research for their individual research programs and for their work with children.

### **Format:**

The course is conducted as a seminar in which people, who are interested in understanding the development of self in culture, read various studies done in this area, share their own sense of self, and investigate how to help children from various backgrounds develop a sense of agency and competence. The seminar will be divided into two segments: theoretical framework and research on self development in cultural contexts.

### **Texts:**

Each week's readings can be downloaded from our course Web CT (<https://webct.uga.edu>). A complete packet of required readings has been also reserved in the Curriculum Materials Center (CMC)--207 Aderhold—for you to check out and make copies. CMC opens from 8 am-8 pm Mondays through Thursdays, 8 am-5 pm on Fridays, and 1 pm-5 pm on Sundays.

### **Requirements:**

#### Non-graded Requirements

Academic honesty and professional conduct: In this seminar we will read a few selected writings deeply. Each participant is required to complete the assigned reading *before* class. It is also required to cite sources of ideas and words properly when borrowing them from others (Please refer to the UGA's Policies on Academic Honesty available at [http://www.uga.edu/ovpi/academic\\_honesty/sect04.htm](http://www.uga.edu/ovpi/academic_honesty/sect04.htm)). Because each participant's honest sharing of opinions on various issues is critical for this seminar, I emphasize respecting all members' personal views, values, experiences, and backgrounds.

### Graded Requirements

1. Attendance and participation in class: Attend all seminar meetings. If, for a serious reason, you cannot attend a session, notify me *prior* to the meeting by a phone call or by email. Each participant is required to be actively involved in all class discussions and activities. (20 %)
2. Reflections and responses: Three times respectively during Segments I and II, send your own reflections (approximately 400-500 words per entry) on the readings to me through mail on this course Web CT by Monday 10:00 p.m. These reflections should be composed of substantive comments or questions, not summaries, about readings. I will keep reflections until the deadline and will post all reflections submitted each week by Tuesday morning. Then read everybody's reflection each week and three times respectively during Segments I and II post your thoughtful responses (250-500 words per entry) to one of the seminar participants' reflections on our course Web CT's "read and respond" section by Wednesday 9:00 a.m. In order to make your entry available to all seminar participants on time, late submissions will not be accepted. This requirement is intended to encourage you to develop your own perspectives on the readings and to enrich class discussions. (30 %)
3. A synthetic paper and presentation: For the final paper, identify an individual (e.g., a family member, a neighbor, a respectful person in your field, a child with whom you have worked, an autobiographer) about whom you would like to learn and study deeply. Write about the person with the following guidelines in your mind: First, explain (a) how you gathered information about the person (e.g., observations, formal/informal interviews, gathering work samples, reading the person's work, combined methods) and (b) when and how much time you spent to do so--including an attachment of your time log will be helpful. Second, describe how this person presents his/her self through dialogues, actions, and/or his/her work. Third, analyze the person's sense of self by synthesizing as much literature we read in this seminar as possible. Finally, discuss implications for education by exploring what kinds of learning environments or support systems will help children develop such a sense of agency and competence the person in your study has or lacks. For this assignment, you are encouraged to begin identifying a possible individual and studying him/her from the beginning of the semester. Each participant will talk about a possible person for his/her study during the week 4 class. The format of the synthetic paper (typed, double-spaced, 1 inch margins, 12 Times New Roman, 10-15 pages excluding references) should carefully follow the publication manual of the American Psychological Association, 5<sup>th</sup> edition (See also <http://www.apastyle.org/> for a general introduction and overview of some common style issues). Use pseudonyms for people and places in this paper.

Each person will present his/her case study on December 8<sup>st</sup>. (25%)

The final paper is due on December 15<sup>th</sup>. Submit it to my mailbox in 427 Aderhold by 5:00 p.m. (25%)

### **Grading:**

Although non-graded requirements are not scored on the point scale below, they will be considered when assigning final course grades. Be sure to pay close attention to them.

A = > 90, B = < 90 and > 80, C = < 80 and > 70, D = < 70 and > 60, F = < 60

## Course Schedule:

Week 1 (August 25): Introduction

Guest Speaker: Scott Smith from OIT will come to talk about our course Web CT. (6:30 p.m.)

### Segment I: Theoretical Framework

Week 2 (September 1): Human Development in Culture

Rogoff, B. (2003). Orienting concepts and ways of understanding the cultural nature of human development. In Author, *The cultural nature of human development* (pp. 3-36). New York: Oxford University.

Rogoff, B. (2003). Development as transformation of participation in cultural activities. In Author, *The cultural nature of human development* (pp. 37-62). New York: Oxford University.

Week 3 (September 8): Individuals in Culture

Rogoff, B. (2003). Individuals, generations, and dynamic cultural communities. In Author, *The cultural nature of human development* (pp. 63-101). New York: Oxford University.

Rogoff, B. (2003). Developmental transitions in individuals' roles in their communities. In Author, *The cultural nature of human development* (pp. 150-193). New York: Oxford University.

Week 4 (September 15): The Development of Self in Culture

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.

Shweder, R. A., Goodnow, J., Hatano, G., Levine, R. A., Markus, H., & Miller, P. (1998). The cultural psychology of development: One mind, many mentalities. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (5<sup>th</sup> ed., pp. 894-910—only the development of self part). New York: John Wiley & Sons.

\*Identify a possible individual for your study.

Week 5 (September 22): The Development of Self-Representations

Harter, S. (1998). The development of self-representations. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (5<sup>th</sup> ed., pp. 553-617). New York: John Wiley & Sons.

Week 6 (September 29): Self from a Sociocultural Perspective

Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (1996). Finding oneself. In Authors, *Habits of the heart: Individualism and commitment in American life* (Updated ed., pp. 55-84). Berkeley: University of California.

Wertsch, J. V. (1989). A sociocultural approach to mind. In W. Damon, *Child development today & tomorrow* (pp. 14-33). San Francisco: Jossey-Bass.

Week 7 (October 6): Self and Narrative

Bruner, J. (1987). The transactional self. In J. Bruner & H. Haste (Eds.), *Making sense: The child's construction of the world* (pp. 81-96). New York: Routledge.

- Bruner, J. (2002). The narrative creation of self. In Author, *Making stories: Law, literature, life* (pp. 63-87). Cambridge, MA: Harvard University.
- Baldi, P. (2001, June 22). The vaporous self. *The Chronicle of Higher Education*, XLNII(41), B4.

## Segment II: Research on Self Development in Cultural Contexts

### Week 8 (October 13): Class and Self

- Wiley, A. R., Rose, A. J., Burger, L. K., & Miller, P. (1998). Constructing autonomous selves through narrative practices: A comparative study of working-class and middle-class families. *Child Development*, 69, 833-847.
- Kondo, D. (1992). Multiple selves: The aesthetics and politics of artisanal identities. In N. R. Rosenberger (Ed.), *Japanese sense of self* (pp. 40-66). New York: Cambridge University.
- Guest Speaker: Dr. Dawn Robinson from the Department of Sociology (5:10-5:40 p.m.)

### Week 9 (October 20): Gender and Self

- Luttrell, W. (1996). Becoming somebody in and against school: Toward a psychocultural theory of gender and self-making. In B. A. Levinson, D. E. Foley, & D. C. Holland (Eds.), *The cultural production of the educated person: Critical ethnographies of schooling and local practice* (pp. 93-117). New York: State University of New York.
- Abelmann, N. (2003). Personality speaking. In Author, *The melodrama of mobility: Women, talk, and class in contemporary South Korea* (pp. 164-186). Honolulu: University of Hawaii.
- Guest Speaker: Dr. Patricia H. Miller, Director of Women's Studies, Professor of Women's Studies and Psychology (5:15-5:45 p.m.)

### Week 10 (October 27): Ethnicity, Gender, and Self

- Ball, A., & Heath, S. B. (1993). Dances of identity: Finding an ethnic self in the arts. In S. B. Heath & M. W. McLaughlin (Eds.), *Identity & inner-city youth: Beyond ethnicity and gender* (pp. 69-93). New York: Teachers College.
- McLaughlin, M. W., & Heath, S. B. (1993). Casting the self: Frames for identity and dilemmas for policy. In S. B. Heath & M. W. McLaughlin (Eds.), *Identity & inner-city youth: Beyond ethnicity and gender* (pp. 210-239). New York: Teachers College.
- Guest Speaker: Dr. Cheryl Fields-Smith from the Department of Elementary and Social Studies Education (5:10-5:40 p.m.)

### Week 11 (November 3): Religion, Morality, and Self

- Shweder, R. A. (with Miller, J. G.) (1991). The social construction of the person: How is it possible? In R. A. Shweder, *Thinking through cultures: Expeditions in cultural psychology* (pp. 156-185). Cambridge, MA: Harvard University.
- Miller, B. D. (1995). Precepts and practices: Researching identity formation among Indian Hindu adolescents in the United States. In J. J. Goodnow, P. Miller, & F. Kessel (Eds.), *Cultural practices as contexts for development* (pp. 67-85). San Francisco: Jossey-Bass.
- Guest Speaker: TBA

Week 12 (November 10): Individual Differences and Self

Nunes, T. (1995). Cultural practices and the conception of individual differences: Theoretical and empirical considerations. In J. J. Goodnow, P. Miller, & F. Kessel (Eds.), *Cultural practices as contexts for development* (pp. 87-103). San Francisco: Jossey-Bass.

Varenne, H., & McDermott, R. (1999). Disability as a cultural fact. In Authors, *Successful failure: The school America builds* (pp. 131-156). Boulder, CO: Westview.

Guest Speaker: Dr. Laurie Hart from the Department of Elementary and Social Studies Education (5:10-5:40 p.m.)

Week 13 (November 17): Art and Self

Stinson, S. W. (2004). My body/myself: Lessons from dance education. In L. Bresler (Ed.), *Knowing bodies, moving minds: Towards embodied teaching and learning* (pp. 153-167). Norwell, MA: Kluwer.

Wilson, B. (2002). Becoming Japanese: Manga, children's drawings, and the construction of national character. In L. Bresler & C. M. Thompson (Eds.), *The arts in children's lives: Context, culture, and curriculum* (pp. 43-55). Norwell, MA: Kluwer.

Walsh, D. J. (2002). Constructing an artistic self: A cultural perspective. In L. Bresler & C. M. Thompson (Eds.), *The arts in children's lives: Context, culture, and curriculum* (pp. 101-111). Norwell, MA: Kluwer.

Guest Speaker: Dr. Richard Siegesmund from Art Education in the Lamar Dodd School of Art (5:10-6:30 p.m.)

Thanksgiving Holiday (November 24)

Week 14 (December 1): Media and Self

Tobin, J. (2000). "*Good guys don't wear hats*": *Children's talk about the media*. New York: Teachers College. (Chapter 1, Introduction; Chapter 2, Imitative violence; Chapter 6, The embattled middle-class family)

Guest Speaker: TBA

Week 15 (December 8): Presentations and Conclusions

Each participant will present his or her case study about an individual they have chosen and researched throughout the semester.

\*December 15: The final paper due by 5:00 p.m.