

EDEC/EDMS 8140  
Fall 2005  
Monday 5:00-7:45  
430 Aderhold

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Office hours: by appointment

<p style="text-align: center;"><b>Cross-Cultural Perspectives on Learning Environments for Children and Young Adolescents</b></p>
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### **Purpose**

The purpose of this course is to provide a collegial context where graduate students explore implications of cultural psychology for their individual research programs or teaching practices. We will expand concepts of culture and views of human development and investigate cultural constraints of schooling in a given culture. We will also critically review and analyze methodological and conceptual issues in cross-cultural research.

### **Format**

The course is conducted as a seminar in which people with an interest in culture and education to discuss their uncertainties, predicaments, insights, epiphanies, etc. The seminar will be divided into two segments: I. Introduction to cultural psychology: theoretical framework and II. Review of research on educational practices in cultural contexts.

### **Texts**

#### Required

Each week's readings can be downloaded from our course Web CT (<https://webct.uga.edu>). A complete packet of required readings will be 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.

#### Recommended

Along with other articles, we will be reading chapters from the following books. If you are interested in the topic of culture and education, purchasing these books, particularly those with an asterisk, is strongly recommended.

\*Bruner, J. (1996). *The culture of education*. Cambridge, MA: Harvard University Press.

Cole, M. (1996). *Cultural psychology: A once and future discipline*. Cambridge, MA: Harvard University Press.

Goodnow, J. J., Miller, P. J., & Frank, K. (1995). *Cultural practices as contexts for development*. San Francisco: Jossey-Bass.

\*Jessor, R., Colby, A., & Shweder, R. A. (1996). *Ethnography and human development: Context and meaning in social inquiry*. Chicago: The University of Chicago Press.

Olson, D. R., & Torrance, N. (Eds.). (1996). *The handbook of education and human development*. Malden, MA: Blackwell.

\*Rogoff, B. (2003). *The cultural nature of human development*. New York: Oxford University.

## Requirements

### Non-graded Requirements

Academic honesty and professional conduct:

In this seminar we will read a few selected writings carefully. Each participant is required to complete the assigned readings *before* class. It is also required to cite sources of ideas 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 to this seminar, I emphasize respecting all participants' personal views, values, experiences, and backgrounds.

### Graded Requirements

1. Attendance and participation in class (15%)

Attend all seminar meetings. If, for a serious reason, you cannot attend a session, notify me *prior* to the meeting by a phone call and email. In order to make this seminar rich and meaningful, each participant is required to be actively involved in all forms of class activities.

2. Reflections and responses (35%)

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 the course Web CT by *Friday 3:00 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 Friday 5:00 p.m. Read these reflections written by your peers and three times respectively during Segments I and II post your responses (250-500 words per entry) to one of the seminar participants' reflections on our course Web CT's "Read and Respond" section by *Monday 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, share your thoughts with colleagues, and to enrich class discussions.

3. The final paper and presentation (50%)

Write an analysis of an educational discourse or practice of your interest in relation to cultural constraints. For this assignment, you should begin critically looking at taken-for-granted discourses or practices in your field of study or in your daily life from the beginning of the semester. In this paper, focus on one discourse or practice and discuss in detail (a) why you chose this discourse/practice to examine, (b) how this discourse/practice shapes or is shaped by particular cultural views and values, (c) why it makes sense or is important to the members of this particular cultural group, (d) what is valued and, at the same time, what is neglected in this discourse/practice, and (e) what educational implications you can draw from this analysis. Those of you who are practicing teachers may reflect on your own teaching practice or one of the prevalent concerns in your schools. International students may explore educational issues important to their home countries. The discourse or practice of your choice should be thoughtfully analyzed by synthesizing as much literature we read in this seminar as possible. The format of the paper (typed, double-spaced, 1 inch margins, 12 Times New Roman, 10-15 pages including 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). You are encouraged to

write this paper with a plan to present it at a professional conference, to publish it in a scholarly journal, or to use it for your dissertation study. Each seminar participant will present his or her analysis ideas in class on *December 5*. The final paper is due *Monday, December 12*. Submit it to my mailbox in 427 Aderhold by 9:00 a.m.

## Course Schedule

8/22	Introduction	
<b>SEGMENT I:</b> <b>Theoretical Framework: Cultural Psychology</b>		<b>Due:</b> <b>3 reflections &amp;</b> <b>3 responses by</b> <b>October 17</b>
8/29	<b>What is cultural psychology?</b> Cole, M. (1996). From cross-cultural psychology to the second psychology. In Author, <i>Cultural psychology: A once and future discipline</i> (pp. 98-115). Cambridge, MA: Harvard. 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.), <i>Handbook of child psychology: Vol. 1. Theoretical models of human development</i> (5th ed., pp. 865-880: before the section on social development). New York: John Wiley & Sons.	
9/5	No Class – Labor Day	
9/12	<b>Development in culture (I)</b> Bruner, J. (1986). Developmental theory as culture. In Author, <i>Actual minds, possible worlds</i> (pp. 134-149). Cambridge, MA: Harvard. Rogoff, B. (2003). Orienting concepts and ways of understanding the cultural nature of human development. In Author, <i>The cultural nature of human development</i> (pp. 3-36). New York: Oxford University Press.	
9/19	<b>Development in culture (II)</b> Miller, P. J., & Goodnow, J. J. (1995). Cultural practices: Toward an integration of culture and development. In J. J. Goodnow, P. J. Miller, & F. Kessel (Eds.), <i>Cultural practices as contexts for development</i> (pp. 5-16). San Francisco: Jossey-Bass. Rogoff, B. (2003). Development as transformation of participation in cultural activities. In Author, <i>The cultural nature of human development</i> (pp. 37-62). New York: Oxford University Press.	
9/26	<b>Education in culture (I)</b> Bruner, J. (1996). <i>The culture of education</i> (pp. ix-43). Cambridge, MA: Harvard.	
10/3	<b>Education in culture (II)</b> Bruner, J. (1990). Folk psychology as an instrument of culture. In Author, <i>Acts of meaning</i> (pp. 33-65). Cambridge, MA: Harvard. Bruner, J. (1996). Folk pedagogy. In Author, <i>The culture of education</i> (pp. 44-65). Cambridge, MA: Harvard.	

10/10	<p>Studying development and learning in culture (I)</p> <p>Hatano, G., &amp; Miyake, N. (1991). What does a cultural approach offer to research on learning? <i>Learning and Instruction, 1</i>, 273-281.</p> <p>Greenfield, P. M. (1997). Culture as process: Empirical methods for cultural psychology. In J. W. Berry, Y. H. Poortinga, &amp; J. Pandey (Eds.), <i>Handbook of cross-cultural psychology: Vol. 1. Theory and method</i> (2<sup>nd</sup> ed., 301-346). Boston: Allyn &amp; Bacon.</p>	
10/17	<p>Studying development and learning in culture (II)</p> <p>Lock, M. (1996). Ideology and subjectivity: Midlife and menopause in Japan and North America. In R. Jessor, A. Colby, &amp; R. A. Shweder (Eds.), <i>Ethnography and human development: Context and meaning in social inquiry</i> (pp. 339-369). Chicago: The University of Chicago Press.</p> <p>Miller, P. J. (1996). Instantiating culture through discourse practices: Some personal reflections on socialization and how to study it. In R. Jessor, A. Colby, &amp; R. A. Shweder (Eds.), <i>Ethnography and human development: Context and meaning in social inquiry</i> (pp. 183-204). Chicago: The University of Chicago Press.</p>	
<p>SEGMENT II: Educational Practices in Cultural Contexts</p>		<p>Due: 3 reflections &amp; 3 responses by November 28</p>
10/24	<p>Cultural practices for socialization (I)</p> <p>Shweder, R. A., Goodnow, J., Hatano, G., LeVine, R. A., Markus, H., &amp; Miller, P. (1998). The cultural psychology of development: One mind, many mentalities. In W. Damon (Series Ed.) &amp; R. M. Lerner (Vol. Ed.), <i>Handbook of child psychology: Vol. 1. Theoretical models of human development</i> (5th ed., pp. 880-894: from the section on social development-before the development of self). New York: John Wiley &amp; Sons.</p> <p>Shweder, R. A., Jensen, L. A., &amp; Goldstein, W. M. (1995). Who sleeps by whom revisited: A method for extracting the moral goods implicit in practice. In J. J. Goodnow, P. J. Miller, &amp; F. Kessel (Eds.), <i>Cultural practices as contexts for development</i> (pp. 17-39). San Francisco: Jossey-Bass.</p>	
10/31	<p>Cultural practices for socialization (II)</p> <p>Miller, P. J., &amp; Sperry, L. L. (1987). The socialization of anger and aggression. <i>Miller-Palmer Quarterly, 33</i>, 1-31.</p> <p>Lebra, T. S. (1994). Mother and child in Japanese socialization: A Japan-U.S. comparison. In P. M. Greenfield &amp; R. R. Cocking (Eds.), <i>Cross-cultural roots of minority child development</i> (pp. 259-274). Hillsdale, NJ: Lawrence Erlbaum Associates.</p>	
11/7	<p>Cultural practices for self development (I)</p> <p>Shweder, R. A., Goodnow, J., Hatano, G., LeVine, R. A., Markus, H., &amp; Miller, P. (1998). The cultural psychology of development: One mind, many mentalities. In W. Damon (Series Ed.) &amp; R. M. Lerner (Vol. Ed.), <i>Handbook of child psychology: Vol. 1. Theoretical models of human development</i> (5th ed., pp. 894-910: from the section on the development of self – before cognitive development). New York: John Wiley &amp; Sons.</p>	

	Miller, P., Wang, S., Sandel, T., & Cho, G. E. (2002). Self-esteem as folk theory: A comparison of European American and Taiwanese mothers' beliefs. <i>Parenting: Science and Practice, 2</i> , 209-239.	
11/14	<p>Cultural practices for self development (II)</p> <p>Walsh, D. J. (2002). The development of self in Japanese preschools: Negotiating space. In L. Bresler &amp; A. Ardichvili (Eds.), <i>Research in international education: Experience, theory, and practice</i> (pp. 213-245). New York: Peter Lang.</p> <p>Lee, K., &amp; Walsh, D. J. (2004). Teaching children at-risk: An American preschool teacher's folk psychology and folk pedagogy. <i>Journal of Early Childhood Research, 2</i>, 229-246.</p>	
11/21	<p>Cultural practices for disabilities</p> <p>McDermott, R. P., &amp; Varenne, H. (1996). Culture, development, disability. In R. Jessor, A. Colby, &amp; R. A. Shweder (Eds.), <i>Ethnography and human development: Context and meaning in social inquiry</i> (pp. 101-126). Chicago: The University of Chicago Press.</p> <p>Singh, I. (2002). Bad boys, good mothers, and the "miracle" of Ritalin. <i>Science in Context, 15</i>, 577-603.</p>	
11/28	<p>Cultural practices for cognitive development</p> <p>Shweder, R. A., Goodnow, J., Hatano, G., LeVine, R. A., Markus, H., &amp; Miller, P. (1998). The cultural psychology of development: One mind, many mentalities. In W. Damon (Series Ed.) &amp; R. M. Lerner (Vol. Ed.), <i>Handbook of child psychology: Vol. 1. Theoretical models of human development</i> (5th ed., pp. 910-922: from the section on cognitive development to the end). New York: John Wiley &amp; Sons.</p> <p>Hatano, G., &amp; Inagaki, K. (1998). Cultural contexts of schooling revisited: A review of the learning gap from a cultural psychology perspective. In S. G. Paris &amp; H. M. Wellman (Eds.), <i>Global prospects for education: Development, culture, and schooling</i> (pp. 79-104). Washington DC: American Psychological Association.</p>	
12/5	Cultural discourse and practice presentations & Conclusions	Due: Analysis idea presentations
12/12		Due: Final paper by 9:00 AM