COURSE OVERVIEW:
This course is designed from a global and international perspective, with a focus on understanding how individual development is situated in particular socio-political and historical contexts. It is based on a cultural perspective that integrates psychological and anthropological thought and informs our understanding of human developmental processes. The primary goal of the course is to examine, understand, and appreciate the diversity of children’s lived experiences across the world. An underlying perspective is that children’s development must be studied and understood in the context of the various cultural and social institutions and settings within which they live. These social settings include home and community contexts; peer group settings and activities; school and educational settings; recreational, religious and community institutions and settings; and the institutions and settings of the broader socio-cultural environment (e.g. market place, media, and popular culture, economic and socio-political environment). An important aim of the course is to deepen understanding of our own location in and responsibility to the larger world.

Assignments are designed to take advantage of the Talloires region as a "living laboratory" for analysis of culture and children’s development. Therefore, the course has a required field component that includes volunteering, including volunteering for Kid’s Day.

COURSE OBJECTIVES
1. To engage in interdisciplinary, comparative, and cross-cultural study of children’s development;
2. To develop an understanding of human development as embedded in the contexts of day-to-day activities and routines;
3. To develop an understanding of our own location in and responsibility to the larger world.

BOOKS:

COURSE REQUIREMENTS:
Field Component (40% of final grade):
- Field Work Participation: 20% (Volunteering at local school and for Kid’s Day)
- Field Work based assignments: 20%
Take Home Final (20% of final grade):
- Take Home Exam

Analysis of the cultural nature of development (40% of final grade):
These short assignments will be designed to provide opportunities to apply the concepts presented in the readings and lectures. Will include some out-of-class assignments and some that are completed in class:
- Participant Observation of Lived Experience in Talloires: 20%
- Comparative Analysis of own childhood incorporated into in-class exercises: 20%
WEEK 1:
Overview of course: What is child development? What is culture? Orienting Framework and Constructs; Orientation to Assignments, Field Component, and Participant Observation.

Readings

WEEK 2:
Globalization and Social Change: Constructs and Processes

Readings

WEEK 3:
Infancy in Diverse Early Care-Giving Environments

Readings

WEEK 4:
Children’s learning: Varying circumstances and contexts

Readings
Rogoff, B. (2003). The cultural nature of childhood. Chapter 7, 8
WEEK 5:
Self and Autonomy: Individual and Related Self; Individualism-Collectivism

Readings:

WEEK 6:
Youth Experiences in the context of Immigration and Migration

Reading

WEEK 7:
Youth Development in the context of Regional Conflicts

Readings
Daiute et. al. (Eds) (2006) International Perspectives on Youth Conflict and Development. Oxford University Press. Read either Chapter 3, Chapter 6, or Chapter 17
Brown, Larson, & Sarawathi. (2002). The world’s youth: Adolescence in eight regions of the world. Cambridge University Press. Read either Chapter 3 or Chapter 7