Developmental Psychology and Social Change

What is the unique mission of developmental psychology? How has it evolved historically? What are its current challenges? The chapters in this collection present the view that research, history, and policy are essential and interlocking components of a mature developmental psychology. Patterns of human development differ markedly across historical epochs, cultures, and social circumstances. Major societal changes examined by contributing authors – the advent of universal compulsory schooling, the adoption of a one-child policy in China, U.S. policy shifts in healthcare, welfare and child care – present “natural experiments” in social design. Authors challenge the idea of a clear distinction between basic and applied developmental research. In sharp contrast with the view that science is value-neutral, developmental psychologists have from the outset pursued the betterment of children and families through educational, child-care, and health initiatives. An historical perspective reveals the beneficial, if sometimes contentious, interplay between empirical research and social programs and policies.

David B. Pillemer is the Dr. Samuel E. Paul Professor of Developmental Psychology at the University of New Hampshire. His research specialty is autobiographical memory across the life span. He has studied memory development in children, memories of adolescence, “flashbulb” memories of momentous events, and memories of educational experiences.

Sheldon H. White is John Lindsey Professor of Psychology Emeritus at Harvard University. A developmental psychologist, he has done research on children’s learning, attention, and memory. He has chaired committees concerned with the development of a research program for Head Start. He also has been chair of the Board on Children and Families of the National Research Council.
Developmental Psychology and Social Change
Research, History and Policy

Edited by

DAVID B. PILLEMER
University of New Hampshire

SHELDON H. WHITE
Harvard University
Preface ix
List of Contributors xi

Introduction: What Kind of Science Is Developmental Psychology? 1
Sheldon H. White and David B. Pillemer

Part One The Developing Child: Global and Historical Perspectives
1 The Globalization of Developmental Psychology 11
Charles M. Super
2 A Socio-historical Perspective on Autobiographical Memory Development 34
Michelle D. Leichtman and Qi Wang
3 Toward a Better Story of Psychology: Sheldon White’s Contributions to the History of Psychology, A Personal Perspective 59
William McKinley Runyan

Part Two Designing Child and Family Policies
4 The Effects of Welfare Reform and Poverty Policies on Children and Families 83
Aletha C. Huston
5 The Disconnect between Research and Policy on Child Care 104
Deborah Phillips and Kathleen McCartney
## Contents

6 Child Development and Child-Care Policy: Modest Impacts  140
  *Ron Haskins*

Part Three Designing Child Health Policies

7 Developmental Epidemiology: The Role of Developmental Psychology for Public Health in the 21st Century  173
  *Stephen L. Buka*

8 Ignoring Behavioral Science: Practices and Perils  203
  *Lewis P. Lipsitt*

Part Four Designing Effective Learning Environments for Children and Adolescents

9 A Cultural/Historical View of Schooling in Human Development  225
  *Barbara Rogoff, Maricela Correa-Chávez, and Marta Navichoc Cotuc*

10 The Rise of the American Nursery School: Laboratory for a Science of Child Development  264
  *Barbara Beatty*

11 Actualizing Potentials: Learning through Psychology’s Recurrent Crises  288
  *Michael Cole and Jaan Valsiner*

12 The Rise of a Right-Wing Culture among German Youth: The Effects of Social Transformation, Identity Construction, and Context  314
  *Wolfgang Edelstein*

13 Learning Potential Assessment: Where Is the Paradigm Shift?  352
  *Alex Kozulin*

14 Teaching as a Natural Cognitive Ability: Implications for Classroom Practice and Teacher Education  368
  *Sidney Strauss*

*Index*  389
Preface

As Professor Sheldon (Shep) White approached retirement from his position as William James Professor of Psychology at Harvard University, his colleagues and students began organizing an event in his honor. Barbara Rogoff and Alex Siegel were especially active in pursuing this idea. When I approached Shep for his input, he stated clearly that he did not want a traditional festschrift. Rather, he preferred to co-organize a lively, substantive conference and to co-edit an accompanying book that would concentrate on the three main foci of his life work: research, history, and policy in developmental psychology, and especially their intersections. The conference, titled Developmental Psychology and the Social Changes of Our Time, was held at Wellesley College, June 20–22, 2002. We adopted the more personal title, “Three Faces of Shep Conference,” because Shep has represented and promoted each and all of these faces – research, history, policy – throughout his career. Connections between the three faces of his work provide the foundation for a new way of thinking about developmental psychology and the lives of children. Contributors were asked to write chapters that addressed the intersection of at least two of the three faces.

In addition to the chapter authors, conference participants included Alex Siegel, Edward Zigler, Emily Cahan, Jack Shonkoff, Tami Katzir, Robert Lawler, Julia Hough, Ruby Takanishi, and Bob Granger. Conference assistants Susan Camuti and Kate Collins were invaluable to this project. We are deeply grateful to the Foundation for Child Development and the William T. Grant Foundation for financial assistance, and to Cambridge University Press for producing an excellent book. Special thanks to Rachel Gooze and Zorana Ircivic for editorial assistance, to Julia Hough and Phil Laughlin at Cambridge
Preface

for editorial advice and support, to Doug English at TechBooks for technical help, to Jane Pillemer for creating the imaginative conference program design, and to Barbara White and family for their interest and support.

David B. Pillemer
Contributors

Barbara Beatty
Department of Education
Wellesley College
Wellesley, MA

Stephen L. Buka
Department of Maternal and Child Health
Harvard School of Public Health
Cambridge, MA

Michael Cole
Laboratory of Comparative Human Cognition
University of California, San Diego

Maricela Correa-Chávez
Department of Psychology
University of California, Santa Cruz

Marta Navichoc Cotuc
Department of Psychology
University of California, Santa Cruz

Wolfgang Edelstein
Max Planck Institute for Human Development
Berlin, Germany

Ron Haskins
Brookings Institution
Washington, DC

Aletha C. Huston
Department of Human Ecology
University of Texas at Austin

Alex Kozulin
International Center for the Enhancement of Learning Potential and Hebrew University
Jerusalem, Israel

Michelle D. Leichtman
Department of Psychology
University of New Hampshire

Lewis P. Lipsitt
Department of Psychology
Brown University
Providence, RI

Kathleen McCartney
Harvard Graduate School of Education
Cambridge, MA

Deborah Phillips
Department of Psychology
Georgetown University
Washington, DC
Contributors

David B. Pillemer
Department of Psychology
University of New Hampshire
Durham, NH

Barbara Rogoff
Department of Psychology
University of California, Santa Cruz

William McKinley Runyan
School of Social Welfare
University of California, Berkeley

Sidney Strauss
School of Education
Tel Aviv University
Israel

Charles M. Super
School of Family Studies
Division of Health and Human Development
University of Connecticut
Storrs, CT

Jaan Valsiner
Department of Psychology
Clark University
Worcester, MA

Qi Wang
Department of Human Development
Cornell University
Ithaca, NY

Sheldon H. White
Department of Psychology
Harvard University
Cambridge, MA