Index

activities, availability
  majority vs. industrialized world 144
activity settings 23
Adamopoulos, John 14, 81
Allen, B. A. 85
Angelillo, Cathy 82, 261
Aristotle 22
Barker, Roger 15
Baumrind, Diana 10
beliefs 8, 9, 38, 265–267. See ethnotheories, parenting styles, values
Benedict, Ruth 10
Bloch, Marianne 26, 181
Bornstein, Marc 12, 17, 140
Boykin, Wade 85
Bronfenbrenner, Urie
time 70–71
Buchmann, Claudia 134

CEYC study
active role of children 99–100, 143–144, 246–247, 255
activities 141–184
availability vs. involvement 143–148
comparing cities, class, and race/ethnicity
  156–157, 161–162, 168, 173–176, 179, 183,
  267, 270–272, 279–281
focal, defined 94, 142
following rules 237, 238
individual variations 176–181
initiation 143–144, 246–247, 255
non-focal, defined 94, 141

child care
activities of children attending vs. not attending 195–199
activities within and elsewhere 189–195
conversation within and elsewhere 193–194
cultural values and goals 191, 197–199, 238, 266
lessons within and elsewhere 192–193
play within and elsewhere 190–192
work within and elsewhere 194–195

fathers
availability to their children 211–213, 230, 246, 256
involvement as a proportion of availability 213–217
involvement in children’s activities 199–217, 237, 281

Greensboro, United States
correlation vs. involvement 145–146
descriptive 143, 145
history 111–112, 113, 114
lessons 157–158, 192–193
partners in conversation 208
partners in lessons 205
partners in play 201
partners in work 204
play 149–151, 190–192
recruitment of Black families 113
Index

CEYC study (cont.)

- recruitment of White families 112–113
  work 170–171, 194
- initiation of children’s activities 99–100

Kisumu, Kenya

- conversation 166–168, 193–194
- description 133–137
- history 133–135
- lessons 160–161, 192–193
- partners in conversation 208
- partners in lessons 207
- partners in play 201
- partners in work 204
- play 152–156, 190–192
- recruitment of families 135
- work 172–173, 194

Lessons

- availability vs. involvement 145
- comparing cities, class, and race/ethnicity 161–162, 183
- defined 94–95, 157
- individual variations 158, 160, 161
- involvement 157–162
- within and outside childcare 192–193

Mothers

- availability to their children 211–213
- involvement as a proportion of availability 213–215
- involvement in children’s activities 199–217, 265, 280

Obninsk, Russia

- conversation 164–166
- description 117–122
- history 117, 120–121, 272–273
- lessons 159–160
- parents’ views on societal changes 121–122
- partners in conversation 208
- partners in lessons 206
- partners in play 201
- partners in work 204
- play 152
- recruitment of the families 118, 119–120
- work 171

Oulu, Finland

- conversation 164–166, 193–194
- description 126–130
- history 116, 126, 129
- lessons 159–160, 192–193
- partners in conversation 208
- partners in lessons 206
- partners in play 201

Partners in work 204

- play 151–152, 190–192
- recruitment of the families 127–128
- work 171, 194

Porto Alegre, Brazil

- conversation 166–168, 193–194
- description 137–140
- history 117
- lessons 160–161, 192–193
- partners in conversation 208
- partners in lessons 207
- partners in play 201
- partners in work 204
- play 152–156, 190–192
- recruitment of families 138–139
- work 173, 194

Settings 186–188

- defined 97, 186

Suwon, South Korea

- conversation 166–168
- description 131–133
- history 131, 133
- lessons 160–161
- partners in conversation 208
- partners in lessons 207
- partners in play 201
- partners in work 204
- play 152–156
- recruitment of families 132–133
- work 171

Tartu, Estonia

- conversation 164–166
- description 122–126
Index

history 115, 123–124, 125–126, 273
lessons 159–160
parents’ reflection on the societal changes 126
partners in conversation 208
partners in lessons 206
partners in play 201
partners in work 204
play 151–152
recruitment of families 124
work 171
television 149–151, 152, 154, 156, 256
impact on other activities 179–181
vignettes 1–2, 279–281
Greensboro, Black middle-class boy 239–241
Greensboro, Black middle-class girl 151, 158, 223–224
Greensboro, Black working-class boy 249–250
Greensboro, Black working-class girl 164, 231–232
Greensboro, White middle-class boy 158, 170, 222
Greensboro, White middle-class girl 239
Greensboro, White working-class boy 230–231
Greensboro, White working-class girl 150–151, 247–249
Kisumu, middle-class boy 153, 244–245
Kisumu, middle-class girl 167, 227–228
Kisumu, working-class boy 254
Kisumu, working-class girl 154, 167, 172, 173, 236
Obninsk, middle-class boy 171, 224–225
Obninsk, middle-class girl 159, 241
Obninsk, working-class boy 159, 233, 250–251
Obninsk, working-class girl 152
Oulu, middle-class boy 225–226
Oulu, middle-class girl 242–243
Oulu, working-class boy 165, 234–235
Oulu, working-class girl 151, 252–253
Porto Alegre, middle-class boy 161, 245–246
Porto Alegre, middle-class girl 168, 228
Porto Alegre, working-class boy 234–255
Porto Alegre, working-class girl 156, 236–237
Suwon, middle-class boy 155, 243–244
Suwon, middle-class girl 226–227
Suwon, working-class boy 172, 253–254
Suwon, working-class girl 235–236
Tartu, middle-class boy 225
Tartu, middle-class girl 160, 241–242
Tartu, working-class boy 233–234
Tartu, working-class girl 251–252
work
availability vs. involvement 146
comparing cities, class, and race/ethnicity 173–174, 183
defined 95
individual variations 170–173
involvement 168–174, 238
involvement vs. active participation 169–170
within and outside child care 194
child care

cultural values and goals. See CEYC study, child care 189
England 31
United States 24–26, 41–44
children’s everyday activities
interviews England 29–32
observations CEYC study 90–93
critique 37
England 33
Kenya 27, 44–53
Senegal 27
United States 28–29, 33–37
parent reports
critique 28
England 26
United States 24–26, 27–28
Cole, Mike 3, 8, 261, 278
collectivism 19

communities of practice 17, 262, 263, 278
context
in Bronfenbrenner’s theory 67
contextualism 59–60, 68–69
counterarguments 60
cultural vs. cross-cultural psychology 81–83
methods 89–90
statistical analysis 174–175
theories 62–81
within-society diversity 83–87
conversation. See CEYC study, conversation
England 30, 32, 35, 36
United States 35–37, 38, 39, 40
Corsaro, Bill 13, 43, 107, 157, 263
cultural comparisons
  maximizing the differences 17, 140
  minimizing the differences 102
cultural models 3, 8
cultural–ecological theory 73–80, 264–274
  as a contextualist theory 73–74, 75, 275
  class 266–268
cultural identities 80
culture 76–80, 265–268
everyday activities 73–76
history 108–109, 264, 269, 272–274
individual characteristics 75–76, 99–100, 268–272
race/ethnicity 267–268
time 108–109
culture
  as independent variable 13–14, 260
  change 4–5, 79–80
definition 3–4, 19, 79–80
  identity 80, 261, 270
  in Bronfenbrenner’s theory 69, 72
  in cultural–ecological theory 76–80, 265–268
  in Vygotsky’s theory 64
  instantiated in research 101–103
  race/ethnicity 80, 84–86, 265–268
  social class 80, 83–84, 265–268

Davidson, Dana 189
dialectical approach in psychology 261, 264–274
Dickinson, David 37, 43
diversity. See heterogeneity
Dodds, Agnes 263
Doucet, Fabienne 113
Dunn, Judy 33–34, 35

Edwards, Carolyn 11, 18, 49, 50–51, 134
Elder, Glen 71
Eliot, George xiv, 22, 56, 88, 141, 185, 221, 259, 282
Ember, Carol 46
emic perspective. See ethnography 10
ethnography 14, 15, 89, 275
ethnotheories 12
  See beliefs, parenting styles, values
Farver, JoAnn 16
fathers’ involvement with their children 24, 26, 27, 29. See CEYC study, fathers
England 32

Kenya 52–53
United States 27
Faulkner, Dorothy 106
Fischer, John and Ann 15, 29
Frizzo, Giana 130
Gauvain, Mary 8
Geertz, Clifford 29
gender differences
Kenya 47, 48
United States 40
generalization
  from time-sampled data 175–176
  See heterogeneity
Goicoechea, Jessie 270
Goldhaver, Dale 57, 82
Göncü, Artın 16
Greenfield, Patricia 14
Guba, Egon 58–59
Haight, Wendy 16, 34–35, 156
Hallows, Christopher 17, 140
Hansson, L. 125
Harkness, Sara 11, 12, 27, 48, 55, 81
Hart, Betty 35–36, 38
Heath, Shirley Brice 15, 39–41
heterogeneity 6, 16, 17–19, 20, 53
  by social class 102
  by social class and race/ethnicity 38–44, 102, 182, 261–263, 265–268, 277
contextualist approaches 84–87
Kenya, by space and time 49–52
  limits on generalization 110–111
  neo-positivist approaches 83–84
  within-society 102, 182, 261–263, 265–268, 277
Hill, Shirley 84, 86
Hoffert, Sandra 10, 25, 181
holism in psychology 260
  critique 261–263
individual characteristics
  in Bronfenbrenner’s theory 69–70, 100
  in cultural–ecological theory 75–76, 99–100, 268–272
  in Vygotsky’s theory 65–66
individualism 19
James, Alison 13
Kağıtçibaşı, Çiğdem 5
Keller, Heidi 12, 17
Index

Kenya
changes over time 50–52, 182
gender differences 47, 48
Kaleleni 45, 47, 48, 50
Kokwet 27, 48, 52
Nairobi 49
Nyangomo 45, 46, 48, 52
schooling 50–52, 134
Kohn, Mel 39, 84, 102
Kontio, Marikaisa 116
Kulakova, Natasha 115
Lamb, Michael 213
Lawrence, Jeanette 263
Lee, Soeun 130
LeVine, Robert 52
LeVine, Robert and Barbara 45, 48, 52
Lincoln, Yvonna 58–59
Lonner, Walter 14, 81
Lopes, Rita 9–10
Lugaila, Terry 25
Luster, Tom 9, 39

majority world
definition 5
Malinowski, Bronislaw 10
Marques, Fernanda 130
Marx, Karl 77
Matusov, Eugene 261
McLoyd, Vonnie 86
Mead, Margaret 10
Meltzas, Marika 116
meta-method 89
metatheory
definition 56
methodological individualism 260
methods of data collection
cross-cultural psychology 13–14. See paradigm, mechanism
cultural anthropology 10–12
cultural psychology 14. See contextualism
developmental psychology 7–9
diaries. See time-use studies 9–10
ethnography 89–90, 107
fit with theory 88–89
industrialized vs. majority world 6, 16–17, 26–27
lack of consistency across studies 15, 54
links to paradigms 60–61
naturalistic observations 7–8

observation 11–12, 15–16. See ethnography
CEYC study 90–93, 275
critique 104–108, 275–276
sociology 9–10
spot observations 11
videotaping 92
Miller, Peggy 34–35, 156
Morelli, Gilda 33
mothers’ involvement with their children 24, 26, 27, 29, 219–220. See CEYC study, mothers
England 31, 35
United States 34
Munroe, Robert and Ruth 53

Narusk, A. 125
neo-positivism 58–59. See paradigms, mechanism
analytic approach 83–84, 174–175
Newson, John and Elizabeth 15, 29–32

obuchenie
or teaching/learning 63
Odero, Dolphine 130
Orchard Town 18, 29. See Six Cultures study

Packer, Martin 270
paradigms 12–15
cultural anthropology 10–12. See contextualism
definition 58
mechanism 12, 259–260. See neo-positivism
metaphors 61
ontological, epistemological, methodological assumptions 57–62, 82–83, 259–260
organicism 12
parenting styles 9. See beliefs, ethnotheories, values
Parke, Ross 213
Pepper, Stephen 12, 58, 82, 83, 90, 274
Piccinini, Cesar 130
play. See CEYC study, play
England 31–32, 33
Kenya 47–48
Senegal 26–27
United States 24–28, 29, 33, 40–41, 42
play, pretend. See CEYC study, play
Kenya 48
United States 35
Plewis, Ian 26
Poortinga, Ype 260
practices 97. See activities
Prout, Alan 13
Putnam, Sarah 113

race/ethnicity. See heterogeneity
race/ethnicity in US 18–19, 21, 39–44, 83–87
race ethnicity as culture 80, 84–86
Realo, Anu 19
Risley, Todd 35–37, 38
Robinson, John 10, 24, 28
Rogoff, Barbara 4, 17, 55, 81, 82, 262

Sandberg, John 10, 25, 181
Sawyer, Keith 82, 260
scaffolding
contrast with zone of proximal development 63–64, 66
school-relevant activities
England 26
Senegal 26–27
United States 24–28, 33, 39–40, 42
Shakespeare, William 110
Sveder, Rick 77–78, 81
sibling care
CEYC study 238, 247
Kenya 49
United States 29
Sidden, Judy 113
Six Cultures study 10–12, 15, 18, 29, 134
sleeping arrangements 74, 77–78
Smedley, Audrey and Brian 260
Snezhkova, Irina 115
social class
as culture 80, 83–84, 267
middle class, defined 20
variations. See heterogeneity
England 31
United States 38–41, 44, 83–87
working class, defined 20
sociology of childhood 13
Sperb, Tania 130
Spinelli, Rafael 130
Stoppard, Tom 1, 274
Super, Charlie 11, 12, 27, 48, 55, 81
Talley, Nicole 113
Tammeveski, Peeter 116
television. See CEYC study, television
England 31
United States 24–28, 29
time
in Bronfenbrenner’s theory 70–71
in Vygotsky’s theory 64–65
time-use studies 24–26. See methods of data collection; diaries
comparisons with CEYC data 181–182, 218–219
United States and Russia 24
Timmer, Susan 25, 181
Tobin, Joe 189
Tulviste, Tiia 116
Valsiner, Jaan 76, 261, 263
exclusive separation 261
inclusive separation 261, 276
values 9, 38, 265–267. See beliefs, ethnotheories, parenting styles
Van der Vijver, Fons 260
Vygotsky, Lev
time-use studies 24–26. See methods of data collection; diaries
comparisons with CEYC data 181–182, 218–219
United States and Russia 24
Whiting, Beatrice 11
work, by children. See CEYC study, work
England 30–31
Kenya 45–47
Senegal 26–27
United States 24–28, 29, 33
worldviews. See paradigms
Wright, Herbert 15
Wu, David 189