

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 9
- 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
 - theory 66–73
 - context 66–67, 68–69, 83
 - critique 71–73
 - individual characteristics 70, 100
 - proximal processes 67–68, 97
 - 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
- conversation
 - availability vs. involvement 145–146
 - comparing cities, class, and race/ethnicity 168, 183
 - defined 96, 162
 - individual variations 163, 165–168
 - involvement 162–168, 247
 - within and outside child care 193–194
- 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
 - conversation 163–164, 193–194
 - description 111–115
 - 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

- 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
- partners 199–217
- partners in children's activities
- availability 98, 199
 - conversation 208–210
 - involvement 98–99, 199
 - lessons 205–208
 - play 199–203
 - roles taken 98–99
 - work 203–205
- play
- availability vs. involvement 144–145
 - comparing cities, class, and race/ethnicity 156–157, 183
 - defined 95–96
 - individual variations 150–151, 155–156
 - initiation 157
 - involvement 149–157, 238, 247
 - within and outside child care 190–192
- Porto Alegre, Brazil
- conversation 166–168, 193–194
 - description 137–140
 - history 137
 - 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

- 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 254–255
 - 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

Cambridge University Press

978-0-521-80384-7 - The Everyday Lives of Young Children: Child Rearing in Diverse Societies

Jonathan Tudge

Index

[More information](#)

306

Index

- 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 3
- 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
 problems with 23, 39, 44, 53, 110–111, 174–175.
See heterogeneity
- Goicoechea, Jessie 270
- Goldhaber, Dale 57, 82
- Göncü, Artin 16
- Greenfield, Patricia 14
- Guba, Egon 58–59
- Haight, Wendy 16, 34–35, 156
- Hallpike, 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
- Hofferth, 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
- Kağitçibaşı, Çiğdem 5
- Keller, Heidi 12, 17

- Kenya
 changes over time 50–52, 182
 gender differences 47, 48
 Kaloleni 45, 47, 48, 50
 Kokwet 27, 48, 52
 Nairobi 49
 Ngecha 45, 50–51
 Nyansongo 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 130
 Lubeck, Sally 41–43
 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
 Meltsas, 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
 contextualism 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, pretense. *See* CEYC study, play
 Kenya 48
 United States 35
 Plewis, Ian 26
 Poortinga, Ype 260

Cambridge University Press

978-0-521-80384-7 - The Everyday Lives of Young Children: Child Rearing in Diverse Societies

Jonathan Tudge

Index

[More information](#)

308

Index

practices 97. *See* activities

Prout, Alan 13

Putnam, Sarah 113

race/ethnicity. *See* heterogeneityrace/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

Shweder, 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 cultural–ecological theory 108–109,
110–111, 264

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

theory 62–66, 76

critique 66

culture and history 64–65

individual factors 65–66

zone of proximal development 63–64, 65,
278Weisner, Tom 4, 11, 22, 49, 55, 77, 81, 89,
134

Wells, Gordon 36

Wenger, Martha 45, 48, 50

Whiting, Beatrice 11, 18, 45, 49, 50–51,
134

Whiting, John 11

Winegar, Terry 56–57

Woodhead, Martin 106

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