The instructor would like to encourage all students to come to see her personally. Therefore, she would like students to come to see her in office hours or to make appointments. She will also be available by phone during office hours. She will not be available by e-mail. However, the teaching assistants will be.

Office hours:
Greenfield: T 2-4 (Starting Week 2)
Vasquez-Salgado: W 11-12, Th 1-2
Vazquez: W 4-5
Rhinehart: M 3-5

Overview
The way in which human beings are socialized, grow up, and develop is affected by and expresses their cultural environment. This course will explore this process through reading, lecture, film, discussion, and empirical study. The course will take a multidisciplinary approach to the subject; in addition to psychology, it will draw particularly upon anthropology and sociology.

We have a theme: social change, culture, and human development. This refers to the way that global demographic, technological, and cultural shifts are changing socialization and child development. The course is based on looking at these shifts over time. The initial reading for this topic is a case study of historical change called *Weaving Generations Together: Evolving Creativity in the Maya of Chiapas*. Lectures and later readings (available on the course website) will expand and generalize this theme. The course will be tied together by the instructor’s interdisciplinary theory of social change, culture, and human development.

Students, along with the instructor and teaching assistants, will have the opportunity to relate the class materials to their own experiences growing up as members of various ethnic or cultural groups.

Enrollment information from the Psychology Advising Office
All core course enrollments are done through the University Records System Access (URSA). The department relies entirely on the MyUCLA system to enroll students in these courses in an efficient and fair manner. It does not utilize PTE numbers. Nor is the instructor permitted to sign a note giving you permission to enroll.

Sections
These meetings will be used for class presentations and discussions of empirical projects, readings, and lecture/film material. Projects will be described and signups will take place during the first section. Everyone will do one project out of the seven possible projects described in the syllabus below. You will also sign up for questions during the first or second section. See Questions/topics for discussion, below, for more explanation.

You must attend the discussion section in which you are enrolled. If you cannot attend your scheduled section you must either find another open section or find another student with whom you can switch. Switching can be done in the Undergraduate Advising Office with both students present for the
switch. You must both switch before either of you has your first section meeting in Week 1. For the sake of continuity, we cannot give attendance credit for attending a different section.

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
<th>Lecturer</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>3-3:50</td>
<td>1571 Franz Rhinehart</td>
<td>T</td>
</tr>
<tr>
<td>IB</td>
<td>4-4:50</td>
<td>1571 Franz Rhinehart</td>
<td>T</td>
</tr>
<tr>
<td>IC</td>
<td>8-8:50</td>
<td>A279 Franz Vazquez</td>
<td>W</td>
</tr>
<tr>
<td>ID</td>
<td>9-9:50</td>
<td>A279 Franz Vazquez</td>
<td>W</td>
</tr>
<tr>
<td>IE</td>
<td>1-1:50</td>
<td>1571 Franz Vasquez-Salgado</td>
<td>T</td>
</tr>
<tr>
<td>IF</td>
<td>2-2:50</td>
<td>1571 Franz Vasquez-Salgado</td>
<td>T</td>
</tr>
<tr>
<td>IG</td>
<td>10-10:50</td>
<td>2288 Franz Vasquez-Salgado</td>
<td>F</td>
</tr>
<tr>
<td>IH</td>
<td>11-11:50</td>
<td>2288 Franz Vasquez-Salgado</td>
<td>F</td>
</tr>
<tr>
<td>IJ</td>
<td>8-8:50</td>
<td>2178 Bunche Rhinehart</td>
<td>Th</td>
</tr>
<tr>
<td>IJ</td>
<td>9-9:50</td>
<td>2178 Bunche Rhinehart</td>
<td>Th</td>
</tr>
</tbody>
</table>

Readings for the class

2. *Selected articles*, available for download on class website.

The book is on sale at the UCLA Student Store. These books are from the third printing, but no problem in using books from earlier printings. If anyone would prefer to use the Spanish edition, please see me. I will have some to give to students after the first class. Multiple copies of the English edition are also on reserve at Powell Library.

Personal devices
In order to maximize learning and courtesy to your fellow students, we are restricting the use of personal screens. Because research has shown that the use of screens in class reduces learning for the user and for those around her/him, screens will be used only in the topmost row or rows of the lecture hall. During the first class, research demonstrating the empirical basis for this policy will be summarized. Where a lecture Powerpoint is used, it will be posted the evening before class; the goal is to post it by 8pm. It is suggested that students print out the Powerpoint and take notes in the notes section of the hard copy. Because the purpose of the section meetings is to talk and listen to your classmates, all devices with screens must be put away, closed, turned off, or screen-side down.

Requirements
1 in-class multiple-choice midterm, 1 cumulative multiple-choice final, 4 (out of 5) in-class exercises, 1 project presentation in section, two sets of questions (each set includes 2 questions) for section, and attendance at 8 (out of 9) section meetings are required to maximize points. During the first two weeks, you will choose when you do the section assignments. You will sign up during the first two section meetings for a presentation and questions. You may not sign up for questions for the same week you do a project.

Projects and project presentation: Each student will do one project based on field research; there will be a choice of seven. Each field project will be based on issues from one or more of the lectures, films, and/or readings; in the presentation, data will be related to lecture, film, and/or reading. Each group (composed of two to four students) should prepare one unified Powerpoint presentation. The schedule of project presentations is in the syllabus below. The projects will be presented in at least 12 minutes and not more than 17 minutes (*20 minutes if you have 4 people in your group*). You should then prepare a few discussion questions for the class (not counted in the 17 minutes). Because we want to have time for class discussion, there will be a grade penalty for presentations that are too long. (A presentation within the time limit given is useful to your thinking as it forces you to figure out what your most important points and data are.) The presentation will include introducing the project and/or discussing results in relation to lecture, film, and/or readings; it will also include creating questions based on the project to stimulate class discussion. One or more articles specific to each project are often assigned the week before the project is due. The relevant lecture(s) will also be given the week before. Therefore, where possible, integrate both lecture and reading material from the prior week; you are also encouraged to include other information from previous weeks if you think it is relevant. Grades will be based on the oral
presentation and discussion questions. Every member of the group will get the identical grade. The Powerpoints should be emailed to your TA by at least half an hour before class. While the TAs will base grading primarily on the class presentation, if they do need to refer back to the Powerpoint, this emailed presentation will, for grading purposes, be the Powerpoint of record, including your notes in the notes section. The project and its presentation will be worth **50 points**.

**Questions/topics for discussion.** In two sections where you do not do a presentation, you are to write two questions for discussion, one incorporating reading and one incorporating lecture/film for the week. These should be emailed to your TA by 9 am the day before your section meets. So that your TA can find your questions in their email, use a uniform subject line to your message: e.g., Questions Section W10 Week 3. That would be the subject line for questions for the Wednesday at 10:00AM section for Week 3. Use an initial capital letter for days of the week, except Thursday would be Th. We would like everyone to use email to turn in the questions. Be sure to sign your name. For each section, the TA will select questions that she/he feels will contribute most to the class as a whole for discussion that day. The first questions will be discussed in Section Week 3. For every section meeting, the questions discussed will be on a prior week's lectures/film and reading assignments. When you write your question, think about its value to the class as a whole as well as to yourself. Each question will be worth 4 points, totaling 8 per assignment or 16 for both assignments together.

**Midterm and final:** The midterm, taking place on Thursday 5/10 (Week 6) will be an in-class multiple choice exam testing your knowledge of the most important concepts and facts in the first part of the course, including lectures, films, readings, section projects, and class discussion. It will be worth **40 points**. It will cover material through the end of Week 5.

The cumulative final (Weeks 1-10) will have a similar format. However, it will also test being able to link material from the two halves of the class. It will be worth **70 points**. It will take place in the classroom on June 11, 11:30-2:30.

**Section attendance:** Attendance will be taken and will be used as our participation measure. You will receive 1 point for each section attended, with a **maximum of 8 points**. Therefore, you can miss one section without losing a point. There will be no discussion of reasons for missing a section. If you miss a section, you may attend another to learn, but will not receive the attendance point. Nor can you receive credit for handing in a question to a section in which you are not enrolled. (However, note that both tests will cover material discussed in section, so you are likely to lose additional points if you do not attend diligently.) On another note, please make sure to be respectful to your peers during section; this includes paying attention to their presentation, no screens, and not engaging in other distracting activities such as sleeping. If you arrive after attendance is taken, you will not receive attendance credit. Be aware of how long it will take you to come from your prior location when selecting a section.

**In-class exercises:** There will be five in-class exercises. They will **not be announced in advance**. To get full credit, you will need to do four out of the five. There will be no extra credit or make-up assignments for the in-class exercises. They will be worth four points each for a total of **16 points**.

**Final Grades**
In order to maximize learning and enjoyment and minimize competition, a straight scale, which follows, will be used. Incompletes must be arranged in advance with the instructor and are based on having already completed the majority of the work for the class.

**Total possible points = 200**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
<td>194-200</td>
</tr>
<tr>
<td>A</td>
<td>93-96%</td>
<td>186-193</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>180-185</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>174-179</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>166-173</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>160-165</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>154-159</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>146-153</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>140-145</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>134-139</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>126-133</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>120-125</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
<td>below 120</td>
</tr>
</tbody>
</table>

**Topics and Readings**
PART I: INTRODUCTION TO THEORY AND CONCEPTS

Week 1  
Section: Introductions to section members and to group projects, with sign-up.  
(Each person will sign up for only one project) If time, you can also begin to sign up for discussion questions for weeks when you will not be doing a project; you sign up for 2 sets of questions in all. You will complete the remainder of your discussion question signup next week.

Tu 4/3  
Introduction to Psych 133G, Culture and Human Development.

Th 4/5  
What is culture? What is development? An inductive introduction to these concepts  
Film: Sound and Fury (to be continued in next class)

Reading:  Preface, Chapter 1, 2 WG.

Week 2  
Section: Complete discussion question signup. Review rubric for group projects and discussion question calendar. You will have an opportunity for questions and clarifications.

Tues 4/10  
What is social change? How does it affect development? An inductive introduction  
Film: Rest of Sound and Fury  
Film: Sound and Fury: Six years later

PART II: THE ZINACANTECS: A CASE STUDY OF SOCIAL CHANGE, CULTURE, AND HUMAN DEVELOPMENT

Thurs 4/12  
The dynamics of social change, culture, and human development: A theoretical framework and empirical data

Reading:  WG: Chapters 3, 4, 5

Additional assignment: Watch TED talk follow-up to film, Sound and Fury: Six Years Later. Here is the link:  
https://www.youtube.com/watch?v=jhm5OaXJVMQ&t=30s

Week 3  
Section: Project on transformation of the social ecology across the generations will be presented.

Each member of the team should interview a three-generational family (your own if possible, one member from each generation. If you wish, you can interview yourself for the youngest generation.). Many students will find phone interviews more convenient than in-person interviews. Ask your interviewees a series of sociodemographic questions: What country did they grow up in? Where are they living now? If an immigrant, how old were they when they immigrated? Did they grow up in a village, town, or city/suburb? Approximate population if they know it. What was the main economic basis: agriculture or commerce? How much formal education does each member of the older generations have? If a member of the youngest generation is still in school, ask what his/her educational and career goals are. What communication technologies did they use growing up? What type of work did/do they do? Analyze the data both “quantitatively” (pooling your data descriptively across families) via averages (which can be shown through visual bar graph representation) and qualitatively (each person giving a thumbnail sketch of the family they interviewed).

Introduce your project and/or discuss your findings in the light of last week's lecture on the dynamics of social change and human development or the Sound and Fury films. The main point of this presentation is to see if there is a movement across the generations from more
Gemeinschaft to more Gesellschaft environments (or from Gesellschaft to more Gemeinschaft). Please state this purpose when introducing your project. Also in the intro, state how many families your group has interviewed and who will do what in the presentation. With four in a group, you can have one member do the brief intro (1-2 min), one person give the quantitative summary (2-3 minutes), each person present their own qualitative data (2-3 minutes each), one person do the discussion (2-3 minutes), and one person ask the class the discussion questions. With two or three students in a group, divide the roles as evenly as possible.

Discuss questions on readings assigned through Week 2, lecture/film through Week 2, and the TED talk. (If you are preparing questions for this week, one question should be on the reading, the other question on lecture, film, or the TED talk.)

Tues 4/17  Infant care and development: Historical change in Zinacantan and around the world
Thurs 4/19 Social change and adolescent development in Zinacantan and around the world

Reading:  WG: Chapters 6, Coda

Week 4  Section: Sleeping arrangements project will be presented.
Interview two generations, a mother and a grandmother (your own if possible) about the sleeping arrangements they had for their infants up to two or three years of age. Same room? different room? same bed? different bed? What were their reasons for these arrangements? How did these arrangements change in the first two years? What were their feeding practices: breast and/or bottle. If breast, for how long? Find out where each mother and baby was born (country of birth, rural or urban) as well as the educational level of each mother. Were there any differences between the two generations? What were they? Analyze the data both “quantitatively” (pooling your data descriptively across families via averages or bar graph representations) and qualitatively (each person giving a thumbnail sketch of the family they interviewed). Relate your intro and/or your findings to the lecture on infant care and development) and to the article by Morelli et al. or McKenna et al.). Also, as part of your conclusion, state what you think you would do with your children concerning sleeping arrangements and why. (Suggested format, roles, and allocation of time is same as for Project 1.)

Discuss questions on Week 3 lectures and readings.

PART III: HISTORICAL CHANGE AND IMMIGRATION: SOCIODEMOGRAPHIC INFLUENCES ON CULTURE AND HUMAN DEVELOPMENT

Tues 4/24  From interpersonal communication to writing to electronic communication: Effects on social development
Thurs 4/26  Social change, cultural change, and social development in the United States

Week 5  Section: Technology project will be presented.
Each member of your team: Try to interview a three-generation family (one member from each generation). Try to get a time budget of how much time each member spent interacting with others (family, friends) and using media as they were growing up. (The youngest
member could be a child or teenager now. You can also interview yourself for this youngest generation.) What were the media that they used? Ask the members of the two older generations how they think the way young people spend their time has changed. Do they think that these changes have affected family and other social relationships? Analyze the data both “quantitatively” (pooling your data descriptively across families via averages or visual graph representation) and qualitatively (each person giving a thumbnail sketch of the family they interviewed). Introduce your project and/or discuss your findings in relation to the technology lecture and the article, “Benefits and costs of social media in adolescence,” assigned for last week. (Suggested format, roles, and allocation of time is the same as for Project 1.)

Discuss questions on Week 4 lectures and readings.

Tues 5/1  Social change and cognitive development  
Film: *Cognitive Development*

Thurs 5/3  Social change, social development, and socialization in middle childhood: Evidence from Mexico  

Reading:  
Review for midterm

**Week 6**  
No identical midterm reviews will be scheduled, on Monday and Tuesday before the exam (exact times and places to be scheduled later in the quarter)

Tues 5/8  Social change and gender roles in a Mexican American family  
Film: *La Familia*

Thurs 5/10  Midterm exam (multiple choice, no bluebooks; covers material through Week 5)

Reading:  


**Week 7**  
Section: Gender roles project will be presented.  
Interview one female and one male member of each generation of a three-generation family (if you have one or two missing categories, that is okay.) Ask each what his or her concept of male and female roles was growing up. Ask if they have seen any change over time. Where relevant, ask how the grandmother’s or grandfather’s gender role conceptions differ from her/his parents and/or child/children. Get the same demographic information as for the sleeping arrangements project. Analyze the data both “quantitatively” (pooling your data descriptively across families via averages or visual graph representation) and qualitatively (each person giving a thumbnail sketch of the family they interviewed). Introduce your project and/or relate your findings to the film *La Familia* and to the Manago article, assigned for last week. (Format, roles, and allocation of time same as described for first project.)

Discuss questions on lecture, film, and reading assigned for Weeks 5 and 6,

Tues 5/15  Immigration and acculturation as social change processes: Cross-cultural value conflict between home and school and across the generations

Thurs 5/17  Cross-cultural value conflict in peer relations

Reading:  
Week 8  
Section: Acculturation project presentation  
Each member of your team: Interview an immigrant mother and her  
school-age child or children. Get the same demographic information as in the sleeping  
arrangements project for both the mother and children. Give each individually the scenarios  
that were presented in lecture (copies will be made available). Compare the responses to the  
results presented in lecture. Why do you think your patterns were the  
same (if they were)? Why do you think your patterns were different (if they were)? Relate  
your introduction and/or findings to one of the lectures from the previous week and to the  
Suina article, “And then I went to school.” (Use same format, roles, and time allocation as  
described in the first project description.)  

Discuss Week 7 lectures and reading.

Tues 5/22  Money and human development.  
Film: Kids and Money

Thur. 5/24  Bridging Cultures for Latino immigrant families and schools

Reading:  

Week 9  
Section: Presentation on adolescence in immigrant families  
Each member of your team: Interview an adolescent with immigrant parents, or write your  
own memoir. What are the most difficult conflicts with parents? Why is it hardest for  
parents to understand about teenage life in the United States? What are the barriers to  
tergenerational communication? Relate your autobiographical or biographical data and/or  
your introduction to the lecture entitled “Social change and adolescent development in  
Zinacantan and around the world” (Week 3) or to the Bridging Cultures lecture of Week 8.  
Relate it also to the Wu & Chao article. Please note that this week may have a different  
format than the previous weeks, as the project is entirely qualitative.

Discuss Week 8 lecture, film, and reading.

Tues 5/29  Going back I  
Film: Made in China

Thurs 5/31  Going back II  
Film: Daughter from Danang

Reading  
Y. Minoura (1992). A sensitive period for the incorporation of a cultural meaning system: A  

Week 10  
Presentation on going-back project  
Each member of the team: Interview an immigrant who has gone back after living in the  
United States for a number of years to his or her country of origin. What was it like? Were  
there any adjustment problems because of having changed while living in the United States?  
If so, what were they? Was the country different in any way from how it was remembered?  
If so, how? Relate your group findings to the films Made in China or Daughter of Danang  
and the article by Minoura. Please note that this week’s project may have a different format  
than many of the earlier weeks, as it is entirely qualitative.

Discuss Week 9 lectures, films, and reading.

Tues. 6/5  Going back II (continued)  
Film: Daughter from Danang (last part)

Thurs. 6/7  What will we take away?  
In-class review session
No new reading assigned.

Mon. 6/11
11:30-2:30  Final exam. Cumulative multiple-choice final exam in the classroom (no blue books needed.)