

Instructor's Manual and Test Bank

for

Lives Across Cultures Cross-Cultural Human Development

Sixth Edition

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Preface

This *Instructor's Manual and Test Bank* has been prepared by Harry W. Gardiner and Alexina Chai for use with *Lives Across Cultures: Cross-Cultural Human Development, 6th Edition* by Harry W. Gardiner (Allyn & Bacon, 2017).

The *Instructor's Manual and Test Bank* is designed to assist the instructor in teaching a course in cross-cultural human development or in adding culturally sensitive material to a variety of courses in psychology, sociology, anthropology, or any related social science field.

Each of the ten chapters is closely coordinated with the chapters in the textbook *Lives Across Cultures*, containing chapter outlines and objectives along with suggestions for lecture topics that expand on material presented in the book, as well as a wide variety of activities designed to actively involve students in the learning process.

Since we believe students are intrinsically interested in cultural differences and similarities, and will remember best by observing actual behavior, we have included a large selection of annotated audiovisual materials (films and videotapes). Like the material in the text, these films and videos focus on cultures spread throughout the world.

When Harry Gardiner designed and taught his first course in Cross-Cultural Human Development several years ago, he built the course around an excellent series of cross-cultural videos titled "Childhood" created by PBS. The series consists of six videos: "Great Expectations," "Louder than Words," "Love's Labors," "In the Land of Giants," "Life's Lessons," "Among Equals," and "In the House of Tomorrow." While this series may no longer be available, a new series ("Worlds of Childhood") consisting of twenty-four, 30-minute video programs (based on and expanded from the original series) is available from

GPN, P. O. Box 80669, Lincoln, Nebraska 68501-0669 or by calling 1-800-228-4630 for information. Like the original series, “Worlds of Childhood” focuses on twelve families living on five continents and provides an interdisciplinary approach and an ecological perspective. Programs examine issues such as parenting, language development, sibling rivalry, child labor, peers, gender roles and the development of self, and the handling of stress and relates these to their cultural contexts.

Each chapter contains fifteen multiple choice and three short answer essay questions designed not only to test students’ understanding of the material but also to provide additional cultural information.

Since some instructors may be new to the field of cross-cultural psychology, we have provided a list of journals that contain cross-cultural material and which the instructor might find useful in the preparation of lectures. Additionally, we have included Internet resources.

It is our sincere hope that you will find this *Instructor’s Manual and Test Bank* useful and we welcome any suggestions you might have for improving it. Feel free to contact the author by e-mail at the address listed in the book.

Chapter 1

INTRODUCTION

Chapter Outline

What Is Cross-Cultural Human Development?

Cross-Cultural Human Development and the Other Social Sciences

Some Important Themes

A Cross-Cultural Perspective GOALS for the Field

An Ecological Model

The Developmental Niche

A Developmental Orientation

A Chronological-Within-Topics Approach

Another Piece of the Puzzle: The Human Genome Project Practical Applications

Overview of the Book

Some Cross-Cultural Teasers

Summary: Introduction to Cross-Cultural Human development

Study Questions

Chapter Objectives

Explain what is meant by the term *cross-cultural human development*.

Demonstrate a familiarity with the important themes presented in this chapter, including the cross-cultural perspective, ecological model, developmental niche, developmental orientation, and chronological-within-topics approach.

Comment on the four goals set forth for the field of cross-cultural psychology.

Explain why the author emphasizes a practical application approach to the subject.

Using the development niche model, describe your own development and that of other members of your family.

Suggested Lecture Topics

1.1 Cultural Structuring of Child Development

A central theme of the text—*Lives Across Cultures*—is the “developmental niche” concept set forth by Super & Harkness. To be sure that students understand this concept, the instructor may want to provide a lecture to supplement the material presented in Chapter 1. While there are many good references cited in the book, a comprehensive presentation of Super and Harkness’ work is found in their chapter in Volume 2 of the *Handbook of Cross-Cultural Psychology*. It is a well-written and easily understood explanation of the processes that link culture, ecology, and individual behavior as well as the issues of interaction between culture and biology. The instructor may wish to expand on this lecture by having students complete Student Activity 1 listed below and, if available, reading Chapters 13 (The Developmental Niche) and 14 (Children’s Social Networks) in the book of readings by Lonner & Malpass (1994).

C. Super & S. Harkness (1997). The cultural structuring of child development. In J. W. Berry, P. R. Dasen & T. S. Saraswathi (Eds.), *Handbook of Cross-Cultural Psychology* (Vol. 2, 2nd. ed., pp. 1–39). Boston: Allyn & Bacon.

W. J. Lonner & R. Malpass. (Eds.) (1994). *Psychology and Culture*. Boston: Allyn & Bacon.

1.2 Development in Culture Across the Life Span

Another of the points the instructor may want to make early in the course is that there is a continuity of culture–individual interaction across the life span. An excellent source for developing a lecture on this topic is the chapter by Valsiner & Lawrence (1998). They suggest that a cultural view of development provides the greatest opportunity for understanding development over an individual’s entire lifetime. In support of this view, they include Bronfenbrenner’s (1993) person-context-process-time model. While this chapter is highly theoretical, it includes many references to anecdotal “evidence” that might be useful in conveying the idea of continuity to students. The material presented here represents a shift in paradigm as well as a shift from the view of culture as an independent variable to one of “interdependency of culture and person in explaining behavior and development.”

J. Valsiner & J. Lawrence. (1997). Human development in culture across the life span. In J. W. Berry, P. R. Dasen & T. S. Saraswathi (Eds.), *Handbook of Cross-Cultural Psychology* (Vol. 2, 2nd. ed., pp. 69–106). Boston: Allyn & Bacon.

U. Bronfenbrenner. (1993). The ecology of cognitive development: Research models and fugitive findings. In R. H. Wozniak & K. W. Fischer (Eds.), *Development in Context* (pp. 3–44). Hillsdale, NJ: Erlbaum.

Smith, Peter B. (2004). Nations, cultures, and individuals: New perspectives and old dilemmas. *JCCP* 35(1), 6–12.

P. M. Baltes, U. Lindenberger, & U. M. Staudinger. Life span theory in developmental psychology (Chapter 11, pp. 569–664). In R. M. Lerner (Ed.), *Handbook of Child Psychology* (Volume 1), 6th edition. Wiley: 2006.

1.3 Culture and the Media

Unless one is intentionally looking for cross-cultural items in the popular media (newspapers, magazines, television, radio, Internet), it is easy to miss them. The instructor may wish to alert students to some of the material they should be watching for as the course progresses by giving a lecture (or part of one) using recent culture-related items from several media sources. This can be expanded upon by having them complete Student Activity 1 below.

Student Activities

1. This activity is designed to help students more fully understand the developmental niche concept by applying it to their own lives. After they have read this chapter (and perhaps had an additional lecture explaining the concept), have them write a short paper (to be shared with others) detailing the three components of the niche along with examples from their childhood illustrating their understanding of the concept. Once they have made a practical connection with their own lives, the stories in the text will be more meaningful to them.
2. Several suggestions were made for further readings related to this chapter. The instructor may wish to put the two recommended books—*Dave Barry Does Japan* and *Psychology and Culture*—on reserve in the library, assign a chapter to each student, and have them make a brief report in class.

Audiovisual Materials

* There are several helpful websites offering videos related to cultural and psychology topics. Many of the videos do not have to be purchased or ordered for showing in classes. A majority can be viewed online. See these sites for suggestions or search for others:

freedocumentaries.org, Carla.umn.edu/culture/resources/video.html.

documentarystorm.com/category/psychology.

Films and videos found on these sites can be used for topics covered throughout this text.

Nigeria: A Tale of Two Families (1994, Films for the Humanities and Sciences, DVD 20 min.). This video looks at the effect of climate on the lives and survival strategies of two farming families living in very different ecological settings and the influence of culture on the children and their ambitions.

The 7 Train: An Immigrant Journey (1999, Third World Newsreel, VHS, 29 min.). Each day 500,000 people from 117 different countries ride the bright red #7 subway train that runs from Flushing to Times Square, going through Queens, one of the most ethnically diverse regions in the United States. Here are the stories of a few of the passengers.

Crash (2004, Lion's Gate Entertainment, DVD 113 min.). This challenging and thought-provoking film examines race relations and cultural tolerance in post-9/11 urban Los Angeles. Lion's Gate Entertainment describes the film as a "compelling urban drama [that] tracks the

volatile intersections of a multi-ethnic cast, [struggling] to overcome their fears as they careen in and out of one another's lives.”

Virtual Field Trips (www.care.org). Interactive websites with photos, stories, and journal entries depicting field experiences in many countries (Ghana, Peru, Mali, Nepal, Haiti, Bolivia, and more).

Things to Do and Think About

1. Keep a log or diary for two weeks noting the variety of cultural topics reported in the media. Include any relevant newspaper or magazine articles as examples. Analyze these incidents in terms of the various themes presented in this chapter.
2. Interview someone of a cultural background different than your own. Ask about family structure and relationships, educational settings, social activities, foods, and other topics you may find interesting. Compare and contrast this person's culture with your own. In what ways does the material in this chapter help to explain the similarities and differences?

Test Questions: Multiple Choice

1. Berry, Poortinga, & Pandey (1997) provided the following definition for one of the concepts central to this class, “the systematic study of relationships between the cultural context of human development and the behaviors that become established in the repertoire of individuals growing up in a particular culture.” This defines
 - a. developmental sociology.

- b. cross-cultural psychology.
- c. human development.
- d. cultural anthropology.

Answer: b

Topic/Concept: What is Cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

2. The author of the text argues that cross-cultural psychology would be of greater benefit if many different types of social scientists collaborated to develop theories and conduct research. Which of the following social science fields is most relevant to cross-cultural psychology?
- a. social work
 - b. political science
 - c. anthropology
 - d. biology

Answer: c

Topic/Concept: Cross-cultural human development and the other social sciences

Difficulty Level: Moderate

Skill Level: Understand

3. E.B. Tylor, the first anthropologist to define the term “culture,” referred to it as
- a. the values and beliefs societies pass down from one generation to the next.

- b. that complex whole which includes knowledge, belief, art, morals, laws, customs, and any other capabilities and habits acquired by man as a member of society.
- c. the shared beliefs and customs that members of a given society view as important in sustaining identity.
- d. the totality of societal norms derived from historical and social customs and beliefs.

Answer: b

Topic/Concept: What is cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

4. In a comprehensive overview of cross-cultural psychology, Berry, Poortinga, Segall, and Dasen (2002) identified three goals for the field. The first involves
- a. testing or extending the generalizability of existing theories and findings.
 - b. analyzing the literature and summarizing the conclusions.
 - c. discussing the limitations of current research findings.
 - d. identifying the major confounds in cross-cultural theory.

Answer: a

Topic/Concept: Some important themes

Difficulty Level: Easy

Skill Level: Understand

5. Which of the following involves studying behaviors of multiple cultures from *outside*

the system, and compares/contrasts features using criteria thought to be absolute or universal?

- a. emic approach
- b. etic approach
- c. homogeneous approach
- d. none of the above

Answer: b

Topic/Concept: A cross-cultural perspective

Difficulty Level: Moderate

Skill Level: Analyze

6. Brian, Michael, and Jennifer, as part of their senior thesis, are conducting a cross-cultural study of rites of passage among young Native American adults. They have already met the first two goals of the cross-cultural research method as outlined in the text. They are about to embark on the third goal of cross-cultural research, which is
- a. comparing culture-specific behaviors.
 - b. generalizing comparative research findings.
 - c. combining research findings from one cross-cultural study with those of related studies conducted in other cultures.
 - d. integrating findings in such a way as to generate a more universal psychology applicable to a wider range of cultural settings and societies.

Answer: d

Topic/Concept: Goals of the field

Difficulty Level: Moderate

Skill Level: Apply

7. One of the many goals of the Human Genome Project was to
- clarify legal issues related to genetic manipulation in humans.
 - explain cultural influences on genotypes.
 - change randomly occurring genetic mutations in a deliberate scientific effort.
 - map the DNA sequence included in the human organism.

Answer: d

Topic/Concept: Some important themes: Human Genome Project

Difficulty Level: Easy

Skill Level: Understand

8. According to Gardiner, one of the benefits of conducting cross-cultural research that cannot be overlooked is the notion that
- cross-cultural researchers can gather regularly at international meetings to discuss the latest research findings.
 - the number of independent and dependent variables to be investigated can be greatly increased in a cross-cultural design.
 - cross-cultural research findings can be used to generalize across cultures.
 - countries participating in cross-cultural research can become increasingly interdependent.

Answer: b

Topic/Concept: Some important themes: A cross-cultural perspective

Difficulty Level: Moderate

Skill level: Evaluate

9. Hasari is conducting a cross-cultural project looking at the frequency with which preschool children share toys and how sharing is related to parental involvement during play. In this study, the independent variable is
- parental involvement.
 - sharing of toys.
 - number of toys shared.
 - none of these

Answer: a

Topic/Concept: Some important themes: A cross-cultural perspective

Difficulty Level: Moderate

Skill Level: Apply

10. In Hasari's study, the dependent variable is
- parental involvement.
 - the type of toys shared.
 - sharing of toys.
 - none of these.

Answer: c

Topic/Concept: Some important themes: A cross-cultural perspective

Difficulty Level: Moderate

Skill Level: Apply

11. Azuma (2005) asserts that “traditional culture” no longer exists. Rather, he introduces a new concept that considers the interaction and influential forces that occur *between* cultures. He refers to this type of culture—one that goes beyond nationality, geography, class, and ethnicity—as
- ethnocentrism.
 - functional culture.
 - globalization.
 - pop culture.

Answer: b

Topic/Concept: What is cross-cultural human development

Difficulty Level: Easy

Skill Level: Understand

12. An important consideration for anyone doing cross-cultural research in human development is *ethnocentrism*. Gardiner defines this anthropological term as
- the belief that ethnicity is the most important cultural variable.
 - the belief that tribal social structure is basic to all humanity.
 - the belief that one’s culture is superior to others.
 - the belief that one’s ethnic group has historical land rights.

Answer: c

Topic/Concept: Some important themes: A cross-cultural perspective

Difficulty Level: Easy

Skill Level: Understand

13. In Super and Harkness's developmental niche, the unit of analysis is the
- family within its cultural setting.
 - culture.
 - tribe or micro-culture.
 - individual, often the child, within his or her cultural setting.

Answer: d

Topic/Concept: Some important themes: the developmental niche

Difficulty Level: Easy

Skill Level: Understand

14. One culture-specific practice that researchers have found to affect the degree to which a person is considered to be dependent or independent is
- who is included in the child's play group.
 - where infants sleep after they are born.
 - the overall size of the child's extended family.
 - The type of punishment administered to the child.

Answer: b

Topic/Concept: Some cross-cultural teasers

Difficulty Level: Easy

Skill Level: Understand

15. Hana and Ahmed are studying for their final exam in cross-cultural human development.

Hana correctly describes Bronfenbrenner's ecological model to Ahmed as

- a. a framework for understanding how various aspects of a culture guide the developmental process by focusing on the child as the unit of analysis within his sociocultural setting or context.
- b. a model for integrating various levels of interaction between culture and the individual.
- c. a theoretical foundation for appreciating how historical and cultural factors influence human development across the life span.
- d. a paradigm for illustrating how a child and her environment interact with genetic predisposition.

Answer: a

Topic/Concept: Some important themes: The ecological model

Difficulty Level: Easy

Skill Level: Understand

Test Questions: Short Answer Essay

1. Marcus comes to you for help. He needs to give an oral presentation in class on the developmental niche concept. He plans to discuss how the developmental niche can be

used in cross-cultural human development research. Based on your understanding of Chapter 1, what would you suggest Marcus say? Be sure to include examples.

Topic/Concept: Developmental niche model

Difficulty Level: Moderate/difficult

Skill Level: Evaluate

2. As a developmental psychologist interested in studying the impact of culture on gender identity, explain how the life span perspective might be used to gather data. Give examples.

Topic/Concept: Life span perspective

Difficulty Level: Moderate/difficult

Skill Level: Analyze

3. Think of a profession apart from academia, for example, in the business world, professional sports, or a service industry. Consider how your increased knowledge and understanding of cross-cultural human development could be an asset to you on the job. Give at least one specific example of a practical application of this knowledge in your “chosen” profession.

Topic/Concept: What is cross-cultural human development: practical applications

Difficulty Level: Moderate

Skill Level: Apply