CONTENTS

1 *Orienting Concepts and Ways of Understanding the Cultural Nature of Human Development* 3

Looking for Cultural Regularities 7

One Set of Patterns: Children's Age-Grading and Segregation from Community Endeavors or Participation in Mature Activities 8

Other Patterns 9

Orienting Concepts for Understanding Cultural Processes 10

Moving Beyond Initial Assumptions 13

Beyond Ethnocentrism and Deficit Models 15

Separating Value Judgments from Explanations 17

Diverse Goals of Development 18

Ideas of Linear Cultural Evolution 18

Moving Beyond Assumptions of a Single Goal of Human Development 20

Learning through Insider/Outsider Communication 24

Outsiders' Position 26

Insiders' Position 28

Moving between Local and Global Understandings 29

Revising Understanding in Derived Etic Approaches 30

The Meaning of the "Same" Situation across Communities 32

2 *Development as Transformation of Participation in Cultural Activities* 37

A Logical Puzzle for Researchers 38
An Example: "We always speak only of what we see" 39
Researchers Questioning Assumptions 41
Concepts Relating Cultural and Individual Development 42
Whiting and Whiting's Psycho-Cultural Model 43
Bronfenbrenner's Ecological System 44
Descendents 48
Issues in Diagramming the Relation of Individual and Cultural Processes 48
Sociocultural-Historical Theory 49
Development as Transformation of Participation in Sociocultural Activity 51

3 *Individuals, Generations, and Dynamic Cultural Communities* 63

Humans Are Biologically Cultural 63
Prepared Learning by Infants and Young Children 67
Where Do Gender Differences Come From? 71
Participation in Dynamic Cultural Communities 77
Culture as a Categorical Property of Individuals versus a Process of Participation in Dynamically Related Cultural Communities 77
The Case of Middle-Class European American Cultural Communities 85
Conceiving of Communities across Generations 89

4 *Child Rearing in Families and Communities* 102

Family Composition and Governments 104
Cultural Strategies for Child Survival and Care 106
Infant-Caregiver Attachment 111
Maternal Attachment under Severe Conditions 111
Infants' Security of Attachment 114
Attachment to Whom? 116
Family and Community Role Specializations 118
Extended Families 118
Differentiation of Caregiving, Companion, and Socializing Roles 121
Sibling Caregiving and Peer Relations 122
The Community as Caregiver 128
Children's Participation in or Segregation from Mature Community Activities 133
Access to Mature Community Activities 133

"Pitching in" from Early Childhood *135*
Excluding Children and Youth from Labor—and from Productive Roles *138*
Adults "Preparing" Children or Children Joining Adults *140*
Engaging in Groups or Dyads *141*
Infant Orientation: Face-to-Face with Caregiver versus Oriented to the Group *142*
Dyadic versus Group Prototypes for Social Relations *144*
Dyadic versus Multiparty Group Relations in Schooling *147*

5 ***Developmental Transitions in Individuals' Roles in Their Communities*** *150*

Age as a Cultural Metric for Development *152*
Developmental Transitions Marking Change in Relation to the Community *157*
Rates of Passing Developmental "Milestones" *159*
Age Timing of Learning *160*
Mental Testing *161*
Development as a Racetrack *162*
According Infants a Unique Social Status *163*
Contrasting Treatment of Toddlers and Older Siblings *164*
Continuities and Discontinuities across Early Childhood *165*
Responsible Roles in Childhood *168*
Onset of Responsibility at Age 5 to 7? *169*
Maturation and Experience *170*
Adolescence as a Special Stage *171*
Initiation to Manhood and Womanhood *174*
Marriage and Parenthood as Markers of Adulthood *176*
Midlife in Relation to Maturation of the Next Generation *179*
Gender Roles *181*
The Centrality of Child Rearing and Household Work in Gender Role Specializations *183*
Sociohistorical Changes over Millennia in Mothers' and Fathers' Roles *184*
Sociohistorical Changes in Recent Centuries in U.S. Mothers' and Fathers' Roles *186*
Occupational Roles and Power of Men and Women *190*
Gender and Social Relations *192*

6 ***Interdependence and Autonomy*** *194*

Sleeping "Independently" *195*
Comfort from Bedtime Routines and Objects *197*
Social Relations in Cosleeping *197*

Independence versus Interdependence with Autonomy 200
Individual Freedom of Choice in an Interdependent System 202
Learning to Cooperate, with Freedom of Choice 203
Adult-Child Cooperation and Control 207
Parental Discipline 208
Teachers' Discipline 211
Teasing and Shaming as Indirect Forms of Social Control 217
Conceptions of Moral Relations 221
Moral Reasoning 221
Morality as Individual Rights or Harmonious Social Order 222
Learning the Local Moral Order 224
Mandatory and Discretionary Concepts in Moral Codes 225
Cooperation and Competition 227
Cooperative versus Competitive Behavior in Games 228
Schooling and Competition 229

7 Thinking with the Tools and Institutions of Culture 236
Specific Contexts Rather Than General Ability: Piaget around the World 238
Schooling Practices in Cognitive Tests: Classification and Memory 241
Classification 242
Memory 243
Cultural Values of Intelligence and Maturity 246
Familiarity with the Interpersonal Relations used in Tests 247
Varying Definitions of Intelligence and Maturity 249
Generalizing Experience from One Situation to Another 253
Learning to Fit Approaches Flexibly to Circumstances 255
Cultural Tools for Thinking 258
Literacy 258
Mathematics 261
Other Conceptual Systems 266
Distributed Cognition in the Use of Cultural Tools for Thinking 270
Cognition beyond the Skull 271
Collaboration in Thinking across Time and Space 272
Collaboration Hidden in the Design of Cognitive Tools and Procedures 274
An Example: Sociocultural Development in Writing Technologies and Techniques 276
Crediting the Cultural Tools and Practices We Think With 278

8 *Learning through Guided Participation in Cultural Endeavors* 282

Basic Processes of Guided Participation 285
Mutual Bridging of Meanings 285
Mutual Structuring of Participation 287
Distinctive Forms of Guided Participation 301
Academic Lessons in the Family 302
Talk or Taciturnity, Gesture, and Gaze 310
Intent Participation in Community Activities 317

9 *Cultural Change and Relations among Communities* 327

Living the Traditions of Multiple Communities 329
Conflict among Cultural Groups 331
Transformations through Cultural Contact across Human History 334
An Individual's Experience of Uprooting Culture Contact 335
Community Changes through Recent Cultural Contacts 337
Western Schooling as a Locus of Culture Change 340
Schooling as a Foreign Mission 342
Schooling as a Colonial Tool 344
Schooling as a Tool of U.S. Western Expansion 346
The Persistence of Traditional Ways in Changing Cultural Systems 347
Contrasting Ideas of Life Success 350
Intervention in Cultural Organization of Community Life 352
Dynamic Cultural Processes: Building on More Than One Way 355
Learning New Ways *and* Keeping Cultural Traditions in Communities Where Schooling Has Not Been Prevalent 356
Immigrant Families Borrowing New Practices to Build on Cultural Traditions 358
Learning New Ways *and* Keeping Cultural Traditions in Communities Where Schooling Has Been Central 360
Cultural Variety as an Opportunity for Learning—for Individuals and Communities 361
The Creative Process of Learning from Cultural Variation 362
A Few Regularities 366
Concluding with a Return to the Orienting Concepts 367

References 371

Credits 413

Index 415