

Culture And The Development Of Management An International Example Paperback

Early childhood education programs are expected to provide exemplary care for all children—poor and affluent, children of color and White children—while also adapting care to include children's families and cultures. These two sets of expectations are often difficult for teachers and programs to meet. In this book, Carollee Howes shows how high-quality programs successfully adapt child development guidelines within cultural contexts, and why quality needs to be and can be measured in culturally specific ways. This important book: Closely examines ECE programs considered exemplary for low-income children of color. Shows how directors and teachers successfully use practices derived from their cultural communities to implement universal standards of child care. Identifies the commonalities in good early childhood programs that are shared across class, race, and ethnic communities. Offers best practices based on extensive assessments, interviews, and observations. "Will have immediate relevance for policy debates, for understanding the mechanisms of program effects, and for educators who wish to deepen their knowledge of practice." —Robert C. Pianta, University of Virginia "I urge all higher education faculty, in-service teacher trainers, accreditation observers, researchers, text-book writers and policymakers of standards to read this book." —From the Foreword by Louise Derman-Sparks

A comprehensive, systematic account of human development which is sensitive to the needs, interests and ecologies of nonwestern cultures and individuals is provided in this unique volume. The importance and value of the sociocultural milieu in shaping the growth and development of children is emphasized, and the author asserts throughout that children do not grow and develop according to the same patterns regardless of culture. The author describes developmental psychology from the perspective of West Africa, demonstrating how the local ecology and the resulting cultural ideology lead to differing ways in which children are conceptualized and socialized, and in turn how they develop. While much of his case material is from

As intercultural encounters between people in the modern world become more common, important questions have been raised about the nature of culture-specific differences and similarities. Focusing on the relationship between culture and human development, this timely book offers an interdisciplinary exploration of key developmental processes. It combines psychological and sociological approaches with cross-cultural research to examine phenomena such as the transfer of culture between generations and the universality of attachment theory. Drawing on detailed research from a range of cultural groups, leading international researchers consider the impact of social change and modernization on the development of the individual and at the societal level. Theoretical and methodological issues are presented in terms of how to apply the results of cross-cultural research as well as recent empirical research done in specialized areas of the field. Finally, short-term intercultural exchanges are examined and used to suggest some of the potential practical uses of cross-cultural research for the future. This book will be essential reading for anyone studying or researching in cultural psychology, cross-cultural psychology, acculturation or behavioral development. It will also prove an invaluable source of information for anyone interested in sociology and the social sciences in general.

"This book is a manifesto for building on diverse cultural strengths in international development. Gently but firmly, it demonstrates how and why cultural studies and anthropology have fallen short in application-and, arguably, in terms of social science. Nonetheless, anthropology and cultural studies have much to offer, as the book shows through lively examples ranging from West Africa to South Sudan, from Haiti to Hawai'i, from Nepal to Native America. Anthropology can provide distinctive information and compelling descriptions, case studies of successful adaptation and resistance, the deconstruction of cultural texts, useful checklists, and processes for combining outside expertise and local knowledge. Beyond the important task of identifying how cultural features interact with particular projects, *The Culture and Development Manifesto* displays new ways to think about goals (and risks), new kinds of alternatives, new and perhaps *métisse* ways to implement, and, as a result, new kinds of politics"--

How People Learn II

A Theory of Human Development

Culture and Enterprise

Culture and Development in a Globalizing World

Cultural Sustainability and Regional Development

Art, Culture and International Development

Acquiring Culture (Psychology Revivals)

Researchers examining children's mathematics acquisition are now questioning the belief that children learn mathematics principally through formalized, in-school mathematics education. There is increasing evidence that children gain mathematical understanding through their participation in out-of-school cultural practices and that their mathematics only occasionally resembles what they learn in the classroom. *Culture and Cognitive Development* presents the latest research by Dr. Geoffrey Saxe on this issue. In examinations of the mathematical understandings of child candy sellers in an urban center in

northeastern Brazil, Dr. Saxe finds sharp contrasts between mathematics as practiced in school and in real-world settings. In this unique research project he presents a penetrating conceptual treatment of the interplay between culture and cognitive development, filling a void in current research literature. Subjects examined include: the interplay between sociocultural and cognitive developmental processes the differences between math knowledge learned in and out of the classroom the ways math learning in the classroom is modified by children's out-of-school mathematics and, correspondingly, how practical out-of-school mathematics use is modified by formal education

Cross-Cultural Roots of Minority Child Development was the first volume to analyze minority child development by comparing minority children to children in their ancestral countries, rather than to children in the host culture. It was a ground-breaking volume that not only offered an historical reconstruction of the cross-cultural roots of minority child development, but a new cultural-historical approach to developmental psychology as well. It was also one of the best attempts to develop guidelines for building models of development that are multicultural in perspective, thus challenging scholars across the behavioral sciences to give more credence to the impact of culture on development and socialization in their respective fields of work. A true classic, Cross-Cultural Roots of Minority Child Development will remain an essential resource for any scholar who is interested in minority child development and engages in cross-cultural research and multidisciplinary methodologies.

By linking culture and tradition with socio-economic development, this book breaks new ground in the discourse on development. It highlights the differences between Euro-centric and African culture, where concepts such as capital accumulation, entrepreneurial attitudes and material wealth are not top priority. In doing so, it dispels popular myths, stereotypes and distortions, as well as discounting misleading accounts about major aspects of African culture and traditional practices.

The book is in step with a world where culturally diverse peoples interact with one another more than ever due to migration, worldwide media, and international trade and travel. With these interactions come changes to cultures and the psychological development of their members, and the implications for scholarship and policy are thoughtfully examined here. --

The Evolution of Culture

Advances in Culture and Psychology

A Scandinavian Perspective

The Value of Arts and Culture for Regional Development

Culture and Human Development

Technology, Culture and Development

Culture, Institutions, and Development

The concept of sustainable development is commonly divided into environmental, economic, social and cultural dimensions. While a variety of international actors have declared the importance of culture in sustainable development, jointly articulating this clearly has been difficult. For example, the Sustainable Development Goals (SDGs) that were adopted by the UN General Assembly in September 2015 contained only the most fleeting mention of culture. None of the SDGs referred directly to the case for integrating culture into sustainable development planning and decision-making. The role of cultural policy has remained unclear. This book contributes to a better understanding of the role of culture in achieving sustainability, focusing on the particular roles for cultural policy in this context. Cultural sustainability is conceptualised as the sustainability of cultural and artistic practices and patterns, and to the role of cultural traits and actions to inform and compose part of the pathways towards more sustainable societies. The links between culture and sustainable development are analysed in ways that articulate and contemplate different roles for cultural policy. The contributors take up the concerns and perspectives of international, national, and local authorities and actors, illuminating ways in which these multi-scale efforts both intersect and diverge. This book was originally published as a special issue of the International Journal of Cultural Policy.

What is the animating 'spirit' behind what may appear to be the coldly calculating world of markets and business enterprise? Though often mathematically modelled in dry terms, markets can be looked at instead as meaningful domains of human activity. To economists, markets have been seen as nothing but objective 'forces' or allocation 'mechanisms'. This book, however, argues that they can be seen as involving the human spirit, personal expression and moral commitments. It presents the view that markets are not so much things that need to be measured as meanings that need to be narrated and interpreted. The aim of this book is to introduce two scholarly fields to one another, economics and cultural studies, in order to pose the question: how does culture matter to the economy? When we look at the economy as a legitimate domain of culture, it transforms our understanding of the nature of business life. By viewing markets as an integral part of our culture, filled with the drama of human creativity, we might begin to better appreciate their role in the world.

This book explores the role that arts and culture can play in supporting global international development. The book argues that arts and culture are fundamental to human development and can bring considerable positive results for helping to empower communities and provide new ways of looking at social transformation. Whilst most literature addresses culture in abstract terms, this book focuses on practice-based, collective, community-focused, sustainability-minded, and capacity-building examples of arts and development. The book draws on case studies from around the world, investigating the different ways practitioners are imagining or defining the role of arts and culture in Belize, Canada, China, Ethiopia, Guatemala, India, Kosovo, Malawi, Mexico, Peru, South Africa, Sri Lanka, Taiwan, Thailand, the USA, and Western Sahara refugee camps in Algeria. The book highlights the importance of situated practice, asking what questions or concerns practitioners have and inviting a dialogic sharing of resources and possibilities across different contexts. Seeking to highlight practices and conversations outside normative frameworks of understanding, this book will be a breath of fresh air to practitioners, policy makers, students, and researchers from across the fields of global development, social work, art therapy, and visual and performing arts education.

This book positions imagination as a central concept which increases the understanding of daily life, personal life choices, and the way in which culture and society changes. Case studies from micro instances of reverie and daydreaming, to utopian projects, are included and analysed. The theoretical focus is on imagination as a force free from immediate constraints, forming the basis of our individual and collective agency. In each chapter, the authors review and integrate a wide range of classic and contemporary literature culminating in the proposal of a sociocultural model of imagination. The book takes into account the triggers of imagination, the content of imagination, and the outcomes of imagination. At the heart of the model is the interplay between the individual and culture; an exploration of how the imagination, as something very personal and subjective, grows out of our shared culture, and how our shared culture can be transformed by acts of imagination. Imagination in Human and Cultural Development offers new perspectives on the study of psychological learning, change, innovation and creativity throughout the lifespan. The book will appeal to academics and scholars in the fields of psychology and the social sciences, especially those with an interest in development, social change, cultural psychology, imagination and creativity.

The Anthropology and Neurobiology of Ecstatic Experience

Tradition, Culture and Development in Africa

Historical Lessons for Modern Development Planning

Arts and Culture in Global Development Practice

New Insights Into an Old Debate

The Oxford Handbook of Human Development and Culture

An Interdisciplinary Perspective

Although scholars have devoted much attention to the impact of technology on society, they have tended to slight the question of how technology is affected by social systems. The authors of this volume take precisely this approach in their examination of the "Soviet model" of development. This book surveys the history and current state of science and technology in the USSR and its former satellites. It then looks at the economic and social environment for technological innovation and examines the impact of the "energy shock" in the transitional economies of the region. Finally, it discusses the ecological devastation of the USSR and Eastern Europe, its connection with the "Soviet model" and the prospects for reconstruction. The central argument of the book is that the cultural and social factors and the legacy of the Soviet model will inevitably figure in the reconstruction of the East.

This book examines the intersection between cultural identities and development in African and the Diaspora from multidisciplinary perspectives. Starting with the premise that culture is one of the most significant factors in development, the book examines diverse topics such as migrations of musical forms, social media, bilingualism and religion. Foregrounding the work of Africa based scholars, the book presents strategies for identifying solutions to the challenges facing African culture and development. This book will be of interest to students and scholars of African Studies and African Culture and Society.

Three-year-old Kwara'ae children in Oceania act as caregivers of their younger siblings, but in the UK, it is an offense to leave a child under 14 years without adult supervision. In the Efe community in Zaire, infants routinely use machetes with safety and some skill, although U.S. class adults often do not trust young children with knives. What explains these marked differences in the capabilities of these children? Recently, traditional understandings of human development held that a child's development is universal and that children have characteristic skills that develop independently of cultural processes. Barbara Rogoff argues, however, that human development must be understood as a cultural process, not simply a biological or psychological one. Individuals develop as members of a community, and their development can be fully understood by examining the practices and circumstances of their communities.

In this deeply probing, intellectually challenging work, Dr. Jaan Valsiner lays the groundwork for a dynamic new cultural-historical approach to developmental psychology. He begins by deconstructing traditional developmental theory, exposing the conceptual confusion and epistemological blind spots that he believes continue to undermine the scientific validity of its methodologies. He describes the ways in which embedded cultural biases shape interventional goals and influence both the direction research takes and the ways in which research data are interpreted. He suggests ways in which researchers and clinicians can become more aware of and transcend those biases. Dr. Valsiner then develops a hierarchical, systemic model that portrays development as an open-ended, dialectical process. Central to Valsiner's approach is the premise that since each child is unique--as are his or her life conditions--deviations in function or the rate of development from a prescribed norm are as likely to be constructive adaptations to changing environmental pressures as symptoms of psychological disorder. Drawing upon sources as diverse as linguistic philosophy, structural anthropology, thermodynamics, and systems theory, as well as the work of many of the leading figures in twentieth-century developmental theory, Valsiner argues convincingly for an approach to developmental psychology mature enough to recognize the difference between healthy variability and dysfunction. In later chapters the focus shifts from development in the abstract to the everyday challenges encountered by the developing child. Case histories illustrate the subtle interplay of cultural, physiological, and psychological factors in shaping childhood behavior. Called an "intellectual tour de force" by the Bulletin of the Menninger Clinic, *Culture and the Development of Children's Action* is an important reading for developmental psychologists, child psychologists, and all child clinicians. "Of course, no science progresses in a linear fashion. It moves interdependently with the society in which it is embedded, making use of the narrative forms in which it tells itself to its insiders and outsiders. The rhetoric of scientists about their science is therefore necessarily inconsistent. Sciences are both social institutions within a society and social organizations that attempt to build universal knowledge. It is a complicated task for psychology to be both knowledge-constructing and self-reflexive at the same time. Nevertheless, it is the latter kind of reflexivity that guides the actual construction of knowledge." -- Jaan Valsiner "[This book] is a fascinating and important work that challenges much of contemporary developmental psychology. The Second Edition has changed in a number of respects, and much new material has been added, but at root, Valsiner grapples with the question 'how shall we understand development?' He continues to struggle also with what he describes rather vividly as the 'epistemological winds of psychology.' His challenge is summed up succinctly in two lines from a poem by T. S. Eliot: * Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?" -- -- from the Foreword by Kevin Connolly

Nurturing Positive Change

Culture and Cognitive Development

The Development of Civilization to the Fall of Rome

Economics, Culture and Development

Tourism, Culture and Development

Expression, Identity and Empowerment

The Importance of Cross-Cultural Research for the Social Sciences

Çi?dem Ka?itçiba?i has long been at the forefront of research in developmental and cultural psychology, and is one of the world's most highly respected cross-cultural psychologists. This collection of essays has been produced in honor of Professor Ka?itçiba?i's retirement and to commemorate her contribution to the field. The volume examines social, developmental, and cultural psychology and intervention policies. A select group of international expert scholars explore those aspects of human behavior that are observed in all cultures, as well as those that are unique to each. They also examine changes in the family across socio-cultural contexts and generations in order to understand the factors precipitating these changes. Representing

developments in theory and research in the field, this volume that will appeal to researchers and students of developmental and cross-cultural psychology across the world.

This book examines how culture affects several aspect of human development, such as cognition, emotion, sociolinguistics, peer relationships, family relationships.

Big business, financial institutions, and capitalist powers have wreaked much havoc on the Third World in the name of development. This book re-imagines development through a careful and imaginative exploration of some of the many ways that culture – in the broadest sense of lived experience and its representation – can recenter resistance, suggest alternative models, and advance critiques of development as it is currently practiced. The diverse group of scholars and activists who contribute chapters to the volume engage with the puzzle of how best to conceptualize an alternative development that improves the living conditions of women and men in different parts of the world and simultaneously demands solutions that focus on the integration of gender, diversity, and development with the realities of people's lives.

This book provides a holistic, multi-stakeholder picture of the first twenty years of tourism development in aremote region of Eastern Indonesia. It is a rich description of how tourism is intertwined with life in anon-western, marginal community. Based on anthropological methods, this ethnography is about tourism and socio-cultural change, tourists, conflict, globalisation, poverty and powerlessness.

Humanizing social transformation

Culture and Development in Africa and the Diaspora

Geographies, Actors and Paradigms

New Syntheses in Theory, Research, and Policy

The Handbook of Culture and Psychology

Culture, Development and Social Theory

Child and Adolescent Development in Cultural Context

The field of culture and psychology is one of the fastest growing areas in the social sciences. As a repeating annual series, Advances in Culture and Psychology will be the first to offer state-of-the-art reviews of scholarly research programs in the growing field of culture and psychology.

Entheogens and the Development of Culture makes the radical proposition that mind-altering substances have played a major part not only in cultural development but also in human brain development. Researchers suggest that we have purposely enhanced receptor sites in the brain, especially those for dopamine and serotonin, through the use of plants and fungi over a long period of time. The trade-off for lowered functioning and potential drug abuse has been more creative thinking--or a leap in consciousness. Experiments in entheogen use led to the development of primitive medicine, in which certain mind-altering plants and fungi were imbibed to still fatigue, pain, or depression, while others were taken to promote hunger and libido. Our ancestors selected for our neural hardware, and our propensity for seeking altered forms of consciousness as a survival strategy may be intimately bound to our decision-making processes going back to the dawn of time. Fourteen essays by a wide range of contributors—including founding president of the American Anthropological Association's Anthropology of Religion section Michael Winkelman, PhD; Carl A. P. Ruck, PhD, Boston University professor of classics and an authority on the ecstatic rituals of the god Dionysus; and world-renowned botanist Dr. Gaston Guzman, member of the Colombian National Academy of Sciences and expert on hallucinogenic mushrooms—demonstrate that altering consciousness continues to be an important part of human experience today. Anthropologists, cultural historians, and anyone interested in the effects of mind-altering substances on the human mind and soul will find this book deeply informative and inspiring. From the Trade Paperback edition.

There is a growing recognition of the role that culture can play in sustainable development strategies. This development has generally been welcomed, but also raises a number of questions: What are the implications in policy and practice? Who are the most influential voices in promoting a global agenda for culture and development, and to what extent has the creation of new international policy instruments reflected a consensus? More fundamentally, what is meant by "culture" in these discussions and who has the power to give particular definitions political and legal authority? The Politics of Cultural Development seeks to provide a theoretically and historically informed response to such questions, illustrated by reference to case studies (including the European Union, the Caribbean and China). Particular attention is paid to the formation of the UNESCO Convention on the Protection and the Promotion of the Diversity of Cultural Expressions, a landmark instrument in debates about culture and development. The book goes on to explore some of the practical implications that this international treaty is beginning to have for the ways that culture is (and is not) being integrated into contemporary development policy and practice. This book will be useful for students, academics and policymakers in the fields of international development, international relations, international political economy, cultural policy and cultural theory.

Meeting the aims of sustainability is becoming increasingly difficult; at the same time, the call for culture is becoming more powerful. This book explores the relationships between culture, sustainability and regional change through the concept of 'territorialisation'. This new concept describes the dynamics and processes in the context of regional development, driven by collective human agency that stretches beyond localities and marked-off regional boundaries. This book launches the concept of 'territorialisation' by exploring how the natural environment and culture are constitutive of each other. This concept allows us to study the characterisation of the natural assets of a place, the means by which the natural environment and culture interact, and how communities assign meaning to local assets, add functions and ascribe rules of how to use space. By highlighting the time-space dimension in the use and consumption of resources, territorialisation helps to frame the concept and grasp the meaning of sustainable regional development. Drawing on an international range of case studies, the book addresses both conceptual issues and practical applications of 'territorialisation' in a range of contexts, forms, and scales. The book will be of great interest to researchers and postgraduates in sustainable development, environmental studies, and regional development and planning.

Cultural Policies for Sustainable Development

Towards an Integrated Social Development

Bridging Cultural and Developmental Approaches to Psychology

Culture and the Development of Children's Action

On the Edges of Development

Volume 3

A Third World Perspective

This refreshing volume introduces a theory for explaining cross-national differences in the social practice of women (and men) in the areas of family and employment. This provides a theoretical framework for the ensuing comprehensive cross-national analysis of the degree and forms of labour market integration of women in three European countries - Finland, West Germany and the Netherlands - from the 1950s until 2000. Cross-national differences are explained with a focus on cultural change and the development of welfare state, labour markets, the family and social movements. It is evident that change took place along different development paths that were based on deep-rooted historical differences in the cultural ideals of the family. Such historical differences and their explanations also form part of the analysis. The results of this survey contribute to the further development of cross-national sociology on social change, social and gender inequality, welfare state, labour markets and family structures.

This book examines the treatment of culture and development in the discipline of economics, thereby filling a conspicuous gap in current literature. Economics has come a long way to join the 'cultural turn' that has swept the humanities and social sciences in the last half century. This volume identifies some of the issues that major philosophies of economics must address to better grasp the cultural complexity of contemporary economies. This book is an extensive survey of the place of culture and development in four theoretical economic perspectives—Neoclassical, Marxian, Institutional, and Feminist. Organized in nine chapters with three appendices and a compendium of over 50 interpretations of culture by economists, this book covers vast grounds from classical political economy to contemporary economic thought. The literatures reviewed include original and new institutionalism, cultural economics, postmodern Marxism, economic feminism, and the current culture and development discourse on subjects such as economic growth in East Asia, businesswomen entrepreneurs in West Africa, and comparative development in different parts of Europe. Zein-Elabdin carries the project further by borrowing some of the insights from postcolonial theory to call for a more profound rethinking of the place of culture and of currently devalued cultures in economic theory. This book is of great interest for those who study Economic development, International relations, feminist economics, and Economic geography

One of the major works of twentieth-century anthropological theory, written by one of the discipline's most important, complex, and controversial figures, has not been in print for several years. Now Evolution of Culture is again available in paperback, allowing today's generation of anthropologists new access to Leslie White's crucial contribution to the theory of cultural evolution. A new, substantial introduction by Robert Carneiro and Burton J. Brown assess White's historical importance and continuing influence in the discipline. White is credited with reintroducing evolution in a way that had a profound impact on our understanding of the relationship between technology, ecology, and culture in the development of civilizations. A materialist, he was particularly concerned with societies' ability to harness energy as an indicator of progress, and his empirical analysis of this equation covers a vast historical span. Fearlessly tackling the most fundamental questions of culture and society during the cold war, White was frequently a lightning rod both inside and outside the academy. His book will provoke equally potent debates today, and is a key component of any course or reading list in anthropological or archaeological theory and cultural ecology.

In this new volume, 28 Scandinavian researchers and others who are active in arts and culture seek to answer the questions: What has been the effect of regional and local investment in arts and culture? And what positive and negative experiences have there been? This book describes and analyzes the extent to which cultural investments at local and regional levels have stimulated development and led to essential processes of change for the community in general. Of special interest is how different places manage to "turn the tide". What do their development processes involve? Which ways and means do they use to go forward in order to change their paths and start anew? These are just a few of the important questions addressed in this book. One of the most important findings is that while you can never transfer the successful renewal of one place to another like a blueprint, certain common patterns in the cultural processes are discernible. The contributors to this book show the breadth of theoretical tools that can be used to increase awareness of the significance of culture for regional development. Throughout the book readers will find a multitude of theoretical concepts, from entrepreneurship theory, organizational institutionalism and cultural economy, to cultural planning and art management. This book will appeal to scholars and practitioners of urban and regional studies, and cultural and creative economics.

Imagination in Human and Cultural Development

Hopes, Dreams and Realities in East Indonesia

Culture, Community, and Development

Culture and Child Development in Early Childhood Programs

Women, Culture, and Development

The Politics of Cultural Development

Development of Culture, Welfare States and Women's Employment in Europe

Culture is a living thing. In social settings, it is often used to represent entire ways of life, including rules, values, and expected behavior. Varying from nation to nation, neighborhood to neighborhood and beyond, even in the smallest localities, culture is a motivating factor in the creation of social identity and serves as a basis for creating cohesion and solidarity. This book explores the intersection of culture and community as a basis for locally and regionally based development by focusing on three core bodies of literature: theory, research, and practice. The first section, theory, uncovers some of the more relevant historical arguments, as well as more contemporary examinations. Continuing, the research section sheds light on some of the key concepts, variables, and relationships present in the limited study of culture in community development. Finally, the practice section brings together research and theory into applied examples from on the ground efforts. During a time where the interest to retain the uniqueness of local life, traditions, and culture is significantly increasing in community-based development, the authors offer a global exploration of the impacts of culturally based development with comparative analysis in countries such as Korea, Ireland, and the United States. A must-read for community development planners, policymakers, students, and researchers.

Until the 70s and 80s anthropologists studying different cultures had mainly confined themselves to the behaviour and idea systems of adults. Psychologists, on the other hand, working mainly in Europe and America, had studied child development in their own settings and simply assumed the universality of their findings. Thus both disciplines had largely ignored a crucial problem area: the way in which children from birth onwards learn to become competent members of their culture. This process, which has been called 'the quintessential human adaptation', constitutes the theme of this volume, originally published in 1988. It derives from a workshop held at the London School of Economics which brought together fieldworkers who in their studies had paid more than usual attention to children in their cultures. Their experience and foci of interest were varied but this very diversity serves to illuminate different facets of the acquisition of culture by children, ranging in age from pre-

verbal infants to adolescents. Evolutionarily primed for culture-learning, children are responsive to a rich web of influences from subtle and indirect as in their music and dance to direct teaching in the family guided by culture-specific ideas about child psychology. Some of the salient things they learn relate to gender, status and power, critical for the functioning of all societies. The introductory essay provides the necessary historical background of the development of child study in both anthropology and psychology and outlined how future research in the ethnography of childhood should proceed. The book concludes with an annotated bibliography providing a guide to the literature from 1970 onwards.

Cultural and cross-cultural psychology and research continue to make strong contributions to mainstream psychology. Researchers and theoreticians from all parts of the globe increasingly contribute to this endeavor, enabling cultural and cross-cultural psychology and research to be one of the most exciting areas of study in psychology. This book describes the continued evolution and advancement of the main research domains of cultural and cross-cultural psychology. Renowned authors not only review the state-of-the-art in their respective fields but also describe the challenges and opportunities that their respective research domains face in the future. New chapters cover the teaching of a culturally informed psychology and the increasing changes and advancements of cultures and societies around the world and their impact on individual psychologies. This volume covers standard areas of well-studied concepts such as development, cognition, emotion, personality, psychopathology, psychotherapy, and acculturation, as well as emerging areas such as multicultural identities, cultural neuroscience, and religion. It is a must read for all culturally informed scholars, both beginning and experienced.

Using recent research on development projects around the world, this book argues that culture has become an explicit tool and framework for development discourse and practice. Providing a theoretical and empirically informed critique, this informative book includes conceptual overviews and case studies on topics such as: development for indigenous people natural resource management social capital and global markets for Third World music post-apartheid South Africa cultural difference in the USA's late capitalism. The editor concludes by evaluating the outcomes of development's 'cultural turn', proposing a framework for future work in this field. By combining case studies from both 'Third World' and 'First World' countries, the book, ideal for those in the fields of geography, culture and development studies, raises innovative questions about the 'transferability' of notions of culture across the world, and the types of actors involved.

Culture in Law and Development

Entheogens and the Development of Culture

Perspectives on Human Development, Family, and Culture

Practices for Quality Education and Care

Cultural Interventions

A Study of Human Capabilities

Studies in Mathematical Understanding

Does culture matter? This question has taken on added significance since fundamentalist revivalism has recently gained ground in different parts of the world. The old controversy between Max Weber and Karl Marx, which centres around the extent to which cultural factors such as social norms and values affect economic growth is of critical importance, particularly because of its policy implications. Indeed, if culture is not an autonomous factor susceptible to influencing economic realities, it should not matter and public authorities can dispense with thinking about cultural interventions. On the other hand, if culture does have a real impact, the question arises as to whether it is conducive or detrimental to economic growth, political liberalization, and the emancipation of individuals among other things. Culture, Institutions, and Development addresses this debate at a concrete level by looking at five important issues: the role of tradition and its influence on development; the role of religion, with special reference to Middle Eastern countries; the role of family, kinship, and ethnic ties in the process of development; the relationship between culture and entrepreneurship; and the relationship between culture and poverty. This collection offers a nuanced view that neither denies nor exaggerates the role of cultural factors in explaining relative growth performances across countries. Instead, the contributors focus on the dynamic, two-way relationship between culture and development in a way that stresses policy stakes and the value of multidisciplinary collaboration between economists, historians and other social scientists. This book will be of interest to postgraduates and researchers in all the social sciences, as well as to professionals working in national development agencies, international organisations, and Non-Governmental Organisations.

* Distinguished editors and contributors* Addresses questions of some urgency for the question of women's quality of life* Inter-disciplinary, ranging over philosophy, economics, political science, anthropology, law and sociology* Combines theory with case-studies* Accessible to non-specialist reader* Sequel to The Quality of Life, edited by Martha Nussbaum and Amartya Sen, applying the 'capabilities' approach outlined in that volume* Topical - challenges 'politically correct' relativist approaches and discusses the validity of charges of 'cultural imperialism' levelled at Western aid and intervention policies. Women, a majority of the world's population, receive only a small proportion of its opportunities and benefits. According to the 1993 UN Human Development Report, there is no country in the world in which women's quality of life is equal to that of men. This examination of women's quality of life thus addresses questions which have a particular urgency. It aims to describe the basic situation of all women and so develops a universal account that can answer the charges of 'Western imperialism' frequently made against such accounts. The contributors confront the issue of cultural relativism, criticizing the relativist approach which, in its desire to respect different cultural traditions, can result in indifference to injustice. An account of gender justice and women's equality is then proposed in various areas in which quality of life is measured. These issues are related throughout to the specific contexts of India, Bangladesh, China, Mexico, and Nigeria through a series of case studies. Disciplines represented include philosophy, economics, political science, anthropology, law, and sociology. Like its predecessor, The Quality of Life, this volume encourages the reader to think critically about the central fundamental concepts used in development economics and suggests major criticisms of current economic approaches from that fundamental viewpoint. Contributors: Martha Nussbaum, Marty Chen, Susan Wolf, Jonathan Glover, Onora O'Neill, David Crocker, Hilary Putnam, Linda Alcoff, Amartya Sen, Susan Moller Okin, Ruth Anna Putnam, Cass R. Sunstein, Christine M. Korsgaard, Catherine Lutz, Xiaorong Li, Margarita M. Valdes, Nkiru Nzegwu

With a broad coverage of theoretical and methodological issues, this book provides a cultural perspective on every stage of human development, demonstrating the interface between cultural psychology and developmental psychology. Culture is not simply an explanation of last resort, but is itself a rich, multifaceted and contested concept and set of practices that needs to be expanded, appreciated and applied in fresh ways if it is to be both valued in itself and to be of use in practical development. This innovative book places culture, specifically in the form of the arts, back at the centre of debates in development studies by introducing new ways of conceptualizing art in relation to development. The book shows how the arts and development are related in very practical ways – as means to achieve development goals through visual, dramatic, filmic and craft-inspired ways. It advocates not so much culture and development, but rather for the development of culture. Without a cultural content to economic and social transformation the problems found in much development – up-rooting of cultures, loss of art forms, languages and modes of expression and performance – may only accelerate. Paying attention to the development of the arts as the content of development helps to amend this culturally destructive process. Finally, the book argues for the value of the arts in attaining sustainable cultures, promoting poverty alleviation, encouraging self-empowerment, stimulating creativity and the social imagination, which in turn flow back into wider processes of social transformation. Discussion questions at the end of each chapter make this book ideal to help foster further thinking and debate. This book is an inspiring read for postgraduate students and researchers in the fields of development studies, cultural studies and sociology of development.

Learners, Contexts, and Cultures

The Experience of the Soviet Model

Theories and practices of territorialisation

Cross-Cultural Roots of Minority Child Development

Cross Cultural Studies in Child Development

The Cultural Nature of Human Development

Trade, cultural policy and the UNESCO Convention on Cultural Diversity

The Oxford Handbook of Human Development and Culture provides a comprehensive synopsis of theory and research on human development, with every chapter drawing together findings from cultures around the world. This includes a focus on cultural diversity within nations, cultural change, and globalization. Expertly edited by Lene Arnett Jensen, the Handbook covers the entire lifespan from the prenatal period to old age. It delves deeply into topics such as the development of emotion, language, cognition, morality, creativity, and religion, as well as developmental contexts such as family, friends, civic institutions, school, media, and work. Written by an international group of eminent and cutting-edge experts, chapters showcase the burgeoning interdisciplinary approach to scholarship that bridges universal and cultural perspectives on human development. This "cultural-developmental approach" is a multifaceted, flexible, and dynamic way to conceptualize theory and research that is in step with the cultural and global realities of human development in the 21st century.

The growth of international law in the post-World War II era stemmed partly from the belief that universal norms would make life for the entire world's population safer, more equitable, and more conducive to each person's acquisition of basic material needs. Starting in the sixties and seventies, some scholars and activists challenged this assumption and established the school of "cultural relativism," a model that pays deference to local cultural traditions and favors them over international human rights norms. Scholars tried to create and practice a middle-ground approach between universalism and relativism, whereby the most egregious violations would be prevented through assimilating only jus cogens norms into indigenous groups' existing cultural traditions. Such efforts at combining a few select international norms with local cultural traditions largely failed. Culture in Law and Development presents a provocative new solution to the seemingly intractable problem of combining international norms with local cultural traditions by changing culture through law and development. In this book, Lan Cao demonstrates how the gradual expansion of customary international law (CIL) provides a model for changing culture in ways that protect and advance local populations. The book adopts a holistic view of development and argues that cultural norms that impede the human capabilities of the poor, women, and other marginal groups should be changed. The book reveals how a more conscious, coordinated effort on such change can succeed while non-violative local traditions are otherwise honored and preserved. Cao proposes that cultural change does not have to constitute cultural disrespect, and that local societies only benefit by a careful combination of externally wrought change and internally fostered tradition.

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

This important book places culture back at the centre of debates in development studies. It introduces new ways of conceptualizing culture in relation to development by linking development studies to cultural studies, studies of social movements, religion and the notion of 'social suffering'. The author expertly argues that in the current world crises it is necessary to recover a more holistic vision of development that creates a vocabulary linking more technical (and predominantly economic) aspects of development with more humanistic and ecological goals. Any conception of post-capitalist society, he argues, requires cultural, as well as economic and political, dimensions.

The Culture and Development Manifesto

The Development, Representation and Morality of Business

Human Development in Cultural Context