Ron’s notes

September 24, 2018

[**CBC Nature of Things**](https://watch.cbc.ca/media/the-nature-of-things/season-52/babies-born-to-be-good/38e815a-009db42a611) (begin at 23:05)

**Psychology Resource Guide**

Bibliography assignment now on Moodle

[**SPARK**](https://spark.library.yorku.ca/) – Getting Started section

Cultural phenomena of interest

The concept of social class

Economic and social resources

Status

Type of work, level of education, income

How many classes?

Class in American culture

Anyone can achieve economic success with hard work

In British culture?

What are the shared meanings, beliefs associated with a specific class?

“enjoying the comfort of like minds”, “people like us”

What are the characteristics of a culture, how are they formed, how are they maintained?

**Hanley article**

Social mobility

Council estates

Comparison to traveling from one part of the world to another.

The “wall in the head” – self-fulfilling prophecy

What is possible? Entitlement

Self-confidence and class

Attempts to “pass”

Cultural capital – “silent symbols more powerful than money”

-- “keys that can’t be bought”

-- “tone of conversation”

How is the hierarchy maintained?

Being respectable. What does it mean to Hanley?

Rough, posh

Middle-class beliefs about the working class

Aspirational and non-aspirational

Quote from p. 18 – “We carry and clothe ourselves according to our class …”

“Collective conviction that there was no point”

The value of school – having a “laff”

**Is it the lads or the system?**

**Blaming individuals for structural failings**

Keeners

Solidarity

Quote from p. 21 – “what it meant to come from Chelmsley Wood: …”

Surplus powerlessness – “Powerlessness corrupts”, p. 23

Autonomy exists, learned helplessness

What is it that binds us?

“Nothing else mattered except the approval of peers”, p. 26

“Invisible walls … to which we reacted as if they were real”, p. 28

**Steinberg chapter**

Workers in printing industry in early 20th century Russia

Resistance - “an obstinate audience for employers’ efforts to proselytize the ideal of a family of workers and employers and the values of discipline, sobriety, and gratitude”, p. 67

Printing workers as a moral community – is this the same as a culture? What maintains it?

Community shared beliefs, values, practices (customs and mores) – look to identify examples:

Drinking habits and rituals

Manners of speech and demeanor

Attitudes towards work and leisure

Contrast with the community of employers

Subordination as a theme in the readings. How cope with this subordination? Its effects?

Apprenticeship – formal here, but we will look at apprenticeship as a model ideal of what is happening in cultural development (Rogoff)

Distressing, traumatic

Social lessons – “what it means to be a comrade” – “preparation to join the community” pp. 71-72

Acculturation through imitation

Sense of self and identity (competing identities of family, neighbourhood)

Collectivity

Cultural practices as ways of managing tensions among individual/collective tendencies

“solidarity and difference often coexisted”, p. 82

The culture of “boozing and scandal” alongside the “pursuit of respectability”

Boundaries of community

Italians and aristocrats – what defines the groups, where are the boundaries?

Attempts to improve workers

How a sense of identity perpetuates a community

Defiant gestures

**Arnett paper**

Arnett’s thesis – p. 603

Mainstream psychology “an insular enterprise”

“Why American Psychology Needs to Become Less American”

[A WEIRD view of human nature](http://www2.psych.ubc.ca/~henrich/pdfs/WEIRD%20in%20Science.pdf" \t "_blank)

Western, educated, industrialized, rich, democratic

Demographics re income, education, health

But aren’t basic psychological processes the same for everyone, everywhere?

A particular philosophy of science dominates American Psychology

Modeled on natural sciences

Experimental, cause-effect research

Universal laws (nomothetic vs idiographic)

Small # of variables studied in isolation with distracting variables controlled

Second Psychology – Wundt, Dewey, Vygotsky

How does he do his research? His data.

Dominant areas of psychology today – cognition, neuroscience, behaviour genetics

His examples of why need a broader psychology?

Developmental – peer relations

Social – gender roles

Clinical – marital relations

Family, Health, Education

Proposals for a more cultural psychology

Alternatives to basic psychological process study: fundamentalism, terrorism, ecological crises, war, HIV pandemic, poverty

[Liberation Psychology: Learning from Latin America](http://www.compsy.org.uk/PSLarticle.pdf)

Psych majors should study abroad

More emic, less etic

**Perlstein article**

West Virginia coal mining during the 30’s

Roosevelt’s New Deal

John Dewey’s progressive education

“students whose imaginations and capacity for self-direction had been distorted by poverty and alienation”

Focused on interest, engagement, activity, reflection on doing

Perlstein’s concern that Arthurdale did not promote reflection on class relations and economic inequities. – Agnotology – purposeful miseducation

Arthurdale as an attempt to manipulate the system in a way that would give the poor “lives of beauty, dignity, freedom, and grace.”

But Perlstein argues that the school activities distracted students from their everyday lives rather than prompting reflection on it.

The school activities ignored class and class antagonism

Pay attention to the section “Community, Culture, and Agnotology”

Missed opportunities for dealing with race issues uniting working class

**Who is sharing what belief and value systems?**

Parent’s desire for a certain kind of schooling – their shared beliefs about the meaning of school

**Rogoff paper**

Thinking with the tools and institutions of culture

Thinking involves interpersonal and community processes, not just individual

Rogoff’s notion of active participation as source of understanding

Western schooling

Vygotsky’s notion of cultural tools for thinking and ZPD

Thinking as social and cultural, artificial to divide into isolated parts

Development is not acquisition of isolated knowledge and skills

Final paragraph of introduction lays out Rogoff’s issues

Situated cognition

Western schooling

What is intelligence?, what is maturity?

How is learning generalized and adapted to circumstances?

Tie of thinking to social aspects of situations

Using cultural thinking tools – literacy, mathematics

Japanese abacus users

Narrative structure

Distributed cognition