41st Annual Meeting of SCCR
8th Annual Meeting of SASci
3rd Annual Meeting of ACYIG

UNLV EXTENDS A WARM WELCOME TO Fabulous LAS VEGAS NEVADA

Las Vegas, NV 2012

Riviera Hotel
Las Vegas, Nevada, USA
February 22-25, 2012
Riviera Hotel Map
# Table of Contents

## Contents

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotel Map</td>
<td>1</td>
</tr>
<tr>
<td>Convention Center Map</td>
<td>2</td>
</tr>
<tr>
<td>Welcome to Southern Nevada! A Letter from the Organizing Committee</td>
<td>4</td>
</tr>
<tr>
<td>Acknowledgements, Local Organizing Committee, Program Committees</td>
<td>6</td>
</tr>
<tr>
<td>Organization Officers</td>
<td>7</td>
</tr>
<tr>
<td>SCCR Organization, Membership Information</td>
<td>8</td>
</tr>
<tr>
<td>SASci Organization, Membership Information</td>
<td>9</td>
</tr>
<tr>
<td>ACCIG Organization, Membership Information</td>
<td>10</td>
</tr>
<tr>
<td>SCCR Awards</td>
<td>11</td>
</tr>
<tr>
<td>Leigh Minturn Memorial Award for Early Career Cross-Cultural Research</td>
<td></td>
</tr>
<tr>
<td>John &amp; Beatrice Whiting Memorial Award for</td>
<td></td>
</tr>
<tr>
<td>Outstanding Student in Cross-Cultural Studies</td>
<td></td>
</tr>
<tr>
<td>Special Events</td>
<td>12</td>
</tr>
<tr>
<td>Keynote Speakers</td>
<td>13</td>
</tr>
<tr>
<td>Wednesday Program</td>
<td>14</td>
</tr>
<tr>
<td>Thursday Program</td>
<td>14</td>
</tr>
<tr>
<td>Friday Program</td>
<td>19</td>
</tr>
<tr>
<td>Saturday Program</td>
<td>25</td>
</tr>
<tr>
<td>Midwinter Meeting Program</td>
<td></td>
</tr>
<tr>
<td>Division of International Psychology, American Psychological Association</td>
<td>29</td>
</tr>
<tr>
<td>Conference Abstracts</td>
<td></td>
</tr>
<tr>
<td>Presentation Abstracts</td>
<td>31</td>
</tr>
<tr>
<td>Poster Presentations</td>
<td>76</td>
</tr>
<tr>
<td>Welcome to the Sin City: A Guide to Good Eats and Great Journeys</td>
<td>77</td>
</tr>
</tbody>
</table>
WELCOME LETTER

Greetings from Southern Nevada! UNLV is proud to be hosting the joint 2012 meeting of the Society for Cross Cultural Research (SCCR), Society for Anthropological Sciences (SASci), and the American Anthropological Association Childhood and Youth Interest Group (AAACYIG).

UNLV is situated in one of the most interesting and diverse environments in the United States. What is so exciting about being in Las Vegas you may ask? Think of it this way: UNLV is sitting within one of the world’s largest living cultural laboratories. The arid environment, fast growing urban centers, and diverse population combine to create an interesting socio-cultural experiment deserving of study. Some have even said that Las Vegas is the laboratory of the future. What happens here isn’t likely to stay here, but is being replicated throughout the world. Sin city is also referred to as an “instant city” because it seemingly developed overnight, making it a compelling place to study the interplay of environmental, cultural and biological influences on human behavior.

While local research is a key element of what we do, our faculty have widespread international research interests. From archaeological research on communities in Neolithic Turkey and Cyprus, to ethnoarcheological research in Alaska, to field sites right in our own back yard (e.g. the Great Basin and the desert Southwest), we are training archaeology students to approach important problems in collaborative, cross-cultural and interdisciplinary ways. We have a wide range of research foci - from studying youth languages in Tibet to how Neanderthal children grew and developed; from studying coitional violence in Turkana pastoralists to health and violence in the ancient southwest. Have you ever wondered about the evolutionary significance of fathers and fatherhood? Or, about the ways that obesity and other metabolic syndromes are becoming a global epidemic? Or, about identity and love in China? We have the answers!

In the non-academic realm, Southern Nevada is a mecca for hiking, mountain biking, kayaking, white water rafting, rock climbing and camping. Within driving distance of the campus are places of untold beauty such as Red Rock Canyon, Valley of Fire State Park, Zion and Bryce National Monuments, and Lake Mead Recreation Area. There is a vibrant arts and film community, not to mention the revitalization of “old” Las Vegas by young innovative artists, entrepreneurs and professionals. Museums, art galleries, independent film houses and many other venues for creative and cultural activities exist within shouting distance of the University.

We are happy to welcome you to our beautiful and lively city. We look forward to another wonderful year of scholarship and camaraderie at the SCCR/AACCIG/SASci meetings!

William Jankowiak,
Professor and Chair of the Department of Anthropology
President-Elect, Society for Cross-Cultural Research
ACKNOWLEDGEMENTS

SUPPORT
Department of Anthropology, University of Nevada, Las Vegas
The Scholar’s Choice, Book Exhibitors
College of Liberal Arts, University of Nevada, Las Vegas
The Riviera, Las Vegas
ReproGraphics, University of Las Vegas, Nevada

LOCAL ORGANIZING COMMITTEE

Department of Anthropology,
University of Nevada, Las Vegas

William Jankowiak, Professor
(Conference Organizer)
Peter Gray, Associate Professor

Alyssa Crittenden, Assistant Professor
Ryan Harrod, Graduate Student
John J. Crandall, Graduate Student

PROGRAM COMMITTEES

SCCR
Judy Gibbons, Program Chair
Pablo Chavajay
Heather-Rae Espinoza
Hemalatha Ganapathy-Coleman
Valerie Havill
Ken Jacobson
Diana Marre
Dung Ngo
Mihaela Robila
Jill White

Saint Louis University
University of New Hampshire
California State University-Long Beach
Indiana State University
Gainesville State College, Georgia
University of Massachusetts-Amherst
University Autonoma de Barcelona
University of Wisconsin-La Crosse
Queens College-CUNY
University of Wisconsin-Green Bay

SASci
Benjamin Blount, Program Chair

SocioEcological Informatics

ACYIG
David Rosen, Program Chair

Fairleigh Dickenson University
ORGANIZATION OFFICERS

SCCR
President, Deborah Best  
Wake Forest University
President-Elect, William Jankowiak  
University of Nevada, Las Vegas
Past-President, Ziarat Hossian  
University of New Mexico
Secretary, Carrie Brown  
Saint Louis University
Treasurer, Lisa Oliver  
San Jose State University
Parliamentarian & Archivist, Herbert Barry  
University of Pittsburgh

Area Representatives:
Dung Ngo (Psychology)  
University of Wisconsin, La Crosse
Mihaela Robila (Social Science)  
Queens College, City Univ. of New York
Heather Rae-Espinosa (Anthropology)  
California State University-Long Beach

SASci
President: Peter Peregrine  
Lawrence University
Past-President: John Gatewood  
Lehigh University
President-Elect: Carol Ember  
HRAF
Secretary: Peter Collings  
Durham University
Treasurer: Murray Leaf  
University of Dallas, Texas

Board Members: Jeffrey Cohen, Margo-Lea Hurwicz, William Dressler, [Pat Draper]
Student Reps: Kristin Klingaman (U. Durham), Eric Kightley (Ohio State) Arleen Garcia-Herbst (U. California-S. Barbara)

ACYIG
Board Chair, Kristen Cheney  
International Institute of Social Studies

Advisory Board:
Jill Korbin  
Case Western Reserve University
David Rosen  
Fairleigh Dickinson University
Elisa J Sobo  
San Diego State University
Rachael Stryker  
Mills College
Thomas S. Weisner  
University of California Los Angeles
THE SOCIETY FOR CROSS-CULTURAL RESEARCH (SCCR)

SCCR is a multi-disciplinary organization. Its members all share a common devotion to the conduct of cross-cultural research. SCCR members are professionals and students from the social science fields of Psychology, Anthropology, Sociology, and related fields including Education, Family Studies, Social Work, Human Development, Psychiatry, Communications, Ethnic Studies, Business, etc. A distinguished characteristic of the Society, compared with other academic organizations, is that it is fundamentally inter-disciplinary and provides members with the opportunity to network with scholars from a wide variety of approaches to cross-cultural and comparative research. Additionally, the SCCR is a fundamentally international society that provides members with the opportunity to engage in collaborations and scholarly conversation with scholars from across the world. Since its founding in 1971, SCCR has intentionally avoided growing too large, so that its members can know each other better, form lasting relationships, and provide genuine support to their fellow colleagues and students.

MEMBERSHIP
To join SCCR, submit the online application form and pay your dues online at http://www.sccr.org. You may also print and fill out the online form and mail it to the Treasurer along with your dues payment. Membership dues are NOT included in conference fees and should be sent only to the SCCR treasurer, online here or by mail.

Membership in the Society for Cross-Cultural Research is based on the calendar year (a subscriber’s calendar year begins the month SCCR receive the membership fee). Those who join now will receive the publications for the current calendar year, including all of the current year’s issues of Cross-Cultural Research. Back issues of the journal are available online only.

There are three categories of membership in SCCR. Regular, Student and Retired members receive Cross-Cultural Research, the Newsletter, 20% publishers discount from Sage Publications and Information Age Publishing, reduced meeting registration rates, and voting privileges in the association. Joint members share one copy of CCR. You may choose an alternate two-years dues payment option at a reduced rate.

Current and new members: please use the following table to choose your dues amount.

<table>
<thead>
<tr>
<th>Type</th>
<th>1 Year</th>
<th>1 Year</th>
<th>2 Years</th>
<th>2 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>55</td>
<td>65</td>
<td>100</td>
<td>120</td>
</tr>
<tr>
<td>Joint</td>
<td>65</td>
<td>70</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>35</td>
<td>45</td>
<td>65</td>
<td>85</td>
</tr>
</tbody>
</table>

Amounts are due in U.S. dollars.

For dues/membership by mail:
Make checks payable in US$ to the Society for Cross-Cultural Research.
THE SOCIETY FOR ANTHROPOLOGICAL SCIENCES (SASci)

The Society for Anthropological Sciences (SASci) was organized to promote empirical research and social science in anthropology. The members of SAS want to further the development of anthropological science as empirical knowledge based on testable theory, sound research design and systematic methods for the collection and analysis of data. We seek to fulfill the historic mission of anthropology to describe and explain the range of variation in human biology, society and culture across time and space.

SASci, the independent parent organization, was formed in 2002 as an effort to promote empirical research and social science in anthropology. Its AAA Interest Group, SAS, was organized at the 2003 AAA meetings in Chicago, IL.

MEMBERSHIP
Register to join SASci and the AAA-SAS Interest Group
SASci membership dues: Professional membership dues are US $10 per year. Student membership is free. The AAA SASci sections will have dues of $10 for students as well due to AAA regulations.

You are NOT required to be a member of the American Anthropological Association to be a member of SASci. American Anthropological Association members who join SASci are encouraged to also join the SAS interest group of the AAA so that we are represented in that organization.

Membership forms to register to join SASci are available at: http://anthrosciences.org/. More information regarding the AAA-SAS interest group can also be found there.
THE ANTHROPOLOGY OF CHILDREN AND YOUTH INTEREST GROUP OF THE AMERICAN ANTHROPOLOGICAL ASSOCIATION (ACCIG)

ACCIG was launched in 2007. The initiative to form an Interest Group and secure official standing was undertaken by Kristen Cheney from the University of Dayton and Susan Shepler from American University. The subsection website was developed and is maintained by David F. Lancy and his students at Utah State University. In the submission to obtain Interest Group status, ACCIG put forth these goals:

The Anthropology of Children & Childhood Interest Group will serve as a forum for interested scholars to meet, network, collaborate, and communicate about their work. Its goals are:

To promote and facilitate the development of anthropological scholarship pertaining specifically to children and childhood, broadly defined, and to emphasize its relationship to the development of inclusive, comparative, theoretical models, as well as fieldwork methodology, for the discipline of anthropology; To encourage research with child-focused perspectives which emphasize the centrality of children in cultural production, not only as objects of socialization but as social agents in their own right; To engage researchers in discussion of ethical considerations particular to working with children; To contribute anthropological knowledge to the interdisciplinary efforts to address the contemporary problems facing children and to establish links with other professional associations concerned with the study of children and childhood for professional collaboration in teaching, research, and scholarship; To promote the professional interests of members and help produce the next generation of anthropologists whose work will influence policy in both governmental and nongovernmental agencies concerned with children’s issues.

The need for an interest group concerned with children and childhood centers on the fact that, despite growing interest in the area of cross-cultural research on childhood, children’s experiences, and children’s rights, there is currently no established place for such work, especially outside the realm of education. In contrast to the Council on Anthropology and Education, which concerns itself solely with studies on learning and schooling, members of the Anthropology of Children and Childhood Interest Group will explore a broad variety of the social realms children inhabit as well as the ways children interact with and influence these realms. The anthropology of children and childhood interest group will advocate for members who are developing this vital yet neglected field. It will provide a forum for the increasing number of anthropologists and other researchers broadly concerned with children and childhood to develop ideas, network, and share resources in this growing field.

A list-serv facilitates communication among the approximately 700 AAA-CIG adherents. To join, go to and select ACIG-L at http://www.american.edu/oit/software/Listserv-Info.cfm.

MEMBERSHIP
For information about membership, please visit the website: http://dev.aaanet.org/acyig/?page_id=41
ANNUAL AWARDS PRESENTED BY THE SCCR AT THE ANNUAL MEETINGS

SCCR Leigh Minturn Memorial Award for Early Career Cross-Cultural Research

A. Leigh Minturn (1928-1999) was Professor Emerita of Social Psychology at the University of Colorado, and a past president of the SCCR. The obituary of Dr. Minturn written by William Lambert (following her untimely death in the Egypt Air plane crash tragedy) described her as “…a strong presence, bordering on the aristocratic, knitting through a scientific meeting and facing questions with characteristic vigor and courage, drawing upon immense knowledge from cross-cultural lore and generalizations, to systematic, well planned research findings and the growing cross-cultural data from experiments.” She was a long-term leader of SCCR and bequeathed an endowment to SCCR that will make possible web site renovation and many other growth initiatives. Leigh Minturn mentored many cross-cultural scholars and will have a permanent impact on the SCCR. This award honors her memory and legacy.

Annual Award
- $300 prize
- Free membership in SCCR for 1 year
- Free registration and banquet fees at one SCCR conference
- Certificate of Award

Eligibility
- Has not been awarded tenure at any university, and
- Not more than 5 years since date of receipt of terminal degree (at time of nomination)

Criteria
- Outstanding culture-related scholarly productivity
- Outstanding culture-related scholarly potential
- Active contributor to the SCCR
- Past attendance of at least 2 SCCR conferences

SCCR John & Beatrice Whiting Memorial Award for Outstanding Student in Cross-Cultural Studies

John Wesley Mayhew Whiting (1908-1999) was Professor of Social Anthropology Emeritus at Harvard University. Beatrice Blyth Whiting (1914-2003) was Professor Emerita of Education at the Harvard Graduate School of Education. Both were major figures in the creation of SCCR and Beatrice Whiting was SCCR’s first president. Both were pioneers in the areas of psychological anthropology and studies in child development. Their marriage of over 60 years and legendary research partnership is an inspiration to all academic couples, and their mentoring of generations of internationally-minded students and researchers has left a permanent imprint on our field. This annual award respectfully honors their legacy and memory.

Annual Award
- $150 prize
- Free student membership in SCCR for 2 year
- Free registration and banquet fees at one SCCR conference
- Certificate of Award

Eligibility
- Graduate student conducting culturally-related research

Criteria
- Outstanding culture-related scholarly productivity
- Outstanding culture-related scholarly potential
- Active contributor to the SCCR
- Past attendance of at least 1 SCCR conferences

For information regarding the nomination process for these awards, see the SCCR websites, http://www.sccr.org/member_activities.html.
SPECIAL EVENTS

Wednesday, February 22
6:00pm – 8:00pm  
Opening Reception  
Appetizers and Cash Bar

Thursday, February 23
8:30am – 9:15am  
Opening Ceremony  
Keynote Speaker:  Gene Moehring, History Department, UNLV  
"The Most Unlikely Metropolis, Las Vegas: Its Historical Development, Cultural Appeal and Social Problems"

5:30pm – 6:30pm  
Keynote Speaker:  Barbara Brents, Sociology Department, UNLV  
"The State of Sex: Nevada's Legal Brothels"

Friday, February 24
5:30pm – 6:30pm  
Keynote Speaker:  Marta Meana, Psychology Department, UNLV  
"Unpacking Female Sexual Desire: Desire for What, for Whom and When?"

6:30pm – 9:00pm  
Reception and Conference Banquet  
Announcement – Student Paper and Poster Award Winners – 6:45pm

SCCR Presidential Address, Deborah Best, Wake Forest University  
“Gender and Culture in a Changing World”

Meeting Times
SCCR Executive Committee Meetings - Thursday & Friday, 7:30 AM, Skybox 211
SCCR General Business Meeting - Saturday, 11-Noon, Skybox 211
SASci & ACYIG Meetings - Saturday, 4:45 PM, Skybox 210 & 211 respectively

Division of Peace Psychology,
American Psychological Association - Wednesday, Noon-4 PM, Capri Room 111
Division of International Psychology,
American Psychological Association - Thursday & Friday, Skybox 212
2012 ANNUAL MEETING INVITED SPEAKERS

Eugene P. Moehring
Professor of History
University of Nevada, Las Vegas

"The Most Unlikely Metropolis, Las Vegas: Its Historical Development, Cultural Appeal and Social Problems"

Gene Moehring is a professor of History at the University of Nevada, Las Vegas. He received his PhD at the City University of New York. Dr. Moehring is the author of more than 5 books on the history of Las Vegas, Nevada and New York City. His research focuses on this history of urbanization on the western Frontier and much of his work has used Las Vegas as an entry point through which to discuss the formation of metropolitan areas, the experiences of people on the early frontier and the impact of urban planning. He is the recipient of a number of teaching awards and most recently received the Harry Reid Silver State research award to continue his work unraveling the rich history of the formation of Vegas.

Barbara Brents
Associate Professor of Sociology
University of Nevada, Las Vegas

"The State of Sex: Nevada’s Legal Brothels"

Barb Brents’ research focuses on the intersections of sexuality, culture, and economics around the world. Her research uses a political economy lens to study sex and gender in market culture. Her recent work uses the sex industry as a site to understand the intersections of culture and economics - including the construction of “market morality” in political debates around sexuality; the relation between tourism, consumption and sexuality; the emotional and bodily labor of selling sex; and consuming sex. Brents is a co-author of The State of Sex: Tourism, Sex and Sin in the New American Heartland (Routledge Press, 2010) and is also a founding member of ‘Globalization, Sexuality and the City’, an interdisciplinary project and network to encourage the production and dissemination of research on the intersections of sexuality, culture and economics across the globe.

Marta Meana
Professor of Clinical Psychology
University of Nevada, Las Vegas

"Unpacking Female Sexual Desire: Desire for What, for Whom and When?"

Dr. Meana obtained her Ph.D. in Clinical Psychology from McGill University in Montreal in 1996 and completed a post-doctoral fellowship in Women's Health at the University of Toronto. Meana’s research centers on the topic of women's sexual function, how it works, how it breaks down, and how it compares to male sexuality. Her work focuses on conceptualizations and mechanisms of sexual desire and on the sexual pain disorders. Her publications also include research regarding the study of factors that influence the cognitive processing of sexual information in both men and women. She is President of the Society for Sex Therapy and Research, Associate Editor of the Archives of Sexual Behavior, serves on the Editorial Boards of Journal of Sex Research and Journal of Sexual Medicine, and is an advisor to the DSM-5 Task Force on Sexual Disorders.
2012 PROGRAM SCHEDULE

WEDNESDAY
FEBRUARY 22, 2012

REGISTRATION, 4:00-6:00, Convention Center Entrance Foyer Desk

OPENING RECEPTION
5:00 – 7:00 pm, Floor 64 Convention Room K (P Button in Elevator)
Appetizers and Cash Bar

THURSDAY
FEBRUARY 23, 2012

REGISTRATION, 8:00-4:00, Convention Center Entrance Foyer Desk

OPENING CEREMONY
9:00 – 10:30 pm, Royal Pavilion Room
Introduction: Dean Christopher C. Hudgins, University of Nevada, Las Vegas
9:30 AM, Keynote Speaker: Eugene P. Moehring, University of Nevada, Las Vegas

International Psychology, Division of the American Psychological Association Meeting, Skybox 212

PAPER SESSIONS AND SYMPOSIA
10:45-12:15 pm, Royal Pavilion
SASci Symposium: Bringing Empirical Theory and Formalism Closer to the Experienced World
Chair: David Kronenfeld (University of California, Riverside)
Presenters:
(1): David Kronenfeld (UC Riverside): What Kinship is NOT
(2): Alan G. Fix (UC Riverside): Some Effects of Selective Migration and Genetic Distributions: Two Examples
(3): Gene Anderson (UC Riverside): Folk Science and ‘Science’
(4): Robert Moore (Rollins College): The Language of Love and Sex in Student Culture
(5): Bojka Milicic (University of Utah): ‘I/self’ as a kinship term
(6): Halvard Vike (Sosialantropollogisk institutt): Conceptualizing Egalitarianism

10:45-12:00 pm, Skybox 206
ACCIG Symposium: Multiple Perspectives on Childhood Economics
Chair: Jennifer Thompson (University of Nevada, Las Vegas) & Alyssa Crittenden (University of Nevada, Las Vegas)
Presenters:
(1): Alyssa Crittenden (University of Nevada, Las Vegas): Foraging and Food Sharing Among Hadza Hunter-Gatherer Children
(2): Pierre Lienard (University of Nevada, Las Vegas): Cooperation and Fairness in 5-year-old Turkana Children
(3): Jennifer Thompson (University of Nevada, Las Vegas): Economies of Scale: Growing contributions of Prehistoric Foraging Children from Punta Teatinos, Chile
(4): Barbara Roth (University of Nevada, Las Vegas): Children in Mimbres Pithouse Society
(5): Krystal Hammond (University of Nevada, Las Vegas): Grave Offerings: Child Burials as Indicators of Resource Allocation and Status Change in Prehistoric Thailand
10:45-12:15 pm Skybox 207
SCCR Symposium: Clever and Creative Methodologies in Cross-Cultural Research
Chairs: Brien Ashdown (Hobart and William Smith Colleges) & Carrie Brown (Agnes Scott College)
Presenters:
(1): Brien Ashdown (Hobart and William Smith Colleges): The Twenty Statements Test as a Measure of Group Bias and Stereotypes
(2): Carrie Brown (Agnes Scott College): Cultural Symbols as Culturally Anchored Research: The Mohegan Trail of Life
(3): Cresswell (Northwest Nazarene University): The Art of Ethnography: Drawing on Aesthetic Theory in First-Contact Community Based Research
(4): Herbert Barry (University of Pittsburgh): Difference between Paired Societies May Reveal Evolutionary Differentiation
(5): Parminder Parmar (Pennsylvania State University Worthington Scranton): Creative Mix of Methodologies for Future Research
(6): Discussant: Ziarat Hossain (University of New Mexico)

10:45-11:45 pm, Skybox 208
Cultural Knowledge and Cross-Cultural Understanding
Chair: Ted Gordon (University of California Riverside)
Presenters:
(2): Karol Chandler-Ezell (Stephen F. Austin State University): Adaptive Benefits of Re-enactment & Recreation through Paracultures: the roles of Heroic Fantasy, History or Just Good Neighboring
(3): Kimberly Kirner (California State University, Northridge): The Pagan Health Survey Project: Mixed Methods Cognitive Anthropological Research for Cross-Cultural Understanding and Community Organizing
(4): Ted Gordon (University of California Riverside): Uncovering Indian and Anglo Relations and Knowledge in the California Desert

10:45-12:15 pm, Skybox 205
Workshop: Research Design & Grant Writing
Chair: Ben Blount (Socioecological Informatics)
Organizer: Ben Blount (Socioecological Informatics)

10:45-11:30 pm, Skybox 209
SCCR Symposium: Cultural Realities of Afro-Caribbean Americans in the U.S.
Chair: Linda Tavernier-Almada (Saint Leo University)
Presenters:
(1): Victoria Anyikwa (Saint Leo University), Linda Tavernier-Almada (Saint Leo University) & Janis Prince (Saint Leo University): Cultural Realities of Caribbean Americans in the U.S.: The Aging Caribbean in the United States
(2): Janis Prince (Saint Leo University): Don’t Put Salad on the Menu! Strategies for Making Mental Health Services Available to Caribbean Families in the U.S.
(3): Tavernier-Almada (Saint Leo University): Afro-Caribbean Americans: Being Haitian Americans

11:45-12:30 pm, Skybox 209
Innovative Methodologies in Cross-Cultural Psychology
Chair: Jan Armstrong (University of New Mexico)
Presenters:
(1): Jan Armstrong (University of New Mexico): Imagining Qualitative Psychology
(2): Andrew F. Simon (Seton Hall University), Magdalena Galazyn (CUNY Graduate Center) & Susan A. Nolan (Seton Hall University): Internationalizing Research Methods in the Western Psychology Curriculum
(3): Open Discussion
Thursday, February 23, 2012, con.

11:45-12:30 pm, Skybox 210
**Anthropology Beyond Borders: Transnational Research**
Chair: Ralph Bolton (Pomona College)
Presenters:
(2): Susan Bendor (Yeshiva University): *Transnational Care-giving for Aging Relatives: Vital Strategies for Meeting Emerging Needs*
(3): Kun Chen (California Polytechnic State University, Pomona): *Rethinking Innovation: Cross-Cultural Practices of Transnational Professionals in China’s High-Technology Development*

**LUNCH BREAK 12:30-2 pm**

2:00-3:15 pm, Royal Pavilion
Chair: David Lancy (Utah State University)
Presenters:
(1): Carolina Remorini (Universidad La Plata): *Becoming a Person from Mbya Guarani Perspective*
(2): Stephen Siemens (California State University at Northridge): *Azande Baby ‘Rites of Passage’: Personhood by Increments*
(3): Maria Delores Cervera (Unidad Merida): *Form Existing to Remembering Responsibility: Yacatec Maya Parents’ Construction of Children into Adults*
(4): David F. Lancy (Utah State University) & Amanda Davis Arthur (Utah State University): *The Dichotomous Infant: Devil vs. Angel, Hard vs. Soft, Hot vs. Cold, Open vs. Closed*
(5): Tobias Hecht: *Infants and Inequality*

2:00-3:15 pm, Skybox 206
**Parents, Families & Fathers in Cross-Cultural Perspective**
Chair: Ziarat Hossain (University of New Mexico)
Presenters:
(2): Ziarat Hossain (University of New Mexico), Lorena Saenz (University of New Mexico) & Suhaila Hossain (University of New Mexico): *Fathers’ and Mothers’ Involvement with School-Age Children in Squatter Families in Bangladesh*
(3): Susan S. Chuang (University of Guelph): *Tigers or Dragons: Building an Understanding of Asian and Latino Parenting in Contemporary Society*
(4): Ruth Jolie (Mercyhurst College): *We’re both Team Leaders: Egalitarianism Among Middle Class Dual-Worker Couples*
(5): David Shwalb (Southern Utah University) & Jun Nakazawa (Chiba University): *Fathering in Japan: Entering an Era of Involvement with Children*

2:00-3:00 pm, Skybox 207
**Rites, Rituals & Conflict: Examinations of Child Violence & Death in Cultural Context**
Chair: Alice Schlegel (University of Arizona)
Presenters:
(1): Alice Schlegel (University of Arizona) & Herbert Barry (University of Pittsburgh): *Pain and Fear in Boys’ Adolescent Initiation*
(2): Rebecca Grunzke (Mercer University): *Who’s to Blame and What’s to Be Done? Maltreatment-Related Deaths of U.S. Children*
(3): Lisa Moy (University of Fraser Valley): *Of Moral Panics and ‘Disappearing’ Difference: A Critique of ‘School Violence’ Discourses*

15
2:00-3:45 pm, Skybox 208
Empathy & Spirituality: Selected Papers
Chair: Jiemin Bao (University of Nevada, Las Vegas)
Presenters:
(3): Quienton Nichols (Kennesaw State University): A Comparison and Analysis of Cross-Cultural Perspectives of Spirituality: Attitudes, Skillz and Knowledge (ASK)
(4): Khadijah elShabazz (Indiana University Purdue University Indianapolis), Tilicia May (Indiana University Purdue University Indianapolis), Olorunloba Ogunmola (Indiana University Purdue University Indianapolis) & Kathryn Coe (Indiana University Purdue University Indianapolis): A Look at the Rituals of Forgiveness in African Tribes
(5): Moshe Shokeid (Tel Aviv University): Listening to the Sermon in Gay Congregations
Break: 3:00-3:15
(6): Hani, Henry (American University in Cairo): The Empathic Response of Mubarak Supporters Towards Their Leader: A Cultural Explanation
(7): Shanshan Du (Tulane University): Patriarchy and Cultural Scripts of Love-Suicide: A Comparison of the Han Chinese and the Naxi

2:00-3:00 pm, Skybox 209
Affect, Communication & Childhood: Case Studies
Chair: Marc Bornstein (Eunice Kennedy Shriver National Institute of Child-Health and Human Development)
Presenters:
(1): Tess Kulstad (University of Florida): Post-Earthquake Fosterage of Children on the Haitian-Dominican Border
(2): Marc Bornstein (Eunice Kennedy Shriver National Institute of Child-Health and Human Development): Mother-Infant Vocalizations in Eleven Cultures
(3): Pirko Tõugu (University of Tartu), Tiia Tulviste (University of Tartu), Lisa Schröder (University of Osnabrück), Heidi, Keller (University of Osnabrück) & Boel de Geer (Södertörn University College): Content of Maternal Open Questions and Statements in Reminiscing with Their 4-year-olds: Links with Reported Autonomy and Relatedness in European Contexts.
(4): Fatos Erkman (Bagazici University) & Pinar Keskiner (Bagazici University): Relation between Perceived Parental Acceptance and Children's Psychological Adjustment in the Context of Parental Power and Prestige in a Turkish Youth Sample

2:00-3:00 pm, Skybox 210
Ethnography in Nepal and Elsewhere
Chair: Shyam Kumar Purkuti (Dalit Development Center)
Presenters:
(1): Shyam Kumar Purkuti (Dalit Development Center): The Study on Reservation for Dalits in Nepal
(4): Mahmud AlKailani (Yarmouk University): Replicating Hofstede Model in Jordan: Ungenralized, reevaluating the Jordan Culture
Thursday, February 23, 2012, con.

2:00-2:30 pm, Skybox 205
Editors: A. Bame Nsamenang (Educational Research Network for West and Central Africa), Therese M.S. Tchombe (Educational Research Network for West and Central Africa)

2:30-3:00 pm, Skybox 205
Book Talk: Developing Destinies: A Mayan Midwife and Town
Author: Barbara Rogoff (University of California, Santa Cruz)

BREAK: 3:15-3:30 pm

3:30-5:00 pm, Royal Pavilion
Chair: David Lancy (University of Southern California)
Presenters:
(1): Elizabeth Elliott Cooper (University of Alabama): Keropok Kids: Food-Based Identity Markers for Rural Malay Children
(2): Amy Paugh (James Madison University): Becoming ‘Good for Oneself’: Language and Personhood in Dominica, West Indies
(3): Sally Campbell Galman (University of Massachusetts, Amherst): Spoiled, Bad and Out of Control: Resistant Children as Failed Persons in U.S. Schooling Contexts
(4): Frank A. Salamone (Iona College) & Edward Adeyanu: Cultural Ecological Factors in Nigerian Child-Rearing: Explorations of the Concepts of Iwa and Kirki
(5): Diane Hoffman (University of Virginia): Working to Become Someone: Childhood, Labor and Identity in Haiti
(6): Discussant: Maggie Zraly (Utah State University)

3:30-5:00 pm, Skybox 206
SASci Symposium: Theoretical Interventions in the Anthropology of Mathematics
Chair: Stephen Chrisomalis (Wayne State University)
Presenters:
(1): Andrea Bender (Universität Freiburg) & Sieghard Beller (Universität Freiburg): Nature and Culture of Finger Counting
(2): Stephen Chrisomalis (Wayne State University): Why Do Number Systems Grow?
(3): Samar Zebian (Lebanese American University): The Challenges and Affordances of Interdisciplinary Research on the Cultural and Brain Origins of Mathematical Practice
(4): Véronique Izard (l'Université Paris Descartes), Pierre Pica, Stanislas Dehaene & Elizabeth S. Spelke: The Origins of Exact Numbers
(5): Rik Pinxten (Universiteit Gent) & Karen Francois (Vrije Universiteit Brussel): What Anthropology Can Bring to Mathematics Education?
(6): Pierre Pica (Founation Maison des Sciences de l'Homme): The ‘Number Line’ in Mundurucu: from Tracking to Counting
3:30-5:00 pm, Skybox 207
SASci Symposium: Anthropological Perspectives on Space, Environment and Adaptation
Chair: Benjamin Blount (Socioecological Informatics)
Presenters:
(1): Teferi Abate Adem (Yale University): *Spatial Distribution of Livestock Raids in Northern Kenya*
(2): Benjamin Blount (Socioecological Linguistics): *Validating the Concepts of Vulnerability and Resiliency in Fishing Reliant Communities*
(3): Patricia Herrmann (University of Texas at Austin): *Flora, Fauna and Familiarity: Ecological Reasoning about the Natural World in the Ngöbe community*
(4): Albert J. Faas (University of South Florida): *Reciprocity and Political Power in Disaster-Induced Resettlements in Andean Ecuador*
(5): Thomas Headland (Summer Institute of Linguistics) & Harry W. Greene (Cornell University): *Hunter-Gatherers and Other Primates as Prey, Predators, and Competitors of Snakes*
(6): Peter Collings (University of Florida): *Community of Food Sharing in Ulukhaktok, NT*

3:30-5:00 pm, 208
Novel Topics in Anthropological Research: Of Methods & Models
Chair: Matthew Graziano (New York University)
Presenters:
(1): Ujiwal Kumar Thapa (Community Development Center, Nepal): *The Need for a Contextualized and Trans-Disciplinary Approach to Human Rights and Security*
(2): Robert Harding (University of the Fraser Valley): *News Representations of Indigenous peoples in British Columbia: Then and Now*
(3): Yurimi Grigsby (Concordia University Chicago): *‘I am not an other’: The Hafu Population of Okinawa and their Significance to Cross-Cultural Research*
(5): Nicholas Gessler (Duke University): *Trans-Medial Games and Artificial Culture*
(6): Dung Ngo (The University of Texas at Tyler), Briana Tong (University of Wisconsin-La Crosse) & Jocey Newton (University of Wisconsin-La Crosse): *The college culture and eating habits in relation to stress, anxiety, depression, and coping skills.*

3:30 - 4:30 pm, Skybox 209
Women & Children in Cross-Cultural Perspective
Chair: Michelle Escasa (University of Nevada, Las Vegas)
Presenters:
(1): Matthew Graziano (New York University): *Shaking the Frame of the American Dream: Four Interviews with Rose*
(2): Marc Bornstein (Eunice Kennedy Shriver National Institute of Child Health and Human Development): *Maternal Responsiveness to Infant Vocal Distress in Eleven Cultures: Comparisons and Contingencies*
(3): Sharon Freedberg (City University of New York, Lehman College) & Jill Gerson (City University of New York, Lehman College): *Perspectives on West African Women: Adaptation to an Urban Community*
(4): Michelle Escasa (University of Nevada, Las Vegas): *Sociosexuality, Mate Preferences, and Hormonal Correlates of Breastfeeding Women in Manila*

4:00-5:00 pm, Skybox 205
Roundtable: Science or Non-Science in Anthropology: Difference or Odd Couple?
Chair: Gene Anderson (University of California, Riverside)
Organizers: Gene Anderson (University of California, Riverside), John Gatewood (Lehigh University), David Kronenfeld (University of California, Riverside) & Margo-Lea Hurwicz (University of Missouri – St. Louis)

BREAK: 5:00-5:30
KEYNOTE SPEAKER
5:30-6:30 pm, Royal Pavilion
Keynote Speaker: Barbara Brents, University of Nevada, Las Vegas
“Legalized Nevada Prostitution?”

Friday, February 24, 2012

REGISTRATION, 8:00-4:00, Convention Center Entrance Foyer Desk

International Psychology, Division of the American Psychological Association Meeting, Skybox 212

Paper Sessions and Symposia
9:00 - 5:00 am, Royal Pavilion
SCCR, ACCIG & SASci - Poster Presentations
   Presenters are required to be present between 12:00 and 12:30 and 4:30 and 5:00

9:00 - 11:15 am, Skybox 206
SCCR Symposium - The Curriculum of the Home
Chair: Deborah Best (Wake Forest University)
Organizers: Judith Gibbons (Saint Louis University)
Presenters:
   (1): Carolyn Edwards (University of Nebraska-Lincoln), Lisa Knoche (University of Nebraska-Lincoln) & Sue Sheridan (University of Nebraska-Lincoln): Parent-Child Relationships in Early Learning: Dimensions of Parenting that Characterize Relationships with Children Birth to Five
   (2): Heidi Keller (University of Osnabrück): Cultural Lessons of Infancy
   (3): Deborah Best (Wake Forest University) & Alyssa Cantin (Wake Forest University): Children's Filial Responsibilities: Perceptions of Competence and Fairness
   (4): Robert Munroe (Pitzer College), Mary Gauvain (University of California, Riverside) & Heidi Beebe (University of California, Riverside): Children's Questions in Cross-Cultural Perspective: A Four-Culture Study
   (5): Discussant: Judith Gibbons (Saint Louis University)
Break: 10:15-10:30
   (6): Mary Gauvain (University of California, Riverside) & Robert Munroe (Pitzer College): Development of Perspective Taking in Relation to Age, Modernity and Education: A Comparative Study
   (7): Jill Brown (Creighton University): Parenting into an Economy of Affection: Practices and Values in Northern Namibia
   (8): Carol Ember (Human Relations Area Files [HRAF]) & Joel Aronoff (Michigan State University): Is There a Link Between Parental Nurturance and Violence? Re-Examining the Cross-Cultural Evidence
   (9): Discussant: Judith Gibbons (Saint Louis University)
9:00 - 11:00 am, Skybox 207

SCCR Symposium - Social Learning and Gender Relations in Hunter-Gatherer Childhood
Chair: Barry Hewlett (Washington State University) & Hillary Fouts (University of Tennessee, Knoxville)
Organizers: Barry Hewlett (Washington State University) & Hillary Fouts (University of Tennessee, Knoxville)
Presenters:
1. Hideaki Terashima (Kobe Gakuin University): Social Learning, Individual Learning and Creativity among Modern Hunter-Gatherers, in particular, the Mbuti and the Baka Pygmies
2. Barry Hewlett (Washington State University): Teaching in Hunter-Gatherers
4. Akira Takada (Kyoto University): Shaping Intimate Relationships: Developmental Transition in Caregiving Activities for Young Children among the !Xun of North-Central Namibia

Break: 10:00 - 10:15

5. Hillary Fouts (University of Tennessee): Gender Aggregation and Social Learning among Bofi Foragers and Farmers in Central Africa
6. Discussant: Peter Gray (University of Nevada, Las Vegas)

9:00 - 10:45 am, Skybox 208

SASci Symposium: Cultural Constitution of Cognition: Perspectives Across Disciplines
Chair: Andrea Bender (Universität Freiburg) & Seighard Beller (Universität Freiburg)
Organizers: Andrea Bender (Universität Freiburg) & Seighard Beller (Universität Freiburg)
Presenters:
1. Olivier Le Guen (CIESAS, Mexico City): Time Gestures in Yucatec Maya and Yucatec Maya Sign Language: An Example of Conceptual Transfer Between Languages
3. Sonya Sachdeva (Northwestern University) & Douglas L. Medin (Northwestern University): The Norm of Self-Sacrifice
4. Mike Kohut (Vanderbilt University): Can We Teach What We Don't Know? The Effect of Teachers’ Understandings on Students' Understandings of Evolutionary Theory
5. John B. Gatewood (LeHigh University): How do Cultural Models Differ From Cognitive Models?

Break: 10:15 - 10:30

6. Cristine Legare (University of Texas at Austin) & André L. Souza (University of Texas at Austin): Evidence from the Supernatural: Evaluating Ritual Efficacy

9:00 - 10:00 am, Skybox 210

SCCR Symposium: K-Pop, a New Korean Wave: Its Worldwide Popularity and Cross-Cultural Implications
Chair: Seon-Gi Baek (Sungkyunkwan University)
Organizer: Seon-Gi Baek (Sungkyunkwan University)
Presenters:
1. Seon-Gi Baek (Sungkyunkwan University): K-pop, a New Korean Wave, and its popularity around the world: A New worldwide cultural phenomenon and its cross-cultural implication
2. Lee, Kyung-Rag, Baek, Seon-Gi, & Bong, Mi-Sun (Sungkyunkwan University): Similar and different responses toward K-pop, a New Korean Wave, in Asian countries: A comparative study on popularity of K-pops and audience responses among Japan, China and Taiwan
4. Lee, Kyu-Dong, Baek, Seon-Gi, & Yu, Sae-Rom (Sungkyunkwan University): Fad for the K-pops in Latin American countries, and its cross-cultural implication: A comparative study on popularity and audience responses of the K-pops, and its cultural meanings in Peru, Brazil, etc.
9:00 - 10:15 am, Skybox 205
Conversation Hour: Integrating Qualitative and Quantitative Methods in Cross-Cultural Human Development Research: Concepts, Methods, Illustrations
Chair: Thomas S. Weisner (UCLA)
Organizer: Thomas S. Weisner (UCLA)

9:00 - 10:15 AM, Skybox 209
Understanding Ethnicity, Identity & Personality
Chair: Jaak Rakfeldt (Southern Connecticut State University)
Presenters:
(1): Tiia Tulviste (University of Tartu) & Pirko Tõugu (University of Tartu): A Comparison of Socialization Values of Ethnic Estonians and Russian-Speaking Minority
(2): Jaak Rakfeldt (Southern Connecticut State University): The Singing Revolution: Song Festivals and National Identity in Occupied Estonia
(4): G.E. Kawika Allan (Southern Utah University): Pacific Islander Identity Development: Multivariate profile analysis of biracial identity
(5) Mette Toft Nielsen (Aalborg University): Overlapping between Hate Crimes and Discrimination? The Case of Egypt

BREAK 10:15-10:30

10:30 - 11:45 am, Skybox 205
Conversation Hour: Children's Rights and the Anthropology of Children and Childhood
Chair: David Rosen (Fairleigh Dickenson University)
Organizer: David Rosen (Fairleigh Dickenson University)

10:30 - 11:45 am, Skybox 209
Secrets, Narratives & Texts: Imagining Linguistic Community
Chair: Angela Lewis (University of Nevada, Las Vegas)
Presenters:
(1): Mary Beth Leidman (Indiana University of Pennsylvania): A Content Analysis of Women's Roles on Broadcast Television in the 2011-2012 Season
(2): Angela Lewis (University of Nevada, Las Vegas), Heidi Swank (University of Nevada, Las Vegas) & Mi Ann Bennett (University of Nevada, Las Vegas: The Conspicuous Life of (Post) Secret Confessions: Finding Support In An Imagined Community
(3): Lijing Peng (National University of Ireland, Maynooth): A Reflection on the Linguistic Landscape in Narratives in Hmong Villages, Central China
(5): Mary Beth Leidman (Indiana University of Pennsylvania) & Jennifer Forrest (Indiana University of Pennsvillania): Analyzing Changes in Communications Modalities among College Freshman
(6): Shanshan Du (Tulane University): Patriarchy and Cultural Scripts of Love-Suicide: A Comparison of the Han Chinese and the Naxi

11:00 - 12:00 PM, Skybox 207
SASci Workshop: What Makes SASci Attractive to New (Student) Members?
Chair: Victor De Munck (State University of New York)
Organizers: Victor De Munck (State University of New York), Tamara Neubauer (Universität Wien), Stephen Chrisomalis (Wayne State University) & Seamus Decker (University of Massachusetts, Amherst)
11:00 - 12:30 PM, Skybox 208
Conflict, Crisis & Community Well-Being
Chair: William Costanza (Georgetown University)
Presenters:
(1): Dung Ngo (University of Texas at Tyler): The psychological impact of the Gulf Coast Oil Spill on the Vietnamese fishing community
(2): Duong Hoang (BPSOS): A Cross-Cultural intervention method for Vietnamese trauma survivors
(3): Christopher Bartlett (Iowa State University): Cross-Cultural Differences in Cyberbullying Behavior: A Short-Term Longitudinal Study
(4): Muhammad Azam Tahir (University of Balchistan): A Study of Behavior Indicative of Bullying among Young and Juvenile Male Offenders: A Study of Perpetrator and Victim Characteristics among Pakistani Borstal Prisons
(5): William Costanza (Georgetown University): An Interpretive Framework to Assess the Radicalization of Youth Towards Violent Extremism Across Cultures
(6): Olorunloba Ogunmola (Indiana University Purdue University Indianapolis), Kathryn Coe (Indiana University Purdue University Indianapolis), Tiliacia Mayo (Indiana University Purdue University Indianapolis) & Khadijah elShabazz (Indiana University Purdue University Indianapolis): Causes, Effects and Strategies for Ending Intro-Cultural and Inter-Cultural Conflicts

12:00 - 12:30 pm, Royale Pavilion
Poster Presentations

1:30 - 4:00 pm, Skybox 206
SCCR Symposium - Cross-Cultural Approaches to Violence, Social Control and Health in Pre-State Societies
Chair: John Joseph Crandall & Anna Osterholtz (University of Nevada, Las Vegas)
Organizers: John Joseph Crandall (University of Nevada, Las Vegas) & Anna Osterholtz
Participants:
(1) Danielle Teyssier (University of Nevada, Las Vegas): A Form of Violence to the Body: Rotator Cuff Tears in Cross-Cultural Perspective
(2) Jacqueline Casey (University of Nevada, Las Vegas) & Pierre Liénard (University of Nevada, Las Vegas): Traditional and Modern Warfare: Mismatch and Anxiety
(3) Cheryl Anderson (University of Nevada, Las Vegas): Identifying Victims of Violence in a Multicultural Context: A Bioarchaeological Case Study from Northern Mexico
(4) Debra Martin (University of Nevada, Las Vegas): The Violence of Captivity and Slavery - A Cross-Cultural Examination from Ancient to Modern Contexts
(5) Anna Osterholtz (University of Nevada, Las Vegas): Hobbling and Torture at Sacred Ridge, Colorado: A View of Performative Violence from the Prehistoric Southwest
(6) John J. Crandall (University of Nevada, Las Vegas): Ritual Sacrifice as Social Control? The View from Pre-Columbian Mesoamerica
Break 3:00 - 3:15 pm
(7) Aaron Woods (University of Nevada, Las Vegas) & Ryan P. Harrod (University of Nevada, Las Vegas): Fighting on the Frontier? A Cross-Cultural Analysis of the Role of Violence Among the Fremont of the Northern Pueblan Periphery
(8) Kathryn Baustian (University of Nevada, Las Vegas): Health and Trauma among the Multi-Cultural Population at Grasshopper Pueblo (AD 1275-1400): Bioarchaeological Complements to Violence Research in the Prehistoric Southwest
(9) Ryan P. Harrod (University of Nevada, Las Vegas): Centers of Control: Revealing the Elites at Chaco Canyon
1:30 - 3:00 pm, Skybox 208
ACCIG Symposium - Ages and Stages: Cultural Models of Child Development
Chair: Courtney Helfrecht (Washington State University)
Organizer: Courtney Helfrecht (Washington State University)
Participants:
(1): Laura P. Appell-Warren (St. Mark's School): Named Developmental Stages as Indicators of Personhood and Socio-Cultural Development
(2): M. Annette Grove (Utah State University): An Analysis of Culturally Defined Age Categories using eHRAF Stratified Random Sample of Culture Groups
(3): Courtney Helfrecht (Washington State University): Middle Childhood among the Aka Forest Foragers
(5): Elisa Sobo (San Diego State University): Developmental Pediatrics in Waldorf/Steiner Education: Loose Teeth, Skipping and Readiness to Learn
(6): Discussant: David Lancy (Utah State University)

1:30 - 3:00 pm, Skybox 209
SASci Symposium - Causality in Cultural Models of Nature
Chair: Giovanni Bennardo (Northern Illinois University)
Organizer: Giovanni Bennardo (Northern Illinois University)
Participants:
(1): Giovanni Bennardo (Northern Illinois University): A Possible Causal Model in Cultural Models of Nature
(2): Victor De Munck (State University of New York, New Paltz): Lithuanian Identification with Nature: A Preliminary Cultural Analysis
(3): Norbert Ross (Vanderbilt University): Epistemological Frameworks and Environmental Decision Making: Being in Space
(4): Hidetada Shimizu (Northern Illinois University): Cultural Models and People's Reactions to a Natural Disaster in Japan
(6) Discussant:

1:30 - 2:45 pm, Skybox 210
SCCR Symposium: What Can We Learn from Intercountry Adoption about "Best Interests of the Child?"
Chair: Judith Gibbons (Saint Louis University)
Organizer: Judith Gibbons (Saint Louis University)
Participants:
(3): Beatriz San Roman (Autonomous University of Barcelona) & : Karen Rotabi (Virginia Commonwealth University): Facing the Truth: Rethinking Intercountry Adoption
(4): Jini L. Roby (Brigham Young University): Justice Served? Restitution as a Remedy in Fraudulent Samoan Adoption Cases
(5): Discussant: Judith Gibbons (Saint Louis University)
1:30 - 2:45 pm, Skybox 211
Language, Literacy and Cultural Competency
Chair: Denise Lussier (McGill University)
Participants:
(2): Marc Bornstein (Eunice Kennedy Shriver National Institute of Children Health and Human Development): Basic Language Comprehension and Production in >100k Young Children from 16 Developing Nations
(3): Clark Callahan (Brigham Young University) & Robert I. Wakefield (Brigham Young University): The Oral vs. Print Culture Conundrum: How U.S. Cultural Perspectives Affect Global Relations
(4): Ann Marie Yamada (University of Southern California), Tam Dihn (City of Seattle Human Services Department), Karen Lee (University of Kansas) & Laura Chan (University of Southern California): Preaching to a Singing Choir that Can't Hear: The Conundrum of Implicit Attitudes Toward Cultural Competence
(5): Annemarie Verkerk (Max Planck Institute for Psycholinguistics): Evolutionary Change in Indo-European Motion Event Encoding

1:30 - 2:45 pm, Skybox 207
ACCIG Symposium: Constructing a Child Self Across Contested Spaces
Chair: Jill Collins White (University of Wisconsin, Green Bay)
Organizer: Jill Collins White (University of Wisconsin, Green Bay)
Participants:
(1): Deborah Boehm (University of Nevada, Reno): Exiled U.S. Citizens: Children of Deportees Living in Mexico
(3): Leslie Moore (Ohio State University): Being a Good Reader Across Secular and Islamic School Contexts
(4): Aviva Sinervo (University of California, Santa Cruz): Priorities of Assistance and Presentations of Self in a Peruvian After-School Center
(5): Jill White (University of Wisconsin, Green Bay): The State, The Royal Family and the Child: Negotiating Old and New Childhoods in Jordan

BREAK 3:00 - 3:15 pm

3:15 - 4:15 pm, Skybox 205
Conversation Hour: Adoption and Kinship
Organizers: Rachel Stryker (Mills College), Kristen Cheney (International Institution of Social Sciences) & Xiaobei Chen (Carleton University)

3:15 - 4:15 pm, Skybox 206
ACCIG Symposium: Adolescents, Agency and the Rights of Children and Youth
Chair: Jennifer Fiers (University of Florida)
Organizer: Jennifer Fiers (University of Florida)
Presenters:
(1): Nicole Taylor (School for Advanced Research): Embodying the Ideal: Social Meanings and Practices of Exercise among Youth
(2): Jennifer Fiers (University of Florida): Penn State and the Liminal Youth: Exploring Abuses of Power in Competitive Youth Sport Cultures
(3): Maggie Zraly (Utah State University): Endurance among Rwandan Youth Heads of Household Experimenting with Participatory Action Research
(4): Sarah Thiam (McGill University): Compassion, Pity and the Media in the Promotion of Children's Human Rights in Senegal
Friday, February 24, 2012, con.

3:15 - 4:15 pm, Skybox 207
Chair: Caitlyn Diane Placek (Washington State University)
Organizers: Caitlyn Diane Placek (Washington State University) & Mark Caudell (Washington State University)
Presenters:
(1): Caitlin Diane Placek (Washington State University) & Robert Quinlan (Washington State University): Environmental Risk and Adolescent Fertility in Africa and the Caribbean
(3): Kristin P. Tully (Duke University) & Helen L. Ball (Durham University): Trade-Offs Underlying Maternal Breastfeeding Decisions: A Life History Model
(4): Stacy Rucas (California Polytechnic State University): Sleep, Locus of Control and Life History Theory

3:15 - 4:15 pm, Skybox 208
Roundtable: What Are the Important Questions Anthropologists Should be Asking?
Participants: Victor De Munck (State University of New York, New Paltz), David Kronenfeld (University of California, Riverside), Gene Anderson (University of California, Riverside), Kimberly Kirner (California State University, Northridge), Stephen Chrisomalis (Wayne State University) & Ben Blount (Socioecological Informatics)

3:15 - 4:15 pm, Skybox 209
Charting Childhoods: Trajectories in Youth Research
Chair: Erin Kostina-Ritchey (Texas Tech University)
Participants:
(1): Erin Kostina-Ritchey (Texas Tech University) & Jacki Fitzpatrick (Texas Tech University): Sibling Relational Themes Represented in Children's Books about International Adoption
(2): Charles Watters (Rutgers University): Interrogating Questions of Agency and Biolegitimacy in the Reception and Care of Migrant Children
(3): Bonnie Dixson (University of California, Los Angeles): Uncharted Childhoods: Parents’ Hopes and Children's Responsibilities in Ladakh, India
(4): Open Discussion

4:30 - 5:00 pm, Royale Pavilion
Poster Presentations

BREAK 5:00 - 5:30

CONFERENCE BANQUET
5:30 – 8:30 pm, Floor 64 Convention Room K (P Button in Elevator)
Keynote Speaker: Marta Meana, University of Nevada, Las Vegas
“Unpacking Female Sexual Desire: Desire for What, For Whom and When?”

Saturday, February 25, 2012

Saturday
FEBRUARY 25, 2012

No Registration
Paper Sessions and Symposia

9:00 - 10:15 am, Royal Pavilion

ACCIG Symposium: Coming of Age in Cross-Cultural Perspective: Current Research on Adolescence
Chair: Meghan Halley (Case Western Reserve University)
Organizer: Meghan Halley (Case Western Reserve University)

Presenters:
(1): Mindy Steinberg (University of California, Los Angeles): Immigration Status, Family Obligation and Intra-Family Conflict among Mexican Adolescents in Los Angeles
(2): Edward D. Lowe (Soka University of America): Modernity, Development and Youth Suicide in the Pacific Islands: A Critical Examination of Scholarship
(3): Stephanie M. McClure (Case Western Reserve University): Unmasking the Salience of Gender: Revealing the Intersection of Gender, Class and Race in African American Adolescent Females' Body Conceptualizations
(4): Meghan Halley (Case Western Reserve University): Sex and School Don’t Mix: Education, Sexuality and Cultural Change in Rural Tanzania
(5): Discussant: Jill E. Korbin (Case Western Reserve University)

9:00 - 11:30 am, Skybox 207

SCCR Symposium: Geographical and Cultural Mobilization of Communities, and Enhancement of Community Mental Health: The Necessity for a Multiple Realities Model and an Integrated Basic and Applied Perspective
Chair: Robert Kleiner (Temple University) & Tom Sorensen (University of Oslo)
Organizer: Robert Kleiner (Temple University) & Tom Sorensen (University of Oslo)

Presenters:
(1): Robert Kleiner (Temple University), Andreas Sorensen, Tom Sorensen (Univeresity of Oslo), Nils Boe & Paul Ngo: Research Experience and Emergent Awareness of the Importance of Different Realities in Developing Community Mental Health Programs
(2): Tom Sorensen (University of Oslo), Nils Boe, Robert Kleiner (Temple University), Andreas Sorensen & Paul Ngo: Municipal Politics and Leadership Structures as Determinants of Success and Failure in Community Promotion Projects: A Multiple Realities Perspective
(3): Paul Ngo, Robert Kleiner (Temple University), Tom Sorensen (University of Oslo), Andreas Anderson, Nils Boe: Evaluation Research Methods and Models after Twenty Years of Community Intervention and Change
(4): Olav Martin Klepp. Tom Sorensen (University of Oslo), Robert Kleiner (Temple University), Andreas Sorensen, Paul Ngo: Sense of Coherence and Community Activism as Predictors of Local Community Tenure
(5): Discussant
9:00 - 11:15 am, Skybox 208
SCCR Symposium: Perceived Acceptance-Rejection and Psychological Adjustment
Chair: Ronald Rohner (University of Connecticut)
Organizer: Ronald Rohner (University of Connecticut)
Presenters:
(1): Abdul Khaleque (University of Connecticut) & Ronald Rohner (University of Connecticut): Effects of Multiple Acceptance and Rejection on Children’s Psychological Adjustment: A Multi-Cultural Study
(2): Selenga Gurmen (University of Connecticut) & Ronald Rohner (University of Connecticut): Effects of Marital Distress on Turkish Adolescents’ Psychological Adjustment as Mediated by Youth’s Perceptions of Parental Acceptance-Rejection
(3): Ebru Akun & Aysegul Batigun: The Relationship Between Recollections of Parental Acceptance-Rejection in Childhood and Adult Psychopathology
(4): Ppudah Ki, Ronald Rohner (University of Connecticut) & Sandra Rigazio-DiGilio: How do they do it?: Coping with Perceived Rejection
(5): Xuan Li (Cambridge University): Paternal Affection Expression in Rural and Urban Chinese Families
Break
(6): Xuan Li (Cambridge University) & Ronald Rohner (University of Connecticut): Perceived Parental Power and Prestige of Urban Chinese Youth and Adults
(7): Farah Malik (University of Connecticut) & Ronald Rohner (University of Connecticut): Spousal Rejection as a Risk Factor for Parental Rejection of Children in Pakistan
(8): Farah Malik (University of Connecticut) & Ronald Rohner (University of Connecticut): Spousal Rejection as a Risk Factor for Parental Rejection of Children in Pakistani Families in the U.S.A

9:00 - 10:30 am, Skybox 209
Women, Children, Health: Selected Topics
Chair: Sharon Young (University of Nevada, Las Vegas) & Celeste Giordano (University of Nevada, Las Vegas)
Presenters:
(3): Elizabeth Lee (University of Wisconsin-La Crosse) & Ryan McKelley (University of Wisconsin-La Crosse): Needs Assessment of Service Providers’ Cultural Competency with Hmong Counseling Clients
(4): Kabita Shrestha (Ruskin University): The Study of Domestic Violence against Tharu Women in Nepal
(5): Heidi Beebe (University of California, Riverside) & Mary Gauvain (University of California, Riverside): Masai Adolescent and Adult Knowledge
(6): Sharon Young (University of Nevada, Las Vegas), Jodi Selander (Placenta Benefits LTD), Allison Cantor (University of South Florida) & Daniel C. Benyshek (University of Nevada, Las Vegas): Maternal Experiences with Postnatal Placentophagy
Saturday, February 25, 2012, con.

9:00 - 10:00 am, Skybox 210
Consensus Analysis and Cross-Cultural Perspectives of Parenting
Chair:
Presenters:
(1): Margo-Lea Hurwicz (University of St. Louis): Consensus Analysis in Assessing Alzheimer Patients' Memory Functions
(2): Robin Nelson (University of California, Riverside): Parenting, Institutional Alloparenting and Children's Health Outcomes in Jamaica
(3): Catherine Chmilding (University of Missouri): Age and Gender Disparities in Orphanage Admittance
(4): Open Discussion

9:00 - 10:45 am, Skybox 206
Learning, Teaching & Knowing: Researching Education
Presenters:
(1): Heather Hallman (Pacific Lutheran University): Friendship and Learning Public Sociality at a Japanese Free School
(2): Marisa Ensor (University of Tennessee, Knoxville): Teaching Cultural Memory to South Sudanese Children: Education's Role in Creating Negative and Positive Peace
(3): Seonsok Park (New Mexico Highlands University) & Kwangjong Park (University of New Mexico): Preserve Teachers' Perception on Diversity in the Southwest
(4): Karin Heissler (University of Oxford): 'We are Poor People so What is the Use of Education?' School to Work Transitions in Rural Bangladesh and their Implication for Policy-Makers
(5): Vanessa Robinson-Dooley (Kennesaw State University): A Pre- and Posttest Review of College Students' Attitudes about Cultural Diversity

Break 10:15-10:30

9:00 - 10:00 am, Skybox 211
SASci Symposium: Psychological Anthropology and Evolutionary Psychology
Chair: Elizabeth Cashdan (University of Utah)
Organizer: Elizabeth Cashdan (University of Utah)
Presenters:
(1): Elizabeth Cashdan (University of Utah): Doing Cognitive Psychology in the Bush
(2): Layne Vashro (University of Utah): Sex Differences in Spatial Cognition among the Tjimba and Tue
(3): Ryan Schacht (University of California, Davis): What Evolutionary Psychology Has Missed in the Study of Sex Differences: Mate Choice Preferences among the Makushi of Guyana
(4): Open Discussion

BREAK 10:15 - 10:30 am

10:30-11:45 am, Skybox 205
Roundtable: Has the Four-Field Approach to Anthropology Run Its Course?
Chair: Bradley Ensor (Eastern Michigan University)
Organizer: Victor De Munck (State University of New York, New Paltz)
Participants: Bradley Ensor (Eastern Michigan University); Alan Fix (University of California, Riverside); Victor De Munck (SUNY-New Paltz); Seamus Decker (University of Massachusetts, Amherst); Elisa Sobo (San Diego State University)

10:30 - 11:45 am, Skybox 206
Conversation Hour: Innovations in How Infants and Children Learn Culture: New Brain Research & Anthropological Insights
Organizers: Sarah Mahler & Rachel Stryker (Mills College)
10:30 - 11:45 am, Skybox 208
Case-Studies in Cross-Cultural Research
Chair: Peter Gray (University of Nevada, Las Vegas)
Participants:
(1): Peter Gray (University of Nevada, Las Vegas) & Sharon Young (University of Nevada, Las Vegas): Human-Pet Dynamics in Cross-Cultural Perspective
(2): Nancy Aiken & Kathryn Coe (Indiana University Purdue University Indianapolis): Uses of Dolls across Cultures
(3): Edward Jolie (Mercyhurst College & University of New Mexico): Crafting Plants and People: A Preliminary Investigation of Basketry Production Systems in Cross-Cultural Perspective
(4): Zachary Garfield (University of Nebraska-Lincoln): Status Attainment & Prosociality in Egalitarian Societies
(5): Tiliicia Mayo (Indiana University Purdue University Indianapolis), Khadijah elShabazz (Indiana University Purdue University Indianapolis), Olorunmola Ogunmola (Indiana University Purdue University Indianapolis) & Kathryn Coe (Indiana University Purdue University Indianapolis): Is Forgiveness a Universal Value? Exploring the Possibility of a Universal Concept of Forgiveness

10:45 - 12:00 pm, Skybox 209
Roundtable: Have Institutionalized Changes Rendered Anthropology as a Social Science Impossible?
Chair: Tamara Neubauer (Universität Wien)
Organizer: Tamara Neubauer (Universität Wien)
Participants: Tamara Neubauer (Universität Wien), Murray Leaf (University of Texas, Dallas), Robert Moore (Rollins College) & Peter Collings
Noon – Lunch break

1:00 pm – Building a Global Community: Unifying Diverse Views through Psychology
   Chair: Ayse Ciftci, Ph.D. (Purdue University)
   Speakers: Lamize Shawahin (Purdue University) “Addressing Homophobia at the Global Level”
             Chandni Shah (Purdue University) “Violence against Women as a Global Epidemic”
             Martin Nolasco (Purdue University) “Immigration Movements and Conflicts across the Globe”
             Laura Reid-Marks, M.S. (Purdue University) “Health Disparities in Immigrant Populations”
   Discussant: John D. Hogan (St. John’s University)

2:30 pm – Roundtable: Empowerment Through International Mentoring: Perspectives from Students and Early Career Professionals
   Chair: Ani Kalayjian, Ed.D. (Association for Trauma Outreach and Prevention - ATOP)
         (Chair Division 52 Mentoring Committee)
   With: Ayse Ciftci, Ph.D. (Chair Early Career Committee)
         Daria Diakonova, M.A. (Co-chair Division 52 Student Committee)
         Laura Reid-Marks (Co-chair Division 52 Student Committee)

3:45 pm – Joint Division 52 & SCCR Roundtable: Chinese Parenting in China and the USA
   Speakers: Susan Chuang (Guelph University, Canada)
             Uwe Gielen (St. Francis College, Brooklyn)
             William Jankowiak (University of Nevada, Las Vegas)
             Jonathan Palumbo (New York University)

Friday February 24, 2012
Focus: The Role of International Psychology in the Education of Psychologists
9 am – Symposium: Is the Topic of Human Rights Relevant to Psychology Education?
   Chair: Neal S. Rubin, Ph.D., ABPP (Argosy University, Chicago)
   Speakers: Gilbert Reyes, Ph.D. (Fielding Graduate Institute) “Educating Psychologists to Integrate Human Rights Principles in International Humanitarian Relief”
             Susan Nolan, Ph.D. (Seton Hall University) “Using Human Rights Concepts and Examples in Teaching Statistical Methods”
             Neal S. Rubin, Ph.D., ABPP (Argosy University, Chicago) “International Human Rights Initiatives at the United Nations are Relevant to Psychology Education”
   Discussant: Florence Denmark, Ph.D. (Pace University)

10 am – Report: Internationalizing the Psychology Curriculum, an Update on National Progress
   Speakers: Richard Velayo, Ph.D. (Pace University)
             Gloria Grenwald, Ph.D., (Webster University)

11 am – Roundtable: Promoting International Publication Opportunities for Psychologists
   Speakers: Senel Poyrazli, Ph.D. (Penn State University, Harrisburg) Co – editor with Chalmer Thompson, Ph.D. International Case Studies in Mental Health
             Grant Rich, Ph.D., Editor, International Psychology Bulletin
             Judith L. Gibbons, Ph.D. (St. Louis University), Editor, International Perspectives in Psychology: Research, Consultation, Practice

Noon – Video preview: “International Psychology: What Students Want to Know”
   Hosts: Uwe Gielen, Ph.D. (St. Francis College, Brooklyn)
          Judy Kuriansky, Ph.D. (Columbia University)
Abate Adem, Teferi (Yale University)
Spatial Distribution of Livestock Raids in Northern Kenya
Ethnographers who have studied east African nomadic herders have suggested that inter-ethnic livestock raids are limited in both social and spatial scale. They suggest that such raids rarely involve all members of conflicting ethnic groups and they are spatially limited to patches of ecologically valued “drought reserves” in the form of highly productive river valleys and high rising ridges. Presumably, such areas would be “hotspots” of violence in dry conditions as pastoralists exercise their contingency plans by moving to such areas. In this study, we concentrate on geographic distribution of livestock violence. We draw on location-specific data of conflict events collected from news reports for a 12 year period (1998-2009) involving Turkana as attackers or attacked. The goal is to explore possible links between pasture conditions in different sections of the district (using available rainfall data as a proxy for pasture quality) and intensity of reported livestock raids (measured by number of deaths incurred) during the study period.

Aiken, Nancy (Independent Researcher) & Coe, Kathryn (Indiana University Purdue University Indianapolis)
Uses of Dolls across Cultures
Using the keyword “dolls,” we conducted a search of 258 distinct cultural groups that were included in the HRAF World Cultures files. Discussions of dolls were identified in over half (n=154) of those groups. We collected data on descriptions of the dolls, who made them and how they were made, who used them and how they were used. We broke this last category down into how often and in what context they were used, and whether or not the doll was said to have a spirit. If so, how it was said to have received that spirit. We entered these data into tables categorized by each characteristic, which allowed us to count the number of cultural groups in which each characteristic occurred. Preliminary data indicate that in small scale societies, dolls are often made by close kin for both boys and girls and are used to entertain and/or educate. Dolls, however, are also made for adults, including shaman, who are attempting to influence the supernatural world. In this paper, we summarize the results of our study and discuss the different uses of dolls across cultures.

Al Abiky, Waleed (Qassim University)
Cultural and pedagogical flaws in English Curriculum of Middle school in Saudi Arabia
Curriculum is a plan for unlimited learning opportunities; a changing agent that can transform a human being (Wiles & Bondi 2002). English curriculum of Middle school in Saudi Arabia has often been under scrutiny for not being well developed or appropriately or even pedagogically designed (Alamri, 2008). It has many pedagogical and cultural flaws that have to some if not great extent affect the acquisition of English language and culture. For instance, English curriculum always uses Arabic names, flags and other cultural symbols. Names and cultural symbols of the target language is absent or even ignored. The study take the critical discourse analysis CDA as the main methodology used to tackle the topic. CDA is not a single theory or approach, but rather an interdisciplinary approach. The study is still going and the results have not yet been finalized, but expected to finish shortly.

AlKailani, Mahmud (Yarmouk University)
Replicating Hofstede Model in Jordan: Ungenralized, reevaluating the Jordanian culture
Hofstede was credited with completing the largest cross-cultural study applicable to international management theory (Swierczek, 1991; Hoppe, 1983), and a review of the literature indicates that the dimensions identified by Hofstede capture the essence of many dimensions and value orientations proposed by other researchers (Ayoun, 2008). The effect of culture on people’s life is so great that it will even affects the motives and choices of people’s behavior (Chung, 2001). The aim of the study is to update the Hofstede cultural value dimensions. We argue that scores (findings) obtained by Hofstede in his previous studies conducted in Arab countries and then generalized to Jordanian culture is not scientifically valid. This study replicates Hofstede's study with data obtained from students studying for their master degrees in different universities in Jordan. Throughout the history of studying national cultures, a number of researchers, through their intense investigation of cultures, explored different cultural frameworks (e.g., Kluckhohn, 1961; Hofstede, 1991; Schwartz, 1994; Trompenaars and Hampden-Turner, 1998). This paper begins by reviewing the literature on culture and cultural frameworks. In the section after that, a replication of Hofstede's study was conducted and findings were obtained. The final section concludes with a discussion of findings, and why findings obtained differ from those found earlier by Hofstede himself in previous research.

Allen, G. E. Kawika (Southern Utah University)
Pacific Islander Identity Development: Multivariate profile analysis of biracial identity development and psychological factors of well-being among Polynesian/White individuals.
This study examined racial identity, self-esteem, religiosity, and phenotype among biracial Polynesian/White adults. Eighty-four Polynesian/White persons completed the Biracial Identity Attitude Scale, the Rosenberg Self-Esteem Inventory, the Religious Orientation Scale, and a Polynesian phenotype scale. Profile analyses showed participants identified more with Polynesian parent. A mediation analysis revealed that phenotype did not mediate the relationship between biracial identity and self-esteem. Scores on male participants with Polynesian fathers predicted higher levels of religiosity. Implications will be discussed in terms of impact of biracial identity development, religiosity, and self-esteem.
Allen, G. E. Kawka (Southern Utah University)

*Mormon Pacific Islanders: Religiosity, acculturation, and psychological well-being among immigrant Polynesians in the Midwest*

There is limited knowledge about coping and psychological adjustment in Latter-Day Saint (LDS) Polynesians. This study examined religiosity, collectivistic coping, and psychological well-being among 94 LDS Polynesians residing in the Midwest. As hypothesized, religiously committed LDS Polynesians were more likely to have a healthy psychological well-being and were also likely to use collectivistic coping styles, such that high helpfulness ratings on family support and religion-spirituality coping styles were significantly correlated with a positive psychological well-being. Family support also moderated the relationship between LDS Polynesians’ religious commitment and psychological well-being. Implications will be discussed in terms of religiosity, culture, coping, and psychological well-being.

Anderson, Cheryl (University of Nevada, Las Vegas)

*Identifying victims of violence in a multicultural context: a bioarchaeological case study from Northern Mexico*

San Francisco de Borja is a mortuary cave site in Chihuahua, Mexico excavated by Richard and Sheilagh Brooks. Dating to the late prehistoric period, a minimum of eighteen individuals were interred in this burial cave and are thought to belong to the Tarahumara cultural group. Of these, several individuals exhibited signs of perimortem trauma. In order to investigate these indications of violence and place the remains in the larger social and political landscape, archaeological data on the Tarahumara and other groups in the region was examined. This included information on multicultural interactions between the Tarahumara, other local cultures, and groups passing through the region, which was a major trade corridor. Analyses indicate that a minimum of 11 adults and 7 subadults were interred at this site. Evidence for perimortem chop marks was found on one adult male, who exhibited at least three wounds. Additionally, perimortem neck fractures were discovered on two individuals. The wounds on these three individuals are consistent with interpersonal violence. Due to the combination of multiple types of evidence, it is suggested that at least some people at this site were victims of either conflict between individuals from different cultural groups or violence among the Tarahumara.

Anderson, Gene (University of California, Riverside)

*Folk Science and 'Science'*

David Kronenfeld’s call for this session includes some hope for “bringing empirical theory and formalism closer to the experienced world” and for looking at “the biasing effects of perspective (on one’s perception of problems that seem worth addressing) and hence the utility of inviting new perspectives.” Several scholars have pointed out in recent years that a significant amount of pragmatic, accurate, and valuable traditional knowledge has been ignored because it appears to a typical western observer to be “religion” or “magic” rather than “science.” This is true, for example, of Chinese fengshui (Anderson 1996; Anderson and Anderson 1973), Maya plant healing such as the use of the “deer god tree,” believed to be curative because of the deer god but also rich in antibiotic and antifungal compounds (Anderson 2003), and Northwest Coast conservation measures (Nadasdy 2004; Turner 2005). This has at least something to do with the usefulness of religion for providing sanctions against shortsighted behavior (Anderson 1996; Berkes 2008; Firth 1959). The present paper summarizes some cases, provides a typology of ways that observers impose a classification that may be misleading, and then looks at herbal medicine as a particular problem area. These considerations lead us to some speculation on the nature of “religion” and of modern science.

Anyikwa, Victoria, Tavernier-Almada, Linda & Prince, Janis (Saint Leo University)

*Cultural Realities of Caribbean Americans in the U.S.: The Aging Caribbean in the United States*

The United States Census projects that by 2050 the U.S. population will be older and more diverse at 439 million people. By 2030, one in five U.S. residents will be a senior citizen, with the baby boom generation reaching 65 or older. The foreign born population from Latin America and the Caribbean increased from less than a million in 1960 to over 22 million in 2010, many of these comprising the baby boom generation. This paper focuses on the attitudes toward aging and expectations from children among first and second generation Caribbean living in the United States. Cultural values are believed to drive the concerns for the elderly with parental expectations and the demands of working children impacting lives in various ways.

Apakidze, Inola (Sokhumi State University)

*Socio-Pragmatic Analysis of English and Georgian Wedding Toasts*

The paper considers socio-pragmatic peculiarities of English and Georgian wedding toasts. Though the toasts are proposed in the form of a monologue, I consider them as a dialogue between the speaker and the audience that expresses immediate reaction to the words uttered. At Georgian weddings, the audience often shows its attitude towards the speech not only through laughter (silence) but also through such words and phrases as ‘itsotskhle’ (May you live long), ‘gagimarjos’ (I wish you victory), ‘ghmertma daglotsos’ (God bless you). At the same time, in English wedding toasts, attention is drawn to ‘tag questions’ which are often used by the speaker to get the reaction from the addressee. I also consider toasts as examples of an ‘adjacency pair’, since each toast is followed by a response from the addressee and the audience.

At English weddings there are three traditional toasts proposed by the Father of the Bride, the Groom and the Best Man. At Georgian weddings there are numerous toasts given by the ‘Tamada’ (Toastmaster) who is responsible for proposing toasts and keeping harmony and joy among the participants of the event. For the equal comparison and analysis of the abovementioned English toasts, I have selected three Georgian wedding toasts such as a toast to the Bride and Groom, to the Newlyweds’ parents, and to the Bridesmaid and the Best Man. It should be noted that at English weddings there is usually a person called a Toastmaster (also known as a Master of Ceremonies), but unlike the Georgian ‘Tamada’, who always proposes a toast, the English toastmaster undertakes such duties as, for example, introducing the speakers who are to give the toast. The English toastmaster does not make toasts unless the Best Man acts as a toastmaster. In both cultures the wedding toasts abound in performatives, such as ‘wish’, ‘thank’ ‘propose’, etc, while the performative verb ‘bless’ is very much characteristic of Georgian toasts. In this paper, it will be shown how important the words uttered in the form of toasts are for the people taking part in the wedding, since the toasts are the means of establishing and maintaining friendly relationships among the participants of the event.
**Appell-Warren, Laura (St. Mark's School)**

*Named Developmental Stages as Indicators of Personhood and Socio-Cultural Development*

Research among the Rungus Dusun of Sabah, Malaysia and among the Bulusu' of East Kalimantan, Indonesia, indicates that the social construction of personhood is reflected in the indigenous named developmental stages. For example, a person's responsibilities and duties are often incorporated in the named developmental stages, as are the acquisition of a variety of socio-cultural competencies. The use of different cultural rituals to signify changes in an individual's level of personhood can also be reflected in the indigenous named stages of development. In a systematic examination of how personhood is used in the anthropological literature, it was verified that named developmental stages are one of the cross-cultural indigenous markers of personhood and socio-cultural development.

**Armstrong, Jan (University of New Mexico)**

*Imagining Qualitative Psychology*

This conceptual analysis articulates a set of principles that characterize qualitative psychological research as a distinct approach to understanding human behavior within and across cultures. "Qualitative psychology" (Smith, 2003) refers to established and emerging methods for investigating psychological phenomena that give precedence to qualia (qualities, stories) over quanta (frequencies, numbers). After a brief review of general principles of qualitative research, the paper highlights features that characterize studies that are rigorous, qualitative and psychological. Qualitative psychologists investigate psychological processes (perception, cognition, learning, emotion, behavior) and more complex systems (ways of life; cultural contexts of race, gender, and disability). Conducted by practitioners (including students) who have expertise in psychology or one of its subfields, such work deploys psychological theories, principles, concepts, and findings. The value of qualitative methods for researching social phenomena is well established (for example, in anthropology, sociology, cultural psychology, women's studies, ethnic studies). However, with some notable exceptions, qualitative research methods remain controversial in mainstream psychology and among those who work in psychologically-oriented fields (e.g., counseling, family studies, human development, educational psychology, special education). This, in turn, constrains opportunities for rigorous, imaginative, qualitative, cross-cultural studies that could broaden and deepen our understanding of psychological phenomena.

**Ashdown, Brien (Hobart and William Smith Colleges)**

*The Twenty Statements Test as a Measure of Group Bias and Stereotypes*

The Twenty Statements Test (TST) has been utilized repeatedly as a measure of self-concept and self-identity (Grace & Cramer, 2003). Developed over 50 years ago (Kuhn & McPartland, 1954), the TST has participants respond to the question "Who Am I?" by completing the statement "I am ____" twenty different times. Participants' responses are then analyzed as a measurement of self-concept and self-identity. Though not without critics (e.g., Watkins, Yau, Dahlin, & Habtamu, 1997), the TST has been used widely to explore cultural influences and differences on people's self-concept and self-identity (e.g., Leuers & Sonoda, 1999). The present study utilized the TST in a creative and unique way – as a measure of group bias and stereotypes rather than self-concept. Guatemalan adolescents (N = 483) were asked to complete the TST about a member of a particular social group (e.g., an Indigenous man or a Ladina woman). Participants' responses were then coded and analyzed to document and explore the stereotypes commonly held about those groups. This presentation will focus on the process and other relevant aspects of utilizing the TST as a measure of group bias and stereotypes.

**Ashraf, Samina & Sheryar, Sataish (NGO)**

*Concerns for MDGs: Identification of Social Determinants of Clandestine Abortion Leading to Maternal Mortality*

This research study aims to identify the high risk strata of women who resort to clandestine abortion & their social determinants. This Descriptive study was carried out in Departments of Gynecology and Obstetrics, in three hospitals of Lahore from April 2009 to October 2009. This study included 150 married and unmarried women in reproductive age group, who had undergone illegal induced abortion, either visiting the hospital OPD or admitted in the gynaec ward. Relevant information was recorded on a predesigned questionnaire prepared in accordance to the objectives of the study. An effort was made to find out the social determinants of women who resorted to illegally abortion and identifying the high risk strata of women who resorted to illegally abortion. Out of 150 women, 87 belonged to low socio-economic class. Eighty-five women had used some contraceptive method in the past. The most common reason for seeking abortion was completion of their family size. About 35 women gave history of contacting a doctor or family planning staff about their pregnancy. The method most commonly used for termination of pregnancy was instrumentation. Fifteen women had not sought a formal permission for abortion from their husbands. Socioeconomic, demographics, cultural and psychological pressures fabricate the story of compulsion women felt to terminate their pregnancy. Prevention of unwanted pregnancies must be given the prime attention. Attempts should be made to eliminate, illegally induced abortion, a life threatening issue to reduce maternal mortality in Pakistan.
groups inhabiting the site and the role that violence may have played within society.

Violence among prehistoric communities is best explored through multiple lines of evidence. Archaeological data have not always been available, yet they can be complemented by bioarchaeological data in violence research. This study incorporates skeletal evidence of violence (i.e. traumatic injury) and health with mortuary patterns and archaeological site data to examine the multi-cultural community at the Mogollon site of Grasshopper Pueblo (AD 1275-1400). Young adult (15-35 years) females and middle adult (35-50 years) males exhibit the highest rates of healed cranial depression fractures (i.e. non-lethal trauma). These rates of trauma and morbidity can demonstrate differential treatment and access to resources. The results of this analysis will therefore explore the implications for social interactions among the groups inhabiting the site and the role that violence may have played within society.

**Baek, Seon-Gi (Sungkyunkwan University)**

*K-pop, a New Korean Wave, and its popularity around the world: A New worldwide cultural phenomenon and its cross-cultural implication*

The purpose of this study was to discuss a new cultural phenomenon uprising recently in the world for about last two years. It was the worldwide high popularity for Korean popular songs, and depicted as a New Korean Wave or 2nd stage of Korean Wave. Comparing with the 2nd stage of Korean Wave, The previous Korean Wave has been a very specific and unique cultural phenomenon in the whole of Asian area for the last 15 years. Many Korean mass cultural products have become so popular in this area. Such highly popularized Korean cultural products have been called as ‘Korean Fever’ or ‘Korean Wave’ or ‘Hallyue’. While the 1st stage of Korean Wave was led by Korean TV drama, the 2nd stage of Korean Wave was initiated by young Korean boy or girl groups. Many young audiences in the world began to be absorbed in loving Korean popular songs. They normally tended to sing many Korean popular songs, and dance with following rhythmic movements of Korean popular boy or girl groups. The author concerned mainly why this kind of new cultural phenomenon would happen to occur world-wide beyond Asian area, why young generation in the world specially could favor for the Korean popular songs, and what kinds of implications could be discussed cross-culturally by this new world-wide cultural phenomenon. In order to deal with these concerns, he set out a long-year project and developed various worldwide surveys with questionnaires for young audiences around the world, especially, in Asia, Europe, and Latin America. With supports from Korean Cultural Centers located in these areas, he applied various surveying research methods from Jan. 1, 2010 to Oct. 31, 2011, as follows; ‘face-to-face interview’, ‘in-depth interview’, ‘Internet survey’, ‘SNS survey’ etc. On the basis of results of these world-wide surveys, he shared some of important findings about the new cultural phenomenon around the world and discussed it from cross-cultural perspectives.

**Bao, Jiemin (University of Nevada, Las Vegas)**

*Thai American Buddhist Classed Practices: Converting Economic Capital into Religious Capital* Merit making (tham bun) is one of the most performatative of all Buddhist activities among Thai Americans. On the one hand, merit making, as a spiritual pursuit, involves loving-kindness, compassion, and generosity; on the other hand, it is deeply rooted in the material world as temples need financial support, and individuals need to give in order to accumulate merit and to display their wealth and moral worth. Merit making, I argue, is caught in-between spirituality and capitalism. In this presentation, I analyze the ways in which Wat Thai of Silicon Valley, a Buddhist temple in northern California, organizes merit making at both local and transnational levels to enable participants to convert economic capital into religious capital. The paper concludes that merit making is a middle-class practice and mirrors the transnational movement of people, ideas, money, and networks.

**Barlett, Christopher (Iowa State University)**

*Cross-Cultural Differences in Cyberbullying Behavior: A Short-Term Longitudinal Study*

Cyberbullying (aggression using technology) has emerged as a societal issue all over the world. Cyberbullying yields negative consequences for the victim, such as depression, suicide ideation, and fear. The research has primarily focused on the consequences of the victim using United States samples. However, I believe that research is needed to test what variables enhance cyberbullying frequency. The current study sought to test the cross-cultural differences in the predictors of cyberbullying using a short-term longitudinal design. College-aged participants from the United States (N = 293) and Japan (N = 722) completed several questionnaires at Wave 1, including cyberbullying frequency, cyberbullying reinforcement, and positive attitudes towards cyberbullying. Approximately two months later, participants completed the cyberbullying frequency questionnaire again and change scores were computed. First, results showed that cyberbullying increased for only male participants from the United States. Correlations revealed that positive attitudes towards cyberbullying, cyberbullying reinforcement, and cyberbullying frequency were significantly correlated. Moderation tests revealed that the relation between positive attitudes towards cyberbullying and cyberbullying was positive and significant for the United States sample, but not the Japanese sample. Similar results were found when cyberbullying reinforcement was the predictor. Overall, these results are the first to test cross-cultural changes in cyberbullying.

**Barry, Herbert (University of Pittsburgh)**

*Difference between Nearby Paired Societies May Reveal Evolutionary Differentiation*

Regional differences have undesirable effects on correlations. In 186 societies, adjacent serial numbers are relatively close geographically. Regional differences therefore are minimal for pairs of adjacent serial numbers. Comparisons between paired and individual societies can be applied to many customs. An example is agriculture, an important food source in Africa and Eurasia but not in North and South America. Other customs can have three regional distributions compared with a high proportion of food from agriculture: different, opposite, or similar. (1) Distribution is different for less food from domesticated animals, less frequent corporal punishment of young boys, and choice of wife by adult relatives of the future husband. Their associations with food from agriculture are highly positive for differences between pair members but not for individual societies. (2) Distribution is opposite for food from hunting and gathering. Their associations with food from agriculture are highly negative for individual societies but not for differences between pair members. (3) Distribution is similar for residence fixity and high population density, perhaps resulting from prolonged adaptive evolution. Their associations with food from agriculture are highly positive for differences between pair members and also for individual societies.

**Baustian, Kathryn (University of Nevada, Las Vegas)**

*Health and Trauma among the Multi-Cultural Population at Grasshopper Pueblo (AD 1275-1400): Bioarchaeological Complements to Violence Research in the Prehistoric American Southwest*

Violence among prehistoric communities is best explored through multiple lines of evidence. Archaeological data have not always been complemented by bioarchaeological data in violence research. This study incorporates skeletal evidence of violence (i.e. traumatic injury) and health with mortuary patterns and archaeological site data to examine the multi-cultural community at the Mogollon site of Grasshopper Pueblo (AD 1275-1400). Young adult (15-35 years) females and middle adult (35-50 years) males exhibit the highest rates of healed cranial depression fractures (i.e. non-lethal trauma). These rates of trauma and morbidity can demonstrate differential treatment and access to resources. The results of this analysis will therefore explore the implications for social interactions among the groups inhabiting the site and the role that violence may have played within society.
**Beebe, Heidi & Gauvain, Mary** (University of California, Riverside)

*Maasai Adolescent and Adult Health Knowledge*

Increased availability of formal education in rural developing communities provides a difference in knowledge base, including health knowledge, which may introduce knowledge differences between younger and older community members. It may also indirectly affect the community at large if younger community members convey their new understandings to elders. The current study investigated health and contamination knowledge in a developing rural Maasai community in northern Tanzania where secondary school was not available until 2003. Forty youths between 14 and 16 years of age (20 females) from Kinana secondary school and 23 adults, 25-60 years old (13 females), from the same community, completed a survey in one-on-one interviews with the researcher and a local translator. The 35-item survey focused on knowledge of stomach illness, germs, and water contamination. Results suggest that youth have more biologically-based knowledge of illness and contamination than adults do, but still possess some of the same local knowledge of plant medicine as the adults do. Youth reported learning about illness and germs primarily from teachers while adults reported not learning about illness or germs from anyone. Youths reported sharing their knowledge of illness and water safety with their family members, which provided beneficial changes for their family.

**Bender, Andrea & Beller, Sieghard** (Universität Freiburg)

*Nature and Culture of Finger Counting*

Recent studies corroborate that finger counting habits affect how numbers are processed, and legitimate the assumption that this effect is culturally modulated. The degree of cultural diversity in finger counting, however, has been grossly underestimated in the field at large, which in turn constrained research questions and designs. In this talk, we argue that fingers as a tool for counting are not only naturally available, but also—and crucially so—culturally encoded. To substantiate this proposition, we provide an overview on the cultural variability in finger counting, followed by a representational analysis. From this analysis, theoretical questions will be derived and discussed in light of empirical findings from related research. Given the prominence of finger counting for theories of embodied cognition, it will be both instructive and prolific to take this cultural diversity into account for future research and theorizing.

**Bendor, Susan** (Yeshiva University)

*Transnational Care-giving for Aging Relatives: Vital strategies for meeting emerging needs*

Widespread global migration and the dramatic growth of the elderly has led to new challenges for millions of migrants and immigrants who seek to and are expected by their culture to provide care for their parents and relatives life course either in proximity or from a distance. While long distance care-giving within the US, Europe, Asia and Australia have received considerable attention in Gerontology and Family Studies: transnational practices of care remain largely invisible except to clinicians. They increasingly see clients struggling to provide financial, hands on, emotional or moral support to ageing parents, grandparents or other relatives in their home country. This struggle becomes a crisis when kin in other countries become acutely ill, require palliative or end of life care. Recently researchers in migration and ethnic studies have begun to shine the spotlight on family relations in a transnational context. (Brijnath, 2009) (Baldassar, 2007). Others have highlighted the increasing role of migrant workers as care-givers in developed countries (Spencer et. al, 2010). This paper synthesizes a review of the literature, research and clinical experience to identify resources and strategies that can assist migrant family members, professionals and policymakers to facilitate the best possible outcomes for transnational care-givers and their care recipients.

**Bergquist, Kathleen** (University of Nevada, Las Vegas)

*Implications of the Hague Convention on the Humanitarian Evacuation and “Rescue” of Children*

This paper seeks to examine a) the history of humanitarian evacuation and “rescue” of children as a form of child welfare practice, b) the legal and political context of such “rescue,” and c) pre- and post-Hague Convention on the Protection of Children and Co-operation in Respect of Intercountry Adoption (the Hague Convention) international responses. The paper posits that the Hague Convention does not fully protect children from the well-intended, but legally impermissible, humanitarian impulses of child evacuations.

**Best, Deborah & Cantin, Alyssa** (Wake Forest University)

*Children’s filial responsibilities: Perceptions of competence and fairness*

Previous research has demonstrated the importance of filial responsibilities (e.g., household chores, caregiving) in children’s learning environment and gender role development (e.g., Whiting, 1963; Whiting & Edwards, 1988). Although families differ in their expectations, children in minority and low-income families are often highly involved with family chores and caregiving. In this study 66 fifth-grade minority children were asked to report their filial responsibilities on four occasions, along with their perceptions of the unfairness of those and their school and social self-esteem. Boys and girls reported spending similar amounts of time completing instrumental chores but girls had more responsibilities and more caregiving. Perceived unfairness was related to chores for boys, to caregiving for girls, and to lower school self-esteem but not social self-esteem. Home responsibilities leave less time for homework, perhaps decreasing children’s confidence in academic abilities, but these tasks may help children maintain feeling of social competence.

**Blount, Benjamin** (Socioecological Informatics)

*Validating the Concepts of Vulnerability and Resiliency in Fishing Reliant Communities*

Even though the concepts of community vulnerability and resiliency are of increasing interest to applied anthropologists, the meaning of these terms is contested. In this paper, we take an emergent grounded approach to these concepts. Using two unrelated data sources and mixed methodologies we establish areas of consensus of meaning. Both quantitative secondary data and qualitative primary data from ethnographic field research are incorporated. Techniques for integrating differing data sources are developed and the substantive results establish areas of consensus for the concepts. The project lends support for the utility of social indicators of community resilience and vulnerability.
Boehm, Deborah (University of Nevada, Reno)
*Exiled U.S. Citizens: Children of Deportees Living in Mexico*
This paper focuses on an increasing number of young U.S. citizens—from infants to teenagers—living in Mexico after the deportation of a parent. Drawing on ethnographic research among transnational Mexicans with ties to San Luis Potosí and Zacatecas, Mexico and several locales in the U.S. West, I trace these children’s experience of displacement. Forced out of their nation of origin, U.S. citizen children in Mexico experience a kind of exile; most have never been to Mexico, English may be their first or preferred language, educational institutions are foreign to them, and they face challenges adjusting to a new place and new life. The U.S. state’s deportation of parents, I argue, translates into the de facto deportation of U.S. citizens. Public calls to rescind birthright citizenship among the children of undocumented migrants further underscores how these children do not, in practice, have access to full membership in the nation. Meanwhile, in Mexico, U.S. citizen children become undocumented migrants, further narrowing future trajectories. The experiences of U.S. citizen children exiled to Mexico reveal the instability of the ostensibly fixed category of legal citizenship.

Bolton, Ralph (Pomona College)
*Anthropologists Without Borders: An Idea Whose Time Has Come*
As part of an agenda to encourage anthropologists to “give back” to their research communities, several years ago I proposed the creation of Anthropologists Without Border. Such an entity, I suggested, would facilitate engagement by professional anthropologists and students in voluntary activities to benefit communities and nonprofit organizations working to solve human problems. In this paper I present an overview of some “without borders” organizations, such as Engineers Without Borders, followed by a discussion of the status of efforts to launch a comparable anthropological organization. I raise questions about how AWB should be structured and what its mission should be.

Bornstein, Marc (Eunice Kennedy Shriver National Institute of Child Health and Human Development)
*Mother-Infant Vocalizations in Eleven Cultures*
Cultural variation in rates, interrelations, and contingencies of mother-infant positive vocalizations were examined and compared in 684 mother-infant dyads in 11 cultural groups from Argentina, Belgium, Brazil, Cameroon, France, Kenya, Israel, Italy, Japan, South Korea, and the United States. Rates of mothers’ speech to infants and infants’ nondistress vocalizations varied across cultures. Overall, rates of mothers’ speech to infants and infants’ nondistress vocalizations were largely uncorrelated. Nonetheless, in about half of the cultural groups (specifically Argentina, Italy, Japan, Kenya, South Korea, and the U.S.) infants were likely to respond to maternal speech by vocalizing, and with the 2 country exceptions of Cameroon and Kenya mothers universally spoke to their infants in response to their infants’ nondistress vocalizations. Maternal and infant contingencies were also significantly correlated in most cultural groups. Differences emerged across cultural groups in mothers’ responsiveness to infant vocalizations, but no cultural differences emerged in infant responsiveness to maternal vocalizations. In some cultures, mothers were more responsive to infants than infants were to mothers. Cultural goals for the developing infant, and universal maturational constraints on the human infant, are marshaled to help to explain these cross-cultural findings.

Bornstein, Marc (Eunice Kennedy Shriver National Institute of Child Health and Human Development)
*Maternal Responsiveness to Infant Vocal Distress in Eleven Cultures: Comparisons and Contingencies*
We explored cultural variation in the rates of and relations between infant vocal distress and maternal responses (affectionate, distraction, nurturing, physical, vocal) to infant distress. Specifically, 684 mother-infant dyads in 11 countries participated: Argentina, Belgium, Brazil, Cameroon, France, Kenya, Israel, Italy, Japan, South Korea, and the United States. Comparisons of infant-mother rate correlations with contingencies demonstrated that the two methods of analysis yield different results, but the two contribute to understanding maternal and infant behavior. Mothers respond to infant vocal distress by picking up and holding, and talking to their infant, but across cultures mothers are unlikely to respond by displaying positive affect, attempting to distract their infant, or nurturing. Although the overall rates of many behaviors varied across cultures, no cultural differences in maternal contingent responses to infant vocal distress were found, suggesting that individual differences tend to outweigh cultural ones with respect to maternal responsiveness to infant distress.

Bornstein, Marc (Eunice Kennedy Shriver National Institute of Child Health and Human Development)
*Basic Language Comprehension and Production in >100K Young Children from 16 Developing Nations*
Using the Multiple Indicator Cluster Survey, language comprehension and production were compared in a sample of 101250 children 2:00 to 9:11 and a focus subsample of 38845 children 2:00 to 4:11 from 16 under-researched developing nations. In the whole sample, comprehension slightly exceeded production; correlations between comprehension and production by country were positive and significant, but varied in size, and the average correlation was positive, significant, and small to medium. Mean comprehension and production varied with child age, reaching an asymptote at 5:00, and correlations between comprehension and production by age were positive, significant, and similar at each age. In the focus subsample, comprehension exceeded production; correlations between comprehension and production by country were positive and significant, but varied in size, and the average correlation was positive, significant, and medium in size. Children in countries with lower standards of living were less likely to demonstrate basic language comprehension or production.
Brown, Carrie (Agnes Scott College)

**Cultural Symbols as Culturally Anchored Research: The Mohegan Trail of Life**

The purpose of the present study was twofold: (1) to identify the sources and practices of Mohegan adolescents’ cultural socialization, and (2) to determine how those sources and practices are predictive of Mohegan adolescents’ academic success. This twofold purpose was achieved via a culturally anchored research method (Hughes et al., 1993), which aligns in many ways with an Indigenous research paradigm (e.g., Wilson, 2008). The participants were 84 enrolled adolescent members of The Mohegan Tribe who completed a measure of academic success (Whitesell et al., 2009) and Trail of Life project. The Trail of Life is one of the Mohegans’ most well-known cultural symbols (Fawcett, 2000). The participants drew and described their Trail of Life – each dot representing someone who has helped them learn about their culture. The participants’ Trails of Life identified a total of 266 sources (six categories), and a total of 284 practices (seven categories) in which the identified sources engage. Linear regression analyses revealed that a higher number of people identified on the Trail of Life significantly predicted greater academic success. Further, the sources of parent and teacher, and the practices of encourage/support, assist with a school project, and take to an event/activity/location, were each predictive of academic success.

Brown, Jill (Creighton University)

**Parenting into an economy of affection: Practices and values in northern Namibia**

Past research highlights the assertion that cultural learning and development are not fixed but adapt, in a coordinated way, to evolving ecological conditions (Greenfield, Maynard, & Childs, 2003). This paper explores how families in the north of Namibia are engaged in socialization of children into both the market economy and the economy of affection. Hyden (1983) defines the economy of affection as “a network of support, communications and interaction among structurally defined groups connected by blood, kin, community or other affiliations. The economy of affection is important as it helps us shed light on the social behavior of child care in general and the practice of child fostering in particular, which through a western lens appears counterintuitive to notions of kinship and resources. Two ideas prevail in the economy of affection: (1) the norm of reciprocity, and (2) the right to subsistence. This paper utilizes past fieldwork among the Ovambo in northern Namibia to better understand the parental ethnotheories and child care practices of parents that directly and indirectly support these ideas as well as the social worlds of children in this community.

Cacciatore, Joanne (Arizona State University)

**Through the Touch of God: Child Death and Spiritual Sustenance in a Hutterian Colony**

Nestled in more than 5,000 acres of farmland in rural South Dakota, one Hutterian colony flourishes with more than 23 families and a population of 115 people. Very little is known about the ways in which Hutterites experience traumatic infant and child death on the colony. No research studies to date have explored this topic. This is an ethnographic study that utilized extended observations of the group and both individual and group interviewing in order to create a cultural portrait specifically focusing on Hutterites experiencing traumatic child death. Observations were organized into five thematic categories of 1) details of the actual death experience, 2) emotional and physical reactions to the loss, 3) familial and communal response, 4) coping and rituals, and 5) spirituality. The role of communal mourning, ritualization, and spirituality in creating a healing milieu for bereaved families is discussed.

Callahan, Clark & Wakefield, Robert I. (Brigham Young University)

**The Oral vs. Print Culture Conundrum: How U.S. Cultural Perspectives Affect Global Relations**

This paper borrows theory from orality to explain a cultural phenomenon that has evolved in the United States and which is now affecting cross-cultural communication in transnational organizations. Ong (1977) delineated between oral cultures and print cultures. Oral cultures value spontaneity, holistic thinking, and relationships, while print cultures focus on codified results and on attempts to “manage” information and relationships. Our paper traces evidence that, over the past 120 years or so, the U.S. has evolved from an informal oral society to the more formalized control of the print society. This was first seen in the early 20th century, when penny newspapers began to flourish and organizations hired “journalists-in-residence” – public relations people – to counter the growing influences of muckraking journalists. Decades later, as radio and television joined newspapers and magazines in setting the social and political agenda and as public relations became more sophisticated, a third phenomenon emerged. Ong (1982) called this secondary orality, which accounts for these “transformative technologies.” Ironically, however, these electronic media generated opportunities for even greater control: Where oral cultures spawned the chaotic randomness of town meetings and speaker’s corners, secondary orality ushered in carefully controlled television debates and news conferences. Even internal media and teleconferences have a tendency to be controlled when they arise from the U.S. communication mindset. But today, with the increasing influence of the new social media and their mandate for dialogue over control, these secondary orality values of message control and relationship management are disintegrating, leaving in their wake confusion over even fundamental definitions of communication and challenging those who have sought to control messages. This confusion undoubtedly spills over into global communication programs. This paper proposes a fourth construct that accounts for the return to spontaneity brought about by social media and bridges the gap in global organizations between the oral cultures of the world and the U.S.-based cultural mindset. One main reason for this fourth construct is that social media have forced executives coming from print cultures to rethink the way they approach and utilize employees and other stakeholders around the world. They are compelled to abandon their more comfortable modes of information dissemination and to accept dialogic forms of communication and the more horizontal organizational structures that tend to equalize power in the entity. Print culture executives are being made to acknowledge the strengths brought into the organization by oral cultures—and yet this is not always an easy thing for them to do. Therefore, the fourth construct identified in this paper attempts to build understanding and guidance for this process of needed change. Thomas Kuhn argued that with the emergence of each new perspective, a paradigm shift forms. With each shift, such as from a domestic to a more globalized environment in internal relations, a tug-of-war occurs between the traditional and the new. But success in global communications will require that this new environment be acknowledged and, as much as possible, adapted into new programs—particularly in U.S.-based global entities. Acknowledgement of this new fourth orality construct by global executives may offer better ways for employees to represent their global organizations while holding on to their oral cultures. Such an internal framework, which privileges both, top-down and bottom-up cultural perspectives, is essential to understanding and navigating communication. It is intended that a discussion on these issues in this article will offer a new piece of theoretical modeling, which will guide current and future global internal relations practice.
Towards Effective Interventions: Understanding an Ethnically Divided Burmese Refugee Community

This poster reports results of the first phase of a multi-phase intervention model. The first phase involves ethnographic work with a refugee population; it was tested with Burmese Karen and Kareni refugees. To gain contact with the community, researchers met once a week to talk with refugees, help participants with reading, and practice conversation skills. These meetings enabled researchers to take ethnographic field notes, which were later analyzed for common themes. This poster presents the main themes that emerged. Both the Karen and Kareni enact a culture of deference and researchers initially found that the Burmese refugees appeared to be a highly cohesive community. Resettled Karen and Kareni displayed similar routines, authority patterns, marriage systems, and gender roles. Despite these similarities, the Burmese refugee community is highly fractured: Karen and Kareni repeatedly emphasized undefined ethnic differences. A deeply divided refugee community exists with high needs in the areas of education, communication training, and adjustment to Northwestern Anglo culture. This poster speculates on potential interventions that allow the maintenance of ethnic identities while circumventing barriers that ethnic division erects.

Traditional and Modern Warfare: Mismatch and Anxiety

Human males have long since been practicing a traditional mode of warfare with certain key characteristics. This tradition has been practiced historically, in prehistory, and still today within some indigenous societies. However, currently and in addition to the deadly consequences of warfare, the contemporary male has the burden of an untraditional mode of warfare thrust upon him and his evolved psychology – modern warfare. The new modern warfare characteristics often stand in opposition to the long-withstanding characteristics of traditional warfare. Furthermore, the modern warfare suite of characteristics has not been a part of human existence long enough to persevere as an evolutionary selection pressure on the processing mechanisms of the mind. As anxiety is a cognitive state in which the individual’s attention will attempt to constantly monitor an environment it cannot predict, I propose the post-combat anxiety symptoms experienced by modern warfare males is induced by the mismatch between traditional warfare and modern warfare characteristics. Mismatch theory is applied to anxiety with the purpose of formulating a testable model. To illustrate the testing of this mismatch inquiry, I will discuss my current research project with present-day male military members with combat-related anxiety symptoms.

Doing Cognitive Psychology in the Bush

Instruments designed by cognitive psychologists work well with college sophomores, but we found them challenging to use in our research with two populations of African foragers. We discuss some reasons why this is so, suggest ways to ameliorate the problems, and invite discussion about how to adapt psychological instruments for field use with traditional anthropological populations. Problems discussed include perception (use of rectangular cognitive stimuli in non-carpeted worlds), passive deception (“but you never told me”), motivation (how to get normal people to take a weird or boring task seriously), and use of computerized instruments.

Resource Richness, Mortality, and Fertility: A Path Analytic Approach to Global Life History Variation

Humans exhibit considerable diversity in timing and rate of reproduction. Theory suggests that ecological cues of resource richness and survival probabilities shape human life histories across populations. Populations experiencing high extrinsic mortality due to uncertainty in resources should exhibit faster life histories. A path analytic approach informed by life history theory models the multiple pathways between resources, mortality rates, and reproductive behavior in 191 countries. Resources that account for the most variance in population mortality rates are predicted to explain the most variance in adolescent fertility rates. Results indicate that resources (calories, sanitation, education, and health care expenditures) influence life expectancy at birth and adolescent fertility in paths through communicable and noncommunicable diseases. Paths acting through communicable disease are more strongly associated with adolescent fertility than are paths through non-communicable diseases. These results suggest that a path analytic approach may help disaggregate extrinsic and intrinsic mortality factors in cross-cultural analyses. Such knowledge may be useful in developing targeted policies to decrease adolescent pregnancy rates.


Friendship is a ubiquitous and unique feature of human societies and one that likely has a long history in human evolution. Reviews of cross-cultural data indicate that friendship-like behaviors appear in the overwhelming majority of cultures. Interactions among human friends differ in ways compared to non-kin relationships in other animals, including non-human primates. Research among contemporary foragers suggests the ancestral group structure of humans presented conditions conducive to friend formation (i.e., low group genetic relatedness). Although universal, the roles, or functions, of friends display considerable cross-cultural variability. A function observed across cultures is the provision of aid by a friend in times of need. While held cross-culturally, the value ascribed to this function should vary with the economic status of the individual and the group. To further explore the cross-cultural saliency of this friendship function, the current study combines within-country data from four consecutive waves of the World Values Survey with corresponding country-level economic indicators. A latent growth modeling approach is used to test whether the perceived value of friendship increases during times of economic uncertainty. Preliminary results indicate that individuals within countries exhibiting higher levels of economic uncertainty ascribe more value to the importance of friends in their lives.
Cervera, Maria Dolores (Centro de Investigación y de Estudios Avanzados (CINVESTAV) Unidad Merida)

From existing to remembering responsibility: Yucatec Maya parents’ construction of children into adults

Among Yucatec Maya parents, being responsible summarizes the notion of person and encompasses being respectful and having the motivation and ability to be hard working. They define development as a gradual process towards having understanding (na’at in the Yucatec Maya language). Although they believe it largely depends on one’s luck, they actively participate in helping to its unfolding through both concrete and symbolic practices. They also relate understanding to remembering responsibility and even use both terms interchangeably. The Yucatec Maya expression for remembering responsibility literally translates into remembering the wind. Based on direct observations and parental reports, in this paper I describe a ritual (hetsmek’) performed in early infancy to illustrate how Yucatec Maya parents help children’s construction into adults. I will argue that remembering the wind/responsibility may be related to an attribute (or soul) that allow human beings to interact with the world and therefore is related to Maya worldview. I finalize discussing the relevance of integrating parental exegesis and literature from diverse disciplines to better understand the cultural construction of children into adults.

Chandler-Ezell, Karol (Stephen F. Austin State University)

Adaptive Benefits of Re-enactment & Recreation through Paracultures: The roles of Heroic Fantasy, History, or just University Good Neighboring

The focus of this paper is how re-enactment paracultures provide adaptive benefits to participants through ritual forms and re-creative role-play. The spectrum of fantasy and historical re-enactment ranges from online multi-player game communities to festivals to fantasy role-play to hardcore historical living history. Each of these groups forms a para-culture in which individuals construct an alternate identity and comodify symbols and rituals to create and recreate a shared space for a form of recreation that is more than simple play. Cross-cultural ethnographic data from different re-enactment forms are compared to reveal similar generalized and differing particular adaptive components across the re-enacting spectrum. Participants in creative genres are motivated by creating a new, re-creative narrative that lets them actively narrate and enact the hero’s journey again and again while those in reciprocal social networking games seek resource and reputation rewards.

Chen, Kun (California Polytechnic State University, Pomona)

Rethinking Innovation: Cross-Cultural Practices of Transnational Professionals in China’s High-technology Development

My paper is an anthropological study of how transnational professionals redefine innovation in cross-cultural settings in information technology industries in China. Since 2005, the Chinese state has claimed that building an innovative country is a new political agenda, and therefore offered programs and incentives to attract overseas experts, especially Chinese professionals who have studied and worked in Western countries. They actively travel across borders, utilize transnational resources, and develop technological products in China. However, such cross-cultural practices also engender ambiguities, uncertainties, and conflicts between transnational and local Chinese professionals. My research reveals that in order to cope with cross-cultural challenges, transnational professionals find themselves uniquely situated to identify innovative markets as well as develop socially creative practices to develop innovation. They do so in part through objectifying themselves by drawing on their cross-cultural experience, thus enabling them to flexibly develop technological and entrepreneurial practices. I call it “reflexive subjectivity” to illustrate how transnational professionals engage in reflexive thinking as they negotiate the difficult terrain of state power, market variations, and cultural differences. This study broadens a material conceptualization of innovation and offers a new perspective to understand cross-cultural experiences.

Chen, Xiaobei (Carleton University)

Multicultural Governmentality and Kinship Making in Intercountry Adoptions

This paper is concerned with the manifestation of multicultural governmentality in kinship making in transnational, often “transracial,” adoptions. David Kirk, in his seminal study of adoptive kinship (1984), observes that adoptive parents are confronted with conflicting role obligations: to seek to integrate the child into the family on the one hand, and simultaneously to differentiate the child from the rest of the family by telling her about her adoption. Recognition of an adopted child’s cultural heritage seems to add another set of conflicting role obligations. The paper sketches a genealogy of a problematic at the centre of today’s intercountry adoption: How to be the parent of a child from a different culture/race? It locates this problematic in the broader context of shifting cultures of recognition, beyond the well-known interventions within the adoption community such as the NABSW and adult Korean adoptees’ criticism of interracial adoptions. Following that, I look at how culture/race is a consideration in choosing where to adopt from; in other words, what strangers will be turned into kin? Then I examine how contemporary mode of recognizing cultural difference, typified by the phrase “fostering a healthy and robust racial and ethnic identity,” is conceptualized and practiced in transnational adoptive families, especially those with children from China. What norms are taught to parents with regard to defining the identified of children and adopters, and what strategies are prescribed in negotiating cultural identity difference and kinship? Drawing on critiques of multicultural politics, I highlight the limitations of the dominant mode of multicultural kinship making, specifically the lack of consideration of power dynamics in cultural recognition practices, the essentialist notion of culture, and the impact of the cultural identity imperative on children’s autonomy and agency in making culture and creating identities. I propose an approach to cultural recognition that goes beyond accepting that the adopted child has a different cultural heritage and that is geared towards a partnership in learning about the construction of the meanings of being a non-white ethnic minority in North America.
**Cheney, Kristen (International Institute of Social Studies)**  
*AIDS Orphanhood and the Transformation of Kinship in Africa*

As the orphan population in Africa explodes, extended families who are traditionally responsible for orphan care are finding themselves too strained by poverty and insecurity to take in non-biological children. I will thus examine how kin obligation is transforming under the impact of AIDS, Western capitalist influence, and deepening poverty. I intend to discuss how family structures are slowly transforming in the face of these challenges, despite the continued importance of 'blood' as an idiom of relatedness, and the alternative forms of care for orphans currently in use in Uganda. One might ask whether adoption is a feasible response to the orphan crisis, and while all available research shows that it is not, there are also powerful beliefs about 'blood' and kinship that prevent adoption from playing a greater role in either local or international responses to the crisis. In the end, this leaves children with little option but to try to cultivate kin relationships with unrelated but well-meaning adults (including anthropologists) from whom they might supplement the limited support they get from their de facto caregivers. This give us occasion to revisit fictive kinship as a conscious construction by orphans in contradiction to local norms – and as a cultural process that “addresses contemporary social issues, and reflects anthropology's current concerns with process, variation, and history” (Stone 2001: 10).

---

**Chmilding, Catherine (University of Missouri)**  
*Age and Gender Disparities in Orphanage Admittance*

The Kansas Orphans' Home functioned as the state's primary public orphanage from 1887 until the mid-20th century. Consistently throughout the orphanage’s history, both when children were admitted directly by kin and later by Juvenile Court order, admission records indicate age and gender disparities. Admissions and occupancy records indicate persistent over-representation of boys relative to girls, and over-representation of older children and adolescents relative to younger children and infants. This presentation will review the evidence of admissions disparities and propose possible cultural explanations for the phenomenon.

---

**Chrisomalis, Stephen (Wayne State University)**  
*Why do number systems grow?*

Number is a cognitive domain that has multiple modalities through which it is represented. Changes in two of these modalities, lexical and numerical words and graphic numerical notations, are correlated with increases in sociopolitical complexity. Small-scale societies tend to have more limited numeral systems than states, and numerical notation emerges in complex state societies as a tool of state administration (and is generally absent in nonstate societies). In anthropology and archaeology, explaining changes in sociopolitical systems has been a longstanding concern, but explaining similar and related changes in symbolic and cognitive systems has been downplayed. If there are correlations between numerical systems and sociopolitical complexity, what is their source? Clearly cross-cultural comparison is required to address this issue, in conjunction with data from other cognitive sciences. By evaluating functionalist, materialist, and developmentalist approaches to this question, it is shown that only a combination of approaches is likely to lead to a satisfactory solution.

---

**Chuang, Susan (Guelph University)**  
*Tigers or Dragons: Building an Understanding of Asian and Latino Parenting in Contemporary Societies*

With the recent media coverage of a parenting memoir by Amy Chau, it is clear that ethnic parenting may not be fully understood by society. With such depictions of extreme parenting, it unfortunately perpetuates the stereotype of Asian parenting. However, as with Latino families, there has been significant attention to Asian parenting which are not in line with "tiger parents". To illustrate the complexities of ethnic minority parenting, culture, and immigration contexts, we will provide some findings from our respective research that will challenge current thinking about parenting, parent-child relations and the dynamic interplay of culture and immigration. There will be a particular focus on fathering in Chinese and Latino families, which will demonstrate that fathers are active parents, engaged at all levels of their children's lives. It will be emphasized that parenting is more like a "dragon", where parents alter and shift their parenting practices, using different strategies, depending on the situation at hand. It is important for researchers to be critical of the meanings attached to parenting constructs, and how parents, both mothers and fathers, and how parents then express their intentions and goals for their children in a social and cultural way.

---

**Cooper, Elizabeth (University of Alabama)**  
*Keropik Kids: Food-Based Identity Markers for Rural Malay Children*

Within contemporary, Western settings child identity formation has been characterized as a process of resistance and separation from adult norms – the assertion of a budding individualism where food is employed as a distinguishing marker. This presentation extends the analysis to adult caretakers and food insecure households from the global South, establishing child food as a distinct conceptual category with wider cross-cultural and intergenerational significance. Drawing on nine-months of field-based research among the adult caretakers (n=25) of Malay children between the ages of six-months and six-years from two rural villages on the southwest coast of Sarawak, I establish child food as a marked category defined in opposition to the normative emic understanding of food. In contrast to 'real' food, these designated child foods are highly-processed, commercial products that require minimal in-home preparation and are eaten informally either in isolation or at smaller, non-meal events. By effectively bypassing parental involvement, they exist outside of village health calculations and major food categories – beyond the scope of community control. Child food is thus characterized as a non-food, ultimately reflecting the separate, liminal status of the village children it represents.
Costanza, William (Georgetown University)

*An Interpretive Framework to Assess the Radicalization of Youth Towards Violent Extremism Across Cultures*

The radicalization of at-risk youth populations in various global societies has led to the creation of a pool of potential candidates vulnerable to recruitment by extremist organizations. The search to understand the process of radicalization and terrorist recruitment has generated a large volume of studies utilizing various theoretical perspectives. None of the studies has offered an interdisciplinary framework to explore the radicalization process from the perspective of individuals embedded within a sociocultural environment in which culture plays a foundational role in shaping the way they socially constructs their uniquely experienced world that potentially guides them towards extremist behavior. My paper, "An Interpretive Framework to Assess the Radicalization of Youth Towards Violent Extremism Across Cultures" provides a preliminary outline of what an interdisciplinary framework might look like and how it could be applied through the integration of analytic methods from anthropology, psychology and communications theory.

Crandall, John (University of Nevada, Las Vegas)

*Ritual Sacrifice as Social Control? The View from Pre-Columbian Mesoamerica*

Excavations at La Cueva de los Muertos Chiquitos (600-1400 AD) have revealed that ritual sacrifice of infants may have been practiced by the pre-contact Tepehuan of Northwest Mexico. Previous researchers have documented this practice throughout Mesoamerica. While bioarchaeologists have readily identified ritual human sacrifice in the archaeological record such work has often ignored the political, performative and ideological forces structuring the killing and final disposition of the sacrificed. Here, we draw on a range of cases of ritual human sacrifice from among the Tepehuan, Teothuacan and Maya to illustrate the ways in which sacrifices are used to (re)construct geographies, claim and mark space through the manipulation of the dead and perform, and thereby reify, the power of states and religious leaders. Consideration is given to the notion that sacrifice practices signal wealth, power and place-making by those behind such rituals. Though ritual and burial practices vary in context, the presence of sacrifice among a community compels anthropologists to explore the importance of ritual and ideology in constructing social hierarchies, social identities, and landscapes.

Cresswell, James (Northwest Nazarene University)

*The Art of Ethnography: Drawing on Aesthetic Theory in First-Contact Community Based Research*

Inductive community based work is often difficult insofar as it does not often enable clear objectivity due to the vicissitudes of the 'messy' research environment. Some work has pointed out that drawing upon ideas inherent in aesthetics such as co-experience and sympathy could be effective for community-based research and human research in general. This effectiveness is rooted in the way aesthetic theory faces the task of determining the quality of work in the absence of clear objectivity. Since aesthetic theory has had to grasp with such ambiguities, it can inspire the conduct of credible community-based research. This paper presents how research with a Burmese refugee community was enhanced with the employment of aesthetic notions in the analysis of ethnographic field notes. Making the sympathetic understandings achieved by inductive work more visible for critique can enhance the credibility of research in the short term and further efforts at developing valid instrumentation in the long term.

Crittenden, Alyssa (University of Nevada, Las Vegas)

*Foraging and food sharing among Hadza hunter-gatherer children*

Human prosociality is one of the defining characteristics of our species, yet the developmental origins of altruistic behavior remain little understood. The evolution of widespread food sharing in humans helped shape cooperation, family formation, life history, language, and the development of economies of scale. While the behavioral and ecological correlates of food sharing among adults are widely studied, very little is known about what motivates children to share food. Here, in the first study to analyze food collection and distribution of hunter-gatherer children, a higher degree of genetic relatedness between sharing partners correlates with both a higher frequency of sharing and a greater amount of food shared. Among genetically unrelated sharing partners, reciprocity appears to motivate food sharing. These results support recent suggestions that prosocial behaviors and egalitarianism develop strongly in middle childhood when children acquire the normative rules of their society.

De Munck, Victor (State University of New York at New Paltz)

*Lithuanian Identification with Nature: A preliminary cultural analysis*

A preliminary survey of agricultural production, Lithuanian government studies of climate change, and cultural models of nature are presented in this paper. Two cultural models of nature are presented one based on a "pagan-historical" conception of nature, the second based on a "peasant" conception of nature. There is strong evidence for both models, though as yet they are relatively crude models and require further investigation. Agricultural production is described in terms of agribusiness, small-scale farming, gardening, fish farms and sea and ocean fishing. The Lithuanian government has numerous current and future analysis of the effects of climate change on Lithuanian environment and agriculture. From these data, preliminary causal relationships between cultural models of nature, government policy of climate change, and primary producers and modes of production are investigated.
Uncharted Childhoods: Parents' Hopes and Children's Responsibilities in Ladakh, India

The Himalayan region of Ladakh, India has been the subject of both state and non-governmental economic development projects for decades. While the local economy remains marginalized from the centers of economic and political power in South Asia, development efforts have altered Ladakhis' perspectives on schooling. In a drastic shift in opinion since the 1990s, Ladakhi parents are now adamant that school-based education is a priority for children. Ladakhi discourse links education with ideal outcomes, especially stable, salaried employment. However, children are growing up in a context of increasing structural inequalities and inadequate economic growth. My ethnographic research suggests that while parents are convinced that education is vital, they also believe that it is children who are responsible for scholastic motivation and success. Parents “hope” that their children will do well in school but hesitate to “expect” outcomes; they do not attempt to become active agents in their children’s education. The contradictions between parental desire and apparent passivity reflect Buddhist values, parents’ childhood experiences, and the persistent sense of individual political powerlessness among adults. This research demonstrates that Ladakhi conceptions of children’s agency during economic transition reveal both the power and limits of economic development to change cultural norms and values.

Drawing and talking about Social Systems: Cultural Differences Between Favela and Asfalto

Favela residents in Brazil have been marginalized throughout their history. Nonetheless, the favela environment seems to create conditions conducive to a cognitive orientation that could be advantageous to engage with complex systems thinking. This study is a preliminary examination of people from different social backgrounds in Rio de Janeiro, both favela and asfalto dwellers (middle class), and evaluates whether their cognitive orientations might present any markers for the potential of complex systems thinking including: the ability to see multiple perspectives, and a focus on relationships (Resnick & Wilensky, 1998). I conducted a mixed methods research study based on in-depth interviews with 89 people in Rio de Janeiro from diverse socio-economic backgrounds. Based on my research, I conclude that favela residents in Rio de Janeiro present markers for systems thinking, as they tend to appeal to relational information and take multiple perspectives spontaneously.

Parent-child relationships in early learning: Dimensions of parenting that characterize relationships with children birth to five.

Adult caregiving during a child’s first five years of life is critical for the development of important social and cognitive outcomes in children that set the stage for life-long adaptation and functioning in cultural context. This chapter will critically review some of the key findings and conclusions from developmental psychology and anthropology about the importance of “parent”-child relationships in early learning (where “parent” is defined as the adult(s) most responsible for the young child’s daily care and well-being). We define “parent engagement” as nurturing behavior by children’s primary caregivers (usually mothers or fathers, but sometimes other family members or guardians) intended to promote their survival and pass on skills important to their present and future success in their society. Parental engagement can be expressed in many styles and may focus on physical, emotional, and/or cognitive aspects of children’s learning, development, and well-being. Three universal dimensions of parent behavior are proposed to describe “parental engagement”: (a) warmth and sensitivity, (b) support for a child’s emerging autonomy/self reliance, and (c) active participation in language and learning. Cross cultural variations in which the styles of these behaviors are expressed will be described and analyzed.

A look at the rituals of forgiveness in African tribes

It often has been claimed that forgiveness is a universal value and that rituals of forgiveness are found around the world. In this paper, I focused on descriptions of rituals of forgiveness found in ten African tribes. Keywords were used to collect data on rituals from the Human Relations Area Files (HRAF). Nine major themes emerged: sacrifices/offering, simple acts of forgiveness, neutral/third party mediator, ancestral forgiveness, religious forgiveness, family/tribal forgiveness, food/alcohol, ceremonies/rituals/song/dance, and limited forgiveness/no forgiveness/death. The complexity and conduct of rituals varied across cultures depending upon such things as the taboo or cultural rule violated, the perceived type and severity of the offense, and the prior relationship between the offender and the offended and their respective families, clans, and tribes.

Is There a Link between Parental Nurturance and Violence? Re-Examining the Cross-Cultural Evidence.

In an earlier worldwide cross-cultural study conducted in 1992, Carol Ember and Melvin Ember tested a number of theories about warfare, but found relatively little support for psychological theories that postulated a causal link between socialization and warfare frequency. The Embers primarily used measures from Barry and colleagues' codes and from Rohner for the Standard Cross-Cultural Sample (SCCS). Recently, Joel Aronoff revised existing codes on the developmental effects of parental behavior to reflect recent advances in attachment theory and research, and recoded the SCCS sample societies, rating broad societal descriptions of parental behavior (from harsh to nurturant) on a 9-point ordinal scale. These new parental nurturance codes have given us an opportunity to re-examine the question about whether customary parenting styles may influence the frequency of warfare as well as other forms of violence--socially organized aggression and interpersonal aggression (homicide, theft, etc.) for the SCCS sample. This paper seeks to integrate the effects of environmental and psychological variables on aggressive behavior, presents the results of bivariate and multivariate analyses, and compares them with previous findings.
Ensor, Bradley (Eastern Michigan University)

Salvaging the ‘House’

“House-centric” archaeologists seek to understand the socioeconomic dynamics of group organization. “Houses” are bilocal extended households in bilateral societies. These organizational principles and the specific dynamics they create differ from unilocal/ambilocal and unilateral/ambilineal social organization. Lévi-Strauss merely indicated that although “houses” are not descent groups, they have the same characteristics of descent groups: corporate estates, longevity, heirlooms, and names. However, archaeologists base their criteria for identifying “houses” upon those non-exclusive characteristics, as if they were unique proxies for “houses.” The result is universal labeling and no insight gained on socioeconomic dynamics in any given society. If the intention is to learn about social organization and socioeconomic dynamics, then these should be the basis for analysis. Using cross-cultural community patterns on residence and descent groups, archaeologists can distinguish “house” from other kinship-based organization, thus giving the concept a purposeful role in understanding cultural and chronological variation in socioeconomic dynamics.

Ensor, Marisa (University of Tennessee, Knoxville)

Teaching Cultural Memory to South Sudanese Children: Education’s Role in Creating Negative and Positive Peace

Post-conflict education has the potential to foster reconciliation and contribute both to negative and to positive peace. Whereas negative peace-building establishes the absence of violence, a positive peace requires that parties resolve the underlying issues that fuelled the conflict in the first place. At the same time, because education is always culturally embedded and politically delivered, it can also serve as a destabilizing force when sensitive issues and the memory of a shared violent past are inadequately addressed. In the aftermath of South Sudan’s recent independence, concerns about the new country’s ill-prepared social and economic post-war environment are many, and include its limited capacity to satisfy the educational needs of its very young population. The long-term outcomes of the reconstruction process, and the very viability of South Sudan as an independent nation, will be influenced by the success of national educational programming in developing the capacity of its children and youth. At the same time, given the ethnic-based character of the conflict, the new curriculum policy must also contribute to the formation and transmission of collective identity, social cohesion, and a sense of shared citizenship. Drawing on research among South Sudanese children and youth in South Sudan and in the diaspora, this paper explores the role of education in general, and the pedagogy of teaching cultural memory in particular, in their capacity to promote – or to erode – reconciliation, peace and nation-building in the world’s newest nation.

Erkman, Fatos & Keskiner, Pınar (Bogazici University)

Relation between Perceived Parental Acceptance and Children’s Psychological Adjustment in the Context of Parental Power and Prestige in a Turkish Youth sample

Research about the effects of family on the childhood period and beyond, is a wide research area. This research aims to make contribution to International Father Acceptance Project (IFARP) with a Turkish sample. Researchers from different countries used the same instruments and methods to arrive at comparable findings . All studies are conducted to understand the differential impact of perceived paternal versus maternal acceptance on psychological adjustment of offspring in the context of perceived parental interpersonal power and prestige (Garrasco & Rohner, 2011). The aim of this study is to explore the differential contribution of perceived paternal versus maternal acceptance to the psychological adjustment of Turkish youths under varying conditions of perceived parental power and prestige. The sample of this study consist of 310 students from educational centers preparing, high-school students for the university entrance exams a located in Istanbul. Data was collected using a personal data sheet, prepared by Erkman (2011) to collect demographic information (gender, age, grade level etc.) and self-report instruments which are the Turkish version of the following questionnaires: Parental Acceptance and Rejection Questionnaire (Child PARQ/ Short Form), Parental Power- Prestige Questionnaire (3PQ), and Personality Assessment Questionnaire (Child PAQ). To determine the contribution of paternal and maternal acceptance to children’s psychological adjustment according to the level of perceived power and prestige, multiple regression analysis will be used. The data is in the process of being analyzed at the moment.

Escasa, Michelle (University of Nevada, Las Vegas)

Sociosexuality, mate preferences, and hormonal correlates of breastfeeding women in Manila

This project investigates the influence of lactation on female sociosexuality and mate preferences in urban Manila. From an evolutionary perspective, female ancestors were likely spending more time pregnant and lactating rather than ovulating. Moreover, a majority of conceptions in natural fertility societies occurred in lactating, ovulating women. These considerations suggest that lactating women face important life history allocation trade-offs between mating and parenting effort that may be manifest in their sociosexual behavior and mate preferences. However, the effects of lactational phases on female sociosexuality and mate preferences have been less well studied than among regularly cycling women. The proposed study hypothesizes that lactating, non-cycling women (n=75) will have the lowest libido, sexual behaviors, preferences for masculine traits, and sex steroid hormones (testosterone and estrogen); Lactating cycling women (n=75) will have intermediate measures of these outcomes; and regularly cycling women (n=75) will have the highest libido, sexual behaviors, preferences for masculinity, and hormone levels. Participants are recruited from Manila, a population with long-term breastfeeding, low contraceptive use, and quick return to cycling. Data are currently undergoing analyses and will be discussed at the time of presentation.
Faas, Albert (University of South Florida)

*Reciprocity and political power in disaster-induced resettlements in Andean Ecuador*

This paper examines the tension between cooperative, mutual support practices and unequal power relations in communal labor groups (mingas) of two disaster-induced resettlement communities in highland Ecuador, as this dynamic might affect resettled individuals' access to disaster relief and development resources. Several anthropologists have studied the patterned, asymmetrical reciprocity and class power and identity bound up in minga exchanges and relations. A core problem addressed by the research presented in this paper is that none have examined the role of mingas and associated reciprocity in disaster mitigation or resettlement. Employing a mixed method approach that includes participant observation, ethnographic interviews, and social network analysis, this research project explores the following questions: a) To what extent are cultural practices of reciprocity and cooperative labor eroded in the disaster and resettlement process? b) To what extent are cultural practices of reciprocity leveraged to exert influence over the distribution of resources in the disaster and resettlement process? This paper draws primarily on network analysis and will present the results of the studies of two hypotheses: H1 Individual contributions of labor and services will be: a) negatively associated with wage employment and residential distance, and; b) positively associated with material benefits and degree of reciprocal exchange relations with group. H2 Individual influence over collective negotiations and benefit allocation will be positively associated with the extent of the individual's reciprocal exchange relations with the group and the degree to which they allocate material benefits to the group overall.

Fiers, Jennifer (University of Florida)

*Penn State and Liminal Youth: Exploring the abuse of power in youth sport culture*

In the U.S., 45 million children play organized sports. Thus, youth sport is a relevant site to study the enculturation and negotiation of social values. Many coaches use their role responsibly to empower athletes. But some (intentionally or unintentionally) exploit their athletes’ vulnerable, dependent, “liminal” status. The abuse of power coaches sometimes exhibit becomes hidden among the empowering factors of training; normalized by coaches, parents, and athletes as “discipline” and part of the process of “making a champion”. Sometimes, it is so subtle that athletes do not even realize they are experiencing abuse. It can take the form of verbal abuse, physical assault/threat, bullying, mental manipulation, and over-training; all of which can cause emotional, psychological, and physical harm to a child or adolescent. The current child sex abuse scandal at Penn State exemplifies the abuse of power that coaches can exhibit over youth and the ways in which the sport culture and hierarchy can ignore, minimize, normalize, or cover it up. While my doctoral research explores issues of discipline and abuse in a competitive youth sport culture, this paper focuses on the various conditions of child abuse that can be performed by coaches.

Fix, Alan (University of California, Riverside)

*Some Effects of Selective Migration on Genetic Distributions: Two examples*

Classic migration models in evolutionary genetics assume that migrants comprise a random sample of their natal population gene pool. This assumption is clearly not met when kin migrate as a group (kin-structured migration). Other factors than kinship may also bias the genetic constitution of migrants with genetic consequences for both donor and recipient populations. This paper provides two illustrations of such selective migration: 1) the effect of primogeniture and emigration on the Rh blood group d allele frequencies among the Basque of Spain, and 2) a possible effect of the out-migration of lactose intolerant individuals from pastoral milk-drinking populations.

Fouts, Hillary (University of Tennessee)

*Gender aggregation and social learning among Bofi Foragers and Farmers in Central Africa*

Many studies in the U.S. have illustrated that after infancy, children begin to show preferences toward same-sex social and play partners. Overall, studies indicate that by 3 years of age, children predominantly play with children of the same sex and this is often described as the emergence of gender segregation or gender aggregation. However, few studies of gender aggregation have been conducted in small-scale societies and especially few among hunter-gatherers. Evolutionary perspectives posit that the emergence of gender aggregation is a human universal that is guided by an adapted propensity that leads males and females to form relationships with members of their same sex and that these relationships promote reproductive success. In this paper, I will test the hypothesis that human children show preference toward same-sex playmates and social partners by the age of 3 using observational data from the Aka and Bofi foragers and Bofi farmers in Central Africa and discuss implications of gender aggregation in early childhood for social learning.

Freedberg, Sharon (Lehman College of the City University of New York)

*Perspectives on West African Women: Adaptation to an Urban Community*

This presentation will discuss findings of a research study that focused on the experiences of twelve West African women who reside in an urban community and immigrated to this country within the last decade. A major purpose of the study was to explore the participants’ experience of living in a new community and to understand their use of informal and formal social supports, meaningful relationships, and services. Our underlying premise was that supportive social relationships and social networks have the potential to validate and connect women to each other and to their community, creating a vital source of protection against the loss of role, self-esteem, and productive engagement. The women who were recruited for this research study were consumers of a large multi-service community agency. This exploratory pilot study consisted of three major phases: 1) interviewing community leaders and service providers to sensitize the interview protocol, 2) conducting a focus group of twelve West African women, 3) providing feedback to the host agency to enhance culturally sensitive services. Sample Findings: the authenticity of the women’s responses lead to inner reflections of “what the researchers did not yet know,” and the complexities of cross-cultural research and develop increased awareness of the depth of the knowledge included in subjugated narratives.
Galman, Sally (University of Massachusetts)
Spoiled, Bad and Out of Control: Resistant Children as Failed Persons in US Schooling Contexts
U.S. culture provides contradictory and confusing messages about when and how children and infants become persons. Such contradictions continue into the early schooling years. After the age of five, most children spend their days in primary schools. These are closed, compulsory institutional settings where teachers are the primary caregivers whose purpose is to socialize children into acceptable personhood: an arbitrarily defined educational and social competence based on raced, classed and gendered behaviors. Drawing upon Morton’s (1996) theory of social competence and Cortina and San Roman's (2006) concept of the social mother, this ethnographic case study examines how new primary teachers construct and/or interpret and enforce cultural beliefs about goodness and badness in children, how children resist these constructions, and how teachers’ own cultural practices create or deny personhood for some of the children in their care. Findings suggest that some new teachers may believe that some children are inherently bad, abnormal, non-persons, only a few of whom are salvageable through strict obedience and submission to institutional control. Connections to and implications for NCLB and other high-stakes testing legislation concludes the paper.

Ganapathy-Coleman, Hemalatha (Indiana State University)
Education, educational success and failure: Narratives of low income parents in India
What ideas about education, and educational success and failure do low-income parents in India hold? This qualitative, ethnographic, cultural study of parental ethnotheroies explored this question by employing a combination of research methods, including participant observation, in-depth interviews, and sentence completion tasks. Fourteen low-income Asian Indian parents with a child between 8-14 years of age (when a child faces increased educational demands) from the state of Gujarat, India, participated in the study. Results indicate that the parents overwhelmingly believed that education is good in India now although they were also highly critical of it. They wanted their children to get a good education, and believed in the sanctity of the teacher-student relationship. This paper offers a graded discussion of these findings in light of idealized, traditional Indian Hindu conceptualizations of the educational process.

Perception and Utilization of Resources in a Post-Migration Burundian Community
Since gaining independence in 1962, Burundi has been in a state of ongoing conflict between the Hutu and Tutsi tribes. Over 9,000 Burundians were relocated to the U.S., with approximately 300 seeking refuge in Knoxville, Tennessee. Post-migration contexts often provide many challenges for refugee families' integration into a host society such as language barriers, mental and physical illness, social and community relationships (Daud, 2008; Weine, 2011). Community, social, and personal resources available to refugee families can buffer the post-migration stressors (Werner & Smith, 1992). Resource models such as selective optimization and compensation and refugee-based resource model (Ryan, Dooley & Benson, 2008) suggest that there is a disconnect between the real and perceived resources available to refugees. In Knoxville, many community-based resources are available to Burundian refugees to ease the transition process in post-migration context. However, these resources may not be utilized frequently by families. Currently, we are in the process of interviewing Burundian refugees about their knowledge and use of social, community, and family resources. This poster will provide preliminary analysis on responses of 20 individuals about their perceived resources, implications for family adjustment and policy will be discussed.

Garfield, Melissa (University of Nebraska-Lincoln)
Female Status Attainment in Traditional Societies
There is substantial literature describing the differences of ascribed social status between women and men and a significant amount research has examined male pursuits for achieving high status. Yet, there has been virtually no comparative analysis of the activities that women value collectively or the actions that warrant higher achieved status for females. This research is a preliminary investigation of the skills and achievements that females value intra-sexually, the criteria women use to evaluate one another, and the strategies women employ to distinguish themselves to gain higher status. This research excludes information regarding male perspectives on female activities and directly concentrates on what women are doing within a community. Using the eHRAF this research has identified and categorized multiple arenas within which women compete and several avenues that women in traditional societies exploit to differentiate status. Results suggest that roles involving motherhood, domestic skill, and shamanism are the most widespread. These findings are a synthesis of ethnographic data examining female interests, social tactics, and the nature of female competition for status in traditional societies. This research is a comparative approach to understanding women’s achieved status and provides a foundation for outlining the mechanisms of female prestige systems in traditional societies.

Garfield, Zachary (University of Nebraska-Lincoln)
Status Attainment and Prosociality in Egalitarian Societies
Egalitarian societies have been the subject of significant academic attention for their foundational cultural qualities. Although the domains and degrees of egalitarianism vary cross-culturally, certain characteristics seem universal. Egalitarian societies are non-stratified social systems that lack hereditary statuses with ascribed coercive power. In egalitarian societies leadership is achieved and dependent upon personal qualities and individual behavior. Theories on status and egalitarianism have been proposed, but are without cross-cultural validation. This research investigates the importance of prosocial behaviors, or behaviors that benefit the group as well as the performer, in determining high status and evaluates explanations of status attainment with cross-cultural investigation. Focusing on the merits of prestige leading to high status, I have identified and categorized behaviors and qualities that increase social status in egalitarian societies. Ethnographic data from the eHRAF have been classified under the domains of economics, politics, ritual, arts, personality, and physical characteristics, which encompass a total of 22 status categories. Recurrent in my findings are the status categories of shamanism, hunting and fishing, warfare, and generosity. Descriptive and multivariate results reveal cross-cultural patterns of social values, suggesting a critical component of the egalitarian ethos is promoting and rewarding prosociality with differential prestige and status.
Gatewood, John (Lehigh University)
How do Cultural Models Differ from Cognitive Models
For the past 30 years or so, a substantial amount of research within cognitive anthropology has been focused on ferreting out "cultural models" from the ways people talk about things. At a conceptual level, cultural models bridge between Culture and the Individual. On the one hand, cultural models are "cultural" because they are sustained by and distributed within social groups -- minimally, they must be "shared" to some degree. On the other hand, cultural models are instantiated in (learned by) individuals one at a time; hence, from the viewpoint of the any given individual they are functionally indistinguishable from any other sort of "cognitive" model. By what criteria, then, are we to distinguish cultural models from other sorts of cognitive models held by individuals? This paper reviews some theoretical antecedents to cognitive anthropology that may be of (renewed) relevance to this question. In particular, I focus on previous efforts to differentiate culture from individual psychology, such as Durkheim and Kroeber, review the implications behind Goodenough's famous definition of culture, and conclude with my own sense of the key differences.

Gessler, Nicholas (Duke University)
Trans-Medial Games and Artificial Culture
The "Greater-than-Games" program at Duke University provides an opportunity to introduce multi-causal multi-agent computer simulations in an immersive and entertaining way. After developing a "hands-on" and "minds-on" course in "Artificial Life, Artificial Culture and Evolutionary Computation," we are translating those methodologies to modeling the evolution of the credit economy, from the 1700s to the present day, requiring the representation, not only of differing environments and agent goals, plans and actions, but of varying and shifting perceptions, beliefs and degrees of trust.

Giordano, Celeste, Benyshek, Daniel C. (University of Nevada, Las Vegas)
Diabetes Research Utilizing Remote Dietary Recalls among Elder Native Alaskan Mothers: Why Life Events and Culture Matter
Despite the rapid nutritional transition taking place among Alaska Natives, diabetes prevalence is not nearly as severe as in many other indigenous communities experiencing similar changes. One explanation is that Native Alaskan foods, when consumed during pregnancy, may protect offspring from developing diabetes in adulthood. However, research on the effects of prenatal diets rich in specific nutrients on the subsequent health of adults is limited. Reasons may be largely methodological since gold standard dietary assessments remain of questionable validity for long term recalls. However, this validity is based on correlations between standardized instruments and rarely addresses cultural appropriateness despite recognition of cross-cultural differences in foodways. One consequence is the dismissal of alternative methods that, in specific cultural contexts, could elicit more accurate self-reports of diet. To address this, a pilot study explored the ability of Yup'ik women to recall diet during a past pregnancy comparing interviews with standard questionnaires. Remote recall interviews may be adequate for assessing past diet during a memorable life event and in this community where subsistence discourse is ubiquitous and oral tradition is a critical mode of knowledge transfer.

Giovanni, Bennardo, Rangel, Maria, Valasek, Curtis & LoSavio, JoAnn (Northern Illinois University)
A Cultural Model of Nature in Northern Illinois
A preference in the domain of space, i.e., spatial relationships is hypothesized as participating in the construction of molar cultural models in other domains of knowledge. The results of a project about space and cultural model of nature in Northern Illinois is supporting the hypothesis. The found preference for the use of the relative frame of reference is indicative of the centrality of ego within the chosen population In the relationship between humans and nature it is the former that are spoken and thought of as causal agent, thus providing some evidence for a strict relationship between the two domains, space and model of nature.

Giovanni, Bennardo (Northern Illinois University)
A Possible Casual Model in Cultural Models of Nature
Casual models are used to represent causality in a variety of domains. In this brief presentation I suggest a possible causal model for what could represent a fundamental aspect of any cultural model of nature. The differential role played by different instantiations of agency in a casual model generates distinctive conceptualizations of nature.

Gordon, Ted (University of California, Riverside)
Uncovering Indian and Anglo Relations and Cultural Knowledge in the California Desert
Southern California is home to the densest concentration of American Indian reservations in the United States and American Indian activists from these native nations have sparked radical changes in national policies including those that contributed to the growth of tribal casinos across North America. This paper examines historical relations between these native nations and settlers in order to demonstrate how tribal strategies for survival and self-determination underpin contemporary tribal revitalization. Based on research conducted for my dissertation and collaboration with Joshua Tree National Park, I draw on ethnohistoric, archaeological and linguistic evidence to demonstrate how Serrano, Cahuilla and Chemehuevi nations provided labor, knowledge and other resources vital for the development of mining and ranching across the California Desert. This paper approaches native nations as both polities and cognitive constructs and finds that divergences in tribal/settler relations reflect differences among their respective agendas and cultural knowledge. Once written out of local histories, exploring these dynamic relations is necessary for understanding the reemergence of tribal sovereignty.
Peter & Young, Sharon M. (University of Nevada, Las Vegas)

**Human-pet dynamics in cross-cultural perspective**

Pets increasingly serve the function as emotional surrogates of children, with tremendous resources poured into their care. However, this function of pets may be quite different from the typical human-pet dynamics characterizing a wider array of societies. To help fill a gap in the cross-cultural understanding of pets, we employed the probability sample of the electronic Human Relations Area Files (eHRAF), covering 60 societies, to code for various features of human-pet dynamics. The findings revealed that dogs are the most commonly kept pets, followed by birds, cats, and other animals including horses, rodents, and reptiles. Dogs, cats, and other pets frequently served valuable functions such as aiding in hunting and pest removal. Birds, dogs, and some other pets also served as playthings, particularly the young of these animals and for the enjoyment of human children. Feeding, sleeping, and positive and negative interactions varied across societies and pets. Dogs, cats, birds, and other pets were frequently killed - and sometimes eaten - and dogs frequently subject to physical abuse. These data illustrate both similarities and differences cross-culturally in human-pet dynamics as well as many stark contrasts with how pets such as dogs in the US are treated today.

Graziano, Matthew (New York University)

**Shaking the Frame of the American Dream: Four Interviews with Rose**

This is a follow-up to last year's SCCR presentation, The Real America: Who Owns the American Dream? Four, two-hour long interviews with "Rose," a white, early 30's, upper middle class woman from the suburbs outside New York City, are revisited and reanalyzed using Gilligan's Listening Guide Method. At the conclusion of this project, Rose’s narrative, originally focused solely on infertility, highlights an American quality of experience that connects infertility and marriage equality (among other marginalized identities). Coalescing around a single theme of inclusion, the reader is forced examine their own narrative and ask several pointed questions. What experiences are included in the American Dream and which are excluded? What happens when we, as a culture, mask the intolerance, prejudice, poverty, and issues of class, race, ethnicity, gender, and sexual orientation (among others) with a never ending parade of stories that focus on our strongest American tenets and values? How do we, as a culture, respond to those who fall outside of the coveted middle ground of American ideals? Most importantly, how do we address the silence that surrounds those who are left out of the American Dream?

Greve, Keshia & Brown, Jill (Creighton University)

**Self-efficacy, school achievement, and the relationship with resources in rural Kenya**

General self-efficacy has been explored cross-culturally, and the findings reveal that self-efficacy beliefs play an important role in a student's success. However, the construct has been questioned cross-culturally. Research has also found that the calibration of students' self-efficacy ratings has an effect on their scholastic achievement (Chen & Zimmerman, 2007). The current study hypothesized that family education status is positively related to self-efficacy, household density is negatively related to self-efficacy, and that there is a positive relationship between self-efficacy and higher school achievement. In this cross-cultural study, the self-efficacy scores of students from the rural Western Province in Kenya (n=450), ranging from ages 14-25, were examined using the General Self-Efficacy scale. The General Self-Efficacy scale measures how one perceives his or her competence to cope with a range of stressful or demanding situations. The results indicated that there were no significant relationships between the demographic variables of family education level or household density and self-efficacy. Similarly, no significant relationship between self-efficacy and school achievement was found. Implications of the construct of self-efficacy are explored within the framework of school achievement and socialization practices. The strength of the self-efficacy beliefs in students may also play a part in the evaluation of general self-efficacy.

Grigsby, Yusufi (Concordia University Chicago)

"I am not an other": The hafu population of Okinawa and their significance to Cross Cultural Research

This research centers on the hafu population in Okinawa, Japan, (children of US servicemen and Okinawan women). It describes how children of biracial unions experience their social/cultural worlds and parallels the experiences to culturally and linguistically diverse children growing up in America. This research has strong implications for national/international policy regarding the US military presence in Okinawa and calls for greater support from the Japanese government to assist private schools with funding and recognition for being equal, alternative schools to help stop bullying, a subject that has gotten widespread attention in the US news. This study culminates in ways findings may be useful to Cross Cultural Research, exploring the potential for transferability with the culturally and linguistically diverse student population in American classrooms. This presentation speaks to the problematic result of fighting one form of injustice only to inadvertently contribute to another form of injustice. It attempts to look at the issue of the experiences of biracial children on Okinawa from a holistic, global view that includes examining the sociopolitical and sociocultural influences on the island, in an attempt to frame the debate around the intersections of race, ethnicity, language, and identity in biracial and mixed race persons.

Grove, M. Annette (Utah State University)

**An analysis of culturally defined age and stages using eHRAF stratified random sample of culture groups**

Some societies demarcate development with specific names for each age or stage of development while others do not. Development may be seen as a gradual process rather than a set of well defined ages or stages. Additionally, the child’s survival may be intricately intertwined with that of the mother and occasionally the father. Therefore, culturally defined developmental ages or stages may be determined by the perceived potential of the infant/child given the limits of the context within which it will grow to maturity. Using the Human Relations Area Files stratified random sample of culture groups this paper will look for patterns in culturally defined ages and stages.
Gruntze, Rebecca (Mercer University)
Who’s to Blame and What’s to Be Done?: Maltreatment-Related Deaths of U.S. Children
In the United States, a child dies from maltreatment every six hours. In its 2008 Child Maltreatment report, the U.S. Department of Health and Human Services estimated that 3.3 million referrals involving the alleged maltreatment of approximately 6.0 million children were received by CPS agencies.1 Of these, 62.5 percent of the referrals were identified for investigation or assessment, and 23.7 percent of those assessments determined at least one child to be a victim of abuse or neglect. The remaining 76.3 of investigated cases determined that the child was not a victim of maltreatment. Of the estimated 1,740 child deaths (2.33 deaths per 100,000 children—the highest rate in the industrialized world) attributed to child abuse or neglect, 40 percent had files with CPS agencies. In most of these cases, the investigating agencies determined the reports of neglect to be “unsubstantiated” or “closed with no finding.” This paper examines risk factors associated with this epidemic cycle of violence against children—including low socioeconomic status, teenage parenthood, and conservative economic policy—within the context of family courts and federally funded programs that some child advocates claim are restoring, facilitating, and preserving abusive parents’ access to their victims.

Gryder, Laura (University of Nevada Las Vegas)
The Burgeoning Practice of Human Placentophagy and the Effects of Cooking
A very small, but growing number of women in developed countries are consuming their placentas postpartum in an effort to improve recovery after delivery, increase lactation, and protect against postpartum mood disorders, among other purported benefits. Advocates of this practice cite the ubiquity of placentophagy among mammals generally, and note the hypothesized adaptive value of the behavior for mammalian mothers put forward by scientists (e.g., maternal pain reduction, and postpartum nutrition). Unlike other mammals, however, the majority of human placentophagists cook the placenta (e.g., steaming, dehydrating, baking), and do not eat the organ raw. The present study draws upon current nutritional science research to examine some of the possible effects cooking may have upon the bioavailability of select micronutrients and hormones in placental tissue. This analysis suggests that some micronutrients and hormones in placenta are likely to be degraded significantly by heat stress, while others are not. The differential in effect may help in future efforts to determine the efficacy of preparation methods in view of how those methods may effect the purported beneficial components of placenta.

Habashi, Janette (University of Oklahoma-Tulsa)
Palestinian children’s agency in creating religious identity
This paper seeks to examine how Palestinian children’s religious national identity is shaped by their political situation in daily life and the local/global forces that interface with the Islamic movements. While children are often seen as objects that are merely subjected to political and cultural processes, this research shows that children have geopolitical agency and use their religious national identities as a way to further their own political freedom and resist the imposing agenda of colonialism. Religion has taken the place of secularism in creating cohesion among Palestinians as a new form of geopolitics. Resistance through religious identification is an indispensable facet of Palestinian children’s lives, especially given the failure on the part of secularism to achieve liberation from the Israeli occupation. Moreover, Islamic movements such as Hamas and Islamic Jihad have emerged and gained momentum due to the failure of secular elites to provide solidarity for resistance among Palestinians. Since the inception of the war on terror that highlighted increased scrutiny and backlash against Islam in the local/global discourse, resistance through religion has become an integral part of Palestinian children’s agency. Through the use of 28 interviews with Palestinian children, this paper will seek to substantiate this claim that Palestinian children have agency in using the politics of Islam as resistance against oppression by local/global forces.

Halley, Meghan (Case Western Reserve University)
Sex and School Don’t Mix: Education, Sexuality and Cultural Change in Rural Southern Tanzania
Since Margaret Mead’s foundational work, generations of anthropologists have illustrated the wide variation in attitudes toward adolescent sexuality cross-culturally. Comparative studies have further suggested that this variation is in part linked to characteristics of the cultural environment including norms of childbearing, kinship practices, and age of marriage. However, the increasingly rapid transnational flow of people, institutions and ideas associated with globalization during the past century is impacting many of these characteristics within communities and, in some cases, reshaping attitudes toward adolescent sexuality. This paper examines how one facet of globalization – the introduction of formal education – is impacting adolescent sexuality in Mtwara, Tanzania, and the ways in which this process is mediated by existing cultural, economic and environmental factors. Data collected during 18 months of field research in Mtwara suggest that characteristics of the education system as it has been implemented in Mtwara is inconsistent with specific characteristics of the surrounding cultural environment relevant to adolescent sexuality. Comparative analysis of person-centered interviews with 33 students and 36 non-students suggests that adolescent students – and particularly girls – are subject to an emergent set of expectations and consequences with regard to their sexuality, a pattern indicative of changing attitudes toward adolescent sexuality in Mtwara.

Hallman, Heather (Pacific Lutheran University)
Friendship and Learning Public Sociality at a Japanese Free School
Japanese public sociality is characterized by an interdependent group orientation. Mainstream teachers provide a context for learning public sociality by encouraging peer-based learning, mutual caretaking, and interpersonal conflict resolution, and by discouraging exclusive friendships, as these might compete with the trust, loyalty, and affection developing among members of the class group. At the alternative school where I conducted fieldwork, however, faculty promoted friend intimacies in tandem with group affiliation. This approach to peer relations was central in the experiences of students who transformed themselves from absentee to attendee. Engaging in peer intimacy engendered an orientation to others that supported students’ participation in group life. In this paper, I examine how students’ intimacy-building practices of self- and other-disclosure honed a sense of power—the ability to act on the actions of others, which was vital to their engagement in public sociality. I conclude that adolescent experiences of absenteeism and reintegration into the school environment indicate how Japanese friendship serves as a site of ethical socialization.
Hammond, Krystal, Thompson, Jennifer L., & Martin, Debra L. (University of Nevada, Las Vegas)
Grave Offerings: Child burials as indicators of resource allocation and status change in prehistoric Thailand
Although the inclusion of grave goods in burials is often associated with a group’s religious beliefs certain economic information can also be deduced. For example, high rank and wealth is often denoted by fine grave goods. Yet for children, little is known about their economic position. Although some studies have included children in their analysis, they are often not shown to be a group consuming and giving grave goods on equal footing with adults. As a result, the economic position of children in prehistory remains largely unknown. In this article I examine the economic position of children in prehistoric Thailand through the analysis of grave goods from two sites in the southern Isaan region. The first site, Non Nok Tha, was occupied from the mid-first to late second millennium BC, while the second, Chong Kham, was occupied from the late second to first millennium BC. Both sites have produced a large number of child burials, which I will compare with adult burials to explore the economic position of these vulnerable group.

Harding, Robert (University of the Fraser Valley)
News Representations of Indigenous Peoples in British Columbia: Then and Now
Beautiful British Columbia – that’s what it says on the license plate – adopted a new motto in 2009: “the best place on earth.” But the question of on whose earth the province is located is still up in the air. Even compared to other parts of Canada, BC has a history of neglecting the issue of Indigenous title to the land (unlike other provinces which did address this issue), not fulfilling its historical responsibilities to Indigenous peoples under British Common Law and denying them equal rights. Historically, the news media advocated unequal treatment for Indigenous peoples and ignored, and sometimes even endorsed, egregious and racist treatment of them by state. Methods of Critical Discourse Analysis are applied to news texts, headlines, photos and cartoons from the mid-19th Century and the new millennium. A significant finding of this study is that in contemporary news coverage, these issues are framed, much as they were in colonial times, in ways that protect dominant interests and signify Indigenous peoples as a threat.

Harrod, Ryan (University of Nevada, Las Vegas)
Centers of Control: Revealing the elites at Chaco Canyon
This project explores the role of violence as a mechanism of social control among elites by using data derived from the burials and the burial context. Pueblo Bonito presents a compelling case because at least one of the elites in the burial room was bludgeoned to death. Elite or high status burials, while relatively rare in the archaeological record, are of interest because of the role the individuals are assumed to have played in the culture. There are two individuals in Pueblo Bonito’s Room 33 at Chaco Canyon (AD 900-1150) that may represent an example of elites in the American Southwest. Many scholars have noted the vast number and elaborate nature of associated grave goods, as well as indications of better health and nutrition (e.g., they are taller and more robust than age-matched contemporaries and elevated nitrogen isotope levels indicative of high protein diets). Comparing and contrasting this site with several other elite burial contexts (e.g., the Magician’s Burial at Ridge Ruin, Mound 72 at Cahokia, La Real in Peru, and Solcor in Chile) provides a cross-cultural description that highlights the ways that violence, mortuary treatment, and sociopolitical status can be explored.

Headland, Thomas (Summer Institute of Linguistics), & Greene, Harry W. (Cornell University)
Python predation on humans in the Philippines: Does it speak to hypotheses of ophiopodophobia and early hominin evolution?
At the SASci in 2007, Headland and Greene presented a paper describing the symbiosis between the Agta Negrito hunter-gatherers and large python snakes in the Philippine rainforest. That paper focused on synchronic interactions of pythons and H-G peoples. In this paper, we review our diachronic python-and-people article published in PNAS last December. Here we will show that 26% of Agta men have survived predation attempts by reticulated pythons, and the six fatal attacks of pythons on Agta in the past half-century. From these Agta data we proceed to natural history data to document snake predation on 26 species of nonhuman primates as well as many primate species mobbing, killing, and eating snakes. We propose that the data here suggest relationships between primates and snakes that may go back millions of years, thus corroborating the hypothesis that complex ecological interactions have long characterized our shared evolutionary history.

Heissler, Karin
‘We are poor people so what is the use of education?’ School to work transitions in rural Bangladesh and their implications for policymakers
Drawing from ethnographic research carried out in four villages in Madhupur upazila (sub-district) in rural Bangladesh between 2006 and 2008, this article explores girls’ and boys’ transitions from school to work. My findings are situated in the context of ongoing social and economic change in both rural and urban Bangladesh. They show that the modernising process of education is global in its outreach; yet local socio-economic context shapes its impact. Many of the girls and boys in my sample have had mixed interactions with the formal education system, most starting late and few progressing much past primary school, if at all. Even so, it has still affected their aspirations and transitions, affecting the institution of childhood more broadly. These changes have brought about intergenerational tensions and contradictions between expectations and experiences in children’s transitions that are gendered, aged and classed in their dimensions, with findings that have implications for policymakers, particularly as the 2015 Millennium Development Goal (MDG) targets loom closer, and discussions have started around the themes and goals for the post-MDG development space.
Helfrecht, Courtney (Washington State University)

Middle Childhood among Aka foragers of the Central African Republic

Middle childhood is typically demarcated by the co-occurrence of rising socio-cultural competency and cognitive shifts in reasoning ability. However, among many small-scale societies, there is evidence that socio-cultural skills acquisition begins much earlier. In this paper, I examine middle childhood among the Aka tropical forest foragers of the Central African Republic, within the context of their emic life history stages. As in the West, the Aka evaluate child development using markers of physical, social, and cognitive changes, but mother’s reproductive status is also significant. To explore Aka middle childhood, I first outline the emic categories of development, then investigate the socio-cultural skills that Aka children expect and are expected to acquire across childhood, and finally test the cognitive shift described as occurring at the onset of middle childhood using Piagetian tasks. Preliminary results indicate significant differences from the West in the expectations of both children and adults; however, many parallel factors of development emerge, suggesting the importance of examining variability in how cultural phases map onto biological stages across the lifespan.

Henry, Hani (American University in Cairo)

The Empathic Response of Mubarak Supporters towards their Leader: A Cultural Explanation

This study provides a theoretical explanation of the persistent empathic response of certain Egyptian citizens towards ousted Egyptian president Hosny Mubarak even after he was put on trial for killing hundreds of peaceful demonstrators. Many Western and Egyptian observers have described these die-hard Mubarak supporters as victims of “Stockholm Syndrome,” which has been described as the tendency of victims to develop positive emotional bonds towards their victimizers. A careful examination of the literature on multicultural psychology, however, suggests that the empathic response of these supporters may be attributed to their adherence to certain collectivistic values. Triandis (2001) argued that in collectivistic families, child rearing practices emphasize conformity, obedience, security, and reliability. Subsequently, collectivistic individuals may adopt an “authority-directed orientation to life” through observing filial piety and emphasizing harmony with authority (Dien, 1999). A thematic analysis of interviews that were conducted with 10 Mubarak supporters will be discussed. Case observations revealed that participants’ collectivistic nature was manifested in religious ideals and deeply rooted traditions, which seemed to facilitate their empathic response to the former president. The psychosocial implications of this study for the Egyptian society will also be discussed.

Herrmann, Patricia (The University of Texas at Austin)

Flora, fauna and familiarity: Ecological reasoning about the natural world in the Ngöbe community

Although there is strong cross-cultural agreement on the categories of biological kinds (e.g., Berlin, 1992), the organization of these kinds and their associated inter-relationships appear to be much more culturally variable. Non-western participants show more ecological reasoning, focusing on the relationships between different species, and western participants show more taxonomically oriented reasoning, focusing on the taxonomic relatedness of living kinds (e.g., Atran & Medin, 2008). The current experiment expands on this work by exploring the interaction between knowledge about a particular category, and use of ecological versus taxonomic sorting strategies in the Ngöbe community of Salt Creek. The Ngöbe are an indigenous community of Panama, living in rural hamlets and practicing agroforestry supplemented by hunting and fishing. We hypothesize that their rich interaction with local species and lack of exposure to non-local species will lead to the use of different reasoning strategies for local and non-local species. Approximately thirty-five Ngöbe children, between 6 and 14 years of age, were presented with three items (from a range of humans, animals, plants, natural kinds and artifacts) and asked which two went together the best, and then to explain their responses. In a portion of the trials, the animal and plant species presented were local, and in the remainder of the trials the species presented were non-local. Similarly, in half of the trials involving a human, the human presented was Ngöbe. In the other half, the human presented was Caucasian. Explanations for sorts were coded as either ecological (referring to relations between the species) or taxonomic (referring to a common category to which the species belonged, or the taxonomic distance between them). Three patterns of results emerged. First, even when the taxonomic distance between grouped items was close, most justifications were ecological, not taxonomic. These results were most pronounced with Ngöbe humans and local species. When the human presented in a trial was Ngöbe, children were more likely to group it with an animal or natural kinds, whereas when the human was Caucasian, children were more likely to exclude the human, classifying the other two items together. The explanations given for including the human were much more likely to be ecological when the human was Ngöbe. Finally, children were more likely to give ecological justifications for their sorting when presented with familiar species. They were also more likely to create taxonomically distant sorts for familiar species than for unfamiliar species. These results suggest that children are able to alter their strategies for reasoning about living kinds by drawing on knowledge about their community’s patterns of interaction with familiar species.

Hewlett, Barry (Washington State University)

Teaching in Hunter-Gatherers

Cultural anthropologists Mead, Lancy and Rogoff indicate that teaching does not exist or is rare in small-scale cultures. By contrast, cognitive scientists Gergely and Csibra hypothesize that one type of teaching, called natural pedagogy, is a human universal and that it emerges in infancy. They propose that it is part of human nature and distinguishes human and great ape social learning. All of their research has been conducted in laboratories with Western infants. Videotapes of 10 Aka forager 12-14 month-olds in naturalistic settings are analyzed to evaluate the Gergely and Csibra hypothesis. Results and a tentative taxonomy of teaching are presented.

Hidetada, Shimizu (Northern Illinois University)

Cultural Models and People’s Reactions to a Natural Disaster in Japan

I will examine a possible causal link between the fundamental cultural model of “interactional relativism” and how people in the Northeastern Japan reacted to the devastation of tsunami. To do so, I will link the interactional relativism – whereby the cause of individual behavior is located outside of the ego – and the Paul Tillich’s notion of “courage to be” – self-acceptance in spite of factors that negate such self-acceptance – that is reflected in the cultural virtue of makeruga kachi (to lose is to win). I speculate that the remarkable tolerance and patience (from the American perspective) shown by the people in the extreme environmental disasters are a result of the synergistic effects of at least these two, if not exhaustive, factors.
Hoffman, Diane (University of Virginia)

Working to become someone: Childhood, labor, and identity in Haiti

This paper explores the role of children's work in the construction of culturally valued personhood in Haiti. As in many parts of the world, children are expected to contribute to family functioning through their labor, and this work is widely regarded as having an essential role in socializing the child to a "good" disposition. However, in Haiti, in a system known as restavek ("Staying with"), children move (or are sent) to non-natal families, where they may become unpaid domestic workers, with little or no access to formal schooling and suffering conditions often described in the international child welfare discourse as "abusive." Based on ethnographic fieldwork with two cohorts of restavek children in Southwest Haiti, this paper describes the complex roles that children's labor plays in what I call household "economies of affect." It suggests that while there are cases of abuse, on the whole children's labor is viewed as an opportunity for learning valued lessons about personhood that are tied to social mobility aspirations, with the latter conceptualized in affective as well as economic terms. At the same time, because it tends to function as a replacement for formal schooling, children's labor can also result in social marginalization that works against the desire to "become someone." What may make the difference between socially mobile and marginalized personhood are the ways in which children's work mediates and even re-creates kinship relationships that are perceived as core elements in economic, affective, and spiritual life.

Hossain, Ziaarat, Saenz, Lorena, & Hossain, Suhaila (University of New Mexico)

Fathers' and Mothers' Involvement with School-age Children in Squatter Families in Bangladesh

The primary focus of this study was to examine the extent to which fathers and mothers are engaged with their school-age children's academic work, perceive their children's academic performance, and the SES factors that influence fathers' perception of their children's academic performance in squatter families in Bangladesh. Fathers and mothers from 120 intact families participated in the study. Mixed multivariate analyses revealed that fathers and mothers were similarly engaged in their children's academic activities at home and at school, and were equally involved with their sons' and daughters' academic work. Fathers and mothers did not differ in their perception of their sons' and daughters' school performance. Fathers' education was positively related to their perception of their children's academic performance in math and reading.

Hurwicz, Margo-Lea (University of Missouri-St. Louis)

Consensus Analysis in assessing Alzheimer Patients' Memory Functions (see addendum on p. 75)

Izard, Véronique, Pica, Pierre, Dehaene, Stanislas & Spelke, Elizabeth S. (l'Université Paris Descartes)

The Origins of Exact Numbers

Research in cognitive development has demonstrated the existence of a 'number sense' from the very first hours of life. However, for infants and even adults, this perception is approximative and can not support the discrimination of neighboring quantities, such as 15 vs. 16. Accordingly, perception misses two essential properties of the integers: the relation of exact equality (sets are equal in number if they can be put in perfect one-to-one correspondence), and the existence of a successor function (all numbers can be generated by successive iterations of the successor operation \( +1 \)). In industrialized societies, children do not appear to grasp these properties of numbers before they understand the meaning of the counting procedure, around age 3 ½. To address the role of language and culture in the emergence of exact number concepts, we performed psychology experiments in a culture from the Amazon, the Mundurucu. Even though Mundurucu numerals do not refer to strictly exact quantities, all Mundurucu understand the relation of exact equality between quantities. Since, in contrast, the Mundurucu concept of number does not seem to encompass the successor function, we argue that these two properties are acquired separately, and inferred from different sources of evidence.

Jolie, Edward (Mercyhurst College & University of New Mexico)

Crafting Plants and People: A Preliminary Investigation of Basketry Production Systems in Cross-Cultural Perspective

Investigation of ancient craft production systems has implications for understanding the intersection of economy, social and political organization, ritual, and material culture. However, most cross-cultural studies of craft production invoked to explore these questions focus on durable artifacts such as ceramics. This is surprising when one considers that basketweaving was practiced by most pre-industrial human societies, antedates the invention of ceramics, and has been critical to the storage or transport of other goods. Given their ubiquity, comparative study of basketry production systems has significance for understanding the craft's role in the development and maintenance of hierarchical social organization. Although textile production has been the focus of some cross-cultural research it remains difficult to extend inferences derived from these studies to basketry production in the small-scale or middle-range societies that characterize the majority of humanity's past. In an effort to facilitate reconstruction of prehispanic basketry production systems in the American Southwest, specifically including 11th century Chaco Canyon, New Mexico, the present study was designed to explore correlations between dimensions of basketry production systems and socio-political complexity using ethnographies, ethnoarchaeological research, and a cross-cultural sample from the HRAFs.

Jolie, Ruth (Mercyhurst College)

"We're Both Team Leaders": Egalitarianism Among Middle Class Dual-worker Couples

Fathers' identities, and structural forces such as education and employment, affect the division of household labor. Data from my ethnographic study of 30 ethnically diverse, middle class, dual-worker, urban families indicate that although certain household tasks remain gender-specific, men are doing more household tasks, especially childcare, than previous research suggests. Importantly, both men and women emphasize being in a partnership with their spouses, which enforces egalitarian ideals. I argue that these changes are a consequence of a broader shift in gender roles towards a more egalitarian understanding. Generally, men in my study were more egalitarian minded than their wives, which positively influenced their involvement in domestic labor. The shift manifests as a change in men's perception of the father role over the last generation, with today's middle class men strongly identifying as fathers. Interestingly, women of childbearing age are viewed as mothers—foremost over other roles—which helps explain why women appear to embrace more traditional gender roles than their husbands. Regardless of wives' roles, the majority (n=25) of the families fell along a continuum of "egalitarian". I identify two types of egalitarian families: "divide-and-conquer egalitarian" and "reminder egalitarian".
Karnilowicz, Wally, Ali, Lütfiye (Victoria University)
Community Research within a Constructionist Framework: Implications for ‘Scientific Rigour’
Evaluation research continues to be dominated by the positivist paradigm and its commitment to factual and value free research. Policy makers and associated evaluators in particular consistently approach program evaluation from the positivist paradigm in which methodological rigour is assessed through their interpretation of valid and generalisable results. More recently, the mixed-method has been enthusiastically adopted with the qualitative paradigm used in combination with quantitative methods. The exclusive use of the qualitative method is less regular. Positivist epistemology questions the legitimacy of qualitative methods as subjective and value laden with less evaluation research resting its methodological and philosophical focus on the qualitative paradigm. However, a shift in inquiry into social justice from the margins to the centre of evaluation research coincided with the calls for qualitative study and participatory evaluation approaches where planning and evaluation was not predetermined and instead embraced the voices of stakeholders and participants. This coincided with various associated methods and branches of evaluation research including empowerment research evaluation, collaborative research and community participatory research. This paper explores and advocates a constructionist approach in community engaged research as appropriate and necessary within an increasingly culturally diverse Australian society.

Keller, Heidi (University of Osnabrück)
Cultural Lessons of Infancy
Infants are born in cultural environments that are differently organized according to overarching socialization goals. Two distinctly different cultural lessons of infancy are being taught by Western middle class families on the one hand and by subsistence based farmers in traditional societies on the other hand. In the first case psychological autonomy is fostered with emphasizing infants’ inner states, their control over their environment and their autobiographical history. In the latter case hierarchical relatedness is fostered with emphasizing social roles and expectations, norms and standards and the living in the here and now. Different developmental pathways result from these different orientations, which will be highlighted in this presentations. Implications for migration contexts are discussed.

Kim-Ju, Greg (California State University, Sacramento)
Effects of Context on the Independent and Interdependent Self-Construals in Asian and White Americans
This paper examines the independent self, the interdependent self, and the effect that context may have on the expression of these self-construals. Historically, research on the self has suggested that an established self is invariant within individuals and across contexts (Markus & Kitayama, 1991; Ma Schoeneman, 1997). However, recent studies have suggested that individuals in cultures possess some aspects of both the independent and interdependent self and that context can influence one’s social judgment of the self (Kanagawa, Cross, & Markus, 2001; Kiuchi, 2006). Drawing on data in which 210 Asian and White Americans responded to a series of vignettes that vary by context, this paper explores how specific contextual factors may influence the self-construals of different cultural groups. Preliminary findings show that self-descriptions (e.g., abstract/specific, autonomous/social) may vary between Asian and White Americans as a function of the social setting (e.g., class vs. lounge) and the ethnic composition (homogenous vs. diverse) people are situated in. These findings suggest a more nuanced understanding of the self than previously suggested and have important implications on the unique ways in which the self is examined by researchers as well as the ways clinicians work with clients from different cultural backgrounds.

Kirner, Kimberly (California State University, Northridge)
The Pagan Health Survey Project: Mixed Methods Cognitive Anthropological Research for Cross-Cultural Understanding and Community Organizing
Pagans comprise a small but rapidly growing group of nature-centered traditions including Wicca, Witchcraft, and Druidism. The Pagan Health Survey project arose to further understanding of Pagan worldviews and practices related to health and healing, and to better communicate these to the public health community. The Pagan Health Survey utilized a mixed-methods approach, including ethnographic field research in the Pagans community, focus groups of Pagan health professionals and clergy, and a community-wide (laity and solitary practitioners) survey on Pagan views of health, health care choices, and health-related spiritual practices. Qualitative and quantitative data was analyzed through ethnographic decision modeling and cultural model theory in order to provide a snapshot for health care workers into the views and choices of Pagans in the United States, first presented at the American Public Health Association meeting in 2010. Additionally, the project continues to serve as a foundation from which the Pagan community itself can better understand its members' most common needs and can organize to better address pressing health-related issues, such as gaining cross-cultural sensitivity among mental health practitioners, recommending Pagan-friendly practitioners, and meeting the needs of vulnerable Pagans, including LGBTQ individuals, the elderly, and the uninsured. This paper argues for the usefulness of integrating scientific and humanistic approaches in order to apply cognitive anthropology to advocacy and activist efforts, exploring how the nature of the data and analysis impacts the accuracy and legitimacy of messages, both those that give voice to informants and those that can be used for community planning and action.
Kohut, Mike (Vanderbilt University)

Can we teach what we don’t know? The effect of teachers’ understandings on students’ understandings of evolutionary theory

In 2009, Tennessee implemented new science standards which required 8th grade science teachers to cover evolutionary concepts for the first time in the state's history. These evolution standards were ambitious, and teachers face a range of challenges in meeting them. In this talk, I will discuss one challenge in particular—poor understandings of evolutionary theory among middle school teachers. Until recently, middle school science teachers usually had K-8 certification, which does not require any coursework in science. Past research has shown that evolutionary concepts are very difficult to learn accurately, so most students graduate with substantial misconceptions about the mechanism of natural selection and about phylogenetic relationships among species. I conducted structured interviews with teachers and students from districts throughout Tennessee in order to answer two questions. First, to what extent do 8th grade teachers in the state understand the evolutionary concepts they are asked to teach? Second, how does a teachers’ understanding of these evolutionary concepts effect student understandings? I will discuss findings from the interviews and what they mean for the efficacy of the evolution standards in Tennessee. (Keywords: science education, evolution, natural selection, teaching and learning)

Korbin, Jill (Case Western Reserve University)

Rumspringa and Adult Baptism: Why Amish Youth Choose a Horse and Buggy Lifestyle in the 21st Century

To become truly Amish requires a voluntary, individual, and binding decision to commit to an Amish lifestyle through adult baptism. In Geauga Settlement (Ohio), approximately 95% of Amish youth make this decision sometime between their mid-teens and early twenties. Once adult baptism occurs, the consequences for failing to adhere to the strict rules and requirements of the Amish church can result in exclusion from the group (shunning). With this decision looming, Amish youth experience rumspringa (literally “running around”) and are exempt from most of the rules and restrictions that they have been raised with and will follow for the rest of their lives. While it is not true that Amish young people do whatever they want, as is often portrayed in the media and popular accounts, life is less regulated than any other lifestage. This paper will examine the reasons Amish youth commit to an Amish life and reject the trappings of modernity in light of anthropological questions about cultural continuity and change.

Kostina-Ritchey, Erin, Fitzpatrick, Jacki & Kostina-Ritchey, Erin (Texas Tech University)

Sibling relational themes represented in children’s books about international adoption

One emerging social trend has been the adoption of Chinese girls by US families (Department of State, 2011). These adoptions have transformed families (Suter, 2008), creating new constellations of relationships (e.g., parent-child, siblings). Children (who were part of the family before adoption) might not be able to conceptualize the ways in which their families will be altered by adoption. Indeed, the adoption might make these children siblings for the first time. Parents might seek resources to facilitate the adjustment process for both adoptees and pre-adoptive siblings. One such resource might be children’s books. The present study explored the representation of sibling relationships in children’s books about international adoption.

Books were selected for inclusion in this study if they were (a) published after 1996, (b) written at a preschool/ kindergarten level, and (c) focused on adoption of a Chinese girl by a US family. A total of 28 books were analyzed. The books were coded independently by two researchers to identify relational themes between adoptees and pre-adoptive siblings. Two primary themes (guide, mentor/protector) emerged. These themes are consistent with relational processes that have been identified in actual adoptive families (Suter, Reyes, & Ballard, 2011). Thus, it appears that the children’s books might have some relevance to adoptive sibling relationships.

Kronenfeld, David (Kronenfeld Designs & University of California, Riverside)

What Kinship is NOT

Marshall Sahlins is the latest distinguished and honored ancestor to tell us (in 2011 JRAI (ns) 17:2-19 and 227-242) “What kinship is”. His title, as his article, is a response to David Schneider’s supposed demolition of kinship. I will not offer any opposed view of what kinship is, but rather wish to offer a discussion of what kinship is not—in particular, that it is not an it at all. Mine is not the Schneiderian claim that the things that we describe as kinship are all figments of our anthropological imagination; I share the strength of Sahlins’ repudiation of that view. Instead I claim that there exist a number of strands that we can describe for one or another cultural system, and that different of these strands get picked up by different cultural systems, and that the picked-up ones often get bundled differently in different systems. My claim is that we need to focus on identifying and describing these different strands, and then look to see what consistencies there are in which culture picks up which and in how they get bundled. But I also have an additional methodological claim. I think that we must avoid the temptation to exoticise those who are not us, and instead need to run what we ascribe to any them through some combination of our own experience and our ability to imagine ourselves in some other experience. We should then be careful—particularly empirically careful—about any ascriptions that do not pass our own experiential plausibility test. We don’t want to rule such claims out—our imaginations can easily be too limited—but we want to be carefully skeptical about them In particular, we want to avoid being naive about the referents that we ascribe to the words that members of other cultures use to describe their beliefs or understanding or that our anthropological colleagues use for such description. My claim is that Sahlins’ basic claim about kinship (“its specific quality, viz. mutuality of being”, as he describes it, fails the intersubjective plausibility test, and that much of his argument is based on naive ascriptions of meanings to words.
Kubota, Sachiko (Kobe University)

*Rituals as Social learning: concepts and practices of education among Aboriginal people in North Australia*

In north eastern Arnhem Land, in North Australia the Yolngu Aboriginal people live in a small settlement with modern facilities such as shops, but they continue to hunt and gather wild food sources. Also although they are enrolled in the modern educational system, they continue to value their traditional ritual practices and they participate very actively in them. These rituals are the core of their social life and people devote their energy to them. In the traditional rituals, gender role is strictly applied. Difficulties in Aboriginal education are major social issues in Australia. Likewise, in my research, I have observed a number of different trials faced by Aboriginal people and whites; for example, trying to include traditional knowledge or Yolngu ways of behavior in education settings. The common feature of this approach is their application of the traditional ritual frameworks to education. In this paper, I will explore how Aboriginal people construct these applications, and by examining these applications, I will discuss the unique and different traits of the Aboriginal people’s ideas of social learning.

Kulstad, Tess (University of Florida)

*Post-earthquake fosterage of children on the Haitian-Dominican border*

The January 12th earthquake in Haiti ranks among the most devastating catastrophes in over a century. Prominent among the reports of the devastation were concerns over the wellbeing of children involved in informal fosterage arrangements. Prior to the earthquake, these children often lived in settings of child servitude and relied on family networks for support. The earthquake, however, effectively threw these networks and ties into chaos. This paper will examine the impact of the earthquake on the Haitian practice of child fosterage. However, it will address the practice as it occurs along the Haitian-Dominican border, an area where the placement of Haitian children with Haitian families operates alongside the practice of placing children with Dominican families across the border. Prior to the earthquake, these bi-ethnic arrangements provoked concerns of child labor, smuggling, and trafficking. After the earthquake, these concerns have increased particularly after the scandal that erupted over missionaries’ attempts to bring Haitian children to the Dominican Republic and because of the destabilizing reverse migration flow from Port-au-Prince to the countryside. In addition, this presentation will also shed light on the circular and transnational movement of children on the Haitian-Dominican border.

Laga, Hillary (Brigham Young University)

*You Are What You Eat: Creating New Order Amish Identity through Food Practices*

For years the Amish have planted gardens, preserved harvests of green beans, and cooked traditional meals of mashed potatoes, dressing, and chicken. Families gather for dinner around well-worn tables, women dominate the kitchen, and communities congregate for picnics filled with rows of rolls, salads, and pies. However, many New Order Amish recently introduced Bosch mixers, processed ingredients like Velveeta, and popular recipes from magazines into their kitchens. Accordingly, we see a juxtaposition between simplicity and complexity, old and new, tradition and modernity. But as other researchers have demonstrated, these changes have important consequences because food practices create identity, establish bonds, and transmit knowledge, beliefs, and world views. Primarily using Sir George James Frazer’s Law of Contagion, Mary Douglas’ Purity/Pollution dichotomy, Pierre Bourdieu’s habitus, and both Carole M. Counihan and Janet Carsten’s commensality theories, I explore how communal food practices can maintain and perpetuate crucial aspects of their identity, namely gender roles, collective unity, and individual personhood. My ethnographic study examines the tension between food’s power to teach and preserve traditional Amish culture and the implications of mainstream society encroaching into the New Order Amish community in Sugarcreek, Ohio, exploring how food trends reshape ideology and redefine Amish identity.

Lamorey, Suzanne

*Parental Ethnotheories Regarding Childhood Disabilities*

As more developing countries are providing educational services for young children with disabilities, it is important to understand cultural beliefs about disability in order to appropriately and relevantly support these children and their families. Parent beliefs about the nature of disability are related to parent beliefs about and participation in treatment and intervention. Because more countries are sending their promising teachers and researchers to be trained in U.S. colleges of education, the resultant large-scale exportation of the Euro-American biomedical belief system and its concurrent educational practices abroad may not be in the universal interests of all children and families. This poster session reviews cultural beliefs about disability through an ethnographic approach that examines the effect of the dualities and dichotomies of parent/professional beliefs about childhood disabilities in developing countries such as Turkey, Ecuador, and India.

Lancy, David, & Arthur, Amanda (Utah State University)

*“The Dichotomous Infant: Devil vs Angel, Hard vs Soft, Hot vs Cold, Open vs Closed.”*

We have amassed a large archive of cases from the ethnographic and archaeological records that reflect the liminality or incomplete personhood of infants. Among the Wari, a baby is compared to unripe fruit and the Nankani reserve judgment on the infant's humanity until they can be certain it is not a spirit or bush child. The variability is ways of characterizing this non-personhood and in the steps that must occur to complete the process of constructing a person is great but not infinite. Our goal is to systematically analyze the data to identify commonalities. We will present the preliminary results of our survey of infants on the cusp of humanity.
Le Guen, Olivier (Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS))

Time Gestures in Yucatec Maya and Yucatec Maya Sign Language: An Example of Conceptual Transfer between Languages

Time is an abstract domain that is linguistically and conceptually mapped on space. In many languages, consequently, the representation of time often acquires a spatial property: directionality. However, although time is mapped onto space in Yucatec Maya, the representation of time does not acquire directionality. Instead the flow of time is conceptualized as cyclic. Interestingly, in the production of gesture this mapping becomes visible. However, it is also more restricted. The 'now' or 'precise/specific' time is done by pointing towards the space of the feet of the speaker, i.e. mapped on the spatial 'here.' In accordance with a spatial 'up is far/remote' rule, remote time (interestingly, past or future) is gestured towards the space above the head of the speaker. In this system the gesture space for past and future is collapsed in one space under the basic concept of 'remoteness.' The lack of grammatical tense in Yucatec Maya and the more general cyclic cultural conception of time facilitate this mapping. In this presentation I will show how the Yucatec Maya conception of time is transmitted through the gestural channel, retaken and adapted in an incipient sign language in close contact with Yucatec Maya, the Yucatec Maya Sign Language.

Lee, Elizabeth & McKelley, Ryan (University of Wisconsin-La Crosse)

Needs Assessment of Service Providers' Cultural Competency with Hmong Counseling Clients

This presentation will highlight the findings from a needs assessment of a Midwestern mental health practice serving an increasing number of Hmong clients and families. Traditionally, Hmong people do not consult counseling services outside of the Hmong community, and disputes are brought before clan elders. Recently it has been noted that some of the clinical protocol for client service delivery may be incompatible with Hmong cultural expectations. The overall goal of this research project was to measure pre- and post-test multi-ethnic competency of counseling service workers after participating in a workshop on Hmong culture. The presentation will cover results of a needs assessment of staff members' knowledge, awareness, and skills in working with Hmong clients. Data from the assessment was used to develop a 60-minute workshop on Hmong client issues, and participants were given a post-test on their knowledge, awareness, and skills. Results from this study will contribute to Hmong cultural awareness and suggest modifications of protocols to enhance client-therapist relationships.

Lee, Kyu-Dong, Baek, Seon-Gi, & Yu, Sae-Rom (Sungkyunkwan University)

Fad for the K-pops in Latin American countries, and its cross-cultural implication: A comparative study on popularity and audience responses of the K-pops, and its cultural meanings in Peru, Brazil, etc.

The purpose of this study was to investigate different degree of popularity for Korean popular songs, so called, K-pops in Latin American countries, compare differences of audiences’ responses toward the K-pops among them, and speculate this new cultural phenomenon cross-culturally in Latin American area. For a long time, Korean mass cultural products have not been introduced actively so that they could not be popularized at all in the Latin American area. It meant that the specific cultural phenomenon, that is, the Korean Wave did not happen to occur up to now. However, in some countries of this area, many young generation, especially teenagers began to be curious, interested, and crazed for the K-pops. Numbers of them have rapidly increased recently. They loved to sing K-pops, imitate body movements of Korean boy or girl groups, and dance with their rhythms. The authors were very interested in present situation of popularity for K-pops, favorite Korean boy or girl groups, and attractive points of K-pops in Latin American countries. They also concerned reasons why teenagers specially preferred K-pops and Korean boy or girl groups, what were common parts between their cultures and Korean culture, especially, represented by K-pops, and what were cross-cultural meanings there by this new cultural phenomenon. In order to deal with these concerns, they set out a long-year project and developed various surveys with questionnaire for young generation of Latin American countries, especially in Peru, Brazil, etc. From June 1, 2011 to Oct. 31, 2011, they visited different kinds of Internet communities like weblogs, online forums and bulletin boards for K-pop fans, utilized SNS networks, e.g. Twitter, Facebook, etc. and surveyed questionnaires over there with supports from Korean Cultural Centers located each of those areas. On the basis of results of this study, they found different responses of young K-pop fans among Latin American countries, especially in Peru, Brazil, etc. indicated and discussed on similar and different points between Latin American cultures and Korean cultures represented by K-pops, and speculated this new cultural phenomenon from cross-cultural perspectives.

Lee, Kyung-Rag, Baek, Seon-Gi, & Bong, Mi-Sun (Sungkyunkwan University)

Similar and different responses toward K-pop, a New Korean Wave, in Asian countries: A comparative study on popularity of K-pops and audience responses among Japan, China and Taiwan

This paper was purposed to investigate similarities and differences of audiences' sparking preferences for Korean popular songs, so called, K-pop, among Asian countries. For last 15 years, Korean popular cultural products have become so popular in the whole of Asian area that it could be called as 'Korean Wave' of 'Korean Fever'. The Korean Wave has been led specifically by Korean TV dramas, films, games, etc. But, in recent days, a unique cultural phenomenon has up-rised in this area. Korean popular songs of boy or girl groups were surprisingly popularized by young Asian peoples. It began to be named as 'New Korean Wave' or '2nd stage of Korean Wave'. The authors were interested in different degree of popularity for Korean popular songs and different preferences for them among Asian countries. They also searched for reasons why such kinds of different popularities and preferences happened to occur among Asian countries, what were their favorite parts in the K-pop, and what kinds of meanings could be implied cross-culturally. In order to deal with their interests, they set out a long-year project and developed social surveys with questionnaires for Asian audiences, especially, Japanese, Chinese and Taiwanese. These countries have been considered as three mostly important ones for expanding the Korean Wave into the whole of Asia as well as for upcoming a New Korean Wave. They attempted to plan social surveys with questionnaires toward Japanese, Chinese and Taiwanese from Jan. 1, 2010 to Oct. 31, 2011. They asked many supports from Korean Cultural Centers in each of these countries for gathering informants, and collecting more data through Internet contacting with audiences of these three countries. On the basis of results of their surveys, the authors shared several important findings, discussed on different audiences' preferences toward K-pops among three countries, raised controversial points from this unique cultural phenomenon, and speculated them from cross-cultural perspectives.
Lee, Slgi, Baek, Seon-Gi, & Lee, Hani (Sungkyunkwan University)

**Popularity for K-pops in Europe and its cross-cultural implication: A comparative study on popularity and audience responses toward the K-pops, and its cultural meanings in France, UK, etc.**

This study was purposely attempted to investigate why many of young European audiences began to prefer Korean popular songs, so called, K-pop, what kinds of attractive points they would love from K-pops, and what kinds of cultural implications could be discussed by this new cultural phenomenon. European area has not been considered as an area where the Korean Wave has been influenced for a long time. But, recently, many young peoples in European area have loved and favored Korean popular songs. Especially, in France, UK, etc., K-pops have been so popularized for such a short time-period. The authors concerned mainly present situation of popularity for Korean popular songs, searched for different attitudes toward them among European countries, and discussed reasons for this new cultural phenomenon in European society. They set a long-year project and developed various surveys with questionnaires for young audiences in Europe through Internet contacts supporting with Korean Cultural Centers, and Social Service Networks (SNS), e.g., Twitter, Facebook, etc. From June 1, 2011, to Oct. 31, 2011, they visited many online communities like Internet forums, weblogs, and Internet bulletin boards for K-pop fans in European area, and surveyed questionnaires for some K-pop fans in each of those Internet sites. On the basis of results of this study, firstly, they found and shared many different preferences and attitudes toward K-pops among many European countries, especially in France, UK, etc. Secondly, they indicated various attractive points of K-pops from audience preferences, pointed out some differences of their favorites among these European countries, and discussed about reasons of their different attitudes and preferences. Thirdly, they speculated this new cultural phenomenon from cross-cultural perspectives.

Lee, Yeonjung & Tang, Fengyan (University of Pittsburgh)

**Who are the family caregivers? A preliminary analysis on parental caregiving between the U.S. and Korea**

Considering the population aging, the demand for informal care will increase exponentially in the next few decades both in the U.S. and Korea. Though there are some similarities regarding how elder parents are cared between countries, there are also differences. We used two nationally representative datasets: Health and Retirement Study (HRS) in the U.S. and Korea Longitudinal Study of Aging (KLoSA) of 2006. This study examined the characteristics and differences of family caregivers in two countries. In the U.S., 9.6% and 34% of adult child provided ADL and IADL caregiving to their parents. In Korea, 3.3% and 1.0% of adult child provided ADL and IADL caregiving to their parents. 37.3% of adult child gave financial transfers to their parents in Korea., whereas only 17.1% made such transfers in the U.S. 60.8% of American and 50.9% of Korean were still in the labor force. Findings suggest further research of 1) examining the relationship between caregiving and labor force participation; 2) exploring the trajectories of financial well-being and how caregiving affects the trajectories; 3) identifying the impact of cultural and policy differences on parental caregiving by comparing the U.S. and Korea in the relationships among caregiving, labor force participation, and financial well-being.

Legare, Cristine & Souza, André L. (University of Texas at Austin)

**Evidence from the Supernatural: Evaluating Ritual Efficacy**

Despite the universal prevalence of rituals used for protective or problem-solving purposes, little is known about how people reason about ritual efficacy. Yet from a cognitive perspective, the evaluation of ritual efficacy presents us with a paradox; although the motivation to use magical ritual to solve problems may be specified, they lack a causal explanation for how their effects. Given their causal opacity, what kind of information is used to evaluate ritual efficacy? To provide empirical traction to this question using ecologically valid content, three studies were conducted in Brazil, a cultural context in which rituals—called simpatias—are widely used to solve both biological (e.g., asthma) and non-biological (e.g., infidelity) problems. Using content from existing simpatias, rituals were experimentally designed in order to examine the kind of information that influences evaluations of ritual efficacy. A fourth study with identical stimuli was conducted with a U.S. sample to assess the generalizability of the findings across diverse cultural contexts. The results provide evidence that information reflecting intuitive causal principles (i.e., repetition of procedures, number of procedural steps), and transcendental influence (i.e. presence of religious icons) influence how people evaluate ritual efficacy.

Leidman, Mary Beth (Indiana University of Pennsylvania)

**A Content Analysis of Women's Roles on Broadcast Television in the 2011-2012 Season**

Since the pioneering days of 1950's television, realistic images of women have waned and ebbed like the sands in the hour glass. Each decade has seen a different face of women featured ranging from the zany housewife of Lucy Arnaz struggling and working girls of Laverne and Shirley to the single motherhood of Murphy Brown and the idealism of Detective Olivia Benson. The 1990s and the 2000s appeared to be a time when women and their roles were representing reality and real roles as never before. This has not been the case in the 2011-2012 television season where roles of weaker, older tradition-bound females seem to have made a rebound. This presentation reports on a content analysis which was conducted surrounding women’s characters during this year. It will explore the historical underpinnings of television’s uncomfortable relationship with women in the context of current offerings. The discussion will endeavor to examine whether or not this old pattern will remain and regain a foothold in modern American culture.
**Leidman, Mary Beth & Forrest, Jennifer (Indiana University of Pennsylvania)**
*Analyzing Changes in Communications Modalities Among College Freshman*

This presentation will summarize the results of a research study on the changes in communication technologies utilized as students transition from high school to college. It was designed to see if students change the types of media they use for communication as they move away from their home environment and enter the college environment. A methodology was developed utilizing a convenience sampling drawn from a specific diverse group of college freshman within a pre-identified student population. Survey questions asked about phone, e-mail, text, and social media usage when students were communicating with family, friends, and professors. Some findings predictably found that a high number of the responding college freshmen select texting as their preferred way to keep in touch with family and friends. Yet at the same time the modalities of technologies employed in college were varied, task appropriate and displayed significant differences from those used during high school. The results of the study are of interest to scholars in the social sciences since it provides insight into the communication media preferences of today's college students and how those preferences are evolving. This research has been designed to establish a baseline for further exploration of the topic.

**Letteney, Susan (York College of The City University of New York), Krauss, Beatrice, De Baets, Anniek J., Okero, F. Amolo, & Baggeley, Rachel (World Health Organization Research Team)**
*Global Evidence on HIV Disclosure to Children 12 and Under: A Review and Analysis of the Literature*

Background: In 2009, The World Health Organization determined that global guidelines for HIV disclosure to children 12 and under represent an unmet need. Methods: A systematic review of the evidence on HIV disclosure to children 12 and under was conducted. Two hundred and fifty-five articles were identified, 140 were retained as background literature, 61 provided empirical data on the health outcomes related to HIV disclosure to children. Twenty-nine studies were analyzed using GradePro 3 software. Findings: There is evidence of health benefit for HIV-positive and HIV-negative children of HIV-positive caregivers if the caregiver discloses to them. Concerns that disclosure leads to increased behavioral problems in children and decreases the quality of the relationship are not supported by children’s reports about their reactions to disclosure of their caregivers’ HIV status. Health care workers lack the support of evidence-based policies on disclosure. Conclusion: Results suggest there is evidence of health and future care planning benefit for HIV+ and well children of HIV+ caregivers if the caregiver discloses his/her HIV-status to them. Children of the maturity of school age youth can be told of their caregivers’ HIV status, while younger children may be informed partially in an age-appropriate manner.

**Lewis, Angela, Swank, Heidi, & Bennett, Mi Ann (University of Nevada, Las Vegas)**
*The Conspicuous Life of (Post)Secret Confessions: Finding Support In An Imagined Community*

Recent work on PostSecret (Jaffe, 2010, 2011; Queen, 2011) examines contributions to the PostSecret blog that recently gained popularity. Particularly, Jaffe (2011) argues that movement of PostSecret postcards between media (from “real” to virtual) lends PostSecret “its communicative content.” The PostSecret phenomenon, though, has expanded outside the virtual to group meetings, public lectures, and “real world” collections of such secrets. Thus, movement between media is not a necessary component of this phenomenon. Instead, we suggest the “generic intimacies” (Jaffe, 2011) engendered by PostSecret are influenced by larger social processes such as perceived lack of community. To examine ties between these macroprocesses and “real world” PostSecret confessions, we explore how patrons of a Las Vegas library create an “imagined community” (Anderson, 1991) through a project entitled “Secret Confessions.” Inspired by PostSecret, it involves patrons anonymously bearing their secrets on postcards displayed on bulletin boards inside the library. Based on documentation of the boards and interviews with library patrons and staff, we suggest the linguistic content and materiality of these phenomena function as expressions of intimacy for imagining, as posted in the Las Vegas library, an “anonymous community of acceptance.”

**Li, Xuan & Lamb, Michael (University of Cambridge)**
*Paternal affection expression in rural and urban Chinese families*

The stereotypical Chinese father is a stern, authoritarian, emotionally reserved parent who stays psychologically distant from his child. Does this image describe Chinese fathers accurately? Which factors influence the expression of affection by Chinese fathers? Fathers, mothers and children from rural and urban Chinese families (n=71) were asked to rate levels of paternal involvement and the fathers’ display of love towards their children using questionnaires. Results suggest that different family members have considerably different impressions of paternal involvement but rate levels of paternal affection in their families quite similarly. According to the children, fathers are significantly more affectionate with girls than with boys (t(69)=2.06, p<0.05). Contrary to popular belief, there were no significant differences in the levels of paternal affection on the part of rural and urban fathers. However, paternal education was positively correlated with the level of paternal affective expression in both rural and urban families.

**Li, Xuan (University of Cambridge) & Rohner, Ronald (University of Connecticut)**
*Perceived parental power and prestige of urban Chinese youth and adults*

To examine the parental power-prestige theory in different cultures, the adult and youth versions of Parental Power-Prestige Questionnaire (Rohner Research Publications, 2010) were translated into Mandarin using back-translation procedure, and were distributed to 200 urban Chinese families with 9-to-12-year-old children. Results from 169 child respondents and 338 adult respondents suggested that for both children and adults, the father was thought to hold higher prestige whereas the mother was considered better at guiding day-to-day discussions. For both age groups there was no sex difference in any single item of the questionnaire. However, significant differences were found when participants were asked which parent they hold in higher regard or esteem. Adult participants tend to hold their fathers in higher regard (t(424)=2.02, p<0.05) and esteem (t(427)=2.47, p<0.05) more than child participants do. Such discrepancies indicate attitudinal changes in parental roles across generation in Chinese families. Contemporary Chinese mothers enjoy greater respect and recognition from their children than those of previous generation, while the authority of the father in Chinese families has decreased. However, daily engagement with the child still seems to remain the responsibility of the mother rather than the father.
Liénard, Pierre (University of Nevada, Las Vegas)

Cooperation and fairness in 5-year-old Turkana children

Since Trivers’ 1971 seminal work, evolutionary-minded researchers have considered morality an adaptation. Sociability affords a typical dilemma: individuals strictly favoring their personal benefits risk being ostracized while individuals strictly favoring others’, being exploited. To be evolutionarily stable cooperation must therefore rely on the fair and systematic retribution of participation to collective actions. Human moral disposition might have emerged to arbitrate between individualistic drives and social needs. If so, our moral disposition should fundamentally be conceived as an adaptation for motivating individuals to share equitably the benefits of collective actions to co-operators. Furthermore to be functional, morality should be grounded in an evolved preference for fairness. We should observe an early onset of the disposition as soon as children start acquiring the preliminary skills allowing them to engage in more complex cooperative endeavors. It should also be observed in different cultures, in the West as much as in non-western societies. The study presented here focuses on the redistribution of the benefits of a collective action in a herder population, the Turkana of Kenya. Five-year-old children demonstrated a clear sense of fairness in their allocation of resources and matched participants’ share to their contribution.

Lowe, Edward (Soka University of America)

Modernity, Development, and Youths Suicide in the Pacific Islands: A Critical Examination of Scholarship

Rising and persistently high suicide rates for youths in Oceania have been a mainstay of the scholarship of in the region for the past three decades. Although many studies have emerged in disciplines like psychiatry, anthropology, and sociology, there still is remarkably little consensus surrounding the explanations for this suicide. There are two possible reasons for this lack of consensus. First, the earlier studies relied on limited data sources and their explanations tended to be speculative. Only recently have more systematic studies been conducted that test hypotheses about how particular explanatory variables predict the risks for Islander youths’ suicidal behavior. Second, there have been few synthetic analyses of these studies and no syntheses that take advantage of recent advances in theory regarding suicidality. This paper presents a more encompassing synthesis of the research. It finds that explanations that emphasize either psychopathology without attending to context and explanations inspired by Durkheim’s 19th century models are not convincing. Rather, the evidence suggests that youths who find themselves in heightened positions of social marginality as a result of conflicts between their meaningful pursuits within their peer groups and the expectations of the family and kin groups to the most likely main causal factor.

Lussier, Denise (McGill University)

The modelling of ‘Intercultural Competence’ in language education and validation of a conceptual framework

Within the evolution of plurilingual and multicultural societies, schools are viewed as institutions that must foster social cohesiveness, promote values that will be accepted by diverse communities and bring students of different ethnic groups to develop positive awareness of other cultures, based on mutual respect and empathy. Challenges extend beyond linguistic competencies. We need to address the issue of (inter)cultural competence. Current research considers education as the entry to socialization and views language teaching as a discipline which embodies the presence of another culture, contact with alterity and cultural mediation in interactions with members of other cultures. The presentation questions how cultural representations are constructed. It focuses on the construct of positive cultural representations associated with xenophilia and negative linked to xenophobia. It is based on a research project using a multidisciplinary approach. It refers to qualitative and quantitative approaches in order to understand the construct of schemata that reflect common or different cultural representations. It relies on the validation procedures carried out to measure affective factors to influence the development of ICC. Exploratory analyses confirm the structure of a conceptual framework and its modeling, which is essential to allow valid and reliable coherence in curriculum, learning outcomes and assessment.

Mahler, Sarah J. (Florida International University)

Learning Culture as Comfort: Infants and Young Children as Pattern Seekers, Finders and Enforcers

Over the past decade or so as anthropologists have re-embraced studying children, our peers in other disciplines—most notably neuroscience and psychology—have been studying infants. We have advanced a great deal in our understanding about how cultural practices are transmitted from generation to generation. They have made huge irrods into how the brain works, how we learn in general. True to their disciplinary histories, these neuroscientists’ and psychologists’ pursuits have focused largely on developmental universals and abnormalities. They detail both orders and disorders of the brain and learning in our species. Their work, however, offers enormous potential applications for anthropologists studying not only cross-cultural commonalities, but also the genesis and transmission of cultural difference as well. In this Conversation Hour, Rachael Stryker (Mills College) and Sarah J. Mahler (Florida International University) discuss their cross-disciplinary research into understanding how infants and children learn culture and why this research promises major innovations in our understanding of what culture “is.” Mahler will present a preview of her upcoming book Culture as Comfort which examines how infants seek, find, and internalize cultural patterns that are then inscribed into their brain wiring. In sum, they learn to repeat cultural patterns subconsciously and “feel” them as normal, shying away—much like adults too—from the discomforts of cultural differences.
**Martin, Debra L. (University of Nevada, Las Vegas)**  
*The Violence of Captivity and Slavery – A Cross-Cultural Examination From Ancient to Modern Contexts*

The circulation and trafficking of women and children as commodities is a common and world-wide phenomenon that has been part of human history for a very long time. Its persistence into today’s globalized commodity market demonstrates how institutionalized this form of violence is. Historically, raiding, as part of endemic warfare strategies, is cyclical and part of a long-term strategy with economic and political implications for both males and females. Women as commodities are traded, bought and sold, and suggest a form of structural violence that is culturally sanctioned and deeply embedded. What are the effects of these practices? Captives and indentured servants form a category of targeted individuals who show repeated trauma and injury over the course of their lifetime (called injury recidivism). These nonlethal forms of violence are perhaps the most powerful of all coercive techniques available. Fear of being hurt (or killed) or actually being hurt (and not killed) creates an immediate situation of power imbalance and subordination that can be exploited in many different political-economic contexts. Captives with healed fractures, inflamed muscles, infections, and other signs of abuse reveal the biological costs of this form of debt service and the processes by which captives circulate within political-economic systems.

**Mayo, Tilicia, elShabazz, Khadijah, Ogunmola, Olorunloba, & Coe, Kathryn (Indiana University Purdue University Indianapolis)**  
*Is forgiveness a Universal Value? Exploring the Possibility of a Universal Concept of Forgiveness*

It often is claimed that forgiveness is valued across cultures. In order to test this assumption this research attempted to identify whether or not forgiveness was actually a concept that was known across cultures and whether or not it is held, across those cultures, to be a value of importance. To address these aims, we used the Human Relations Area Files (HRAF) to search 230 cultures. Keywords used include: forgiveness, forgiveness and reconciliation, and ceremony. In addition, we conducted an in-depth study of three religions in which forgiveness is a key component to its practice: Christianity, Judaism, and Islam. The research on these universal religions further substantiates the research findings and provides an understanding of religions as a systemized method of passing along teachings of virtues such as forgiveness from generation to generation. This study concluded that forgiveness is a value found across cultures, that there are differences between the value placed upon forgiveness depending upon whether or not the offense was committed by a member of the same social group or an outsider, and that the degree of the emphasis placed on it will depend on environmental factors, as well as the type of offense, the effect of the offense, and the community costs.

**McClure, Stephanie (Case Western Reserve University)**  
*Unmasking the Salience of Gender: Revealing the Intersection of Gender, Class and Race in African American Adolescent Females’ Body Conceptualizations*

Typically, when body image norms among African American females are contrasted with those among European American females, race is the relevant framework for that contrast; that is, noted differences are attributed to beliefs, attitudes and experiences that vary by race. However, the findings of a 10-month, mixed methods study that examined body conceptualization and physical activity engagement in a group of 48, 14-17 year old African American girls suggest that with respect to fit appearance and physical prowess, the relevant contrast may be masculinity rather than majority-race femininity. Importantly, this ethos of eschewing masculinity is not uniform; the boundary between “masculine” and “feminine” appears to vary by physical activity experience and skill level. Attitudes of male significant others toward gendered physicality also appear to inform the location of this “mainly line.” Class, too, emerged as a significant cultural system in the analysis; a significant minority (~40%) explicitly aspired to the designation, “lady”. Some participants cast their own athleticism as conflicting with ladylike appearance and conduct. The results of this study challenge the oft-presumed dominance of race in identity dynamics and demonstrate the insight offered by ethnographic investigation and intersectional analysis into how multiple cultural systems shape behavior.

**Milicic, Bojka (University of Utah)**  
*I/self* as a Kinship Term

The category of personal pronouns, along with kinship terms, is a human language universal based on the uniquely human self-awareness. In this paper I look at kinship terminology from an egocentric perspective, the concept of ‘I’ and ‘self’ and its symmetrical or asymmetrical relationships to kin. I show that, just like other kinship terms, I/self is a relational term. In his classic essay about the category of the person Marcel Mauss examined the self as primarily a sociological and cultural rather than psychological category. Recent research has shown that concept of self is both, grounded in the personal sense of the body as well as social environment. I review the neuroscientists’ take on the self; further, I examine the self as a linguistic category, the personal pronoun, and its deep history in the work of Ruhlen, and Bancel and Matthey. Finally, I use graph-theoretic models to describe the asymmetrical distance between ego and other, particularly between parental and grandparental generation and children and grandchildren. I propose that kinship terminology had to include the self and the personal pronouns in order to relate one’s person to the social group.

**Miller, Alissa (California Polytechnic State University, Pomona)**  
*Trade-offs between time allocated to sleeping versus waking result from variations in local ecological conditions and should correlate to alterations in behavioral life history strategies*

It was predicted that firefighters who spend less time sleeping, with lower overall sleep quality, would exhibit greater motivation for risk-taking, an important component of fast life histories. Firefighters completed evolutionarily relevant questionnaires on five domains of risk-taking propensity that were correlated to sleep quantity and quality variables. Domains included within-group competition, between-group competition, reproduction, environmental challenge, and mating and resource allocation for mate attraction. Insomnia due to high sleep latency was associated with greater within-group status competition risk propensity. Insomnia due to physical complaints was associated with higher willingness to engage in between-group competition, while insomnia due to psychological complaints was correlated to greater inclinations to take reproductive risks. Sleep loss in minutes was correlated to greater risk-taking propensity in the domains of between-group competition, environmental challenge, and mating and resource allocation for mate attraction.
**Moldovan, Vadim (York College – CUNY)**

*Texts of the Revolutions: A study of visual and linguistic narratives of current anti-establishment movements in the Arab World, Southern Europe, and the United States*

This study examines narratives of the current anti-establishment movements in three geopolitical regions: the “Arab world” of Tunis, Egypt, Libya, Yemen, and Syria; the South Europe of Greece, Spain, and Italy; and the epicenters of Occupy Wall Street in the United States. The “texts” consisting of images and linguistic concepts were acquired from electronic news sources in the form of photographs and news reports. The narratives were deconstructed as symbols of the underlying ideologies. Ideology represents a desired vision of the world order and may represent religious, political, or existential creeds. Underlying ideologies may indeed differ from official aspirations of organizations who purport to represent the movements. This paper examined the movements in the target geopolitical areas for consistencies between official and underlying ideologies and compared the symbols of resistance among the countries within and between the geopolitical areas. Common themes as well as ideological distinctions have emerged.

**Moore, Erin (University of Chicago)**

*Making Adolescence: The Circulation of Life Course Ideologies in Ugandan Girls’ Empowerment Programs*

The idea that adolescent girls undergo a crisis of confidence during their middle school years is pervasive in the United States. In 1994, Mary Pipher's bestselling Reviving Ophelia announced this “female adolescent crisis” as one of the most pernicious pathologies of our time. Yet my research in Kampala, Uganda reveals that adolescence is a new (and gendered) category for Ugandans, and, that young women transform the category's meaning. In Luganda, the language spoken by the Baganda people living in and around Kampala, there exist categories only for children (abaana, birth-18), youth (abavabuuka, 18-30), and married adults. “Girls’ empowerment” NGO personnel and program participants, however, use “adolescents” as a synonym for girls and young women. When pressed, these NGO workers even disagree over whether or not boys might count as adolescents. Furthermore, participants enrolled with this NGO as “adolescents” when they in fact were more than thirty years old with children of their own. Using ethnographic data from girls’ empowerment programs in Kampala, Uganda and a historicization of the literature on the adolescent girls' crisis, I will consider how NGOs help to instantiate adolescence as a life-stage in Uganda, and, how Ugandans take up and transform its meaning.

**Moore, Leslie (Ohio State University)**

*Being a good reader across secular and Islamic school contexts*

Somali-American children participate in two schooling traditions: Qur'anic schooling and public schooling. This paper examines how young children of Somali immigrant-refugees make themselves recognizable as good readers (or not) in two contexts in which literacy is conceptualized and enacted in very different ways. Qur’anic schooling emphasizes memorization and reproduction of Qur’anic texts without comprehension of their literal meaning. Participants in this tradition regard the acts of committing the sacred text to memory and reproducing it accurately and fluently and as both means and signs of developing devoutness and religious community membership. In the early elementary grades of public school in Central Ohio, comprehension of that which is read is not the objective of every lesson. Nonetheless, text comprehension is understood by teachers to be the ultimate goal of early literacy instruction and an indicator of (second) language development and academic potential. In the public school context, A child who displays more highly developed memory and decoding skills than comprehension skills is likely to be labeled a “word caller” or “struggling reader", whereas this same child would likely be judged a very competent reader in Qur’anic school.

**Moore, Robert (Rollins College)**

*The Language of Love and Sex in Student Culture*

Three of the most prominent phrases associated with romantic and sexual relations among American college students are "hooking up," "friends with benefits" and "being exclusive." The relationships referred to by these terms have what might be called prototypical iterations: that is, clusters of actions and attitudes that one would expect in, e.g., a "friends with benefits" relationship. Two qualifying factors, however, result in discrepancies between expected and actual behaviors: (1) the distortion stemming from language that promotes a measure of idealization, and, (2) inherently ambiguous language that enables flexibility and obfuscation in sexual matters. The cultural guidelines underlying these discrepancies are contradictory value systems to which individuals attempt to conform, at least nominally. The relevant vocabulary serves as an ally in these efforts, as it both identifies idealized prototypical behaviors and enables deviation from them.

**Moy, Lisa (University of the Fraser Valley)**

*Of moral panics and 'disappearing' difference: A critique of 'school violence' discourses*

In the past two decades, there has been increasing attention paid to bullying and violence in schools. The goal of this paper is to examine and interrogate how discourses of school violence and school safety position critical discussions of culture, 'race', difference and identity. This study examines several stories of violence in schools that were highly visible in the media in recent years, and traces the implications and impact of these conversations on school policies, anti-violence or anti-bullying practices, and common sense assumptions about the construction of safety in educational systems. When school safety initiatives primarily focus on superficial discussions of difference or individualized responses such as punishment or esteem building strategies, any connections between violence and social identities are potentially 'disappeared'. Ultimately, this paper argues that bullying and school violence needs to be understood as a politicized issue of diversity and social justice.
Munroe, Robert (Pitzer College). Gauvain, Mary & Beebe, Heidi (University of California, Riverside)

*Children’s Questions in Cross-Cultural Perspective: A Four-Culture Study*

This study investigated the cross-cultural replicability of findings on the speech of English-speaking children at ages 3-5. Among such children, information-seeking questions constituted a significant proportion (about 13%) of all utterances, and an important portion (about 24%) of such questions consisted of “why” type questions, which seek explanation rather than fact. We asked whether these two regularities held for comparably-aged children whose speech acts had been recorded in non-Western samples (Belize, Kenya, Nepal, American Samoa, and found that in all four samples (a) the children asked many information-seeking questions (about 10% of all utterances), but that (b) their rate of asking why-type questions (under 5%) was far below that of U.S. children. Some implications of these findings are discussed.

Munroe, Robert (Pitzer College) & Gauvain, Mary (University of California, Riverside)

*Development of Perspective Taking in Relation to Age, Modernity, and Education: A Comparative Study*

This study examined responses to questions oriented toward revealing the development of perspective taking. The sample was comprised of 173 3- to 9-year-old children in four traditional communities (in Belize, Kenya, Nepal, and American Samoa). Ten scenarios that asked the children about knowledge of handedness and what was visible from their own and from another person’s perspective were used. In all groups, the proportion of correct answers improved with age. On the other hand, degree of community modernity—which had predicted better cognitive performance in other testing with these same children—was not a predictor of perspective taking. Discussion includes possible interpretation of the results.

Nelson, Robin (University of California, Riverside)

*Parenting, Institutional Alloparenting and Children’s Health Outcomes in Jamaica*

Based on original research, this paper examines the link between institutional alloparenting and health outcomes for children living in orphanages in Jamaica. This study integrates Caribbean cultural analyses of childcare practices and biological anthropology. Parental investment and inclusive fitness theories of alloparental behavior provide the theoretical framework for an investigation of nonkin investment in children and child health outcomes. I collected ethnographic and anthropometric data from 125 children ranging in age from 4 months to 18 years living in children’s homes or orphanages in the central mountainous region of Jamaica. Within West Indian culture, informal familial child fostering is prevalent. This practice is influenced by the availability of space, financial resources, and the needs of other family members. Despite its ubiquitous nature, there are children who are unable to secure this kind of care setting. This is particularly true in economically unstable communities in Jamaica. In this paper, I will assess variability in the growth and development of boys and girls living in different children’s homes using anthropometric and biometric measurements of body composition apasure. This presentation considers how this qualitative evidence helps methodological processes in this biological anthropological research on alloparenting and child health outcomes in Manchester Parish, Jamaica.

Ngo, Dung (The University of Texas at Tyler), Tong, Briana, & Newton, Jocey (University of Wisconsin-La Crosse)

*The college culture and eating habits in relation to stress, anxiety, depression, and coping skills.*

Lifestyles such as dietary habits and patterns of food consumption can influence health, mental health, and mortality. Associations between anxiety symptomology and disordered eating behavior have been observed in both men and women; unlike depression, which is primarily seen among college women and dysregulated eating behaviors. Past studies have shown that over 60% of college students reported having high levels of stress due to their need for improvement in management skills in their course loads, and their inability to cope with these stressors have often lead to problematic eating behaviors. The purpose of this study is to further investigate how the college culture influences eating behavior in relation to perceived stress, anxiety, depression, and poor coping skills. The goal is to determine the best predictor of poor eating habits in college students. A total of 94 undergraduate students completed a food frequency questionnaire, perceived stress scale, coping skills self-assessment, and anxiety and depression inventories. Findings revealed that eating behavior was not correlated with poor coping skills, perceived stress, and depression. However, anxiety was positively related to poor eating habits. Finally, results indicated that college students were not consuming the adequate servings of fruits/vegetables, dairy, and grains, but students were consuming the adequate amount of servings for proteins as recommended by the USDA. Clinical implications for these findings and recommendations for a healthy lifestyle will be discussed.

Nichols, Quinton (Kennesaw State University)

*A comparison and analysis of Cross-Cultural Perspective of Spirituality: Attitudes, Skills and Knowledge (ASK).*

Despite the growing investment in understanding the role of spirituality in understanding human behavior by social scientist and human services practitioners, social work educators have not broadly integrated spirituality as a cultural competence into social work education. This paper examines the attitudes and knowledge of spirituality as a cultural competence in an interdisciplinary department at a majority state institution of higher education and a Historical Black College and University (HBCU) in a south eastern metropolitan city. It reviews the attitudes toward the 2008 National Association of Social Workers Code of Ethics and the Indicators for the Achievement of the NASW Standards for Cultural competence in Social Work regarding knowledge, skills and expertise needed to provide culturally relevant services in a cross-cultural environment. It also examines the Attitudes, Skills and Knowledge (ASK) of the staff, faculty and student body of a Master of Social Work (MSW) program regarding the infusion of spirituality into the curriculum and makes a cross-cultural analysis of ASK between the two educational institutions.
Nielsen, Mette Toft (Aalborg University)

*Overlapping between Hate Crimes and Discrimination? The Case of Egypt*

This paper seeks to examine whether or not there is a relation between hate crimes and discrimination in the light of human rights. To do so, I first investigate the understanding - as well as the attached purpose - of the three keywords, or main concepts, applied: 1) Hate Crimes 2) Discrimination 3) Human Rights, to be able to provide a definition of each concept. This will be used to analyze some specifically selected episodes of the recent conflicts between the Muslims and the Copts in Egypt, which i.a. have been captured on video, and thereby are possible to access. On the basis of these definitions and the abovementioned analysis, it will be examined whether or not it can be argued that hate crimes and discrimination carry along the same harm when it comes to decreasing the value of people's lives (e.g. making them worse off) and violating human rights.

Norbert, Ross (Vanderbilt University)

*Epistemological Frameworks and Environmental Decision Making: Being in Space*

Epistemological frameworks -frameworks that guide the acquisition of knowledge – have been proposed to guide human relations with their environment. In this paper I will present data and some ideas about research on spatial cognition that suggest that spatial cognition is in part driven by epistemological models describing and prescribing the relation between humans with their non-human environment. These models are not specified in terms of framework theories about specific relations between humans or between humans and specific features of their environment. Rather, the data suggest that they describe a more general outlook at the world and hence might be not culturally specific.

Oblad, Timothy & Trejos-Castillo, Elizabeth (Texas Tech University)

*Cyberaggression: Cross-Cultural Comparisons of Cyberbullies and Cybervictims throughout the World*

In 2009, several European studies reported up to 52% of adolescents had recently been cyberbullied. A study in Asia reported three-fourths of college students knew a cybervictim, and over half knew a cyberbully. In the US, i-SAFE reported that 1 in 5 adolescents had posted or sent sexually aggressive/nude images to others. Particularly in the case of a fast growing global phenomenon like cyberbullying, cross-cultural research is necessary to determine national/international prevalence rates, to better understand the implications for individuals across contexts, and to develop a cohesive groundwork for researchers and policy makers to draw upon. In the current study, the authors review literature throughout the world spanning over the last decade on cyberbullying or other electronic forms of aggression and discuss the growing literature on cyberbullying by comparing/contrasting scholarship by regions (e.g., USA, Europe, Asia, etc.). The study identifies different terminologies used, behavioral patterns of cyberbullies and cybervictims, methods of technological aggression, and research methodologies using a cross-cultural comparative perspective. Significant gaps such as the lack of theoretical bases across scholarship and the scarce policy available to deal with this phenomenon will also be discussed as well as recommendations for future research and intervention/prevention efforts will be provided.

Ogunmola, Olorunloba, Coe, Kathryn, Mayo, Tilicia, & elShabazz, Khadijah (Indiana University Purdue University Indianapolis)

*Causes, effects and strategies for ending intra-cultural and inter-‐intercultural conflicts*

The focus of this paper is threefold: First, we focus on the causes of internal (within group) and external disagreements, conflicts and wars in traditional African societies. A secondary focus is on immediate and long-term effects of such conflicts. The third focus is on forgiveness as a strategy that may be successful in ending the cycle of war or the transmission of historical trauma. An assumption underlying this research is that internal and external conflicts and wars can lead to the reoccurrence of wars, and possibly genocide, and to historical trauma, or repeated suffering generation after generation. To address these questions, we used the Human Relations Area files (HRAF). Preliminary results indicate that the causes of conflict include, loss of culture, economic hardships of survivors, violation of human rights, wars between lineages and poverty to name a few. The effects of conflict include not only the initiation of a repeating cycle of war, but also to historical trauma related to the displacement of families who become refugees, the loss of family members through torture and death, and the physical and emotional hardships survivors face when living in a hostile situation. We conclude this paper with a discussion of rituals of forgiveness that have been used across African Tribes to end these cycles.

Ojalehto, Bethany (Northwestern University)

*Cultural Frameworks in Theory of Mind: Cross-Cultural Evidence for Different Framework Theories of Mind*

“Theory of mind” (ToM) refers to common-sense understanding of minds or a ‘mentalistic stance’ on the world. It is often treated as a cultural universal. One tension in the universalist approach to ToM lies in the concept of ‘mind’ and what constitutes a ‘mentalistic stance’ on the world. On the one hand, research shows that people in many non-Western communities are less likely to ‘mentalize’ other human persons as compared to the Western norm (sometimes called the ‘opacity of other minds’). For example, they may be less likely to have rich vocabularies for internal mental states; to talk about their own or others’ mental states; or to explicitly ascribe intentions and motivations to others. On the other hand, members of these same communities are often more likely to ‘mentalize’ entities such as non-human animals, plants, and natural entities. How can this apparent divergence in mentalistic stances be understood? I present preliminary evidence for cultural differences in conceptions of the mind based on research among an indigenous Ngöbe community of Panama. Survey data were collected from Ngöbe adults, Panamanian undergraduates, and U.S. undergraduates. Ngöbe participants’ responses to questions about mental-physical interactions (e.g., a thought causing a snake to appear) show systematic differences in explanatory frameworks as compared to Panamanian and U.S. undergraduate responses, in line with what would be expected from a relational ontology/epistemology. Among Ngöbe participants, “mind” is treated more as an emergent property of relational interactions than as a fixed interior entity, and minds are primarily recognized through relations and interactions rather than individual, internal cognition. In other words, minds are something you do through relations, more than something you have intrinsically. I suggest that Ngöbe communities privilege a relational framework for ToM that differs from the standard framework offered in Western literature.
Osterholtz, Anna (University of Nevada, Las Vegas)

Hobbling and Torture at Sacred Ridge, Colorado: A View of Performative Violence from the Prehistoric Southwest.

Violent interactions have three distinct actors: aggressors, victims and witnesses. These groups are dynamic with changing roles at any given point during violent interactions and afterward. Adding to these, researchers who seek to reconstruct violent events become yet another kind of final witness. These performative acts of violence do not lose their impact. Using the assemblage from Sacred Ridge, a Pueblo I (A.D. 700-900) habitation site in Southwestern Colorado, the dynamic roles of the aggressors, victims and witnesses are examined. An assemblage consisting of 14,882 bone fragments representing at least 33 individuals was analyzed. Foot and ankle bones have damage suggesting hobbling by blows to the sides of the ankle and torture by beating the soles and tops of the feet. These performative acts form the basis for social control of victims and strong messages of coercion of the witnesses by the aggressors. Through taphonomic analysis the behaviors that created the assemblage can be reconstructed. As researchers, we carry the added challenge of being the final witness to these horrific events and it demands that we take seriously our role and its impact.

Park, Seonsook (New Mexico Highlands University) & Park, Kwangjong (University of New Mexico)

Preservice Teachers' Perception on Diversity in the Southwest

This survey study examined preservice teachers' perception on diversity in the Southwest. Data was collected over the three semesters from the participants where they took courses for their teacher licensure program at two Southwestern universities. The guiding research questions were: (a) How do preservice teachers in the Southwest perceive the need of bilingual/ESL education and (b) how do preservice teachers’ self-perceptions affect in understanding the meaning of diversity? Sociocultural perspectives were employed as the study's theoretical framework and data analysis. Findings show that participants have limited cultural knowledge and partial exposure to issues of diversity, bilingual education, and English learners. This study suggests what preservice teachers' professional development classes and curricula should be implemented to better serve culturally and linguistically diverse learners. It also recommends ways to support preservice teachers so that they can become more aware of issues of bilingual/ESL education and the implications for classroom practices. Our study supports previous researches that explicit efforts are needed within teacher preparation programs to foster “understanding, cultural sensitivity, and collaboration” among teachers of different ethnic groups (Cochran-Smith, 1995, p. 78).

Parmar, Parminder (Pennsylvania State University Worthington Scranton)

Creative Mix of Methodologies for Future Research

In past decades developmental psychologists and other social scientists have become increasingly interested in multi-method approach to scientific inquiry. As we know multi-method research helps in more meaningful and significant insight in scientific knowledge and understanding of research especially in cross-cultural research. Super & Harkness, 1999, Weisner, 2005, Garcia, 2002, among many other developmental psychologists have stressed the importance of using multi method or mixed method approach to research in the past. This presentation will use experience from research experience and richness of knowledge gained during participation in cross nation research conducted under principal investigators Harkness and Super titled, “The international study of parents, children, and schools in seven western countries. In addition to it, my own work on parental acceptance rejection in India, Kuwait and the US. Methods, such as parental diaries, interviews, spot observations, surveys, observations, and the physical space usage by the research respondents etc will be discussed. In conclusion, use of psychological, developmental, and anthropological methods will be discussed.

Paugh, Amy (James Madison University)

Becoming “Good for Oneself”: Language and Personhood in Dominica, West Indies

This paper examines age-graded bilingual language use with infants and children on the Eastern Caribbean island nation of Dominica. In Dominica, infants are considered to be “soft” and need to “harden” over time. In line with those ideologies, caregivers restrict young children from using Patwa, an Afro-French creole language, in favor of English, the official language of the nation and education system. Adults assert that Patwa “interferes with” and “threatens” children’s English acquisition; however, my research suggests that beyond grammatical concerns, the languages have become indexically linked to local ideas about personhood, adult-child status differences, and ideologies of child rearing. While children are socialized how to be polite and respectful through English, they are also socialized to be bold and able to stand up for themselves in both English and Patwa as they get older. The paper explores language socialization practices and shifting expectations about language choice among caregivers as their children become “good for themselves” over developmental time.

Peng, Lijing (National University of Ireland, Maynooth)

A Reflection on the Linguistic Landscape in Narratives in Hmong Villages, Central China

My paper explores a novel way to locate linguistic ideologies through their conflict and reconciliation, in the context of a dynamic formation of the nation-state and current national language policies towards minority ethnics in China. For this purpose, I examine the Hmong Zhai (traditional congregated households) and bilingual public schools in Hmong villages located along an ancient border, the South Great Wall, which signifies the evolvement of relationship between Han people (main population in China) and Hmong people (a minority group). The Hmong Zhai have facilitated the gathering of relatives and the communal consulting about village affairs. Oral narratives develop in accordance to this life style, and folklores are passed down from elder generations in this environment. As a parallel contextualizing space, the bilingual schools are different in physical layout and group-arrangement from traditional congregated households. They break territorial and kinship links among students, and plant standardized knowledge and interpretation system into them through teaching folklore in alphabetic Hmong language (an artificial and standardized written system that levels the local differences between dialects). Accordingly, the spatial dimensions of rural life in these border towns had embodied various ways in which the transmissions on traditions are organized. Using these and other connections, I argue that these opposite directions, performing vernaculars in contemporary time and contemporizing vernaculars, have gradually hampered the improvement of school children in receiving knowledge and in adjusting to the modern school system of China.
et al. 2009). Derived from in and how well these are matched as a measure of availability. The focus of the paper is (1) cultural and linguistic characteristics of a particular population and (2) direct service support ors identified with cultural competence in organizations providing mental health as described in a cultural competence model proposed by Hernandez et al. (2009). Briefly, the model indicates that the internal structure of numerical expressions from 1 to 4 whose phonological representation expresses the exact cardinality of the number word, which still refers to an approximate quantity. This apparent paradox is reduced to the fact that the internal structure of mundurucu number words up to 4 reflects a chunking procedure of the type (1), (1+1), ((1+1)+1), ((1+1) (1+1)) with a limit to 4 individuals. We show that the properties of number words from 1 to 4 in mundurucu follow from general constraints on short term memory (Cowan (2001)). We discuss the consequences of our analysis for the understanding of language with very reduced numerical systems, and more generally for the notion of number and its relation to the notion of successor function (Izard & al (2008)).

Pinxten, Rik (Universiteit Gent) & Francois, Karen (Vrije Universiteit Brussel)
What anthropology can bring to mathematics education
In this paper we focus on an anthropology of formal thinking and its contribution to the curriculum reform of mathematics education in multi-cultural societies. Based on the findings from ethnomathematics and critical-mathematics-education we argue for a curriculum of multimathematics. Situated Learning (Lave, Cole) recognizes that learning styles and learning processes can differ over cultures, since learning is not only in the head, but happens in and through the interaction between an individual and his/her social, historical and cultural environment. The learning of mathematical skills and contents worked with a uniform curriculum for ages, also in developmental programs. This approach has come under fire. We propose to look at how anthropological and other social scientific research is contributing to the changes in mathematics education in the direction of multimathematics. Multimathematics recognizes that formal thinking and reasoning can take a variety of contents and of problem solution procedures. All of them have value and potential relevance. Empirical studies in this realm include ethnomathematics, but also street mathematics, radical mathematics and critical-mathematics-education. Mathematics education would open up and break away from the uniform curriculum and seek to recognize the importance of a diversity of ways of formal thinking in the learning processes.

Placek, Caitlyn & Quinlan, Robert J. (Washington State University)
Environmental Risk and Adolescent Fertility in Africa and the Caribbean
Timing of first reproduction is a key life history variable with important implications for global economic development and health. Life history theory predicts that human reproductive strategies are shaped by mortality regimes. Regional differences in ecology and social factors may also influence the development of reproductive behavior. This cross-national study examines relations between population level extrinsic mortality and adolescent fertility. Longitudinal analysis examines population mortality effects at birth and around the time of first reproduction. Data are from the United Nations database, and includes 64 African and Caribbean countries. Multiple linear regression shows that mortality rate in early life was a stronger predictor of adolescent fertility than was mortality around the time of first reproduction. Current mortality risk showed a quadratic relationship with adolescent fertility such that at low mortality levels adolescent fertility is low, fertility increases as mortality increases, then declines as mortality rates reach very high levels. Measures for early-life and current mortality showed significant interaction accounting for 55% of cross-national variance in adolescent fertility. When mortality risk was low in infancy, current environmental risk was a stronger predictor of fertility outcomes; however, when mortality rates were high early in life, then fertility was not sensitive to later conditions, suggesting conditional canalization of reproductive development. A significant main effect indicated Sub-Saharan and “Arabic” African populations had different mortality-fertility regimes. Caribbean and Sub-Saharan populations were not significantly different. Overall, these findings demonstrate that reproductive strategies indicated by adolescent fertility rates are significantly influenced by early extrinsic mortality, fluctuations in environmental harshness, and regional variation.

Prince Inniss, Janis (Saint Leo University)
Don't Put Salad on the Menu! Strategies for Making Mental Health Services Available to Caribbean Families in the U.S.
As emphasized in the first Surgeon General’s report to address mental health, disparities abound in the arena of access to and the availability of services (1999). In this paper, I discuss strategies to increase the availability of mental health services to Caribbean families living in the U.S. Emphasis will be on two of the four factors identified with cultural competence in organizations providing mental health as described in a cultural competence model proposed by Hernandez et al. (2009). Briefly, the model indicates that mental health services can be enhanced for racial/ethnically diverse children and families by making culturally competent practices available. The focus of the paper is (1) cultural and linguistic characteristics of a particular population and (2) direct service support—and how well these are matched as a measure of cultural competence. The paper will discuss organizational level availability strategies derived from in-depth interviews with personnel in 12 organizations that offer culturally competent mental health services (Prince Inniss et al. 2009).
Purkuti, Shyam Kumar (Dalit Development Center)
The Study on Reservation for Dalits in Nepal
For centuries, Dalits have suffered social exclusion and domination of state and so-called higher caste in Nepal. Nevertheless, multi-party democratic system has put forward some important amendments in order to end untouchable practice and provision Dalits reservation. Dalits are invisible in integrated index of governance. As is evident, of the total 1,011 leadership positions in judiciary, constitutional bodies and commissions, council of ministers, public administration, legislature-parliament, political parties, DDC presidents, municipality, industry and trade, education, culture, science and technology, civil society sector; Dalits representation is 0.3%. Country is again in the constitution making process so the strong voice should be raised for Dalits reservation in new constitution. In this regard, the study aims: i) to review the reservation practice of India and Nepal and ii) to frame ideal strategies of Dalits reservation in Nepal. The study is based on literature review and primary information. The study finds that India has provisioned 15 percentage seat of parliament for Dalits along with reservation of various scales in other areas. Same percentage is not sufficient for Dalits in Nepal because the state and non-state actors has highly tortured the Dalits sometime also like animals. In Nepal, government has started to address Dalits issue since ninth plan as a result of elite Dalit movements and international donors’ pressure. This study has been carried out in different parts of Nepal and India for the representation of actual political scenarios. The respondents of survey are Dalit organizations, leaders, government personnel, political parties etc. The study highlights that the reservation policies are not implemented by words and it will also recommend on the necessary revision of Dalit reservation policy.

Rakfeldt, Jaak (Southern Connecticut State University)
The Singing Revolution: Song Festivals and National Identity in Occupied Estonia
This paper examines the manner in which Estonian national identity was preserved during fifty years of Soviet occupation. The study upon which it is based explored such factors as family environments, memories in the form of oral narratives, life experiences such as attending the song festivals, and secretly celebrating Estonian holidays. Both quantitative and qualitative research methods were employed. A quota-sampling technique was used to interview a cross-section of Estonian society in 1993 (N=934). The core components of the interview dealt with aspects of respondents’ home environments, life experiences, and felt sense of identity. Description statistics, factor and multivariate analyses were performed. Fifteen qualitative interviews were also conducted. The findings suggest that the strongest factor that helped preserve Estonian national identity was attendance at, and participation in, the song festivals (that brought together several hundred thousand Estonians), and at which songs like Mu Isamaa on Minu Arm (My homeland is my love) were sung. This song-festival tradition set the stage for the massive grass roots, non-violent popular movement calling for Estonian freedom dubbed the “Singing Revolution,” which culminated in the restoration of Estonian independence in 1991. Video clips from the documentary film “The Singing Revolution” will be shown.

Remorini, Carolina (National University of La Plata)
Becoming a person from Mbya Guarani perspective (Misiones Province, Argentina)
The aim of this paper is to describe and discuss some results from an ethnographic research on Argentinian Mbya communities focused on representations and practices related to childrearing and development during the first stages of life course. Firstly, I describe Mbya ethnotheories about growth and development, focusing on processes and events which allow children to be transformed into persons. Mitä ñemongakua is the Mbya language expression used to refer to rearing; literally, it means “to make a child grow” Being “kakuaa”, the term used to refer to children’s growth and development which is considered by Mbya people as a cultural and not natural process. This is the achievement of certain socially recognized skills and attributes which makes the transition between life stages possible, bringing a change in children’s status. Therefore, being a “Mbya” is a status that is not achieved by birth but only when the personal name (sacred name) is given to the child. In this sense, one of the most important transitions in life course, which allows children to become persons, is the giving name ceremony called Nemongarai. It occurs when the child can talk and walk. Secondly, I specially analyze motor function as a central indicator of growth and health, describing daily practices oriented to promote movement as well as the beliefs and knowledge that justify them. Finally, I stress the close relationship among movement, children’s health, personhood and identity notion from Mbya perspective.

Rosen, David (Fairleigh Dickinson University) & Korbin, Jill (Case Western University)
Conversation Hour: Children’s Rights and the Anthropology of Children and Childhood
The UN Convention on the Rights of the Child (CRC) defines childhood as beginning at birth and ending at age 18. The sweeping definition of childhood contained in the CRC challenges anthropological understandings of childhood. First, by adopting a single universal definition of childhood, international law ignores the fact that childhood is understood and experienced in different societies in divergent ways. Second, there is a strong theoretical conflict in that law and anthropology tend to approach and define childhood in antithetical ways. Law codifies bright-line distinctions between childhood and adulthood that are largely indifferent to context, whereas anthropology understands context as informing virtually all knowledge about children. Indeed, if anthropology has anything to contribute to an understanding of childhood, it is that there are a multiplicity of childhoods, each culturally codified and defined by age, ethnicity, gender, history, location and numerous other factors. Some anthropologists have called for the anthropological endorsement of the CRC while others continue to have reservations. In this conversation hour we explore the challenge the CRC poses and potential anthropological responses.
**Rotabi, Karen & Weng, Suzie (Virginia Commonwealth University)**

*Evaluation of a military family support program to strengthen communication skills: Results and lessons learned about military culture*

Knowledge about United States military families and adjustment related to deployment has been enhanced given the past ten years of conflict and resulting research. Military families are recognized to have unique cultural characteristics in terms of stress and resilience in times of hardship. As the United States moves into a ‘post-conflict’ era, one area of particular concern is the increasing divorce rate among military families. In response, new strategies for military family support have been initiated. An innovative psycho-educational intervention to strengthen intimate relationships (married and unmarried couples) was piloted and evaluated qualitatively. Intervention outcome results through interviews indicate that couples used strategies to enhance communication within the relationship. Results also indicate some of the unique cultural considerations when intervening with military families living with the consequences of operational combat stress. This poster presentation will highlight program evaluation results as well as lessons learned related to cross-cultural research with military couples.

**Rotabi, Karen (Virginia Commonwealth University)**

*A Review of the Social Work Literature on Intercountry Adoption*

Intercountry adoption (ICA) is a relatively common practice. Since its contemporary conception during the Second World War, approximately one million children have been adopted internationally. Controversy surrounding ICA includes ideas about human rights and notions of child rescue in the context of major reform to prevent child sales and abduction under the Hague Convention on Intercountry Adoption. Social work, as a discipline, is a central player in ICA practices, and at least one historian asserts that social work academic literature is scant on the topic of problematic practice and reforms. A review of the social work literature was conducted dating back to the late 1970s to 2010. Four thematic areas emerged in the 87 manuscripts reviewed: (a) social policy; (b) exploitation, social justice, ethics, and human rights; (c) clinical perspectives to include identity, child development, and family transition; and (d) child welfare practices. Results indicate a small but robust body of social work literature, and highlights are presented as well as analysis indicating methodical trends.

**Roth, Barbara (University of Nevada, Las Vegas)**

*Children in Mimbres Pithouse Society*

Although we know that children were active participants in village life in the past, archaeologists rarely examine their social roles, focusing instead on adult activities. In this paper, I use data from two excavated pithouse sites in southwestern New Mexico and ethnographic data from a number of Southwestern groups to explore children's roles within and contributions to pithouse society. Although they are under-represented in archaeological reconstructions of the past, the data indicate that children were productive participants in these early village societies.

**Rucass, Stacey (California Polytechnic State University, Pomona)**

*Sleep, Locus of Control and Life History Theory*

Local ecological conditions alter time spent sleeping versus waking and should therefore correlate to psychology and behavior in ways predicted by life history theory. It was hypothesized that firefighters who spend less time sleeping, with lower overall sleep quality, would exhibit a more external locus of control, reflecting a faster life history inclination. Firefighters completed Locus of Control (LOC), life history strategy, future orientation and health status questionnaires which were correlated to sleep quantity and quality variables. It was found that the number of minutes slept while on duty exhibits a significant quadratic affect on LOC such that sleeping very little or sleeping a lot was associated with more external locus of control scores when controlling for slow or fast life history strategies (measured by AHLB Mini-K), future oriented thinking and current health status. Further, as sleep loss accumulates due to increasing nights on shift, LOC externality marginally increases, also in the presence of controls. This data supports that sleep may play a mediating role in psychology and behavior in ways predicted by life history and evolutionary ecological theories.

**Sachdeva, Sonya & Medin, Douglas L. (Northwestern University)**

*The norm of self-sacrifice*

Recent work in moral psychology has begun to acknowledge that cultural factors can affect how moral systems are structured and which specific moral principles are most salient in a community. Specifically, the two types of moral systems that I explore in this work are those that view morality as based in rights versus those that are based in duties. As a result of these culturally-specific systems of morality, the norm of self-sacrifice may evolve to be an important moral virtue among certain groups. In a series of four studies, we show that self-sacrifice is linked to having a duty-based orientation toward morality and is more salient among some social classes than others. We also demonstrate that the value of self-sacrifice is limited by certain cultural constraints such as social role expectations and other types of contextual factors. These results have implications for behavioral scientists' understanding of individual motivation of engaging in social action and that suggests that perhaps, self-interest may not be the most useful framework across all cultures and social contexts.
Fathering in Japan: Entering an Era of Involvement with Children

J. Nakazawa, Jun (Chiba University) & Nakazawa, Jun (Chiba University)

Traditional Japanese childcare was historically based on close parent-child attachments and a permissive childrearing style. The influence of the Confucian code ("strict father, affectionate mother") weakened after World War II, when fathers bore the burden of reviving the Japanese economy and had little time for their children. In the current generation, close family relations have become more important than economic success, and the economic slowdown has freed men's time to be more active at home. Over the past 15 years, the Japanese government promoted new policies designed to increase fathers' participation in child rearing, with only limited success. Public initiatives receive support from NPOs which organize fathering classes and advocate pro-fathering policies. Economic forces continue to impact on fathering. For example, Japanese fathers live in an era where the post-war employment system has collapsed, a performance-based pay system has been introduced, and employment has become unstable. In this context, economic and academic inequalities are widening, which may affect some fathers' ability to provide for their children. Overall, young Japanese fathers are much more likely to participate in childcare than were 20th century fathers. We predict that the trend toward active fathering in Japan will continue in future generations.
Siemens, Stephen (California State University, Northridge)  
_Azande Baby 'Rites of Passage': Personhood by Degrees_  
Azande babies receive indicators of personhood from the midwives that delivered them in a gradual process that has public rituals at key points. My fieldwork in Southern Sudan included 19 months of participant observation in a rural community during 1984-85. Azande seclude mothers and babies until a public ‘rite of passage’ that identifies the baby’s minimal attributes of personhood. Azande ‘rites of passage’ intervene to bring helpless babies into society as minimal persons. Azande babies receive gender, kinship and ranking among peers in the first ‘rite of passage.’ Azande babies then enter a stage that is less liminal than seclusion but is still restricted. At first the baby is referred to with the animal pronoun as less than a real person. A human pronoun comes from the baby’s recognized resemblance to a particular person in the baby’s ancestry. Five months after the first ritual, the midwife makes the baby presentable in public and identifies the baby as transportable, in a second ritual. An Azande midwife compared a baby ritual to mourning. Both intervene to instill personhood and both are controlled by old women. Azande in Kampala still perform baby rituals, modifying them for urban dwellings and medical midwives.

Simon, Andrew F. (Seton Hall University), Galazyn, Magdalena (City University of New York Graduate Center) & Nolan, Susan A. (Seton Hall University)  
Internationalizing Research Methods in the Western Psychology Curriculum  
Around the world there is a growing emphasis on creating more internationalized and cross-cultural curricula for students, particularly in the social sciences. Although attention is often given to graduate education, we propose means by which undergraduate Research Methods courses may facilitate this process. In addition to highlighting the value of introducing international and cross-cultural content and methodology to undergraduate students, we focus on opportunities for doing so in this particular course. The central components to a Research Methods course are addressed: investigators, topic, methods, measures, and participants. Consideration is given to how each component may be taught to emphasize the influence of culture and, ultimately, lead to a more global psychology. Suggestions are offered with respect to activities to be adopted by instructors.

Sinervo, Aviva (University of California, Santa Cruz)  
Priorities of Assistance and Presentations of Self in a Peruvian After-School Center  
Centro de los Niños is an after-school center officially run by the Peruvian national police, yet it relies on tourist volunteers as staff members, donors, and promoters. Its original mission as a safe space for Cusqueño child victims, with a curriculum designed to support their working activities, has undergone significant revisions in conjunction with its increasing reliance on tourists. Many police staff now perceive the center as a tool for keeping tabs on children who spend time in the streets, even while children attendees view center affiliation as protection from state surveillance. As programming and goals become more fragmented and contested, police staff, volunteers, and children participants engage in negotiations over who counts as a poor child, the role of foreigners in children's aid, and the desirability of children's work. Adults often disagree over how to take care of poor, working children. Meanwhile, children appropriate and rework adult agendas, through 'self-esteem workshops,' homework assistance, and use of center resources. This paper argues that adult intentions are built on expectations of children as emotionally and economically vulnerable subjects; yet children's senses of self are more flexible, relational, and strategic than acknowledged in center bureaucracy and practice.

Sobo, Elisa (San Diego State University)  
Developmental pediatrics in Waldorf/Steiner education: loose teeth, skipping, and readiness to learn  
Public education is criticized widely today for the relatively poor learning outcomes seen for our nation’s children. Among the many factors contributing to this are ideas adults hold about how and when children normally develop certain capacities, including those that support ‘readiness to learn’. One of the fastest growing alternative educational systems in the USA today is the Steiner or Waldorf system, which bases its methods on the unconventional developmental pediatrics framework espoused by Rudolf Steiner (1861-1925). As part of an anti-materialist platform for social reform, Steiner advocated a holistic approach to teaching and learning that would cultivate students who think for themselves. Steiner’s pedagogical philosophy includes a specific model of child development that must be taken into account through a developmentally appropriate curriculum. This paper describes the model and explores some of its staged pedagogical implications. Doing so is crucial in light of the documented increase of interest US families and policymakers have taken in Steiner methods, and the (as yet unsubstantiated) promise they hold for improving educational outcomes. Later work will explore their classroom application. As a whole, the project will contribute to debates about how adults’ understandings of healthy pediatric development affect their strategies for children’s education.

Steinberg, Mindy (University of California, Los Angeles), Castaneda, Claudia (California State University, Northridge), Weisner, Thomas S. (University of California, Los Angeles), & Fuligni, Andrew (University of California, Los Angeles)  
Immigration Status, Family Obligation, and Intra-family Conflict among Mexican Adolescents in Los Angeles  
Mexican adolescents in the United States live in families that are mixed-status (both documented and undocumented members), as well as situations where all members are documented or all undocumented. Thirty-nine Mexican-origin teens age 15 and their mothers participated in the Ecocultural Family Conversational Interview (EFI). Teens were randomly sampled from a large, representative sample of 430 Mexican immigrant families in Los Angeles. The EFI incorporated twenty-five photos teens took of their own daily routine and family life. Despite not asking directly, documentation status was determined for 96% of families: twenty-six teens and parents both are citizens or legal residents, eight are citizen teens of undocumented parents, and five teens and parents are both undocumented. Interviews were reliably coded for family obligation and intra-family conflict. Results show that family obligation is more salient for undocumented teens, who describe finding meaning in contributing to their family, whereas citizen teens of undocumented parents report that family obligation is less salient to them. Undocumented teens whose parents are also undocumented report lower levels of intra-family conflict than do teens from mixed-status households. Family obligation and intra-family conflict is experienced differently by adolescents in these three different immigrant status groups.
Stryker, Deborah A., Lucas, Jane E., Palermo, Thea E., & Blake, Nichole (Webster University) Gender Differences in Young Adolescents’ Thoughts and Feelings about School: A Study of Drawings and Diagrams from Seven Countries

Adolescents’ drawings of school allow for open-ended expression and culturally relevant ideas. Fifty adolescent students from seven nations were matched on the basis of age, parents’ occupation, and gender (11 - 15 years; 34 – 38% professional parents; 50% female, 50% male). The countries were Iceland, Mexico, South Africa, Singapore, Switzerland, the United States, and India. In addition to drawing classrooms, students were presented with brain diagrams and students identified their thoughts while at school by labeling these diagrams. For the young adolescent, school is a place for peer group interaction. Only a third of the drawings showed schoolwork as interesting, stimulating, or worthwhile and, on the average brain diagram, less than a third of thoughts were assigned to academics. Girls, when compared with boys, assigned significantly greater proportions of their brains to academic thoughts(p <.05). Girls also depicted school as a more pleasant environment than boys did. On the classroom drawings girls were significantly more likely to depict positive interactions on their drawings and they even drew significantly more people in the classroom (ps <.05). Girls were also more likely to draw the teacher smiling and boys were more likely to depict students fighting in the classroom (ps <.05).

Stryker, Deborah A., Hammad, Mona (Webster University), Rajan, Janaki & Goel, Garima (Jamia Millia Islamia University) Gender Differences in Young Adolescents’ Thoughts and Feelings about Reading and Mathematics: A Study of Drawings from Eight Countries

International studies have found that attitudes towards school subjects often predict students’ academic achievement. Within nations, the highest levels of reading comprehension are associated with the highest levels of reading engagement and the best math performances are associated with the highest valuing of mathematics. This study investigated gender differences in young adolescents’ drawings of mathematics and reading. The participants were 432 young adolescent students (204 girls, 228 boys; mean age = 13.21) from eight countries who drew pictures and wrote comments about their thoughts and feelings about math and reading. Drawings were scored according to eighteen categories; inter rater reliability ranged from .71 to .92. Eleven of the eighteen scoring categories concerned positive or negative value judgments (e.g. math or reading shown as loathsome or repugnant); on eight of these categories math was depicted significantly more negatively (ps <.01). On three categories girls had more negative views than boys about mathematics (ps <.01); on five categories boys had more negative views than girls about reading (ps <.05). Because drawings are so expressive and revealing, educators should use drawings to learn their students’ attitudes. Drawings are valuable for cross-cultural research studies because drawings overcome obstacles presented by translation of written statements.

Stryker, Rachael (Mills College) “A Bond above All Others”: Christian Evangelism, Adoption, and “Spiritual Kinship” in the United States

Anthropological literature on “new kinship” (i.e., Schneider 1984; Franklin and McKinnon 2001) often foregrounds an inherent contradiction in adoption and fostering -- while adoptive families in the West typically use a biological model for kinship as a reference, adoption and fosterage practice is also informed by larger principles of sociality and personhood. This paper asks to what degree new kinship studies can be used to understand the phenomenon of “spiritual kinship” (the belief that one’s adoption by God trumps all secular forms of relatedness within adoption and fostering) within Christian evangelical communities in the United States. Beginning with a recent history of the relationship between emerging forms of evangelism and shifting adoption cultures in the U.S., it then focuses on the ways that Christian parachurch organizations and megachurches operate as discourses through which narratives and practices of spiritual adoption are sometimes used to negate blood relations and early histories of adoptees, elevate adoptive parent status over birth parent status, and strengthen Christian evangelization efforts. The paper concludes with a discussion of what this negation of blood kinship within the context of this particular Christian discourse means for imagining children and childhood more broadly.

Stryker, Rachael (Mills College) Brain, Culture, and Childhood: Some Emerging Understandings

Over the past decade or so as anthropologists have re-embraced studying children, our peers in other disciplines--most notably neuroscience and psychology--have been studying infants. We have advanced a great deal in our understanding about how cultural practices are transmitted from generation to generation. They have made huge inroads into how the brain works, how we learn in general. True to their disciplinary histories, these neuroscientists’ and psychologists’ pursuits have focused largely on developmental universals and abnormalities. They detail both orders and disorders of the brain and learning in our species. Their work, however, offers enormous potential applications for anthropologists studying not only cross-cultural commonalities, but also the genesis and transmission of cultural difference as well. Stryker will provide a survey of recent interdisciplinary research that recognizes the range of cultural options which provide children with the “neural proximity” important for cognitive, memory, and emotional systems.
The real characteristics of young offenders involved in behaviors indicative of “bullying others” or of “being bullied” have received very less research attention. No research to date has focused on prison-based behavioral characteristics in Pakistan. The present study aimed to explore these characteristics in a sample of young and juvenile male offenders. Additional aims included examining the nature and extent of behaviors indicative of bullying, and the extent to which a developmental model of aggression can be applied to a prison sample. Male Offenders from various Borstal prisons of Pakistan completed a behavioral measure of behaviors indicative of bullying (Direct and Indirect Prisoner Behavior Checklist). Juvenile offenders were more likely to report “being bullied” physically than young offenders and were less likely to report “bullying others” overall, directly and psychologically/verbally. Young offenders were more likely to be classified as “bully/victims” than juveniles. Prison-based behavioral characteristics were more predictive of association to the perpetrator and/or victim groups than personal descriptive characteristics such as age, sentence length, offence type, ethnic origin and total amount of time spent in prison. Bully/victims were predicted by increased negative and drug-related behavior and pure victims by decreased positive behavior. There were no significant predictors for pure bullies. Bully/victims were found to react more aggressively to their victimization than pure victims. The present findings suggest that there are reliable predictors of involvement as a perpetrator and/or victim among young and juvenile samples. The findings are compared to previous research and discussed with regard to the environment in which bullying behavior is being assessed.

Takada, Akira (Kyoto University)
Shaping intimate relationships: developmental transition in caregiving activities for young children among the !Xun of north-central Namibia
Researchers have considered that the San, whose foraging lifestyle is well known, provide vital clues to understanding the essence of human caregiving. San children form extremely close relationships with their mothers. The San consist of several groups, among which the Ju|h|oan are the best known. This study focused on caregiving activities among the !Xun, who are closely associated with agropastoral peoples and are neighbors of the Ju|h|oan. Three major domains of caregiving (physical care, verbal utterances, and feeding) were examined. Although young !Xun children formed close physical bonds with their mothers, other caregivers also played important roles in childcare. Female and male children and female adolescents engaged considerably in caregiving activities, in contrast to their Ju|h|oan counterparts. These young !Xun contributed most to physical care, followed by verbal utterances and feeding. Konner (2005) explained differences in caregiving activities among foraging groups in terms of the diversity of accessible resources. This argument is also applicable to the differences observed between the nomadic Ju|h|oan and the sedentary !Xun. Based on this evidence, I reconsidered the relationships among ecology, subsistence activities, and patterns of caregiver–child interactions.

Taylor, Nicole (The School for Advanced Research)
Embodying the Ideal: Social Meanings and Practices of Exercise among Youth
This presentation examines the link between gendered body image ideologies, perceptions of athleticism, and participation in physical activity among adolescents. Data collection methods included daily participant observation at a high school located in the southwestern US over the course of one school year in addition to individual and focus group interviews. Findings suggest that boys participated in physical education class much more actively than girls. All PE classes were co-ed, which discouraged active participation by girls who reported that boys “hogged the ball” and only engaged with other boys in team sports. Girls also felt self-conscious about how their bodies looked while exercising in front of male classmates. Male and female informants said that they perceived girls to be less athletic, competitive, and skilled than boys at sports. Some girls resisted widespread gender stereotypes by discursively distinguishing themselves from “girly girls,” whom they described as being more concerned with their appearance and flirting than participating in physical activity. Other girls resisted through participation in traditionally male sports, such as wrestling and football. Health and policy implications regarding the ways in which physical activity opportunities were structured at the school as well as adolescents’ gendered ideas about exercise are also discussed.

Terashima, Hideaki (Kobe Gakuin University)
Social learning, individual learning and creativity among modern hunter-gatherers, in particular, the Mbuti and the Baka pygmies
A five-year interdisciplinary project on the replacement of Neanderthals by modern humans has started in 2010. The key hypothesis of the project is that species-level differences in learning ability between Neanderthals and Homo sapiens caused the replacement drama. As one of the research teams in the project we aim at understanding the characteristics of human learning behavior, social and individual, on the basis of data collected in modern hunter-gatherers to demonstrate the hypothesis. Studies on the Mbuti and the Baka hunter-gatherers in Central Africa have revealed that children learn various things in everyday life chiefly by observation and rarely depend on teaching. Also, it seems that in many contemporary human societies, except for in school classes, “explicit teaching” such as verbal instruction is not common. From a theoretical viewpoint, “teaching” could be a quite effective and adaptive method for transmission of culture for human beings, particularly after obtaining the ability to use language. If “no teaching” is common, one probable and natural reason may be that it would not work well for some important reasons. I will discuss social as well as physical conditions and reasons of such characteristics of social learning among human beings.
**Teyssier, Danielle** (University of Nevada, Las Vegas)

*A Form of Violence to the Body: Rotator Cuff Tears in Cross-Cultural Perspective*

This research is a report of the findings from a cross-cultural study that examined the prevalence of rotator cuff tears in three post-medieval assemblages from London. The burials represent individuals from one high status and two low status groups and compares this data with information from other post-medieval assemblages as well as from other cultures. Rotator cuff tears are common even today and they have generally been thought to occur as individuals age, but they can also be the result of injury and trauma. Given that rotator cuff tears are found in ancient populations, they can be used as an indicator of differential stress among subgroups. The prevalence rate of the disease within the post-medieval population was calculated and evaluated with 95% confidence intervals. The results show that rotator cuff disease is highly related to age and that this trend is common across many cultures. The data also reveals that it may be related to status. These findings are discussed for their broader implications as related to occupational stress, overuse injuries and trauma. In some contexts, rotator cuff tears may be related to forms of violence and injury related to forced patterns of labor and/or torture.

**Thapa, Ujjwal Kumar** (Community Development Center)

*The need for a contextualized and trans-disciplinary approach to Human rights and security*

Up until now, the most interesting attribute of human security which consists of the combination of a narrow focus concerning security issues, being individuals and groups, with a broad perspective of security threats, has failed to be exploited to its full potential. In this paper, the author argues that this is predominantly due to the lack of a suitable approach and methodology which is able to incorporate the variety of existing human security constellations. Within a syndrome based approach, human security should allow for a specific “clustering” of core problems based on a security perspective. This should provide new insights, in particular on the “variable” or context-specific part of human security and have important implications for comprehensive and coherent policy intervention strategies. Human security provides a direct link between the concept of security and human beings. In this sense, it is comparable to other concepts such as human rights or human health. However, the subject matter of human security is far less clear than that of human rights or human health: At its core, human rights relies on a broad consensus and forms part of codified and customary international law. The notion of health has a scientific basis and forms the uncontested objective of a whole branch of science. Compared to both of these concepts, human security, though its label implies universal aspirations, is a very ill defined concept. Numerous discussions have led to a variety of definitions of which some are broad, incorporating and also including freedom from want, and others are narrow and limited to the effects of violent conflicts. However, until now the most interesting attribute of the concept of human security as detailed above, has failed to be utilized to its full potential. As previously mentioned, this paper represents an attempt by the author to justify his belief that this is essentially due to the lack of a suitable approach and methodology to incorporate the variety of existing human security constellations. The argument will be developed in four steps, looking at conceptual, policy, and research aspects of human security before making the case for a closer link between human security and regional contexts within the framework of an ongoing research program on the mitigation of the syndromes of global change.

**Thiam, Sara** (McGill University)

*Compassion, Pity and the Media in the Promotion of Children’s Human Rights in Senegal*

Forces of compassion and pity are both fueling and hindering efforts to get thousands of young children compelled to beg long hours under threat of severe beatings off of the streets of Senegal. These children are Qur’anic school students, called “taalibes”, most brought to urban Senegal exclusively to beg for their instructors, leaving little if any time to study. Transnational aid and advocacy networks have been propagating images depicting the exploitation of “taalibes” for decades, cultivating pity in donor countries and mobilizing compassionate action. Local voices, however, have often constructed the image of the suffering “taalibe” as commonplace – to be revered for his courage and humility, but pitied and aided when possible – hence Senegal’s exceptionally high alms rates, further incentivizing begging. Recent heated political debates about the legality of begging in Senegal have led to clashes between those who view “taalibe” begging as “traditional” and “religious”, and therefore defensible, and those who see it as deplorable and to be expunged. Reflecting on anthropological work in the fields of humanitarianism and human rights, I examine the ways in which compassion and pity act on and are harnessed by various actors to lobby their positions with respect to child begging in Senegal.

**Thompson, Jennifer L.** (University of Nevada, Las Vegas) & **Alfonso Durruty, Marta P.** (Kansas State University)

*Economies of Scale: Growing contributions of prehistoric foraging children from Punta Teatinos, Chile.*

Top-down models commonly characterize children as costly dependents who receive energy and goods from the adults in their group. Although helpless and dependent at birth, growth and development permits their transition from net consumers into net producers. During this transition, children increasingly contribute to their own maintenance and the pooled energy budget of the group. Research on living forager children indicates that the timing of this transition, and the rate of children’s economic contribution, is influenced by their physical and cultural environment. In spite of this evidence, the transition of children into adults has received little attention in bioarchaeological studies. Using behavioral signatures on bones and teeth (including trauma, pathologies and muscle attachments) we present a model that can be used to systematically assess the activity patterns and economic roles of prehistoric children. Data from a subsample of non-adults from the archaeological site of Punta Teatinos (c.a. 3300 BP) confirm that prehistoric forager children were involved in risky activities from a relatively young age. These results add to our understanding of children’s economic contributions in prehistory.
Tõugu, Pirko, Tulviste, Tiia (University of Tartu), Schröder, Lisa, Keller, Heidi (University of Osnabrück), & de Geer, Boel (Södertörn University College)

Content of maternal open questions and statements in reminiscing with their 4-year-olds: Links with reported autonomy and relatedness in European contexts

The topical content of open-ended questions addressed to their children and the elaborative statements provided by mother during reminiscing in three cultural contexts was examined. One hundred and fifteen mothers and their 4-year-old children participated: 35 dyads from Berlin, Germany, 42 from Stockholm, Sweden, and 38 from Tallinn, Estonia. The topic preferences were also related to the general autonomy and relatedness orientations as reported by mothers. The most prominent content topic was talk about nonsocial context followed by co-agency and child agency. This could reflect the general autonomy orientation in these contexts. Also, Tallinn mothers asked the children about the agency matters and Berlin mothers preferred questioning the child about co-agency matters rather than providing information themselves. Statements and open-ended questions about the social context by Berlin mothers were negatively related to their preference of autonomy over relatedness. Maternal statement, but not open-ended questions about child agency were positively correlated to the preference of autonomy related values over relatedness oriented values in Stockholm. In Tallinn, both correlations existed on a trend level.

Tulley, Kristin & Ball, Helen L. (Duke University)

Trade-offs underlying maternal breastfeeding decisions: A life history model

Infant feeding plays a vital role in maternal and child health, yet there is low adherence to medical recommendations and personal goals are often unrealized. Many women who intend to breastfeeding supplement with formula or terminate breastfeeding in the early postpartum period. Recognition of possible asymmetries in the costs and benefits within mother-infant dyads may be key for enabling better initiation rates and facilitating maintenance of the breastfeeding relationship. We expand the parent-offspring conflict model put forth by Trivers (1974) to illustrate breastfeeding trade-offs. Our model enables predictions based on the degree to which breastfeeding is ‘worth it,’ given the context. Over a certain period of time, ceteris paribus, the optimum investment is at a greater level of for the infant than the mother. The model also suggests that mothers repeatedly re-negotiate the balance between self and child care. Certain decisions will be conscious but many are likely to be mediated by our evolved psychology to maximize marginal returns on investment. These influences therefore occur semi- or unconsciously, and may be rationalized in a variety of ways. The hypotheses generated from the model are: H1: Reduction in maternal cost (or perception of cost) promotes breastfeeding, while holding infant benefit constant. H2: Increase in infant benefit (or perception of benefit) promotes breastfeeding, while holding maternal cost constant. H3: Reduction in maternal cost and increase in infant benefit (or perceptions thereof) will be more effective than H1 or H2 in promoting breastfeeding. Attention to the interaction of both endogenous and exogenous factors on infant feeding over time, such as prenatal expectations, childbirth events, infant cues, maternal conditions, social support, and the physical environment are essential. Explicit acknowledgement of matrual, family, and broader trade-offs with breastfeeding may guide translational research, lead to more realistic prenatal breastfeeding discussions, and promote more effective postpartum support of desired infant feeding trajectories.

Tulviste, Tiia & Tõugu, Pirko (University of Tartu)

A comparison of socialization values of ethnic Estonians and Russian-speaking minority

The present study addresses stability and change in value consensus of ethnic Estonians and Russian-speaking minority in terms of socialization values. In two rounds of European Social Survey (in 2006 and 2008), the respondents in Estonia filled in the Socialization Value Questionnaire. They were given a list of qualities that children might be encouraged to develop at home, and asked to mark five that they considered the most important. We found that the value consensus was significantly bigger in 2008 than it was in 2006. The socialization values held by Estonians did not change between 2006 and 2008. At the same time the socialization values held by the Estonians Russians had changed to be more similar with those of ethnic Estonians. The findings are discussed in terms of relationships between cultural change and value orientation change.

Udy, Laurel, Corser, Grant, Broderick, Hilary & Hyde, Steven (Southern Utah University)

Improving the International Student Experience at Southern Utah University

Experiences outside of the classroom are as influential as they are in a university classroom. International students are provided with all of the same resources and programming as domestic students, regardless of their previous academic and cultural background. These students are expected to rapidly adjust and create a new life for themselves in this foreign location. This research explores the experience outside of the classroom from an international student perspective in higher education. Also discussed in this research are the challenges international students face and suggestions for improvement of university life. Results are discussed from a social constructivist perspective. Information will be collected through a series of focus groups, selected according to home country. This research aims to provide a foundation of knowledge for future improvements of international student engagement at the university level.

Vashro, Layne (University of Utah)

Sex differences in spatial cognition among the Tsimba and Tue

Men and women perform differently in tests of spatial ability. Evolutionary explanations of these differences focus on the selective pressure of hunting vs. gathering, male-male competition, and range size. These theories assume 1) the cognitive abilities in question are important to successful completion of the associated behaviors, and 2) that the differences observed in industrial societies are present in the foraging societies that engage in those behaviors. Neither of these assumptions has been adequately tested. I administered spatial cognition tasks to the past-time foraging Ovave and Ovatjimba of northwestern Namibia. I tested for the expected sex differences, and tested the link between task performance, nominations for subsistence performance, experimental measures of associated skills, and measures of range size. Analysis supports the male advantage in mental rotation and successfully links it to Euclidean navigation and mobility. Analysis also identifies a male advantage in object location memory performance. This finding contrasts sharply with the female advantage found in western populations. I discuss the implications of these findings for current explanations of sex differences in spatial cognition and identify future paths of research.
Verkerk, Annemarie (Max Planck Institute for Psycholinguistics)

Evolutionary change in Indo-European motion event encoding

Languages differ in their ways of encoding semantic aspects of motion events. In Spanish, for instance, the path of movement is typically indicated by the verb (verb-framed), while in English, manner of movement is typically expressed by the verb while path is expressed with particles (satellite-framed) (Talmy, 1991). In this talk, I will investigate the evolution of different strategies for motion event encoding using a parallel corpus of translated motion events from three literary works: Alice’s adventures in Wonderland and Through the Looking Glass and what Alice found there, both by Lewis Carroll, and O Alquimista by Paulo Coelho. Included in the sample are twenty Indo-European languages. The evolution of motion event encoding is investigated with comparative phylogenetic methods that are adopted from biology. First, I test whether a historical signal is present. Second, I estimate the ancestral states of motion event encoding in Indo-European. I focus on Proto-Indo-European, which is claimed to be satellite-framed (Acedo Matellán and Mateu 2008, Talmy 2007). Third, I will present results of a phylogenetic test of the hypothesis that the size of the manner verb class is dependent on motion event encoding construction usage (Slobin 2004).

Watters, Charles (Rutgers University)

Interrogating questions of agency and biolegitimacy in the reception and care of migrant children

In recent years the treatment of children seeking asylum in industrialised countries has been a matter of increasing international concern. Human rights organisations have documented numerous instances of summary expulsion or abandonment of those trying to cross borders in the hope of a more secure existence. Drawing on my recent fieldwork, I examine processes whereby decisions are made by state authorities on the expulsion or incorporation of children at borders. Specifically, I argue that these are governed by a moral economy wherein children are viewed as ‘deserving’ in the context of being viewed as having sick minds or bodies while claims for political asylum from children are largely ignored. Those who do not achieve a form of ‘bio-legitimacy’ are often viewed as undeserving and are excluded or expelled. In examining the treatment of asylum seeking and refugee children, I draw on my recent research into reception conditions for asylum seeking children in Canada, Sweden, the UK and Belgium. On the basis of the findings from this research, I argue for an approach that critically engages with the historical, political and social contexts in which children are excluded from territories or incorporated in the context of emerging epistemologies of care.

Weng, Suzie (Virginia Commonwealth University)

Founding Ethnic Programs & Agencies for Asian Americans: A Grounded Study

Research studies have found Asian Americans underutilize social services in the United States due to cultural, structural, and language barriers. Due to the unique needs of the Asian-American population, individuals have identified needs and developed ethnic-specific services in ethnic communities. The purpose of the research project is to generate a general understanding of the process undertaken by founders of ethnic agencies/programs with the intent of providing insights for service delivery and practice with Asian Americans. This study used grounded theory methods to explore the intent, experience, and implementation of five founders who created and developed Asian-based agencies/programs. Founders selected the structure in which the ethnic-specific services were provided in accordance with the goals of the program, the environmental and cultural factors of the community, and funding opportunities. The types of services offered depended on the ethnic community’s need but it was also influenced by the founders’ experiences and passion. Barriers that founders encountered included support of the ethnic community and funding for the idea. Passion, commitment, and support were key themes which helped founders start their programs but also helped in the process of growing the agency.

White, Jill (University of Wisconsin, Green Bay)

The State, The Royal Family, and the Child: Negotiating Old and New Childhoods in Jordan

The country of Jordan is currently enmeshed in a contest over how childhood ought to be defined. The state, in the form of key Ministries such as that of Education, Social Development and Health, each have a stake in defining childhood in certain ways. Each ministry has its own priorities and agendas, which are complicated by factionalism and partisanship. The royal Hashemite family has initiated several projects to improve the lives of children, working outside the constitutional framework of the government. Such projects – a Children’s Museum, computer clubs, shelters for victims of child abuse, as well as private schools – also enable each royal to promulgate his or her own vision of children and childhood. As children are exposed to competing discourses in the media, at school, and by coming into contact with various agencies and non-governmental organizations, they must make sense of these diverse visions and navigate a course through them. The pathways they choose, however, sometimes put them in conflict with parental and familial theories of childhood and the rights and responsibilities pertaining thereto.

Wilcox, Jennifer, Wilcox, Jennifer E. & Meehan, Courtney L. (Washington State University)


Hunter-gatherers are often perceived to represent the “best practice” model of breast feeding. Mothers breast feed on-demand, multiple short feeding bouts across day and night, and breast feed for an extended duration (2½ – 4 years). However, evidence shows that caregivers around the world, including hunter-gatherers and horticulturalists, supplement young infants diets with foods and non-breast milk liquids. Research was conducted among the Aka hunter-gatherers and the Ngandu and Mbati horticulturalists, located in the southwest region of the Central African Republic. Utilizing detailed quantitative behavioral observations and qualitative interviews, we examine infant feeding patterns and why caregivers introduce complementary foods and non-breast milk liquids to infants. Results indicate there is intra- and inter-cultural variability in caregivers’ responses to whether complementary feeding is positive or negative for infant health and why certain foods are “good” or “bad” at different ages. We also examine maternal time constraints and explore whether labor activities affect the frequency of complementary feeding. Understanding cultural practices and cultural models of complementary feeding are essential, particularly in high-risk environments like that of the Aka, Ngandu, and Mbati. Our findings highlight emic perspectives of breast feeding and complementary feeding practices and have clear public health implications.
Wilder, Lisa, Mack, Eric (Albright College)
The Demographics and Economics of Altruism: Evidence from the World Values Survey
Why are some people more generous than others? In economics, we would say that they must have a taste for such behaviors, otherwise why would they be giving away their time or money. In "The Demographics and Economics of Altruism: Evidence from the World Values Survey", we use data from the World Values Survey to identify measures of Altruism. We use the 300 question survey administered, in 57 countries in 2005-2008, to identify measures of altruism in attitude and behavior. Questions in the survey relate to both attitudes about helping others and actual behaviors that people engage in. We use these measures to explore the correlation of altruistic attitudes or behaviors with various demographic and economic characteristics in order to estimate the responsiveness of altruism to income and employment for different groups (gender, parents, the religious, etc.).

Woods, Aaron & Harrod, Ryan P. (University of Nevada, Las Vegas)
Fighting on the Frontier? A Cross-Cultural Analysis of the Role of Violence among the Fremont of the Northern Puebloan Periphery
Until recently, the majority of Fremont research has been filtered through the lenses the Human Behavior Ecological perspective and the Desert Culture Concept (Jennings 1964:166). This focus on the gastric has marginalized many important research avenues concerning Fremont Culture. One such avenue is a comprehensive analysis of violence and conflict in the culture area. While violent behavior among the Fremont has been proposed by some researchers (Madsen 1989; Novak 1998; Owsley et al. 1998; Schaafsma 2000; Rood 2001; Lambert 2002, 2007), the violence is often not considered in the larger sociopolitical context. The intent of this project is to develop a better understanding of the nature of violent encounters among the Fremont by identifying who is affected by violence and why. By understanding who is at risk for violence, beyond descriptive demographic characteristics such as age and sex, but according to their identity within the culture. Identity is inferred through the synthesis of mortuary context, nutritional status (robusticity) and social status (entheses or musculoskeletal stress markers). The patterns of violence among the Fremont are then compared to patterns found among those more socio-politically complex neighbors the Ancestral Pueblo.

Yamada, Ann Marie (University of Southern California), Dinh, Tam (City of Seattle Human Services Department), Lee, Karen (University of Kansas), & Chan, Laura (University of Southern California)
Preaching to a Singing Choir that Can't Hear: The Conundrum of Implicit Attitudes Toward Cultural Competence
However research has not examined whether agency opinion leaders with culturally engaged attitudes and self-confident self-reported skill level are effective change agents within community mental health settings. A small sample of 40 self-designated cultural competence advocates voluntarily attending a two-day cultural competence summit rated the importance of 15 sociocultural experiences/features (e.g., discrimination, migration history). They also rated their skill in gathering sociocultural information to integrate into their practice. The same questions were rated by 20 staff working at a community agency in a diverse neighborhood. Conference attendees valued more types of diversity than did the general staff. However, both groups believed they are skilled. Participants from each group were given the opportunity but did not choose to implement a tool to enhance the integration of sociocultural issues into their practice. We will discuss possible factors underlying these similarities and differences.

Yogi Upreti, Siddha (Youth Development Nepal)
The study on the Origins and Magnitudes of Child Marriage in Dhanusha District
The incidence of child marriage and dowry persists in almost all caste of the Terai region of Nepal with high occurrence in the rural area. The study aims to analyse the existing status of child marriage practices and its magnitudes. The study conducted field survey between purposively selected 100 households from Dhanushdham VDC of Dhanusha district. Beside household survey, primary data have been collected through interview, observation, case study, focus group discussion and district level workshop. The study finds that 45% of the respondents married their children at the age of 9-12 years and the incidence of child marriage is highest in Dalit of Musahar and Dom communities. The study elaborates that the factors influencing child marriage are traditional believes, culture, illiteracy, high dowry system, manpower for household work and poverty. Furthermore, the study highlights that the early marriage invites mental and physical problem in children. The study recommends for proper legal provision against child marriages and its effective implementation mechanism.

Young, Sharon (University of Nevada, Las Vegas), Selander, Jodi (Placenta Benefits LTD), Cantor, Allison (University of South Florida), & Benyshek, Daniel C. (University of Nevada, Las Vegas)
Maternal Experiences with Postnatal Placentophagy
Maternal placentophagy, consumption of the placenta postpartum, is a widespread behavior among eutherian mammalian mothers, including non-human primates, yet is conspicuously absent among humans in the cross-cultural ethnographic record. Despite this absence, in recent decades the behavior has emerged among a small number of women in industrialized countries who claim the practice has important postpartum benefits for the mother, including improved lactation, enhanced recovery from childbirth and relief from, or prevention of, postnatal mood disorders (e.g. the baby blues or postpartum depression). Despite its increasing popularity, no systematic research has been conducted to investigate the motivations behind the behavior or the effects perceived by the women who participate in it. Using an internet-based questionnaire, we surveyed 190 females who had consumed their placenta after at least one birth. We found that the majority of women in our sample reported perceived positive benefits of placenta consumption and indicated they would eat the placenta after subsequent births.
Zhan, Ginny & Kirilova, Kremena (Kennesaw State University)

In Their Own Words: Thoughts from China’s Only-Child Generation

Since the implementation of the “One-Child-Per-Family” in 1979, China has produced approximately 90 million only children, mostly in urban areas (Sun & Zhao, 2006). Many studies suggest that Chinese only children fare well in academic achievement, behavioral characteristics, intelligence, and some areas of mental health (Chen, Rubin, & Li, 1994; Falbo & Polit, 1986). However, findings also indicate that only children frequently feel lonely, desperately need a best friend, and most have developed an intense co-dependence with their parents (Chen, 1997). With no siblings, how do Chinese only children adjust in situations where a sibling would traditionally play a role? Who do they turn to for the kind of support that normally comes from a sibling? 116 college students (mean age = 20) from a university in Shanghai participated in our study. 79% were only children. The items in the survey included personality characteristics, feelings of loneliness, satisfaction with friends, and wish for a sibling (for only children), perceptions of the role of a sibling, among other factors. Analyses indicate a strong wish for a sibling among a majority of the only-child participants. All the results from this study will be reported and discussed in the poster.

Zraly, Maggie (Cooperation of Artists of Nyamirambo & Utah State University)

Endurance among Rwandan Youth Heads of Household Experimenting with Participatory Action Research

Experimentation is an open-ended process that explores what’s coming into being rather than something already experienced. This paper will present ethnographic data on imminent fields of action and significance that emerged through a Rwandan youth heads of household participatory action research project on kubura ukwitaho (lacking a caregiver). Youth heads of household living in the rapidly urbanizing city of Kigali are vulnerable to experiencing excruciating burdens of chronic emotional suffering, often related to material deprivation, lacking a caregiver, and/or genocide-related violence and loss. The underlying conditions of escalating global and local economic inequalities appear to marginalize of youth heads of household from their extended families, cutting them off from sources of care, protection, and financial assistance. To reduce their emotional pain, some youth heads of household engage in substance use, transactional sex, or crime. However, many youth heads of household also engage in a wide array of resilience-promoting practices, often involving social interaction with peers. Drawing on the work of Deleuze and Guatarri, and Braidotti, this paper will argue that through their endurance, Rwandan youth heads of household may be able to transform destructive aspects of themselves and their environments, opening alternative pathways to unexpectedly positive futures.

ADDENDUM

The following are abstracts of additional papers that were presented at the conference:

Hurwicz, Margo-Lea (University of Missouri-St. Louis)

Consensus Analysis in assessing Alzheimer Patients’ Memory Functions

Agree/Disagree data for 44 Alzheimer’s knowledge items, developed using in-depth Explanatory Model (EM) interviews, were collected from a Random Digit Dialing (RDD) sample (N=692) in Missouri. Consensus Analysis (CA) was performed for the total sample, and for subsamples defined by gender, race/ethnicity and caregiver status. Although the “culturally correct” answer to some items in some subgroups did not match the total sample consensus for those items, the “culturally correct” answers to the 10 caregiving items were shared by all groups. The content of these items and implications for educating family caregivers are discussed.

Robinson-Dooley, Vanessa (Kennesaw State University)

A Pre- and Posttest Review of College Students’ Attitudes about Cultural Diversity

More than one-third of the population of the United States, or 34%, have declared a minority racial or ethnic classification in the year 2007, which is an increase of 11% from 2000 (http://www.america.gov/st/diversity-English/2008/May/). As we move into a more global and culturally diverse population in the 21st century, the impact of culture on the training of human service professionals and the delivery of services is even more significant. Most human service and social work degrees now include cultural competency content at all levels of higher education. This study takes an exploratory look at a sample of bachelor’s level human service students (N=40), at a major university. Students were administered (pre and posttest) the short version of the scale Miville-Guzman Universality-Diversity (MGUD-S) which measures individual attitudes about the concept of cultural diversity. The students were required to complete a course on cultural competence and diversity as one of the core requirements for their discipline. The course is designed to enhance students’ abilities to understand, evaluate, and provide culturally sensitive and competent human services to members of diverse groups in society. A major focus of the course is to require students to conduct their own self-reflection and enhance their ability to be more culturally sensitive. Results indicated a significant change in score not only as a measure of change in attitude about the concept of diversity but also on the following sub constructs: diversity of contact, relativistic appreciation, and comfort with differences.
**Poster Presentations**

Camacho Duran, Jessica, Blaser, Kyle & Cresswell, James (Northwest Nazarene University) – Towards Effective Interventions: Understanding an Ethnically Divided Burmese Refugee Community

Caudell, Mark & Quilan, Robert J. (Washington State University) – Resource Richness, Mortality, and Fertility: A Path Analytic Approach to Global Life History Variation

Duarte Olson, Izabel (Northwestern University) – Drawing and talking about Social Systems: Cultural Differences Between Favela and Asfalto


Garfield, Melissa (University of Nebraska-Lincoln) – Female Status Attainment in Traditional Societies

Greve, Keshia & Brown, Jill (Creighton University) – Self-efficacy, school achievement, and the relationship with resources in rural Kenya

Gryder, Laura (University of Nevada Las Vegas) – The Burgeoning Practice of Human Placentophagy and the Effects of Cooking

Laga, Hillary (Brigham Young University) – You Are What You Eat: Creating New Order Amish Identity through Food Practices

Lee, Yeonjung & Tang, Fengyan (University of Pittsburgh) – Who are the family caregivers? A preliminary analysis on parental caregiving between the U.S. and Korea

Nielsen, Mette Toft (Aalborg University) – Overlapping between Hate Crimes and Discrimination? The Case of Egypt

Oblad, Timothy & Trejos-Castillo, Elizabeth (Texas Tech University) – Cyberaggression: Cross-Cultural Comparisons of Cyberbullies and Cybervictims throughout the World

Rotabi, Karen & Weng, Suzie (Virginia Commonwealth University) – Evaluation of a military family support program to strengthen communication skills: Results and lessons learned about military culture

Stiles, Deborah A., Hammond, Mona (Webster University), Rajan, Janaki & Goe, Garima (Jamia Millia Islamia University) – Gender Differences in Young Adolescents’ Thoughts and Feelings about Reading and Mathematics: A Study of Drawings from Eight Countries

Stiles, Deborah A, Lucas, Jane E. & Palermo, Thea E. (Webster University) – Gender Differences in Young Adolescents’ Thoughts and Feelings about School: A Study of Drawings and Diagrams from Seven Countries

Udy, Laurel, Corser, Grant, Broderick, Hilary & Hyde, Steven (Southern Utah University) – Improving the International Student Experience at Southern Utah University

Weng, Suzie (Virginia Commonwealth University) – Founding Ethnic Programs & Agencies for Asian Americans: A Grounded Study


Wilder, Lisa, Mack, Eric (Albright College) – The Demographics and Economics of Altruism: Evidence from the World Values Survey

Zhan, Ginny & Kirilova, Kremena (Kennesaw State University) – In Their Own Words: Thoughts from China’s Only-Child Generation
A GUIDE TO THE SIN CITY

DINING AND SIGHTSEEING OPTIONS
As you take a break from conference sessions, where can you grab a cup of coffee or a bite to eat? What are some of the sights both on and off the Strip worth a visit? Here, we provide some suggestions, though you can also find a full set of options by checking with the Riviera concierge service, browsing the information provided at registration, or asking any of the locals. Websites like www.vegas.com also offer many suggestions.

DINING POSSIBILITIES
Within the Riviera, you might grab breakfast at the Riv Buffet, or coffee at one of a number of places scattered through the hotel, including at a location just to the left of hotel check-in. There is a food court offering an array of options such as La Salsa at reasonable prices. Additional options at the Riviera include Banana Leaf, Queen Victoria pub, and more. Across from the Riviera on the Strip (Las Vegas Blvd.), you’ll also find a Subway, pizza place, and a McDonalds (which, incidentally, offers free w-fi).

SIGHTSEEING POSSIBILITIES
A wander down the Strip at day or night is a great way to see some of the major attractions. You can walk, take a taxi or double-decker bus, ride on the monorail (with the closest station at the Las Vegas Hotel) or rent a car (Hertz has a desk at the Riviera). Along the way, you can find Mojave desert versions of the Eiffel Tower, the Forum, New York, and even a Mirage. You might consider checking out the Bellagio and its conservatory, small gallery of fine art, and fountains. The Venetian has shops, restaurants, and gondola rides. For any number of food or shopping needs, the Fashion Show Mall is just a bit south of the Riviera on the Strip, and across the street from the Wynn and Encore hotels. The newest of Vegas hotels—the Cosmopolitan and City Center—are still further south. On this 100th anniversary of the Titanic’s sinking, you might visit the Titanic exhibit at the Luxor, or even the controversial Bodies exhibit there too.

For discounted show and event tickets (e.g., to Cirque du Soleil performances) that can be purchased the day of pending availability, you can visit one of the Tix 4 Tonight booths, with locations including at Slots of Fun and Circus Circus not far from the Riviera.

For some more distant destinations, consider:
Fremont Street Offering a taste of Old Las Vegas, this set of casinos and stores extends several blocks over which you can walk and watch the evening Fremont Street Experience (when an overhead light show runs hourly at night).
Las Vegas Springs Preserve and adjacent, brand-new Nevada State Museum (333 S Valley View Blvd, 702-822-7700, $18.95 nonresident adults; $17.05 Students with ID)
UNLV (4505 Maryland Pkwy, 895-3011), including the Atomic Testing Museum (755 East Flamingo Rd., 794-5161; $14 adults 18-61; $11 Student with ID/NV resident) on its edge
Erotic Heritage Museum (3275 Industrial Road, 369-6442, $15 adults; $10 students with ID)
Red Rock Canyon (17 miles west of Las Vegas Valley, off of State Road 160; new Visitor Center; 13 mile scenic drive of stunning sandstone and more; $10 for daily car pass)
East of the Las Vegas Valley: Consider a driving tour through (possibly stopping in small, gaming-free Boulder City for a meal) toward the Hoover Dam (494-2517; Visitor center admission $11; Dam tour $30), then returning within view of Lake Mead and past Lake Las Vegas
Lost City Museum (721 S Moapa Valley Blvd, Overton, NV, 89040; 397-2193; dedicated to the display of Anasazi artifacts, etc. from the Pueblo Grande; $5 for adults)
Valley of Fire State Park (spectacular sandstone formations, rock art and more about 40 miles northeast of Las Vegas; 397-2088; $10 for daily vehicle fee)