Cross-cultural psychology has lived on the margins of general psychology as a frustrated gadfly, and it is not too hard to understand why. For one thing, cross-cultural psychology offers no substantial challenge to the core Platonic interpretive principle of general psychology (the principle of psychic unity). Moreover, if you are a general psychologist cum Platonist (and a principled one, at that) there is no theoretical benefit in learning more and more about the quagmire of appearances— the retarding effects of environment on the development of the central processing mechanism, the noise introduced by translation of differences in the understanding of the test situation or by cultural variations in the norms regulating the asking and the answering of questions.

Rather, if you are a general psychologist, you will want to transcend those appearances and reach for the imagined abstract forms and processes operating behind intrinsic crutches and restraints and distortions of this or that performance environment. Perhaps that is why, in the circles of general psychology, cross-cultural psychology has diminutive status, and why its research literature tends to be ignored. Not surprisingly, developmental psychology—the study of age-graded differences in performance on psychological tests and tasks—has suffered a similar fate, and for similar reasons.

My own view is less gloomy than this. Despite their shortcomings, cross-cultural methods can (as in the case of the effects of forced change toward prolonged sleep episodes in early infancy or modes of explaining self-continuity in adolescence) help us to understand the contributions of particular kinds of experience to the development of particular kinds of characteristics. Cross-cultural research alerts us to the possibility that the very existence of certain stages of development may be the consequence of particular cultural–historical circumstances and not universal ones, as in the case of adolescence. It also achieves the important function of getting us to question the sources of age-related differences observed in our own culture, as indicated by the research on the effects of schooling in middle childhood. The fact that we are left wondering about the generality of the resulting changes in many cases (schooling effects being a major case in point) is disappointing of course, but the good news is that it puts us on our guard against the ever-present danger of overgeneralizing the results of work conducted in our own societies.

When we turn from cross-cultural research, where culture is considered as an independent variable, and begin to take seriously the garden metaphor of culture as medium (what Valsiner, 1989, referred to as an "organizing variable"), entirely new avenues of research are opened up, posing major challenges to developmental scientists. When we make the move from cross-cultural to cultural psychology, we stand the usual relation between everyday experience and experimentation on its head. Instead of starting with presumably culture-free measures of psychological process, we begin with observation of everyday activities as part of a culturally organized sequence with its own internal logic and goals. Experiments then become ways to model conveniently existing cultural practices in order to externalize their inner workings. When we begin in this way, we come across such new (theoretically speaking) phenomena as the revelation of the projection of ideal or mental models of past gender relations onto ideal or mental models of a child's future and the transformation of this ideal model into concrete reality. Or we are led into an analysis of the organization of everyday conversations between mothers and children to understand how their structure is related to the society's worldview (Bornstein, 1989; Goodnow, 1984) or that of school activities to determine how to make instruction developmentally beneficial (Newman, Griffin, & Cole, 1989).

Such analyses are often, from the perspective of experimental psychology, messy and difficult. However, a growing literature on this topic, only a small part of which I have been able to touch on in this chapter, suggests that it holds great promise for the future development of the science of human development.

ACKNOWLEDGMENTS

REFERENCES

Abeles, R. P., & Riley, M. W. (1987). Longevity, social structure, and cognitive aging. In C. Schooler & K. W. Schaie (Eds.), *Cognitive functioning and social structure over the life course* (pp. 161–175). Westport, CT: Ablex.

Adamopoulos, J., & Lonner, W. J. (2001). Culture and psychology at a crossroad. In D. Matsumoto (Ed.), *The handbook of culture and psychology* (pp. 11–34). Oxford: Oxford University Press.

Ainsworth, M. D. (1967). *Infancy in Uganda: Infant care and the growth of love*. Baltimore, MD: Johns Hopkins Press.

Ainsworth, M. D., Blehar, M. C., Waters, E., & Wall, S. (1978). *Patterns of attachment*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Altman, I., & Christensen, K. (1990). Environment and behavior studies: Emergence of intellectual traditions. *Human behavior and environment: Advances in theory and research: Vol 11*. New York: Plenum.

Aries, P. (1962). *Centuries of childhood: A social history of family life*. New York: Vintage Books.

Arnett, J. H. (1998). Learning to stand alone: The contemporary American transition to adulthood in cultural and historical context. *Human Development, 41*(5–6), 295–315.

Ascher, M., & Ascher, S. R. (1981). *Code of the quipu*. Ann Arbor, MI: University of Michigan Press.

Atran, S. (1998). Folk biology and the anthropology of science: Cognitive universals and cultural particulars. *Brain and Behavioral & Brain Sciences, 21*(4), 547–609.

Atran, S. Medin, D., Lynch, E., Vapnarsky, V., Ek. E. U., & Soursa, P. (2001). Folkbiology does not come from Folkpsychology: Evidence from Yukatek Maya in cross-cultural perspective. *Journal of Cognition and Culture, 1*(1), 3–41.

Avis, J., & Harris, P. L. (1991). Belief-desire reasoning among Baka children: Evidence for a universal conception of mind. *Child Development, 62*(3), 460–467.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psvcholoav: An International Review* (Special issue on psychology in the Far East). 51(2), 269–290.

Barker, R. G. (1965). Explorations in ecological psychology. *American Psvchologist, 20*(1), 1–14.

Barker, R. G. (1968). *Ecological psychology: Concepts and methods for studying the environment of human behavior*. Stanford, CA: Stanford University Press.

Bartlett, F. C. (1932). *Remembering*. Cambridge, England: Cambridge University Press.

Battro, A. (2000). *Half a brain is enough: The story of Nico*. New York: Cambridge University Press.

Bell, M. A. (2001). Brain electrical activity associated with cognitive processing during a looking version of the A-Not-B task. *Infancy, 2*(3), 311–320.

Bentz, B. (2001). Adolescent culture: An exploration of the socio-emotional development of the Aka adolescents of the Central African Republic. *Oriental Anthropologist, 1*(2), 25–32.

Berry, J. (1976). *Human ecology and cultural style*. New York: Sage-Halstead.

Berry, J. W. (2000). Cross-cultural psychology: A symbiosis of cultural and comparative approaches. *Asian Journal of Social Psvcholoav. Special Issue: and cross-cultural psvcholoaies 3*(3), 197–205.

Berry, J. W., Dasen, P. R., & Saraswathi, T. S. (Eds.). (1997). *Handbook of cross-cultural psychology, Vol. 2: Basic processes and human development*. Boston, MA: Allyn & Bacon.

Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (1992). *Cross-cultural psychology: Research and applications*. New York: Cambridge University Press.

Berry, J. W., Poortinga, Y. H., & Pandey, J. (1997). *Handbook of cross-cultural psychology, Vol. 1: Theory and method*. Boston (2nd ed.). Boston, MA: Allyn & Bacon.

Bertenthal, B. I., & Campos, J. J. (1990). A systems approach to the organizing effects of self-produced locomotion during infancy. In Rovee-Collier, C., & L. P. Lipsitt (Eds.), *Advances in infancy research* (Vol. 6, pp. 1–60). Norwood, NJ: Ablex.

Bjorklund, D. F. & Pellegrini, A. D. (2002). *The origins of human nature: Evolutionary developmental psychology*. Washington, DC: American Psychological Association.

Bloch, H. A., & Niederhoffer, A. (1958). *The gang: A study in adolescent behavior*. New York: Philosophical Library.

Boas, F. (1911). *The mind of primitive man*. New York: Macmillan.

Bogin, B. (1999). *Patterns of human growth. Second Edition*. New York: Cambridge University Press.

Bornstein, M. (1980). Cross-cultural developmental psychology. In M. H. Bornstein (Ed.), *Comparative methods in psychology* (pp. 231–281). Hillsdale, NJ: Lawrence Erlbaum Associates.

Bornstein, M. H. (1989). Cross-cultural comparisons: The case of JapaneseAmerican infant and mother activities and interactions. What we know, what we need to know, and why we need to know. *Developmental Review, 9,* 171–204.

Bornstein, M. H., Tal, J., & Tamis-LeMonda, C. S. (1991). Parenting in crosscultural perspective: The United States, France, and Japan. In M. H. Bornstein (Ed.), *Cultural approaches to parenting* (pp. 69–90). Hillsdale, NJ: Lawrence Erlbaum Associates.

Bornstein, M. H., Toda, S., Azuma, H., Tamis-LeMonda, C. S., & Ogino, M. (1990). Mother and infant activity and interaction in Japan and in the United States: II. A comparative microanalysis of naturalistic exchanges focused on the organization of infant attention. *International Journal of Behavioral Development, 13,* 289–308.

Bowlby, J. (1969). *Attachment and IOM: Vol 1. Attachment*. New York: Basic.

Bretherton, I., & Waters, E. (Eds.). (1985). Growing points in attachment theory. *Monographs of the Society for Research in Child Development, 50*(12, Serial No. 209).

Brown, R. (1965). *Social psychology*. New York: Free Press.

Bruner, J. S. (1982). The formats of language acquisition. *American Journal of Semiotics, 1,* 1–16.

Bruner, J. S. (1983). *Child's talk*. New York: Norton.

Bruner, J. S. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.

Callaghan, T., Rochat, P., Lillard, A., Claux, M. L., Odden, H., Itakura, S., et al., (n.d.). Universal onset of mental state reasoning; Evidence from 5 cultures. Unpublished manuscipt. Xavier University, Cincinnati, OH.

Campos, J. J., Anderson, D. I., Barbou-Roth, M. A., Hubbard, E. M., Herknstein, M. J. & Witherington, D. (2000). Travel broadens the mind. *Infancy, 1*(2), 149–219.

Campos, J. J., & Stenberg, C. R. (1981). Perception, appraisal, and emotion: The onset of social referencing. In M. E. Lamb & L. R. Sherrod (Eds.), *Infants social cognition: Empirical and social considerations*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Carey, S., & Gelman, R. (Eds.). (1991). *The epigenesis of mind: Essays on biology and cognition*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Carey, S., & Spelke, E. (1994). Domain-specific knowledge and conceptual change. In L. A. Hirschfeld, & S. Gelman (Eds.) Mapping the mind: *Domain specificity in cognition and cuture* (pp. 169–200). New York: Cambridge University Press.

Cassidy, J., & Shaver, P. R. (Eds.) (1999). *Handbook of attachment : Theory, research, and clinical applications*. New York: Guilford Press.

Chandler, M. J., Lalonde, C. E., Sokol, B. W., & Hallett, D. (2003). Personal persistence, identity development, and suicide. *Monographs of the Society for Research in Child Development, 68*(2, Serial No. 278).

Chen, Z., & Siegler, R. S. (2000). Intellectual development in childhood. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 92–116). New York. Cambridge University Press.

Cheney, D. L., & Seyfarth, R. M. (1990). *How monkeys perceive the world*. New York: Cambridge University Press.

Chisholm, J. S. (1989). Biology, culture, and the development of temperament: A Navajo example. In J. K. Nugent, B. M. Lester, & T. B. Brazelon (Eds.), *The cultural context of infancy* (Vol. 1, pp. 341–364). Norwood, NJ: Ablex.

Chisholm, D. L., & Heath, G. (1987). Evolution and pregnancy: A biosocial view of prenatal influences. In C. Super (Ed.), *The role of culture in developmental disorder* (pp. 42–93). New York: Academic Press.

Chomsky, N. (1959). Review of B. F. Skinner's "Verbal Behavior." *Language, 35,* 16–58.

Chomsky, N. (1986). *Knowledge of language: It's nature, origin, and use*. London: Praeger.

Chomsky, N. (2000). On the nature, use, and acquisition of language. In W. C. Ritchie, & T. K. Bhatia (Eds). *Handbook of child language acquisition* (pp. 33–54). San Diego: Academic Press.

Clark, A. (2003). *Natural-born cyborgs: Minds, technologies, and the future of human intelligence*. New York: Oxford University Press.

Cole, M. (1988). Cross-cultural psychology in the sociohistorical tradition. *Human Development, 31,* 137–157.

Cole, M. (1990). Cultural psychology. A once and future discipline? In J. J. Berman (Ed.), *Cross-cultural perspectives. Nebraska Symposium on Motivation, 1989* (pp. 279–336). Lincoln: Nebraska University Press.

Cole, M. (1996). *Cultural psychology: A once and future discipline*. Cambridge, MA: Belknap Harvard.

Cole, M., Cole, S., & Lightfoot, C. (2005). *The development of children* (5th ed.). New York: Freeman.

Cole, M., Gay, J., Glick, J. A., & Sharp, D. W. (1971). *The cultural context of learning and thinking*. New York: Basic.

Cole, M., & Scribner, S. (1977). Cross-cultural studies of memory and cognition. In R. V. Kail & J. W. Hagen (Eds.), *Perspectives on the development of memory and cognition* (pp. 23–271). Hillsdale, NJ: Lawrence Erlbaum Associates.

Condon, R. G. (1987). *Inuit youth*. New Brunswick, NJ: Rutgers University Press.

Curtiss, S. (1977). *Genie: A psychological study of a modern-day wild child*. New York: Academic Press.

D'Andrade, R. (1984). Cultural meaning systems. In R. A. Shweder & R. A. LeVine (Eds.), *Culture theory: Essays on mind, self, and emotion* (pp. 88–122). New York: Cambridge University Press.

D'Andrade, R. (1986). Three scientific world views and the covering law model. In D. Fiske & R. Shweder (Eds.), *Meta-theory in the social sciences. Pluralisms and subjectivities* (pp. 19–41). Chicago: University of Chicago Press.

D'Andrade, R. (1996). Culture. *Social science encyclopedia* (pp. 161–163). Routledge: London.

Dasen, P. R. (1977a). Are cognitive processes universal? A contribution to cross-cultural Piagetian psychology. In N. Warren (Ed.), *Studies in crosscultural psychology* (Vol. 1, pp. 155–201). London: Academic Press.

Dasen, P. R. (1977b). *Piagetian psychology: Cross cultural contributions*. New York: Gardner.

Dasen, P. R., & Mishra, R. C. (2000). Cross-cultural views on human development in the third millennium. *International Journal of Behavioral Development, 24*(4), 428–434.

Dasen, P. R., Ngini, L., & Lavalee, M. (1979). Cross-cultural training studies of concrete operations. In L. H. Eckenberger, W. J. Lonner, & Y. H. Poortinga (Eds.), *Cross-cultural contributions to psychology* (pp. 94–104). Amsterdam: Swets & Zeilinger.

DeCasper, A. J., & Spence, M. J. (1986). Prenatal maternal speech influences newborn's perception of speech sounds. *Infant Behavior and Development, 9,* 133–150.

Demos, J., & Demos, V. (1969). Adolescence in historical perspective. *Journal of Marriage and the Family, 31,* 632–638.

Deregowski, J. (1970). Effect of cultural value of time upon recall. *British Journal of Social and Clinical Psychology, 9,* 37–41.

de Villiers, J. G., & de Villiers, P. A. (1978). *Language acquisition*. Cambridge, MA: Harvard University Press.

Durrett, M. E., Otaki, M., & Richards, P. (1984), June). Attachment and the mother's perception of support from the father. *International Journal of Behavioral Development, 7*(2), 167–176.

Elman, J., Bates, E., Johnson, M. H., Karmiloff-Smith, A., Parisi, D., & Plunkett, K. (1996). *Rethinking innateness: A connectionist perspective on development*. Cambridge, MA: MIT Press.

Emde, R. N., Gaensbauer, T. J., & Harmon, R. J. (1976). *Emotional expression in infancy: A behavioral study.* Psychological Issues Monograph Series, *10*(1)(Serial No. 37). New York: International Universities Press.

Fass, P. S. (2003). Children and globalization. *Journal of Social History, 36*(4), 963–977.

Fernald, A. (1989). Intonation and communicative intent in mothers' speech to infants: Is the melody the message? *Child Development, 60,* 1497–1510.

Fodor, J. (1983). *Modularity of mind: An essay on faculty psychology.* Cambridge: MIT Press.

Freeman, D. (1983). *Margaret Mead and Samoa.* Cambridge, MA: Harvard University Press.

Frijda, N., & Jahoda, G. (1966). On the scope and methods of cross-cultural research. *International Journal of Psychology, 1,* 110–127.

Ferguson, C. (1977). Baby talk as a simplified register. In C. Snow & C. Furgeson (Eds.), *Talking to children.* Cambridge, MA: Cambridge University Press.

Gallimore, R., Goldenberg, C. N., & Weisner, T. S. (1993, August). The social construction and subjective reality of activity settings: Implications for community psychology. *American Journal of Community Psychology, 21*(4), pp. 537–559.

Gauvain, M. (1995). Thinking in niches: Sociocultural influences on cognitive development. *Human Development, 38*(1) 25–45.

Geertz, C. (1973). *The interpretation of cultures.* New York: Basic Books.

Gelman, R. (1990). First principles affect learning and transfer in children. *Cognitive Science, 14,* 79–107.

Gelman, R., & Lucariello, J. (2002). Role of learning in cognitive development. In H. Pashler & R. Gallistel (Eds.), *Steven's handbook of experimental psychology: Learning, motivation, and emotion. Vol. 3* (pp. 395–443). New York: Wiley.

Gesell, A. (1940). *The first five years of life* (9th ed.). New York: Harper & Row.

Gesell, A. (1945). *The embryology of behavior.* New York: Harper & Row.

Gillis, J. R. (1974). *Youth and history.* New York: Academic Press.

Goldin-Meadow, S. (1985). Language development under atypical learning conditions. In K. E. Nelson (Ed.), *Children's language* (Vol. 5, pp. 197–245). Hillsdale, NJ: Lawrence Erlbaum Associates.

Goldin-Meadow, S., Butcher, C., Mylander, C., & Dodge, M. (1994). Nouns and verbs in a self-styled gesture system: What's in a name? *Cognitive Psychology, 27,* 259–319.

Goldin-Meadow, S., & Mylander, C. (1996). Spontaneous sign systems created by deaf children in two cultures. *Nature, 391,* 279–281.

Goodall, J. (1986). *The chimpanzees of Gombe: Patterns of behavior.* Cambridge: Harvard University Press.

Goodenough, W. H. (1994). Toward a working theory of culture. In R. Borofsky (Ed.), *Assessing cultural anthropology* (pp. 262–273). New York: McGraw-Hill.

Goodnow, J. (1984). Parents' ideas about parenting and development. In A. L. Brown & B. Rogoff (Eds.), *Advances in developmental psychology* (Vol. 3, pp. 193–242). Hillsdale, NJ: Lawrence Erlbaum Associates.

Greenfield, P. M. (1966). On culture and conservation. In J. S. Bruner, R. P. Olver, & P. M. Greenfield (Eds.), *Studies in cognitive growth* (pp. 225–256). New York: Wiley.

Greenfield, P. M. (1997). You can't take it with you: Why ability assessments don't cross cultures. *American Psychologist. Special Issue: Intelligence & Lifelong Learning, 52*(10), 1115–1124.

Greenfield, P. M. (2000). Three approaches to the psychology of culture: Where do they come from? Where can they go? *Asian Journal of Social Psychology. Special Issue: Indigenous, cultural, and cross-cultural psychologies, 3*(3), 223–240.

Greenfield, P. M., Brazelton, T. B., & Childs, C. P. (1989). From birth to maturity in Zinacantan: Ontogenesis in cultural context. In V. Bricker & G. Gossen (Eds.), *Ethnographic encounters in southern Mesoamerica: Celebratory essays in honor of Evon Z. Vogt* (pp. 177–216). Albany: Institute of Mesoamerican Studies, State University of New York.

Greenfield, P. M., & Bruner, J. S. (1969). Culture and cognitive growth. In D. A. Goslin (Ed.), *Handbook of socialization theory and research* (pp. 633–660). New York: Rand McNally.

Greenfield, P. M., & Lave, J. (1982). Cognitive aspects of informal education. In D. A. Wagner & H. E. Stevenson (Eds.), *Cultural perspectives on child development* (pp. 181–207). New York: Freeman.

Grossmann, K. E., & Grossmann, K. (1990). The wider concept of attachment in cross-cultural research. *Human Development, 33,* 31–47.

Grossman, K., & Grossman, K. (1996). Cultural perspectives of attachment development in Japan and Germany. In G. Trommsdorff & H. J. Kornadt (Eds.), *Societal and individual development in Japan and Germany* (pp. 215–235). Konstanz: IVK. Universitäts Verlag Konstanz. (original in German)

Grossmann, K. E., Grossmann, K., Huber, F., & Wartner, U. (1981). Children's behavior towards their mothers at 12 months and their fathers at 18 months in Ainsworth's Strange Situation. *International Journal of Behavioral Development, 4,* 157–181.

Grossmann, K., Grossmann, K. E., Spangler, S., Suess, G., & Unzner, L. (1985). Maternal sensitivity and newborn orientation responses as related to quality of attachment in northern Germany. In I. Bretherton & E. Waters (Eds.), *Growing points of attachment theory. Monographs of the Society for Research in Child Development, 50*(1–2 Serial No. 209).

Hall, G. S. (1904). *Adolescence.* New York: Appleton.

Hallpike, C. R. (1979). *The foundations of primitive thought.* Oxford Clarendon Press.

Harkness, S., & Super, C. (1985). The cultural context of gender segregation in children's peer groups. *Child Development, 56,* 219–224.

Harris, M. (1968). *The rise of anthropological theory.* New York: Crowell.

Hart, B., & Risley, T. R. (1999). *The social world of children learning to talk.* Baltimore: P. Brookes.

Hatano, G. (1997). Commentary: Core domains of thought, innate constraints, and sociocultural contexts. In H. M. Wellman & K. Inagaki (Eds.), *The emergence of core domains of thought: Children's reasoning about physical, psychological, and biological phenomena* (pp. 71–78). San Francisco: Jossey-Bass.

Hatano, G., & Inagaki, K. (2002). In W. W. Hartup & R. K. Silbereisen (Eds.), *Growing points in developmental science: An introduction* (pp. 123–142). Philadelphia, PA: Psychology Press.

Havelock, E. A. (1963). *Preface to Plato.* Cambridge, MA: Harvard University Press.

Heft, H. (2001). *Ecological psychology in context: James Gibson, Roger Barker, and the legacy of William James's radical empiricism.* Mahwah, NJ: Lawrence Erlbaum & Associates.

Heft, H. (2003). Affordances, dynamic experience, and the challenge of reification. *Ecological Psychology, 15*(2), 149–180.

Herder, J. G. V. (1784/1803). *Outlines of a philosophy of the history of man.* London: Luke Hansard.

Herskovitz, M. J. (1948). *Man and his works: The science of cultural anthropology.* New York: Knopf.

Hinde, R. A. (1987). *Individuals, relationships & culture: Links between ethology and the social sciences. Themes in the social sciences.* New York: Cambridge University Press.

Howell, S. (1984). *Society and cosmos.* Oxford: Oxford University Press.

Hill, K., & Hurtado, A. M. (1996). *Ache life history: The ecology and demography of a foraging people.* New York: Aldine de Gruyter.

Huttenlocher, P. R. (2002). Morphometric study of human cerebral cortex. Development. In M. H. Johnson, Y. Munakata, & R. O. Gilmore (Eds.), *Brain development and cognition: A reader* (2nd ed., pp. 117–128). Malden, MA: Blackwell Publishers.

Inagaki, K. (1990). The effects of raising animals on children's biological knowledge. *British Journal of Developmental Psychology, 8*(2), 119–129.

Ingold, T. (2000). *The perception of the environment: Essays on livelihood, dwelling, and skill.* London, New York: Routledge.

Inhelder, B., & Piaget, J. (1958). *The growth of logical thinking from childhood to adolescence.* New York: Basic.

Irvine, J. (1978). Wolof "magical thinking": Culture and conservation revisited. *Journal of Cross-Cultural Psychology, 9,* 38–47.

Jahoda, G. (1980). Theoretical and systematic approaches in cross-cultural psychology. In H. C. Triandis & W. W. Lambert (Eds.), *Handbook of cross-cultural psychology* (Vol. 1, pp. 69–141). Boston: Allyn & Bacon.

Jahoda, G. (1982). *Psychology and anthropology: A psychological perspective.* London: Academic Press.

Jahoda, G. (1989). Our forgotten ancestors. In J. J. Berman (Ed.), *Cross-cultural perspectives: Nebraska symposium on motivation, 1989* (pp. 1–40). Lincoln, NE: University of Nebraska Press.

Janowsky, J. S., & Carper, R. (1995). A neural basis for cognitive transitions in school-aged children. In M. Haith & A. Sameroff (Eds.), *Reason and responsibility: The passage through childhood.* Chicago: University of Chicago Press.

Jeans, P. C., Smith, M. B., & Stearns, G. (1955). Incidence of prematurity in relation to maternal nutrition. *Journal of the American Dietary Association, 31,* 576–581.

Jusczyk, P. W. (2003). The role of speech perception capacities in early language acquisition. In M. T. Banich & M. Mack (Eds.), *Mind, brain, and language: Multidisciplinary perspectives* (pp. 61–83). Mahwah, NJ: Lawrence Erlbaum Associates.

Kagan, J. (1977). The uses of cross-cultural research in early development. In P. H. Liedaman, S. Tulkin, & A. Rosenfeld (Eds.), *Culture and infancy: Variations in the human experience* (pp. 271–286). New York: Academic Press.

Kagan, J., Kearsley, R. B., & Zelazo, P. (1978). *Infancy: Its place in human development.* Cambridge, MA: Harvard University Press.

Kamara, A. I., & Easley, J. A. (1977). Is the rate of cognitive development uniform across cultures? A methodological critique with new evidence from Themne children. In P. R. Dasen (Ed.), *Piagetian psychology: Cross-cultural contributions* (pp. 26–63). New York: Gardner.

Katchadourian, H. A. (1989). *Fundamentals of human sexuality* (5th ed.). Fort Worth, TX: Holt, Rinehart & Winston.

Kawamura, S. (1963). The process of sub-culture propagation among Japanese macaques. In C. H. Southwick (Ed.), *Primate social behavior* (pp. 82–90). New York: Van Nostrand.

Keniston, K. (1970). Youth: A "new" stage of life. *American Scholar,* 631–654.

Kiell, N. (1964). *The universal experience of adolescence.* New York: International Universities Press.

Kluckhohn, C. (1954). Culture and behavior. In G. Lindzey (Ed.), *Handbook of social psychology* (Vol. 2). Cambridge: Addison-Wesley.

Konner, M. J., & Super, C. (1987). Sudden infant death syndrome: An anthropological hypothesis. In C. Super (Ed.), *The role of culture in developmental disorder* (pp. 97–110). New York: Academic Press.

Kraemer, H.C., Horvat, J.R., Doering, C., & McGinnis, P.R. (1982). Male chimpanzee development focusing on adolescence: Integration of behavioral with physiological changes. *Primates, 23*(3), 393–405.

Laboratory of Comparative Human Cognition. (1983). Culture and development. In P. H. Mussen (Series Ed.) & W. Kessen (Vol. Ed.), *Handbook of child psychology: Vol. 1. History, theory, and methods* (pp. 295–356). New York: Wiley.

Lavelli, M., & Poli, M. (1998). Early mother-infant interaction during breast- and bottle-feeding. *Infant Behavior & Development, 21*(4), 667–683.

Lecanuet, J. P., Graniere-Deferre, C., Jacquet, A. Y., & DeCasper, A. J. (2000). Fetal discrimination of low-pitched musical notes. *Developmental Psychobiology, 36*(1), 29–39

Leiderman, P. H., Tulkin, S. T., & Rosenfeld, A. (Eds.). (1977). *Culture and infancy: Variations in the human experience.* New York: Academic Press.

Leigh, S. R. (1996). Evolution of human growth spurts. *American Journal of Physical Anthropology, 101*(4), 455–474.

Leontiev, A. N. (1981). *Problems of the development of the mind.* Moscow: Progress Publishers.

Leslie, A. M. (1994). ToMM, ToBy, and Agency: Core architecture and domain specificity. In L. Hirschfeld & S. A. Gelman (Eds.), *Mapping the mind: Domain specificity in cognition and culture* (pp. 119–148). New York: Cambridge University Press.

LeVine, R. A., & LeVine, S. (2001). The schooling of women: Maternal behavior and child environments. *Ethos. 29*(3), 259–270.

LeVine, R. A., LeVine, S. E., & Schnell, B. (2001). Improve the women: Mass schooling, female literacy, and worldwide social change. *Harvard Educational Review, 71*(1), 1–50.

LeVine, R. A., & Miller, P. M. (1990). Commentary. *Human Development, 33,* 73–80.

LeVine, R. A., & White, M. I. (1986). *Human conditions: The cultural basis of educational development.* Boston, Rutledge & Kegan Paul.

Levy-Bruhl, L. (1966). *How natives think* (L. A. Clare, Trans.). New York: Washington Square Press. (Original work published 1910.)

Lillard, A. (1998). Ethnopsychologies: Cultural variations in theories of mind. *Psychological Bulletin, 123*(1), 3–32.

Lillard, A., & Skibbe, L. (2004). Theory of mind: Conscious attribution and spontaneous trait inference. In R. Hassin, J. S. Uleman, & J. A. Bargh (Eds.), *The new unconscious* (pp. 277–305). Oxford: Oxford University Press.

Lillard, A. S., Skibbe, L. Zeljo, A., & Harlan, D. (nd). Developing explanations for behavior in different communities and cultures. University of Virginia.

Lonner, W. J. (2003). *Teaching cross-cultural psychology. Teaching gender and multicultural awareness: Resources for the psychology of the classroom* (pp. 169–177). In P. Bronstein & K. Quina (Eds.), Washington, DC: American Psychological Association.

Lucariello, J. (1995). Mind, culture, person: Elements in a cultural psychology. *Human Development, 38*(1), 2–18.

Luria, A. R. (1928). The problem of the cultural devdopment of the child. *Journal of Genetic Psychology, 35,* 493–506.

Luria, A. R. (1979). *The making of mind.* Cambridge, MA: Harvard University Press.

Macfarlane, A. (1977). *The psychology of childbirth.* Cambridge, MA: Harvard University Press.

Main, M. (1990). Cross-cultural studies of attachment organization: Recent studies, changing methodologies, and the concept of conditional strategies. *Human Development, 33,* 48–61.

Mandler, J. (1984). Representation and recall in infancy. In M. Moscovitch (Ed.), *Infant memory* (pp. 75–101). New York: Plenum.

Mandler, J. M. (1997). Development of categorisation: Perceptual and conceptual categories. In G. Bremner, A. Slater, & G. Butterworth (Eds.). *Infant development: Recent advances* (pp. 163–189). Taylor & Francis: Hove, England.

Mandler, J. M. (2004). *The foundations of mind.* Oxford. Oxford University Press.

Mandler, J., & McDonough, L. (1995). Longterm recall of event sequences in infancy. Special Issue: Early memory. *Journal of Experimental Child Psychology, 59,* 457–474.

Mandler, J., Scribner, S., Cole, M., & de Forest, M. (1980). Cross-cultural invariance in story recall. *Child Development, 51,* 19–26.

McGrew, W. C. (2002). The nature of culture: Prospects and pitfalls of cultural primatology. In de Waal, F. B. M. (Ed.), *Tree of origin: What primate behavior can tell us about humans* (pp. 229–254). Cambridge, MA: Harvard University Press.

Mead, M. (1928). *Coming of age in Samoa.* New York: American Museum of Natural History.

Mead, M. (1935). *Sex and temperament in three primitive societies.* New York: William Morrow.

Mead, M., & Macgregor, F. C. (1951). *Growth and culture.* New York: Putnam.

Mead, M., & Newton, N. (1967). Cultural patterning of perinatal behavior. In S. Richardson & A. Guttmacher (Eds.), *Childbearing: Its social and psychological aspects* (pp. 142–244). Baltimore, MD: Williams & Wilkins.

Medin, D. L., & Atran, S. (Eds.). (1999). *Folkbiology.* Cambridge, MA: The MIT Press.

Medin, D. L., Ross, N., Atran, S., Burnett, R. C., & Block, S. V. (2002). Categorization and reasoning in relation to culture and expertise. In B. H. Ross (Ed.), *The psychology of learnig and motivation: Advances in research and theory, Vol. 41*(pp. 1–41). San Diego Academic Press.

Mehan, H. (1978). *Learning lessons.* Cambridge, MA: Harvard University Press.

Mehler, J., Dupoux, E., Nazzi, T., & Dehaene-Lambertz, G. (1996). Coping with linguistic diversity: The infant's viewpoint. In J. L. Morgan & K. Demuth (Eds.), *Signal to syntax: Bootstrapping from speech to grammar in early acquisition* (pp. 106–116). Mahwah, NJ: Lawrence Erlbaum Associates.

Mehler, J., Lambertz, G., Jusczyk, P., & Amiel-Tison, C. (1986). Discrimination de la langue maternelle par le nouveau-ne (Discrimination of maternal language in the neonate). *Comptes Rendus de l'Academie de Science, 303*(Serie III), 637–640.

Miller, P. (1982). *Amy, Wendy and Beth: Learning language in south Baltimore.* Austin, TX: University of Texas Press.

Mishra, R. C. (1997). Cognition and cognitive development. In J. W. Berry, P. R. Dasen, & T. S. Saraswathi (Eds.), *Handbook of cross-cultural psychology, Vol. 2: Basic processes and human development* (2nd ed., pp. 143–176). Boston, MA: Allyn & Bacon.

Miyake, K., Chen, S., & Campos, J. J. (1985). Infant temperament, mother's mode of interaction, and attachment in Japan: An interim report. *Monographs of the Society for Research in Child Development, 50*(1–2), 276–297.

Mohanty, A. K., & Perregaux, C. (1997). Language acquisition and bilingualism. In J. W. Berry, P. R. Dasen, & T. S. Saraswathi (Eds.). *Handbook of cross-cultural psychology, Vol. 2: Basic processes and human development.* Boston, MA: Allyn & Bacon.

Nadel, S. F. (1937). Experiments on culture psychology. *Africa, 10,* 421–435.

Nelson, K. (1981). Social cognition in a script framework. In J. H. Flavell & L. Ross (Eds.), *Social cognitive development.* Cambridge: Cambridge University Press.

Nelson, K. (1986). *Event knowledge: Structure and function in development.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Nelson, K. (2003). Making sense in a world of symbols. In A. Toomela (Ed.), *Cultural guidance in the development of the human mind. Advances in within culturally structured environments* (pp. 139–158). Westport, CT: Ablex Publishing.

Newburn, M. (2003). Culture, control and the birth environment. *Practical Midwife, 6*(8), 20–25.

Newman, D., Griffin, P., & Cole, M. (1989). *The construction zone: Working for cognitive change in the school.* New York: Cambridge University Press.

Nugent, J. K., Lester, B. M., & Brazelton, T. B. (1989). *The cultural context of infancy, Vol. 1: Biology, culture, and infant development.* Norwood, NJ: Ablex.

Nyiti, R. (1978). The development of conservation in the Meru children of Tanzania. *Child Development, 47,* 1122–1129.

Opie, I., & Opie, P. (1997). *Children's games with things: Marbles, fivestones, throwing and catching, gambling, hopscotch, chucking and pitching, ball-bouncing, skipping, tops and tipcat.* Oxford, UK: Oxford University Press.

Paul, R. A. (1995). Act and intention in Sherpa culture and society. In L. Rosen (Ed.), *Other intentions: Cultural contexts and the attribution of inner states* (pp. 15–45). Santa Fe, NM: School of American Research Press.

Piaget, J. (1966/1974). Need and sigificance of cross-cultural studies in genetic psychology. In J. W. Berry & P. R. Dasen (Eds.), *Culture and cognition: Readings in cross-cultural psychology.* London: Metheun.

Piaget, J. (1972). Intellectual evolution from adolescence to adulthood. *Human Development, 15,* 1–12.

Piaget, J. (1973). *The psychology of intelligence.* Totowa, NJ: Littlefield & Adams.

Piaget, J. (1995). Genetic logic and sociology. In J. Piaget (Ed.), *Sociological studies. L. Smith* (pp. 184–214). London: Routledge. (Original work published 1928)

Piaget, J., & Inhelder, B. (1969). *The psychology of the child.* New York: Basic.

Pinker, S. (1995). *The language instinct.* New York: Norton.

Pinker, S. (1997). *How the mind works.* New York: Norton.

Pinker, S. (2002). *The blank slate: The modern denial of human nature.* New York: Viking.

Plomin, R. (1986). *Development, genetics, and psychology.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Plotkin, H. (2001). Some elements of a science in culture. In H. Whitehouse (Ed.), *The debated mind: Evolutionary psychology versus ethnography* (pp. 91–112). Oxford: Berg.

Plotkin, H. (2003). *The imagined world made real: Towards a natural science of culture.* New Brunswick, NJ: Rutgers University Press.

Pollitt, E., Saco-Pollitt, C., Jahari, A., Husaini, M. A., & Huang, J. (2000). Effects of an energy and micronutrient supplement on mental development and behavior under natural conditions in undernourished children in Indonesia. *European Journal of Clinical Nutrition, 54*(Suppl. 2), 80–90.

Premack, D., & Premack, A. J. (1983). *The mind of an ape.* New York: Norton.

Price-Williams, D. (1985). Cultural psychology. In G. Lindzey & E. Aronson (Eds.), *Handbook of social psychology* (Vol. 2, 3rd ed.). New York: Random House.

Pusey, A. E. (1990). Behavioural changes at adolescence in chimpanzees. *Behaviour, 115*(3–4), 203–246.

Quartz, S. R., & Sejnowski, T. J. (2002). *Liars, lovers, and heroes: What the new brain science reveals about how we become who we are.* New York: Morrow.

Read, M. (1960). *Children of their fathers: Growing up among the Ngoni of Malawi.* New York: Holt, Rinehart, & Winston.

Richardson, S. A., & Guttmacher, A. F. (1967). *Childbearing: Its social and psychological aspects.* Baltimore, MD: Williams & Wilkins.

Rivers, W. H. R. (1901). Introduction and vision. In A. C. Haddon (Ed.), *Reports of the Cambridge anthropological expedition to the Torres Stratis* (Vol. 2, Pt. 1, pp. 8–132). Cambridge: Cambridge University Press.

Rivers, W. H. R. (1903). Observations of the senses of the Todas. *British Journal of Psychology, 1,* 321–396.

Rogoff, B. (1981). Schooling and the development of cognitive skills. In H. C. Triandis & A. Heron (Eds.), *Handbook of cross-cultural psychology* (Vol. 4. pp. 233–294). Boston: Allyn & Bacon.

Rogoff, B. (2003). *The cultural nature of human development.* New York: Oxford University Press.

Rogoff, B., Gauvain, M., & Ellis, S. (1984). Development viewed in its cultural context. In M. H. Bornstein & M. E. Lamb (Eds.), *Developmental psychology: An advanced textbook* (pp. 139–151). Hillsdale, NJ: Lawrence Erlbaum Associates.

Rogoff, B., Sellers, M. J., Pirrotta, S., Fox, N., & White, S. H. (1975). Age of assignment of roles and responsibilities to children. A cross-cultural survey. *Human Development, 18,* 353–369.

Romney, A., K., & Moore, C. C. (2001). Systemic culture patterns as basic units of cultural transmission and evolution. *Cross-Cultural Research: The Journal of Comparative Social Science. Special Issue: The units of culture, 35*(2), 154–178.

Ross, N., Medin, D., Coley, J. D., & Atran, S. (2003). Cultural and experimental differences in the development of folkbiological induction. *Cognitive Development, 18*(1), 25–47.

Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture: Security in the United States and Japan. *American Psychologist, 55*(10), 1093–1104.

Rubin, J. Z., Provezano, F. J., & Luria, Z. (1974). The eye of the beholder: Parents' view on sex of newborns. *American Journal of Orthopsychiatry, 44,* 512–519.

Ruff, H. (1978). Infant recognition of the invariant form of objects. *Child Development, 16,* 293–306.

Ruffman, T., Perner, J., Naito, M., Parkin, L., & Clements, W. A. (1998). Older (but not younger) siblings facilitate false belief understanding. *Developmental Psychology, 34*(1), 161–174.

Rymer, R. (1993). *Genie: A scientific tragedy.* New York: Harper-Collins.

Sagi, A., Lamb, M. E., Lewkowicz, K. S., Shoham, K. R., Dvir, R., & Estes, D. (1985). Security of infant-mother, father, metapdet, attachments among kibbutz-raised Israeli children. In I. Bretherton & K. Watas (Eds.), Growing points of attachment theory. *Monographs of the Society for Research in Child Development, 50*(1–2, Serial No. 209), 257–275.

Sagi, A., van Ijzendoorn, M. H., Aviezer, O., Donnell, F., (1994). Sleeping out of home in a kibbutz communal arrangement: It makes a difference for infant-mother attachment. *Child Development, 65*(4), 992–1004.

Sameroff, A. J., & Haith, M. M. (1996). *The five to seven year shift: The age of reason and responsibility.* Chicago: University of Chicago Press.

Sahlins, M. (1976). *Culture and practical reason.* Chicago: University of Chicago Press.

Schacter, D. L., & Moscovitch, M. (1984). Infants, amnesics, and dissociable memory systems. In M. Moscovitch (Ed.), *Infant memory* (pp. 173–216). New York: Plenum.

Schieffelin, B., & Ochs, E. (1986). *Language socialization across cultures.* New York: Cambridge University Press.

Schlegel, A. (2000). The global spread of adolescent culture. In L.J. Crockett & R. K. Silbereisen (Eds.), *Negotiating adolescence in times of social change.* Cambridge, UK: Cambridge University Press.

Schlegel, A., & Barry, H. (1991). *Adolescence: An anthropological inquiry.* New York: Free Press.

Schliemann, A. D., Carraher, D. W., & Ceci, S. J. (1997). Everyday cognition. In J. W. Berry, P. R. Dasen, et al. (Eds.), *Handbook of cross-cultural psychology, Vol. 2: Basic processes and human development (2nd ed.). Handbook of cross-cultural psychology,* (pp. 177–216). Needham Heights, MA: Allyn & Bacon.

Schwarts, T. (1978). The size and shape of culture. In F. Barth (Ed.), *Scale and social organization.* Oslo: Universitet-forgalet.

Scribner, S., & Cole, M. (1981). *The psychology of literacy.* Cambridge, MA: Harvard University Press.

Serpell, R., & Hatano, G. (1997). Education, schooling, and literacy. In J. W. Berry, P. R. Dasen et al. (Eds.), *Handbook of cross-cultural psychology, Vol. 2: Basic processes and human development (2nd ed.). Handbook of cross-cultural psychology* (pp. 339–376). Needham Heights, MA: Allyn & Bacon.

Sharma, D.C. (2003). Widespread concern over India's missing girls. Selective abortion and female infanticide cause girl-to-boy ratios to plummet. *Lancet, 363*(9395), 1553.

Shostak, M. (1981). *Nissa: The life and words of a !Kung Woman.* Cambridge, MA: Harvard University Press.

Shweder, R. (1990). Cultural psychology—What is it? In J. W. Stigler, R. A. Shweder, & G. Herdt (Eds.), *Cultural psychology: Essays on comparative human development* (pp. 1–46). New York: Cambridge University Press.

Shweder, R. (2003). *Why do men barbecue? Recipes for cultural psychology.* Cambridge, MA: Harvard University Press.

Shweder, R., Goodnow, J., Hatano, G., LeVine, R., Markus, H., & Miller, P. (1998). The cultural psychology of development: One mind, many mentalities. In R. M. Lerner (Ed.), *Handbook of child psychology. Vol 1: Theoretical models of human development* (pp. 865–938). New York: Wiley.

Siegal, M. (1991). A clash of conversational worlds: Interpreting cognitive development through communication. In J. M. Levine & L. B. Resnick (Eds.), *Socially shared cognition.* Washington, DC: American Psychological Association.

Skinner, B. F. (1953). *Science and human behavior.* New York: MacMillan.

Skinner, B. F. (1957). *Verbal behavior.* New York: Appleton–Century–Crofts.

Smelser, N. J. (1980). Issues in the study of work and love in adulthood. In N. J. Smelser & E. H. Erikson (Eds.), *Themes of work and love in adulthood* (pp. 1–28). Cambridge, MA: Harvard University Press.

Smith, L. (2002). Piaget's model. In U. Goswami (Ed.), Blackwell handbook of cognitive development. *Blackwell handbooks of developmental psychology* (pp. 515–537). Malden, MA: Blackwell Publishers.

Snow, C. (1995). Issues in the study of input: Finetuning, universality, individual and developmental differences, and necessary causes. In P. Fletcher & B. MacWhinney (Eds.), *The handbook of child language* (pp. 180–193). Oxford: Blackwells.

Spitz, R. (1958). *A genetic feld theory of ego development.* New York: International Universities Press.

Starkey, P. (1981). The origins of concept formation: Object sorting and object preference in early infancy. *Child Development, 52,* 489–497.

Stevenson, H. W. (1982). Influences of schooling on cognitive development. In D. A. Wagner & H. W. Stevenson (Eds.), *Cultural perspectives on child development* (pp. 208–224). San Francisco. Freeman.

Stocking, G. (1968). *Race, culture, and evolution.* New York: Free Press.

Stiles, J., Moses, P., Roe, K., Akshoomoff, N., Trauner, D., Hesselink, J., et al. (2003). Alternative brain organization after prenatal cerebral injury: Convergent fMRI and cognitive data. *Journal of the International Neuropsychological Society, 9*(4), 604–622.

Super, C. (1987). The role of culture in developmental disorder. In C. Super (Ed.), *The role of culture in developmental disorder* (pp. 1–8). New York: Academic Press.

Super, C., & Harkness, S. (1977). The cultural structuring of child development. In J. W. Berry, Y. H. Poortinga, & J. Pandey (Eds.), *Handbook of cross-cultural psychology: Vol. 2. Theory and method* (pp. 1–40). Boston: Allyn & Bacon.

Super, C. M., & Harkness, S. (1986). The developmental niche: A conceptualization at the interface of child and culture. *International Journal of Behavioral Development, 9,* 545–569.

Super, C. M., & Harkness, S. (1997). In J. W. Berry, P. R. Dasen, et al. (Eds.), *Handbook of cross-cultural psychology, Vol. 2: Basic processes and human development (2nd ed.). Handbook of cross-cultural psychology* (pp. 1–39). Needham Heights, MA: Allyn & Bacon.

Super, C.M., & Harkness, S. (2002). Culture structures the environment for development. *Human Development, 45*(4), 270–274.

Susman, E. J., Schmeelk, K. H., Ponirakis, A., & Gariepy, J. L. (2001). Maternal prenatal, postpartum, and concurrent stressors and temperament in 3-year-olds: A person and variable analysis. *Development & Psychopathology. Special Issue: Stress and development: Biological and psychological consequences, 13*(3), 629–652.

Sweency, J., & Bradbard, M. R. (1988). Mothers' and fathers' changing perception of their male and female infants over the course of pregnancy. *Journal of Genetic Psychology, 149*(3), 393–404.

Tobin, J. J., Wu, D. Y. H., & Davidson, D. H. (1989). *Preschool in three cultures.* New Haven, CT: Yale University Press.

Tomasello, M., Call, J., & Hare, B. (2003). Chimpanzees understand psychological states—the question is which ones and to what extent? *Trends in Cognitive Sciences, 7*(4), 153–156.

Tylor, E. B. (1874). *Primitive culture: Researches into the development of mythology, philosophy, religion, language, art, and custom.* London: J. Murray.

Valsiner, J. (1989). From group comparisons to knowledge: Lessons from cross-cultural psychology. In J. P. Forgas & J. M. Innes (Eds.), *Recent advances in social psychology: An international perspective* (pp. 501–510). Amsterdam: North Holland.

Valsiner, J. (1994). Co-constructionism: What is (and is not) in a name. In P. Van Geert & L. Moss (Eds.), *Annals of theoretical psychology* (Vol. 10, pp. 247–298). New York: Plenum.

Valsiner, J. (2000). *Culture and human development.* Thousand Oaks: Sage.

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

van IJzendoorn, M. H., & Kroonenberg, P. M. (1988). Cross-cultural patterns of attachment: A meta-analysis of the strange situation. *Child Development, 59,* 147–156.

van IJzendoorn, M. H., & Sagi, A. (1999). Cross-cultural patterns of attachment: Universal and contextual dimensions. In J. Cassidy & P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 713–734). New York: Guilford.

Vinden, P. G. (2002). Understanding minds and evidence for belief: A study of Mofu children in Cameroon. *International Journal of Behavioral Development, 26*(5), 445–452.

Vinden, P. G. (1999). Children's understanding of mind and emotion: A multi-culture study. *Cognition & Emotion, 13*(1), 19–48.

Vinden, P. G. (1998). Imagination and true belief: A cross-cultural perspective. In J. de Rivera & T. R. Sarbin (Eds.), *Believed-in imaginings: The narrative construction of reality. Memory, trauma, dissociation, and hypnosis series* (pp. 73–85). Washington, DC: American Psychological Association.

Vygotsky, L. S. (1987). Thinking and speech. In N. Minick (Ed. & Trans.), *The collected works of L. S. Vygotsky: Vol I. Problems of general psychology* (pp. 39–285). New York: Plenum.

Wagner, D. A. (1982). Ontogeny in the study of culture and cognition. In D. A. Wagner & H. W. Stevenson (Eds.), *Cultural perspectives on child development* (pp. 105–123). San Francisco: Freeman.

Wagner, D. A. (1993). *Literacy, culture, and development: Becoming literate in Morocco.* New York, NY: Cambridge University Press.

Walters, J. R. (1987). Transition to adulthood. In B. B. Smuts, D. L. Cheney, R. M. Seyfarth, R. W Wranhuam, & T. T. Strhusaker (Eds.). *Primate societies* (pp. 358–369). Chicago: University of Chicago Press.

Washburn, S. L. (1960). Tools and human evolution. *Scientifc American, 203,* 63–73.

Weisner, T. (2002). Ecocultural understanding of children's developmental pathways. *Human Development, 45*(4), 275–281.

Wellman, H. M., Cross, D., & Watson, J. (2001). Meta-analysis of theory-of-mind development: The truth about false belief. *Child Development, 72*(3), 655–684.

Wellman, H. C. (2002). Understanding the psychological world: Developing a theory of mind. In U. Goswami (Ed.), *Blackwell handbook of childhood cognitive development. Blackwell handbooks of developmental psychology* (pp. 167–187). Malden, MA: Blackwell Publishers.

Wertsch, J. (1985). *Vygotsky and the social formation of mind.* Cambridge, MA: Harvard University Press.

Wertsch, J. V., Minick, N., & Arms, F. J. (1984). The creation of context in joint problem solving. In B. Rogoff & J. Lave (Eds.), *Everyday cognition: Its development in social context* (pp. 151–171). Cambridge, MA: Harvard University Press.

White, L. (1942). On the use of tools by primates. *Journal of Comparative Psychology, 34,* 369–374.

Whiting, B. B. (1976). The problem of the packaged variable. In K. F. Riegel & J. A. Meacham (Eds.), *The developing individual in a changing world* (Vol. 1). Chicago: Aldine.

Whiting, B. B. (1980). Culture and social behavior: A model for development of social behaviors. *Ethos, 8,* 95–116.

Whiting, B. B., & Edwards, C. P. (1988). *Children of different worlds: The formation of social behavior.* Cambridge, MA: Harvard University Press.

Whiting, J. W. M., Burbank, V. K., & Ratner, M. S. (1986). The duration of maidenhood. In J. W. M. Whiting, V. K. Burbank, & M. S. Ratner (Eds.). *School-age pregnancy: Biosocial dimensions* (pp. 273–302). New York: Aldine de Gruyer.

Whiting, R. (1989). *You gotta have wa.* New York: Macmillan.

Williams, R. (1973). *Keywords.* New York: Oxford University Press.

Wicker, A.W. (1984). *An introduction to ecological psychology.* Cambridge: Cambridge University Press.

Wrangham, R. McGrew, W., de Waal, F., & Heltne, P. (1994). *Chimpanzee cultures.* Cambridge, MA: Harvard University Press.

Zimmerman, B. J. (1983). Social learning theory: A contextualist account of cognitive functioning. In C. Brainard (Ed.), *Recent advances in cognitive developmental theory.* New York: Springer-Verlag.