

“It would hardly be fish who discovered the existence of water.

Kluckholm, 1949, p. 11.

Like the fish that is unaware of water until it has left the water, people often take their own community's ways of doing things for granted. Engaging with people whose practices differ from those in one's own community can make one aware of aspects of human functioning that are not noticeable until they are missing or differently arranged (LeVine, 1966)” (Rogoff, 2003, p. 13).

Lost/found in translation

مثل الأسماك التي يجهل الماء حتى تركت الماء، والناس غالبا ما تأخذ بها المجتمعات الطرق الخاصة للقيام بهذه الأمور أمرا مفروغا منه. الانخراط مع الناس الذين الممارسات تختلف عن تلك الموجودة في المجتمع المرء يمكن أن تجعل المرء على بينة من جوانب الأداء البشري التي ليست ملحوظة حتى كانت مفقودة أو ترتيب مختلف (ليفين، 1966) " (روغوف، 2003، ص 13).

Objective

Provide frameworks, case studies, and practical applications for understanding child rearing practices by Arabic speaking families

- Regularities and variations
- Intersectionality
- Link between values, practices, outcomes

(Emerging) Bilingual+



The Arabic alphabet is so friendly, it even has a smiley face:



Covers at okosr.com

7 = ۷ 8 = ۸

Isolated

ت

Final

ت

Initial

ت

Middle

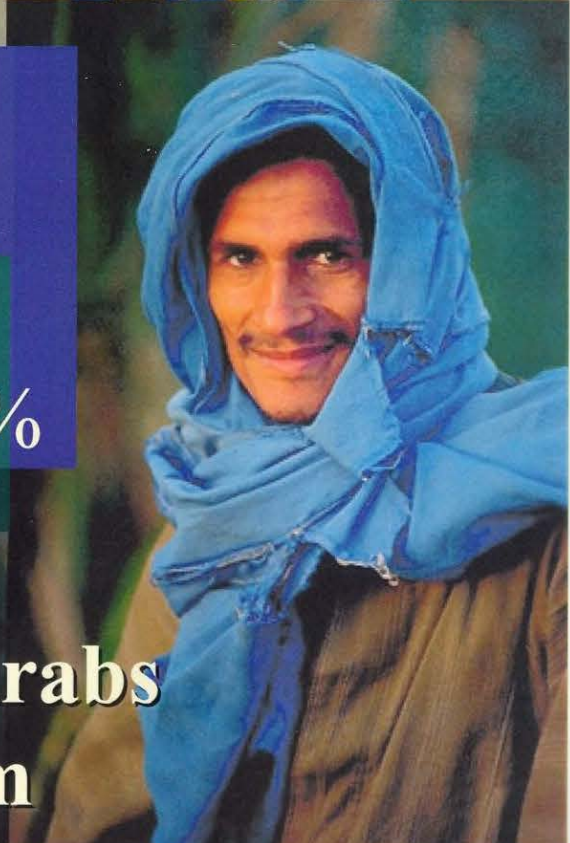
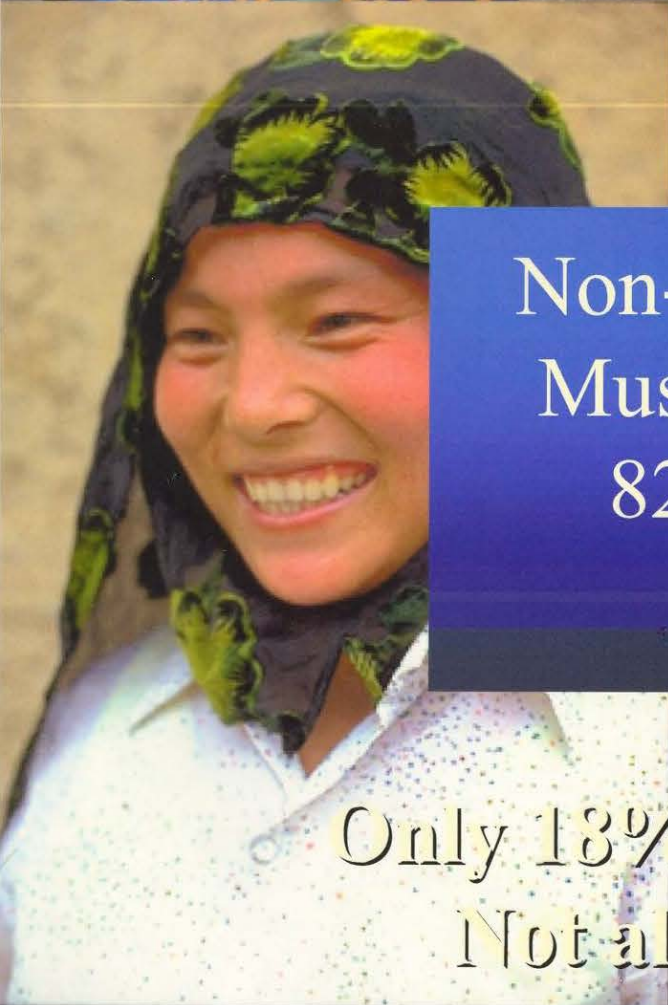
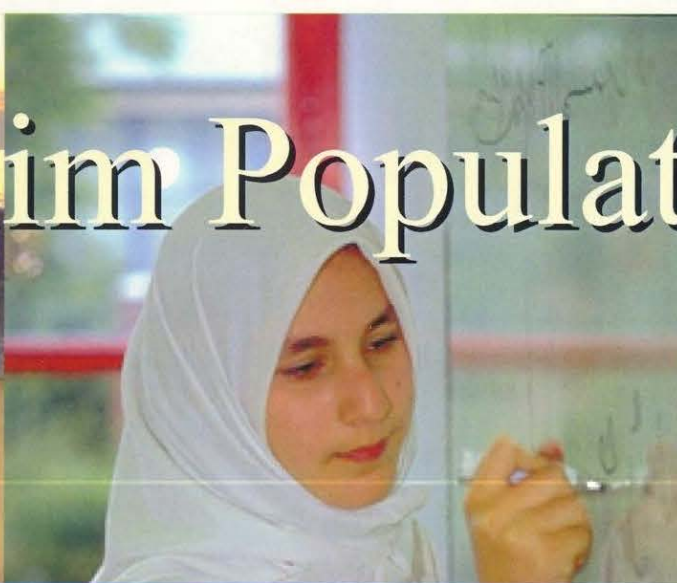
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Intersections



- Gender
- Race
- Ethnicity
- Socio-economic status
- Education
- Immigrant status
- Sexual-orientation
- Religion

Muslim Population



Non-Arab
Muslims
82%

Arab
Muslims 18%

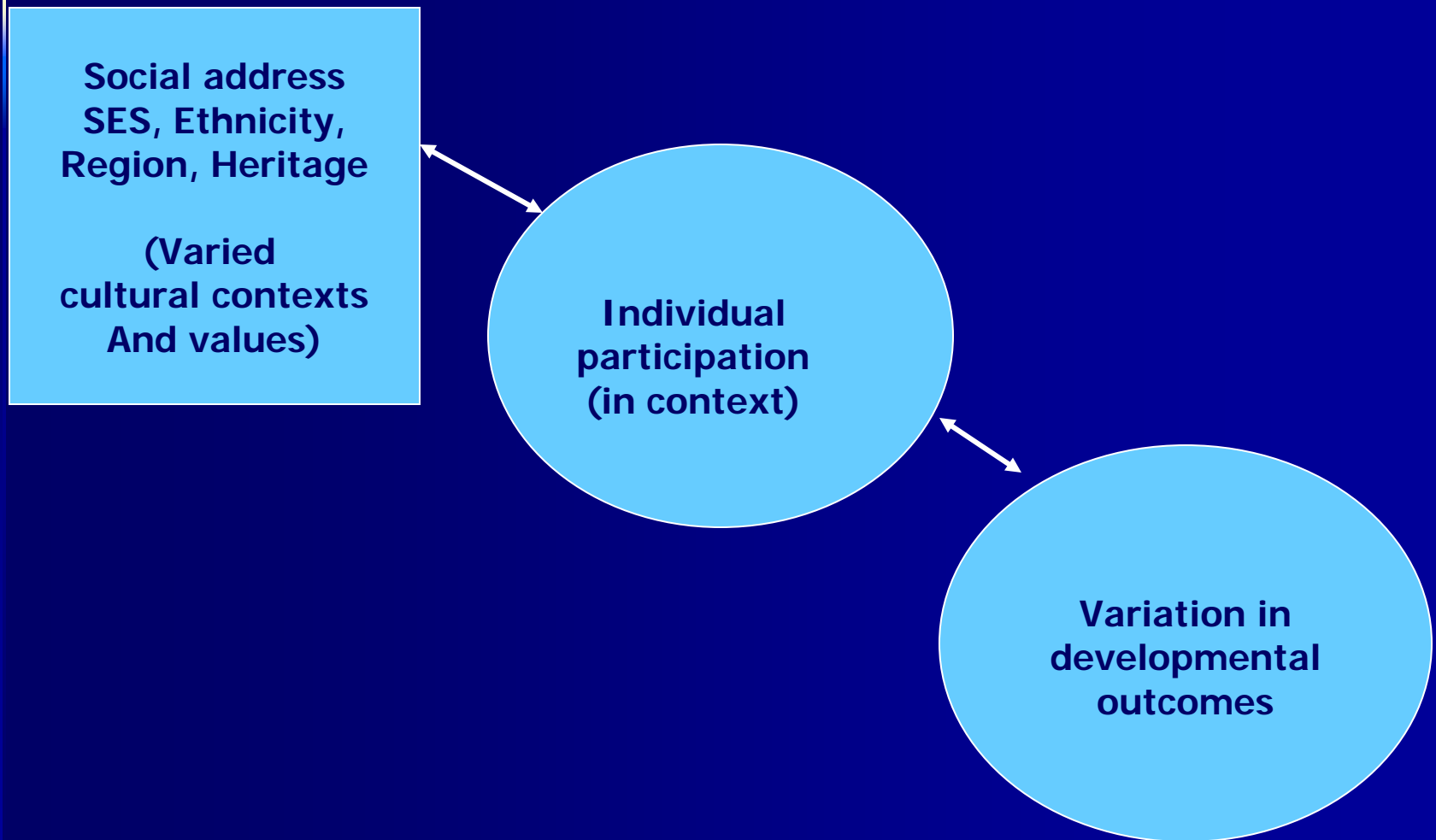
Only 18% of Muslims are Arabs
Not all Arabs are Muslim

Culture:

Regularities and Variations

- “Cultural patterns of human development can be understood by examining the regularities that make sense of differences and similarities in communities’ practices and traditions.” (Rogoff, 2003, p. 11)
 - Societal settings and activities
 - Societal institutions
 - Functions, values and belief systems
 - Practices, tools, symbols embedded in settings, activities, and institutions
 - Consequences in developmental outcomes

Development as related to culture



Development is holistic



Biological

Psychodynamic

Psychosocial

Cognitive / Learning

Contextual

Understanding patterns

What cultural values and social circumstances may affect eating practices?

What regularities and variations exist in feeding practices of young children?

What are the outcomes of such practices?



Validating and redirecting parenting styles



"She wants to wear them, so I let her wear the sandals."

-Parent

"It is very cold outside and wearing sandals could hurt her. As a parent, you can tell her it is your job to keep her safe."

-Early childhood educator

Language identity

What regularities and variations exist in feeding practices of young children?

What cultural values and social circumstances may affect eating practices?

What are the outcomes of such practices?

Coherent: Values, Practices, Outcomes

- **Values:** Religion, ethnic identity, family connections, national or pan-national identity
- **Practices:** Language practices (both, one, alternate), Multimedia (books, tapes, satellite dish, "phone"), Travel, Socialize with Arabic speakers
- **Outcomes:** "Policing" approach vs. music in the ears, language competence, language as it relates to cognitive, physical, social, and emotional outcomes

"I used to ask my daughter to tell me in Arabic. Now I just want to make sure she talks with me, whatever the language."

-Mother of 5 year old girl