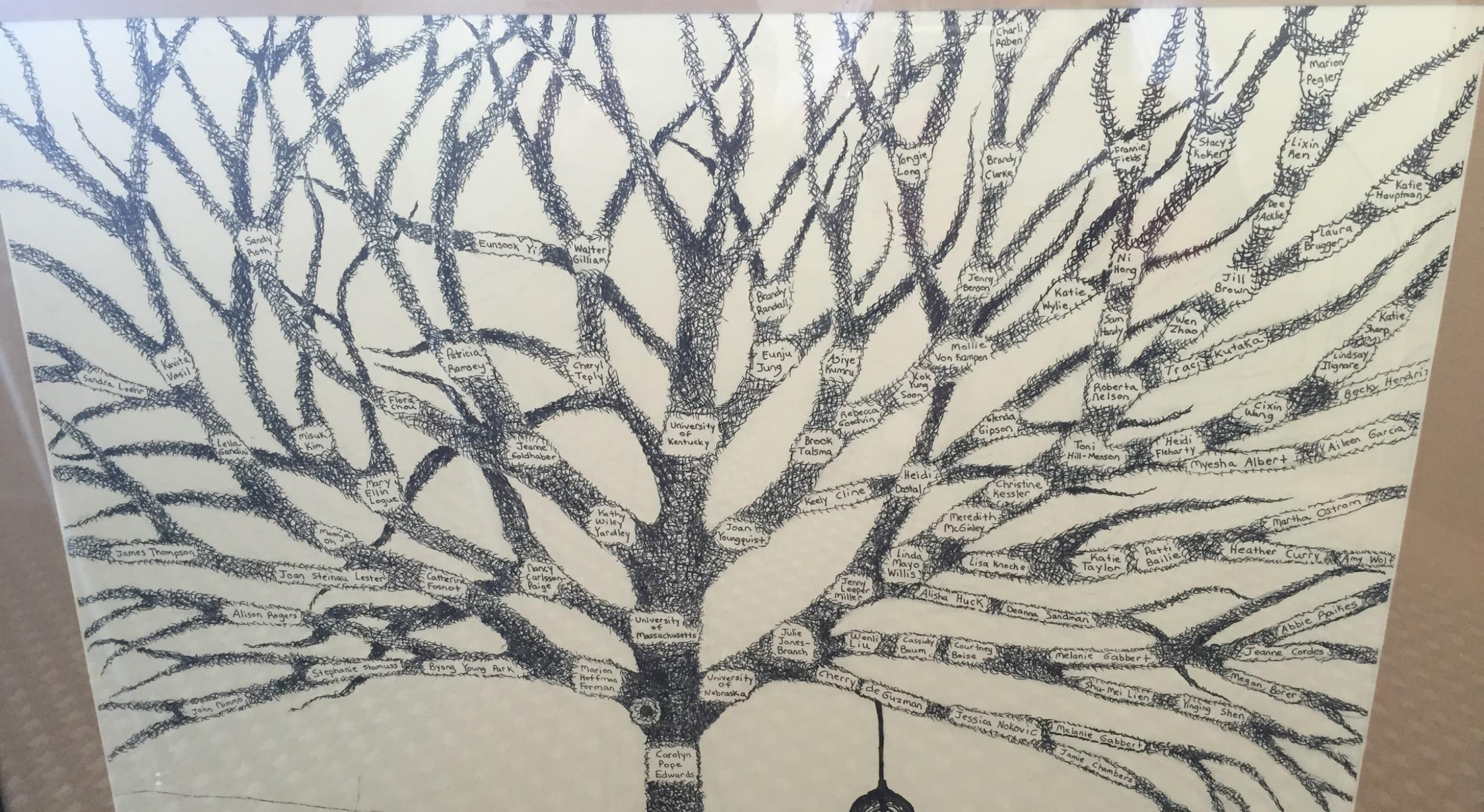


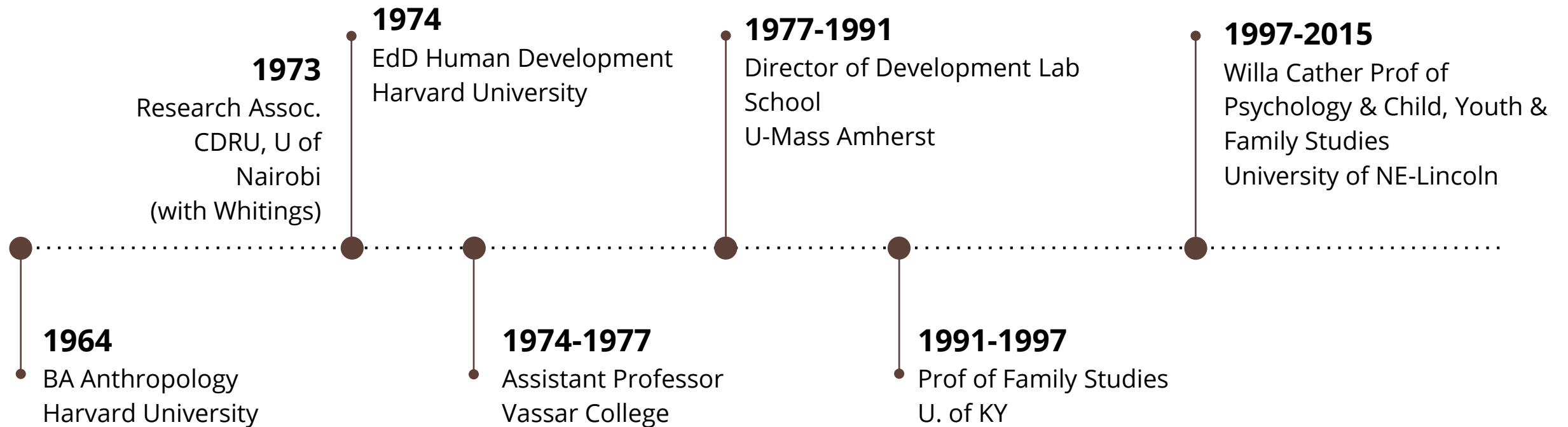


In memory of Carolyn Pope Edwards











I met Carolyn  
in 2002

- How has Carolyn's mentorship shaped me?





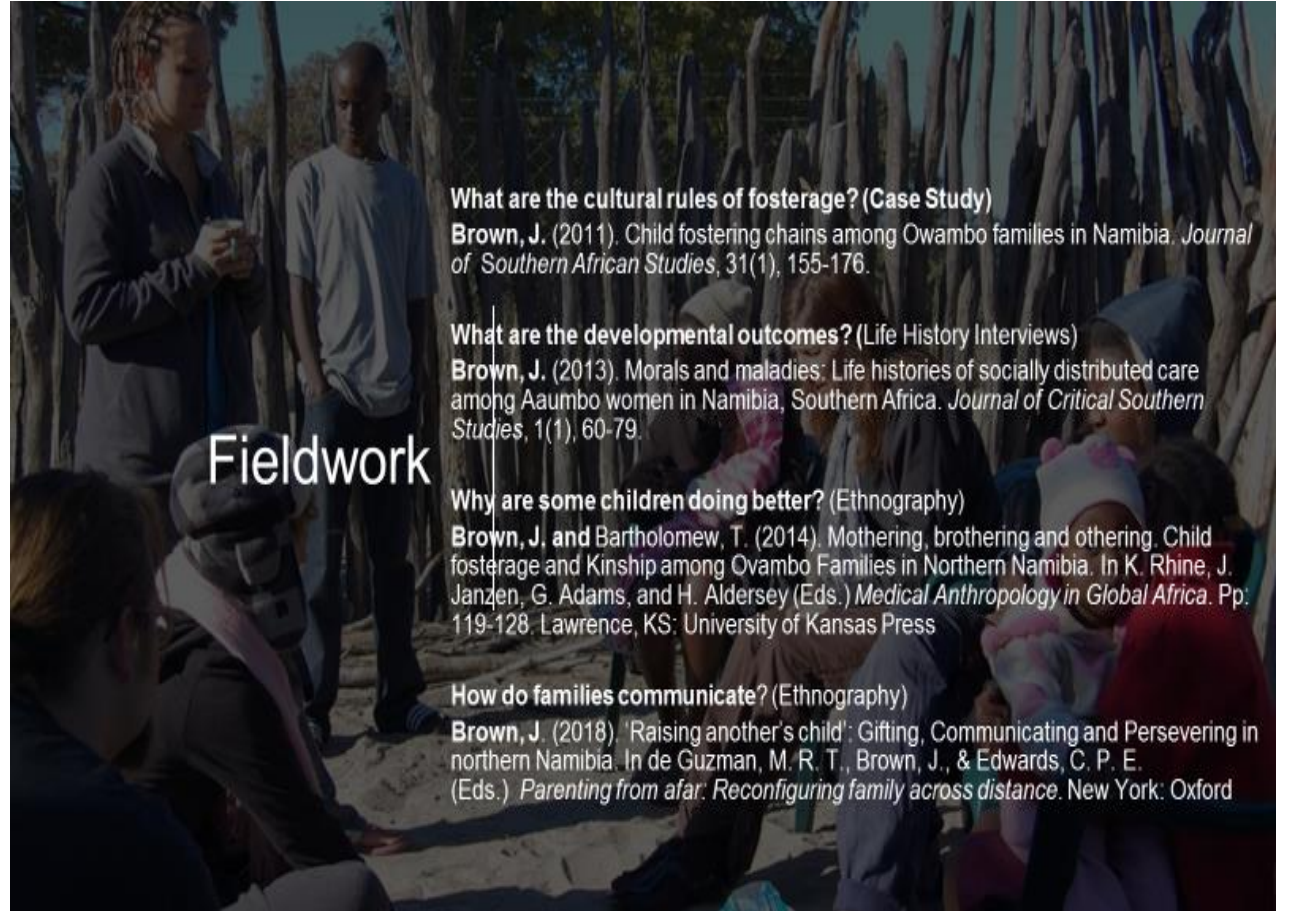




# African Families and the Crisis of Social Change

Edited by Thomas S. Weisner,  
Candice Bradley, and Philip L. Kilbride

In collaboration with A.B.C. Ochole-Ayeyo,  
Joshua Akong'a, and Simyu Wandibba



## Fieldwork

### What are the cultural rules of fosterage? (Case Study)

**Brown, J.** (2011). Child fostering chains among Owambo families in Namibia. *Journal of Southern African Studies*, 31(1), 155-176.

### What are the developmental outcomes? (Life History Interviews)

**Brown, J.** (2013). Morals and maladies: Life histories of socially distributed care among Aaumbo women in Namibia, Southern Africa. *Journal of Critical Southern Studies*, 1(1), 60-79.

### Why are some children doing better? (Ethnography)

**Brown, J. and Bartholomew, T.** (2014). Mothering, brothering and othering. Child fostering and Kinship among Ovambo Families in Northern Namibia. In K. Rhine, J. Janzen, G. Adams, and H. Aldersey (Eds.) *Medical Anthropology in Global Africa*. Pp: 119-128. Lawrence, KS: University of Kansas Press

### How do families communicate? (Ethnography)

**Brown, J.** (2018). 'Raising another's child': Gifting, Communicating and Persevering in northern Namibia. In de Guzman, M. R. T., Brown, J., & Edwards, C. P. E. (Eds.) *Parenting from afar: Reconfiguring family across distance*. New York: Oxford

# 13

## The Developmental Niche

CHARLES M. SUPER AND SARA HARKNESS

... psychology is about middle-class North Americans of European ancestry, or about middle-class Europeans. This book is concerned with the variations of a culture-bound approach to our understanding of human behavior around the world among ourselves. The richness of variation in ways of human life, behavior, and ways of thinking about the world challenges us to develop a more comprehensive frame of knowing about people in their contexts, whether these be the snowy wastelands of the arctic regions, the densely populated cities of Asia, or the suburbs of middle America.

It is important to step back from the cross-cultural panorama and ask: If culture is so powerful in organizing an individual's behavior, how does it come to be that way? For the comparative social

to produce differences at a given point. In particular, one's childhood lay a d that may be altered in a lifetime? How is it that a cultural setting—whether the savanna, or the Serengeti plain—the establishment of ways so integral to one's identity even radical changes of environment? Understanding the mind—understanding the cultural interplay of ethos and psychology—how individuals develop. Over the last century,

Individual motivations to foster?  
What psychological impact did this  
experience have on people?

What other factors  
influence fosterage?

Psychology of the  
Caregiver

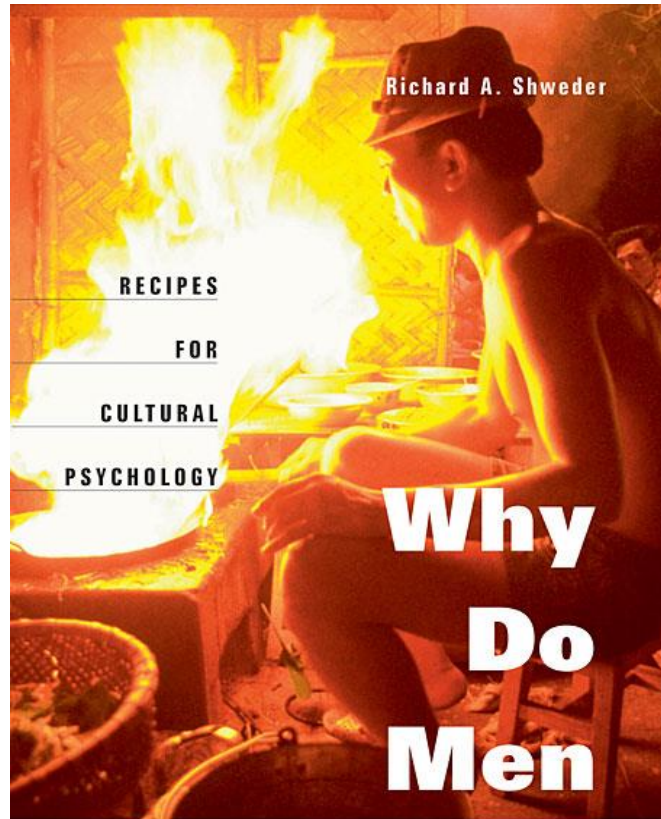
Physical and  
Social Setting

Fosterage

Child Care Practices

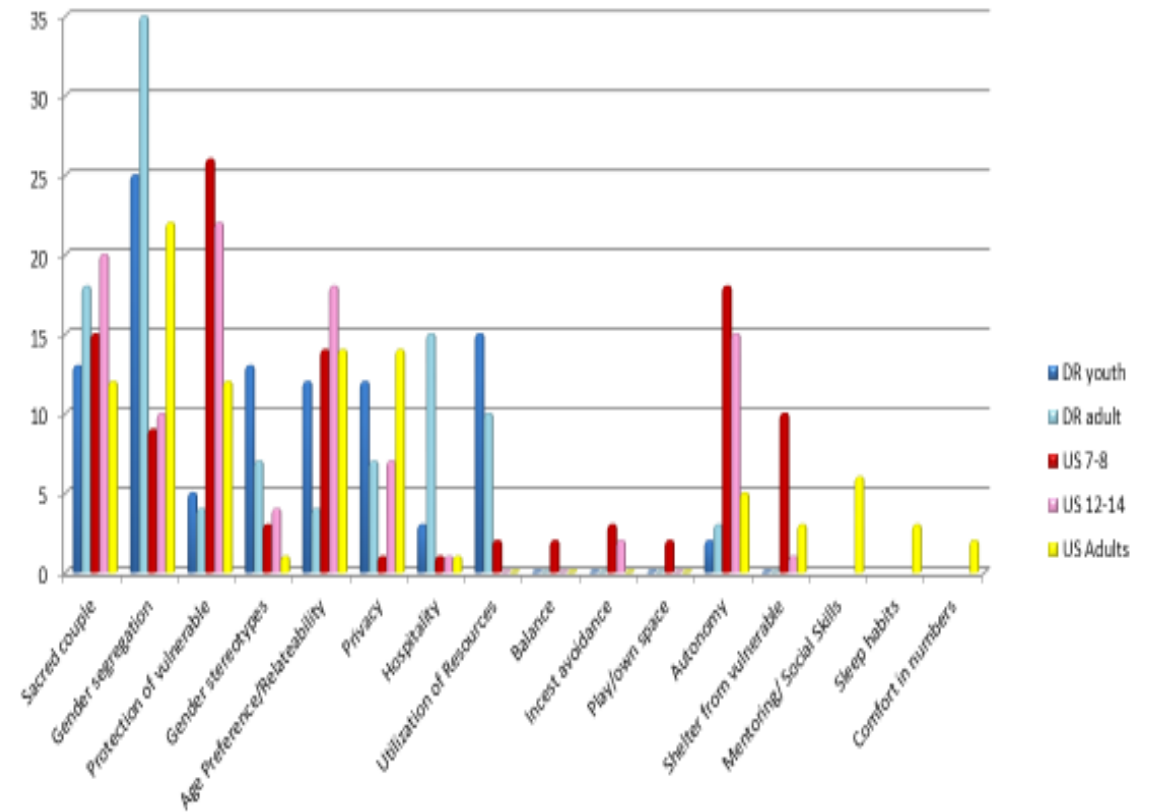
Cultural rules of exchange,  
outcomes of these practices?

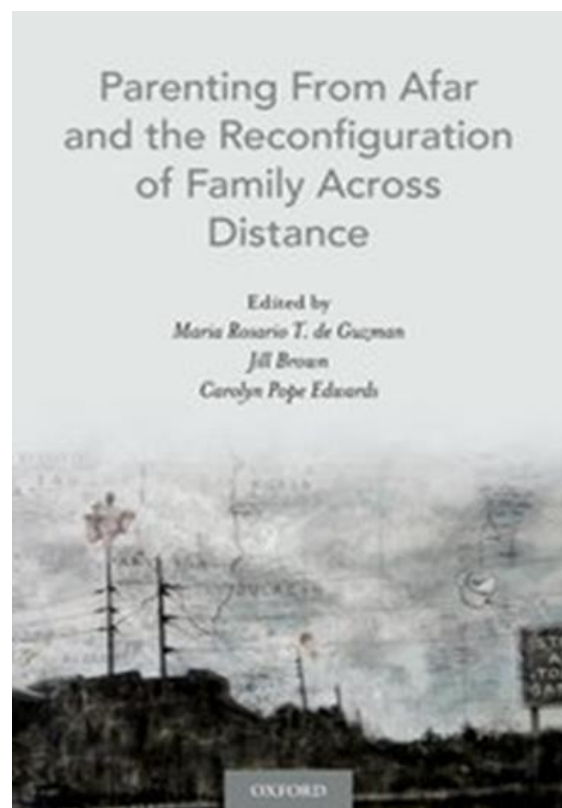




**Barbecue?**

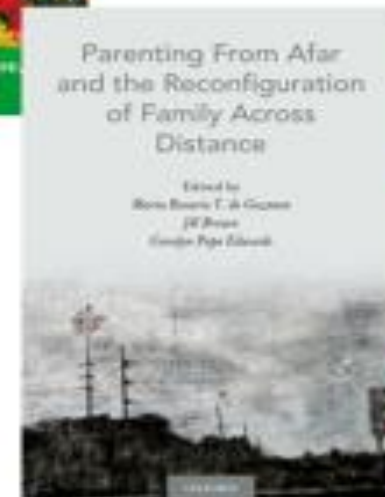
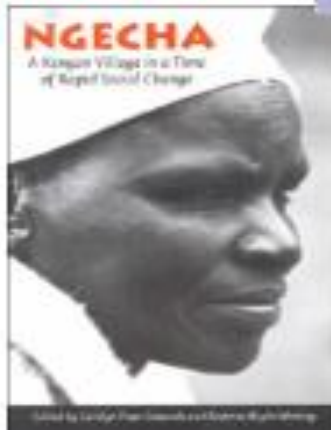
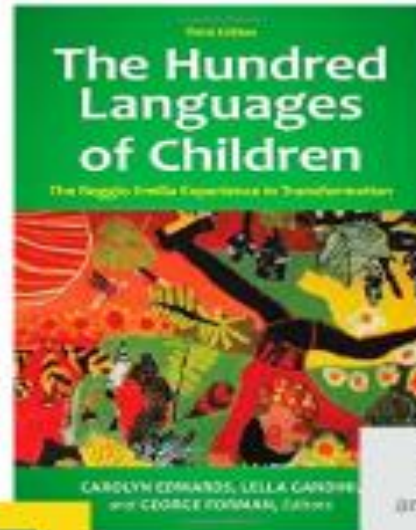
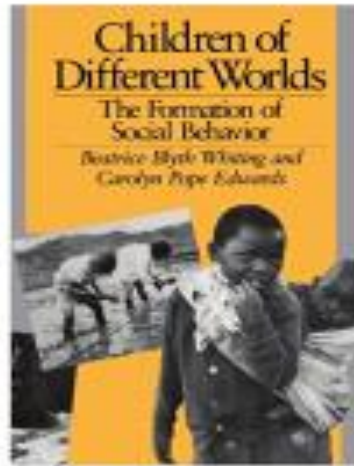
## Cultural Values Across US and DR







Never once did she say “read my work”





**Pistoia, Italy.** It is early morning, and baby Clara (10 months old) and her mother are entering the door of infant-toddler center, Il Grillo (“The Caterpillar”) for the first time. Clara and her family live in Pistoia, a city of about 90,000 people, located between Florence and Pisa in the region of Tuscany. As in other Italian cities, educators have been working for several decades together with parents and city administrators to build high-quality public systems of care and education. Pistoia aims to be a “child-friendly city,” with enrichment and support programs designed for all age groups of children.

In the infant programs, educators have put much thought into creating welcoming environments and transition procedures to create community and belonging. As Clara and her mother come into the center, a teacher named Franca comes forward to greet them. Clara’s mother invites Franca to hold her baby, and together they go around and look at the spaces. Franca says, “Here there will be notebooks compiled by both parents and teachers—a notebook to go back and forth. You can write what you see, and we will respond what we see.” Then they sit down to talk in a specially prepared area. The teacher and mother fall into rhythm in offering Clara toys from a basket, while she contentedly plays. Clara’s mother describes what she likes to eat, how she likes to go to sleep, and why the parents have decided to bring her to the center. Throughout the week, Clara’s mother leaves her for gradually lengthening periods, as the baby becomes more and more comfortable. By the end of the week, the inserimento (“settling in”) process is complete, free of abrupt separation and distress.

(adapted from Edwards & Gandini, 2001, pp. 187–190)



- Carolyn is now sitting in my dining room, I am in my final year of graduate training and I am just back from my field site in Namibia. My 2 year old daughter is at the table along step daughters. We pass the pasta and begin to eat. I have not see Carolyn in 3 months and I am focused on her while holding my daughter, telling her enthusiastically about my data and travel. Typically Naala is warm and goes to strangers easily. However, she is taking my face and turning it away from Carolyn repeatedly. I ask her to stop in a firm voice and she slaps my shoulder, quite hard. I become embarrassed and a bit angry and Carolyn says. “Jill, she senses your excitement to see me, and your solitary interest in hosting me. She is wanting to know that you also share that for her. “

- I arrive at dinner with Carolyn, Rick, Carolyn's husband, my mother (82) and my brother (43). They have come to celebrate my graduation. My brother has developmental disabilities and autism and marked social deficits. We sit down and like Tim always does, he has a bag containing small bags of peanut M & M's by his side. As the waitress approaches and takes our order he hands her a bag. "that's for you", he says. She is confused but gracious. He then gets up and does the same to the bartender. When he is away, I express to Carolyn that I am perplexed and all interventions to get him to stop giving candy do not work. She watches Tim for the rest of the evening. That night she calls me and says "thanks for dinner, I think Tim might be trying to enter the group. It is a very sophisticated complex social task that most children are trying to master around age 7-10. M& M's make it much easier. Let him do it."



