

## High Comprehension Answer

Exam 1 Question: A panel of child development experts at an American university makes the following observations in response to footage from the “Preschool in Three Cultures” video: *Japanese preschool teachers show an aloofness and lack of attention that puts students at risk of harm from accidents or other students. They should supervise activities more closely and intervene more quickly to prevent escalation of conflict.* Apply decolonizing strategies of a cultural psychology analysis (Adams, Kurtis, Salter, & Anderson, 2012) to respond to the experts.

Points possible: 10

Points awarded: 10

Student Sample: Decolonizing strategies of a cultural psychological analysis may include denaturalizing of hegemonic psychological standards as well as the normalizing of “Other” patterns. The hegemonic psychological standards present in this response from child development experts at an American university include an implicit understanding of conflict between students as having negative implications for psychological growth. To denaturalize these implicit assumptions one must present alternatives to these psychological standards and normalize alternative standards that are representative of “Other” patterns.

What is seen by the panel of child development experts as harmful to the Japanese students could very well be construed as exceptional self-awareness and regulation on the part of the Japanese preschool teachers by allowing their students space to sort out their own conflicts and encounter solutions to accidents presented to them through these conflicts or otherwise. A cultural psychology analysis of this response includes the acknowledgement of psychological norms and standards that differ from hegemonic psychology. The may include and interdependent and/or incremental construal of the self that differs from an entity theory of the self, which includes a view of the self as abstracted from its psychological surroundings and counterparts. On the other hand, an interdependent construal of the self as inextricably embedded in context and as a sum of its interdependent counterparts. This incremental view of the self if more pertinent in the psychological framework by the practices presented by the Japanese preschool teachers.

### Rubric and Evaluation:

*Students get 2 points for defining the ‘normalizing’ strategy:* Student received 2 points for defining normalizing as a strategy to combat characterizations of minority/Othered cultural practices as abnormal or unreasonable.

*Students get 3 points for applying the normalizing strategy to racial minority perceptions of racism:* Student received 3 points for explaining the benefits of allowing children to resolve their own conflicts and attributing this to an interdependent/embedded construal of self.

*Students get 2 points for defining the ‘denaturalizing’ strategy:* Student received 2 points for defining denaturalizing as a strategy to combat characterizations of majority/hegemonic cultural practices as “just natural” or superior.

*Students get 3 points for applying the denaturalizing strategy to White American perceptions of racism:* Student received 3 points for identifying the underlying assumptions of the claims made by American developmental experts and relating this to theories of self.

*Overall comments:* The student shows a general understanding of the purposes of the two decolonizing strategies. Ideally, they would have ended their answer by more explicitly making the connection

between the Japanese school teacher behavior and theories of self, but the overall argument signals an understanding of class discussions that linked the two.