

clean towels. In short, “everyday life” halfway around the world looked very different from how it did or does in my current hometown of Northfield, Minnesota!

Much of the book so far has described the cognitive capacities and processes of people (usually adults, but in some cases children) in the United States or Europe. The implicit assumption has been that the models and

theories of cognition developed from such samples are universal—that they apply to and can describe the performance and behavior of people throughout the world. However, research conducted with people from other cultures has often shown this assumption to be problematic if not in error. In this chapter, we will examine some of this research and consider its implications for the study of cognition.