

# Human Development

*Undergraduate Program Co-Chairs:*

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## Program of Study

The Human Development concentration focuses on the study of lives and individual functioning in context, whether that context be temporal (e.g., evolutionary, developmental), situational (e.g., relational, social), or symbolic (e.g., linguistic, cultural). This focus is coupled with a concern for the social and psychological factors that lead to optimal or impaired functioning of individuals and communities. Human Development as a field of study is intrinsically interdisciplinary and the program aims to advance the integrative application of diverse social science approaches. Although closely allied with the fields of anthropology, sociology, and psychology, a student in Human Development typically studies a set of problems at their interface, problems often ignored or avoided by those disciplines. We seek, for example, to understand how biological and social processes form a systemic unity, how individual psychological mechanisms and systems of cultural meaning mutually constitute each other, and whether and how lives and selves can cohere as meaningful.

## Program Requirements

A concentration in human development requires eleven courses.

**Core Courses in Human Development.** A two-quarter introductory sequence (HUDV 20000-20100) must be completed by the third year. The Autumn Quarter primarily presents theories of development, particularly self and its development within a social and cultural context. The Winter Quarter focuses on modes of inquiry in human development, including basic concepts of research design and different methods useful for studying human development (e.g., ethnography, experiments, discourse analysis and narrative inquiry, animal models). A student is asked to consider the advantages of each approach in answering particular questions concerning person and culture.

**Methods.** A student is required to choose a methods course in one of the two types of methodology that follow. The courses (some of which are shown below) must be chosen from an approved list.

*Quantitative:* STAT 20000, PSYC 20100, SOCI 20300

*Qualitative:* Observation of Child Behavior, Methods in Language Acquisition, Ethnographic Analysis

**Distribution.** A student must take at least one course in three of four areas of specialization below. Examples of topics within each area are listed.

*Biosocial Perspectives:* biopsychology of attachment, evolutionary social psychology, evolution of parenting, biological psychology, primate behavior, behavioral endocrinology

*Developmental Perspectives:* developmental psychology; introduction to language development; psychoanalysis and child development; development through the life-course; the role of early experience in development; sexual identity; life-course and life story; psychoanalysis and child development; adolescence, adulthood, and aging

*Psychocultural Perspectives:* cultural psychology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; divinity and experience; psychiatric and psychodynamic anthropology; memory and culture

*Mental Health Perspectives:* personality theory and research; the study of lives; modern psychotherapies; psychology of well-being; topics in conflict understanding and resolution; core concepts and current directions in psychopathology; emotion, mind, and rationality; body image in health and disorder; advanced concepts in psychoanalysis

**Specialization.** A student must develop a specialization by taking at least two additional courses in one of the four areas of specialization.

**Electives.** A student must choose two additional courses in some area of human development or in another discipline with the approval of the concentration chair. Courses from another discipline should fit the student's articulated interest area within Human Development. Only one reading and research course may be counted as an elective.

**Senior Seminar and Paper.** Concentrators are expected to enroll in the senior seminar (HUDV 29800) and to write a senior paper. The seminar meets in the Autumn Quarter and is designed to help students prepare for writing their senior paper. A student may choose to extend and revise a course paper or may elect an entirely new topic. A student and her or his faculty adviser will design the paper together. The mechanics of the research and writing will be supervised by a program preceptor. A student may wish to take a reading and research course in the Winter Quarter to complete work on the senior paper. Papers are due by the end of the second week of the quarter (typically, Spring Quarter) in which a student plans to graduate.

**Summary of Requirements**

<i>Concentration</i>	2	core courses
	1	methods courses
	3	distribution courses
	2	specialization courses
	2	electives
	1	Senior Seminar
	—	B.A. paper
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**Honors.** To be awarded honors a student must have a GPA of 3.5 or higher in the concentration (3.0 overall) and submit a senior paper that reflects original scholarship in an area of study within Human Development. The paper will be read by two faculty members who will determine if it merits the award of honors in the Human Development concentration. A student who plans to submit a senior paper for honors should take a reading and research course (HUDV 29900) with his or her major adviser.

**Grading.** All courses required for the Human Development concentration must be taken for quality grades.

**Handbook.** A student who is interested in the B.A. degree in Human Development is encouraged to read the brochure *Undergraduate Program in Human Development*, which is available in the Office of the Department of Human Development (HD 102).

### Faculty

B. Cohler, J. Cole, R. Fogelson, S. Goldin-Meadow, W. Goldstein, J. Gone, J. Lucy, T. Luhrmann, D. Maestriperi, M. McClintock, D. Orlinsky, R. Shweder, N. Stein, S. Stodolsky, R. Taub

### Associated Faculty

S. Fisher, S. Hans

## Courses

**20000. Introduction to Human Development.** This course provides an introduction to the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Reading and discussion emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle. *S. Hans. Autumn.*

**20100. Human Development/Research Designs in Social Science.** This course aims to expose students to a variety of examples of well-designed social research addressing questions of great interest and importance. One goal is to clarify what it means to do "interesting" research. A second goal is to appreciate the features of good research design. A third goal is to examine the variety of research methodologies in the social sciences, including ethnography, clinical case interviewing, survey research, experimental studies of cognition and social behavior, behavior observations, longitudinal research, and model building. The general emphasis is on what might be called the aesthetics of well-designed research. *R. Shweder. Winter.*

**21000/31000. Cultural Psychology.** (=PSYC 21000-23000/31000-3300) At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of "normal" psychology is the study of multiple psychologies. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural

psychology of emotions, self, moral judgment, categorization, and reasoning. *R. Shweder. Autumn.*

**21800. Primate Behavior and Ecology.** (=BIOS 23248, EVOL 37300)

This. This course explores the behavior and ecology of nonhuman primates with emphasis on their natural history and evolution. Specific topics include methods for the study of primate behavior, history of primate behavior research, socioecology, foraging, predation, affiliation, aggression, mating, parenting, development, communication, cognition, and evolution of human behavior. *D. Maestriperi. Autumn.*

**21900/30400. Biological Psychology.** (=PSYC 20300/30300) For course description, see Psychology. *L. Kay. Winter.*

**22000/35200. Social Context, Biology, and Health.** We take for granted our relationships with other people as fundamental, yet when these connections are absent or disrupted, our minds and biology are likewise disrupted. Epidemiological studies have now clearly established a relationship between social isolation and both mental and physical health. This course adopts an integrative approach that spans the biological to sociological levels of analysis to explore the interaction involved and possible mechanisms by which the social world gets under the skin to affect the mind, brain, biology, and health. *J. Cacioppo, M. McClintock. Spring.*

**23500/34900. Biopsychology of Attachment.** (=PSYC 24900) This course consists of two parts. Part I focuses on mother-infant attachment and discusses such topics as neuroendocrinology and neurochemistry of maternal behavior in rodents, endocrinology of maternal responsiveness in primates and humans, and mother-infant bonding in primates and humans. Part II focuses on mother-infant attachment in humans and includes discussion of such topics as Bowlby's formulation of attachment theory, individual differences in attachment and the Strange Situation Test, internal working models attachment, cross-cultural studies of attachment, attachment and adult romantic relationships, and attachment and psychopathology. *Winter.*

**23700/31200. Education and Human Development.** The course provides an introduction to the connections between education and human development. Topics include the achievement and motivation of U.S. students from an international perspective, the development of literacy from a comparative perspective, equality and inequality in schools, issues of gender, ethnicity and race in relation to schooling, and historical and contemporary responses to immigration in educational institutions. The last part of the course is devoted to promising solutions to some of the educational problems exposed in the first part of the course. Possible solutions include providing preschool education, reducing class size, reforming the organization of schools, developing professional communities, and improving connections between families and schools. *S. Stodolsky. Winter.*

**23800/36400. Theories of Emotion and the Psychology of Well-Being.** (=PSYC 26400/36400) For course description, see Psychology. *N. Stein. Spring.*

**23900/31600. Language Development.** (=LING 21600/31600, PSYC 23200) For course description, see Psychology. *S. Goldin-Meadow, A. Woodward. Winter.*

**24400. Observation of Child Behavior in Natural Settings.** (=PSYC 24400) This course explores ways that children behave in a variety of settings, including preschools, schools, playgrounds, hospitals, grocery stores, and other public venues. Behavior is examined with a developmental perspective as well as an ecological one. The course consists of readings that explore how to conduct observational studies, findings from developmental research, and fieldwork. Students observe children throughout the quarter and systematically collect data for a course project. *S. Stodolsky. Spring.*

**24600. Sexual Identity, Life Course, Life Story.** (=GNDR 20800/30800, PSYC 24600) This course considers gay, lesbian, and bisexual lives from childhood through later life. Beginning with study of the concept of sexual identity, the course explores what is known about biological factors presumed relevant to emergence of same gender sexual orientation, social circumstances, and aspects of personal development salient among those persons whose self-identify is or becomes gay, lesbian, or bisexual across the years of childhood, adolescence, young adulthood, as well as in middle and later life. The course also explores such issues as intimacy, partnership, parenthood, and aging among bisexual men and women, lesbians, and gay men. *B. Cohler. Winter.*

**24700. The Family and Public Policy.** (=PBPL 24700) For course description, see Public Policy Studies. *B. Farrell. Winter, 2003.*

**25800. The Psychiatric Patient and the Life-World.** (=PSYC 25800, SOSC 27900) *PQ: Consent of instructor.* This course provides students with an opportunity to work under the supervision of the instructors with psychiatrically ill adults living at Somerset House. This 405-bed "intermediate care facility" in the Uptown area of the North Side provides residential services and treatment as an alternative to institutionalization. Additionally, students have the opportunity to participate in inpatient services in a public psychiatric hospital (Tinley Park). Clinical experience is integrated with readings and class discussion regarding origin, course, and intervention for major mental disorders. Additional consideration is given to public policy issues related to intervention among persistently troubled adults. *The course meets each Friday from 9 a.m. through late afternoon, with the last two hours of the day reserved for discussion of the day's events and assigned reading. B. Cohler. Spring.*

**25900/30700. Developmental Psychology.** (=PSYC 20500/30500) For course description, see Psychology. *Discussion section required. S. Levine, S. Hans. Autumn.*

**26000. Social Psychology.** (=PSYC 20600/30600) *PQ: PSYC 200000 recommended.* For course description, see Psychology. *T. Trabasso, N. Stein, Autumn; J. Cacioppo, Spring.*

**26800. Mental Health and Healing Across Cultures.** This is an introductory course to the interdisciplinary field of study that is variously labeled "cultural psychiatry," "ethnopsychiatry," "culture and mental

health," or "psychiatric anthropology." Many introductory courses and texts in this area focus heavily on pathology (e.g., "culture-bound syndromes" or "ethnic psychoses"). This course differs in placing emphasis on the examination of cultural systems of mental health and psychotherapeutic intervention. It also relates these clinical cultural domains to other domains of the culture in question (e.g., conceptions of the person, the universe, morality). *J. Calabrese. Winter.*

**27000. Self and Emotion.** This course focuses on trying to understand the intersection between the individual and the social by examining the different ways in which people construct self and emotion in a variety of different situations. The first two weeks are devoted to some classic attempts to understand self and society, first focusing on public aspects of culture, and then looking at the question of how individuals are constituted. We then attempt to theorize a middle ground between the two extremes by looking at a variety of different ways in which scholars have thought about questions of how emotions are constructed, how the self is made, and the different cultural tools people draw on in constituting themselves. *J. Cole. Spring.*

**27100. Rewriting the Past: Narrative, Ritual, and Monument.** (=BPRO 26000) For course description, see Big Problems. *B. Cohler, P. Homans. Spring.*

**27700/31800. Modern Psychotherapies.** This course introduces students to the nature and varieties of modern psychotherapies by extensive viewing and discussion of video-taped demonstration sessions. Diverse therapeutic approaches are examined, including psychodynamic, interpersonal, client-centered, gestalt, and cognitive-behavioral orientations. Couple and family therapy sessions, and sessions with younger clients, may also be viewed. Historical and conceptual models are presented to deepen students' understandings of what is being viewed, but the main emphasis is on experiential learning through observation and discussion. *D. Orlinsky. Spring.*

**27800/31300. Freud: Human Development and Personality.** (=HIPS 27501) *PQ: Consent of instructor.* This course offers students the opportunity to make an intensive examination of Freud's writings on human development, personality, and psychological functioning. Careful consideration is given to Freud's methods of inquiry, basic observations, and theoretical concepts in the areas of cognition, motivation, emotion, focusing on topics such as normal and abnormal "nonrational" experiences and behaviors, conscious and unconscious psychological processes, basic drives, psychological maturity and mental health. Emphasis is placed on close critical reading and integration of Freud's writings. *D. Orlinsky. Autumn.*

**27900. Self and Identity.** (=PSYC 27900) For course description, see Psychology. *W. Goldstein. Spring.*

**28000/32800. Advanced Psychoanalytic Theory.** This seminar focuses on present psychoanalytic theories and their relationship to one another. Central to our inquiry is the dynamic unconscious of Freud and the ways in which it has been elaborated, modified or diminished in the views of Fairbairn, Klein, Winnicott, Kohut, Gedo, and Modell. In addition, we examine the problems and uses of transference and countertransference and we look at some aspects of feminism in psychoanalytic theory. *S. Fisher. Winter.*

**28100. Seminar: Research on Psychotherapists.** *PQ: Consent of instructor.* This seminar is designed for advanced students interested in exploring research opportunities. It draws on data accumulated in a decade-long study of psychotherapists of different professions, theoretical orientations, and career levels that has been conducted collaboratively in more than a dozen countries. The methods and major findings to date are reviewed, and students then develop their own projects utilizing a database of more than 5,000 therapists, which covers many aspects of their professional and personal characteristics. *D. Orlinsky. Winter.*

**28400. Perspectives on Close Interpersonal Relationships.** (=PSYC 21100) This course focuses on theoretical and empirical contributions to our understanding of love, sex, and close relationships. We focus on a number of the prominent researchers in the area of love and sexuality as well as on different research traditions that have explored questions of sexuality (e.g., attachment theory, social psychology, evolutionary psychology, biopsychology, sociology, anthropology). We also look at different components and measures of love, different measures and conceptions of sexuality and sexual orientation, some of the biological underpinnings of sexual desire, cultural and individual variation in sexual identity and desire, and the processes that lead to the establishment and maintenance of close relationships. *C. Glover. Autumn.*

**28600. The Nature of Psychopathology.** This course may serve as an introduction to abnormal psychology, but it does not attempt to cover all topics traditionally covered in such a broad survey course. It seeks to explore in depth the assumptions this field makes and to illuminate the ways in which psychological pain and difference have come to be defined and experienced in the contemporary West. *S. Bergmann. Autumn.*

**29700. Undergraduate Reading and Research.** *Students are required to submit the College Reading and Research Course Form. Available for either Pass or letter grading. Autumn, Winter, Spring.*

**29800. Senior Seminar.** *Required of fourth-year concentrators.* This seminar prepares concentrators for writing their required senior paper. Students work with their faculty adviser to design their paper, which may be a revision of a course paper or based on an entirely new topic. The mechanics of research and writing is supervised by a program preceptor. *Autumn.*

**29900. B.A. Paper Preparation.** *Required of students who wish to be considered for honors in Human Development. Students are required to submit the College Reading and Research Course Form. Available for either Pass or letter grading. Winter.*

**37800. Evolutionary Social Psychology.** (=EVOL 37400, PSYC 37800) This course explores human social behavior from the perspective of a controversial new discipline: evolutionary psychology. We read and discuss articles in which evolutionary theory has been applied to different aspects of human behavior and social life (e.g., developmental sex differences, cooperation and altruism, competition and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion, parenting and child abuse, language and cognition, psychological and personality disorders). *J. Roney. Autumn.*