

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 or developmental), situational (e.g., relational or social), or symbolic (e.g., linguistic or cultural). This focus is coupled with a concern for the social and psychological factors leading to optimal or impaired functioning of individuals and communities. Human Development as a field 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, students in Human Development typically study a set of problems at their interface, problems often ignored or avoided by them. 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.

- I. **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.
- II. **Methods.** A student must register for one quantitative or qualitative methods course from an approved list.
 - A. As quantitative methods, a student may count courses in statistics such as STAT 20000, PSYC 20100, SOCI 20300.
 - B. As qualitative methods, a student may count courses such as Observation of Child Behavior, Methods in Language Acquisition, and Ethnographic Analysis.

III. 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. Boldface letters following course descriptions identify area of specialization. Although a course may be listed in more than one category, each course taken will satisfy only one specialization requirement.

- A. *Biosocial Perspectives:* biopsychology of attachment, evolutionary social psychology, evolution of parenting, biological psychology, primate behavior, behavioral endocrinology.
- B. *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; adolescence, adulthood, and aging.
- C. *Cultural Psychology 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.
- D. *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.

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

V. 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. For example, a student might take three more courses in one or more of the areas mentioned above and two additional courses in sociology, anthropology, psychology, public policy, or another relevant field. 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.

VI. 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. The student and 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 fifth week of the quarter (typically, Spring Quarter) in which a student plans to graduate.

Summary of Requirements

Concentration	2	core courses
	1	methods courses
	3	distribution courses
	2	specialization courses
	2	electives
	1	Senior Seminar
	—	B.A. paper
	11	

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 B.A. Paper Preparation (HUDV 29900) with his or her major adviser.

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

Faculty

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

Associated Faculty

S. Fisher, S. Hans, B. Scheider

Courses: Human Development (HUDV)

Boldfaced letters in parentheses refer to the areas of specialization described in the Program Requirements section above.

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. Readings and discussions 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 exposes 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. *N. Stein. Winter.*

20400. Intensive Study of a Culture: Lowland Maya History and Ethnography. (=ANTH 21230/30705) This seminar surveys patterns of cultural continuity and discontinuity in the Lowland Maya area of southeastern Mexico from the time of Spanish contact until the present. The survey encompasses the dynamics of first contact, long term cultural accommodations achieved during colonial rule, disruptions introduced by state and market forces during the early postcolonial period, the status of indigenous communities in the twentieth century, and new social, economic, and political challenges being faced today by the contemporary peoples of the area. *J. Lucy. Winter. (C)*

20500. Psychological Anthropology. Psychological anthropology is a field at the intersection of psychology and anthropology that looks at phenomena such as self, intention, emotion, and psychopathology in cultural context. This course introduces students to the tradition of work in this field, both early twentieth century (e.g., Sapir, Benedict, Mead, Kardiner) and more recent (e.g., Crapanzano, Obeyesekere, Spiro, Lutz). The course should provide a useful background for those who hope to explore psychological themes with the ethnographic method. *T. Luhrmann. Autumn. (C)*

21000/31000. Cultural Psychology. (=PSYC 23000/33000) 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. *Autumn. (C)*

21900/30400. Biological Psychology. (=ANTH 20300/30300) What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion. *L. Kay. Winter. (A)*

21901. Language, Culture, and Thought. Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences. *J. Lucy. Autumn. (C)*

23249. Animal Behavior. (=BIOS 23249) *PQ: Completion of the general education requirement for the biological sciences.* This course provides an introduction to the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques. *S. Pruett-Jones, J. Mateo. Winter. (A)*

23700/31200. Education and Human Development. This 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. (B, C)*

24300. Qualitative Methods in the Social Sciences. (=PSYC 24300/39300, SOSC 20600) This seminar explores the variety of qualitative methods used in social science study. Perspectives surveyed include field study, including the Chicago studies of social disorganization. We also discuss “Grounded Theory,” ethnography and study of culture, and narrative and life-story approaches to study of person and social life. Attention is devoted to issues of method such as reliability and validity, implications for philosophy of social science study, portrayal of both person and context or setting. We focus on the complex interplay of observer and observed, and we also examine “reflexivity” in the human sciences. *B. Cohler. Winter. (C, D)*

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. (B, C)*

24700. The Family and Public Policy. (=PBPL 24700) This course investigates changes in family life in the U.S. in historical and contemporary perspective, with an emphasis on the ways in which policy has been shaped by (and, in turn, affects) family norms and practices. Topics include gender roles, work patterns, and welfare policy; reproductive choices, parenting, and child care; and current family politics. *B. Farrell. Autumn. (C)*

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. (D)

25900/30700. Developmental Psychology. (=PSYC 20500/30500) This course is an introduction to developmental psychology that stresses the development and integration of cognitive, social, and perceptual skills. *Discussion section required.* S. Goldin-Meadow, S. Hans. Autumn. (B)

26000. Introduction to Social Psychology. (=PSYC 20600/30600) PSYC 20000 recommended. This course examines social psychological theory and research based on both classic and contemporary contributions. Among the major topics examined are conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology. N. Stein, T. Trabasso. Autumn. (C, D)

26201. The Social Ecology of Childhood. This course is concerned with social and cultural influences on human development during childhood. Particular emphasis is placed on children between the ages of six and twelve, and we link middle childhood with aspects of infancy, early childhood, and adolescence. Despite this focus, however, our broad goal is to provide a framework for thinking about human development through the life-course as an ecological experience. Towards this end, readings and discussions focus on mixing psychological, sociological, and anthropological tools to understand developmental phenomena. A. Guest. Winter. (B)

26202. Health and Healing across Cultures. This course is concerned with meanings of "health" and "healing," and with the way that these meanings may be defined differently in diverse cultural contexts. Specifically, we explore the history and basic principles of some of the major healing traditions around the world (from India, China, Africa), and some of the ways medical anthropologists have analyzed aspects of health and healing, such as ritual, aging, and gender. We conclude with an examination of how some cultural healing traditions have been adapted to the current American health-care landscape in the form of "complementary and alternative medicine" (e.g., acupuncture, yoga). M. Tirodkar. Spring. (C)

27100. Rewriting the Past: Narrative, Ritual, and Monument. (=BPRO 26000, PSYC 25400) This course focuses on the manner in which we make use of the past, the personal past, the collective past, and the place of social and historical change in retelling and rewriting life-history and history. We discuss a number of topics including twentieth-century war memorials, the Vietnam Veterans Memorial, high school and college reunions, the Holocaust and its representation in contemporary European society, the construction of the Israeli notional tradition, and the construction of Abraham Lincoln as an American story of loss and renewal. B. Cohler, P. Homans. Winter. (C)

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. Winter. (D)*

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. (D)*

27900. Self and Identity. (=PSYC 27900) This course introduces research and theory related to psychological aspects of self and identity. Specific topics are drawn from the following broad areas: development of self (e.g., origins of selfhood), self-knowledge (e.g., organization of self-knowledge, motivational influences on self-knowledge), self and subjective experience (e.g., esteem, self, emotion), self-regulation (e.g., processes of self-control, willpower), self and interpersonal processes (e.g., self-presentation, role models), and culture and self. *W. Goldstein. Autumn. (D)*

28000/32800. Advanced Psychoanalytic Theory. *PQ: Consent of instructor.* 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. (D)*

28701/38701. Social and Cultural Foundations of Mental Health. Current professional thinking about mental health and illness focuses almost exclusively on psychobiological conditions. This course aims to broaden our current understanding of mental health and illness by exploring the basic sociocultural influences on psychological well-being. The contributions of Emile Durkheim, Georg Simmel, G. H. Mead, Clifford Geertz, Peter Berger, and other classic and contemporary writers are used to show the vital connection between individual development and functioning and the sociocultural context in which that occurs. *D. Orlinsky. Spring. (C, D)*

29700. Undergraduate Reading and Research. *Students are required to submit the College Reading and Research Course Form. Available for quality grades or for P/F grades. Autumn, Winter, Spring.*

29800. Senior Paper 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. Students may wish to take a Reading and Research course in the Winter Quarter in order to complete work on their 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. *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 quality grades or for P/F grades. Winter.*

30101. Construction Grammar. *PQ: Consent of instructor. A n introduction to constructional approaches to the grammars of natural human languages. These approaches are characterized by their close attention to conventional and symbolic aspects of grammar, the tight integration of grammar and lexicon, and the close relationship between grammar and language use. Students learn to work with feature structures, the notational formalism used in most constructional approaches, and complete regular exercises in grammatical analysis. C. Johnson. Autumn. (B, C)*

30901. Biopsychology of Sex Differences. *PQ: Knowledge of biology required; prior course in biology or biological psychology helpful. This course explores the biological basis of mammalian sex differences and reproductive behaviors. We consider a variety of species, including humans. We address the physiological, hormonal, ecological, and social basis of sex differences. J. Mateo. Autumn. (A)*

31600. Introduction to Language Development. (=LING 21600/31600, PSYC 33200) This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics). *S. Goldin-Meadow, C. Johnson. Winter. (B)*

38300. Clinical Ethnography. *Class limited to ten students. This course explores psychiatric illness in cultural context. We address several puzzles in the scientific and scholarly literature: why "depression" is experienced as sadness by middle-class Americans but as joint pains elsewhere; why schizophrenia has a better prognosis in non-Western settings; why trauma-related disorders include altered states in some countries but not in others. We also discuss whether or not these comparisons are legitimate. Readings include Kleinman, Scheper-Hughes, Brandes, and O'Neill. T. Luhrmann. Spring. (C, D)*

38900. Freud and Psychoanalysis: The Lectures and Case Studies. (=FNDL 23302, HIPS 24401, PSYC 28501) This seminar focuses on the nature of the argument constructed by Freud in the *Introductory-New Introductory Series*, including three case studies (Dora, "Rat-Man," Little Hans), and the role of this work for the emergence of psychoanalysis. Each of the major sections of the work is illustrated by study of one of Freud's case reports. Much of the time is spent in a careful analysis of the text and in the writing of a paper that relates Freud's ideas to topics of particular interest to students. *B. Cohler. Spring. (D)*