

# Comparative Human Development

*Departmental Chair: Richard P. Taub, HD 205, 834-8907*

*Undergraduate Program Chair: David Orlinsky, J 445, 702-7921,  
d-orlinsky@uchicago.edu*

*Departmental Contact: Janie Lardner, HD 102, 702-3971*

*Web: [humdev.uchicago.edu](http://humdev.uchicago.edu)*

## Program of Study

The program in Comparative Human Development focuses on the study of persons over the course of life; on the social, cultural, biological, and psychological processes that jointly influence development; and on growth over time in different social and cultural settings. The study of human development also offers a unique lens through which we consider broad questions relevant to the social sciences, like the processes and impacts of social change, and the interactions of biology and culture. Faculty members in Human Development with diverse backgrounds in anthropology, biology, psychology, and sociology conduct research on topics that include (but are not limited to): the social and phenomenological experience of mental illness; the impact of socioeconomic context on growth and development; the influence of social interaction on biological functioning; the tensions inherent in living in multicultural societies; the experience and development of psychotherapists in Western and non-Western countries; and the ways in which youth in Third World countries are forging new conceptions of adulthood. Given this interdisciplinary scope, the program in Comparative Human Development provides an excellent preparation for students interested in advanced postgraduate study at the frontiers of several social science disciplines, or in careers and professions that require a broad and integrated understanding of human experience and behavior—e.g., mental health, education, social work, health care, or human resource and organizational work in community or corporate settings.

## Program Requirements

The undergraduate program in Comparative Human Development has the following components.

- I. **Core Courses.** A two-quarter introductory sequence in Comparative Human Development should be completed prior to Spring Quarter of a student's third year. HUDV 20000 focuses on theories of development, with particular reference to development of the self in a social and cultural context. HUDV 20100 focuses on modes of research and inquiry in human development, including basic concepts of research design and different methods used in studying human development (e.g., ethnography, experiments, surveys, discourse analysis and narrative inquiry, animal models). Consideration

is given to the advantages and limitations of each approach in answering particular questions concerning person and culture.

- II. Methods.** Students must register for one quantitative *or* one qualitative methods course (designated in the list of Courses with the letter “M”) *or* one research methods course in a related department (with the consent of an HD program chair). A course in statistics may count for the quantitative methods requirement.
- III. Distribution.** Students must take *one* course in each of *three* of the four areas below. (Examples of topics within each area are listed.)
- A. *Comparative Behavioral Biology:* includes courses on the biopsychology of attachment, evolutionary social psychology, evolution of parenting, biological psychology, primate behavior and ecology, behavioral endocrinology
  - B. *Life Course Development:* includes courses on 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; the study of lives
  - C. *Culture and Community:* includes courses on cultural psychology; psychological anthropology; 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:* includes courses on personality theory and research; social and cultural foundations of mental health; modern psychotherapies; psychology of well-being; 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.** Students must take *three* additional courses in *one* of the three areas they have chosen in their distribution requirement (for a total of four courses in one area).
- V. Electives.** A student must choose *three* additional courses in Comparative Human Development, or in a related discipline with prior approval of an HD program chair. Students seeking a capstone to their College experience are encouraged to select a “Big Problems” course, preferably during their fourth year, and may count this as one of their program electives.
- VI. B.A. Honors and Related Courses.** To receive departmental honors at graduation, students must have (1) attained a GPA in the major higher

than 3.5 and an overall GPA of 3.25 or higher by the end of the quarter prior to the quarter of graduation, *and* (2) completed a meritorious B.A. honors paper under the supervision of a HD faculty member. Students who seek departmental honors must register for and successfully complete the B.A. Honors Seminar (HUDV 29800), and then must register for the Honors Paper Preparation course (HUDV 29900) with a faculty member who agrees to supervise their honors project. (See the section entitled B.A. Honors Guidelines for a complete account of the requirements.)

**B.A. Honors Seminar.** The Honors Seminar (HUDV 29800) aims to help qualified students formulate a suitable proposal and find a faculty supervisor. Students eligible for departmental honors must register for the Honors Seminar during the Spring Quarter of their *third* year (see the section B.A. Honors Guidelines for the prerequisites, and the note on Residence). This course must be taken for a quality grade and may be counted as one of the student's required HD electives.

**Honors Paper Preparation Course.** This tutorial course (HUDV 29900) aims to help students successfully complete work on their B.A. Honors paper. Students must register for the course with their faculty supervisor either in the Winter or Spring Quarter of their fourth year, as a *thirteenth required course*.

**Honors Paper Due Date.** Honors papers are due by the end of fifth week of the quarter in which a student plans to graduate (typically in Spring Quarter).

**Residence.** Qualified students who wish to seek departmental honors but who plan to study elsewhere in Spring Quarter of their third year must make prior arrangements with the HD undergraduate chair to determine an acceptable alternative method for meeting honors requirements. Students who have already undertaken a B.A. honors project but who plan to study elsewhere during their fourth year must have prior approval from their faculty B.A. project supervisor and the HD undergraduate chair.

### Summary of Requirements

2	core courses (HUDV 20000 and 20100)
1	methods courses
3	distribution courses
3	additional courses as a specialization in one of their distribution areas
<u>3</u>	electives
12*	

\* *Students applying for departmental honors must also register for HUDV 29900 (Honors Paper Preparation) for a total of 13 credits, but may count HUDV 29800 (B.A. Honors Seminar) as one of their three required program electives.*

## Applicability of Requirements

The requirements listed above represent a modification of previously stated criteria for the B.A. degree in Comparative Human Development. The applicability of program requirements should be interpreted as follows: (1) Students in the HD major who will graduate during the 2005-06 academic year must follow the criteria that were in effect when they entered the program. (2) Students who will graduate in 2006-07 should follow the new requirements, but may petition the HD undergraduate chair for permission to follow the old requirements. (3) Beginning in 2007-08, all students must follow the new requirements.

**Grading.** All courses required for the major in Comparative Human Development must be taken for quality grades.

**B.A. Honors Guidelines.** Students with qualifying GPAs may seek to graduate with departmental honors by successfully completing a B.A. Honors paper that reflects scholarly proficiency in an area of study within Human Development. The paper should reflect original research of an empirical, scholarly, or theoretical nature and must be rated as worthy of honors by the student's faculty supervisor and a qualified second reader (typically another faculty member). The paper should be about thirty to forty pages in length, and the grade given for it will become the grade of record for the Honors Paper Preparation course (HUDV 29900).

Permission to register for the B.A. Honors Seminar course (HUDV 29800) will be granted to students with a GPA at the end of Winter Quarter of the third year that shows promise of meeting the standards set for honors by the end of Winter Quarter of the fourth year.

Permission to undertake a B.A. Honors project will be granted by the HD undergraduate chair to students who (1) have successfully completed the B.A. Honors Seminar (HUDV 29800), and (2) have filed a properly completed B.A. Honors Project Proposal form with the departmental secretary in HD 102 no later than tenth week of Spring Quarter.

To receive departmental honors upon graduation, students (1) must have attained a cumulative overall GPA of 3.25 or higher *and* a major GPA higher than 3.5 by the end of the quarter prior to the quarter of graduation, and (2) must have received a high grade on their B.A. Honors Paper.

**B.A. Honors Paper for Dual Majors.** In very special circumstances, students may be able to write a longer B.A. Honors Paper that meets the requirements for a dual major (with prior approval from the undergraduate program chairs in both departments). Students should consult with both chairs before the end of Spring Quarter of their third year. A consent form, available from the student's College adviser, must be signed by both chairs and returned to the College adviser, with copies filed in both departmental offices, by the end of Autumn Quarter of the student's graduation year.

## Faculty

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

## Associated Faculty

K. Cagney, J. Comaroff, J. Farquhar, S. Fisher, S. Hans, S. Mufwene

## Courses: Human Development (HUDV)

*Areas of specialization described in the Program Requirements section above are indicated by boldfaced parentheses: (A) Comparative Behavioral Biology, (B) Developmental Perspectives, (C) Cultural Perspectives, (D) Mental Health Perspectives, and (M) Methods. See the Program Requirements section for course distribution requirements.*

**20000. Introduction to Human Development.** This course introduces 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. *T. Luhrmann. Autumn, 2006. (Core Course)*

**20100. Human Development/Research Designs in Social Science.** (=PSYC 21100) 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. *M. Keels. Winter. (Core Course)*

**20201/30001. Adolescence and Youth.** (=PSYC 21800) This discussion-style course considers the adolescent epoch in terms of the course of life. We focus on the adolescent’s life along with the transition from adolescence to youth. These aspects of adolescent development are viewed within the context of historical, social, and cultural perspectives. We consider both ethnographic studies of youth in cultures other than our own and intra-cohort variation (e.g., social status, geography, ethnicity) within our own society. Lastly, we consider the impact of globalization and the media on the adolescent’s experience of self and others. *B. Cohler. Autumn, 2006. (B)*

**20202/30202. Perspectives on Sexuality and Gender.** (=PSYC 33650) This course considers biopsychology factors that contribute to our definition of gender and gender identity. We focus on the interplay of society, life-course,

and particular life circumstances in construction of a gendered self. We also consider the domains of gender orientation and sexual orientation. Readings and class discussions include contributions from queer theory, psychological development, and sexuality and society. We also consider globalization and the problem of gender identity as a construct apart from social change. *B. Cohler. Winter, 2007. (B)*

**21301. Modern Readings in Anthropology: Shamanism.** (=ANTH 21301) For course description, see Anthropology. *R. Fogelson. Offered 2007-08; not offered 2006-07.*

**21401. African Civilization II.** (=AFAM 20702, ANTH 20702, HIST 10102, SOSC 22600) This course, which is the second quarter of the African civilization sequence, takes up the classic question of continuity and change in African societies by examining the impact of colonialism and daily life in post-colonial societies. The course is structured in terms of critical themes in the study of modern African societies. The themes that we address are: the colonial experience, with particular emphasis on the symbolic and intimate dimensions of the colonial experience; anti-colonial movements and the construction of political imaginaries; and, finally, the experience of everyday life in the context of neoliberal economic reform. We focus on the countries of South and South Eastern Africa (i.e., Kenya, Zimbabwe, Zambia, South Africa, Madagascar). *J. Cole. Winter, 2007.*

**21800. Primate Behavior and Ecology.** (=BIOS 23248, EVOL 37300) *PQ: Completion of the general education requirement for the biological sciences. This course is the second of three in the Primate Biology and Human Evolution sequence (see also BIOS 23241 and BIOS 23253).* This course explores the behavior and ecology of nonhuman primates with an emphasis on their natural history and evolution. Specific topics include methods for the study of primate behavior, history of primate behavior research, socio-ecology, foraging, predation, affiliation, aggression, mating, parenting, development, communication, cognition, and evolution of human behavior. *D. Maestriperi. Autumn, 2006. (A)*

**23000/31000. Cultural Psychology.** (=HDCP 41060, 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. *R. Shweder. Autumn.*

**23249. Animal Behavior.** (=BIOS 23249, HDCP 41650, PSYC 23249) *PQ: Completion of the general education requirement for the biological sciences.* This course introduces 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 (even years), J. Mateo (odd years=PSYC 23249). Winter. (A)*

**23600/33600. Development in Infancy.** (=PSYC 23600/33600) *PQ: PSYC 20000 or 22300, or consent of instructor.* For course description, see Psychology. *B. Bertenthal. Spring, 2007.*

**23800/36400. Theories of Emotion, Culture, and the Psychology of Well-Being.** (=PSYC 26400/36400) For course description, see Psychology. *N. Stein. Spring, 2007. (D)*

**23900/31600. Introduction to Language Development.** (=LING 21600/31600, PSYC 23200/33200) For course description, see Psychology. *S. Goldin-Meadow. Winter. (B)*

**24204. Romantic Love: Cultural and Psychological Perspectives.** (=BPRO 24204, ISHU 24204) *PQ: HUDV 24103 or consent of instructor.* For course description, see Big Problems. *D. Orlinsky, K. Mitova. Spring, 2007.*

**25200. Body and Soul: Approaches to Prayer.** (=BPRO 25200, RLST 28800) *PQ: Third- or fourth-year standing.* For course description, see Big Problems. *T. Lubrermann, A. Boden. Offered 2007-08; not offered 2006-07. (C)*

**25900/30700. Developmental Psychology.** (=PSYC 20500/30500) For course description, see Psychology. *Discussion section required. S. Levine, C. Raver. Spring. (B)*

**26000/30600. Social Psychology.** (=PSYC 20600/30600) *PSYC 20000 recommended.* For course description, see Psychology. *W. Goldstein. Autumn. (D)*

**27102. Memory, Commemoration, and Mourning.** (=AASR 30001, BPRO 26050, FNDL 23312, PSYC 25450, RLST 28102) *PQ: Third- or fourth-year standing.* For course description, see Big Problems. *B. Cohler, P. Homans. Spring, 2007. (D)*

**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 (e.g., psychodynamic, interpersonal, client-centered, gestalt, and cognitive-behavioral orientations). Couple and family therapy sessions, as well as sessions with younger clients, may also be viewed. Historical and conceptual models are presented to deepen an understanding of what is being viewed, but the main emphasis is on experiential learning through observation and discussion. *D. Orlinsky. Spring. (D)*

**27903. Yucatec I.** *Three consecutive quarters of instruction are offered at basic and intermediate levels. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must receive consent of instructor. Materials exist for a second year of the course; interested students should consult with the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer to support such efforts.* This course is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. *J. Lucy. Winter, 2007.*

**28000/32800. Advanced Psychoanalytic Theory.** This seminar focuses on present psychoanalytic theories and their relationships 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. We also examine the problems and uses of transference and countertransference, and we look at some aspects of feminism in psychoanalytic theory. *S. Fisher. Winter. (D)*

**29700. Undergraduate Reading and Research.** *Students are required to submit the College Reading and Research Course Form. Must be taken for a quality grade. Autumn, Winter, Spring.*

**29800. B.A. Honors Seminar.** *PQ: Consent of HD program chair. Required of students seeking departmental honors, this course should be taken by students seeking departmental honors in Spring Quarter of their third year.* This seminar is designed to help develop an honors paper project that will be approved and supervised by a HD faculty member. A course preceptor guides students through the process of research design and proposal writing. *Spring.*

**29900. Honors Paper Preparation.** *PQ: HUDV 29800 and an approved honors project. To complete work on their B.A. Honors paper, students must register for this course with their faculty supervisor, typically in the quarter preceding the one in which they expect to graduate. Students are required to submit the College Reading and Research Course Form. The grade assigned to the B.A. Honors paper becomes the grade of record for this course. Autumn, Winter, Spring.*

**30303. Community and School Contexts of Child Development.** In this course, students discuss the structural and social contexts that shape developmental and educational processes. Ecological theory is introduced and applied to the issue of the effects of distinct developmental niches. Principles regarding the role of person-context interactions are examined through research on the family environment, peer networks, and school/classroom context. Students review a range of studies that seek to disentangle the impact of neighborhoods, schools, and peers on both individual student achievement levels and achievement gaps between ethnic and socioeconomic groups. *M. Keels. Winter, 2007. (B)*



**31000. Cultural Psychology.** (=PSYC 33000) *PQ: Third- or fourth-year standing and consent of instructor.* 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. (C)*

**31401/41401. Cognitive Development and Complex Language Acquisition.** (=PSYC 31401/41401) For course description, see Psychology. *N. Stein. Autumn, 2006. (B)*

**32220. Youth: A Historical and Ethnographic Investigation.** In recent years, in part in response to the visibility of youth across the globe in the context of globalization, youth have once again emerged as a major focus of anthropological analysis. Drawing on both historical studies of youth and recent anthropological analysis, this class addresses the question of how to conceptualize youth and what kinds of broader theoretical insights might be gained from studying them. The class begins by addressing classic debates in the study of youth, including the notion of adolescence and youth subculture. We then attempt to work out an agenda for studying youth through our reading of contemporary articles and ethnographies. *J. Cole. Spring, 2007. (C)*

**33101-33102. Native Peoples of North America I, II.** (=ANTH 33101-33102) *PQ: Third- or fourth-year standing.* For course description, see Anthropology. *R. Fogelson. Offered 2007-08; not offered 2006-07.*

**34501-34502. Anthropology of Museums I, II.** (=ANTH 24511-24512/34501-34502, MAPS 34500-34600, SOSC 34500-34600) *PQ: Advanced standing and consent of instructor.* For course description, see Anthropology. *Several visits to area museums required. R. Fogelson, M. Fred. Winter, Spring.*

**34800. Kinship and Social Systems.** *Strong background in evolutionary theory not required; basic understanding of biology and natural selection recommended.* This lecture/discussion course uses a biological approach to understanding how groups form and how cooperation and competition modulate group size and reproductive success. We explore social systems from evolutionary and ecological perspectives, focusing on how the biotic and social environments favor cooperation among kin as well as how these environmental features influence mating systems and inclusive fitness. *J. Mateo. Autumn, 2006. (A)*

**37500-37502-37503. Research Seminar in Animal Behavior I, II, III.** (=EVOL 37600-37700-37800) *Students register for this course in Autumn Quarter and receive credit in Spring Quarter after successful completion of the year's work.* This workshop involves weekly research seminars in animal behavior given by

faculty members, postdocs, and advanced graduate students from this and other institutions. The seminars are followed by discussion in which students have the opportunity to interact with the speaker, ask questions about the presentation, and share information about their work. The purpose of this workshop is to expose students to current comparative research in behavioral biology and provide interactions with some of the leading scientists in this field. *D. Maestripieri. Autumn, Winter, Spring. (A)*

**37800. Evolutionary Social Psychology.** This course explores human social behavior from the perspective of a 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). *D. Maestripieri. Winter, 2007. (A)*

**37801. If Someone Asserts It, Deny It: Critical Reasoning and Political Correctness in Social Science Research.** (=PSYC 36500) This seminar is an experiment in honoring the skeptical intellectual tradition. That intellectual tradition, which has its home in the great universities of the world, aims to achieve accuracy and impartiality in human understanding through a principled commitment to explore the other side, even when that requires the articulation of an unpopular or politically incorrect point of view. While it may be a matter for debate whether the intellectual virtues we associate with skepticism are at risk of being sacrificed in the academy these days, this seminar engages a social science and public policy literature that raises skeptical doubts about “received wisdom” on a variety of consequential fronts. *R. Shweder. Winter. (M)*

**38000-38100-38200. Mind and Biology Proseminar.** (=PSYC 37000-37100-37200) *Credit is granted only in Spring Quarter after successful completion of the year's work.* For course description, see Psychology. *The seminar series meets three to four times a quarter. D. Gallo, L. Kay, D. Maestripieri, M. McClintock. Autumn, Winter, Spring. (A)*

**38300. Clinical Ethnography.** Evidence increasingly suggests that psychiatric illnesses (even those thought of as primarily biomedical) look different in different settings. Their symptoms may change, their prognosis may vary, and, certainly, what they “mean” may shift significantly. This course introduces what we now know about the way the identification, experience, and treatment of serious mental illness changes in different cultural settings, and the way ethnographic analysis can be used to capture and understand these changes. *T. Lubrman. Spring, 2007. (C, D, M)*

**42200. Research Seminar in Research in Behavioral Endocrinology.** (=EVOL 42200, PSYC 26200/42200) *PQ: Consent of instructor.* For course description, see Psychology. *M. McClintock. Autumn, Winter, Spring.*