

# Comparative Human Development

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## Program of Study

The program in Comparative Human Development (CHDV) 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. CHDV 20000 focuses on theories of development, with particular reference to development of the self in a social and cultural context. CHDV 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 CHDV 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 CHDV 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 CHDV faculty member. Students who seek departmental honors must complete the Honors Seminar (CHDV 29800), and then must register for the Honors Paper Preparation course (CHDV 29900) with a faculty member who agrees to supervise their honors paper. (See the section entitled Honors Guidelines for a complete account of the requirements.)

**B.A. Honors Seminar.** The Honors Seminar (CHDV 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 required electives.

**Honors Paper Preparation Course.** This tutorial course (CHDV 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 undergraduate chair to determine an acceptable alternative method for meeting honors requirements. Students who have already undertaken an honors paper but who plan to study elsewhere during their fourth year must have prior approval from their faculty honors paper supervisor and the CHDV undergraduate chair.

### Summary of Requirements

2	core courses (CHDV 20000 and 20100)
1	methods course
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 CHDV 29900 (Honors Paper Preparation) for a total of 13 credits, but may count CHDV 29800 (B.A. Honors Seminar) as one of their three required program electives.*

**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 honors by successfully completing a B.A. honors paper that reflects scholarly proficiency in an area of study within Comparative 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 (CHDV 29900).

Permission to register for the B.A. Honors Seminar course (CHDV 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 paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed the B.A. Honors Seminar (CHDV 29800), and (2) have filed a properly completed B.A. Honors Paper 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, D. Maestripietri, 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: Comparative Human Development (CHDV)

*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. *B. Cobler. Autumn. (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)*

**20400/30400. 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 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. A variety of traditional theoretical concerns of the broader Mesoamerican region are stressed. *J. Lucy. Winter. (C)*

**21301. Modern Readings in Anthropology: Shamanism.** (=ANTH 21301) The venerable topic of shamanism is explored in its original Siberian manifestations; North American variations; and extensions into Central America, South America, and elsewhere. The New Age and not-so-New Age interest in shamanism is also considered. *R. Fogelson. Offered 2008–09; not offered 2007–08.*

**21500. Darwinian Health.** (=GNDR 21500) This seminar uses an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we consider how health issues (i.e., menstruation, senescence, pregnancy, menopause, diseases) can be considered adaptations rather than pathologies. *We*

also discuss how our rapidly changing environments can reduce the benefits of these adaptations. *J. Mateo. Autumn. (A)*

**21800. Primate Behavior and Ecology.** (=BIOS 23248, EVOL 37300) *PQ: Completion of the general education requirement in the biological sciences. This course is the second of three in the Primate Biology and Human Evolution sequence (see also BIOS 23241 and 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. (A)*

**21901/31900. Language, Culture, and Thought.** (=ANTH 27605/37605, HDPC 41060, PSYC 23000/33000) *J. Lucy. Autumn.*

**22001/44450. Developmental Biopsychology.** (=PSYC 31700) *PQ: PSYC 20000 or completion of the general education requirement in Biological Sciences.* This course is an introduction to biological and physiological analysis of behavior and to principles of neural and endocrine integration. We use a developmental emphasis with experimental and clinical literature. *M. McClintock. Spring. (A, B)*

**23000/31000. Cultural Psychology.** (=HDPC 41060, PSYC 23000/33000) *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. This course is an analysis of the concept of "culture." We also 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)*

**23900/31600. Introduction to Language Development.** (=LING 21600/31600, PSYC 23200/33200) 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. Winter. (B)*

**24204. Romantic Love: Cultural and Psychological Perspectives.** (=BPRO 24204) *PQ: Concurrent registration in BPRO 24100 and third- or fourth-year standing.* Romantic love may be regarded as a "big problem" on a personal level because of its central role in the lives of individuals in modern society, its effect on their happiness, and its apparently paradoxical relation to marriage in

modern society. Romantic love is also a “big problem” theoretically because, as a psychological phenomenon, it challenges our notions of rationality, volition, and mental health; and because, as a cultural phenomenon, its historical origins are enigmatic and controversial. This part of an integrated, double course combines psychological, social, and cultural theories in examining the varied aspects of romantic experience. *D. Orlinsky, K. Mitova. Spring.*

**24600/34600. Sexuality, Identity, and the Life Course.** (=GNDR20800/30800, HIPS 26900, ISHU 35900, PSYC 24600/34600, SOCS 25900) Beginning with a consideration of the shifting historical context of narratives in our culture concerning sexuality, this course explores the concept of sexual identity, its impact on human development across the course of life, and its expression in the personal narratives. In addition to addressing the role of generational or historical change in shaping understandings of sexuality, we consider recent empirical and theoretical investigations of the cultural construction of sexuality, including the possible contributions of “queer theory.” We then move on to a consideration of the developmental processes relevant to an understanding of sexuality. *B. Cobler. Spring. (B, D)*

**24701/34701. The Development of Emotional and Social Understanding.** (=PSYC 24701/34700) This course focuses on the development of emotional and social understanding from infancy through adolescence. We discuss questions such as: How we conceptualize and define emotional understanding? How are moods and emotions related to each other? How good is emotional memory? Do young children have the capabilities to remember emotional events accurately? How does emotional understanding reflect children’s understanding of themselves and other people? Are emotional expressions accurate predictors of behavior in subsequent situations? *N. Stein. Autumn. (B)*

**25506/35506. Are Asians and Caucasians Really Different? A Biosocial and Philosophical Perspective.** This course covers data on newborns and early childhood, as well as on cognitive styles in young adults. We also consider genomic and linguistic “distances” and distribution of DNA markers worldwide. We then proceed with selections from thirteenth- and fourteenth-century classics from both the East and the West, discussing the differential privileging of “being and nothingness” in Western and Eastern philosophy. Finally, we hope to end the perennial quibble of “Is it cultural or biological?” with our emphasis on interdisciplinary dialog and on the Eastern notion of “nonduality.” *D. Freedman. Spring. (C)*

**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. Duncan, Staff. Spring.*

**26000/36000. Social Psychology.** (=PSYC 20600/30600) *PSYC 20000 recommended.* This course examines social psychological theory and research based

on both classic and contemporary contributions. Topics include conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology. *W. Goldstein. Autumn.*

**27000. Judgment and Decision Making.** (=PSYC 27000) This course provides an overview of topics related to the psychology of decision making and judgment. Topics are drawn from three broad areas: the ends that people pursue (e.g., happiness, meaning), the means with which people pursue them (e.g., processes of self-regulation, strategies of management and coping, planning, problem solving, evaluation, choice), and limitations of deliberative decision making (e.g., lack of self-knowledge, unconscious or emotional processes that are difficult to control, external constraints). *W. Goldstein. Winter.*

**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)*

**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 CHDV program chair. Students seeking departmental honors must take this course in Spring Quarter of their third year.* This seminar is designed to help develop an honors paper that will be approved and supervised by a CHDV faculty member. A course preceptor guides students through the process of research design and proposal writing. *Spring.*

**29900. Honors Paper Preparation.** *PQ: CHDV 29800 and an approved honors paper. To complete work on their B.A. honors paper, students must register for this course with their faculty supervisor in Winter or Spring Quarter of their fourth year. 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.*



**30901. Biopsychology of Sex Differences.** *PQ: Introductory course in biology or biological psychology.* This course explores the biological basis of mammalian sex differences and reproductive behaviors. We consider a variety of species (including humans), addressing the physiological, hormonal, ecological, and social foundations of sex differences. *J. Mateo. Winter. (A)*

**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 raise questions about alternative forms of subjectivity across cultural groups. We analyze the concept of “culture” and examine ethnic and cross-cultural variations in mental functioning, paying special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning. *R. Shweder. Autumn. (C)*

**33101-33102. Native Peoples of North America I, II.** (=ANTH 33101-33102) *PQ: Third- or fourth-year standing.* This course is a comprehensive review of Native American cultural history, including consideration of intellectual context, prehistory, ethnology, history, and the contemporary situation. The last half of the third quarter is devoted to a mutually agreed upon topic in which students pursue individual research, the results of which are presented in seminar format. *R. Fogelson. Autumn, Winter.*

**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. (A)*

**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.* Topics relate to mind and psychology. *The seminar series meets three*

*to four times a quarter. D. Gallo, L. Kay, D. Maestriperi, M. McClintock. Autumn, Winter, Spring. (A)*

**42200. Research Seminar in Research in Behavioral Endocrinology.** (=EVOL 42200, PSYC 26200/42200) *PQ: Consent of instructor.* Ongoing research in the lab of Professor McClintock is discussed. *M. McClintock. Autumn, Winter, Spring.*