

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 the 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 the 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 submit a petition to the CHDV undergraduate chair by fifth week of Spring Quarter. The petition must include (1) a description of the proposed project, (2) an explanation of how the study abroad experience will inform the project, and (3) an explanation of why that project must be carried out in the study abroad geographical area. Students must also obtain the signature of a member of the CHDV faculty who will serve as their adviser.

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
3	electives
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* *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. Maestriperio, 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, S. Levine, T. Regier

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. Cohler. 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)*

20201/30001. Adolescence and Youth. (=PSYC 21800/31800) This discussion-style course considers the adolescent epoch in terms of the course of life. The course focuses on the adolescent’s life, together with the transition from adolescence to youth. These aspects of adolescent development are viewed within the context of historical, social, and cultural perspectives, considering both ethnographic studies of youth in cultures other than our own and intra-cohort variation (e.g., social status, geography, and ethnicity within our own society). We conclude by considering the impact of globalization and the media on the adolescent’s experience of self and others. *B. Cohler. Winter, 2009. (B)*

21000/31000. Cultural Psychology. (=ANTH 21500/35110, PSYC 23000/33000) *PQ: Third- or fourth-year standing.* There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. This course analyzes the concept of “culture” and examines 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, 2009. (C)*

21301. Modern Readings in Anthropology: Shamanism. (=ANTH 21301) For course description, see Anthropology. *R. Fogelson. Offered 2009–10; not offered 2008–09.*

21401. Introduction to African Civilization II. (=AFAM 20701, ANTH 20702, HIST 10102, SOSC 22600) *Completion of the general education requirement in social sciences is recommended. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies.* For course description, see Anthropology. *J. Cole. Spring, 2009. (C)*

21500. Darwinian Health. (=GNDR 21500, HIPS 24300) This course uses an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we consider how health issues (e.g., menstruation, senescence, menopause, allergies) can be considered adaptations rather than pathologies and how, in our rapidly changing environments, these traits may no longer be beneficial. *Autumn, 2009. (A)*

21800/34300. Primate Behavior and Ecology. (=BIOS 23248, EVOL 37300) *PQ: Completion of the general education requirement in the biological sciences.* 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. (A)*

21901/31900. Language Culture and Thought. (=ANTH 27605/37605, PSYC 21950/31900) This survey course explores the role of natural language in shaping human thought. Through lecture and discussion, we take up the topic at three levels: semiotic-evolutionary (the role of natural language in enabling distinctively human forms of thinking—the rise of true concepts and self-consciousness), structural-comparative (the role of specific language codes in shaping habitual thought—the “linguistic relativity” of experience), and functional-discursive (the role of specialized discursive practices and linguistic ideologies in cultivating specialized forms of thought—the pragmatics, politics, and aesthetics of reason and expression). Readings, which are drawn from many disciplines, emphasize developmental, cultural, and critical approaches. *J. Lucy. Autumn, 2009. (C)*

23249. Animal Behavior. (=BIOS 23249, PSYC 23249) *PQ: Completion of the general education requirement in the biological sciences.* For course description, see Biological Sciences. *S. Pruett-Jones (even-numbered years), J. Mateo (odd-numbered years). Winter. (A)*

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

24150. Romantic Love: Cultural, Philosophical, and Psychological Aspects. (=BPRO 24150, GNDR 24150, HUMA 24150, ISHU 24150) *PQ: Third- or fourth-year standing.* For course description, see Big Problems. *The class meets for six hours a week. D. Orlinsky, K. Mitova. Spring, 2009.*

24300/39300. Qualitative Methods in Social Science. (=PSYC 24300/39300) 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. “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, and to both the complex interplay of observer and observed, and “reflexivity” in the human sciences. *B. Cohler. Winter, 2010. (M)*

24701/34701. The Development of Emotional and Social Understanding. (=PSYC 24701/34700) For course description, see Psychology. *N. Stein. Autumn.*

25900/30700. Developmental Psychology. (=PSYC 20500/30500) For course description, see Psychology. *N. Stein. Spring.*

26000/36000. Social Psychology. (=PSYC 20600) *PSYC 20000 recommended.* For course description, see Psychology. *M. Henderson. Autumn. (C)*

27000. Judgment and Decision Making. (=PSYC 27000) For course description, see Psychology. *W. Goldstein. Autumn, 2008.*

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, 2009. (C, 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.*

For more courses, visit collegecatalog.uchicago.edu.

32102. Structure and History. This course is part one in a two-part sequence that takes up issues in contemporary social theory; Part 1 addresses issues of structure and history while Part 2, to be offered in Spring of 2010, looks more closely at the construction of subjectivity. The theme for this quarter is the intersection between culture and history: how it is that social change, meaning, and the intersection between the two have been theorized over time. The first half of the class considers classic approaches (Durkheim, Marx, Levi-Strauss), while the second looks at more recent attempts to theorize the nature of historical change

(and historical writing) in the modern world (Foucault, sub-altern studies). The goal of the course is for students to acquire a basic introduction to issues in the historical anthropology. *J. Cole. Winter, 2009. (C)*

32215. Gender, Generations, and Social Change in Africa. This course explores the dynamics of gender and generation in contemporary social change in Africa. We draw on recent ethnographies and historical studies to examine social reproduction and transformation. We may also read some classic Western theory on generations and social change, interrogating to what extent they might be revised in the African context. Texts include Jennifer Johnson Hanks, *Uncertain Honor*; Kristen Cheney, *Pillars of the Nation*; and Nicholas Argenti, *The Intestines of the State*. *J. Cole. Spring, 2009. (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 2009–10; not offered 2008–09.*

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. Maestriperi. Autumn, Winter, Spring. (A)*

38000-38100-38200. Mind and Biology Proseminar. (=PSYC 28001-28002-28003) *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)*

38101-38102. 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.*

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.*