

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 developing 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. BA 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 BA 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.)

BA 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 BA 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 BA honors paper. Students must register for the course with their faculty supervisor either in the Autumn or Winter 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 (BA 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.

BA Honors Guidelines. Students with qualifying GPAs may seek to graduate with honors by successfully completing a BA 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 BA 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 BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed the BA Honors Seminar (CHDV 29800), and (2) have filed a properly completed BA Honors Paper Proposal Form with the departmental secretary in HD 102 no later than tenth week of Spring Quarter of the third year.

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 BA honors paper.

BA Honors Paper for Dual Majors. In very special circumstances, students may be able to write a longer BA 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, S. Hans, M. Keels, D. Kulick, S. Levine, J. Lucy, D. Maestripieri, J. Mateo, M. McClintock, D. Orlinsky, R. Shweder, M. Spencer, N. Stein, R. Taub

Associated Faculty

K. Cagney, J. Comaroff, J. Farquhar, S. Gehlert, D. McNeil, S. Mufwene, T. Regier, L. Waite

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. (=PSYC 21100) 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 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. *Spring. (Core Course)*

20202. Problems in the Study of Sexuality. (=ENGL 10300, GNDR 10200, HUMA 22900, PSYC 22650, SOSC 28300) This course focuses on histories and theories of sexuality: gay, lesbian, heterosexual, and otherwise. This exploration involves looking at a range of materials from anthropology to the law and from practices of sex to practices of science. *S. Michaels, Autumn; B. Cobler, Winter.*

20207. Race, Ethnicity, and Human Development. This course is based upon the premise that the study of human development is enhanced by examining the experiences of diverse groups, without one group standing as the “standard” against which others are compared and evaluated. Accordingly, this course provides an encompassing theoretical framework for examining the processes of human development for diverse humans, while also highlighting the critical role of context and culture. *M. Spencer, Autumn.*

20209. Adolescent Development. Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual conditions, the teenage years represent a challenging period. This course presents the experiences of diverse youth from a variety of theoretical perspectives, improving our understanding about the “what” of human development as well as the “how.” Ultimately, the conceptual orientation described is critical for (1) designing better social policy; (2) improving the training and support of socializing agents (e.g., teachers); and (3) enhancing human developmental outcomes (e.g., resilient patterns). *M. Spencer, Winter.*

20400/30400. Intensive Study of a Culture: Lowland Maya History and Ethnography. 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 Intensive

Study of a Culture: Lowland Maya History and Ethnography 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 will be stressed. *J. Lucy. Spring. Not offered 2009–10; will be offered 2010–11.*

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. (C)*

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.* This course focuses on Eastern and Southern Africa, including Madagascar. We explore various aspects of how the colonial encounter transformed local societies, even as indigenous African social structures profoundly molded and shaped these diverse processes. Topics include the institution of colonial rule, independence movements, ethnicity and interethnic violence, ritual and the body, love, marriage, money, and popular culture. *J. Cole. Winter. (C)*

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. Maestripieri. 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. Spring. (C)*

22212/32212. Love, Conjuality, and Capital: Intimacy in the Modern World. (=GNDR 23102, SALC 23101/33101) A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explore such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa. *J. Cole. Spring.*

23249. Animal Behavior. (=BIOS 23249, HDPC 41650, PSYC 23249) *PQ: Completion of the general education requirement in 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-numbered years), J. Mateo (odd-numbered years). Winter. (A)*

23900/33200. 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.*

24160. Love and Tragedy in Tolstoy's *Anna Karenina*. (=BPRO 24160, GNDR 24160, HUMA 24160, ISHU 24160) *PQ: Third- or fourth-year standing.* Tolstoy's great novel *Anna Karenina* may be the finest and most compelling depiction in literature of the diverse aspects and outcomes of romantic love. Combining humanistic and social scientific perspectives, this course undertakes an intensive study of the novel to examine the joys and sorrows of romantic love, and the successes and tragedies that follow from it, as well as the aesthetic achievement of the novel as a major work of art. Resources for understanding the development of the novel's characters and the fate of their relationships are drawn from Freud's *Introductory Lectures on Psychoanalysis* and other works. Bases for a critical appreciation of the novel are drawn from Aristotle's *Poetics* and Nietzsche's *The Birth of Tragedy*. *D. Orlinsky, H. Sinaiko. Spring.*

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. Spring. (M)*

24600/34600. Sexual Identity, Life Course, and Life Story. (=GNDR 20800/30800, HIPS 26900, PSYC 24600/34600) This course considers gay, lesbian, and bisexual lives from childhood through later life. Beginning with study of the concept of sexual identity, this course explores what is known about biological factors presumed relevant to emergence of same gender sexual orientation. We also discuss social circumstances and aspects of personal development salient among those persons whose self-identify is or becomes gay, lesbian, or bisexual across the years of childhood, adolescence, and young adulthood, as well as in middle and later life. We focus on such issues as gender atypical interests, the contribution of familial circumstances, and the role of the “coming-out” story. We also explore such issues as intimacy, partnership, parenthood, and aging among bisexual men and women, lesbians, and gay men. We conclude with considerations and limitations of “queer theory” to our understanding of sexual identity and life story. *B. Cohler. Winter. Not offered 2009–10; will be offered 2010–11.*

24701/34701. The Development of Emotional and Social Understanding. (=PSYC 24701/34701) This course focuses on the development of emotional and social understanding from infancy through adolescence. We discuss questions such as: How do 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. Spring.*

25900/30700. Developmental Psychology. (=PSYC 20500/30500) This course introduces developmental psychology, stressing the development and integration of cognitive, social, and perceptual skills. *K. Kinzler. Autumn.*

26000. Social Psychology. (=PSYC 20600/30600) This seminar 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. *W. Goldstein. Autumn.*

26301. Practices of Othering and the Logic of Human Rights Violations: Race, Eugenics, and Crowds. (=ANTH 25220/35220, CRPC 26200/36200, HIST 25006/35006, HMRT 26300/36300) How are mass violations of human rights thought up? What scientific theories and political doctrines have been invented and implemented to justify genocide and mass incarceration? These questions serve as our starting point for the course as, through an exploration of different political ideologies and scientific theories, we learn how human rights violations were reasoned and justified. Readings of both primary and secondary sources in the first part of the course explore theories and ideologies that have informed and set the ground for human rights violations. In the second part

we focus on the aftermath of genocide and killing and ask how individuals and groups explain their participation in these acts. *N. Vaisman. Winter.*

27901. Modern Spoken: Yucatec Maya. 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. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. 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 obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer. *J. Lucy. Autumn, Winter, Spring.*

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. BA 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 students develop an honors paper to be submitted for approval and supervised by a CHDV faculty member. A course preceptor provides guidance 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 BA 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 BA honors paper becomes the grade of record for this course. Autumn, Winter.*

30302. Problems of Public Policy Implementation. (=PBPL 22300, SOCI 30302) *PQ: One prior 20000-level social sciences course. PBPL 22100-22200-22300 may be taken in or out of sequence. Once a governmental policy or program is established, there is the challenge of getting it carried out in ways intended by the policy makers. We explore how obstacles emerge because of problems of hierarchy, competing goals, and cultures of different groups. We then discuss how they may be overcome by groups, as well as by creators and by those responsible for implementing programs. We also look at varying responses of target populations. R. Taub. Spring.*

32100. Culture, Power, Subjectivity. This course takes up the classic, yet endlessly fascinating, subject of the relationship of historically produced cultural structures and their relationship to individual and collective forms of subjectivity. We analyze the diverse ways in which classic social thinkers (e.g., Marx, Durkheim, Weber, Althusser, Bourdieu, Foucault) have thought about the relationship

between individuals and collectivities. Topics include the ways in which social and economic formations structure the possibilities for individual human action; the relationship between religious formations and historical transformations; the role of class in the inculcation of taste and desire; and the ways in which, throughout the nineteenth century, new power/knowledge formations have created new ways through which subject formation takes place. *J. Cole. Winter.*

36800. Gestural Communication in Nonhuman and Human Primates. (=PSYC 36800) This seminar explores the communicative use of nonverbal behavior in human and nonhuman primates. Topics include evolutionary, comparative, and cross-cultural aspects of facial expressions and gestures; comparative and cognitive aspects of eye gaze and pointing; the relation between nonverbal behavior and emotion; the development of nonverbal communication in children; the contextual usage and information content of nonverbal expressions; the relation between nonverbal gestures and speech; the neural control of facial expressions; and the perception and processing of nonverbal information in the brain. *S. Goldin-Meadow, D. Maestripieri. Autumn.*

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. This workshop exposes students to current comparative research in behavioral biology and provides interactions with some of the leading scientists in this field. *D. Maestripieri. 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.* This sequence examines museums from a variety of perspectives. We consider the World's Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials as exemplified by Holocaust exhibitions. 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.* Ongoing research in the lab of Professor McClintock is discussed. *M. McClintock. Autumn, Winter, Spring.*