

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 as well as health and well-being; 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 and Personality:* 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 the 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 BA honors project but who plan to study elsewhere during their fourth year must have prior approval from their faculty BA project supervisor and the HD 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
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, G. Hong, M. Keels, D. Kulick, S. Levine, J. Lucy, D. Maestriperieri, J. Mateo, M. McClintock, D. Orlinsky, E. Raikhel, R. Shweder, M. Spencer, N. Stein, R. Taub

Associated Faculty

K. Cagney, J. Comaroff, J. Farquhar, S. Gehlert, D. McNeil, S. Mufwene, 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 20850) 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 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. *M. Keels. Winter. (Core Course)*

20104/30104. The Second Half of Life: Person and Social Context. (=PSYC 22104/32104) This course provides an overview of lives in contemporary society from the middle adult years through oldest age and from both psychological and social perspectives. The focus is on expected transitions across the course of life in terms of such major adult roles as intimate ties (marriage/partnership), work and vocation, and generativity. We consider issues of social change and the ways in which loss and change alter sense of self, morale and interpersonal relations. We also consider the transition both from settled adulthood to mid-life and then from mid-life to older adulthood and the management of meaning among the oldest old or the "survivors" of their generation. *B. Cohler. Spring. (B)*

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. (C, B)*

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. (B, D)*

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, and disruptions introduced by state and market forces during the early postcolonial period, the status of indigenous communities in the twentieth century, and new social, economic, and political challenges being faced today by the contemporary peoples of the area. Traditional theoretical concerns of the broader Mesoamerican region are stressed. *J. Lucy. Autumn. (C)*

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 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)*

21502/31502. The Clinical Freud: From Case History to Psychological Theory. (=FNDL 27503, PSYC 21504/31504) *Required of new Fundamentals majors; open to others with consent of instructor. Prior knowledge of Freud welcomed but not required.* This course is a close reading of Freud’s case studies with a focus on: (1) Freud’s mode of reasoning regarding life-history and the origin and course of personal distress, and (2) the implications for psychoanalytic understanding of the human condition that arise from his work with these cases that were written across the years 1900 to 1918, the period of work in which he developed the “theory” of the unconscious, including both wish or desire and the manner in which this wish appears as a “symptom” in consciousness. *B. Cohler. Winter. (D)*

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)*

23249. Animal Behavior. (=BIOS 23249, HDCE 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. (B)*

24204. Romantic Love: Cultural and Psychological Perspectives. (=GNDR 24204, HUMA 24204) *PQ: Fourth-year standing.* “Romantic” love is distinguished from other forms of love by the desire to be inseparable from one’s beloved and the “ecstatic” (sometimes “crazy” or “desperate”) experience of being “truly in love.” This has been a major theme in Western culture for many centuries and is a central part of personal life in modern society due to its large effect on individual happiness and its critical association with marriage (as the “best” reason for marrying and also a frequent reason for divorce). Psychologically, romantic love challenges our familiar concepts of rationality, volition, and mental health, as it is viewed both as a “normal” and desirable yet notably irrational condition. This course draws on social, cultural, and psychological literature to explore diverse aspects of romantic love. Students read Tolstoy’s *Anna Karenina* as the basis for a term paper. (Prior reading of the novel is strongly recommended.) *D. Orlinsky. Autumn. (B, C)*

24701/34700. 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.*

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

27700. Modern Psychotherapies. This course introduces students to the nature and varieties of modern psychotherapies by extensive viewing and discussion of video-taped demonstration sessions. We examine diverse therapeutic approaches (e.g., psychodynamic, interpersonal, client-centered, gestalt, cognitive-behavioral orientations). Couple and family therapy sessions, and sessions with younger

clients, may also be viewed. Historical and conceptual models are presented to deepen students' understandings of what is being viewed, but the main emphasis is on experiential learning through observation and discussion. *D. Orlinsky. Winter. (B, C, D)*

27904-27905-27906. Intermediate Modern Spoken Yucatec Maya I, II, III. (=LACS 27900-47900) 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. Visit website to select section from faculty list. 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. Qualified students who wish to seek departmental honors but who plan to study elsewhere in the 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 BA honors project but who plan to study elsewhere during their fourth year must have prior approval from their faculty BA project supervisor and the HD undergraduate chair. *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.*

30101. Statistics. *G. Hong. Winter. (M)*

30102. Casual Inference. *PQ: Advanced standing.* This course is intended for students from social sciences, health science, public policy, and social services administration who will be or are currently involved in quantitative research and are interested in studying causality. We begin by introducing Rubin's

causal model. A major emphasis is placed on conceptualizing causal questions, including intent-to-treat effect, differential treatment effect, mediated treatment effect, and cumulative treatment effect. In addition to comparing alternative experimental, quasi-experimental, and nonexperimental designs, we clarify the assumptions under which a causal effect can be identified and estimated from nonexperimental data. Students become familiar with causal inference techniques suitable for evaluating binary treatments, concurrent multi-valued treatments, continuous treatments, or time-varying treatments in quasi-experimental or non-experimental data. These include propensity score matching and stratification, inverse-probability-of-treatment weighting (IPTW) and marginal mean weighting through stratification (MMW-S), regression discontinuity design, and the instrumental variable (IV) method. *G. Hong. Autumn. (M)*

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.*

30304. Urban Neighborhoods and Urban Schools: Community Economic Opportunity and the Schools. (=SOCI 30314) This course explores the interplay between schools and neighborhoods and how this plays out in shaping life chances. *M. Keels, R. Taub. Winter.*

30901. Biopsychology of Sex Differences. *PQ: Introductory course in biology or biological psychology helpful but not required.* This course explores the biological basis of mammalian sex differences and reproductive behaviors. We consider a variety of species (e.g., humans), addressing the physiological, hormonal, ecological, and social basis of sex differences. *J. Mateo. Autumn. (A)*

33301. Culture, Mental Health and Psychiatry. This course examines mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, students think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we look at the multiple links between psychiatrists' professional accounts of mental illness and patients' experiences of it. Readings are drawn primarily from medical and psychological anthropology, cultural psychiatry, and science studies, but also include some "primary texts" from the memoiristic and psychiatric literatures. *E. Raikhel. Autumn. (C, D)*

33302. Disordered States. This course examines the intersection between two areas of research that have recently experienced a resurgence in anthropology: (1) new ethnographic work on states and state-like institutions and (2) the literature

on the subjective experiences of illness and suffering. In other words, the course covers different ways in which the relationships between persons and states in crisis have been conceptualized in recent anthropological work. Topics may include trauma and political violence, social memory and commemoration, citizenship and humanitarian intervention, and political economic transformation and social marginalization. *E. Raikhel. Spring.*

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. Maestripietri. 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.*