

Introduction to Human Development

(CHDV 20000; PSYCH 20850)

Fall 2019

[Sections with instructor/TA details and section specifics omitted]

SUMMARY

This course has two key objectives. The first of these is to introduce you to a range of perspectives on human development and the life-course, drawing from a range of disciplinary and interdisciplinary perspectives. The second is to introduce you to the work of faculty and students in the Department of Comparative Human Development and its associated major.

COURSE FORMAT

Most weeks this course will meet on Mondays and Wednesdays. With the exception of the first week, on Mondays we will all meet together for a lecture, and on Wednesdays we will meet in section groups for discussion. Monday lectures will be delivered by the instructor and a number of visiting lecturers from the Department of Comparative Human Development.

ASSIGNMENTS AND EVALUATION

You will be evaluated on the basis of the following requirements and assignments:

- 1) **Attendance** of lectures and **participation** in discussions (15% of grade). You are required to attend all of the lectures and discussion sections for this class. Readings are assigned for each week rather than for a particular day. We recommend that you complete as many of the readings as possible before each Monday lecture. You are required to have completed the readings by the Wednesday discussion section. Keep in mind that being a good participant in discussion means not only speaking (and certainly not speaking as much as possible), but also listening to and engaging with your

classmates. Finally, you are also required to attend office hours at least once during the quarter, either with your TA or with the Instructor.

- 2) A series of six short (500 word) **reading responses** (15% of grade). During six weeks of your choice, you will write a response to the course readings and post it to the “Discussions” section of the Canvas website, under the thread for your section. The reading response is a space for you to think through the ideas raised in one or more of the readings for the week, to walk through the argument made in a text, to raise questions, to formulate critiques, or to make connections to other readings. If you would like some guidelines for reading responses, take a look at the guide at the end of this syllabus. If you would prefer not to share your responses with your classmates, can email them directly to me and to your TA. It is important that responses be posted (or emailed) by midnight on the Tuesday night prior to the Wednesday discussion section.
- 3) A take-home **midterm exam** (35% of grade). The midterm will be distributed at the end of class on Monday October 28 (Week 5), and will be due in class on Monday November 4 (Week 6).
- 4) A take-home **final exam** (35% of grade). The final will be distributed at the end of class on Wednesday December 4, and will be due at 5:00 pm on Wednesday December 11.

ACCESSIBILITY

We are committed to making this course accessible to all University of Chicago College students. If you have a disability or a personal circumstance that may negatively affect your learning in this course, please contact me or your TA as soon as possible so we can discuss how to best meet your specific needs. Contact Student Disability Services to arrange for class-related accommodations:

<http://disabilities.uchicago.edu/accommodations>

OTHER POLICIES AND COURSE LOGISTICS

Absences: Please get in touch with your in advance TA if you will be missing either a lecture or discussion session. Missing more than one session without an approved reason will affect your attendance grade.

Extensions and late exams: Extensions for midterms and final exams will only be granted in cases of medical or personal emergencies or in connection to documented disabilities. Exams turned in late without an extension will be graded down by 10% for each 24-period beyond the deadline.

Pass/Fail option: If you plan to take the course Pass/Fail, you must complete the reading responses and either the midterm or final exam with a passing grade.

Electronics: Please turn off all cell phones before coming into the classroom. Laptops/tablets will be permitted, but can only be used for note taking and accessing documents.

Course texts: All texts will be available in the “Files” folder on Canvas.

Schedule of course sessions and readings:

Week 1 - Introduction: Multiple perspectives on human development

Oct 2 - Lecture: Eugene Raikhel

Required readings:

- Jean Briggs. Inuit Morality Play and the Danish Medical Officer. In *Formative Experiences: The Interaction of Caregiving, Culture, and Developmental Psychobiology*, edited by Carol M. Worthman, et al., Cambridge University Press, 2010.
- Vivette Glover. Commentary on "Inuit Morality Play and the Danish Medical Officer."
- Williamson, Karla Jessen, and Laurence J. Kirmayer. "Inuit ways of knowing: Cosmocentrism and the role of teasing in child development."

Week 2 - Early theories of human development

Oct 7 - Lecture: Eugene Raikhel

Oct 9 - Discussion

Required readings:

- Piaget, J. (1964). "Development and learning." Reprinted in Gauvain, M. and Cole, M. (Eds.) *Readings on the development of children*. New York: W.H. Freeman. 19-28
- Freud, S. (1910). "The origin and development of psychoanalysis." *The American Journal of Psychology*
- Erik Erikson (1950). "The Eight Stages of Man"

Week 3 - Culture, thought, and emotion

Oct 14 - Lecture: Eugene Raikhel

Oct 16 - Discussion

Required readings and media:

- Karen, R. (1990). Becoming attached. *The Atlantic* (February 1990). 35-70.

- LeVine, R., & Norman, K. (2001). The infant's acquisition of culture: Early attachment reexamined in anthropological perspective. In C. Carmella & H. Matthews (Eds.), *The Psychology of Cultural Experience*. Cambridge: Cambridge University Press. 83-104
- Greg Downey. (2014). WEIRD Psychology, <https://www.youtube.com/watch?v=460knOSnYak>

Week 4 - Biology and development

Oct 21 - Lecture: Jill Mateo, Associate Professor, Department of Comparative Human Development

Oct 23 - Discussion

Required readings:

- Bateson, P. 2001. Where does our behaviour come from? *Journal of Biosciences*, 26, 561-570.
- Hassett, J.M., Siebert, E.R. & Wallen, K. 2008. Sex differences in rhesus monkey toy preferences parallel those of children. *Hormones and Behavior*, 54, 359-364.

Week 5 - Vygotsky: Towards a social-historical theory of intellectual development

Oct 28 - John Lucy, William Benton Professor Emeritus, Departments of Comparative Human Development and Psychology

Midterm distributed

Oct 30 - Discussion

Required readings:

- Vygotsky, L. S. (1986). The problem and the approach. In *Thought and language* (A. Kozulin, trans.) (pp. 1-11).
- Vygotsky, L. S. (1986). Thought and word. In *Thought and language* (A. Kozulin, trans.) (pp. 210-256).
- Lucy, J.A. & Gaskins, S. (2001). Grammatical categories and the development of classification preferences: A comparative approach. In S. Levinson and M. Bowerman (Eds.) *Language acquisition and conceptual development*. Cambridge: Cambridge University Press. 257-283.

Optional reading:

- Lucy, J.A. (2016). The implications of linguistic relativity for language learning. In Rosa Alonso Alonso (Ed.), *Crosslinguistic Influence in Second Language Acquisition*. Bristol, UK: Multilingual Matters, pp. 53-70.

Week 6 - Culture and moral development

Nov 4 - Lecture: Richard Shweder, Harold H. Swift Distinguished Service Professor, Department of Comparative Human Development

Midterm due

Nov 6 - Discussion

Required readings and media:

- Shweder, R. A., Mahapatra, & Miller, (1987), Culture and Moral Development, in J. Kagan & S. Lamb (Eds), *The Emergence of Morality in Young Children*, University of Chicago Press.
- Haidt, J., Koller, S., & Dias, M. (1993). "Affect, culture, and morality, or is it wrong to eat your dog?" *Journal of Personality and Social Psychology*, 65, 613-628.
- Richard Shweder and Amber Cazzell, "Ethical Pluralism and Multicultural Exchanges." *The Moral Science Podcast*. <https://anchor.fm/amber-cazzell0/episodes/Ethical-Pluralism-and-Multicultural-Exchanges-with-Richard-Shweder-e5ddr3> (Runtime: one hour and 8 minutes).

Week 7 - Development in social context

Nov 11 - Lecture: Eman Abdelhadi, Provost Postdoctoral Fellow, Department of Comparative Human Development

Nov 13 - Discussion

Required readings:

- Riley, Matilda W. 1998. "A Life Course Approach: Autobiographical Notes." in *Methods of Life Course Research: Qualitative and Quantitative Approaches* edited by Janet Z. Giele and Glen H. Elder. Thousand Oaks, CA: Sage Publications.
- Percheski, Christine. 2008. "Opting Out? Cohort Differences in Professional Women's Employment Rates from 1960 to 2005." *American Sociological Review* 73 (June: 497–517).

Week 8 - Ecological-systems theories of development

Nov 18 - Lecture: Margaret Beale Spencer, Marshall Field IV Professor of Urban Education, Department of Comparative Human Development

Nov 20 - Discussion

Required readings:

- Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education* (2nd Ed., Vol. 3, pp. 1643– 1647). Oxford, England: Pergamon Press.
- Spencer, Margaret Beale, et al. "Innovating resilience promotion: Integrating cultural practices, social ecologies and development-sensitive conceptual strategies for advancing child well-being." *Advances in child development and behavior* 57 (2019): 101-148.
- Spencer, Margaret Beale. "Developmental and Intersectional Insights about Diverse Children's Identity." *Fla. L. Rev. Forum*. Vol. 71. 2019.

Week 9 - Cognitive development of mathematical reasoning

Nov 25 - Lecture: Michelle Hurst, Postdoctoral Fellow, Cognitive Development Laboratory, Department of Psychology

Nov 27 - Discussion

Required readings: TBA

Week 10 - Mental health

Dec 2 - Lecture: Eugene Raikhel

Dec 4 - Discussion

Required readings:

- Luhrmann, T.M., 2007, Social defeat and the culture of chronicity: or, why schizophrenia does so well over there and so badly here, *Culture, medicine and psychiatry*, 31(2), pp. 135-72.
- David Dobbs. 2017. "The Touch of Madness," *Pacific Standard*.
- Kirmayer, L. J. 2015. Re-visioning psychiatry: toward an ecology of mind in health and illness. *Re-Visioning Psychiatry: Cultural Phenomenology, Critical Neuroscience, and Global Mental Health*, Cambridge University Press, New York, 622-660.

Reading responses

You are not required to write your reading responses in this way, but if you think you would benefit from a relatively structured way of responding to the texts, one way would be to use the following set of guiding questions (developed by colleagues Kim Fortun and Joe Dumit). You do not need to answer all of these questions in a reading response (indeed, there are too many listed here to thoroughly address in 500 words) but you can use the questions as a means of guiding your note-taking, as well as the overall structure of the response.

1) How does the text circulate? [L][SEP]* Where and when was it written? * Who is the author? * Who is it written for? How can you infer the audience? * What is promised in the introduction? * Does the conclusion fulfill the promise? * Who are the texts' friends and enemies? * How are citations used? [L][L][L][L][L][L][L][L][SEP]

2) What is it about, empirically? (What is being studied as the object?) [L][SEP]* Where is it located? * What is the scale - nation, region, city, institution, person, species? * When was the time carried out? * Is there a comparison? of what? [L][L][L][L][L][L][L][L][SEP]

3) What is the main argument and goal of the writing? [L][SEP]* to verify something? or challenge a theoretical claim? * What is the main argument? * Is the argument explicit or performed or both? * What evidence is provided for the argument? * How robust is the argument? * On what grounds could it be challenged? * What are the key concepts used? * Are concepts challenged or invented? *

4) What method was used? How was the data generated? [L][SEP]* Ethnography, interviews, statistics, experiment? * If interviews, what questions were asked? * Does it look at what people do, say, or think? * If experiment, what experimental set-up and design was used? * Who were the study participants? * How was the data analyzed? Infer if not explicit. * What assumptions shaped the inquiry? * What core values are assumed? * What data would strengthen the text?