Comparative Human Development

Department Website: http://humdev.uchicago.edu

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 of the social sciences, like the processes and impacts of social change, and the interactions of biology and culture. Faculty members in Comparative 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; comparative education; 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.

Advising

The first point of contact for undergraduates is the preceptor. Preceptors can be emailed at humdev-preceptors@lists.uchicago.edu.

Electronic Communication

Upon declaring a Comparative Human Development major, undergraduates should promptly join the department undergraduate email listserv to receive important announcements. Students request to join the listserv by logging in with their CNet ID at https://lists.uchicago.edu and subscribing to humdev-undergrad@listhost.uchicago.edu (humdev-undergrad@uchicago.edu).

Program Requirements

The undergraduate program in Comparative Human Development has the following components:

Core Courses

A two-quarter introductory sequence in Comparative Human Development should be completed prior to the Spring Quarter of a student’s third year. CHDV 20000 Introduction to Human Development focuses on theories of development, with particular reference
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to the development of the self in a social and cultural context. CHDV 20100 Human Development Research Designs in Social Sciences 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, narrative inquiry, and animal models). Consideration is given to the advantages and limitations of each approach in answering particular questions concerning person and culture.

Methods

Students must complete one quantitative or one qualitative Methods course or one research methods (or statistics) course in a related department. Courses that are not on the following list may be petitioned to count for Methods (see Petitions below).

The following are courses since 2012 that have fulfilled the Methods requirement without a petition:

STAT 20000 Elementary Statistics

STAT 22000 Statistical Methods and Applications

PSYC 20100 Psychological Statistics

CHDV 20101 Applied Statistics in Human Development Research

CHDV 20405 Pornography and Language

CHDV 26228 Ethnographic Methods

CHDV 29301 Qualitative Research Methods

CHDV 30102 Introduction to Causal Inference

CHDV 32411 Mediation, Moderation, and Spillover Effects

CHDV 37802 Challenging Legends and Other Received Truths: A Socratic Practicum

Distribution

Students must complete one course in each of three of the four areas below. These three courses must be taught within the Department of Comparative Human Development and
must be designated as fulfilling the particular distribution requirement. (Example topics and courses 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

Courses since 2012 that have fulfilled area A:

PSYC 20300 Biological Psychology

CHDV 21500 Darwinian Health

CHDV 21800 Primate Behavior and Ecology

CHDV 22201 Developmental Biopsychology

CHDV 23249 Animal Behavior

CHDV 26227 Neuroscience and the Social Sciences

CHDV 26232 Comparative Cognitive Development

CHDV 26660 Genes and Behavior

CHDV 27950 Evolution and Economics of Human Behavior

CHDV 30901 Biopsychology of Sex Differences

CHDV 34800 Kinship and Social Systems

CHDV 37500 Research Seminar in Animal Behavior I

CHDV 37502 Research Seminar in Animal Behavior II

CHDV 37503 Research Seminar in Animal Behavior III

CHDV 37850 Evolutionary Psychology
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

Courses since 2012 that have fulfilled area B:

CHDV 20150 Language and Communication

CHDV 20207 Race, Ethnicity, and Human Development

CHDV 20209 Adolescent Development

CHDV 21000 Cultural Psychology: Philosophical and Theoretical Foundations

CHDV 21901 Language, Culture, and Thought

CHDV 23900 Introduction to Language Development

CHDV 25900 Developmental Psychology

CHDV 26226 Becoming Adult in Postmodern Context(s)

CHDV 26233 Critical Approaches to Child Mental Health

CHDV 26235 Life Course Development

CHDV 30405 Anthropology of Disability

CHDV 30301 Research on Contextualized Learning, Cognition, and Development

C. Culture and Community: includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; psychiatric and psychodynamic anthropology; memory and culture

Courses since 2012 that have fulfilled area C:

CHDV 20150 Language and Communication
CHDV 20207 Race, Ethnicity, and Human Development

CHDV 20405 Pornography and Language

CHDV 21000 Cultural Psychology: Philosophical and Theoretical Foundations

CHDV 21401 Introduction to African Civilization II

CHDV 21901 Language, Culture, and Thought

CHDV 23204 Medical Anthropology

CHDV 23301 Culture, Mental Health, and Psychiatry

CHDV 26000 Social Psychology

CHDV 26228 Ethnographic Methods

CHDV 26233 Critical Approaches to Child Mental Health

CHDV 27501 Local Bodies, Global Capital

CHDV 27821 Urban Schools and Communities

CHDV 30302 Problems of Public Policy Implementation

CHDV 30320 Violence and Trauma

CHDV 30405 Anthropology of Disability

CHDV 32100 Culture, Power, Subjectivity

**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
Courses since 2012 that have fulfilled area D:

CHDV 20209 Adolescent Development

CHDV 23204 Medical Anthropology

CHDV 23301 Culture, Mental Health, and Psychiatry

CHDV 23620 Medicine and Anthropology

CHDV 23800 Theories of Emotion and the Psychology of Well Being

CHDV 26233 Critical Approaches to Child Mental Health

CHDV 26310 Vulnerability and Human Rights

CHDV 27700 Modern Psychotherapies

CHDV 30320 Violence and Trauma

CHDV 30405 Anthropology of Disability

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). Two of the four courses in one's specialization must be offered within the Department of Comparative Human Development. A student must petition for a course to count toward his or her specialization if the course is not already designated as fulfilling that specialization, or for any course offered outside the Department of Comparative Human Development.

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 (petition required).

Petitions

Students may petition for non-CHDV courses to count toward the Methods, Specialization, and Electives requirements. Petitions are not allowed for the Core Courses or Distribution requirements. A maximum of four petitions is allowed, unless one of these is the Methods requirement, in which a maximum of five petitions is allowed. Only university-level courses credited by the University of Chicago or study abroad may be petitioned for CHDV requirements; no other form of credit (including Advanced Placement) is allowed. Whenever
possible, petitions (using the CHDV petition form found at humdev.uchicago.edu/page/
undergraduate-studies ) should be emailed to the preceptor the first week of the quarter in
which the student would like to take the course. There is no guarantee that the petition will
be approved. Petitions should include a copy of the course syllabus, since the course title
alone is often not sufficient for evaluating a petition. If a student wishes to petition a course
already taken after they declare their CHDV concentration, they must submit that petition
upon declaration. In all cases, students should submit a course petition as soon as they realize
it is necessary to complete their major.

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 BA Honors Committee. This committee shall consist of two University faculty
members (a chair and a second reader), at least one of whom must be a CHDV faculty
member or associate faculty member. The paper should be about 30 to 40 pages in length.
The grade given for it will become the grade of record for the Honors Paper Preparation
course (CHDV 29900 Honors Paper Preparation). 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 completed a meritorious BA honors paper under the supervision of a
CHDV faculty member and received a high grade on their BA honors paper. Students who
seek departmental honors must complete CHDV 29800 BA Honors Seminar and then must
register for CHDV 29900 Honors Paper Preparation with a CHDV faculty member who
agrees to supervise their honors paper.

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 and (2) have
filed a properly completed BA Honors Paper Proposal Form with the departmental secretary
no later than tenth week of Spring Quarter of the third year.

BA Honors Seminar

The CHDV 29800 BA Honors Seminar aims to help qualified students formulate a
suitable proposal and find a CHDV faculty supervisor. Qualified students who wish to seek
departmental honors must register for the CHDV 29800 BA Honors Seminar during their
third year. Permission to register for CHDV 29800 BA Honors Seminar will be granted to
students with a GPA that, at the end of Autumn Quarter of the third year, shows promise
of meeting the standards set for honors (see above). This course is offered only in Spring
Quarter. 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 Honors Paper Preparation, aims to help students successfully complete work on their BA honors paper. Students must register for the course with their CHDV faculty supervisor in Winter Quarter of their fourth year, as a 13th required course.

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.

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 CHDV honors but who plan to study elsewhere Spring or Winter Quarter of their third year should make arrangements to take CHDV 29800 BA Honors Seminar in the Winter Quarter (if studying abroad in the spring) and the Spring Quarter (if studying abroad in the winter). Students who have already undertaken a BA honors project who plan to study elsewhere during their fourth year must have prior approval from their CHDV faculty BA project supervisor and the CHDV undergraduate chair.

Summary of Requirements

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHDV 20000</td>
<td>Introduction to Human Development</td>
<td>100</td>
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<tr>
<td>CHDV 20100</td>
<td>Human Development Research Designs in Social Sciences</td>
<td>100</td>
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<tr>
<td>One Methods Course</td>
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<td>100</td>
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<td>Three Distribution Courses</td>
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<td>Three Specialization Courses (chosen in one Distribution area)</td>
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<td>Three Elective Courses</td>
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<tr>
<td>Total Units</td>
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Students applying for CHDV honors must also register for CHDV 29900 Honors Paper Preparation; however, please note that CHDV 29900 does count in the body of the major, and can only be used to count as general elective. CHDV 29800 BA Honors Seminar, is also required and may be counted as one of the three required program electives.

Grading

All courses required for the major in Comparative Human Development must be taken for quality grades.

The courses below are a guide. For up-to-date course plans, please visit the quarterly Class Schedules (http://classes.uchicago.edu) or the Anticipated Courses List at humdev.uchicago.edu/page/courses.

Comparative Human Development Courses

**CHDV 14510. Gender and Development. 100 Units.**
In this class, students will engage basic issues, conflicts, and innovative field research in gender and development. In particular, we will review theoretical foundations of gender and development, data and methods of research on gender and development, psychosocial, economic, political development, intersections of religion and conflict and development, and a review of recent work in international research and impact evaluations related to gender and development.
Instructor(s): A. Gonzalez Terms Offered: Autumn
Prerequisite(s): ECON 19800 or PBPL 22200; STAT 22000 recommended
Equivalent Course(s): SOCI 28070, PBPL 24510, GNSE 14510, ECON 14510

**CHDV 20000. Introduction to Human Development. 100 Units.**
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.
Instructor(s): Multiple Staff Members Terms Offered: Autumn
Prerequisite(s): CHDV majors or intended majors.
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): PSYC 20850
CHDV 20100. Human Development Research Designs in Social Sciences. 100 Units.
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.
Instructor(s): Hong, Guanglei Terms Offered: Winter
Note(s): Required Course for Comparative Human Development Majors

CHDV 20101. Applied Statistics in Human Development Research. 100 Units.
This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in social sciences who are interested in studying human development in social contexts. The course covers univariate and bivariate descriptive statistics, an introduction to statistical inference, t test, two-way contingency table, analysis of variance, simple linear regression, and multiple regression. All statistical concepts and methods will be illustrated with applications to a series of scientific inquiries organized around describing and understanding adolescent transitions into adulthood across demographic subpopulations in contemporary American society. We will use the National Longitudinal Survey of Youth 1997 (NLSY97) throughout the course to reveal disparities between subpopulations in opportunities and life course outcomes. At the end of the course, students should be able to define and use descriptive and inferential statistics to analyze data and to interpret analytical results. No prior knowledge in statistics is assumed. High school algebra and probability are the only mathematical pre-requisites. Every student is required to participate in a lab section. Students will review the course content and learn to use the Stata software in the lab under the TA’s guidance.
Instructor(s): G. Hong Terms Offered: Autumn
Prerequisite(s): At least one college-level mathematics course, can be a high school AP course, First priority for CHDV grads and 2nd priority CHDV undergrad majors
Note(s): CHDV Distribution, M*, M*
Equivalent Course(s): CHDV 30101

CHDV 20140. Qualitative Field Methods. 100 Units.
This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.
Instructor(s): O. McRoberts Terms Offered: Spring
Note(s): CHDV Distribution, M*
Equivalent Course(s): CRES 20140, SOCI 20140
CHDV 20150. Language and Communication. 100 Units.
This course can also be taken by students who are not majoring in Linguistics but are interested in learning something about the uniqueness of human language, spoken or signed. It covers a selection from the following topics: What is the position of spoken language in the usually multimodal forms of communication among humans? In what ways does spoken language differ from signed language? What features make spoken and signed language linguistic? What features distinguish linguistic means of communication from animal communication? How do humans communicate with animals? From an evolutionary point of view, how can we account for the fact that spoken language is the dominant mode of communication in all human communities around the world? Why cannot animals really communicate linguistically? What do the terms language "acquisition" and "transmission" really mean? What factors account for differences between "language acquisition" by children and by adults? Are children really perfect language learners? What factors bring about language evolution, including language speciation and the emergence of new language varieties? How did language evolve in mankind? This is a general education course without any prerequisites. It provides a necessary foundation to those working on language at the graduate and undergraduate levels.
Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Note(s): CHDV Distribution, B*, C*; 5*
Equivalent Course(s): CHDV 30150, LING 20150, LING 30150

CHDV 20177. Social Adulthood and Future Making. 100 Units.
In this course, we will examine social adulthood in life course perspective. We will specifically explore the question: What is social adulthood? In doing so, we will seek to understand how social adulthood fits into the life course. That is, how does it differ from adolescence or adulthood? Can it be considered a distinct developmental stage? In the first part of class, we will focus on life course stage theory to understand the analytic construction of life course stages. In the second part of the course, we will explore current literature on the stalled transition to social adulthood in different socio-cultural contexts and critically examine the following “new” stages: “emerging adulthood” in the US and “waithood” in the Middle East. In the third part of the class, we will turn to futurity in order to understand the link between social adulthood and projects of future making. Throughout the course, we will consider the impact of gender, socioeconomic status, race, religion, and generation. Some themes we will address include temporality, globalization, modernity, capitalism, and family crisis.
Instructor(s): L. Conklin Terms Offered: Spring
Note(s): CHDV Distribution: B, C
CHDV 20209. Adolescent Development. 100 Units.
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. The period also affords unparalleled opportunities with
appropriate levels of support. Thus, the approach taken acknowledges the challenges and
untoward outcomes, while also speculates about the predictors of resiliency and the sources
of positive youth development.
Instructor(s): M. Spencer Terms Offered: Winter
Prerequisite(s): Students will have previously taken one other course in CHDV
Note(s): CHDV Distribution: B*, D*
Equivalent Course(s): PSYC 20209

CHDV 20240. Language and Economy: an Interdisciplinary Approach. 100 Units.
This course is about the relationship between language and economy, focusing on the ways
in which the subject matter can be addressed theoretically and methodologically. Through
reading some key texts, we will analyze how disciplines such as economics, linguistics, and
anthropology have conceptualized this relationship. Among many topics, we will address
issues about language development and language commodification, and about notions such
as linguistic market and language as public good. We will explore ways in which linguistics
and economics perspectives on the role of language in economic development and that of
economic factors in language practices can be mutually enriching.
Instructor(s): Vigouroux, Cecile Terms Offered: Spring
Note(s): CHDV Distributions: C*; 2*,5*
Equivalent Course(s): ANTH 37530, LING 30241, CHDV 30240

CHDV 20300. Biological Psychology. 100 Units.
What are the relations between mind and brain? How do brains regulate mental, behavioral,
and hormonal processes; and how do these influence brain organization and activity? This
course introduces the anatomy, physiology, and chemistry of the brain; their changes in
response to the experiential and sociocultural environment; and their relation to perception,
attention, behavioral action, motivation, and emotion.
Instructor(s): L. Kay, B. Prendergast Terms Offered: Winter
Prerequisite(s): Some background in biology and psychology.
Note(s): This course does not meet requirements for the biological sciences major. CHDV
Distribution: A*
Equivalent Course(s): BIOS 29300, PSYC 20300
Comparative Human Development

CHDV 20305. Inequality in Urban Spaces. 100 Units.
The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood.
Instructor(s): M. Keels Terms Offered: Winter
Note(s): CHDV Distribution, B*; 2*
Equivalent Course(s): CHDV 40315, CRES 20305, PBPL 20305

CHDV 20400. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.
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 postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.
Instructor(s): J. Lucy Terms Offered: Autumn, TBD
Note(s): CHDV Distribution: C*
Equivalent Course(s): ANTH 21230, ANTH 30705, CHDV 30401, CRES 20400, LACS 30401, LACS 20400

CHDV 20440. Inequality, Health, and The Life Course. 100 Units.
By virtue of who we are born to and the social world that surrounds us as we grow, some individuals have a better chance of living a long, healthy life than others. In this course, we leverage sociological and social scientific concepts, theories and methods to examine how these inequalities in morbidity, mortality, and health behaviors develop and change across the life course from infancy to later life. We will pay particular attention to how individual characteristics (namely gender, race/ethnicity, socioeconomic status, and sexual orientation, but also genetic vulnerabilities) interact with social-structural, institutional, and cultural realities to shape individual’s physical and mental health. We will also discuss how social conditions, particularly during key developmental stages, can have lifelong consequences for individual’s health and well-being.
Instructor(s): A. Mueller Terms Offered: Spring
Note(s): CHDV Distribution: B*, C*; 2*, 4*
Equivalent Course(s): CHDV 30440, SOCI 20248, SOCI 30248
CHDV 20505. Anthropology of Disability. 100 Units.
This seminar undertakes to explore "disability" from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.
Instructor(s): M. Fred Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Note(s): CHDV Distribution: C, D; 4
Equivalent Course(s): ANTH 20405, ANTH 30405, CHDV 30405, HMRT 25210, HMRT 35210, SOSC 36900, MAPS 36900

CHDV 20636. An Anthropology of Anxiety. 100 Units.
When anxious, we anticipate shifting dangers that we cannot see or even quite define. In this course, we will meet people suffering from anxiety in different times and places, and see how they try to manage intertwined physical, social, and moral threats. Beginning with theories of anxiety, we will analyze concerns about everything from witches to war to the details of our social media profiles. We will also think about the role of fear in the politics of everyday life, colonial empires, and nation states. Along the way, we will cover key themes in psychological anthropology, examining how culture, society, and technology shape the self and mental health. We will see how anxiety disorders are affected by sociocultural systems and by psychopharmaceuticals. Finally, we will reflect on the pressure we feel to secure a place for ourselves in a competitive society, to be happy, and to live our lives entwined in risky global webs. Whether they live in global networks or in traditional societies, people are anxious to control unpredictable physical and social threats, dangers from within and risks from without.
Instructor(s): Hampel, A. Terms Offered: Autumn
Note(s): CHDV Distribution: C, D

CHDV 20773. Emotion in Social Sciences. 100 Units.
This course provides a broad overview of theory and research on human emotions across different fields of social sciences. Each discipline highlights different aspects of human emotions: psychological studies tends to focus on individual experiences of emotion; sociological studies focus on emotion in social context; and anthropological studies focus on cultural constitution of emotions. As we critically examine psychological, sociological, and anthropological conceptions of emotion, we will aim to arrive at a comprehensive account of human emotions that neither sidelines the lived experience of emotions nor disregards their relationships to society and culture. Following a review of emotions across different disciplines in social sciences, we will visit the relationship between gender and emotion, development of emotions, and mental health and emotions. It is expected that you will develop a deeper understanding of human emotions. By the end of the quarter, you are expected to develop a deeper understanding of the relationship between self and other.
Instructor(s): S. Numanbayraktaroğlu Terms Offered: Spring
Note(s): CHDV Distribution: D*
**CHDV 20882. Parenting, Culture, and Mental Health in Childhood. 100 Units.**
This course will examine the complex ways in which diverse socio-cultural factors shape parents’ beliefs and behaviors – within this country and around the world, and how these impact children's socialization. Each week, we will examine various ways environmental factors interact and influence parenting and child development, especially in early childhood. We will cover key dimensions of parenting and their relations to social and cultural diversity, as well as the role of parenting in relation to mental health in childhood, including a focus on disability and autism.
Instructor(s): H. Lee Terms Offered: Spring
Prerequisite(s): Introductory Psychology, or Introductory Human Development
Note(s): CHDV Distribution: C*, D*

**CHDV 21000. Cultural Psychology: Philosophical and Theoretical Foundations. 100 Units.**
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, which states that the study of "normal" psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of "culture" and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B*, C*; 2*, 3*
Equivalent Course(s): AMER 33000, ANTH 24320, ANTH 35110, CHDV 31000, GNSE 21001, GNSE 31000, PSYC 23000, PSYC 33000

**CHDV 21400. Health and Human Rights. 100 Units.**
This course attempts to define health and health care in the context of human rights theory and practice. Does a “right to health” include a “right to health care”? We delineate health care financing in the United States and compare these systems with those of other nations. We explore specific issues of health and medical practice as they interface in areas of global conflict: torture, landmines, and poverty. Readings and discussions explore social determinants of health: housing, educational institutions, employment, and the fraying of social safety nets. We study vulnerable populations: foster children, refugees, and the mentally ill. Lastly, does a right to health include a right to pharmaceuticals? What does the big business of drug research and marketing mean for our own country and the world?
Instructor(s): R. Sherer, E. Lyon Terms Offered: Winter
Equivalent Course(s): MEDC 60405, LLSO 21400, HMRT 21400
CHDV 21401. Introduction to African Civilization II. 100 Units.
The second segment of the African Civilizations sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in West and East Africa. The course objective is to show that while colonialism was brutal and oppressive, it was by no means a unidirectional process of domination in which Europeans plundered the African continent and enforced a wholesale adoption of European culture. Rather, scholars today recognize that colonial encounters were complex culture, political, and economic fields of interaction. Africans actively adopted, reworked, and contested colonizers' policies and projects, and Europeans drew heavily from these encounters to form liberal conceptions of self, nation, and society. Over the course of the quarter, students will learn about forms of personhood, political economy, and everyday life in the twentieth century. Course themes will include social reproduction, kinship practices, medicine, domesticity, and development.
Instructor(s): J. Cole Terms Offered: Spring
Note(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies. CHDV Distribution C*.
Equivalent Course(s): ANTH 20702, CRES 20802, HIST 10102

CHDV 21920. The Evolution of Language. 100 Units.
How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain? Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern “fossils” in the animal kingdom that can inform our scholarship on the subject matter? What does paleontology suggest? We will review some of the recent and older literature on these questions and more.
Instructor(s): S. Mufwene Terms Offered: Winter
Equivalent Course(s): CHSS 41920, ANTH 47305, CHDV 41920, EVOL 41920, PSYC 41920, LING 21920, LING 41920

CHDV 23204. Medical Anthropology. 100 Units.
This course introduces students to the central concepts and methods of medical anthropology. Drawing on a number of classic and contemporary texts, we will consider both the specificity of local medical cultures and the processes which increasingly link these systems of knowledge and practice. We will study the social and political economic shaping of illness and suffering and will examine medical and healing systems—including biomedicine—as social institutions and as sources of epistemological authority. Topics covered will include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; structural violence; modernity and the distribution of risk; the meanings and effects of new medical technologies; and global health.
Instructor(s): E. Raikhel Terms Offered: Winter
Prerequisite(s): Social Sciences general education sequence
Note(s): CHDV Distribution, C*, D*
Equivalent Course(s): ANTH 24330, HIPS 27301
**CHDV 23249. Animal Behavior. 100 Units.**
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.
Instructor(s): S. Pruett-Jones (even years), J. Mateo (odd years) Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the biological sciences
Note(s): CHDV Distribution, A
Equivalent Course(s): PSYC 23249, BIOS 23249

**CHDV 23900. Introduction to Language Development. 100 Units.**
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).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Note(s): CHDV Distribution, B*; 2*, 5*
Equivalent Course(s): LING 21600, LING 31600, PSYC 23200

**CHDV 25100. Anthropology of the Body. 100 Units.**
Drawing on a wide and interdisciplinary range of texts, both classic and more recent, this seminar will variously examine the theoretical debates of the body as a subject of anthropological, historical, psychological, medical, and literary inquiry. The seminar will explore specific themes, for example, the persistence of the mind/body dualism, experiences of embodiment/alienation, phenomenology of the body, Foucauldian notions of bio-politics, biopower and the ethic of the self, and the medicalized, gendered, and racialized body, among other salient themes.
Instructor(s): S. Brotherton Terms Offered: Winter
Note(s): CHDV Distribution, D
Equivalent Course(s): ANTH 45100, CRES 25112, GNSE 25112, ANTH 25100

**CHDV 25900. Developmental Psychology. 100 Units.**
This is an introductory course in developmental psychology, with a focus on cognitive and social development in infancy through early childhood. Example topics include children's early thinking about number, morality, and social relationships, as well as how early environments inform children's social and cognitive development. Where appropriate, we make links to both philosophical inquiries into the nature of the human mind, and to practical inquiries concerning education and public policy.
Instructor(s): K. O'Doherty, L. Richland Terms Offered: Spring
Note(s): CHDV Distribution, B*
Equivalent Course(s): PSYC 20500
CHDV 26000. Social Psychology. 100 Units.
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.
Instructor(s): W. Goldstein Terms Offered: Autumn
Prerequisite(s): PSYC 20000 recommended.

CHDV 26901. Psychology for Citizens. 100 Units.
This course will examine aspects of the psychology of judgment and decision making that are relevant to public life and citizenship. Judgment and decision making are involved when people evaluate information about electoral candidates or policy options, when they vote, and when they choose to behave in ways that affect the collective good. Topics considered in the course will include the following. (1) What is good for people? What do we know about happiness? Can/should happiness be a goal of public policy? (2) How do people evaluate information and make decisions? Why does public opinion remain so divided on so many issues? (3) How can people influence others and be influenced (e.g., by policy makers)? Beyond persuasion and coercion, what are more subtle means of influence? (4) How do individuals’ behaviors affect the collective good? What do we know about pro-social behavior (e.g., altruism/charitable giving) and anti-social behavior (e.g., cheating)? (5) How do people perceive and get along with each other? What affects tolerance and intolerance?
Instructor(s): W. Goldstein Terms Offered: Winter
Equivalent Course(s): PSYC 25901

CHDV 27657. Sexual Development across the Life Course. 100 Units.
This course aims to explore how humans develop as sexual beings across various stages in the life course. We will look at sexual determination, behavior, and function from a variety of perspectives, including biological, psychological, and cultural. By breaking up the course into various life stages, we will investigate the role of sex at various points including sex determination at birth, the role of puberty on sexual life, mating strategies, and post-sexual life (e.g., menopause). We will also investigate topics of gender identity and sexual orientation, as well as so-called “disorders,” such as when sex determination does not follow the typical progression. While the focus is on humans, we will also rely on animal models to compare and contrast with human health and behavior, in that development in non-humans can show us evolutionarily conserved aspects of sexual development and behavior, as well as ways in which humans are exceptional.
Instructor(s): Coyne, S. Terms Offered: Winter
Note(s): CHDV Distribution: A*, B*
**CHDV 27821. Urban Schools and Communities. 100 Units.**
This course focuses on urban communities and the contextual factors influencing the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, the influences on the character of their structure and organization (especially in urban areas), and the surrounding context, such as housing, policy, race and class. The topics detailed below provide essential intellectual perspectives on the history, work, and complexities of urban schools.
Instructor(s): S. Stoelinga Terms Offered: Autumn
Note(s): CHDV Distribution, C
Equivalent Course(s): SOCI 20226, PBPL 27821

**CHDV 27903. Beginning Modern Spoken Yucatec Maya III. 100 Units.**
No description available.
Instructor(s): J. Lucy Terms Offered: Spring, TBD. Will tentatively be offered during 2016-17
Equivalent Course(s): CHDV 47903, LACS 47903, LACS 27903

**CHDV 27950. Evolution and Economics of Human Behavior. 100 Units.**
This course explores how evolutionary biology and behavioral economics explain many different aspects of human behavior. Specific topics include evolutionary theory, natural and sexual selection, game theory, cost-benefit analyses of behavior from an evolutionary and a behavioral economics perspective, aggression, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Note(s): CHDV Distribution, A*; B*
Equivalent Course(s): CHDV 37950, PSYC 27950, PSYC 37950, BIOS 29265, ECON 14810

**CHDV 28901. Intermediate Modern Spoken Yucatec Maya 1. 100 Units.**
The course will emphasize learning the rudiments of the contemporary spoken language to enable further work on the language (or related ones) and/or to facilitate the use of the language for other historical or anthropological projects. Regularly scheduled class time will be evenly divided between practice in speaking and hearing the language and discussions of basic grammar, resources (e.g., grammars, dictionaries, text collections, etc.), the language family, cultural and historical context, salient linguistic issues especially in the areas of morphology and semantics, pragmatics and usage, and practical research methods.
Instructor(s): J. Lucy Terms Offered: Autumn
Prerequisite(s): Students should have completed the first year Yucatec sequence prior to registration.
Equivalent Course(s): LACS 28901, CHDV 38901, LACS 38901
CHDV 29700. Undergraduate Reading and Research. 100 Units.
Select section from faculty list on web.
Terms Offered: Autumn, Winter, Spring
Prerequisite(s): Students are required to submit the College Reading and Research Course Form.
Note(s): Must be taken for a quality grade.

CHDV 29701. Introduction to Buddhism. 100 Units.
This course will be an introduction to the ideas and meditative practices of the Theravada school of South and Southeast Asian Buddhism, from ancient to modern times. It will study both classical texts and modern ethnography.
Instructor(s): S. Collins Terms Offered: TBD
Equivalent Course(s): RLST 26150, SALC 29700

CHDV 29800. BA Honors Seminar. 100 Units.
Required for students seeking departmental honors, this seminar is designed to help develop an honors paper project that will be approved and supervised by a HD faculty member. A course preceptor will guide students through the process of research design and proposal writing.
Terms Offered: Spring
Prerequisite(s): Consent of the undergraduate program chair.
Note(s): Eligible students should plan to take the BA Honors Seminar in the Spring quarter of their third year.

CHDV 29900. Honors Paper Preparation. 100 Units.
To complete work on their Honors Papers, students must register for this course and meet independently with their faculty supervisor, normally in the quarter preceding the one in which they expect to graduate. The grade assigned to the Honors Paper will become the grade of record for this course.
Terms Offered: Autumn, Winter
Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.