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; the ways in which youth in developing countries are forging new conceptions of adulthood; and the study of communication with developmental, cultural, and cognitive lenses. 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. Additional contact information for the year-specific preceptor can be found in the Contacts section at the bottom of this page, along with the undergraduate chair and administrator contact information. Students should declare their majors by the end of their second year.

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 requirements below are in effect as of Autumn 2017.

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

Core Courses

CHDV 20000 Introduction to Human Development and CHDV 20100 Human Development Research Design, 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 to the development of the self in a social and cultural context. CHDV 20100 Human Development Research Design 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 Methods course. It may focus on qualitative or quantitative methods or may be a research methods course from a related department, such as Statistics.

The following are courses since 2012 that have fulfilled the Methods requirement without a petition. (Please note courses in this list may not be offered this academic year.)

Courses that are not on the following list may be petitioned to count for Methods (see Petitions).

ANTH 21420  Ethnographic Methods  100
BIOS 20151  Introduction to Quantitative Modeling in Biology (Basic)  100
BIOS 20152  Introduction to Quantitative Modeling in Biology (Advanced)  100
BIOS 20172  Mathematical Modeling for Pre-Med Students  100
BIOS 25419  Introduction to Infectious Disease Epidemiology  100
CHDV 20101  Applied Statistics in Human Development Research  100
CHDV 26228  Ethnographic Research Methods  100
Electives

All CHDV majors are required to take nine CHDV elective courses. We encourage students to take their elective courses across the four areas of Comparative Human Development, given the department’s commitment to transdisciplinary scholarship. All CHDV course numbers are labeled to describe the areas in which they are most closely aligned. The four areas are the following:

1. **Comparative Behavioral Biology**: includes courses on the biopsychology of attachment; evolutionary social psychology; evolution of parenting; biological psychology; primate behavior and ecology; behavioral endocrinology.

2. **Life Course Development**: includes courses on social and psychological development through the life course, including courses on childhood, adolescence, adulthood, and aging; education and development; introduction to language development; the role of early experience in development; sexual and gender identity; the study of lives and families in social and cultural context.

3. **Culture and Community**: includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; education in ethnic and cultural context; psychiatric and psychodynamic anthropology; memory and culture.

4. **Mental Health and Personality**: includes courses on personality theory and research; social and cultural foundations of mental and physical health; modern psychotherapies and their supporting institutions; 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.

PETITIONS

Student petitions will be approved only in very limited circumstances for courses not taught or cross-listed in CHDV to count toward CHDV major requirements. These limited circumstances may include a relevant course offered during a University of Chicago study abroad program if a CHDV course is not available. Students may petition for one relevant course per quarter of study abroad to count toward the CHDV major, but only one, barring unusual circumstances. Students may also petition to take a comparable course from another department following a sudden, unanticipated change in CHDV departmental course offerings. Only university-level courses offered by the University of Chicago may be approved for CHDV requirements; no other form of credit (including Advanced Placement) is allowed. Petitions should be completed using the CHDV petition form found at humdev.uchicago.edu/content/requirements-and-forms. Petitions should include a copy of the course syllabus, since the course title alone is often not sufficient for evaluating a petition.

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 and successfully completing two required accompanying courses:

1. CHDV 29800 BA Honors Seminar (offered in the Spring Quarter of third year) and
2. CHDV 29900 Honors Paper Preparation (offered in the Autumn Quarter of fourth year)

CHDV 29800 BA Honors Seminar can count as one of the nine elective courses required for the major. CHDV 29900 Honors Paper Preparation may not count toward major requirements; it may be used for general elective credit only. Qualified students who wish to seek CHDV honors and who plan to study abroad should plan their travel in order to ensure they are in residence at the University of Chicago during the Spring Quarter of their third year and the Autumn Quarter of their fourth year in order to take the two courses required for BA honors. Students will also be required to present their Honors Paper in the Trial Research Conference in the Spring Quarter of their fourth year.

The honors 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 supervisor (who must be a CHDV faculty member or associate faculty member) and a second reader (who must be a University of Chicago 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.

Permission to undertake a BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed CHDV 29800 BA Honors Seminar and (2) have filed a properly completed BA Honors Paper Proposal Form with the departmental Student Affairs Administrator 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 Spring Quarter of 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 must be taken for a quality grade and may be counted as one of the required major electives. This course is a pre-field course where students develop a ten-page research proposal and find both a CHDV supervisor and a second reader (who may be outside of the department). As part of the proposal, they learn to develop an academic “problem” while reviewing the necessary academic literature. They also decide on the discipline and methods (interviewing, ethnography, experimental design) they will use to tackle their research question.

HONORS PAPER PREPARATION COURSE

The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must also register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year. This courses is required but does not count as one of the 12 courses in the major; it may be used for general elective credit only. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips on describing methods and peer review). The grade assigned by the thesis supervisor on the final BA paper is retroactively assigned as the grade for this 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).

SUMMARY OF REQUIREMENTS

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>CHDV 20000</td>
<td>Introduction to Human Development</td>
<td>100</td>
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<td>CHDV 20100</td>
<td>Human Development Research Design</td>
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<td>One Methods Course</td>
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<td>100</td>
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<tr>
<td>Nine Elective Courses</td>
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<td>900</td>
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<td>Total Units</td>
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Students applying for CHDV honors must register for CHDV 29800 BA Honors Seminar and CHDV 29900 Honors Paper Preparation. CHDV 29800 may be counted as one of the nine required program electives; however, CHDV 29900 does not count toward the major and is used for general elective credit only.

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

EARL R. FRANKLIN FELLOWSHIP
The Earl R. Franklin Research Fellowship is awarded to select third-year students who are writing a BA thesis in Comparative Human Development. It provides financial support during the summer before the fourth year to carry out research that will be continued as a senior honors project. Applications, which are submitted at the beginning of Spring Quarter, include a research proposal, personal statement, budget, CV, and a letter of recommendation. Details can be found at our website at humdev.uchicago.edu (https://humdev.uchicago.edu).

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

COMPARATIVE HUMAN DEVELOPMENT COURSES

CHDV 12103. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.
Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans-theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like “material bodies” and “objective science”. Primary course questions include: 1.

Instructor(s): Paula Martin Terms Offered: Spring
Note(s): This course counts as a Foundations Course for GNSE majors
Equivalent Course(s): HLTH 12103, GNSE 12103, HIPS 12103, ANTH 25212

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): S. Numanbayraktaroglu Terms Offered: Autumn
Prerequisite(s): CHDV majors or intended majors.
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): PSYC 20850, HLTH 12103, GNSE 12103, HIPS 12103, ANTH 25212

CHDV 20001. Theories of Sexuality and Gender. 100 Units.
This is a one-quarter, seminar-style course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses.

Instructor(s): Kristen Schilt Terms Offered: Autumn
Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.
Equivalent Course(s): SOCI 20290, GNSE 20001, LLSO 20001, ENGL 20001

CHDV 20100. Human Development Research Design. 100 Units.
The purpose of this course is to expose CHD majors in college to a broad range of methods in social sciences with a focus on human development research. The faculty in Comparative Human Development is engaged in interdisciplinary research encompassing anthropology, biology, psychology, sociology, and applied statistics. The types of data and methods used by faculty span the gamut of possible methodologies for addressing novel and important research questions. In this course, students will study how appropriate research methods are chosen and employed in influential research and will gain hands-on experience with data collection and data analysis. In general, the class will meet as a whole on Mondays and will have lab/discussion sections on Wednesdays. The lab/discussion sections are designed to review the key concepts, practice through applying some of the methods, and prepare students for the assignments. Students in each section will be assigned to small groups. Some of the assignments are group-based while others are individual-based.

Instructor(s): E. Abdelhadi Terms Offered: Winter
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): EDSO 20100, HLTH 20100, PSYC 21100, SOCI 20549
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: This course is not offered in 2021-22.
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* This course will not be offered in the academic year 2021-22.
Equivalent Course(s): HLTH 20101, EDSO 30101, CHDV 30101

CHDV 20122. Introduction to Population. 100 Units.
This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.
Instructor(s): L. Waite Terms Offered: Spring
Prerequisite(s): 2nd through 4th year undergraduates only
Equivalent Course(s): GNSE 20120, SOCI 20122, ENST 20500

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
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
Equivalent Course(s): EDSO 20150, LING 20150, CHDV 30150, LING 30150

CHDV 20207. Race, Ethnicity, and Human Development. 100 Units.
Twenty-first century practices of relevance to education, social services, health care and public policy deserve buttressing by cultural and context linked perspectives about human development as experienced by diverse groups. Although generally unacknowledged as such post-Brown v. 1954, the conditions purported to support human development for diverse citizens remain problematic. The consequent interpretative shortcomings serve to increase human vulnerability. Specifically, given the problem of evident unacknowledged privilege for some as well as the insufficient access to resources experienced by others, the dilemma skews our interpretation of behavior, design of research, choice of theory, and determination of policy and practice. The 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, the 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.
Instructor(s): M. Spencer Terms Offered: Winter
Prerequisite(s): Students should have one course in either Human Development or Psychology.
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: Spring
Prerequisite(s): Students will have previously taken one other course in CHDV

Note(s): CHDV Distribution: B
Equivalent Course(s): PSYC 20209, EDSO 20209

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): B. Prendergast, L. Kay Terms Offered: Winter
Prerequisite(s): Some background in biology and psychology.
Note(s): This course does not meet requirements for the Biological Sciences Major.
Equivalent Course(s): NSCI 21015, PSYC 20300, BIOS 29300

This course examines the embodied dimensions of war. Drawing from readings in anthropology, sociology, geography, and history, we will explore how military personnel experience contemporary war through a constellation of techniques, technologies, and relationships. This course is comprised of three sections. In the first section, we will discuss foundational texts in social theory that explore the various mechanisms through which institutions produce soldiers from "docile" bodies. The second section considers whether and how new protective technologies used in modern warfare corporeally mediate how individuals experience war. In the final section, we will examine recent efforts to remove bodies from combat zones through the use of unmanned weapons systems such as drones and other technologies. Throughout the course, students will acquire the necessary conceptual and analytical tools to understand, discuss, and critically examine the impacts of modern warfare as well as have the opportunity to conduct archival research on a topic of their choice.

Instructor(s): A. Drake Terms Offered: Winter
Note(s): Distribution - undergrad: c, d

This course tackles the basic skills needed to build an integrated research report with the R programming language. We will cover every step from data to manuscript including: Using R's libraries to clean up and reformat messy datasets, preparing data sets for analysis, running statistical tools, generating clear and attractive figures and tables, and knitting those bits of code together with your manuscript writing. The result will be a reproducible, open-science friendly report that you can easily update after finishing data collection or receiving comments from readers. Never copy-paste your way through a table again! The R universe is large, so this course will focus specifically on: The core R libraries, the tidyverse library, and R Markdown. Students will also learn about the use of GitHub for version control.

Instructor(s): M. Casillas Terms Offered: Winter
Prerequisite(s): This is a project-based course. Students must already be in possession of a (partial or whole) dataset for which they would like to create a preliminary research report (e.g., for thesis submission, publication, or similar). No prior programming experience necessary.
Equivalent Course(s): CHDV 30550

This course will consider the complex relationship between literacy, standard and nonstandard language, and formal and informal education. Many of the world’s languages and speakers are non-literate, they speak one or more languages that have a long history of use but have never been represented with a written script. We will consider theoretical perspectives on the effects of cultural practices including literacy and formal schooling on the individual child, in terms of development and cognition; on languages, in terms of linguistic structure; and on language users in terms of mobility, identity and status.

Instructor(s): L. Horton Terms Offered: Spring
Prerequisite(s): N/A
Note(s): CHDV Distribution: B, C
Equivalent Course(s): LING 20703

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
Prerequisite(s): Undergraduates must be in third or fourth year.
Note(s): CHDV Distribution: B, C
Equivalent Course(s): GNSE 21001, ANTH 35110, AMER 33000, PSYC 23000, GNSE 31000, CRES 21100, ANTH 24320, PSYC 33000, CHDV 31000, EDSO 21100

CHDV 21500. Darwinian Health. 100 Units.
This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.

Instructor(s): J. Mateo
Terms Offered: Winter
Prerequisite(s): Prerequisite(s): For BIOS Majors: Three quarters of a Biological Sciences Fundamentals Sequence or consent of instructor.
Note(s): CHDV Distribution - Undergrad: A
Equivalent Course(s): HIPS 22401, BIOS 23405, GNSE 21500, HLTH 21500

CHDV 22580. Child Development in the Classroom. 100 Units.
This discussion-based, advanced seminar is designed to investigate how preschool and elementary students think, act, and learn, as well as examine developmentally appropriate practices and culturally responsive teaching in the classroom. This course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms. Course concepts will be grounded in empirical research and activities geared towards understanding the nuances and complexities of topics such as cognitive development (memory, attention, language), early assessment systems, standardized testing, “mindset”, “grit”, exercise/nutrition, emotion regulation, and more.

Instructor(s): Kate O’Doherty
Terms Offered: Autumn
Equivalent Course(s): ECON 21830, BIOS 24137, PSYC 22350, NSCI 21000, HLTH 22350

CHDV 22855. Childhood, Migration, and Nation. 100 Units.
While the figure of mobile children is central to academic and public debates about migration worldwide, this course asks students to step back and reconsider a question that is frequently taken for granted: “What is a child?” The intersections between childhood and other categories of personhood, such as migrant laborers and refugees, complicate our assumptions about what it means to be a “child” and the ways children fit into the ideologies of nation-states. Ambiguous representations of migrant children also problematize human rights and humanitarian discourses that often depict them as vulnerable, passive, and inseparable from their family units. The analytical focus on young mobile subjects who are in the process of “growing up” call our attention to questions of temporalities and different modes of imagination which come to mediate the ongoing socialization of the child by state, family, and schools. In this course, we will critically discuss both theoretical concerns, ethnographic projects, films, and contemporary news media in the US, Asia, and elsewhere which take “(im)migrant children” as an object of inquiry. We will examine 1) the intersection between childhood and other personhood categories along the citizen-minorit migrant continuum, and 2) institutional interventions and everyday practices of the child which are mediated by different ideologies about being children and being (non)citizens of a particular state.

Instructor(s): Moodjalin Sudcharoen
Terms Offered: Spring, Spring 2022
Equivalent Course(s): HMRT 22855, ANTH 22855, GLST 22855

CHDV 23003. Schooling and Identity. 100 Units.
This course examines the dynamic relations between schooling and identity. We will explore how schools both enable and constrain the identities available to students and the consequences of this for academic achievement. We will examine these relations from multiple disciplinary perspectives, applying psychological, anthropological, sociological, and critical theories to understanding how students not only construct identities for themselves within schools, but also negotiate the identities imposed on them by others. Topics will include the role of peer culture, adult expectations, school practices and enduring social structures in shaping processes of identity formation in students and how these processes influence school engagement and achievement. We will
consider how these processes unfold at all levels of schooling, from preschool through college, and for students who navigate a range of social identities, from marginalized to privileged.

Instructor(s): Lisa Rosen  Terms Offered: Winter. Offered 2021-22
Prerequisite(s): Priority registration will be given to MAPSS students seeking the Education and Society certificate.
Equivalent Course(s): SOCI 30530, SOCI 20530, EDSO 33002, CRES 23002, EDSO 23002

**CHDV 23005. Education and Social Inequality. 100 Units.**

How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society’s system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools.

Through close readings of historical, anthropological and sociological case studies of schooling in the U.S., students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.

Instructor(s): Lisa Rosen  Terms Offered: Autumn. Offered 2021-22
Equivalent Course(s): CHST 23005, SOCI 20297, EDSO 23005, CRES 23005

**CHDV 23007. Language, Culture, and Education. 100 Units.**

In this course, we will examine current theories and research about differential educational achievement in U.S. schools, including: (1) theories that focus on the characteristics of people (e.g., their biological makeup, their psychological characteristics, their human nature, their essential qualities), (2) theories that focus on the characteristics of groups and settings, (e.g., ethnic group culture, school culture), and (3) theories that examine how cultural processes mediate political-economic constraints and human action. Course discussion will focus on understanding the ways in which language and/or culture are conceptualized in these positions and their educational consequences, especially for low income and ethnic and linguistic minority students in the U.S.

Instructor(s): Lisa Rosen  Terms Offered: Autumn Spring. Offered 2021-22
Equivalent Course(s): ANTH 27215, SOCI 20538, CRES 23007, EDSO 23007

**CHDV 23050. The Role of Science in U.S. Education Reform. 100 Units.**

How should science inform the improvement of education? Can education be studied scientifically? These questions have haunted American education research since its 19th century beginnings. In this course, Lagemann’s history of U.S. education research, An Elusive Science, will serve as a central orienting text, and students will read primary sources by the figures it describes: Dewey, James, Thorndike, Coleman, Tyler, and more. The course will end with a consideration of contemporary topics such as research-practice partnerships and design research. In taking on the case of American education research, students will confront and discuss the entanglements of epistemology and history, measurement and social organization, knowledge and authority.

Instructor(s): Ye, Lily  Terms Offered: Winter
Note(s): Undergrad distribution: C
Equivalent Course(s): EDSO 23050

**CHDV 23100. Human Language and Interaction. 100 Units.**

Language may be learned by individuals, but we most often use it for communication between groups. How is it that we manage to transmit our internal thoughts to others’ minds? How is it that we can understand what others mean to express to us? Whether we are greeting a passerby, ordering a meal, or debating politics, there are a number of invisible processes that bring language to life in the space between individuals. This course investigates the social and cognitive processes that enable us to successfully communicate with others. The theories we cover are built on observations of adult language use and child development in multiple cultural settings, taking inspiration also from non-human animal communication. It is expected that, by the end of the course, students will be able to explain the limitations of language for communication and will be able to elaborate on a number of social and other cognitive processes that critically support communicative language use.

Instructor(s): M. Casillas  Terms Offered: Spring
Note(s): Distribution: Undergrads: B,C; Grad: 2,5
Equivalent Course(s): CHDV 33100

**CHDV 23145. Human Rights on the Ground: Ethnographic Perspectives. 100 Units.**

The aim of this course is to investigate the ways in which ethnographers have dealt with questions of human rights and humanitarianism. While ethnography is the hallmark of anthropology, it has gained popularity in recent years in other fields of social science, from sociology to political science. Over the course of the quarter, we will discuss what makes a human rights ethnography and what we can learn about human rights from the perspective of ethnography. Rather than reading chapters and articles, we will focus on excerpts of full ethnographies. The purpose of this is to delve into the nitty-gritty details of living with (or without) human
rights. Students will not only learn about human rights from an ethnographic perspective, but they will also gain familiarity with ethnography as a genre.

Instructor(s): Jay M. Henderson, Pozen Center for Human Rights
Graduate Lecturer
Terms Offered: Autumn
Equivalent Course(s): ANTH 25272, HMRT 23145

CHDV 23248. Research Methods in Behavior and Development. 100 Units.
In this graduate seminar we will discuss research design, experimental methods, statistical approaches and field techniques. Other topics will be covered depending on participant interests, such as acoustic analyses, ethogram development, event recorders, spectrophotometers, marking methods, spatial analyses and grant-writing strategies. The course is primarily designed for studies of non-human animals, although studies of human behavior, especially developmental studies, will be addressed.
Instructor(s): J. Mateo
Terms Offered: Winter
Prerequisite(s): Permission of instructor.
Equivalent Course(s): EVOL 43248, CHDV 43248

CHDV 23360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): S. Goldin-Meadow, D. Brentari
Terms Offered: Autumn
Equivalent Course(s): LING 23360, CHDV 33360, LING 33360, PSYC 33360, PSYC 23360

CHDV 23370. Bright and Dark Sides of Empathy. 100 Units.
This course invites students to critically explore the science of empathy by examining its scope and its limits. It delves into cutting-edge research from evolutionary theory, neurobiology, developmental and social psychology, social neuroscience, clinical neuroscience, and behavioral economics to illuminate the mechanisms behind feeling for and with others. Questions explored in this course include: What are the evolutionary roots of empathy? What are the neural and neuro-endocrinological mechanisms that facilitate empathy? How does empathy develop in young children? Is empathy a limited-capacity resource? How is empathy modulated by unconscious processing and implicit attitudes (e.g., group dynamics, social status)? Is empathy necessarily a good thing for social decision-making? Why can empathy make us act unfairly? Why do some individuals (i.e., psychopaths) lack empathy and concern for the well-being of others? How does empathy improve the overall effectiveness of medical care? This course introduces undergraduate students to current research and theories of empathy. The study of empathy serves as the basis for integrating a variety of perspectives including evolutionary biology, behavioral economics, affective neuroscience, developmental psychology, social psychology, behavioral neurolinguistics, and psychiatry.
Instructor(s): J. Decety
Terms Offered: Autumn
Equivalent Course(s): PSYC 23370

CHDV 23511. Memory, Reconciliation, and Healing: Transitional Justice. 100 Units.
Across the globe, recent national attempts to transition out of authoritarian rule have reached the point where the legacies of political conflicts have invoked discourses and questions of human rights. In the last fifty years, millions of people across the world have experienced periods of protest and mobilization, violence and genocide, the emergence and entrenchment of armed revolutionary forces, and repressive governments. As these periods came to an end, the governments, civil societies, and individual citizens in each country have had to face the challenges of rebuilding social fabric, trust, and democratic culture while memorializing the past and considering the root causes of past conflict and authoritarianism. These processes have include discourses of rights (e.g., transitional justice, but also participation, democracy, education, etc.) and have shaped the lives of millions of individuals in these countries as well as the trajectories of each nation and its governments. The proposed course draws on Peru, South Africa, and Ireland as case studies to guide students in comparatively analyzing the transitional processes and current implications. The goal of the course is for students to explore how these societies and their citizens have sought to deal with these problematic national histories and what ways these processes continue to influence each society. The students will leave the class with a better understanding of how conflict and post-conflict issues and developments.
Equivalent Course(s): HMRT 23511, LACS 23511

CHDV 23900. Introduction to Language Acquisition. 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
Equivalent Course(s): PSYC 33200, LING 21600, PSYC 23200, CHDV 31600, LING 31600, EDSO 23200

CHDV 24010. Introduction to Health and Society II. 100 Units.
What can the social sciences teach us about the ongoing coronavirus pandemic or the opioid epidemic of the past decade? How can we understand the sources of inequalities in access to care and in health outcomes across populations, both in the United States and globally? What is the significance of varying experiences of illness,
categories of disorder, ideals of well-being, and forms of intervention across cultural settings and historical periods? This course introduces students to the social, political, and economic processes that shape individual and population health, as well as to a range of concepts and methods which social scientists use to study these processes. This summer’s class will focus on the case studies of COVID-19 and the opioid epidemic, along with other cases.

Instructor(s): Eugene Raikhel
Terms Offered: Summer. Offered Summer 2021
Note(s): Please note that this course is not a continuation of HLTH 17000, but a summer session version of the same class. This course can be used to satisfy the HLTH 17000 requirement for the Health and Society minor.

Equivalent Course(s): HLTH 17001, ANTH 24341, ANTH 40310, CHDV 44599, CHST 24341, HLTH 24341, KNOW 40312, HIPS 24341, CHDV 40301, CRES 24341, KNOW 24341

CHDV 24341. Topics in Medical Anthropology. 100 Units.
Over the past two decades, the field of “global health” has become the dominant narrative and organizing logic for interventions into health and well-being worldwide. This seminar will review theoretical positions and debates in anthropology, focusing on the decolonizing global health movement. Divergent historical legacies of colonialism and racism, institutionalized forms of structural violence, and modern-day extractive capitalism have resulted in stark global inequities, which currently stand at shockingly unprecedented levels. This seminar offers a critical lens to rethink contemporary global health’s logic and practice by considering other histories and political formations, experiences, and knowledge production systems. This seminar opens up a space for generative dialogue on the future directions of what constitutes health, equity, and aid, and whether social justice is or should be the new imperative for action.

Instructor(s): P. Sean Brotherton
Terms Offered: Not Offered 2021-22; may be offered 2022-23
Prerequisite(s): Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV
Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.

Equivalent Course(s): CHSS 40310, ANTH 40310, ANTH 24341, HLTH 24341, KNOW 40312, HIPS 24341, CHDV 40301, CRES 24341, KNOW 24341

CHDV 24599. Historical and Contemporary Issues in US Racial Health Inequality. 100 Units.
This course explores persistent health inequality in the U.S. from the 1900s to the present day. The focus will be on racial gaps in urban health inequality with some discussion of rural communities. Readings will largely cover the research on Black and White gaps in health inequality, with the understanding that most of the issues discussed extend to health inequalities across many racial and ethnic groups. Readings cover the broad range of social determinants of health (socioeconomic status, education, access to health care, homelessness) and how these social determinants are rooted in longstanding legacies of American inequality. A major component of class assignments will be identifying emerging research and innovative policies and programs that point to promising pathways to eliminating health disparities.

Instructor(s): M. Keels
Terms Offered: Autumn
Prerequisite(s): Only students with 2nd year standing or above.
Note(s): Fulfills grad requirement (4) and undergrad major requirement (4).
Equivalent Course(s): CRES 24599, CHDV 44599, CHST 24599, HLTH 24599, PBPL 24599

CHDV 24702. Un/Making Citizenship: The Politics of the Intimate. 100 Units.
The state is like a gravitational force that holds people in relation to itself, tugging and turning each person to different degrees. Citizenship is the mediation of that relationship. In this course, we examine different dimensions of citizenship across the life course, considering the ways people are formed into certain kinds of subjects. We ask: how and why are intimate life events of interest not only to those involved, but also to governing authorities? From the governance of conception and birth, to the (non)conferral of legal identities, the state manages legitimacy through documents like birth certificates, whose contents or absence can shape a person’s entire life trajectory. In childhood, schools work to transform children into certain kinds of future citizens. From legal adulthood’s gradual accrual of rights -- to vote, to have sex, to drink, to stand trial -- to old age and long after death, citizenship extends beyond the life course. Over the course of the quarter, we investigate the ways people negotiate attempts to transform them into citizens, examining in particular how citizenship is mediated in relation to religion, sexuality, migration, disability, marriage, pregnancy, old age, and death.

Instructor(s): Kathryn Takabvirwa
Terms Offered: TBD. Not offered in 2021-22; may be offered in 2022-23
Equivalent Course(s): ANTH 24702, GNSE 24704

CHDV 25030. Politics of Reproduction. 100 Units.
This course explores the politics of reproduction and reproductive health in the US and globally. We will approach reproductive politics by examining two related phenomena: (1) the everyday events, practices, and experiences related to fertility and family formation (such as conception, contraception, fertility treatment, childbirth, adoption, and abortion), and (2) the regulation of reproductive events by powerful institutions and authorities, including states, biomedicine, religious organizations, corporations, and international development agencies. Through a series of ethnographic case studies, we will look at how reproduction is constrained, coerced, and enabled across cultures and contexts. We will pay particular attention to how inequalities (along lines of race, class, gender, sexuality, disability, nationality, and geographic region) shape and are shaped by ideologies about social reproduction, biological reproduction, sex, and the body. Throughout, we will ask how
and why reproductive regulations become key sites for conflicts around the globe about human rights, social justice, moral authority, national identity and state governance.

Instructor(s): K. Robbins Terms Offered: Winter

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): P. Sean Brotherton Terms Offered: Not Offered 2021-22; may be offered 2022-23

Note(s): CHDV Distribution: D

Equivalent Course(s): CRES 25112, ANTH 25100, GNSE 25112

CHDV 25120. Child Development and Public Policy. 100 Units.

The goal of this course is to introduce students to the literature on early child development and explore how an understanding of core developmental concepts can inform social policies. This goal will be addressed through an integrated, multidisciplinary approach. The course will emphasize research on the science of early child development from the prenatal period through school entry. The central debate about the role of early experience in development will provide a unifying strand for the course. Students will be introduced to research in neuroscience, psychology, economics, sociology, and public policy as it bears on questions about “what develops?”, critical periods in development, the nature vs. nurture debate, and the ways in which environmental contexts (e.g., parents, families, peers, schools, institutions, communities) affect early development and developmental trajectories. The first part of the course will introduce students to the major disciplinary streams in the developmental sciences and the enduring and new debates and perspectives within the field. The second part will examine the multiple contexts of early development to understand which aspects of young children’s environments affect their development and how those impacts arise. Throughout the course, we will explore how the principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will critically examine the evidence on whether the contexts of children’s development are amenable to public policy intervention and the costs and benefits of different policy approaches.

Instructor(s): A. Kalil Terms Offered: Spring Winter

Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): EDSO 35120, EDSO 25120, PSYC 25120, PPHA 31520, PBPL 25120

CHDV 25220. Constructing a Society of Human Rights: A Psychological Framework. 100 Units.

This course is designed to discuss the ways that cultural and social psychology contribute to understandings about human rights conceptually, and how human rights issues emerge from social dynamics. Over the course of the quarter, students will learn about theories on intergroup conflict and prejudice, how an individual’s beliefs emerge from social contexts and shape their relationships with others, how obedience to authority is created and abused, and how social positioning and narratives influence conceptions of self and other. We will also discuss the relevance and impact of psychological study and data on human rights issues.

Equivalent Course(s): INRE 30600, HMRT 25220, PBPL 25220

CHDV 25750. The Psychology and Neurobiology of Stress. 100 Units.

This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.

Instructor(s): G. Norman Terms Offered: Spring

Note(s): This course does not meet the requirements for the Biological Sciences Major.

Equivalent Course(s): NSCI 22535, PSYC 25750, BIOS 29271

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 Terms Offered: Spring

Note(s): CHDV Distribution: B

Equivalent Course(s): EDSO 20500, PSYC 20500

CHDV 26000. Social Psychology. 100 Units.

This course introduces students to the field of social psychology - the scientific study of how people think about, feel about, interact with, influence, and relate to one another. Topics covered include self and social perception,
social influence, beliefs and attitudes, altruism, and intergroup processes. Where relevant, we will discuss if and how findings in social psychology can be applied in real-world contexts such as health, work, and relationships.

Instructor(s): Y.C. Leong
Terms Offered: Autumn

Equivalent Course(s): PSYC 20600

CHDV 26008. Principles and Methods of Measurement. 100 Units.
Accurate measurement of key theoretical constructs with known and consistent psychometric properties is one of the essential steps in quantitative social and behavioral research. However, measurement of phenomena that are not directly observable (such as psychological attributes, perceptions of organizational climate, or quality of services) is difficult. Much of the research in psychometrics has been developed in an attempt to properly define and quantify such phenomena. This course is designed to introduce students to the relevant concepts, principles, and methods underlying the construction and interpretation of tests or measures. It provides in-depth coverage of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods. Such understanding is essential for rigorous practice in measurement as well as for proper interpretation of research. The course is highly recommended for students who plan to pursue careers in academic research or applied practice involving the use or development of tests or measures in the social and behavioral sciences.

Instructor(s): Yanyan Sheng
Terms Offered: Spring

Prerequisite(s): Course work or background experience in statistics through inferential statistics and linear regression.

Equivalent Course(s): SOSC 26008, SOSC 36008, CHDV 36008

CHDV 26200. Signs of Crisis: Ethnographies of Self and Society in Turbulent Times. 000 Units.
Societies and selves make each other up. Under ordinary circumstances, we know intuitively what it means to live in the world. We aren’t likely to think much about it, though, until things start falling apart. Maybe you suffer a trauma or an environmental disaster hits. Maybe the political system you took for granted all these years collapses, or from one day to the next, your money loses all of its value. Maybe things drag on in a constant state of uncertainty until you just can’t take it anymore. In moments like these, and only in retrospect, your “life” and “the world” become coherent things you can talk about, as in, “My life is falling apart,” or, “This must be the end of the world as we know it.” Going further, you might wonder, “What is a world, exactly? What is it composed of? And now, as it is falling apart, how do we begin to imagine, and plan for, a new kind of future? Taking person/self and society/social field/world as categories to be interrogated, this seminar is concerned with the modes of reflection and reflexivity that open up new possibilities for life as older, more familiar paths, are closing off. We will begin, in the first few weeks, by establishing a common conceptual vocabulary, asking how constructs like self, person, world, structure, field, environment, and system generate different analytic possibilities for understanding how people cope with, and are shaped by, turbulent circumstances. We will then read a series of relevant ethnographic works where such dynamics play out in disparate times and places-from post-socialist Ukraine to post-Tsunami Sri Lanka. Throughout, we will be attentive to underlying or overt notions of person and self, construed in relation to processes of rapid socio-historical change, as well as the construction and composition of the ethnographies. Students will take an active role in presenting and discussing readings and will have an opportunity to report on an ethnographic work or phenomenon that engages the themes of the course.

Instructor(s): J. Cole T. Edwards
Terms Offered: Spring

Prerequisite(s): Completion of SOSC sequence Self, Culture and Society or equivalent.

Note(s): Instructor consent required.

CHDV 26228. Ethnographic Research Methods. 100 Units.
This course offers a theoretical and practical introduction to the methods that anthropologists, sociologists, and other social scientists use to conceptualize, conduct, and analyze their ethnographic research. We start from the premise that ethnographic research has two core components: it is both a way of knowing and a way of representing people. We will consider what kinds of questions ethnographic research can answer and students will formulate their own research questions, which will serve as the basis for a project that they will work on throughout the quarter. Through readings and hands-on exercises, students will learn about the types of practices and techniques ethnographers use to generate and collect data, including: participant observation, interviewing, fieldnotes, and working with images, videos, texts, and material objects. Students will also learn about techniques of qualitative data analysis, and they will work collaboratively to apply these techniques to the data they have collected and to develop social, cultural, and theoretical insights. To understand the relationship between ethnographic analysis and representation, we will look at examples of ethnographic writing, film, photography, and drawing. For the final, students will produce original ethnographic representations of their research projects and findings. Throughout the course, we will discuss the ethical questions of conducting ethnographic research on and with human beings, both as a class and wit

Instructor(s): K. Robbins
Terms Offered: Spring

Prerequisite(s): SOSC core sequence.

CHDV 26700. Language and Technology. 100 Units.
This course is concerned with the complex cultural dynamics we are immersed in as users of language and technology. Exploring those dynamics, we will ask questions fundamental to the field of linguistic anthropology, like: Who am I, and how do I know for sure? How do I glean information from my environment, and how do my information-seeking activities generate information for others? What is “context”? How are competing contexts generated, activated, or contested, and by whom? How is the rapid and ongoing substitution of channels (e.g.
visual, auditory, proprioceptive) consequential for how we live and what we do? How are the messages we send out transmitted, diverted, twisted, or missed entirely, and to what end? Each week, an over-arching question like this will be introduced in readings and a short lecture, along with a set of key concepts, which students will apply in thinking about the environments with which they are most familiar. Students will have opportunities to explore connections that interest them through a range of discussion-based activities in class and in a final project, which may take one of many forms.

Instructor(s): T. Edwards Terms Offered: Spring

**CHDV 27250. Psychological Anthropology. 100 Units.**
This course provides a thorough introduction to psychological anthropology, a subdiscipline of anthropology that examines the relationship between culture and mind. The course begins by exploring what is meant by key terms like “culture” and “persons” before embarking on an exploration of lives in context. We will critically examine questions relating to the interactions of mind and body. The role of language in thought and development, the role of intuition in human cognition, the feeling and expression of emotions, and reasoning about morality and ethics. The final section of the course examines the interplay between culture and mental health and visits key moments in the life course. Lectures will use the course readings as a basis for presenting concepts, methods, and theories that psychological anthropologists employ in the field. Classes will also include group discussions, activities and films.

Instructor(s): Drake, Ashley Elizabeth Terms Offered: Spring

Note(s): Grad distribution: 4*; Undergrad Distribution: 3, 4
Equivalent Course(s): HIPS 27250, ANTH 24321, HLTH 27250

**CHDV 27547. Race, Ethnicity, and American Public Schools. 100 Units.**
This seminar is designed to introduce students to recent trends in research about race and ethnicity in American public schools. Although there are no pre-requisites for enrollment, this is a reading-intensive course, and students will be asked to read one full book per week throughout the quarter (with the exception of weeks 1 and 10). In this discussion-based course, students will evaluate the strengths and weaknesses of scholars’ theoretical and methodological approaches to exploring how race and/or ethnicity shape and are shaped by the institutions of schooling. We will focus primarily on texts published in the past two decades in order to develop an understanding of the current landscape of the literature. For their final paper, students will evaluate the conceptualization and evaluation of a theme, concept, or theory across at least four texts from the course.

Instructor(s): Karlyn Gorski Terms Offered: Spring

Equivalent Course(s): PBPL 27547, SOCI 28096, EDSO 27547, CRES 27547

**CHDV 27850. Evolutionary Psychology. 100 Units.**
This course explores human social behavior from the perspective of a new discipline evolutionary psychology. In this course we will read and discuss articles in which evolutionary theory has been applied to different aspects of human behavior and social life such as: developmental sex differences, cooperation and altruism, competition and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion, parenting and child abuse, language and cognition, and psychological and personality disorders.

Instructor(s): D. Maestripieri Terms Offered: Winter
Prerequisite(s): Undergraduates must have permission of instructor.
Note(s): CHDV Distributions: A; 1
Equivalent Course(s): PSYC 41450, CHDV 41451

**CHDV 27860. History of Evolutionary Behavioral Sciences. 100 Units.**
This course will consist in lectures and discussion sessions about the historical and conceptual foundations of evolutionary behavioral sciences (evolutionary anthropology, evolutionary psychology, ethology, comparative behavioral biology), covering the period from the publication of Charles Darwin’s The Origin of Species up to the present day. Topics will include new theoretical developments, controversies, interdisciplinary expansions, and the relationships between evolutionary behavioral sciences and other disciplines in the sciences and the humanities.

Instructor(s): D. Maestripieri Terms Offered: Autumn
Prerequisite(s): N/A
Note(s): Distribution requirements: 1
Equivalent Course(s): HLTH 27860, CHDV 37860, CHSS 37860, HIPS 27860, KNOW 27860

**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, psychological 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: Winter
Note(s): CHDV Distribution, A, 1
Equivalent Course(s): ECON 14810, CHDV 37950, BIOS 29265, PSYC 37950, PSYC 27950
CHDV 28301. Disability and Design. 100 Units.
Disability is often an afterthought, an unexpected tragedy to be mitigated, accommodated, or overcome. In cultural, political, and educational spheres, disabilities are non-normative, marginal, even invisible. This runs counter to many of our lived experiences of difference where, in fact, disabilities of all kinds are the “new normal.” In this interdisciplinary course, we center both the category and experience of disability. Moreover, we consider the stakes of explicitly designing for different kinds of bodies and minds. Rather than approaching disability as a problem to be accommodated, we consider the affordances that disability offers for design. This course begins by situating us in the growing discipline of Disability Studies and the activist (and intersectional) Disability Justice movement. We then move to four two-week units in specific areas where disability meets design: architecture, infrastructure, and public space; education and the classroom; economics, employment, and public policy; and aesthetics. Traversing from architecture to art, and from education to economic policy, this course asks how we can design for access.
Instructor(s): M. Friedner Terms Offered: Winter
Prerequisite(s): Third or fourth-year standing
Equivalent Course(s): HLTH 28301, BPRO 28300, MAAD 28300, MUSI 25719

CHDV 28999. Muslims in the United States. 100 Units.
Muslim migration to the United States and Western Europe proliferated in the last quarter of the 20th Century, and Islam has been a visible (and controversial) presence in these societies ever since. Though internally varied by race, ethnicity, national origins, sect and class positionality, Muslim communities have faced homogenizing narratives rooted in orientalist frameworks. As Islam continues to be a site of conflict in geopolitical struggles, these frameworks have reproduced themselves into the twenty-first century. This course will use an intersectional and critical lens to examine the issues facing Muslims in the United States and Western Europe on both macro and micro levels. One third of the course will cover the interactions between Muslim communities and their “host societies” vis-à-vis the state, mass media, and public opinion. Another third of the course will delve into issues of socioeconomic mobility and cultural assimilation. Finally, the last third will show how these macro concepts influence the everyday lived experiences of Muslims in these contexts. This is a seminar-style, reading-heavy course. Students should be familiar with and capable of deploying the sociological concepts of race, class, gender and intersectionality.
Instructor(s): E. Abdelhadi Terms Offered: Winter
Prerequisite(s): Undergrads must have 3rd or 4th year standing.
Note(s): Undergrad: C; Grad: 3
Equivalent Course(s): CHDV 38990, ISLM 38990, GNSE 38990, CRES 38990, SOCI 30324

CHDV 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.
This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteen-century female “hysteria,” evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.
Instructor(s): M. Appeltová Terms Offered: Spring Winter
Equivalent Course(s): GNSE 29318, HIPS 29318, HIST 29318, HLTH 29318, HMRT 29318, CRES 29318

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 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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): Consent of the Director of Undergraduate Studies
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.
The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year, as a 13th required course. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips
on describing methods and peer review). The grade assigned by their thesis supervisor on the final BA paper is retroactively assigned as the grade for this course.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.