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.

Students who are pursuing a joint BA/MA degree are permitted to double count a maximum of four courses for the two degrees.

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 every academic year.)

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTH 21420</td>
<td>Ethnographic Methods</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20151</td>
<td>Introduction to Quantitative Modeling in Biology (Basic)</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20152</td>
<td>Introduction to Quantitative Modeling in Biology (Advanced)</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20172</td>
<td>Mathematical Modeling for Pre-Med Students</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25419</td>
<td>Introduction to Infectious Disease Epidemiology</td>
<td>100</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>CHDV 20101</td>
<td>Applied Statistics in Human Development Research</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 20299</td>
<td>Ethnographic Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30102</td>
<td>Introduction to Causal Inference</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32411</td>
<td>Mediation, Moderation, and Spillover Effects</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37802</td>
<td>Seminar: Challenging Legends and Other Received Truths: A Socratic Practicum</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 39301</td>
<td>Qualitative Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 24800</td>
<td>Urban Policy Analysis</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 26301</td>
<td>Field Research Project in Public Policy</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 22913</td>
<td>Political Science Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20100</td>
<td>Psychological Statistics</td>
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<tr>
<td>PSYC 20200</td>
<td>Psychological Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20250</td>
<td>Introduction to Statistical Concepts and Methods</td>
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</tr>
<tr>
<td>SOCI 20001</td>
<td>Sociological Methods</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20004</td>
<td>Statistical Methods of Research</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20140</td>
<td>Qualitative Field Methods</td>
<td>100</td>
</tr>
<tr>
<td>STAT 20000</td>
<td>Elementary Statistics</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
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<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
<td>100</td>
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<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
<td>100</td>
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* Courses used to fulfill a general education requirement may not be used to fulfill the major (e.g., BIOS 20151, BIOS 20152, or STAT 20000).

**Electives**

All CHDV majors are required to take nine CHDV elective courses with course numbers above 20000. We encourage students to take their elective courses across the four areas of Comparative Human Development, given the department’s commitment to transdisciplinary scholarship. Many CHDV elective courses are designated as aligning with one or more distribution areas (labeled A through D); see individual course listings in the catalog. The four areas are the following:

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

B. *Life Course Development:* includes courses on 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.

C. *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.

D. *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 (https://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 B.A. 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 B.A. 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 grade of A or A- 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 B.A. Honors Seminar and (2) have filed a properly completed BA Honors Paper Proposal Form with the departmental Student Affairs Administrator no later than ninth week of Spring Quarter of the third year.

BA HONORS SEMINAR

The CHDV 29800 B.A. 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 B.A. Honors Seminar during Spring Quarter of their third year. Permission to register for CHDV 29800 B.A. 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 course 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.

BA HONORS PAPER FOR BA/MA STUDENTS

Students pursuing a joint BA/MA may be able to write a paper that meets the requirements for honors in CHDV and for the MA, subject to the approval of both programs. Students should consult with the Director of Undergraduate Studies of the Department of Comparative Human Development and with the Faculty Director of the MA program before the end of Spring Quarter of their third year. Students must also complete the fourth-
year major course plan by the beginning of Winter Quarter in third year. Students are permitted to double count up to four courses for the major and the MA program.

Students must follow all the deadlines and requirements of the honors track of the major, including taking CHDV 29800 B.A. Honors Seminar and CHDV 29900 Honors Paper Preparation. To receive a BA with honors, students must (1) complete the requirements of the major and (2) submit a meritorious honors BA paper in the Spring Quarter of their fourth year in accordance with the departmental deadlines and requirements.

HONORS PAPER DUE DATE

Honors papers are due by the end of sixth week of the quarter in which a student plans to graduate (typically in Spring Quarter).

SUMMARY OF REQUIREMENTS

CHDV 20000 Introduction to Human Development 100
CHDV 20100 Human Development Research Design 100
One Methods Course 100
Nine Elective Courses 900
Total Units 1200

Elective courses must have course numbers above 20000. Students applying for CHDV honors must register for CHDV 29800 B.A. 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/.

COMPARATIVE HUMAN DEVELOPMENT COURSES

CHDV 10310. Theories of Gender and Sexuality. 100 Units.
This is a one-quarter, seminar-style introductory 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. 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 20231, ENGL 10310, GNSE 10310

CHDV 11001. Problems in the Study of Gender: Intimate (Im)mobility: Gender, Sexuality, and Bordering Europe. 100 Units.
Over the past several years, the intersection between gender, sexuality, and transnational (im)mobility have become increasingly apparent. Two broad processes underpin this phenomenon: on the one hand, the reorganization of global capitalism that took place after the 1990s made it harder for people in many parts of the world to earn a living, forcing large numbers of people to migrate. On the other hand, states have increasingly sought to limit immigration. As a result, exceptions-like those offered by asylum or marriage and family reunification—offer some of the only paths to legal entry and citizenship. Not surprisingly, these circumstances have led to an explosion of “intimate mobilities” - that is mobility achieved through intimate relations including transnational marriage, sex tourism and prostitution. In response, European state’s deploy gender and sexuality to police and limit immigration as well as to stigmatize existing populations. In light of these issues, this class will examine intimate (im)mobility and the use of gender and sexuality to border contemporary Europe. We will consider the issue both from the so-called periphery -that is the places where people seek out intimate partnerships as a path to mobility– and how ideas about gender and sexuality get deployed and contested within the continent. Course material will include historical, anthropological and literary texts and possibly some film.
Equivalent Course(s): SOCI 20231, ENGL 10310, GNSE 10310

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.
Equivalent Course(s): PSYC 20850, HLTH 20000

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.
Equivalent Course(s): SOCI 20290, GNSE 2001

CHDV 20008. Understanding Standing Rock: Contemporary Native America. 100 Units.
From April 2016 to February 2017, Native American advocates and their allies came to the confluence of the Cannonball and Missouri rivers to stand against the Dakota Access Pipeline. In the process they joined leaders, citizens, and supporters of the Standing Rock Sioux Tribe, whose tribal lands the pipeline skirted, and who opposed its Lake Oahe crossing, claiming that it threatened their water source, and was approved without proper legal vetting. Their efforts, and the responses to them by local law enforcement and pipeline security, drew national attention both to the specifics of their cause, and to the circumstances of Native American nations in the U.S. generally. Understanding Standing Rock demands a deeper consideration of the socioeconomic, legal, and cultural conditions that shape U.S. relations with Native Americans and their nations. This class takes the occasion of the Standing Rock/Mni Wiconi/#NODAPL movement and its circumstances to introduce students to the history and contemporary shape of US relations to Native American peoples, their legal, political, and socioeconomic opportunities and constraints, and how Native Nations today are working to articulate, in their own terms, their status in the United States and the world.
Equivalent Course(s): ANTH 20008, ENST 20008, CRES 20008, HMRT 20008

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.
Equivalent Course(s): PSYC 21100, SOCI 20549, HLTH 20100, EDSO 20100

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.
Equivalent Course(s): EDSO 30101, CHDV 30101, HLTH 20100

CHDV 20102. Introduction to Causal Inference. 100 Units.
This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PHBS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for "Advanced Topics in Causal Inference" and "Mediation, moderation, and spillover effects."

Equivalent Course(s): STAT 224/PHBS 324, PP 31301, BUS 41100, or SOC 30005
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.
Equivalent Course(s): SOCI 20122, GNSE 20120

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.
Equivalent Course(s): SOCI 20140, RDIN 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.
Equivalent Course(s): LING 30150, EDSO 20150, CHDV 30150, LING 20150

CHDV 20175. The Sociology of Deviant Behavior. 100 Units.
This course examines how distinctions between “normal” and “deviant” are created, and how these labels shift historically, culturally, and politically. We analyze the construction of social problems and moral panics (e.g., smoking, “satanic” daycares, obesity) to explore how various moral entrepreneurs shape what some sociologists call a “culture of fear.” Additionally, we investigate the impact on individuals of being labeled “deviant” either voluntarily or involuntarily, as a way of illustrating how both social control and social change operate in society.
Equivalent Course(s): SOCI 20175

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.

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.
Equivalent Course(s): CRES 20207, EDSO 20207

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.

Equivalent Course(s): PSYC 20209, EDSO 20209

CHDV 20223. Ethnographic Research Methods. 100 Units.
Ethnography: ethnos (people) + graphy (writing). Ethnography is a research method central to knowing the world from the standpoint of its social relations. It is a qualitative research method predicated on the diversity of culture at home (wherever that may be) and abroad. Ethnography involves hands-on, on-the-scene learning - and it is relevant wherever people are relevant. Ethnographers learn by immersing themselves in the environment they are studying. Ethnography involves the systematic collection of diverse types of data (including multimedia) through observation, conversation, and textual study - activities that in turn must be conducted in a locally appropriate manner. This course develops students' intellectual and interpersonal skills by introducing core debates, tools and approaches to ethnographic methods. Class discussion of readings will complement hands-on ethnographic fieldwork that will be reflected upon and fine-tuned through field journal writing and workshops.

Equivalent Course(s): SOSC 20223, ANTH 21422, SOSC 30223

CHDV 20240. Language and Economy: an Interdisciplinary Approach. 100 Units.
This class investigates how gender and sexuality shape and are shaped by religion and spiritual experience, engaging with ethnographic literature from a wide range of religious traditions and cultural contexts. The class begins by examining foundational concepts about the self, subjectivity, and belief, considering how they inform ideas about gender and sexuality, on the one hand, and religious experience, on the other. We move on to explore the terms 'gender' and 'sexuality,' interrogating assumptions that women, queer, and gender non-conforming people are always marginalized by religious institutions and cosmologies. In this vein, our readings will consider how ritual and spirituality are sites where ideas about gender and sexuality can be simultaneously performed, imposed, contested, and creatively reimagined. We will then consider the political stakes of our themes, investigating how individuals and groups put religious and spiritual practices to their own ends, to both the benefit and detriment of others. In the second half of the quarter, we will engage in depth with a series of recent ethnographic monographs that explore our themes in a variety of cultural and religious contexts, from Egypt to Brazil, India to Kenya, considering how they relate to contemporary debates about gender and sexuality.

Equivalent Course(s): ANTH 25218, GNSE 22250, KNOW 20250

CHDV 20299. Ethnographic Research Methods. 100 Units.
This course offers a theoretical and practical introduction to the qualitative research methods that anthropologists, sociologists, and other social scientists use to examine, analyze, and represent social phenomena. Our course will be guided by several key questions, including: What is qualitative research, and what kinds of inquiries is it best suited for? How do qualitative researchers formulate research questions, carry out their studies, and communicate their findings? What are their ethical responsibilities? And what criteria should we use to evaluate the theoretical and empirical significance of researchers’ claims? We will address these questions by (1) critically considering a range of approaches to qualitative research and by (2) practicing qualitative methods of data collection, including participant observation, interviewing, fieldnotes, and working with images, videos, texts, and material objects. Through readings, in-class discussion, hands-on exercises, and conversations with guest researchers in academia and industry, students will deepen their understanding of qualitative research and gain familiarity with a variety of methodological tools and approaches that can support their own or others’ research.

Equivalent Course(s): SOCI 20579

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.

Equivalent Course(s): NSCI 21013, PSYC 20300

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. This course is part of the College Course Cluster: Urban Design.

Equivalent Course(s): PBPL 20305, ED SO 40315, CRES 20305, ED SO 20305

CHDV 20309. Integrating P-VEST Theorizing into Programming and Intervention Efforts. 100 Units.

This course explores the application of Phenomenological Variant of Ecological Systems Theory (PVEST) as applied to individuals and programming efforts for obtaining youths’ resilient outcomes. Social supports intended to aid youths’ development are too frequently hampered due to a lack of inclusive human development appreciating theory. Frequently theorizing pathologizes young people of diverse backgrounds; as well, theoretical efforts fail to acknowledge the diversity of adolescent experiences as each navigates environments which treat them differently. The differential treatment is often linked to gender, ethnicity, race, privilege, sexuality, or some intersectionality of factors (e.g., “misadventures” had between policing professionals and male minority youths’ attempts to meet developmental goals). Current victimizing of Asian individuals provides an exemplar. Emphasizing human development theorizing which acknowledges everyone’s human vulnerability and shared humanity, the seminar explores the requirements of effective programming for supporting the positive development of all youth especially as each youth progresses into emergent adulthood.

CHDV 20310. Exploring the Self, Vulnerability, and Resiliency: A Seminar. 100 Units.

This seminar will explore the application of Phenomenological Variant of Ecological Systems Theory (PVEST) as applied to individuals and programming efforts. Equivalent Course(s): CHDV 40310

CHDV 20320. Interrogating Self-Processes, Vulnerability, and Resiliency: A Seminar. 100 Units.

This seminar will explore the application of Phenomenological Variant of Ecological Systems Theory (PVEST) as applied to individuals and programming efforts. Equivalent Course(s): CHDV 40320

CHDV 20399. Trauma, Vulnerability, and the Martial Body. 100 Units.

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.

Equivalent Course(s): HLTH 20399, ANTH 20399, HIPS 20399

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.

Equivalent Course(s): CRES 20400, CHDV 30401, ANTH 30705, LACS 20400, LACS 30401, ANTH 21230

CHDV 20415. Sexuality and Health. 100 Units.

This course will critically examine sexual and reproductive health issues.

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.

Equivalent Course(s): CHDV 30440, SOCI 30248, HLTH 20440, SOCI 20248

CHDV 20450. Educational Inequality: Theory, Policy and Practice. 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. This course is part of the College Course Cluster: Urban Design.

CHDV 20499. Inequality in Education: Theory, Policy and Practice. 100 Units.

Problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. 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.
Equivalent Course(s): EDSO 20499, CHDV 40400, CHST 20499, CRES 20499, EDSO 30499

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.
Equivalent Course(s): HMRT 35210, MAPS 36900, HMRT 25210, SOSC 36900, ANTH 30405, CHDV 30405, ANTH 20405

CHDV 20550. From Data to Manuscript in R. 100 Units.

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 re-format 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.
Equivalent Course(s): MAPS 30550, MACS 30550, PSYC 20550, CHDV 30550, PSYC 30550

CHDV 20600. The Global Color Line and the New International Order. 100 Units.

In 1900, W. E. B. Du Bois prophesied that the "problem of the twentieth century is the problem of the color line," concomitantly laying the foundation of a new language of solidarity by enlisting, not only the "millions of black men in Africa [and] America" but also "the brown and yellow myriad[s]" in Asia, as victims of White oppression. The color line, seen as a collaborative imperial instrument to keep European states atop a global hierarchy, thus represented both problem and solution for Du Bois. This course explores the provocative thesis of color line by examining two sites where its structural logic was most evident: the continent of Africa and the emerging international law, in the early 20th century. The first part of the course focuses on Africa as a crucible for various White imperialists and a diverse group of settlers belonging to "darker races"-drawn to the continent by its riches. We will explore the multiple forms of solidarity forged among people of color, while acknowledging how real-world animosities attenuated this aspiration. The second half examines the burgeoning int’l order by pivoting on the evolution of int’l law reliant on an “exclusion-inclusion model” that perpetuated the color line, along with a concomitant process of global solidarity that culminated in the Bandung Conference. Students will utilize archival and primary sources, complemented by cutting-edge contemporary scholarship.
Equivalent Course(s): RDIN 30600, SALT 35328, SALT 25328, RDIN 20600, HIST 27417

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.

CHDV 20650. Prelude to the Race Core: Past and Past in Present Racial Formations. 100 Units.

A team of Race Center faculty affiliates will collectively teach this course to engage students on a sequence of topics related to the nature and meaning of race in the United States with strategic examinations of race in other parts of the world, including Latin America and the Caribbean, Europe, Asia and Africa. The course will begin by discussing perspectives on several aspects of racial categorization (biological, social, legal), as well as change and stability in understandings of race and racial categorizations. Topics such as mestizaje, indigeneity, abolitionism, and power will also be discussed.
CHDV 20700. Global Health, Environment, and Indigenous Futures. 100 Units.
The global coronavirus pandemic has made evident the significance of ecological (im)balances for the well-being of societies. The relationship between structural inequalities, changing environments and health, especially for historically and socio-economically marginalized communities, is now well established. At the same time, a growing body of literature links the material conditions of marginalized communities—for instance, spaces of dwelling and conditions of labor-to health status, globally. Based on a set of interdisciplinary literature arranged through anthropological theories, this course will critically engage with notions of health and well-being for indigenous communities, tracing injustices that stem histories of racial, caste- and ethnicity-based, and environmental exclusions. The readings are organized around one central question: What does it mean to be indigenous in a changing planet where social, political, and economic systems are marked by enduring legacies of systemic violence? This graduate and undergraduate level course will introduce contexts within which structural exclusions lead to ill-health and loss of well-being among indigenous communities across the globe. The aim is to develop critical thinking on the political economy and political ecologies of indigenous health as imbricated with issues of social, economic, and environmental justice.
Equivalent Course(s): CEGU 30700, CEGU 20700, SALC 32704, SALC 26501, RDIN 30700, CHDV 30750, RDIN 20700, ANTH 30700, ANTH 20700

CHDV 20702. Child Language: Socialization, Development and Acquisition. 100 Units.
Child Language: Socialization, Development, and Acquisition. (=LING, PSYC) This course will provide a broad cross-disciplinary introduction to the study of how children learn language. This question is of interest to many fields, in particular: developmental psychology, linguistic anthropology and linguistics, but each of these fields have markedly different perspectives on the nature of the process and outcomes of language learning. This class will use background lectures and seminar discussions to explore theoretical claims and methodological strategies across disciplines. The topics will include case studies from a variety of languages and cultures and students will be encouraged to think critically about the benefits and drawbacks of each of the three disciplinary perspectives to better understand what it means to "know" a language in a cognitive, cultural and structural sense. Finally, we will consider the implications of linguistic fluency for cognition, in terms of "semantic accent" as well as the specific kinds of linguistic competence, like literacy, that are the result of specialized training and education.
Equivalent Course(s): LING 20702

CHDV 20703. Literacy, Language, and Education. 100 Units.
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.
Equivalent Course(s): LING 20703

CHDV 20704. Language and Cognition Across the Lifespan. 100 Units.
In this course, we will explore the relationship between language and cognition, at both the beginning and end of the lifespan, as well as in cases of language disorders. We will cover topics including linguistic relativity, bilingualism and aging, multimodal language and cognition and atypical circumstances of language learning and language attrition.
Equivalent Course(s): LING 26530

CHDV 20750. Cognition and Emotion in Everyday Life. 100 Units.
Why is it so hard to argue without crying? Why do you freeze up as soon as you have an audience? Why can’t you stop scrolling through Instagram? Can humans be truly "rational"? We typically think of cognitive processes (thinking, deciding, recalling) as being distinct from emotional processes (e.g. feeling, expressing). However, very rarely do these processes explain human behavior in the absence of the other’s influence. In this course, we will complicate our understanding of cognition and emotion by exploring of some of the many real-world, everyday experiences that can only be explained at the intersection of the two processes. Through readings, in-class discussions, and out-of-class activities and exercises, we will explore a wide array of everyday phenomena (e.g. choking under pressure, lying, shopping) that span different developmental periods (childhood, adolescence, the elderly), contexts (e.g. school performance, jury duty, social media), and populations (clinical vs. nonclinical). To understand human behavior, we will take a truly interdisciplinary approach - drawing from a vast literature both within psychology (e.g. social, developmental, cognitive, political, and educational psychology) and across disciplines (e.g. law, health communications, consumer marketing, cultural anthropology, surgical research). Ultimately, our interdisciplinary discussions, readings, and exercises will equip us to better understand how and why we conduct ourselves the way we do.

CHDV 20772. Self and Other, the Good, the Bad, the Imagined. 100 Units.
In this seminar, we will examine the relationship between self and other. In order to develop a comprehensive account of this multifaceted and multiform relationship, we will critically investigate the relationship of self to different types of ‘others’ ranging from primary caregivers and society to immediate as well as distant and despised interlocutors. We will supplement this discussion with an inquiry into the possibility and limits of self without an other, and visit the question of how human consciousness differs from that of other primates. In
the course of our discussions, we will critically engage issues concerning the development of the self, its unity, individuality, and agency, and the possibilities of creativity, resistance and the transformation of the self. By the end of the quarter, you are expected to develop a deeper understanding of the relationship between self and other.

Equivalent Course(s): CHDV 30772

CHDV 20773. Emotion. 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 tend 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.

CHDV 20774. Multilingualism in Mind & Social Interaction: Language, Self, & Thought in the Multilingual Context. 100 Units.

This course provides an overview of theory and research on bilingualism. Through a critical examination of psycholinguistic and sociolinguistic approaches to bilingualism, we will aim to arrive at a comprehensive account of bilingual experience and its practical implications for education and mental health in a globalizing world. In the course, we will address the following topics: 1. Equivalent Course(s): CHDV 30774, EDSO 20774, EDSO 30774

CHDV 20775. Qualitative Analysis: Interpretive Frameworks, Coding Techniques, and Quality Criteria. 100 Units.

This course is designed to provide students with the opportunity to work with and analyze qualitative data from a variety of data collection methods and approaches to analysis. Following a brief overview of the interpretive frameworks, analytic strategies, and ethics in qualitative inquiry, the course focuses on coding, content and thematic analysis, narrative analysis, critical discourse analysis, and discourse analysis. The course concludes with an introduction to qualitative data analysis software QDA Miner. The course emphasizes connections between theory and data and hands-on practice. Students are expected to: 1. Equivalent Course(s): CHDV 30775

CHDV 20777. Emotion and Agency in Context. 100 Units.

In this course, we will examine the multifaceted relationship between emotion, morality, and human agency. Through a critical engagement of the existing theories, we will aim to arrive at a comprehensive account of emotions that neither sidelines the lived experience of emotions nor disregards their relationship to social and cultural context.

CHDV 20802. Gender, Sexuality, & Religion. 100 Units.

In many cultural contexts today, religion is often seen as a socially conservative force in public and political realms. For instance, Christian "pro-life" movements in the US often draw on tropes of women's "traditional" role as mothers to argue against easily accessible abortion clinics or contraceptives; recent faith-based objections to legal protections for LGBTQ individuals; and debates in the US and Western Europe about Muslim women's use of the veil as inherently disempowering women. Social scientists have often noted the logics of duality that shape our contemporary world: religious/secular, traditional/modern, conservative/liberal, private/public, etc. Within this logic, religious peoples are presumed to be traditional or "primitive" and therefore hostile to modernity or foreclosed from being modern. Similarly, to be progressive or liberal, one is assumed to be secular and skeptical of religion. Is it always the case, though, that religion is conservative, traditional, and works to maintain the status quo of possible gender roles and sexual identities in society? The goal of this course is to investigate this question. We will look at contemporary places around the world, multiple religions, and various genders and sexualities in order to complicate the picture of how religion and gender inform one another. Equivalent Course(s): GNSE 20802, ANTH 25207, RLST 26909

CHDV 20803. Morality across the Life Course. 100 Units.

Morality across the Life Course. What does it mean to be a moral person? And how do moral expectations within a given society shift across the life course? Social scientists have noted that what it means to be a moral child may not always be the same as what it means to be a moral adolescent or middle-aged adult. At the same time, scholars have been interested in how moral ideals pass from one generation to another through processes such as socialization. Social reproduction must also deal with globalization and other sources of social change. By honing in on such processes of social reproduction and change, many have suggested we may better understand how moral beliefs change across generations and over time. In this course we will explore these processes of moral development, socialization, and change, drawing largely on anthropological and psychological research. While early developmental psychologists theorized moral development as stage-based and teleological (i.e., an ultimate, ideal adult moral personhood towards which developmental stages were progressive steps), anthropologists and cultural psychologists working in many different cultural contexts have complicated this understanding of morality. We will begin the quarter by looking at some of the early texts and theories about moral development in addition to early concerns about social reproduction across generations. Afterwards we
will turn to a series of ethnographic monographs in order to explore in detail how particular life course stages are conceptualized in moral terms in various parts of the world and in different contexts of social change.

Equivalent Course(s): ANTH 25209

CHDV 20805. Body & Soul: The Anthropology of Religion, Health, & Healing. 100 Units.

In this course, we will explore how people experience religion across social and historical contexts with a focus on how religion shapes ideas of what it means to be mentally healthy and how to treat illness. In the first half, we will focus especially on the role of the body in religious experiences: how people comport, discipline, and alter their bodies in attempts to create religious experiences. In the second half, we will turn to the mind: how religion mediates cultural understandings of mental health, well-being, and illness and the experience of a normatively healthy mind and body.

Equivalent Course(s): HLTH 24312, ANTH 24312

CHDV 20882. Parenting, Culture, and Socialization 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. Each week, we will examine various ways environmental factors interact and influence parenting and child development, especially in early childhood. We will cover some key dimensions of parenting and their relations to social and cultural issues, as well as special topics related to parenting such as disability and autism.

CHDV 20900. Studying ‘Social Problems’: Theory and Methods. 100 Units.

What does it mean for something to be a ‘social problem?’ How do particular ‘social problems’ emerge and how do they stop being ‘problems’? This course answers these questions from the perspective of the sociology of social problems and introduces students to different tools and data sources they can use to better understand a social problem, or a variety of other phenomena, that they might be interested in. In the first part of the course, we will cover sociological theories of ‘social problems’ and read a selection of case studies. In the second part of the course, we will survey different kinds of data sources (Twitter feeds, newspaper and congressional records, article databases, various publicly available datasets, etc.) and discuss how you can best leverage them to study specific ‘social problems.’ By the end of the class, each student will have produced an extensive report on a topic of interest. As such, the class is particularly well-suited for students doing independent research, such as working on their BA or MA. The course does not assume any previous knowledge, beyond basic proficiency with the Internet and software such as Excel. However, the instructor will orient parts of the class towards students who have some programming background, in order to emphasize the utility of computational approaches.

Equivalent Course(s): MAPS 40900, MACS 40900, SOCI 30560, SOCI 20560, MACS 20900

CHDV 20971. XCAP: The Experimental Capstone - What is an Intervention (for Mental Health)? 100 Units.

What does it mean for a practice to be understood as an intervention in the domain of mental health? Interventions in mental health can be carried out with tools ranging from chemicals and electrical impulses, to words, affects, and social relationships, to organizations. They can involve acting on a range of distinct targets -- from brains and bodies to psyches and emotional conflicts to housing and employment. This course will use a focus on mental health interventions to introduce students to a range of conceptual and practical issues surrounding mental health and illness, as well as to raise a set of broader questions about the relationships between knowledge formation, practice, ethics, and politics. The questions we will ask throughout the course will include: What does it mean for an intervention to be successful? How is effectiveness understood and measured? Are mental health interventions ethically-neutral or do they contain embedded within them assumptions about the normal, the pathological, and the good life? We will think through these questions via a series of readings drawn from psychiatry, psychology, and the social sciences -- but more importantly, through weekly practical and experiential activities. Each week will focus on one kind of mental health intervention, and will involve a particular kind of practical learning activity.

Equivalent Course(s): KNOW 49971, HLTH 29971, KNOW 29971

CHDV 21000. Cultural Psychology. 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.

Equivalent Course(s): CRES 21100, CHDV 31000, ANTH 35110, GNSE 21001, PSYC 23000, KNOW 31000, PSYC 33000, AMER 33000, ANTH 24320, GNSE 31000

CHDV 21230. Stigma Lab. 100 Units.

The concept of stigma is mobilized to explain a wide range of practices and experiences both in scholarship and everyday life. In this course, we critically engage readings on stigma from across the social sciences in order to develop a genealogy of how the concept emerged. We then read a series of ethnographic and other social science texts to analyze how the concept is utilized. Finally, students consider how stigma functions as an analytic and explanatory model in their own work. It is important that students enrolled in this course have a research
CHDV 21279. Americanism: The Development, Meaning & Diversity of The American Identity. 100 Units.
Throughout this course, we will explore the development of the American identity, the diversity of that identity and what it means to the various people(s) who identify as Americans (North, Central and South America will be considered for this course). We will examine this idea from our contemporary perspectives while also taking into account the context (history) of those perspectives. We will consider literary works from various American ethnic backgrounds as a sample rather than a comprehensive representation. We will also examine the geopolitical implications of what it means to be American. Throughout the course, we will refer two central questions: What does it mean to be American; and what is the American identity? Finally, throughout the course of our discussions and development of ideas, we will refer to Paul Ricoeur’s essays in Oneself as Another to guide us in our understanding and usage of identity.
Equivalent Course(s): CHDV 31279, CRES 21279

CHDV 21280. Corporate America and the Working Class: Exploring Human Action Through the Hermeneutical Lens. 100 Units.
Throughout this course, we will explore the history of Corporate America focusing on some of the more seminal institutions that are still a part of the fabric of the American (and global) economy. In accounting for the history, we will examine the human action that shaped corporations and the communities that they impacted - we will do all of this in an attempt to understand the today’s working class and the obstacles those Americans face as they do their best to make a way for themselves, provide for their families and improve their overall situations. The focal point of this course will be the question of loyalty. Among other salient issues and questions to be considered, we will return to this central question: What constitutes loyalty in the employee and employer relationship, and what is the limit in the breach of loyalty that will irrevocably rupture that relationship?
Equivalent Course(s): CHDV 31280

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.
Equivalent Course(s): BIOS 23405, HLTH 21500, HIPS 22401, GNSE 21500

CHDV 21800. Primate Behavior and Ecology. 100 Units.
This course explores the behavior and ecology of nonhuman primates with emphasis on their natural history and evolution. Specific topics include methods for the study of primate behavior, history of primate behavior research, socioecology, foraging, predation, affiliation, aggression, mating, parenting, development, communication, cognition, and evolution of human behavior.
Equivalent Course(s): EVOL 37300, BIOS 23248, CHDV 34300

CHDV 21801. Biopsychology of Parenting. 100 Units.
This discussion-based course will explore the biological and psychological phenomena behind differences in parental practices. Particularly, we will address the physiological, hormonal, ecological and social bases of these differences. We will consider a variety of animal species, including humans. Some background in biology, preferably from an introductory course in biology, animal behavior or biological psychology, is suggested.
Equivalent Course(s): CHDV 31801

CHDV 21899. The Politics of International Migration. 100 Units.
This course examines the legal and political dimensions of the phenomenon of international migration: when migrants cross territorial borders and enter a state to whose citizenry they do not belong. During the first half of the course, we will ask why and how migrants move - studying theoretical explanations for population flows - and why and how receiving states try either to attract them or to keep them out. We will reflect on the intersection of inequality and migration by critically examining how different groups of people on the move are categorized in different ways (e.g., as high or low-skilled workers, refugees, “illegal” immigrants, asylum-seekers) and, as a consequence, are granted different levels of territorial access and rights. We will also reflect on the human costs of policies of migration control and engage with normative debates on the ethics of borders. During the second half of the course, we will examine what happens to immigrants once they have arrived in the country of reception. Focusing on the cases of undocumented immigrants, asylum-seekers, unaccompanied children, humanitarian claimants, and families, we will ask how different groups claim rights and legal status in the host country and what challenges they encounter in the process. The class readings and lectures will mainly focus on migration to the US and Europe, but we will also briefly touch on immigration to developing countries in the Global South, which host 85% of the world’s refugees.
Equivalent Course(s): LLSO 29899, SOCI 20587, ANTH 21899

CHDV 21910. Political Psychology: Rallies, Riots, & Revolutions. 100 Units.
The aim of this class is to introduce you to the trans-disciplinary study of political psychology and to challenge deeply held assumptions in light of the debates and discussions stimulated by the readings each week. Readings pull from across the social sciences with a particular focus on political, social, and cultural psychology; political
science and sociology, and are chosen to provide a broad overview of the expansive literature on this topic. You will engage with the fundamental issues concerning political psychology, and will learn to think through historical and contemporary issues in relation to social change and social stasis with reference to the readings. More specifically, students will learn how to apply class concepts to better understand a broader range of issues concerning how social movements form, grow, and disperse; why people justify unfair or corrupt systems in which they live; police and protester interaction; the psychology of riots; the acceptance or rejection of economic inequality; and the psychology of democracies and dictatorships.

Equivalent Course(s): PSYC 21940

CHDV 21920. The Evolution of Language. 100 Units.
This course is designed to review critically some of the literature on the phylogenetic emergence of Language, in order to determine which questions have been central to the subject matter, which ones have recurred the most, and to what extent the answers to these are now better informed. The class will also review new questions such as the following: What is the probable time of the emergence of modern language(s)? Should we speak of the emergence of Language or of languages, in the plural?

Equivalent Course(s): CHSS 41920, LING 21920, PSYC 41920, EVOL 41920, CHDV 41920, ANTH 47305, LING 41920

CHDV 21930. Remembering & Imagining in Human Development. 100 Units.
Remembering and imagining are two core processes of human development. In this class we will study how, when, why, and what people remember and imagine on individual, group, and national levels. Readings for this interdisciplinary course pull from across the social sciences, including psychology, anthropology, sociology, political science, and history. The aim of the class is to think deeply about how individual life courses, group membership, and national identities are situated in the present but are constructed through complex processes of remembering and imagining. In the class we will discuss and debate the scopes and limits of these two interrelated processes for understanding individual lives, group trajectories, and possible future societies. We will discuss the ways in which memories inform imagination; how memories can be constructed; metaphors of memory and imagination; and how remembering and imagining impact our daily realities, lived experiences, and possible worlds. We will review literature illustrating why the past and future is often contested. Students will write a final paper on a topic of interest based on course material.

CHDV 21940. Methods That Matter in the Social Sciences. 100 Units.
Methods reveal and conceal. But multiple methods are needed if social science is to advance and deal with the pressing issues of both the present and the future. In this class, we will read classic and contemporary studies from across the social sciences to think about the scopes and limits of individual research methods. Students will learn how to combine various methods, at multiple levels of analysis, to understand social scientific phenomenon and how to make sense of sometimes contradictory evidence. Readings will draw from anthropology, sociology, and psychology and will cover a variety of methods from ethnographies, qualitative interviewing, field experiments, and cognitive experiments, in multiple socio-cultural contexts and in relation to a variety of social scientific issues. In conjunction to reading about research methods, students will also learn about multiple methods by actively conducting their own independent research project. Students are expected to work on this project weekly. This project will be informed by our readings each week, and, in turn, our research projects will inform our understanding of the readings.

Equivalent Course(s): PSYC 21940

CHDV 22020. Alternative Feminisms: Gender, Agency, and Liberation in the Middle East. 100 Units.
This course critically examines gender, agency, and liberation in the Middle East. The course will begin with a discussion of human agency, its relation to sociocultural context, and the feminist literature on the issues of agency, resistance, and liberation. Then, we will explore these relationships in non-Western contexts by drawing examples from Turkey, Iran, and Northern Syria. In the cases of Turkey and Iran, we will focus on the feminist movements and women’s collective actions for the right to wear and take off the headscarf. In the case of Northern Syria, we will explore the agencies of Kurdish female guerrillas and their conceptions of empowerment. In each case, we will focus on the moral and ethical principles that guide women’s choices and trace their sociohistorical foundations.

Equivalent Course(s): NEHC 23159

CHDV 22100. 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.

Equivalent Course(s): HIPS 12103, ANTH 25212, HLTH 12103, GNSE 12103

CHDV 22103. Feminism and Anthropology. 100 Units.
This course examines the fraught yet generative relation between various movements of feminism and the discipline of anthropology. Both feminism(s) and anthropology emerged in the 19th century as fields invested in
thinking “the human” through questions of alterity or Otherness. As such, feminist and anthropological inquiries often take up shared objects of analysis—including nature/culture, kinship, the body, sexuality, exchange, value and power—even as they differ in their political and scholarly orientations through the last century and a half. Tracking the emergence of feminisms and anthropology as distinct fields of academic discourse on the one hand and political intervention on the Other, we will pursue the following lines of inquiry: 1) a genealogical approach to key concepts and problem-spaces forged at the intersection of these two fields 2) critical analysis of the relation of feminist and postcolonial social movements to the professionalizing fields of knowledge production (including Marxist inspired writing on women and economy, Third World feminism and intersectionality; and feminist critiques of science studies) and 3) a reflexive contemporary examination of the way these two strands of thought have come together in the subfield of feminist anthropology and the continual frictions and resonances of feminist and anthropological approaches in academic settings and in the larger world (e.g., #MeToo, sex positive activism, queer politics, feminist economics).

Equivalent Course(s): GNSE 22103, ANTH 25211, ANTH 32910, GNSE 32103, CHDV 32103

CHDV 22350. Social Neuroscience. 100 Units.
Humans are intensely social animals. Our lives are intertwined with other people, and our well-being depends on others. Social neuroscience examines how the brain mediates social cognition and behavior. It spans diverse species, disciplines (evolutionary biology, neuroscience, anthropology, psychology, behavioral economics, sociology, and political science), and levels of analysis across the biological organization. Social neuroscience provides an overarching paradigm to investigate social cognition and behavior and to determine where we as a species fit within a broader biological context. A wide range of topics will be examined, including social connections and friendship, sex, mating and aggression, cooperation and social preferences, social and environmental influences on decision-making and behavior, empathy, social contagion, and group coalitions. Interdisciplinary analyses, by integrating approaches from social sciences and biological sciences, significantly expand our knowledge and have the potential to improve our social and living conditions.

Equivalent Course(s): NSCI 21000, HLTH 22350, PSYC 22350, ECON 21830, BIOS 24137

CHDV 22550. Theory, Method & Evidence: Finding Persons in the Social. 100 Units.
This course introduces students to the process of examining relationships among theory, evidence, and method in contemporary social science with a particular focus on writings from sociology, social psychology, and developmental psychology. To situate our focus on theory, evidence, and method we will also draw upon history of science and philosophy of science so we can better understand how we produce knowledge via research on people. The construction of person has taken place over the last century, which is a central idea to psychology, sociology and all social sciences. We will examine what social/psychological theory aims to be, what counts as such a theory; relationships between quantitative and qualitative methods; how we produce knowledge via surveys, interviews, ethnographies, and experiments; and how we make evidence (e.g., functional magnetic resonance imaging is evidence of what?). The aim of the course is to better situate students to the range of relevant understandings of social theory, social methods, and social evidence. Doing so puts students in the position to consider evidence from a multitude of perspectives leading to clearer formulations and examinations of the social world (e.g., guides on writing research proposals). Further, students will then consider what the examined relationships mean for social science in an age of changing politics of knowledge, including considerations of the replication crisis in the social sciences, particularly psychology.

Equivalent Course(s): MAPS 41501, SOCI 30333, CHDV 42550, PSYC 39019

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.

Equivalent Course(s): PSYC 22580, EDSO 22580

CHDV 22700. It Goes Without Saying: Conversation in Context. 100 Units.
In everyday conversation, the language we use is part of a larger interactive context. The words we use are neither spoken nor heard in a vacuum. As speakers our bodies, faces, voices, and histories send messages above and beyond the words we choose. In this course we broaden the scope of how we talk about talk, where language is just one of many ways we communicate. We explore how identity, society, and the physical world allow us to make meaning from language using perspectives from linguistics, psychology, and sociology. Over the quarter students will build a multi-modal analysis of a single interaction by examining and reexamining data through lenses such as social distance, barriers to communication, stance-taking, and gesture.

Equivalent Course(s): EDSO 22700, PSYC 38826, MAPS 32700, EDSO 32700

CHDV 22799. Developmental Biopsychology. 100 Units.
An introduction to the reciprocal relationship and interactions among biology, psychology, and social interactions over the course of human development, from conception through puberty, adult development, aging, and mortality. A lecture course with discussion incorporating the experimental and human clinical literature, set in a developmental and comparative context.
CHDV 22819. Philosophy of Education. 100 Units.
What are the aims of education? Are they what they should be, for purposes of cultivating flourishing citizens of a liberal democracy? What are the biggest challenges—philosophical, political, cultural, and ethical—confronting educators today, in the U.S. and across the globe? How can philosophy help address these? In dealing with such questions, this course will provide an introductory overview of both the philosophy of education and various educational programs in philosophy, critically surveying a few of the leading ways in which philosophers past and present have framed the aims of education and the educational significance of philosophy. From Plato to the present, philosophers have contributed to articulating the aims of education and developing curricula to be used in various educational contexts, for diverse groups and educational levels. This course will draw on both classic and contemporary works, but considerable attention will be devoted to the work and legacy of philosopher/educator John Dewey, a founding figure at the University of Chicago and a crucial resource for educators concerned with cultivating critical thinking, creativity, character, and ethical reflection. The course will also feature field trips, distinguished guest speakers, and opportunities for experiential learning. (A) (B) Equivalent Course(s): EDSO 22819, MAPH 32819, PLSC 22819, PHIL 22819

CHDV 22831. Debates in Cognitive Neuroscience. 100 Units.
This course will survey some of the current debates in the fields of cognitive and social neurosciences. The readings and discussions will cover a variety of topics ranging from the functional specificity of brain regions supporting face processing to the network of brain regions believed to support mental state inferences about others. Discussions and response papers will emphasize careful consideration of each perspective on these topics. Equivalent Course(s): PSYC 22831

CHDV 22950. Emergence and Development of Mathematics and Language. 100 Units.
We will discuss the emergence and development of mathematics and language in humans. Among the topics we will discuss are the universality and variation of the development of these systems as well as their resilience in the face of biological and input variations. Equivalent Course(s): EDSO 22950, PSYC 32950, CHDV 32950, EDSO 32950, PSYC 22950

CHDV 23002. Suicide: One phenomenon Multiple perspectives. 100 Units.
This course provides an overview of multiple approaches to studies of social and individual ‘problems’ through the case study of suicide, including social and medical sciences, philosophy, law and even art—through the case study of suicide. Through the class, the students will: acquire a complex and contextualized picture of suicide, as well as deviance and (mental) health more generally; develop a basic understanding assumptions and approaches central to various fields of inquiry, including social and medical sciences, philosophy, law and even art; investigate a phenomenon of their own interest in a way that can assist them with future projects (e.g. thesis).

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. Equivalent Course(s): EDSO 23002, EDSO 33002, CRES 23002, SOCI 20530, SOCI 30530

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. Equivalent Course(s): SOCI 20297, EDSO 23005, CHST 23005, CRES 23005

CHDV 23007. Language, Culture, and Education. 100 Units.
In this course, we examine past and 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 psychological characteristics, their internal traits, their essential qualities); (2) theories that focus on the characteristics of
groups and settings, (e. g., ethnic group culture, language, school culture); and (3) theories that examine how cultural processes mediate political-economic constraints and human action. We will discuss the educational consequences of these positions, especially for low income and ethnic and linguistic minority students in the US.
Equivalent Course(s): ANTH 27215, SOCI 20538, EDSO 23007, CRES 23007

CHDV 23010. Blooming, Buzzing Confusion. 100 Units.
This course examines the social and cognitive mechanisms that drive language learning in the first few years of life. Nearly all children learn the language(s) of their community, despite the fact that human languages and caregiving practices offer immense diversity around the globe. What enables the learning system to adapt so robustly to the environment it finds itself in? We discuss the evidence for and against multiple factors that have been proposed to support language development across the world’s communities. We also critically examine how these ideas intersect with current deficit models of language learning. It is expected that, by the end of the course, students will grasp the basic mechanisms proposed to underlie early language learning.
Equivalent Course(s): EDSO 23510, PSYC 23510

CHDV 23011. Beyond the Culture Wars: Social Movements and the Politics of Education in the U.S. 100 Units.
Passionate conflicts over school curriculum and educational policy are a recurring phenomenon in the history of US schooling. Why are schools such frequent sites of struggle and what is at stake in these conflicts? In this discussion-based seminar, we will consider schools as battlegrounds in the US “culture wars”: contests over competing visions of national identity, morality, social order, the fundamental purposes of public education, and the role of the state vis-à-vis the family. Drawing on case studies from history, anthropology, sociology and critical race and gender studies, we will examine both past and contemporary debates over school curriculum and school policy. Topics may include clashes over: the teaching of evolution, sex and sexuality education, busing/desegregation, prayer in schools, multiculturalism, the content of the literacy canon, the teaching of reading, mathematics and history, and the closure of underperforming urban schools. Our inquiry will examine how social and political movements have used schools to advance or resist particular agendas and social projects.
Equivalent Course(s): SOCI 20588, HIST 27718, EDSO 23011, PBPL 23011, HIST 37718, SOCI 30588, EDSO 33011, CHDV 33011

CHDV 23012. Linguistic Anthropology of Education. 100 Units.
Students in this course will learn to think critically about the entangled roles of language and education in processes of sociocultural (re)production, that is, in how forms of social organization and collective meaning-making are produced and/or reproduced. Students will learn to analyze language use as a social activity: not merely as a code for referencing events in the world, but as a way of managing social relations. In reading about language in educational contexts, students will come to see how collectively held beliefs about language and language users inform moral, political, and often (de)racializing evaluations of better and worse ways of speaking, writing, teaching and learning, leading to differential educational opportunities, access, and outcomes. Education will be treated broadly, though there will be a focus on formal educational contexts. Nonetheless, the class will always challenge students to think about “the classroom,” including our own, as continuous and contiguous with “the real world.”
Equivalent Course(s): ANTH 27216, EDSO 23012

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. Equivalent Course(s): HIPS 23050, EDSO 23050, KNOW 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.
Equivalent Course(s): LING 21150, PSYC 23120, EDSO 23101

CHDV 23141. Social Reproduction: Labour, Life, and World-making. 100 Units.
Marxist feminists have defined social reproduction as the labour, with its attendant spaces and institutions, that is required for making and maintaining life in a capitalist world - from marriage to sexwork, schooling to child care, housing to healthcare, the affective to the intimate. This course explores theories, practices, histories and infrastructures of social reproduction in a transnational context, offering analytics for how life is constrained
and sustained at different scales. It begins with an overview of early debates in social reproduction theory, and goes on to examine interventions from anthropology, geography, literature, history and political science that, both, focus on particular nodes that social reproduction feminists identify (such as domestic, education, service industry and healthcare spaces), as well as add other dimensions to the question of what sustains life in a capitalist world (such as fantasy and desire). Throughout our reading we will pay attention to how intersections of gender, sexuality, race, caste, class, and disability become integral to mobilizations of labour. The labour of social reproduction is often devalued and invisibilized, yet its life and world-making capacities can also offer contradictory and liberatory potentials for an everyday beyond capitalism. Thus the course also critically engages material that centres concepts of social reproduction to radically reimagine economies, bodies, the state, social relations, and futures.

Equivalent Course(s): GNSE 23141, CRES 23141, ANTH 23141, SOCI 20565, GLST 23141

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.

Equivalent Course(s): HMRT 23145, ANTH 25272

CHDV 23150. Methods in Child Development Research. 100 Units.
This course engages with one current topic (the topic differs each year) from research on child social and/ or language development. We will read and discuss a collection of research studies related to this topic to gain familiarity with its primary questions, theories, and methods. We will also, together as a class, conduct a replication of an experiment- or recording-based research study related to the topic. Students should be prepared to read and discuss scientific research articles and to do hands-on research activities. Students will complete the class with expertise on the topic of focus, including experience with its associated methods.

Equivalent Course(s): PSYC 33150, EDSO 33150, CHDV 33150, CHST 23150, EDSO 23150, PSYC 23155, LING 33150

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.

Equivalent Course(s): HLTH 23204, HIPS 27301, KNOW 43204, CHDV 43204, ANTH 24330, ANTH 40330

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.

Equivalent Course(s): CHDV 43248, EVOL 43248

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.

Equivalent Course(s): PSYC 23249, BIOS 23249

CHDV 23301. Culture, Mental Health, and Psychiatry. 100 Units.
While mental illness has recently been framed in largely neurobiological terms as “brain disease,” there has also been an increasing awareness of the contingency of psychiatric diagnoses. In this course, we will draw upon readings from medical and psychological anthropology, cultural psychiatry, and science studies to examine this paradox and to examine mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, the course invites students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists’ professional accounts of mental illness and patients’ experiences of it.
Questions explored include: Does mental illness vary across social and cultural settings? How are experiences of people suffering from mental illness shaped by psychiatry's knowledge of their afflictions?
Equivalent Course(s): HIPS 27302, CHDV 33301, ANTH 24315, ANTH 35115, HLTH 23301

CHDV 23305. Critical Studies of Mental Health in Higher Education. 100 Units.
This course draws on a range of perspectives from across the interpretive, critical, and humanistic social sciences to examine the issues of mental health, illness, and distress in higher education.
Equivalent Course(s): CHDV 33305, ANTH 24333, ANTH 35133, HLTH 23305, EDSO 23305

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.
Equivalent Course(s): LING 33360, LING 23360, PSYC 33360, PSYC 23360, CHDV 33360

CHDV 23370. Bright and Dark Sides of Empathy. 100 Units.
The experience of empathy is a powerful phenomenon. It motivates prosocial behavior, especially parental care, and facilitates cooperation and group living. As an important aspect of the patient-doctor relationship, empathy is associated with better health outcomes. Yet, empathy is limited and fragile. It is susceptible to many biases and can lead to poor moral decisions. This course invites students to critically explore the science of empathy by examining its scope and its limits. It delves into cutting-edge, interdisciplinary research from the social sciences and the biological sciences to understand the mechanisms and functions of empathy. The topics examined in this course include: The evolution of empathy; The neural and neuro-endocrinological mechanisms; How empathy develops in young children; The impact of biases and implicit attitudes on empathy; The social situations and group dynamics that influence empathy; The lack of empathy in psychopathy and narcissistic personalities; Why and how empathy improves health outcomes in medicine.
Equivalent Course(s): PSYC 23370

CHDV 23403. Borders, (Im)mobilities and Human Rights. 100 Units.
What is the human cost of border control? To what extent do individuals possess the right to move to other states? How do different states with large populations of refugees and asylum seekers develop and enforce migration policies, and what do the differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration-forced, economic, regular, and irregular-in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a framework of human rights, this course will investigate how contemporary issues in migration-such as border management, illicit movement, and the fuzzy distinction between forced and economic migration-rise and reopen debates concerning the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.
Equivalent Course(s): HMRT 23403, ANTH 25255, GLST 23403

CHDV 23405. Cultural Diversity, Structural Barriers, and Multilingualism in Clinical and Healing Encounters. 100 Units.
How are illness, disorder, and recovery experienced in different localities and cultural contexts? How do poverty, racism, and gender discrimination translate to individual experiences of disease? Combining anthropological perspectives on health and illness with a social determinants of health framework, this class will examine topics such as local etiologies of disease and healing practices, linguistic interpretation in clinical and healing contexts, and structural factors that hinder healthcare access and instigate disorder. Moreover, by taking clinical and healing encounters as our locus of analysis, we will explore how healers and health professionals recognize and respond to diversity, power imbalances, and the language individuals give to illness and suffering. We will draw on a range of materials, from ethnographies to long form journalism to the perspectives of course visitors, in order to examine case studies in mental illness, sexual health, organ donation and transplantation, and chronic disease in a variety of geographic contexts.
Equivalent Course(s): ANTH 24365, CHDV 33405, GNSE 24365, HLTH 23407, PBPL 23405, CRES 23405

CHDV 23406. Migration Trajectories: Ethnographies of Place and the Production of Diasporas. 100 Units.
Global movements of people have resulted in a substantial number of immigrant communities whose navigation of various facets of everyday life has been complicated by restrictive citizenship regimes and immigration policies, as well as linguistic and cultural differences. The experiences of a wide range of individuals involved in migration raise the following questions: what strategies do immigrants use to negotiate transnational identities and what are the implications of these strategies? How do future generations manage simultaneous and intersectional forms of belonging? To address these questions, we will draw on ethnographic texts that explore various facets of transnational migration, such as diasporas, place, citizenship, mobility, and identities. The term "trajectories," reflects different situations of migration that are not necessarily linear or complete. Moreover, term
“place” is meant to capture the continuity between displacement and emplacement, and to critically analyze the durability associated with notions of ‘sending’ and ‘receiving’ countries. Lastly, rather than take diasporas as a given, we will explore the ways that they are produced and enacted in a variety of geographic contexts.

Equivalent Course(s): GLST 23406, CHDV 33406, PPHA 38753, GNSE 32835, GNSE 22835, CRES 23406, ANTH 22835

CHDV 23407. Apprenticeship: Learning on the Job. 100 Units.
What does it mean to master one’s craft? How is mastery evaluated and who determines when it is achieved? Apprenticeship tends to involve long-term, intensive, and situated, or site-specific learning, under the guidance of masters and alongside of peers. While explicit instructions or textbooks may feature in apprenticeships, apprentices often learn by observing those with more experience and attempting to repeat or reproduce what they observe. Drawing on ethnographies of apprenticeship in chocolate making, Lucha Libre wrestling, Chinese medicine, and fire fighting, we will examine the embodied processes of socialization and professionalization, and pay close attention to the settings in which learning takes place. By taking this course, students will gain a broader understanding of the nuances between apprenticeship and other forms of learning. Moreover, by completing an ethnographic reflection project, students will develop sharper observation and field note-taking skills.

Equivalent Course(s): ANTH 22175, KNOW 22175

CHDV 23440. Health, Medicine, and Human Rights. 100 Units.
The World Health Organization, United Nations and other international bodies consider health a fundamental human right. At the same time, most countries around the world are characterized by profound inequalities in health and well-being. In this course, we leverage sociological and social scientific concepts through a human rights framework to understand how these inequalities in mental and physical health are perpetuated by the structure and culture of society, with an emphasis on U.S. society. We will also examine medicine as an institution with a problematic history of repeated human rights violations (in the U.S. and around the world) and explore how that history shapes the current practice of medicine, medical research, and relations between doctors and patients. Finally, we will explore how institutions provide (or fail to provide) equal access to healthcare, and how state understandings of the right to health influence the lives of individuals and communities.

Equivalent Course(s): HLTH 23440, HMRT 23440, SOCI 20268

CHDV 23500. New Perspectives on Language Emergence. 100 Units.
In this course we will investigate anthropological and linguistic perspectives on language emergence, as well the social, demographic, environmental, linguistic, and modalities (vision, speech, touch) factors that contribute to the formation of new languages. Emerging languages in communities around the world offer unprecedented scientific opportunities to address important questions previously deemed intractable, such as: Where does language come from? How do our experiences of the world influence the way our languages are structured? At what level of abstraction can language be studied as an autonomous object of analysis? The topic of language emergence has tended to focus on the interaction of linguistic, psychological, and demographic factors. We will bring the important anthropological dimension to the topic of language emergence, which addresses the ways that users of emerging languages inhabit the world. The readings, lectures, and discussions will address new implications for our understanding of language creation.

Equivalent Course(s): CDIN 33500, LING 23501, CHDV 33500, LING 33500, CDIN 23500, ANTH 33501, ANTH 23501

CHDV 23511. Memory, Reconciliation, and Healing: Transitional Justice. 100 Units.
Across the globe, recent national attempts to transition out of authoritarian rule and to manage 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 experience 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): LACS 23511, HMRT 23511

CHDV 23700. Crosslinguistic Perspectives on Language Development. 100 Units.
This discussion-based course covers cross-linguistic evidence concerning similarities and dissimilarities in how children learn language across diverse language communities. Each year will revolve around a central topic. This year we will focus on the acquisition of phonology.

Equivalent Course(s): PSYC 33720, CHDV 33700, LING 33700, LING 23701
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).
Equivalent Course(s): LING 21600, PSYC 23200, EDSO 23200, CHDV 31600, LING 31600

CHDV 23930. Biological and Cultural Evolution. 100 Units.
This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.
Equivalent Course(s): LING 39286, PHIL 32500, NCDV 27400, PHIL 22500, ANTH 38615, CHSS 37900, CHDV 33930, ANTH 28615, HIPS 23900, LING 11100, BPRO 23900

CHDV 24001. Sexual and Reproductive Health and Gender. 100 Units.
This course will cover topics related to medicine, gender, and sexuality, including: the medicalization of sexual desire and performance; medical, sociocultural, and public health responses to sexually transmitted infections; caring for and criminalizing pregnant (and potentially) pregnant bodies; commodification of reproduction and markets in reproductive materials; and the medicalization of gender and the history and sociology of gender confirming treatment. We will primarily focus on medical cultures in the United States, but will draw on counter-examples from other countries. The readings will approach the material through an intersectional lens.
Equivalent Course(s): SOCI 20570, GNSE 12118, HIPS 24001, HLTH 24001

CHDV 24002. Mind, Brain, and Mental Health. 100 Units.
This course will approach the medicalization of mental healthcare, through an intersectional lens, with particular attention to how diagnosis and treatment are gendered and racialized. Topics will include: the construction of diagnostic categories and the process of medicalization and de-medicalization (e.g. of addiction, sexual behavior and identity, etc.); stigma and disability activism; and experiencing and conceptualizing an injured or ill brain/mind. Course material will focus on the United States, with international case comparisons.
Equivalent Course(s): SOCI 20571, HLTH 24002, CRES 24525, HIPS 24002, GNSE 24003

CHDV 24010. Introduction to Health and Society II. 100 Units.
What can the social sciences teach us health, medicine, and wellbeing? What are 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? Why are our healthcare institutions organized the way they are? 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.
Equivalent Course(s): SOCI 20509, HLTH 17001, ANTH 24334

CHDV 24050. Understanding Practical Wisdom. 100 Units.
Thinking about the nature of wisdom goes back to the Greek philosophers and the classical religious sages, but the concept of wisdom has changed in many ways over the history of thought. While wisdom has received less scholarly attention in modern times, it has recently re-emerged in popular discourse with a growing recognition of its potential importance for addressing complex issues in many domains. But what is wisdom? It's often used with a meaning more akin to "smart" or "clever." Is it just vast knowledge? This course will examine the nature of wisdom-how it has been defined in philosophy and psychological science, how its meaning has changed, and what its essential components might be. We will discuss how current philosophical and psychological theories conceptualize wisdom and consider whether, and how, wisdom can be studied scientifically; that is, can wisdom be measured and experimentally manipulated to illuminate its underlying mechanisms and understand its functions? Finally, we will explore how concepts of wisdom can be applied in business, education, medicine, the law, and in the course of our everyday lives. Readings will be drawn from a wide array of disciplines including philosophy, classics, history, psychology, behavioral economics, medicine, and public policy. The course will include lectures by philosophers and psychologists. This course is offered in association with the Chicago Moral Philosophy Project and the Good Life program (the Hyde Park Institute).
Equivalent Course(s): PSYC 24060, BPRO 24050, PSYC 34060, RLST 24055

CHDV 24105. Animals, Health and Society. 100 Units.
This course will introduce students to core concepts in medical anthropology through the lens of animal studies. The course is divided into four sections, each of which draws from a broad range of social scientific resources, including historical accounts, contemporary ethnographies, medical journals, media reports and films. We begin the first unit by considering the idea that we cannot understand the topics of health and illness without also examining the role of nonhuman animals. In each of the following three units, we will use a variety of ethnographic contexts and theoretical approaches to explore how animals operate as vectors of pathogens, biotechnologies, and therapeutic tools. Students will emerge from this class able to: 1) think in comparative,
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.
Equivalent Course(s): CHDV 40301, CRES 24341, HIPS 24341, KNOW 40312, KNOW 24341, ANTH 40310, CHSS 40310, ANTH 24341, HLTH 24341

CHDV 24342. Introduction to the Anthropology of Biomedicine. 100 Units.
This course introduces students to the central concepts and methods of medical anthropology. Drawing on the number of classics 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.
Equivalent Course(s): HIPS 24399, ANTH 24342

CHDV 24500. Language and Environment. 100 Units.
This seminar will explore the many ways that language influences and is influenced by the environment. Appropriate for those interested in the socio-cultural foundations of language and language-use, infrastructural dimensions of communication and interaction, and existence as semiotic.
Equivalent Course(s): ANTH 24501, ANTH 44501, LING 44500, CHDV 44500
CHDV 24550. Women and Girls in Science. 100 Units.
This goal of this discussion-based course is to examine the gender disparity in science using multiple perspectives. Specifically, we will consider the cultural, biological, and psychological sources of gender differences in science. We will also discuss current methods and develop novel ideas to overcome these disparities.
Equivalent Course(s): HIPS 21500, SOCI 30520, GNSE 24550, GNSE 34550, SOCI 20520, CHDV 34599

CHDV 24599. Historical and Contemporary Issues in U.S. 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.
Equivalent Course(s): HLTH 24599, CRES 24599, CHDV 44599, PBPL 24599, CHST 24599, RDIN 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 lifecourse. 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.
Equivalent Course(s): GNSE 24704, ANTH 24702

CHDV 24711. The Sociology of Work. 100 Units.
From the Great Depression to the Great Resignation, paid work has played a central role in American life. The average American spends 1/3 of their life at work - making it an area of the social world heavily examined by politicians, journalists, and social scientists. In this course, we will look at the structural and interpersonal dynamics of work to consider the questions of what makes a “good job” in America and who gets to decide? Our topics will include low-wage work, the stigma of “dirty jobs,” gender and racial inequality at work, physical and emotional labor on the job, side hustles and the gig economy, and life after retirement. Students will be required to write a 15 page research paper that draws on interview data they will collect over the quarter. No prior background in doing interviews is required!
Equivalent Course(s): SOCI 20555, GNSE 20555, PBPL 20555

CHDV 24900. Medical Sociology. 100 Units.
What should the social scientific study of medicine look like? What purpose should it serve? And for whom? this course focuses on these questions and encourages students to formulate their own answers to them by providing a historical overview of the development and evolution of Medical Sociology. In many ways, Medical Sociology grapples with this tension of wanting to be relevant to the fields of mainstream medicine while staying true to sociology’s focus on institutions. The course readings chronologically follow some of the major developments in the field. Along the way, students will be introduced to a variety of medical sociology research topics such as illness, social control, health care, race, and gender while learning the ethnographic, statistical, and historical methodologies deployed to investigate them.
Equivalent Course(s): SOCI 20505

CHDV 25002. Feminism, Race, Culture, and Liberation. 100 Units.
Beginning in the twentieth century, a popular global discourse amongst some feminists, anthropologists, and human rights activists has become focused on liberating oppressed peoples from tyrannical systems of power, most often non-Western women of color from traditional patriarchies. However, oftentimes these well-intentioned movements toward liberation are incompatible with the lived realities of the oppressed, and, oftentimes, the “oppressed” are actually active agents in their own liberations. This course will explore what we mean when we discuss ideas of liberation and social acceptance through a gendered cultural lens, considering the foundations of contemporary feminism and human rights dialogues within different cultural and racial contexts. What and whom are we purportedly liberating with our liberal Western ideals, and what and whom are we failing to consider? Why are gender, sex, and sexuality emphasized to the degree they are, and how do differing emphases produce different sociocultural results? What moral exercises are necessary to most accurately understand the various central elements of a human cultural experience? Can individuals, including ourselves, ever truly be liberated from cultural contexts?
Equivalent Course(s): GNSE 25602, CRES 25002
CHDV 25003. Multicultural Development and Gender. 100 Units.

This course will focus on gender scripts and performance as they are developed within multicultural contexts. We will focus on the mainstream and sub-cultures of the contemporary U.S. as the nation is both famously and infamously a place where individuals from multiple cultural backgrounds coexist. Traditionally, patriarchal norms have shaped many cultures worldwide, including American, so women’s and non-gender-conforming individuals’ experiences have been relegated to sub-culture status even for culturally mainstream (i.e., White) individuals. The subculture dynamic becomes even more charged when conflicting scripts of gender must be grappled with between cultures an individual is a member of; for example, for immigrants or people of color.

In this course, we will take an intersectional approach to examining the lived experiences of individuals from multicultural backgrounds, pulling apart the multiple racial, cultural, and gendered elements that comprise their realities, shape their decision-making and identity development, and ultimately craft their life trajectories.

Equivalent Course(s): GNSE 25003, CRES 25004

CHDV 25010. Ethnography in US Education. 100 Units.

What is ethnographic research, and why should anyone bother doing it? Why study education ethnographically?

In presenting anthropological and sociological research on race, multiculturalism, progressive pedagogies, language policies, science education, and more, this course will familiarize students with the broad scope of ethnographic research on US education. Students will have the opportunity to develop their thinking on the aims of education in the US; the relationship between educational research, practice, and policy; and the value of ethnographic research. Students will be able to choose among a number of formats for their final papers, such as developing a research proposal, or writing an autoethnography of their experiences at the University of Chicago or other educational settings.

CHDV 25011. Debating Science: Legitimacy, Authority, and Knowledge. 100 Units.

How can we tell what counts as science? That is, how does science make itself legible as science? Are the social sciences “as scientific” as the natural sciences? By concerning itself with practices of legitimation, this course introduces students to the social study of science and linguistic anthropological theory. Students will consider the sociopolitical dimensions of scientific activity through a theoretical lens which takes language use as a form of social action. They will consider concepts such as reliability, reproducibility, and objectivity. Case studies will likely include climate change skepticism, education research, and neurodiversity. Students will end the quarter by writing and presenting on a current or historical topic of “scientific” debate, that is, debate on the scientific status of a field or claim.

Equivalent Course(s): HIPS 25011

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.

Equivalent Course(s): HLTH 25030, GNSE 25030

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.

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

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.

Equivalent Course(s): PSYC 25120, EDSO 25120, PBPL 25120

CHDV 25199. Sensing Bodies, Sensing the World: Anthropology of Embodiment and Perception. 100 Units.
In this seminar, we will learn about anthropological understandings of embodiment and perception while engaging in activities that encourage us to attune to our bodies and sensory worlds. Drawing on literature and theoretical approaches from scholars including anthropologists, philosophers, and historians, we will consider questions such as: How do we use our senses to make sense of our bodies and the world around us? How do cultural and historical beliefs and practices shape sensory experiences and conceptions of the body? The readings, which will focus primarily on phenomenological, biopolitical, and posthuman approaches, will challenge divides between biology and culture, body and mind, human and nature, and self and other. As we explore these themes, we will discuss methods of sensory ethnography and work toward our own sensory ethnographies or creative projects. Throughout the course, we will relate the readings to our own embodied experiences, gaining a greater appreciation of the role of the senses (and the body) in shaping our understanding of the world and our place within it. We will use theory to think through our own embodiment and sensory perception of the world and vice versa, prioritizing creative practices and challenging assumptions at methodological as well as theoretical levels.

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): PBPL 25220, INRE 30600, HMRT 25220

CHDV 25225. Racing Research: The evolution and impact of racial understanding in the U.S. Social Sciences. 100 Units.
What does it mean to research race in the United States? Understandings of race in the contemporary U.S. have evolved significantly from rationales of biological determinism to a more modern understanding of race as a social construct. In this course, students will explore the evolution of the science of/study of race. We will grapple with the social reality of race and racism in order to consider the implications of how we have chosen and continue to choose to racialize various populations in the U.S. We will consider questions such as: How does the way we present race in our studies influence the way that greater society understands and engages race and racial categories? How have our scientific understandings of race changed the way we study and make meaning of racial categories? How do studies of racial categories and the ways we operationalize them impact our perception of racialized bodies? What does it mean to take race as an object, a static variable to be considered, versus as a subject, or the central substance of study? What are the social and political implications of racialized research? We will approach these questions from an interdisciplinary perspective considering racial ideologies from across the social sciences in order to reflect on how racial categorization and understanding in the social sciences have impacted mainstream discussions of race and racism.

Equivalent Course(s): CRES 12225

CHDV 25250. Disability in Local and Global Contexts. 100 Units.
This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, and religion—or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with disabilities in a global context as well as the politics and processes of writing about such experiences. Indeed, questions of representation are perhaps at the core of this course. What role have the United Nations Declaration on the Rights of Persons with Disabilities and international organizations such as the United Nations, the World Health Organization, and other nongovernmental social and human service agencies played in the creation of specific understandings of disability experience? We will ask whether disability is a universal category and we will consider how experiences of health, illness, disability, and debility vary. We will engage in "concept work" by analyzing the relationships between disability and impairment and we will critically evaluate the different conceptual and analytical models employed to think about disability. In doing so, we will engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation. How is disability both a productive analytic and a lens for thinking about pressing questions and concerns in today’s world?

Equivalent Course(s): MAPS 46460, ANTH 24302, HTH 24302
CHDV 25599. Qualitative Analysis with MAXQDA: Interpretive Frameworks, Coding Techniques, and Quality Criteria. 100 Units.
This course is designed to provide students with the opportunity to work with and analyze qualitative data from a variety of data collection methods and approaches to analysis. Following a brief overview of the interpretive frameworks, analytic strategies, and ethics in qualitative inquiry, the course focuses on coding, content and thematic analysis, discourse analysis and mixed methods with MAXQDA.
Equivalent Course(s): CHDV 35599

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 psychologically and behaviorally. The course will also explore how stress influences mental and physical health.
Equivalent Course(s): NSCI 22535, PSYC 25750

CHDV 25777. Aging and the Life Course: An Intersectional Perspective. 100 Units.
Societies across the world are ordered by age. In this course, we will examine how age is imagined and constructed according to biological, historical, and cultural perspectives. Drawing upon a life course model, we will study how different cultures and social groups seek to structure the individual's life in relation to the wider society by creating socially constructed stages, age cohorts, and generations. We will consider how different social factors including gender, sexuality, race, and socioeconomic status may disrupt an individual's ability to follow an idealized life course. An examination of the cultural assumptions surrounding aging in the United States will illustrate how ageism and age-stratification affect social relations across society and make certain lives more "successful" than others. The course will focus on older age and later life as a method for exploring how individuals make sense of their life experiences through narrative construction, the accumulation of disadvantage over the life course, and how historical and cultural shifts are disrupting established roles and relationships for the elderly across the world. The course will draw heavily on texts from gender and sexuality studies as a means for illustrating and understanding concepts. Students will have the opportunity to learn basic ethnographic and interviewing research techniques by conducting a life course narrative interview.
Equivalent Course(s): HLTH 25777

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.
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.
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.
Equivalent Course(s): SOSC 26008, SOSC 36008, CHDV 36008, PSYC 28962

CHDV 26050. Race, Ethnicity, Language, and Citizenship in the United States. 100 Units.
This course is intended to help students make sense of the current discourse on diversity and inclusion/exclusion from a historical perspective. They will be trained to read critically the evolution of political discourse on citizenship in the United States since the American Revolution. They will learn to detect the role of shifting interpretations of race and ethnicity, after that of European nationality, in determining who is (not) a (full) citizen.
For instance, who counted as "American" in the early stages of the Republic? Why were Native Americans and (descendants of) forced immigrants from Africa excluded at the outset? How did English become the unofficial language of American citizenship and inclusion? What factors favored its rise and drove to extinction the competing European national languages?
Equivalent Course(s): RDIN 26050, LING 36050, CHDV 36055, LING 26050
CHDV 26200. Signs of Crisis: Ethnographies of Self and Society in Turbulent Times. 100 Units.
Societies” and “selves” make each other up. Under ordinary circumstances, we know intuitively what it means to live in the world. We don’t 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. 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? Equivalent Course(s): CHDV 36200, ANTH 29000

CHDV 26206. Self in Contexts: Being and becoming in social interaction. 100 Units.
This course critically engages the differential relations of self to the sociohistorical, cultural and interactional contexts in a neoliberal, rapidly globalizing and increasingly diverse world. Equivalent Course(s): CHDV 36206

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

CHDV 26660. Genes and Behavior. 100 Units.
There are complex interactions between the genome and behavior. This course will examine how behavior can be understood by investigating the sequence and structure of genes, especially those expressed in the brain. It will consider behaviors in several species (including human), and present various molecular, genetic, and genomic approaches used to uncover how genes contribute to behavior and how behavior alters the genome. Lectures will provide background for gene-behavior interactions that will be further discussed using primary literature readings. Equivalent Course(s): PSYC 26660

CHDV 26665. Epigenetics in Brain and Behavior. 100 Units.
Epigenetic mechanisms alter the function of the genome without altering the base sequence of genomic DNA (the As, Cs, Ts, and Gs we are familiar with), thus can be flexibly modified in response to the environment. Once considered a domain of cancer, we now recognize that epigenetic processes affect neurodevelopment, cognitive processes, mental disorders, and behavior. Through a combination of introductory lectures and student-led discussion of primary literature, we will explore a variety of epigenetic modifications, consider how they encode personal and transgenerational experiences, and examine how they influence brain function and behavior. Equivalent Course(s): BIOS 24134, NSCI 21500, PSYC 26665

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. Equivalent Course(s): ANTH 26700, CHDV 36700

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?
Equivalent Course(s): PSYC 25901

CHDV 26910. Introduction to Linguistic Anthropology. 100 Units.
How do we use language when we interact with others (and ourselves)? What lies beyond semantic meaning, or the presupposed function of language to deliver "information"? In this introductory course to the field of linguistic anthropology, we explore how power, inequality, and difference are enacted through various communicative features of human interaction - features that include, but are not limited to, what we refer to as "language." We ask how the things that we say (and how we say them) signal and shape our identities (such as race, gender, sexuality, ethnicity, religion, and class). Furthermore, we investigate how language enacts forms of human relationality - forms that, among others, encompass solidarity, conflict, and hierarchy in face-to-face interactions as well as in mass-mediated productions. Through this course, student will engage with and analyze linguistic features of human interaction in their cultural and political contexts.
Equivalent Course(s): LING 26910, ANTH 26910

CHDV 27015. Scientific and Humanistic Contributions to Knowledge Formation. 100 Units.
In this course, we will explore whether the sciences and the humanities can make complementary contributions to the formation of knowledge, thus leading to the integration and unification of human knowledge. In the first part of the course we will take a historical approach to the issue; we will discuss how art and science were considered complementary for much of the 18th and 19th century (for example, in the views and work of Wolfgang Goethe), how they became separate ("the two cultures") in the middle of the 20th century with the compartmentalization of academic disciplines, and how some attempts have recently been made at a reunification under the concept of "consilience". In the second part of the course, we will focus on conceptual issues such as the cognitive value of literature, the role of ideas in knowledge formation in science and literature, the role of creativity in scientific and literary production, and how scientific and philosophical ideas have been incorporated into literary fiction in the genre known as "the novel of ideas". As an example of the latter, we will read the novel "One, No One, and 100,000" (1926) by Luigi Pirandello and discuss how this author elaborated and articulated a view of the human persona (including issues of identity and personality) from French philosophers and psychologists such as Henri Bergson and Alfred Binet.
Equivalent Course(s): KNOW 47015, SCTH 47015, KNOW 28015, HIPS 27515, CHDV 47015, CHSS 47015

CHDV 27099. Anthropology Of Trauma: Historical, Theoretical and Cross-Cultural Approaches. 100 Units.
Over the last several decades, "trauma" has become an overwhelmingly popular concept across the world. But what is trauma? What can trauma tell us about the relationship between ourselves, our pasts, and our futures? This course explores such questions from historical, theoretical, and anthropological perspectives. We will begin by studying early theorizations of "traumatic memory" as a painful shock to the psyche which could not be incorporated into the subject's conscious memory. We will then follow how these early theories were elaborated in studies of trauma during the World Wars and the invention/discovery of "Post-Traumatic Stress Disorder" and its enshrinement in the DSM 3. In the second part of the class, we will explore how theorists and practitioners expanded on an idea that had its roots in individual experience and eventually scaled it to describe broader shared phenomena such as "cultural trauma". Finally, in the third part of the class, we will turn to anthropology to ask how we may study the ways in which "trauma" is understood across the world today. What qualities of trauma are universal and which are socially particular? What do theories of trauma reveal and obscure when studying individual and collective suffering? We will seek to answer such questions by studying texts which consider trauma as both a specific global humanitarian discourse which travels, and as a universally occurring "social fact" which takes different shapes across different locals.
Equivalent Course(s): HLTH 27099, ANTH 27099

CHDV 27102. Memory, Commemoration & Mourning. 100 Units.
This course focuses on the manner in which we make use of the past, the personal past, the collective past, and the place of social and historical change in retelling and rewriting life-history and history. The course begins with a discussion of memory, conceptions of the personal and historic past, and such related issues as nostalgia, mourning, and the significance of commemoration in monument and ritual. These issues are explored in a number of topics such as twentieth-century war memorials, high school and college reunions, and the Holocaust. In the second part of the course, we will focus on conceptual issues such as the cognitive value of literature, the role of ideas in knowledge formation in science and literature, the role of creativity in scientific and literary production, and how scientific and philosophical ideas have been incorporated into literary fiction in the genre known as "the novel of ideas". As an example of the latter, we will read the novel "One, No One, and 100,000" (1926) by Luigi Pirandello and discuss how this author elaborated and articulated a view of the human persona (including issues of identity and personality) from French philosophers and psychologists such as Henri Bergson and Alfred Binet.
Equivalent Course(s): BPRO 26050, AASR 30001, RLST 28102, FNDL 23312, PSYC 25450

CHDV 27250. Psychological Anthropology. 100 Units.
This course traces the development of the field of psychological anthropology and critically reviews the various paradigms adopted by psychological anthropologists. In our discussions, we will draw examples from different cultural contexts to critically examine the relationship between culture and psychological functioning. By the end of the quarter, you will develop an insightful understanding of the cultural sources of the self, mind, behavior, and mental health as well as a substantial knowledge of the field of psychological anthropology.
Equivalent Course(s): HLTH 27250, HIPS 27250, ANTH 24321, CHDV 37250
CHDV 27255. Schools as Organizations: Theory, Methods, Practice. 100 Units.
This course integrates perspectives from organizational theory, sociology, and psychology to understand how schools function as complex social organizations. It draws on classic and contemporary studies to help students analyze, understand, and formulate responses to problems, dilemmas, and changes in schools. The course studies how school organizational structure, culture, network, and interventions impact educational practices and human development outcomes. While focused on K-12 education in the United States, the course will also discuss outside school improvement organizations, international education, and higher education-providing exciting applications of foundational school organizational principles. Finally, the course introduces methods for studying schools as organizations and discusses practical implications from these studies. At the end of the term, students will be able to explain concepts related to the organization of schools, design research studies to interrogate school organization, and assess practical solutions to school concerns.
Equivalent Course(s): EDSO 27255, SOCI 20583

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

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.
Equivalent Course(s): PSYC 27657

CHDV 27802. Seminar: Challenging Legends and Other Received Truths: A Socratic Practicum. 100 Units.
This seminar is an experiment in honoring the skeptical intellectual tradition. That intellectual tradition, which has its home in the great universities of the world, aims to achieve accuracy and impartiality in human understanding through a principled commitment to explore the other side, even when that requires the articulation of an unpopular, politically incorrect, or against the current point of view. While it may be a matter for debate whether the intellectual virtues we associate with skepticism are at risk of being sacrificed in the academy these days, this seminar engages a social science and public policy literature that raises skeptical doubts about "received wisdom" on a variety of consequential fronts. Warning to prospective seminar participants: "... a good university, like Socrates, will be upsetting" (The University of Chicago "Kalven Committee Report," November 11, 1967).
Equivalent Course(s): CHDV 37802

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.
Equivalent Course(s): PBPL 27821

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.
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.

Equivalent Course(s): HIPS 27860, CHDV 37860, HLTH 27860, CHSS 37860, KNOW 27860

CHDV 27861. Darwinism and Literature. 100 Units.

In this course we will explore the notion that literary fiction can contribute to the generation of new knowledge of the human mind, human behavior, and human societies. Some novelists in the late 19th and early 20th century provided fictional portrayals of human nature that were grounded into Darwinian theory. These novelists operated within the conceptual framework of the complementarity of science and literature advanced by Goethe and the other romantics. At a time when novels became highly introspective and psychological, these writers used their literary craftsmanship to explore and illustrate universals aspects of human nature. In this course we read the work of several novelists such as George Eliot, HG Wells, Joseph Conrad, Jack London, Yuvgeny Zamyatin, Leopold von Sacher-Masoch, Italo Svevo, and Elias Canetti, and discuss how these authors anticipated the discoveries made decades later by cognitive, social, and evolutionary psychology.

Equivalent Course(s): HIPS 24921, HIST 34921, KNOW 21418, CHDV 37861, KNOW 31418, HIST 24921, CHSS 34921

CHDV 27880. Gendering Arabs: Embodiment, Agency, Affect. 100 Units.

This course explores the diverse ways that gender and sexuality are represented in contemporary cultural texts—film, fiction, and art—from the Middle East and North Africa. These creative works will be paired with critical writings from a variety of disciplinary and theoretical perspectives (gender studies, queer theory, affect theory, literary and cultural studies, anthropology, Islamic studies, and activist literature). While we will attend to the layered histories and legacies of colonialism, orientalism, globalization, military occupation, and war, our goal is to center gender discourses and practices as they are negotiated, performed, and contested by artists, writers, and thinkers in and from the region. Our readings and films emphasize how questions of agency, affect, and embodiment shape the lifeworlds and creative imaginaries of cultural producers from the Middle East and North Africa.

Equivalent Course(s): AASR 37880, ENGL 37880, CMLT 37880, CMLT 27880, RLST 27880, ISLM 37880, ENGL 27880, GNSE 27880, GNSE 37880

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.

Equivalent Course(s): PSYC 27950, CHDV 37950, ECON 14810, PSYC 37950

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.

Equivalent Course(s): HLTH 28301, MUSI 35719, MAAD 28300, BPPO 28300, MUSI 25719, CHDV 38301

CHDV 28400. Gender in the Classroom. 100 Units.

No inherent difference in general intelligence or academic ability have been found between males and females, despite extensive research on the topic. However, gendered patterns of learning and achievement persist. In the US, girls outperform boys on tests of reading and literacy, earn better grades, and are more likely to graduate high school and enroll in college. At the same time, while boys and girls now perform similarly on most tests of math and science achievement, boys are still more likely than girls to take Advanced Placement tests in STEM-related fields during high school, and ultimately to pursue STEM Careers. This course focuses on the ways in which gender shapes student's classroom experiences, and how these gendered interactions may contribute to the persistence of gendered patterns of achievement outcomes, within the context of US K-12 classrooms. We will draw on perspectives from several disciplines, including Psychology, Anthropology and Sociology. Because this course provides a context for students to explore and critically reflect on the ways in which gender shapes student experiences within the context of US K-12 classrooms, the course may hold particular appeal for undergraduates considering pursuing careers as educators, and for those who desire a space to explore and reflect on the role of gender in shaping their own educational experiences thus far.

Equivalent Course(s): GNSE 28401, PSYC 28401, PBPL 28401
CHDV 28600. Neuroendocrine Mechanisms of Human Behavior. 100 Units.
This course aims to explore the role hormones play in the study of human behavior and development across various stages in the life course. We will explore how biological mechanisms take part in explaining many different aspects of human behavior, and how these explanations fit into discourse from the fields of evolutionary biology, psychology, and behavioral economics.
Equivalent Course(s): PSYC 28610

CHDV 28955. Disability and Sexuality. 100 Units.
How have academics, activists, and policymakers across the world addressed the intersection of disability and sexuality? What are the different perspectives and issues of concern for stakeholders regarding the sexuality of disabled people? What are the social, ethical, and political stakes of talking about, representing, and analysing the nexus of disability and sexuality from a foundation in the social sciences? This class addresses these questions by engaging with a wide variety of sources, such as, ethnographic, gender studies, and disability studies writings, memoirs, blog posts, and documentaries. We begin by learning about the foundational social science concepts of disability and sexuality separately. We next move to examining key frameworks, perspectives, and debates regarding the sexual lives of disabled people. Through the class, we analyze how disability, age, gender, race, class, geographic location, and queerness shape sexual experiences of disabled people. We will consider themes of bodily pleasure and control, romantic love and marriage, reproductive choice and constraints, and the role of kinship and family. In the latter half of the class, we move to memoirs, ethnographic accounts, and documentaries that highlight the lived experiences and perspectives of disabled people. These texts and our discussions will bring up questions of ethics of representation (who gets to talk about whose sexuality), sexual autonomy, care, and personhood more broadly.
Equivalent Course(s): GNSE 12122, ANTH 28001

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.
Equivalent Course(s): CRES 38990, GNSE 28990, GNSE 38990, ISLM 38990, CHDV 38990, SOCI 30324

CHDV 29700. Undergraduate Reading and Research. 100 Units.
Select section from faculty list on web.

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.
Equivalent Course(s): SALC 39700, HREL 39700, CHDV 39701, SALC 29700, RLST 26150

CHDV 29800. B.A. 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.

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.