Comparative Human Development

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

PROGRAM OF STUDY

The program in Comparative Human Development (CHDV) focuses on the study of persons over the course of life; on the social, cultural, biological, and psychological processes that jointly influence development; and on growth over time in different social and cultural settings. The study of human development also offers a unique lens through which we consider broad questions of the social sciences, like the processes and impacts of social change, and the interactions of biology and culture. Faculty members in Comparative Human Development with diverse backgrounds in anthropology, biology, psychology, and sociology conduct research on topics that include (but are not limited to): the social and phenomenological experience of mental illness; comparative education; the impact of socioeconomic context on growth and development; the influence of social interaction on biological functioning; the tensions inherent in living in multicultural societies; the experience and development of psychotherapists in Western and non-Western countries; the ways in which youth in developing countries are forging new conceptions of adulthood; and the study of communication with developmental, cultural, and cognitive lenses. Given this interdisciplinary scope, the program in Comparative Human Development provides an excellent preparation for students interested in advanced postgraduate study at the frontiers of several social science disciplines, or in careers and professions that require a broad and integrated understanding of human experience and behavior—e.g., mental health, education, social work, health care, or human resource and organizational work in community or corporate settings.

ADVISING

The first point of contact for undergraduates is the preceptor. Preceptors can be emailed at humdev-preceptors@lists.uchicago.edu. Additional contact information for the year-specific preceptor can be found in the Contacts section at the bottom of this page, along with the undergraduate chair and administrator contact information. Students should declare their majors by the end of their second year.

ELECTRONIC COMMUNICATION

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

PROGRAM REQUIREMENTS

The requirements below are in effect as of Autumn 2017.

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

CORE COURSES

CHDV 20000 Introduction to Human Development and CHDV 20100 Human Development Research Design, a two-quarter introductory sequence in Comparative Human Development, should be completed prior to the Spring Quarter of a student’s third year. CHDV 20000 Introduction to Human Development focuses on theories of development, with particular reference to the development of the self in a social and cultural context. CHDV 20100 Human Development Research Design focuses on modes of research and inquiry in human development, including basic concepts of research design and different methods used in studying human development (e.g., ethnography, experiments, surveys, discourse analysis, narrative inquiry, and animal models). Consideration is given to the advantages and limitations of each approach in answering particular questions concerning person and culture.

METHODS

Students must complete one Methods course. It may focus on qualitative or quantitative methods or may be a research methods course from a related department, such as Statistics.

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<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>
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<tr>
<td>BIOS 25419</td>
<td>Introduction to Infectious Disease Epidemiology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 20101</td>
<td>Applied Statistics in Human Development Research</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 26228</td>
<td>Ethnographic Methods</td>
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Comparative Human Development

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<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>MATH 19520</td>
<td>Mathematical Methods for Social Sciences</td>
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</tr>
<tr>
<td>PBPL 24800</td>
<td>Urban Policy Analysis</td>
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<td>PBPL 26301</td>
<td>Field Research Project in Public Policy</td>
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<tr>
<td>PLSC 22913</td>
<td>The Practice of Social Science Research</td>
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<td>PSYC 20100</td>
<td>Psychological Statistics</td>
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<td>PSYC 20200</td>
<td>Psychological Research Methods</td>
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<tr>
<td>PSYC 20250</td>
<td>Introduction to Statistical Concepts and Methods</td>
<td>100</td>
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<td>SOCI 20001</td>
<td>Sociological Methods</td>
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<tr>
<td>SOCI 20004</td>
<td>Statistical Methods of Research</td>
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<tr>
<td>SOCI 20140</td>
<td>Qualitative Field Methods</td>
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<tr>
<td>STAT 20000</td>
<td>Elementary Statistics</td>
<td>100</td>
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<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
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<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
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<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
<td>100</td>
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**Electives**

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

1. **Comparative Behavioral Biology**: includes courses on the biopsychology of attachment; evolutionary social psychology; evolution of parenting; biological psychology; primate behavior and ecology; behavioral endocrinology.
2. **Life Course Development**: includes courses on social and psychological development through the life course, including courses on childhood, adolescence, adulthood, and aging; education and development; introduction to language development; the role of early experience in development; sexual and gender identity; the study of lives and families in social and cultural context.
3. **Culture and Community**: includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; education in ethnic and cultural context; psychiatric and psychodynamic anthropology; memory and culture.
4. **Mental Health and Personality**: includes courses on personality theory and research; social and cultural foundations of mental and physical health; modern psychotherapies and their supporting institutions; psychology of well-being; conflict understanding and resolution; core concepts and current directions in psychopathology; emotion, mind, and rationality; body image in health and disorder; advanced concepts in psychoanalysis.

**Petitions**

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

**BA Honors Guidelines**

Students with qualifying GPAs may seek to graduate with honors by successfully completing a BA honors paper that reflects scholarly proficiency in an area of study within Comparative Human Development and successfully completing two required accompanying courses:

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

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

The honors paper should reflect original research of an empirical, scholarly, or theoretical nature and must be rated as worthy of honors by the student’s BA Honors Committee. This committee shall consist of two University faculty members: a supervisor (who must be a CHDV faculty member or associate faculty member) and a second reader (who must be a University of Chicago faculty member or associate faculty member). The paper should be about 30 to 40 pages in length. The grade given for it will become the grade of record for the Honors Paper Preparation course (CHDV 29900 Honors Paper Preparation). To receive departmental honors upon graduation, students (1) must have attained a cumulative overall GPA of 3.25 or higher and a major GPA higher than 3.5 by the end of the quarter prior to the quarter of graduation, and (2) must have completed a meritorious BA honors paper under the supervision of a CHDV faculty member and received a high grade on their BA honors paper.

Permission to undertake a BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed CHDV 29800 BA Honors Seminar and (2) have filed a properly completed BA Honors Paper Proposal Form with the departmental Student Affairs Administrator no later than tenth week of Spring Quarter of the third year.

BA HONORS SEMINAR

The CHDV 29800 BA Honors Seminar aims to help qualified students formulate a suitable proposal and find a CHDV faculty supervisor. Qualified students who wish to seek departmental honors must register for the CHDV 29800 BA Honors Seminar during Spring Quarter of their third year. Permission to register for CHDV 29800 BA Honors Seminar will be granted to students with a GPA that, at the end of Autumn Quarter of the third year, shows promise of meeting the standards set for honors (see above). This course must be taken for a quality grade and may be counted as one of the required major electives. This course is a pre-field course where students develop a ten-page research proposal and find both a CHDV supervisor and a second reader (who may be outside of the department). As part of the proposal, they learn to develop an academic “problem” while reviewing the necessary academic literature. They also decide on the discipline and methods (interviewing, ethnography, experimental design) they will use to tackle their research question.

HONORS PAPER PREPARATION COURSE

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

BA HONORS PAPER FOR DUAL MAJORS

In very special circumstances, students may be able to write a longer BA honors paper that meets the requirements for a dual major (with prior approval from the undergraduate program chairs in both departments). Students should consult with both chairs before the end of Spring Quarter of their third year. A consent form, available from the student's College adviser, must be signed by both chairs and returned to the College adviser, with copies filed in both departmental offices, by the end of Autumn Quarter of the student's graduation year.

HONORS PAPER DUE DATE

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

SUMMARY OF REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHDV 20000</td>
<td>Introduction to Human Development</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 20100</td>
<td>Human Development Research Design</td>
<td>100</td>
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<tr>
<td>One Methods Course</td>
<td></td>
<td>100</td>
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<tr>
<td>Nine Elective Courses</td>
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<td>900</td>
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<tr>
<td>Total Units</td>
<td></td>
<td>1200</td>
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</table>
Students applying for CHDV honors must register for CHDV 29800 BA Honors Seminar and CHDV 29900 Honors Paper Preparation. CHDV 29800 may be counted as one of the nine required program electives; however, CHDV 29900 does not count toward the major and is used for general elective credit only.

GRADING

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

EARL R. FRANKLIN FELLOWSHIP

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

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

COMPARATIVE HUMAN DEVELOPMENT COURSES

CHDV 12103. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.

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

Instructor(s): Paula Martin Terms Offered: Spring

Note(s): This course counts as a Foundations Course for GNSE majors

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

CHDV 20000. Introduction to Human Development. 100 Units.

This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle.

Instructor(s): S. Numanbayraktaroglu Terms Offered: Autumn

Prerequisite(s): CHDV majors or intended majors.

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): PSYC 20850, HLTH 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.

Instructor(s): Lauren Berlant and Kristen Schilt Terms Offered: Autumn

Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised.

Equivalent Course(s): GNSE 20001, SOCI 20290, ENGL 20001, LLSO 20001

CHDV 20100. Human Development Research Design. 100 Units.

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

Instructor(s): E. Abdelhadi Terms Offered: Winter

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): HLTH 20100, PSYC 21100, 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 1979 (NLSY79) throughout the course to reveal disparities between subpopulations in opportunities and life course outcomes. At the end of the course, students should be able to define and use descriptive and inferential statistics to analyze data and to interpret analytical results. No prior knowledge in statistics is assumed. High school algebra and probability are the only mathematical pre-requisites. Every student is required to participate in a lab section. Students will review the course content and learn to use the Stata software in the lab under the TA’s guidance.
Instructor(s): G. Hong Terms Offered: This course is not offered in 2021-22.
Prerequisite(s): At least one college-level mathematics course, can be a high school AP course, First priority for CHDV grads and 2nd priority CHDV undergrad majors
Note(s): CHDV Distribution, M*, M*
Equivalent Course(s): CHDV 30101, EDSO 30101, HLTH 20101

CHDV 20122. Introduction to Population. 100 Units.
This course provides an introduction to the field of demography, which examines the growth and characteristics of human populations. It also provides an overview of our knowledge of three fundamental population processes: fertility, mortality, and migration. We cover marriage, cohabitation, marital disruption, aging, and population and environment. In each case we examine historical trends. We also discuss causes and consequences of recent trends in population growth, and the current demographic situation in developing and developed countries.
Instructor(s): L. Waite Terms Offered: Spring
Prerequisite(s): 2nd through 4th year undergraduates only
Equivalent Course(s): ENST 20500, 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.
Instructor(s): O. McRoberts Terms Offered: Spring
Equivalent Course(s): CRES 20140, SOCI 20140

CHDV 20150. Language and Communication. 100 Units.
This course can also be taken by students who are not majoring in Linguistics but are interested in learning something about the uniqueness of human language, spoken or signed. It covers a selection from the following topics: What is the position of spoken language in the usually multimodal forms of communication among humans? In what ways does spoken language differ from signed language? What features make spoken and signed language linguistic? What features distinguish linguistic means of communication from animal communication? How do humans communicate with animals? From an evolutionary point of view, how can we account for the fact that spoken language is the dominant mode of communication in all human communities around the world? Why cannot animals really communicate linguistically? What do the terms language “acquisition” and “transmission” really mean? What factors account for differences between “language acquisition” by children and by adults? Are children really perfect language learners? What factors bring about language evolution, including language speciation and the emergence of new language varieties? How did language evolve in mankind? This is a general education course without any prerequisites. It provides a necessary foundation to those working on language at the graduate and undergraduate levels.
Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Equivalent Course(s): CHDV 30150, EDSO 20150, LING 20150, LING 30150

CHDV 20207. Race, Ethnicity, and Human Development. 100 Units.
Twenty-first century practices of relevance to education, social services, health care and public policy deserve buttressing by cultural and context linked perspectives about human development as experienced by diverse groups. Although generally unacknowledged as such post-Brown v. 1954, the conditions purported to support human development for diverse citizens remain problematic. The consequent interpretative shortcomings serve to increase human vulnerability. Specifically, given the problem of evident unacknowledged privilege for some as well as the insufficient access to resources experienced by others, the dilemma skews our interpretation of behavior, design of research, choice of theory, and determination of policy and practice. The course is based upon the premise that the study of human development is enhanced by examining the experiences of diverse groups, without one group standing as the “standard” against which others are compared and evaluated. Accordingly, the course provides an encompassing theoretical framework for examining the processes of human development for diverse humans while also highlighting the critical role of context and culture.
Instructor(s): M. Spencer Terms Offered: Winter
Prerequisite(s): Students should have one course in either Human Development or Psychology.
Note(s): CHDV Distribution B*, C  
Equivalent Course(s): EDSO 20207, CRES 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.  
Instructor(s): M. Spencer  
Terms Offered: Spring  
Prerequisite(s): Students will have previously taken one other course in CHDV  
Note(s): CHDV Distribution: B  
Equivalent Course(s): PSYC 20209, EDSO 20209

CHDV 20300. Biological Psychology. 100 Units.  
What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion.  
Instructor(s): B. Prendergast, L. Kay  
Terms Offered: Winter  
Prerequisite(s): Some background in biology and psychology.  
Note(s): This course does not meet requirements for the Biological Sciences Major.  
Equivalent Course(s): BIOS 29300, PSYC 20300, NSCI 21015

CHDV 20415. Sexuality and Health. 100 Units.  
This course will critically examine sexual and reproductive health issues.  
Instructor(s): K. Pagel  
Terms Offered: Winter  
Note(s): Distribution - Undergrad: A, C, D; Grad: 1, 2, 3, 4

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.  
Instructor(s): M. Keels  
Terms Offered: Autumn  
Note(s): Grad distribution: 2* This course replaces CHDV 20305 Inequality in Urban Spaces and credit cannot be granted for both courses.  
Equivalent Course(s): EDSO 30499, EDSO 20499, CRES 20499, CHDV 40400

CHDV 20505. Anthropology of Disability. 100 Units.  
This seminar undertakes to explore “disability” from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.  
Instructor(s): M. Fred  
Terms Offered: Autumn  
Prerequisite(s): Third- or fourth-year standing  
Equivalent Course(s): SOSC 36900, HMRT 35210, CHDV 30405, ANTH 20405, ANTH 30405, MAPS 36900, HMRT 25210

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.  
Instructor(s): M. Keels  
Terms Offered: Autumn  
Equivalent Course(s): CRES 13100

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.  
Instructor(s): L. Horton  
Terms Offered: Spring
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.

Instructor(s): Almaz Mesghina Terms Offered: Spring
Note(s): Satisfies Society, Institutions, Culture and and Life Course distribution
Equivalent Course(s): CHDV 30775

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.

Instructor(s): S. Numanbayraktaroglu Terms Offered: Winter
Prerequisite(s): Undergraduates must be in their third or fourth year.
Note(s): CHDV Distribution: D

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. develop a deeper understanding of human emotions.

Instructor(s): S. Numanbayraktaroglu, S. Terms Offered: Spring
Prerequisite(s): Qualitative methods course
Note(s): CHDV Distribution: M*
Equivalent Course(s): CHDV 30775

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): ANTH 25207, GNSE 20802, 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 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.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in third or fourth year.
Note(s): CHDV Distribution: B, C
Equivalent Course(s): EDSO 21100, PSYC 33000, CHDV 31000, AMER 33000, CRES 21100, ANTH 35110, GNSE 21001, PSYC 23000, ANTH 24320, GNSE 31000

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

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.
Terms Offered: Spring
Note(s): Undergrad distribution: Comparative Behavioral Biology, Life Course Development, Culture and Community Grad distribution: 1, 2, 3
Equivalent Course(s): CHDV 31801

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.

Instructor(s): S. Power Terms Offered: Spring
Note(s): CHDV Distribution: B

CHDV 22350. Social Neuroscience. 100 Units.
Social species, by definition, create emergent organizations beyond the individual - structures ranging from dyads and families to groups and cultures. Social neuroscience is the interdisciplinary field devoted to the study of neural, hormonal, cellular, and genetic mechanisms, and to the study of the associations and influences between social and biological levels of organization. The course provides a valuable interdisciplinary framework for students in psychology, neuroscience, behavioral economics, and comparative human development. Many aspects of social cognition will be examined, including but not limited to attachment, attraction, altruism, contagion, cooperation, competition, dominance, empathy, isolation, morality, and social decision-making.

Instructor(s): J. Decety Terms Offered: Autumn
Equivalent Course(s): HLTH 22350, NSCI 21000, ECON 21830, PSYC 22350, BIOS 24137

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

Instructor(s): Kate O'Doherty Terms Offered: Autumn
Equivalent Course(s): PSYC 22580, EDSO 22580

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.

Instructor(s): Kristina Pagel Terms Offered: Autumn
Note(s): Satisfies Comparative Behavior Biology distribution requirement
Equivalent Course(s): CHDV 32001

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

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

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

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

CHDV 23005. Education and Social Inequality. 100 Units.
How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society’s system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools. Through close readings of historical, anthropological and sociological case studies of schooling in the U.S., students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.
Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2021-22
Equivalent Course(s): SOCI 20297, CRES 23005, EDSO 23005

CHDV 23007. Language, Culture, and Education. 100 Units.
In this course, we will examine current theories and research about differential educational achievement in U.S. schools, including: (1) theories that focus on the characteristics of people (e.g., their biological makeup, their psychological characteristics, their human nature, their essential qualities), (2) theories that focus on the characteristics of groups and settings, (e.g., ethnic group culture, school culture), and (3) theories that examine how cultural processes mediate political-economic constraints and human action. Course discussion will focus on understanding the ways in which language and/or culture are conceptualized in these positions and their educational consequences, especially for low income and ethnic and linguistic minority students in the US.
Instructor(s): Lisa Rosen Terms Offered: Autumn Spring. Offered 2021-22
Equivalent Course(s): CRES 23007, SOCI 20538, EDSO 23007, ANTH 27215

CHDV 23050. The Role of Science in U.S. Education Reform. 100 Units.
How should science inform the improvement of education? Can education be studied scientifically? These questions have haunted American education research since its 19th century beginnings. In this course, Lagemann’s history of U.S. education research, An Elusive Science, will serve as a central orienting text, and students will read primary sources by the figures it describes: Dewey, James, Thorndike, Coleman, Tyler, and more. The course will end with a consideration of contemporary topics such as research-practice partnerships and design research. In taking on the case of American education research, students will confront and discuss the entanglements of epistemology and history, measurement and social organization, knowledge and authority.
Instructor(s): Ye, Lily Terms Offered: Winter
Note(s): Undergrad distribution: C
Equivalent Course(s): EDSO 23050

CHDV 23100. Human Language and Interaction. 100 Units.
Language may be learned by individuals, but we most often use it for communication between groups. How is it that we manage to transmit our internal thoughts to others' minds? How is it that we can understand what others mean to express to us? Whether we are greeting a passerby, ordering a meal, or debating politics, there are a number of invisible processes that bring language to life in the space between individuals. This course investigates the social and cognitive processes that enable us to successfully communicate with others. The theories we cover are built on observations of adult language use and child development in multiple cultural settings, taking inspiration also from non-human animal communication. It is expected that, by the end of the course, students will be able to explain the limitations of language for communication and will be able to elaborate on a number of social and other cognitive processes that critically support communicative language use.
Instructor(s): M. Casillas Terms Offered: Spring
Note(s): Distribution: Undergrads: B,C; Grad: 2,5
Equivalent Course(s): CHDV 33100

CHDV 23145. Human Rights on the Ground: Ethnographic Perspectives. 100 Units.
The aim of this course is to investigate the ways in which ethnographers have dealt with questions of human rights and humanitarianism. While ethnography is the hallmark of anthropology, it has gained popularity in recent years in other fields of social science, from sociology to political science. Over the course of the semester, 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 full ethnographies. The purpose of this is to delve into the nitty-gritty details of living with (or without) human rights. Students will not only learn about human rights from an ethnographic perspective, but they will also gain familiarity with ethnography as a genre.
Instructor(s): Jay M. Henderson, Pozen Center for Human Rights Graduate Lecturer Terms Offered: Autumn
CHDV 23248. Research Methods in Behavior and Development. 100 Units.
In this graduate seminar we will discuss research design, experimental methods, statistical approaches and field techniques. Other topics will be covered depending on participant interests, such as acoustic analyses, ethogram development, event recorders, spectrophotometers, marking methods, spatial analyses and grant-writing strategies. The course is primarily designed for studies of non-human animals, although studies of human behavior, especially developmental studies, will be addressed.
Instructor(s): J. Mateo Terms Offered: Winter
Prerequisite(s): Permission of instructor.
Equivalent Course(s): CHDV 43248, EVOL 43248

CHDV 23360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Instructor(s): S. Goldin-Meadow, D. Brentari Terms Offered: Autumn
Equivalent Course(s): CHDV 3360, PSYC 23630, PSYC 33630, LING 2360, LING 3360

CHDV 23370. Bright and Dark Sides of Empathy. 100 Units.
This course invites students to critically explore the science of empathy by examining its scope and its limits. It delves into cutting-edge research from evolutionary theory, neurobiology, developmental and social psychology, social neuroscience, clinical neuroscience, and behavioral economics to illuminate the mechanisms behind feeling for and with others. Questions explored in this course include: What are the evolutionary roots of empathy? What are the neural and neuro-endocrinological mechanisms that facilitate empathy? How does empathy develop in young children? Is empathy a limited-capacity resource? How is empathy modulated by unconscious processing and implicit attitudes (e.g., group dynamics, social status)? Is empathy necessarily a good thing for social decision-making? Why empathy can make us act unfairly? Why do some individuals (i.e., psychopaths) lack empathy and concern for the well-being of others? How does empathy improve the overall effectiveness of medical care? This course introduces undergraduate students to current research and theories of empathy. The study of empathy serves as the basis for integrating a variety of perspectives including evolutionary biology, behavioral economics, affective neuroscience, developmental psychology, social psychology, behavioral neurology and psychiatry.
Instructor(s): J. Decety Terms Offered: Autumn
Equivalent Course(s): PSYC 23360

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 raise 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): GLST 23403, ANTH 25255, HMRT 23403

CHDV 23404. Forced Exile: Displacement, Development and Disaster. 100 Units.
According to the International Organization for Migration (IOM), forced migration involves coercion, including threats to life and livelihood that arise from natural or human-induced causes. What constitutes coercion, and who deserves to migrate? How are threats to life and livelihood recognized and to what extent can they be minimized? In this course, we will examine the conditions of forced exile, ranging from violence and persecution, to environmental degradation and climate change, to the economic decimation of local communities. Moreover, we will critically examine how governments and international organizations respond to forced exile through securitization techniques and long-term development projects to reduce the so-called “push factors” that compel people to migrate. We will draw on a range of materials, including ethnographies, policy documents, documentaries, and the perspectives of course visitors, to examine cases of forced migration in Syria, El Salvador, Bangladesh, Eritrea, Haiti, and elsewhere.
Instructor(s): D. Ansari Terms Offered: Winter
Prerequisite(s): N/A
Note(s): CHDV Distribution Area: C
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): HMRT 23511, LACS 23511

CHDV 23512. Human Rights Across the Life Course. 100 Units.
This course is designed to discuss the ways that psychology and anthropology contribute to understandings about human rights, their implementation, and violations of them. Over the quarter, students will analyze theories on social dynamics, intergroup conflict, prejudice, bias, truth telling, and psychosocial healing. Students will synthesize these frameworks with empirical studies, and apply these insights to human rights abuses and issues across the life course. Students' explorations of these issues will be grounded in the Universal Declaration of Human Rights (UDHR), which students will analyze in relation to the how humans develop across the life course within social contexts. Students will also be challenged to reflect on the role of the researcher by assessing the relevance and impact of studying and producing data on human rights issues. As a final project, students will integrate the units on the UDHR, psychological theory, and research in relation to a specific human rights issue of their choosing.
Instructor(s): G. Velez Terms Offered: Winter
Prerequisite(s): N/A
Note(s): CHDV Distribution: B, C

CHDV 23610. Uncertain Times/Precarious Futures: Youth, Hope, and the Contemporary Crisis. 100 Units.
Much as the study of race and gender opened up important new ways to study power and inequality in society, the study of youth raises questions about the future (Cole and Durham 2008). Young people’s activities generate, to a greater or lesser extent, the conditions in which they will live, foregrounding the marked temporality of the life-course and the crucial role played by anticipation and aspiration in this process. This course explores the relationship between youth and horizons of expectation by engaging with the recent explosion of writings on hope in anthropology and the social sciences more generally. Although part of a widespread response to economic crisis, uncertainty, and immobility in the contemporary context, the radical diversity of this work challenges any unitary framing. Taking this diversity as a point of departure, in this course we will try to unpack the theoretical, empirical, and political underpinnings of different approaches to future-in-the-making. Topics examined range from the uneven distribution of hope in society to the importance of hope as a way to maintain indeterminacy, from the new spirit(s) of capitalism and precarity, to debt and the foreclosure of the future.
Instructor(s): R.M. Loomis Terms Offered: Winter
Prerequisite(s): N/A

CHDV 23900. Introduction to Language Acquisition. 100 Units.
This course addresses the major issues involved in first-language acquisition. We deal with the child’s production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Equivalent Course(s): LING 21600, LING 31600, CHDV 31600, EDSO 23200, PSYC 23200, PSYC 33200

CHDV 24010. Introduction to Health and Society II. 100 Units.
What can the social sciences teach us about the ongoing coronavirus pandemic or the opioid epidemic of the past decade? How can we understand the sources of inequalities in access to care and in health outcomes across populations, both in the United States and globally? What is the significance of varying experiences of illness, categories of disorder, ideals of well-being, and forms of intervention across cultural settings and historical periods? This course introduces students introduces students to the social, political, and economic processes that shape individual and population health, as well as to a range of concepts and methods which social scientists use to study these processes. This summer’s class will focus on the case studies of COVID-19 and the opioid epidemic, along with other cases.
Instructor(s): Eugene Raikhel Terms Offered: Summer. Offered Summer 2021
Note(s): Please note that this course is not a continuation of HLTH 17000, but a summer session version of the same class. This course can be used to satisfy the HLTH 17000 requirement for the Health and Society minor.
Students who are not currently in the minor are also welcome to take the course as an opportunity to learn about the social sciences of health and medicine.

Equivalent Course(s): HLTH 17001, SOCI 20509, ANTH 24334

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

Instructor(s): P. Sean Brotherton
Terms Offered: Not Offered 2021-22; may be offered 2022-23
Prerequisite(s): Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV

Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.

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

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.

Instructor(s): K. Pagel
Terms Offered: Winter
Note(s): Grad distribution: 1, 2, 3 Undergrad: Comparative Behavioral Biology

Equivalent Course(s): SOCI 30520, SOCI 20520, HIPS 21500, GNSE 34550, GNSE 24550, CHDV 34599

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.

Instructor(s): T. Mandiviwala
Terms Offered: Spring
Note(s): Undergrad: B,C

Equivalent Course(s): GNSE 25003, CRES 25004

CHDV 25100. Anthropology of the Body. 100 Units.
Drawing on a wide and interdisciplinary range of texts, both classic and more recent, this seminar will variously examine the theoretical debates of the body as a subject of anthropological, historical, psychological, medical, and literary inquiry. The seminar will explore specific themes, for example, the persistence of the mind/body dualism, experiences of embodiment/alienation, phenomenology of the body, Foucauldian notions of bio-politics, biopower and the ethic of the self, and the medicalized, gendered, and racialized body, among other salient themes.

Instructor(s): P. Sean Brotherton
Terms Offered: Not Offered 2021-22; may be offered 2022-23
Note(s): CHDV Distribution: D

Equivalent Course(s): 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.

Instructor(s): A. Kalil Terms Offered: Spring Winter
Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.
Equivalent Course(s): PBPL 25120, PPHA 31520, PSYC 25120, EDSO 35120, EDSO 25120

CHDV 25220. Constructing a Society of Human Rights: A Psychological Framework. 100 Units.
This course is designed to discuss the ways that cultural and social psychology contribute to understandings about human rights conceptually, and how human rights issues emerge from social dynamics. Over the course of the quarter, students will learn about theories on intergroup conflict and prejudice, how an individual’s beliefs emerge from social contexts and shape their relationships with others, how obedience to authority is created and abused, and how social positioning and narratives influence conceptions of self and other. We will also discuss the relevance and impact of psychological study and data on human rights issues.
Equivalent Course(s): HMRT 25220, INRE 30600, PBPL 25220

CHDV 25750. The Psychology and Neurobiology of Stress. 100 Units.
This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.
Instructor(s): G. Norman Terms Offered: Spring
Note(s): This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): NSCI 22535, BOS 29271, PSYC 25750

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

CHDV 26000. Social Psychology. 100 Units.
This course introduces students to the field of social psychology - the scientific study of how people think about, feel about, interact with, influence, and relate to one another. Topics covered include self and social perception, social influence, beliefs and attitudes, altruism, and intergroup processes. Where relevant, we will discuss if and how findings in social psychology can be applied in real-world contexts such as health, work, and relationships.
Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): PSYC 20600

CHDV 26008. Principles and Methods of Measurement. 100 Units.
Accurate measurement of key theoretical constructs with known and consistent psychometric properties is one of the essential steps in quantitative social and behavioral research. However, measurement of phenomena that are not directly observable (such as psychological attributes, perceptions of organizational climate, or quality of services) is difficult. Much of the research in psychometrics has been developed in an attempt to properly define and quantify such phenomena. This course is designed to introduce students to the relevant concepts, principles, and methods underlying the construction and interpretation of tests or measures. It provides in-depth coverage of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods. Such understanding is essential for rigorous practice in measurement as well as for proper interpretation of research. The course is highly recommended for students who plan to pursue careers in academic research or applied practice involving the use or development of tests or measures in the social and behavioral sciences.
Instructor(s): Yanyan Sheng Terms Offered: Spring
Prerequisite(s): Course work or background experience in statistics through inferential statistics and linear regression.
Equivalent Course(s): SOCS 26008, CHDV 36008, SOCS 36008

CHDV 26228. Ethnographic Methods. 100 Units.
This course provides an introduction to ethnographic methods used in anthropological, sociological, and other social science research. The primary goal of this course is for students to gain theoretical and practical knowledge of ethnographic methods through a combination of readings and fieldwork exercises. In doing so, students will learn about formulating research questions, participant observation, interviewing, working with images, videos, texts, and material objects, and analyzing and writing up research findings. Another goal of this course is for students to learn to use ethnographic data to develop social, cultural, and theoretical insights. In order to achieve
this goal, and to provide topical and theoretical coherence to this hands-on methods course, students will focus their fieldwork exercises on sites in the Chicago area that are related to medicine, health, and the body. In class sessions, students will discuss each other's fieldwork findings and collaboratively develop ethnographically-informed knowledge about ideas and practices of medicine, health, and the body in contemporary North America.

Prerequisite(s): SOSC core sequence.

**CHDV 27250. Psychological Anthropology. 100 Units.**

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

Instructor(s): Drake, Ashley Elizabeth Terms Offered: Spring
Note(s): Grad distribution: 4*; Undergrad Distribution: 3, 4
Equivalent Course(s): HIPS 27250, HLTH 27250, ANTH 24321

**CHDV 27547. Race, Ethnicity, and American Public Schools. 100 Units.**

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

Instructor(s): Karlyn Gorski Terms Offered: Spring
Equivalent Course(s): SOCI 28096, CRES 27547, EDSO 27547, PBPL 27547

**CHDV 27850. Evolutionary Psychology. 100 Units.**

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

Prerequisite(s): Undergraduates must have permission of instructor.

Note(s): CHDV Distributions: A; 1
Equivalent Course(s): PSYC 41450, CHDV 41451

**CHDV 27860. History of Evolutionary Behavioral Sciences. 100 Units.**

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

Instructor(s): D. Maestripieri Terms Offered: Autumn

Prerequisite(s): N/A

Note(s): Distribution requirements: 1

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

**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.

Instructor(s): D. Maestripieri Terms Offered: Autumn

Note(s): Distribution requirements: 1
CHDV 27901. Modern Spoken Yucatec Maya I. 100 Units.
This sequence is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.
Instructor(s): John Lucy Terms Offered: Autumn 2014 (tentative)
Equivalent Course(s): LACS 28301, LACS 47901, CHDV 47901

CHDV 27990. Evolution and Economics of Human Behavior. 100 Units.
This course explores how evolutionary biology and behavioral economics explain many different aspects of human behavior. Specific topics include evolutionary theory, natural and sexual selection, game theory, cost-benefit analyses of behavior from an evolutionary and a behavioral economics perspective, aggression, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.
Instructor(s): D. Maestripieri Terms Offered: Winter
Note(s): CHDV Distribution, A, 1
Equivalent Course(s): PSYC 37950, ECON 14810, BIOS 29265, CHDV 37950, PSYC 27950

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

CHDV 28901. Intermediate Modern Spoken Yucatec Maya I. 100 Units.
The course will emphasize learning the rudiments of the contemporary spoken language to enable further work on the language (or related ones) and/or to facilitate the use of the language for other historical or anthropological projects. Regularly scheduled class time will be evenly divided between practice in speaking and hearing the language and discussions of basic grammar, resources (e.g., grammars, dictionaries, text collections, etc.), the language family, cultural and historical context, salient linguistic issues especially in the areas of morphology and semantics, pragmatics and usage, and practical research methods.
Equivalent Course(s): CHDV 38901, LACS 28901, LACS 38901

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-a-vis the state, mass media, and public opinion. Another third of the course will delve into issues of socioeconomic mobility and cultural assimilation. Finally, the last third will show how these macro concepts influence the everyday lived experiences of Muslims in these contexts. This is a seminar-style, reading-heavy course. Students should be familiar with and capable of deploying the sociological concepts of race, class, gender and intersectionality.
Instructor(s): E. Abdelhadi Terms Offered: Winter
Prerequisite(s): Undergrads must have 3rd or 4th year standing.
Note(s): Undergrad: C; Grad: 3
Equivalent Course(s): ISLM 38990, SOCI 30324, CHDV 38990, GNSE 38990, CRES 38990
CHDV 29318. Modern Disability Histories: Gender, Race, and Disability. 100 Units.
This course introduces students to the conceptual apparatus of disability studies and major developments in disability history since the late nineteenth century. The course will consider disability beyond physical impairment, centering the ways in which notions of gender, race, class, sexuality, and ability interact and shape subjects, and how these subject positions shift across political watersheds. Students will engage a variety of sources, such as autobiographies, pamphlets, visual material, laws, and medical texts, as well as historiographical sources. Topics will include late nineteenth-century female ‘hysteria,’ evolutionary approaches to sign language and orality, and the effects of industrialization on new impairments; early twentieth-century eugenics and the Nazi T4 program; postwar developments in prosthetics and discursive intersections between psychosis and civil rights movement. Students are encouraged to work on creative collective projects (e.g., an exhibit or a short video) in addition to written assignments.
Instructor(s): M. Appeltová
Terms Offered: Spring Winter
Equivalent Course(s): HMRT 29318, HIST 29318, HLTH 29318, HIPS 29318, GNSE 29318, CRES 29318

CHDV 29700. Undergraduate Reading and Research. 100 Units.
Select section from faculty list on web.
Terms Offered: Autumn,Winter,Spring
Prerequisite(s): Students are required to submit the College Reading and Research Course Form.
Note(s): Must be taken for a quality grade.

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

CHDV 29900. Honors Paper Preparation. 100 Units.
The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year, as a 13th required course. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips on describing methods and peer review). The grade assigned by their thesis supervisor on the final BA paper is retroactively assigned as the grade for this course.
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.