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.

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>
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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. 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. (A)

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. (B)

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. (C)

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. (D)

**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 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 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.

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>
</tr>
<tr>
<td>One Methods Course</td>
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<td>100</td>
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<tr>
<td>Nine Elective Courses*</td>
<td></td>
<td>900</td>
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<tr>
<td><strong>Total Units</strong></td>
<td></td>
<td><strong>1200</strong></td>
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</table>

* Elective courses must have course numbers above 20000. 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: Winter
Equivalent Course(s): GNSE 12103, HIPS 12103, ANTH 25212, HLTH 12103

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): R. Shweder 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): Paula Martin 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): LLSO 20001, GNSE 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
This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in social sciences who are interested in studying human development in social contexts. The course covers univariate and bivariate descriptive statistics, an introduction to statistical inference, t test, two-way contingency table, analysis of variance, simple linear regression, and multiple regression. All statistical concepts and methods will be illustrated with applications to a series of scientific inquiries organized around describing and understanding adolescent transitions into adulthood across demographic subpopulations in contemporary American society. We will use the National Longitudinal Survey of Youth 1997 (NLSY97) throughout the course to reveal disparities between subpopulations in opportunities and life course outcomes. At the end of the course, students should be able to define and use descriptive and inferential statistics to analyze data and to interpret analytical results. No prior knowledge in statistics is assumed. High school algebra and probability are the only mathematical pre-requisites. Every student is required to participate in a lab section. Students will review the course content and learn to use the Stata software in the lab under the TA’s guidance.

Instructor(s): G. Hong Terms Offered: Winter

CHDV 20101. Applied Statistics in Human Development Research. 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/PBHS 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.”

Instructor(s): G. Hong Terms Offered: Winter

CHDV 20102. Introduction to Causal Inference. 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): E. Abdelhadi Terms Offered: Summer Winter

CHDV 20103. Applied Statistics in Human Development Research. 100 Units.

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in social sciences who are interested in studying human development in social contexts. The course covers univariate and bivariate descriptive statistics, an introduction to statistical inference, t test, two-way contingency table, analysis of variance, simple linear regression, and multiple regression. All statistical concepts and methods will be illustrated with applications to a series of scientific inquiries organized around describing and understanding adolescent transitions into adulthood across demographic subpopulations in contemporary American society. We will use the National Longitudinal Survey of Youth 1997 (NLSY97) throughout the course to reveal disparities between subpopulations in opportunities and life course outcomes. At the end of the course, students should be able to define and use descriptive and inferential statistics to analyze data and to interpret analytical results. No prior knowledge in statistics is assumed. High school algebra and probability are the only mathematical pre-requisites. Every student is required to participate in a lab section. Students will review the course content and learn to use the Stata software in the lab under the TA’s guidance.

Instructor(s): G. Hong Terms Offered: This course is not offered in 2021-22.

CHDV 20104. Applied Statistics in Human Development Research. 100 Units.

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in social sciences who are interested in studying human development in social contexts. The course covers univariate and bivariate descriptive statistics, an introduction to statistical inference, t test, two-way contingency table, analysis of variance, simple linear regression, and multiple regression. All statistical concepts and methods will be illustrated with applications to a series of scientific inquiries organized around describing and understanding adolescent transitions into adulthood across demographic subpopulations in contemporary American society. We will use the National Longitudinal Survey of Youth 1997 (NLSY97) throughout the course to reveal disparities between subpopulations in opportunities and life course outcomes. At the end of the course, students should be able to define and use descriptive and inferential statistics to analyze data and to interpret analytical results. No prior knowledge in statistics is assumed. High school algebra and probability are the only mathematical pre-requisites. Every student is required to participate in a lab section. Students will review the course content and learn to use the Stata software in the lab under the TA’s guidance.

Instructor(s): G. Hong Terms Offered: Winter

CHDV 20105. 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
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.
Instructor(s): K. Robbins Terms Offered: Spring
Prerequisite(s): Undergrad area: M
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.
Instructor(s): J. Yu 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, NSCI 21015, PSYC 20300

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.
Instructor(s): N. Dowling Terms Offered: Winter
Prerequisite(s): This is a project-based course. Students must already be in possession of a (partial or whole) dataset for which they would like to create a preliminary research report (e.g., for thesis submission, publication, or similar). No prior programing experience necessary.
Equivalent Course(s): CHDV 30550, MACS 30550, PSYC 20550, MAPS 30550

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.
Instructor(s): Numanbayraktaroglu, S. Terms Offered: Winter
Prerequisite(s): N/A
Note(s): CHDV Distribution: B, C; 3*, 5*
Equivalent Course(s): CHDV 30774, EDSO 20774, EDSO 30774

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.
Instructor(s): Miklin, Sanja Terms Offered: Winter
Equivalent Course(s): MAPS 40900, SOCI 20560, MACS 40900, SOCI 30560, MACS 20900

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

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.
Instructor(s): C. Galli Terms Offered: Spring
Note(s): Distribution - undergrad: C
Equivalent Course(s): EDSO 21100, GNSE 31000, ANTH 35110, ANTH 24320, AMER 33000, CRES 21100, PSYC 33000, PSYC 23000, CHDV 31000, GNSE 21001

CHDV 22350. Social Neuroscience. 100 Units.
Human beings are intensely social creatures. Our health and well-being depend on others. 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. The course examines how the brain mediates social cognition and behavior. It spans diverse species and disciplines (evolution, neuroscience, psychology, behavioral economics, political science). A wide range of topics is examined, including behavioral synchrony, friendship, cooperation, social decision-making, social status and hierarchies, empathy, group affiliation and identity, social influence, etc. 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.
Instructor(s): J. Decety Terms Offered: Autumn
Equivalent Course(s): PSYC 22350, HLTH 22350, BIOS 24137, ECON 21830, NSCI 21000

CHDV 22550. Theory, Method & Evidence: Finding Persons in the Social. 100 Units.
There has been a disconnect between the theories and methods we use to examine the world. The veritable explosion of methodologies, or ways to find evidence on the world and persons, leaves many with a lack coherent understanding of what exactly is being produced. This class will examine methods and forms of evidence across multiple fields of social inquiry to ground students, with some focus on the methods of biological and physical sciences. This class will examine critically what counts as evidence and what counts as a method-including a historically situating of the conceptualizations of method and evidence for the respective fields. We will pay special attention to shifts in the formulation of our scientific triad of Data, Evidence, and Ideas across space and time. By the end of the class, students will have a deeper understanding of evidence and method across multiple fields of social inquiry, including the relevance of the replication crisis.
Instructor(s): Gugwor, Resney Terms Offered: Winter
Equivalent Course(s): MAPS 41501, PSYC 39019, CHDV 42550, SOCI 30333

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
CHDV 22700. It Goes Without Saying: Conversations 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.
Instructor(s): N. Dowling Terms Offered: Spring
Note(s): Distribution - undergrad: B, C

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 temporality 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): HMRT 22855, GLST 22855, ANTH 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 2022-23
Prerequisite(s): Priority registration will be given to MAPSS students seeking the Education and Society certificate.
Equivalent Course(s): EDSO 33002, EDSO 23002, SOCI 20530, SOCI 30530, CRES 23002

CHDV 23005. Education and Social Inequality. 100 Units.
How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society’s system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lenses 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 2022-23
Equivalent Course(s): EDSO 23005, CHST 23005, CRES 23005, SOCI 20297

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): Lily Ye Terms Offered: Winter. Offered 2022-23
Equivalent Course(s): ANTH 27215, CRES 23007, EDSO 23007, SOCI 20538

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.

Instructor(s): M. Casillas Terms Offered: Winter
Note(s): Distribution: B, M
Equivalent Course(s): EDSO 23510, PSYC 23510

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; M; Grad: 2; M
Equivalent Course(s): LING 21150, EDSO 23101, PSYC 23120

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.

Instructor(s): Tanima Sharma Terms Offered: Autumn
Note(s): This course counts as a Concepts course for GNSE majors
Equivalent Course(s): GLST 23141, SOCI 20565, ANTH 23141, CRES 23141, GNSE 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.

Instructor(s): Jay M. Henderson, Pozen Center for Human Rights Graduate Lecturer Terms Offered: Autumn
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.

Instructor(s): M. Casillas Terms Offered: Winter
Note(s): Distributions: Grad 2, M; Undergrads: B, M
Equivalent Course(s): EDSO 23150, EDSO 33150, CHDV 33150, CHST 23150, LING 33150, PSYC 33150, PSYC 23155

CHDV 23249. Animal Behavior. 100 Units.
This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.

Instructor(s): J. Mateo (odd years) Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence.
Note(s): CHDV Distribution: A E.
Equivalent Course(s): BIOS 23249, PSYC 23249

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.

Instructor(s): E. Raikhel Terms Offered: Winter
Prerequisite(s): Registration by instructor consent only. Please contact the instructor.
Note(s): CHDV Course Distribution Areas: D: 4
Equivalent Course(s): HLTH 23305, CHDV 33305, ANTH 35133, EDSO 23305, ANTH 24333

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): PSYC 33360, LING 33360, PSYC 23360, CHDV 33360, LING 23360

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.

Instructor(s): J. Decety Terms Offered: Autumn
Equivalent Course(s): PSYC 3370

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 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: Spring. In Spring 2023, only an undergraduate section of this course will be offered.
Equivalent Course(s): PSYC 23200, EDSO 23200, LING 21600, PSYC 33200, LING 31600, CHDV 31600

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. Not offered Summer 2022
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): ANTH 24334, SOCI 20509, HLTH 17001

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 inequalities, 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): KNOW 40312, HLTH 24341, CHSS 40310, ANTH 40310, HIPS 24341, CHST 40310

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

CHDV 24702. Un/Making Citizenship: The Politics of the Intimate. 100 Units.
The state is like a gravitational force that holds people in relation to itself, tugging and turning each person to different degrees. Citizenship is the mediation of that relationship. In this course, we examine different dimensions of citizenship across the life course, considering the ways people are formed into certain kinds of subjects. We ask: how and why are intimate life events of interest not only to those involved, but also to governing authorities? From the governance of conception and birth, to the (non)conferral of legal identities, the state manages legitimacy through documents like birth certificates, whose contents or absence can shape a person’s entire life trajectory. In childhood, schools work to transform children into certain kinds of future citizens. From legal adulthood’s gradual accrual of rights -- to vote, to have sex, to drink, to stand trial -- to old age and long after death, citizenship extends beyond the life course. Over the course of the quarter, we investigate the ways people negotiate attempts to transform them into citizens, examining in particular how citizenship is mediated in relation to religion, sexuality, migration, disability, marriage, pregnancy, old age, and death.
Instructor(s): Kathryn Takabvirwa Terms Offered: TBD. Not offered in 2021-22; may be offered in 2022-23
Equivalent Course(s): GNSE 24704, ANTH 24702
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,
bipower and the ethic of the self, and the medicalized, gendered, and racialized body, among other salient
themes.
Instructor(s): P. Sean Brotherton Terms Offered: Not Offered 2021-22; may be offered 2022-23
Note(s): CHDV Distribution: D
Equivalent Course(s): CRES 25112, ANTH 25100, GNSE 25112

CHDV 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, PBPL 25220, INRE 30600

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.
Instructor(s): S. Numanbayraktaroglu Terms Offered: Winter
Note(s): Distribution: M
Equivalent Course(s): CHDV 35599

CHDV 25699. When Cultures Collide: The Multicultural Challenge in Liberal Democracies. 100 Units.
Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing
public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity
is to try to understand the scope and limits of toleration for variety at different national sites where immigration
from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral
questions about the proper response to norm conflict between mainstream populations and cultural minority
groups (including old and new immigrants), with special reference to court cases that have arisen in the recent
history of the United States.
Instructor(s): R. Shweder Terms Offered: Winter
Prerequisite(s): Undergraduates students: 4th year standing and instructor consent only
Note(s): Subject area: Grad: 2, 3
Equivalent Course(s): ANTH 45600, CHDV 45699, HMRT 35600, GNSE 45600, PSYC 45300, KNOW 45699

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: Autumn
Note(s): This course does not meet the requirements for the Biological Sciences Major.
Equivalent Course(s): PSYC 25750, NSCI 22535, BIOS 29271

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

CHDV 26000. Social Psychology. 100 Units.
This course introduces students to the field of social psychology - the scientific study of how people think about,
feel about, interact with, influence, and relate to one another. Topics covered include self and social perception,
social influence, beliefs and attitudes, altruism, and intergroup processes. Where relevant, we will discuss if and
how findings in social psychology can be applied in real-world contexts such as health, work, and relationships.
Instructor(s): Y.C. Leong Terms Offered: Autumn
Equivalent Course(s): PSYC 20600
CHDV 26008. Principles and Methods of Measurement. 100 Units.
Accurate measurement of key theoretical constructs with known and consistent psychometric properties is one of the essential steps in quantitative social and behavioral research. However, measurement of phenomena that are not directly observable (such as psychological attributes, perceptions of organizational climate, or quality of services) is difficult. Much of the research in psychometrics has been developed in an attempt to properly define and quantify such phenomena. This course is designed to introduce students to the relevant concepts, principles, and methods underlying the construction and interpretation of tests or measures. It provides in-depth coverage of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods. Such understanding is essential for rigorous practice in measurement as well as for proper interpretation of research. The course is highly recommended for students who plan to pursue careers in academic research or applied practice involving the use or development of tests or measures in the social and behavioral sciences.
Instructor(s): Yanyan Sheng Terms Offered: Spring
Prerequisite(s): Course work or background experience in statistics through inferential statistics and linear regression.
Equivalent Course(s): SOSC 36008, SOSC 26008, PSYC 28962, CHDV 36008

CHDV 26050. Race, Ethnicity, Language, and Citizenship in the United States. 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 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 overarching question like this will be introduced in readings and a short lecture, along with a set of key concepts, which students will apply in thinking about the environments with which they are most familiar. Students will have opportunities to explore connections that interest them through a range of discussion-based activities in class and in a final project, which may take one of many forms.
Instructor(s): T. Edwards Terms Offered: Autumn
Prerequisite(s): Distribution categories: Undergraduate: C, Graduate: 3
Equivalent Course(s): CHDV 36700, ANTH 26700

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?
Instructor(s): J. Cole T. Edwards Terms Offered: Spring
Prerequisite(s): Completion of SOCS sequence Self, Culture and Society or Power, Identity Resistance is required.
Instructor consent required.
Note(s): Categories - undergrad B, C, D; grad: 2,3
Equivalent Course(s): CHDV 36200, CRES 26050, CHDV 36055, LING 26050

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 overarching question like this will be introduced in readings and a short lecture, along with a set of key concepts, which students will apply in thinking about the environments with which they are most familiar. Students will have opportunities to explore connections that interest them through a range of discussion-based activities in class and in a final project, which may take one of many forms.
Instructor(s): T. Edwards Terms Offered: Autumn
Prerequisite(s): Distribution categories: Undergraduate: C, Graduate: 3
Equivalent Course(s): CHDV 36700, ANTH 26700

CHDV 26910. Introduction to Linguistic Anthropology. 100 Units.
It’s not what you say, It’s how you say it” An Introduction to Linguistic Anthropology. More than the content, the information, the semantic meanings of speech—all those aspects that tend to be the official function of language in our (and not just our) society—how does how we communicate, in all its subtle complexity, say something about us as persons? How do we ‘do things with words’: signal identities (of race, gender, sexuality, ethnicity, class, religion, subculture), form social relations (of solidarity and community, of social hierarchy and invidious distinction, etc.), enact power and create social difference, indeed, shape thought and social reality itself? And how do how human societies do this vary across time and space, across cultures and contexts? And how can we productively study them? In this introduction to the field of linguistic anthropology, we explore how
anthropological approaches to communication can elucidate these questions to these longstanding but pressing questions of human meaningfulness in cultural and political context.

Instructor(s): Constantine Nakassis
Terms Offered: Autumn. Winter 2023

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.

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

Note(s): Satisfies CHD graduate program distribution (1) Comparative Behavioral Biology
Equivalent Course(s): HIPS 27515, SCTH 47015, CHSS 47015, CHDV 47015, KNOW 47015

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.

Instructor(s): J. E. Trinidad
Terms Offered: Spring

Equivalent Course(s): EDSO 27255, SOCI 20583

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 universal aspects of human nature. In this course we will 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: Undergraduate: A; Graduate: 1
Equivalent Course(s): HIST 24921, CHDV 37861, HIPS 24921, HIST 34921, KNOW 21418, CHSS 34921, KNOW 31418

CHDV 27950. Evolution and Economics of Human Behavior. 100 Units.
This course explores how evolutionary biology and behavioral economics explain many different aspects of human behavior. Specific topics include evolutionary theory, natural and sexual selection, game theory, cost-benefit analyses of behavior from an evolutionary and a behavioral economics perspective, aggression, power and dominance, cooperation and competition, biological markets, parental investment, life history and risk-taking, love and mating, physical attractiveness and the market, emotion and motivation, sex and consumer behavior, cognitive biases in decision-making, and personality and psychopathology.

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

Note(s): CHDV Distribution: Undergraduate subject area: A, Graduate distribution: 1
Equivalent Course(s): ECON 14810, BIOS 29265, PSYC 27950, PSYC 37950, CHDV 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.

Instructor(s): M. Friedner, J. Iverson
Terms Offered: Winter
Prerequisite(s): Third or fourth-year standing
Equivalent Course(s): MUSI 25719, MUSI 35719, MAAD 28300, HLTH 28301, BPRO 28300, CHDV 38301

CHDV 29700. Undergraduate Reading and Research. 100 Units.
Select section from faculty list on web.
Terms Offered: Autumn Spring Winter
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): K. Robbins
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): K. Robbins
Terms Offered: Autumn
Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.