Comparative Human Development

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

Program of Study

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

Advising

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

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. Current CHDV majors in the Classes of 2018 or 2019 who wish to follow the previous requirements should work with the preceptor to fashion a program of study.

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 Code</th>
<th>Course Name</th>
<th>Methods</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 20172</td>
<td>Mathematical Modeling for Pre-Med Students</td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25419</td>
<td>Infectious Disease Epidemiology; Networks and Modeling.</td>
<td>100</td>
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<tr>
<td>CHDV 20101</td>
<td>Applied Statistics in Human Development Research</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 26228</td>
<td>Ethnographic Methods</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30102</td>
<td>Introduction to Causal Inference</td>
<td>100</td>
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<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>
</tbody>
</table>
Comparative Human Development

MATH 19520 Mathematical Methods for Social Sciences 100
PBPL 24800 Urban Policy Analysis 100
PBPL 26301 Field Research Project in Public Policy 100
PLSC 22913 The Practice of Social Science Research 100
PSYC 20100 Psychological Statistics 100
PSYC 20200 Psychological Research Methods 100
SOCI 20001 Sociological Methods 100
SOCI 20004 Statistical Methods of Research 100
SOCI 20140 Qualitative Field Methods 100
STAT 20000 Elementary Statistics 100
STAT 22000 Statistical Methods and Applications 100
STAT 22400 Applied Regression Analysis 100
STAT 23400 Statistical Models and Methods 100

Electives

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

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

Petitions

Student petitions will be accepted only in very limited circumstances to request that courses not taught or cross-listed in CHDV count toward CHDV major requirements. These limited circumstances may include a relevant course offered during study abroad 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. Only university-level courses credited by the University of Chicago or study abroad may be petitioned for CHDV requirements; no other form of credit (including Advanced Placement) is allowed. Petitions should be completed using the CHDV petition form found at humdev.uchicago.edu/page/undergraduate-studies. 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: the CHDV 29800 BA Honors Seminar in the Spring Quarter of their third year and CHDV 29900 Honors Paper Preparation in the Autumn Quarter of their 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.

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 secretary no later than tenth week of Spring Quarter of the third year.

BA Honors Seminar

The CHDV 29800 BA Honors Seminar aims to help qualified students formulate a suitable proposal and find a CHDV faculty supervisor. Qualified students who wish to seek departmental honors must register for the CHDV 29800 BA Honors Seminar during 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

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

* 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.

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/page/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): E. Raikhel Terms Offered: Autumn
Prerequisite(s): CHDV majors or intended majors.
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): HLTH 20000, PSYC 20850

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): Hong, Guanglei Terms Offered: Spring
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): HLTH 20100, PSYC 21100

CHDV 20102. Introduction to Causal Inference. 100 Units.
This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/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, K. Yamaguchi Terms Offered: Winter
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005
Note(s): CHDV Distribution: M; M
Equivalent Course(s): PLSC 30102, STAT 31900, PBHS 43201, SOCI 30315, MACS 51000, CHDV 30102

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: Winter
Equivalent Course(s): ENST 20500, GNSE 20120, SOCI 20122

CHDV 20305. Inequality in Urban Spaces. 100 Units.
The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.
Instructor(s): M. Keels Terms Offered: Autumn
Note(s): CHDV Distribution: B; 2*
Equivalent Course(s): CHDV 40315, CRES 20305, PBPL 20305
CHDV 20440. Inequality, Health and the Life Course. 100 Units.
By virtue of who we are born to and the social world that surrounds us as we grow, some individuals have a better chance of living a long, healthy life than others. In this course, we leverage sociological and social scientific concepts, theories and methods to examine how these inequalities in morbidity, mortality, and health behaviors develop and change across the life course from infancy to later life. We will pay particular attention to how individual characteristics (namely gender, race/ethnicity, socioeconomic status, and sexual orientation, but also genetic vulnerabilities) interact with social-structural, institutional, and cultural realities to shape individual's physical and mental health. We will also discuss how social conditions, particularly during key developmental stages, can have lifelong consequences for individual's health and well-being.
Instructor(s): A. Mueller Terms Offered: Spring
Note(s): CHDV Distribution: B, C; 2*, 4*
Equivalent Course(s): CHDV 30440, SOCI 20248, HLTH 20440, SOCI 30248

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

CHDV 20704. Language and Cognition Across the Lifespan. 100 Units.
In this course, we will explore the relationship between language and cognition, at both the beginning and end of the lifespan, as well as cases of language disorders. We will cover topics including linguistic relativity, bilingualism and aging, multimodal language and cognition and atypical circumstances of language learning and language attrition.
Instructor(s): L. Horton Terms Offered: Spring
Prerequisite(s): N/A
Note(s): CHDV Distribution: B, C
Equivalent Course(s): LING 26530

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: Spring
Prerequisite(s): N/A
Note(s): CHDV Distribution: B, C; 3*, 5*
Equivalent Course(s): CHDV 30774

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): GNSE 31000, CHDV 31000, PSYC 23000, PSYC 33000, GNSE 21001, AMER 33000, ANTH 24320, ANTH 35110
CHDV 21401. Introduction to African Civilization II. 100 Units.
The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.
Instructor(s): K. Hickerson Terms Offered: Winter
Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.
Note(s): CHDV Distribution, C
Equivalent Course(s): CRES 20802, ANTH 20702, HIST 10102

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): Permission of instructor only.
Note(s): CHDV Distribution: A
Equivalent Course(s): HLTH 21500, GNSE 21500, HIPS 22401

CHDV 23204. Medical Anthropology. 100 Units.
This course introduces students to the central concepts and methods of medical anthropology. Drawing on a number of classic and contemporary texts, we will consider both the specificity of local medical cultures and the processes which increasingly link these systems of knowledge and practice. We will study the social and political economic shaping of illness and suffering and will examine medical and healing systems— including biomedicine—as social institutions and as sources of epistemological authority. Topics covered will include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; structural violence; modernity and the distribution of risk; the meanings and effects of new medical technologies; and global health.
Instructor(s): E. Raikhel Terms Offered: Winter
Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master's students.
Note(s): CHDV Distribution: C, D
Equivalent Course(s): ANTH 24330, HLTH 23204, HIPS 27301, CHDV 43204, ANTH 40330

CHDV 23249. Animal Behavior. 100 Units.
This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.
Instructor(s): S. Pruett-Jones (even years), J. Mateo (odd years) Terms Offered: Winter
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence.
Note(s): CHDV Distribution: A
Equivalent Course(s): PSYC 23249, BIOS 23249

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

CHDV 23305. Critical Studies of Mental Health in Higher Education. 100 Units.
This course draws on a range of perspectives from across the interpretive, critical, and humanistic social sciences to examine the issues of mental health, illness, and distress in higher education.
Instructor(s): E. Raikhel Terms Offered: Winter
Prerequisite(s): Registration by instructor consent only
Note(s): CHDV Course Distribution Areas: D; 4
Equivalent Course(s): ANTH 24333, ANTH 35133, CHDV 33305
CHDV 23370. Bright and Dark Sides of Empathy. 100 Units.
This course invites students to critically explore the science of empathy by examining its scope and its limits. It delves into cutting-edge research from evolutionary theory, neurobiology, developmental and social psychology, social neuroscience, clinical neuroscience, and behavioral economics to illuminate the mechanisms behind feeling for and with others. Questions explored in this course include: What are the evolutionary roots of empathy? What are the neural and neuro-endocrinological mechanisms that facilitate empathy? How does empathy develop in young children? Is empathy a limited-capacity resource? How is empathy modulated by unconscious processing and implicit attitudes (e.g., group dynamics, social status)? Is empathy necessarily a good thing for social decision-making? Why can empathy make us act unfairly? Why do some individuals (i.e., psychopaths) lack empathy and concern for the well-being of others? How does empathy improve the overall effectiveness of medical care? This course introduces undergraduate students to current research and theories of empathy. The study of empathy serves as the basis for integrating a variety of perspectives including evolutionary biology, behavioral economics, affective neuroscience, developmental psychology, social psychology, behavioral neurology and psychiatry.
Instructor(s): J. Decety Terms Offered: Spring
Equivalent Course(s): PSYC 23370

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

CHDV 23406. Migration Trajectories: Ethnographies of Place and the Production of Diasporas. 100 Units.
Global movements of people have resulted in a substantial number of immigrant communities whose navigation of various facets of everyday life has been complicated by restrictive citizenship regimes and immigration policies, as well as linguistic and cultural differences. The experiences of a wide range of individuals involved in migration raise the following questions: what strategies do immigrants use to negotiate transnational identities and what are the implications of these strategies? How do future generations manage simultaneous and intersectional forms of belonging? To address these questions, we will draw on ethnographic texts that explore various facets of transnational migration, such as diasporas, place, citizenship, mobility, and identities. The term "trajectories," reflects different situations of migration that are not necessarily linear or complete. Moreover, term "place" is meant to capture the continuity between displacement and emplacement, and to critically analyze the durability associated with notions of 'sending' and 'receiving' countries. Lastly, rather than take diasporas as a given, we will explore the ways that they are produced and enacted in a variety of geographic contexts.
Instructor(s): D. Ansari Terms Offered: Spring
Note(s): CHDV Distribution Areas: B, C
Equivalent Course(s): GLST 23406, CRES 23406, ANTH 22835

CHDV 23407. Apprenticeship: Learning on the Job. 100 Units.
What does it mean to master one's craft? How is mastery evaluated and who determines when it is achieved? Apprenticeship tends to involve long-term, intensive, and situated, or site-specific learning, under the guidance of masters and alongside of peers. While explicit instructions or textbooks may feature in apprenticeships, apprentices often learn by observing those with more experience and attempting to repeat or reproduce what they observe. Drawing on ethnographies of apprenticeship in chocolate making, Lucha Libre wrestling, Chinese medicine, and fire fighting, we will examine the embodied processes of socialization and professionalization, and pay close attention to the settings in which learning takes place. By taking this course, students will gain a broader understanding of the nuances between apprenticeship and other forms of learning. Moreover, by completing an ethnographic reflection project, students will develop sharper observation and field note taking skills.
Instructor(s): D. Ansari Terms Offered: Autumn
Equivalent Course(s): ANTH 22175, KNOW 22175

CHDV 23900. Introduction to Language Development. 100 Units.
This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Equivalent Course(s): LING 21600, LING 31600, EDSO 23200, PSYC 23200, PSYC 33200, CHDV 31600
CHDV 25002. Feminism, Race, Culture, and Liberation. 100 Units.
Beginning in the twentieth century, a popular global discourse amongst some feminists, anthropologists, and human rights activists has become focused on liberating oppressed peoples from tyrannical systems of power, most often non-Western women of color from traditional patriarchies. However, oftentimes these well-intentioned movements toward liberation are incompatible with the lived realities of the oppressed, and, oftentimes, the “oppressed” are actually active agents in their own liberations. This course will explore what we mean when we discuss ideas of liberation and social acceptance through a gendered cultural lens, considering the foundations of contemporary feminism and human rights dialogues within different cultural and racial contexts. What and whom are we purportedly liberating with our liberal Western ideals, and what and whom are we failing to consider? Why are gender, sex, and sexuality emphasized to the degree they are, and how do differing emphases produce different sociocultural results? What moral exercises are necessary to most accurately understand the various central elements of a human cultural experience? Can individuals, including ourselves, ever truly be liberated from cultural contexts?
Instructor(s): Tasneem Mandviwala Terms Offered: Autumn
Note(s): Request AV room

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): Tasneem Mandviwala Terms Offered: Spring
Note(s): TTH 2:00 - 3:20 AV equipped room

CHDV 25101. Ethnography in US Education. 100 Units.
What is ethnographic research, and why should anyone bother doing it? Why study education ethnographically? In presenting anthropological and sociological research on race, multiculturalism, progressive pedagogies, language policies, science education, and more, this course will familiarize students with the broad scope of ethnographic research on US education. Students will have the opportunity to develop their thinking on the aims of education in the US; the relationship between educational research, practice, and policy; and the value of ethnographic research. Students will be able to choose among a number of formats for their final papers, such as developing a research proposal, or writing an autoethnography of their experiences at the University of Chicago or other educational settings.
Instructor(s): Lily Ye Terms Offered: Spring

CHDV 25101. Debating Science: Legitimacy, Authority, and Knowledge. 100 Units.
How can we tell what counts as science? That is, how does science make itself legible as science? Are the social sciences “as scientific” as the natural sciences? By concerning itself with practices of legitimation, this course introduces students to the social study of science and linguistic anthropological theory. Students will consider the sociopolitical dimensions of scientific activity through a theoretical lens which takes language use as a form of social action. They will consider concepts such as reliability, reproducibility, and objectivity. Case studies will likely include climate change skepticism, education research, and neurodiversity. Students will end the quarter by writing and presenting on a current or historical topic of “scientific” debate, that is, debate on the scientific status of a field or claim.
Instructor(s): Lily Ye Terms Offered: Spring

CHDV 25250. Disability in Local and Global Contexts. 100 Units.
This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, and religion— or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with disabilities in a global context as well as the politics and processes of writing about such experiences. Indeed, questions of representation are perhaps at the core of this course. What role have the United Nations Declaration on the Rights of Persons with Disabilities and international organizations such as the United Nations, the World Health Organization, and other non-governmental social and human service agencies played in the creation of specific understandings of disability experience? We will ask whether disability is a universal category and we will consider how experiences of health, illness, disability, and debility vary. We will engage in “concept work” by analyzing the relationships between disability and impairment and we will critically evaluate the different conceptual and analytical models employed to think about disability. In doing so, we will engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation. How is disability both a productive analytic and a lens for thinking about pressing questions and concerns in today’s world?
Instructor(s): M. Friedner Terms Offered: Winter
Equivalent Course(s): MAPS 46460, ANTH 24302
CHDV 26000. Social Psychology. 100 Units.
This course examines social psychological theory and research that is based on both classic and contemporary contributions. Topics include conformity and deviance, the attitude-change process, social role and personality, social cognition, and political psychology.
Instructor(s): W. Goldstein Terms Offered: Autumn
Equivalent Course(s): PSYC 20600

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

CHDV 27802. Seminar: Challenging Legends and Other Received Truths: A Socratic Practicum. 100 Units.
This seminar is an experiment in honoring the skeptical intellectual tradition. That intellectual tradition, which has its home in the great universities of the world, aims to achieve accuracy and impartiality in human understanding through a principled commitment to explore the other side, even when that requires the articulation of an unpopular, politically incorrect, or against the current point of view. While it may be a matter for debate whether the intellectual virtues we associate with skepticism are at risk of being sacrificed in the academy these days, this seminar engages a social science and public policy literature that raises skeptical doubts about "received wisdom" on a variety of consequential fronts. Warning to prospective seminar participants: "... a good university, like Socrates, will be upsetting" (The University of Chicago "Kalven Committee Report," November 11, 1967).
Instructor(s): R. Shweder Terms Offered: Winter
Prerequisite(s): Open to graduate students and to 3rd and 4th year College students.
Note(s): CHDV Distribution: M, M
Equivalent Course(s): CHDV 37802

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
Equivalent Course(s): HIPS 27860, HLTH 27860, KNOW 27860, CHDV 37860, 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 & R. Richards Terms Offered: Autumn
Equivalent Course(s): CHDV 37861, KNOW 21418, HIPS 24921, CHSS 34921, KNOW 31418, HIST 34921, HIST 24921
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): HLTH 28301, MUSI 25719, BPRO 28300, MAAD 28300

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 undergraduate program chair.
Note(s): Eligible students should plan to take the BA Honors Seminar in the Spring Quarter of their third year.

CHDV 29900. Honors Paper Preparation. 100 Units.
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.
Font Notice

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

- Times was used instead of Trajan.
- Times was used instead of Palatino.

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