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.

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.

Program Requirements

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

Core Courses

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 Designs in Social Sciences 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 quantitative or one qualitative Methods course or one research methods (or statistics) course in a related department. Courses that are not on the following list may be petitioned to count for Methods (see Petitions below).

The following are courses since 2012 that have fulfilled the Methods requirement without a petition:

- STAT 20000 Elementary Statistics
- PSYC 20100 Psychological Statistics
- CHDV 20101 Applied Statistics in Human Development Research
- CHDV 20405 Pornography and Language
- CHDV 26228 Ethnographic Methods
- CHDV 29301 Qualitative Research Methods
- CHDV 30102 Introduction to Causal Inference
- CHDV 32411 Mediation, Moderation, and Spillover Effects
- CHDV 37802 Challenging Legends and Other Received Truths: A Socratic Practicum

Distribution

Students must complete one course in each of three of the four areas below. These three courses must be taught within the Department of Comparative Human Development and must be designated as fulfilling the particular distribution requirement. (Example topics and courses within each area are listed.)

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

Courses since 2012 that have fulfilled area A:

- PSYC 20300 Biological Psychology
- CHDV 21500 Darwinian Health
- CHDV 21800 Primate Behavior and Ecology
- CHDV 22201 Developmental Biopsychology
- CHDV 23249 Animal Behavior
- CHDV 26227 Neuroscience and the Social Sciences
- CHDV 26232 Comparative Cognitive Development
CHDV 26660 Genes and Behavior
CHDV 27950 Evolution and Economics of Human Behavior
CHDV 30901 Biopsychology of Sex Differences
CHDV 34800 Kinship and Social Systems
CHDV 37500 Research Seminar in Animal Behavior I
CHDV 37502 Research Seminar in Animal Behavior II
CHDV 37503 Research Seminar in Animal Behavior III
CHDV 37850 Evolutionary Psychology

B. Life Course Development: includes courses on developmental psychology; introduction to language development; psychoanalysis and child development; development through the life-course; the role of early experience in development; sexual identity; life-course and life story; adolescence, adulthood, and aging; the study of lives

Courses since 2012 that have fulfilled area B:
CHDV 20150 Language and Communication
CHDV 20207 Race, Ethnicity, and Human Development
CHDV 20209 Adolescent Development
CHDV 21000 Cultural Psychology
CHDV 21901 Language, Culture, and Thought
CHDV 23900 Introduction to Language Development
CHDV 25900 Developmental Psychology
CHDV 26226 Becoming Adult in Postmodern Context(s)
CHDV 26233 Critical Approaches to Child Mental Health
CHDV 26235 Life Course Development
CHDV 30405 Anthropology of Disability
CHDV 30301 Research on Contextualized Learning, Cognition, and Development

C. Culture and Community: includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; psychiatric and psychodynamic anthropology; memory and culture

Courses since 2012 that have fulfilled area C:
CHDV 20150 Language and Communication
CHDV 20207 Race, Ethnicity, and Human Development
CHDV 20405 Pornography and Language
CHDV 21000 Cultural Psychology
CHDV 21401 Introduction to African Civilization II
CHDV 21901 Language, Culture, and Thought
CHDV 23204 Medical Anthropology
CHDV 23301 Culture, Mental Health, and Psychiatry
CHDV 26000 Social Psychology
CHDV 26228 Ethnographic Methods
CHDV 26233 Critical Approaches to Child Mental Health
CHDV 27501 Local Bodies, Global Capital
CHDV 27821 Urban Schools and Communities
CHDV 30302 Problems of Public Policy Implementation
CHDV 30320 Violence and Trauma
CHDV 30405 Anthropology of Disability
CHDV 32100 Culture, Power, Subjectivity

D. Mental Health and Personality: includes courses on personality theory and research; social and cultural foundations of mental health; modern psychotherapies; 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

Courses since 2012 that have fulfilled area D:
CHDV 20209 Adolescent Development
CHDV 23204 Medical Anthropology
CHDV 23301 Culture, Mental Health, and Psychiatry
CHDV 23620 Medicine and Anthropology
CHDV 23800 Theories of Emotion and the Psychology of Well Being
CHDV 26233 Critical Approaches to Child Mental Health
CHDV 26310 Vulnerability and Human Rights
CHDV 27700 Modern Psychotherapies
CHDV 30320 Violence and Trauma
CHDV 30405 Anthropology of Disability

Specialization
Students must take three additional courses in one of the three areas they have chosen in their distribution requirement (for a total of four courses in one area). Two of the four courses in one’s specialization must be offered within the Department of Comparative Human Development. A student must petition for a course to count toward his or her specialization if the course is not already designated as fulfilling that specialization, or for any course offered outside the Department of Comparative Human Development.

Electives
A student must choose three additional courses in Comparative Human Development, or in a related discipline with prior approval of the CHDV program chair (petition required).
Petitions

Students may petition for non-CHDV courses to count toward the Methods, Specialization, and Electives requirements. Petitions are not allowed for the Core Courses or Distribution requirements. A maximum of four petitions is allowed. 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. Whenever possible, petitions (using the CHDV petition form found at humdev.uchicago.edu/page/undergraduate-studies) should be emailed to the preceptor the first week of the quarter in which the student would like to take the course. There is no guarantee that the petition will be approved. Petitions should include a copy of the course syllabus, since the course title alone is often not sufficient for evaluating a petition. If a student wishes to petition a course already taken after they declare their CHDV concentration, they must submit that petition upon declaration. In all cases, students should submit a course petition as soon as they realize it is necessary to complete their major.

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. The 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 chair and a second reader), at least one of whom must be a CHDV 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. Students who seek departmental honors must complete CHDV 29800 BA Honors Seminar and then must register for CHDV 29900 Honors Paper Preparation with a CHDV faculty member who agrees to supervise their honors paper.

Permission to undertake a BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed the 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 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 is always offered during Spring Quarter and may be offered Winter Quarter as well (this is not guaranteed). This course must be taken for a quality grade and may be counted as one of the required electives.

**Honors Paper Preparation Course**

This tutorial course, CHDV 29900 Honors Paper Preparation, aims to help students successfully complete work on their BA honors paper. Students must register for the course with their CHDV faculty supervisor either in the Autumn or Winter Quarter of their fourth year, as a 13th required 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).

**Residence**

Qualified students who wish to seek CHDV honors but who plan to study elsewhere Spring or Winter Quarter of their third year should make arrangements to take CHDV 29800 BA Honors Seminar in the Winter Quarter (if studying abroad in the spring) and the Spring Quarter (if studying abroad in the winter). Students who have already undertaken a BA honors project who plan to study elsewhere during their fourth year must have prior approval from their CHDV faculty BA project supervisor and the CHDV undergraduate chair.

**SUMMARY OF REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<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 Designs in Social Sciences</td>
<td>100</td>
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<tr>
<td></td>
<td>One Methods Course</td>
<td>100</td>
</tr>
<tr>
<td>Three</td>
<td>Distribution Courses</td>
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<td>Three</td>
<td>Specialization Courses (chosen in one Distribution area)</td>
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<tr>
<td>Three</td>
<td>Elective Courses</td>
<td>300</td>
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<td>*</td>
<td>1200</td>
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</tbody>
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* Students applying for CHDV honors must also register for CHDV 29900 Honors Paper Preparation, increasing the total to thirteen (13) courses. However, note that CHDV 29800 BA Honors Seminar may be counted as one of the three required program electives.
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 the quarterly Class Schedules (http://classes.uchicago.edu) or the Planned Courses page at humdev.uchicago.edu/page/courses.

COMPARATIVE HUMAN DEVELOPMENT COURSES

CHDV 11001. Problems Gen/Sex: Love and Borders: Theoretical and Ethnographic Perspectives. 100 Units.
The experientially compelling nature of love and marriage not withstanding, marriage is neither an entirely individual matter, nor an entirely familial one. Rather, marriage and family has long been central to how states regulate their populations and constitute national belonging. At the same time, marriage especially, and intimate relations more generally, have long been central to the constitution of social class. Yet even as intimate relations contribute to the constitution of bounded groups of various kinds, they often provide the means to transcend them. Building on these ideas, this class examines how love, gender, and family have figured in the constitution of various kinds of borders and boundaries. Topics to be examined include the relationship between kinship and national belonging, the role of marriage in the constitution of class hierarchies, race and the regulation of sexuality in colonial contexts, moral panics and contemporary efforts to regulate bi-national marriage and same sex marriage.
Instructor(s): J. Cole Terms Offered: Autumn 2015
Note(s): CHDV Distribution, C*
Equivalent Course(s): GNSE 11001

CHDV 14510. Gender and Development. 100 Units.
In this class, students will engage basic issues, conflicts, and innovative field research in gender and development. In particular, we will review theoretical foundations of gender and development, data and methods of research on gender and development, psychosocial, economic, political development, intersections of religion and conflict and development, and a review of recent work in international research and impact evaluations related to gender and development.
Instructor(s): A. Gonzalez Terms Offered: Winter
Prerequisite(s): ECON 19800 or PBPL 22200; STAT 22000 recommended.
Equivalent Course(s): SOCI 28070, PBPL 24510, ECON 14510
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): Staff
Terms Offered: Autumn
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): PSYC 20850

CHDV 20100. Human Development Research Designs in Social Sciences. 100 Units.
This course aims to expose students to a variety of examples of well-designed social research addressing questions of great interest and importance. One goal is clarify what it means to do “interesting” research. A second goal is to appreciate the features of good research design. A third goal is to examine the variety of research methodologies in the social sciences, including ethnography, clinical case interviewing, survey research, experimental studies of cognition and social behavior, behavior observations, longitudinal research, and model building. The general emphasis is on what might be called the aesthetics of well-designed research.
Instructor(s): Staff
Terms Offered: Winter
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): PSYC 21100
CHDV 20101. Applied Statistics in Human Development Research. 100 Units.
This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in social sciences who are interested in studying human development in social contexts. The course covers univariate and bivariate descriptive statistics, an introduction to statistical inference, t test, two-way contingency table, analysis of variance, simple linear regression, and multiple regression. All statistical concepts and methods will be illustrated with applications to a series of scientific inquiries organized around describing and understanding adolescent transitions into adulthood across demographic subpopulations in the 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: Autumn
Prerequisite(s): First priority for CHDV grads and 2nd priority CHDV undergrad majors: PQ: At least one college-level mathematics course, can be a high school AP course
Note(s): CHDV Distribution, M*; M*
Equivalent Course(s): CHDV 30101

CHDV 20140. Qualitative Field Methods. 100 Units.
This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.
Instructor(s): O. McRoberts Terms Offered: Spring
Note(s): CHDV Distribution, M*
Equivalent Course(s): CRES 20140, SOCI 20140

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): London, S.; Norman, G. Terms Offered: Winter
Prerequisite(s): Some background in biology and psychology.
Note(s): This course does not meet requirements for the biological sciences major.
CHDV Distribution A
Equivalent Course(s): BIOS 29300, PSYC 20300
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: Winter
Note(s): CHDV Distribution: B*, C*; 2*, 4*
Equivalent Course(s): CHDV 30440, SOCI 20248, SOCI 30248

CHDV 20505. Anthropology of Disability. 100 Units.
This seminar undertakes to explore “disability” from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.
Instructor(s): M. Fred Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): ANTH 20405, ANTH 30405, CHDV 30405, HMRT 25210, HMRT 35210, SOSC 36900, MAPS 36900
CHDV 20602. Globalization, Immigration, and Culture. 100 Units.
This course seeks to examine how globalization, immigration/migration, and culture interact. While each of these concepts is in itself a field of study, this course will focus on the intersection of all three in order to elucidate nuances about each one by juxtaposing it with the others; for example, does immigration play a primary role in globalizing, or are consumption of international media and interaction with global economies more influential in characterizing a societal group? In a globalizing world, it is increasingly difficult to discuss bounded and stagnant cultures, since in addition to evolving as it might with minimal outside influence, each society additionally contends with and incorporates often unpredictable external forces, making it potentially indistinguishable from other (increasingly amorphous) societies. How then, does this dynamic affect the ways in which individuals define themselves and the cultural alignments that they practice and profess? Is culture global? Are cultures beginning to homogenize, or are they simply differently diverse? Is any of this unique to the present day, or is contemporary globalization only a more digital and fast paced reiteration of cultural exchanges that have taken place for centuries? These are some of the questions we will touch upon.
Instructor(s): Biagioli, R. Terms Offered: Spring
Note(s): CHDV Distribution, B, C
Equivalent Course(s): ANTH 22825

CHDV 20890. Mental Health: International and Social Perspectives. 100 Units.
In this mental health scenario, this class will raise questions such as: Are all psychological troubles real life mental health disorders?; is there a distinction between categories differentiating “normal” types of human suffering from mental disorder and dysfunction?; are social, cultural, and political factors more decisive in disentangling distress from disorder? Medical models of disorders downplay the role of context, but understanding social, cultural, and global context is essential to differentiating mental disorders from culturally based behavior. An ecological framing of mental health is critical and necessary for human development and wellbeing as well as to further stem the perpetuation of health inequities. Some class topics include: wealth and well-being; mental health on college campus; mental illness and the criminal justice system; and current status of mental health of individuals and families in India, Africa, and the U.S. Instructional methodology will rely on peer discussions, empirical evidence, clinical case vignettes, and shared inquiry. In this class we will emphasize: structural and systemic variables on human well-being; critical thinking skills for integrating structural analysis and social responsibility in considerations of mental health.
Instructor(s): Sandhya, Shaifali Terms Offered: Spring
Note(s): CHDV Distribution: C*, D*


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): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B*, C*; 2*, 3*
Equivalent Course(s): AMER 33000, ANTH 24320, ANTH 35110, CHDV 31000, GNSE 21001, GNSE 31000, PSYC 23000, PSYC 33000

CHDV 21401. Introduction to African Civilization II. 100 Units.
Part two of the sequence introduces students to the anthropological study of African societies, with a particular focus on African modernity. The themes that we address include social organization, ritual and cosmology, the colonial encounter and the way it transformed everyday life, ethnicity and national politics, and contemporary youth culture. Case studies will be drawn primarily from countries in eastern and southern Africa, including Kenya, Zimbabwe, Zambia, South Africa, and Madagascar.
Instructor(s): J. Cole Terms Offered: Winter
Note(s): CHDV Distribution, C*
Equivalent Course(s): ANTH 20702, CRES 20802, 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): GNSE 21500, HIPS 22401
CHDV 21901. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution, B*, C*; 2*, 3*, 5*
Equivalent Course(s): ANTH 27605, ANTH 37605, CHDV 31901, PSYC 21950, PSYC 31900, LING 27605, LING 37605

CHDV 23220. The Politics and Psychology of Language. 100 Units.
Language is a semiotic system based on difference, and humans use it to differentiate and divide, but also to identify and unite. This course draws on a broad range of writing on language—anthropology, linguistics, philosophy, psychoanalysis and psychology—to explore the social meaning of language in relation to individuals, groups and societies. We will investigate such topics as hate speech, political correctness, language and thought, accent discrimination, language change, and language ideologies.
Instructor(s): K. Kinzler, D. Kulick Terms Offered: Not offered in 2015-16
Prerequisite(s): Third- or Fourth-year standing
Equivalent Course(s): ANTH 27210, BPRO 23220, LING 23220, PSYC 23220

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-numbered years), J. Mateo (odd-numbered years)
Terms Offered: Winter
Prerequisite(s): Completion of the general education requirement in the biological sciences.
Note(s): CHDV Distribution, A*
Equivalent Course(s): BIOS 23249, PSYC 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: Winter
Prerequisite(s): Undergraduates must have previously completed a SOSC sequence.
Note(s): CHDV Distribution, C*, D*; 3*, 4*
Equivalent Course(s): ANTH 24315, HIPS 27302

CHDV 23620. Medicine and Anthropology. 100 Units.
The rise of modern biological medicine into global dominance dates from the 18th century, with the field developing in tandem with technological industrialization, scientific objectivism, and secular modernism in writing and social theory. The things we now have before us in the medical field—doctors, patients, drugs, symptoms, diseases, pacemakers, antiseptic wipes, psychologies, therapeutic protocols, health insurance, white coats, immunizations, folk remedies, and much more—are many of the things that ground all of our ethics and our politics in contemporary North America. In order to better understand how medicine affects wider worlds of experience and action, this course gathers a number of historical and ethnographic studies of medical knowledge and practice for careful study. In a series of readings and discussions we will consider the social and political economic shaping of illness and suffering and the “culture-bound” character of diseases; we will examine medical and healing systems—well beyond biomedicine—as social institutions and as sources of epistemological authority; and we will read about the knowledge politics of medical experts and their clients and patients. Topics covered will also include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; modernity and the distribution of risk; the meanings and effects of medical technologies; and the relatively recent global health movement.
Instructor(s): J. Farquhar Terms Offered: TBD
Equivalent Course(s): ANTH 23620, ANTH 33620, CHDV 33620
100 Units.

Ideas about health and the experience and interpretation of distress and illness are products of specific historical, social, economic, and cultural contexts. The physical body, however, constrains the shaping of these ideas. The aim of this course is to examine the way in which concepts about the body in health and in illness in any given society are reflections of specific kinds of social organization and political relations together with shared cultural values. The first module of the course will outline the major theoretical models for approaching the study of illness, health, and medicine, as objects of anthropological analysis. The second, third, and fourth modules of this course will variously examine historical, cultural, environmental, economic, and political considerations to provide a comprehensive global overview of the many factors that influence the health of individuals and populations. In each module we will explore specific themes, buttressed by ethnographic case studies: for example, medicine as a cultural system; different medical traditions; cross-cultural medicine; medicalization of the life-cycle; anthropology of the body; the social lives of medicines, reemerging infections, biomedical technologies; social suffering; and, finally, the political dimensions of health policy in the US and abroad.

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

Prerequisite(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology Majors.

Equivalent Course(s): HIPS 24335, ANTH 24335
CHDV 25120. Child Development and Public Policy. 100 Units.  
The goal of this course is to introduce students to the literature on early child development and explore how an understanding of core developmental concepts can inform social policies. This goal will be addressed through an integrated, multidisciplinary approach. The course will emphasize research on the science of early child development from the prenatal period through school entry. The central debate about the role of early experience in development will provide a unifying strand for the course. Students will be introduced to research in neuroscience, psychology, economics, sociology, and public policy as it bears on questions about “what develops?”, critical periods in development, the nature vs. nurture debate, and the ways in which environmental contexts (e.g., parents, families, peers, schools, institutions, communities) affect early development and developmental trajectories. The first part of the course will introduce students to the major disciplinary streams in the developmental sciences and the enduring and new debates and perspectives within the field. The second part will examine the multiple contexts of early development to understand which aspects of young children’s environments affect their development and how those impacts arise. Throughout the course, we will explore how the principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will critically examine the evidence on whether the contexts of children’s development are amenable to public policy intervention and the costs and benefits of different policy approaches.  
Instructor(s): A. Kalil  
Terms Offered: Spring  
Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.  
Equivalent Course(s): PBPL 25120, PSYC 25120
CHDV 25500. Language Socialization. 100 Units.
For the past thirty years Language Socialization research has contributed to the fields of Developmental Psychology, Anthropology, Linguistics and Education by providing a coherent analytical framework and a rigorous methodology to investigate the process by which while acquiring a particular language children become not only competent speakers but also competent members of their communities. By documenting the variability of linguistic structures and of caregiver-child interactions across cultures and sub-cultures, Language Socialization research has helped us understand how and when linguistic and cultural differences matter in the process of acquiring a particular language. Furthermore, by focusing on how children and caregivers (or novices and experts) use language in interactions that are culturally embedded, Language Socialization research has furthered our understanding of how cultural meaning is created, negotiated and transformed. Through a combination of background lectures and discussion this course surveys classical research on language socialization covering a variety of languages and cultures. The proposed reading materials illustrate the diversity of issues that this theoretical perspective encompasses.
Instructor(s): Bustamante, N. T. Terms Offered: Spring
Note(s): CHDV Distribution, B, C
Equivalent Course(s): LING 23500

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. Kinzler, L. Richland Terms Offered: Autumn
Note(s): CHDV Distribution, B*
Equivalent Course(s): PSYC 20500

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: Winter
Prerequisite(s): PSYC 20000 recommended.
Equivalent Course(s): PSYC 20600
CHDV 27821. Urban Schools and Communities. 100 Units.
This course explores the intersection of urban schools and community, with a focus on the evolution of urban communities, families, and the organization of schools. It emphasizes historical, anthropological, and sociological perspectives as we explore questions about the purpose and history of public schools, and factors that influence the character of school structure and organization in urban contexts, such as poverty, segregation, student mobility, etc. The topics covered provide essential intellectual perspectives on the history, work, and complexities of urban schools with a particular focus on the communities that surround them.
Instructor(s): S. Stoelinga, K. Matsko Terms Offered: Spring
Equivalent Course(s): SOCI 20226, PBPL 27821

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

CHDV 27902. Beginning Modern Spoken Yucatec Maya II. 100 Units.
This sequence is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.
Instructor(s): J. Lucy Terms Offered: Winter
Equivalent Course(s): CHDV 47902, LACS 27902
CHDV 27903. Beginning Modern Spoken Yucatec Maya III. 100 Units.
This sequence is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.
Instructor(s): J. Lucy Terms Offered: Spring. Will tentatively be offered during 2015-16.
Equivalent Course(s): CHDV 47903,LACS 47903,ANTH 27903,ANTH 47903,LACS 27903

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, A*; 1*
Equivalent Course(s): CHDV 37950,PSYC 27950,PSYC 37950,BIOS 29265
CHDV 29002. The Human Behind Human Rights. 100 Units.
The exhibition of ‘primitive’ peoples in European capitals began in the 1870s and continued well into the 20th Century. The exhibits drew in hundreds of thousands of spectators and were a considerable source of revenue for those who curated them. Today such zoos are illegal in Europe and most Europeans would be repulsed by the very idea of displaying human beings in this way. How do we explain this turnabout in European laws and attitudes? Why did it take so long for Europeans to realize that the non-Europeans put on display were, like themselves, human beings with human rights? If it is obvious to us, why was it not obvious to them? The following course considers what it means to be human and the rights and obligations this quality is supposed to confer. According to what criteria do we determine the humanity of another being or, rather, who gets to decide this criteria? Moreover, what are the implications of this humanity for the types of social relations and political institutions deemed desirable and /or achievable? The selected readings address these questions with a particular focus on liberal understandings of humans and human rights and the systems of knowledge production and power within which these are embedded.
Instructor(s): Y. Hilal Terms Offered: Autumn. Autumn 2015
Equivalent Course(s): ANTH 25250, HMRT 29002

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.
Terms Offered: Spring, Winter
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 grade assigned to the BA honors paper becomes the grade of record for this course.
Terms Offered: Autumn, Winter
Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.
Note(s): To complete work on their BA honors paper, students must register for this course with their faculty supervisor in Autumn or Winter of their fourth year.