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.

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 Title</th>
<th>Method Type</th>
<th>Credit</th>
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<tbody>
<tr>
<td>ANTH 21420</td>
<td>Ethnographic Methods</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20151</td>
<td>Introduction to Quantitative Modeling in Biology (Basic)</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20152</td>
<td>Introduction to Quantitative Modeling in Biology (Advanced)</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>BIOS 20172</td>
<td>Mathematical Modeling for Pre-Med Students</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>BIOS 25419</td>
<td>Infectious Disease Epidemiology; Networks and Modeling</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>CHDV 20101</td>
<td>Applied Statistics in Human Development Research</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>CHDV 26228</td>
<td>Ethnographic Methods</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30102</td>
<td>Introduction to Causal Inference</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32411</td>
<td>Mediation, Moderation, and Spillover Effects</td>
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<td>100</td>
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</table>
### 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 CHD 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/content/requirements-and-forms. Petitions should include a copy of the course syllabus, since the course title alone is often not sufficient for evaluating a petition.

### BA Honors Guidelines

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

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHDV 37802</td>
<td>Seminar: Challenging Legends and Other Received Truths: A Socratic Practicum</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 39301</td>
<td>Qualitative Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>MATH 19520</td>
<td>Mathematical Methods for Social Sciences</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 24800</td>
<td>Urban Policy Analysis</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 26301</td>
<td>Field Research Project in Public Policy</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 22913</td>
<td>The Practice of Social Science Research</td>
<td>100</td>
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<tr>
<td>PSYC 20100</td>
<td>Psychological Statistics</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 20200</td>
<td>Psychological Research Methods</td>
<td>100</td>
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<tr>
<td>PSYC 20250</td>
<td>Introduction to Statistical Concepts and Methods</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20001</td>
<td>Sociological Methods</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20004</td>
<td>Statistical Methods of Research</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20140</td>
<td>Qualitative Field Methods</td>
<td>100</td>
</tr>
<tr>
<td>STAT 20000</td>
<td>Elementary Statistics</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22000</td>
<td>Statistical Methods and Applications</td>
<td>100</td>
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<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
<td>100</td>
</tr>
<tr>
<td>STAT 23400</td>
<td>Statistical Models and Methods</td>
<td>100</td>
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BA honors. Students will also be required to present their Honors Paper in the Trial Research Conference in the Spring Quarter of their fourth year.

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

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

BA Honors Seminar

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

Honors Paper Preparation Course

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

BA Honors Paper for Dual Majors

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

Honors Paper Due Date

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

Summary of Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CHDV 20000</td>
<td>Introduction to Human Development</td>
<td>100</td>
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<tr>
<td>CHDV 20100</td>
<td>Human Development Research Design</td>
<td>100</td>
</tr>
<tr>
<td>One Methods Course</td>
<td></td>
<td>100</td>
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<tr>
<td>Nine Elective Courses*</td>
<td></td>
<td>900</td>
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<tr>
<td>Total Units</td>
<td></td>
<td>1200</td>
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</table>

* Students applying for CHDV honors must register for CHDV 29800 BA Honors Seminar and CHDV 29900 Honors Paper Preparation. CHDV 29800 may be counted as one of the nine required program electives; however, CHDV 29900 does not count toward the major and is used for general elective credit only.

Grading

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

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

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

COMPARATIVE HUMAN DEVELOPMENT COURSES

CHDV 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: Autumn
Note(s): This course counts as a Foundations Course for GNSE majors
Equivalent Course(s): GNSE 12103, HIPS 12103, HLTH 12103, ANTH 25212

CHDV 20000. Introduction to Human Development. 100 Units.
This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle.
Instructor(s): S. Numanbayraktaroglu Terms Offered: Autumn
Prerequisite(s): CHDV majors or intended majors.
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): 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): E. Abdelhadi Terms Offered: Winter
Note(s): Required Course for Comparative Human Development Majors
Equivalent Course(s): PSYC 21100, EDSO 20100, HLTH 20100

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): SOCI 20122, ENST 20500, GNSE 20120

CHDV 20209. Adolescent Development. 100 Units.
Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual conditions, the teenage years represent a challenging period. The period also affords unparalleled opportunities with appropriate levels of support. Thus, the approach taken acknowledges the challenges and untoward outcomes, while also speculates about the predictors of resiliency and the sources of positive youth development.
Instructor(s): M. Spencer Terms Offered: Spring
Prerequisite(s): Students will have previously taken one other course in CHDV
Note(s): CHDV Distribution: B
Equivalent Course(s): EDSO 20209, PSYC 20209
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): PBPL 20305, EDSO 40315, EDSO 20305, CRES 20305

CHDV 20310. Exploring the Self, Vulnerability, and Resiliency: A Seminar. 100 Units.
This seminar will explore the application of Phenomenological Variant of Ecological Systems Theory (PVEST) as applied to individuals and programming efforts.
Instructor(s): M. Beale Spencer Terms Offered: Spring
Note(s): CHDV Distribution: B

CHDV 20320. Interrogating Self-Processes, Vulnerability, and Resiliency: A Seminar. 100 Units.
This seminar will explore the application of Phenomenological Variant of Ecological Systems Theory (PVEST) as applied to individuals and programming efforts.
Instructor(s): Spencer, Margaret Beale Terms Offered: Winter

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): SOCI 20248, CHDV 30440, HLTH 20440, SOCI 30248

CHDV 20450. Educational Inequality: Theory, Policy and Practice. 100 Units.
The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.
Instructor(s): M. Keels Terms Offered: Autumn. CHDV Distribution: B

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 in cases of language disorders. We will cover topics including linguistic relativity, bilingualism and aging, multimodal language and cognition and atypical circumstances of language learning and language attrition.
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: Winter
Prerequisite(s): N/A
Note(s): CHDV Distribution: B, C; 3*, 5*
Equivalent Course(s): EDSO 30774, EDSO 20774, 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): ANTH 35110, AMER 33000, EDSO 21100, GNSE 31000, ANTH 24320, PSYC 33000, CHDV 31000, PSYC 23000, GNSE 21001

CHDV 23003. Schooling and Identity. 100 Units.
This course examines the dynamic relations between schooling and identity. We will explore how schools both enable and constrain the identities available to students and the consequences of this for academic achievement. We will examine these relations from multiple disciplinary perspectives, applying psychological, anthropological, sociological, and critical theories to understanding how students not only construct identities for themselves within schools, but also negotiate the identities imposed on them by others. Topics will include the role of peer culture, adult expectations, school practices and enduring social structures in shaping processes of identity formation in students and how these processes influence school engagement and achievement. We will consider how these processes unfold at all levels of schooling, from preschool through college, and for students who navigate a range of social identities, from marginalized to privileged.
Instructor(s): Lisa Rosen Terms Offered: Winter. Offered 2020-21
Prerequisite(s): Priority registration will be given to MAPSS students seeking the Education and Society certificate.
Equivalent Course(s): EDSO 33002, EDSO 23002

CHDV 23007. Language, Culture, and Education. 100 Units.
In this course, we will examine current theories and research about differential educational achievement in US schools, including: (1) theories that focus on the characteristics of people (e. g., their biological makeup, their psychological characteristics, their human nature, their essential qualities), (2) theories that focus on the characteristics of groups and settings, (e. g., ethnic group culture, school culture) and (3) theories that examine how cultural processes mediate political-economic constraints and human action. We will discuss the educational consequences of these positions, especially for low income and ethnic and linguistic minority students in the US.
Instructor(s): Lisa Rosen Terms Offered: Spring. Offered 2020-21
Equivalent Course(s): EDSO 23007

CHDV 23010. Blooming, Buzzing Confusion: Making Sense of Language in the First Few Years of Life. 100 Units.
In just a few short years, children are able to master the basics of their home language(s), despite the fact that they are not directly taught by their caregivers. How do they manage to extract relevant language information from their environments? This course considers the diverse contexts and sources of language use children encounter, linking them to major theories about the mechanisms underlying early language learning. We will consider findings from both observational and experimental research on first language development to better understand the potential and limits of different kinds of early language experience.
Instructor(s): M. Casillas Terms Offered: Spring
Note(s): Distribution requirements: B
Equivalent Course(s): CHDV 33510
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—such 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; 3, 4
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 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: Autumn
Equivalent Course(s): PSYC 23370

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): EDSO 23200, PSYC 33200, LING 21600, PSYC 23200, CHDV 31600, LING 31600

CHDV 24105. Animals, Health and Society. 100 Units.
This course will introduce students to core concepts in medical anthropology through the lens of animal studies. The course is divided into four sections, each of which draws from a broad range of social scientific resources, including historical accounts, contemporary ethnographies, medical journals, media reports and films. We begin the first unit by considering the idea that we cannot understand the topics of health and illness without also examining the role of nonhuman animals. In each of the following three units, we will use a variety of ethnographic contexts and theoretical approaches to explore how animals operate as vectors of pathogens, biotechnologies, and therapeutic tools. Students will emerge from this class able to: 1) think in comparative, cross-cultural terms about biomedicine, 2) analyze how social processes influence health and illness; and 3) interrogate their own beliefs about nonhuman animals, medical knowledge and scientific authority.
Instructor(s): Drake, Ashley Elizabeth Terms Offered: Winter
Note(s): Undergrad distribution: 3, 4
Comparative Human Development

CHDV 24341. Topics in Medical Anthropology. 100 Units.
This seminar will review theoretical positions and debates in the burgeoning fields of medical anthropology and science and technology studies (STS). We will begin this seminar exploring how 'disease' and 'health' in the early 19-century became inseparable from political, economic, and technological imperatives. By highlighting the epistemological foundations of modern biology and medicine, the remainder of this seminar will then focus on major perspectives in, and responses to, critical studies of health and medicine, subjectivity and the body, entanglements of ecology and health, humanitarianism, and psychoanalytic anthropology.
Instructor(s): P. Sean Brotherton Terms Offered: Winter. Winter 2021
Prerequisite(s): Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV
Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.
Equivalent Course(s): ANTH 24341, HLTH 24341, CHDV 40301, CRES 24341, CHSS 40310, ANTH 40310, HIPS 24341

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): T. Mandviwala Terms Offered: Winter
Note(s): Request AV room
Equivalent Course(s): CRES 25002, GNSE 25602

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, HLTH 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): K. Meidenbauer Terms Offered: Autumn
Equivalent Course(s): PSYC 20600

CHDV 26206. Self in Contexts: Being and becoming in social interaction. 100 Units.
This course critically engages the differential relations of self to the sociohistorical, cultural and interactional contexts in a neoliberal, rapidly globalizing and increasingly diverse world.
Instructor(s): S. Numanbayraktaroglu Terms Offered: Winter
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 27250. Psychological Anthropology. 100 Units.
This course provides a thorough introduction to psychological anthropology, a subdiscipline of anthropology that examines the relationship between culture and mind. The course begins by exploring what is meant by key terms like ‘culture’ and ‘persons’ before embarking on an exploration of lives in context. We will critically examine questions relating to the interactions of mind and body. The role of language in thought and development, the role of intuition in human cognition, the feeling and expression of emotions, and reasoning about morality and ethics. The final section of the course examines the interplay between culture and mental health and visits key moments in the life course. Lectures will use the course readings as a basis for presenting concepts, methods, and theories that psychological anthropologists employ in the field. Classes will also include group discussions, activities and films.
Instructor(s): Drake, Ashley Elizabeth Terms Offered: Spring
Note(s): Grad distribution: 4*; Undergrad Distribution: 3, 4

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 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 marginality. 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: Not offered in 2020-2021; May be offered in 2021-2022
Prerequisite(s): Third or fourth-year standing
Equivalent Course(s): HLTH 28301, MAAD 28300, BPRO 28300, MUSI 25719

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.