Department of Comparative Human Development

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The Department of Comparative Human Development (CHD) is an interdisciplinary program at the critical edge of thought and research in the social sciences, examining what it means to be human during a contemporary moment marked by rapid social, technological, and ecological change; massive global movements of people and ideas; and wide-ranging forms of inequality. Faculty and students in the Department conduct interdisciplinary, holistic and comparative research and scholarship focused on individual lives within various, changing, and heterogeneous contexts. Drawing on methods and concepts from anthropology, biological and developmental psychology, educational research, sociology, and statistics, Department members are committed to examining humans as simultaneously sociocultural, biological, and psychological beings who change over developmental and historical time. Such perspectives make CHD a unique space for research addressing topics including difference, equality, and power in multicultural societies; the developmental, symbolic and embodied processes involved in learning and socialization; the social shaping of vulnerability and resilience in relation to
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shifting categories such as gender, race, class, age, sexuality, and ability, among others. Faculty and graduate students conduct research in a wide range of locations using diverse methods including long-term participant observation, qualitative interviewing, analysis of survey data, experiments, classroom observation, and field research with non-human animals.

INFORMATION ON HOW TO APPLY

The application process for admission and financial aid for all Social Sciences graduate programs is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: https://apply-ssd.uchicago.edu/apply/

Questions pertaining to admissions and aid should be directed to ssd-admissions@uchicago.edu or (773) 702-8415.

COMPARATIVE HUMAN DEVELOPMENT REQUIREMENTS

Terms:

Required - Every Comparative Human Development graduate student must take this course
Distribution - Students need to take at least one qualified course in each of the five graduate areas
Specialization - Students must take three additional courses in one of the five areas in which they wish to focus their studies

Every CHD student must take the following courses for a quality grade (13 courses total):

1. CHDV 40000 HD Concepts (Required)
2. 5 distribution courses, one in each category:
   - Comparative Behavioral Biology (1)
   - Socialization, Learning, and Life Course Development (2)
   - Culture, Self and Society (3)
   - Health, Vulnerability and Wellbeing (4)
   - Methods in Human Development Research (M)
3. CHDV 30101 Applied Statistics in Human Development Research (one course requirement). Students who have completed an equivalent course may select a higher level statistics course as a substitute in consultation with their adviser and the Director of Graduate Studies.

Courses equivalent to CHDV 30101 include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPHA 31100</td>
<td>Statistics for Public Policy II (**)</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 30004</td>
<td>Statistical Methods of Research</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 30005</td>
<td>Statistical Methods of Research-II</td>
<td>100</td>
</tr>
<tr>
<td>STAT 22400</td>
<td>Applied Regression Analysis</td>
<td>100</td>
</tr>
</tbody>
</table>

(**) Both courses must be taken in sequence to fulfill requirement

4. CHDV 42401 Trial Research in Human Development I and CHDV 42402 Trial Research in Human Development II (Required).
5. Three additional CHD courses in chosen area of specialization. If Methods in Human Development Research is your area of specialization, you must choose an additional area of specialization to take three courses in.
6. CHDV 40001 Introduction to Comparative Human Development monthly seminar with CHD faculty members (during a student's first and second years; subsequent year attendance is strongly encouraged but not required).

Students are not required to complete all these requirements by the end of their second year. However, they must have five quality (letter) grades by the end of winter quarter of their first year, and ten quality grades by the end of the winter quarter of second year. A grade of B or better is required to satisfy the requirements of these courses. On average a graduate student should take at least two courses for quality grades in each quarter of their first two years. Students are expected to maintain an average of B+ or better. A well-qualified student may place out of intermediate statistics by examination provided by the instructor of the statistics course. In addition, students will participate in elective courses and workshops in the department, and the University in consultation with their advisors.

Students are expected to maintain an average of B+ or better. A student who can demonstrate basic competence in the core curricular areas may petition the faculty through the Chair's office to place into
an advanced course in the same area. A well-qualified student may place out of intermediate statistics by examination provided by the instructor of the statistics course.

Students will participate in elective courses and workshops in the department, and the University, in consultation with their advisors. All pre-candidacy students are required to attend all departmental colloquia, professionalization events, and the Trial Research conference.

More detailed explanation of these requirements and departmental policies are found in the annual Graduate Manual and all students are required to follow these requirements and policies to be in good academic progress and be permitted to continue in the program. Students not in good academic standing will be placed on academic probation as described in the Graduate Manual.

**Mentored Teaching Experiences**

As part of the requirements of the PhD program, all students must complete five points of Mentored Teaching Experiences (MTE) as part of their pedagogical training, unless otherwise indicated below. All MTE points are awarded by the department, thus prior approval of the student's adviser and the DGS must be obtained for any teaching assignment outside the department. Students progressing through the program will receive points of mentored teaching activities according to the list below. All students matriculating in 2019 or later must complete at least one MTE point for CHDV 20000 and/or CHDV 20100. All MTE points are expected to be completed in CHD parented or CHD faculty taught courses. An exception can be made for non-CHDV courses with prior written approval of the Adviser and the DGS. At the end of each teaching assignment, an evaluation of the student's performance from the Faculty Instructor of Record or Co-Instructor of Record will be collected by the department and provided to the student. These evaluations will be included in the end of the year evaluation of the student's progress in the program.

MTEs are required for all students who matriculated in 2016 or later. Students who matriculated before 2016 must complete the Graduate Aid program points as described in the Graduate Manual of the year of matriculation.

It is expected that students will fulfill their MTE requirements through serving as teaching assistants in required CHD courses, in some cases, courses in the university at large, and through teaching their own courses in CHD. In rare cases, the department, together with students and advisors, may decide that MTE points would best be performed through other means than teaching. Such decisions are at the sole discretion of the department.

The following list describes the teaching point valuation for various pedagogical activities. Students with one or no remaining MTE point to fulfill will not be prohibited from applying to be an Instructor of Record, a Neugarten Lecturer, or a co-teacher with a faculty member, or a Teaching Assistantship, as long as the additional MTE points are approved by the student's adviser and the DGS.

- **Teaching Assistantship** (1 point): Usually for large courses taught by a faculty member or instructional professor. T.A.s are expected to attend lectures and fulfill duties such as running discussion sections, grading, or other roles as specified by the course instructor. T.A.s are provided guidance and mentorship in this role by the course instructor.

- **Teaching Internship** (1 point): This role is typically associated with seminars or small courses as well as encompassed Core Internships and Writing Internships. Teaching interns are expected to attend seminar sessions and fulfill duties such as leading discussions, grading, mentoring students, or other roles as specified by the course instructor. Teaching interns are provided guidance and mentorship in this role by the course instructor.

- **Instructor of Record** (2 points): PhD students may occasionally serve as instructor of record for a stand-alone course of their own design. These courses are typically associated with competitive lectureships, such as the Bernice Neugarten Lectureship in CHD or similar opportunities offered by various Departments, Centers, Institutes, or Programs. Students must apply for these positions and will be mentored in this role by their PhD advisor, as well as potentially by a faculty member overseeing graduate lectureships in another unit or center.

- **Co-teaching with Faculty** (2 point): Ph.D. students may occasionally serve as co-instructor of record with a faculty member or instructional professor, equally sharing duties of designing the course and teaching. Students in this role will be provided guidance by their co-instructor.

All students matriculating in the summer of 2019 or later are required to be a Teaching Assistant in CHDV 20000 *Introduction to Human Development* or CHDV 20100 *Human Development Research Design* for at least one MTE point out of their five required points.

All teaching assignments as described above must be part of the five MTE points of a student's program.

**College Teaching Certificate**: The College Teaching Certificate is recommended but will not count for a MTE point.

**Suggested time frame**: At least two MTE points must be completed during the third year, and the remaining points can be completed during the fourth year or later. The general expectation is that students will T.A. for at
least two lecture courses during the third year and then fill out the rest of their points in accordance with their needs and current availability in the Department.

Planning and approval: Each student's MTE plan must be approved by their Advisor and by the Director of Graduate Studies (DGS). Students must confer with their Advisor and submit their requests for teaching during the following academic year by the start of each Spring Quarter.

Teaching in the Core: Serving as a Lecturer in the Core can fulfill one or two points per quarter depending on the division of labor in the particular Core sequence. Lecturers will earn two points per quarter for sequences such as "Self, Culture, and Society" and "Power, Identity and Resistance," in which they are typically responsible for independently running two seminar-style meetings per week. Lecturers will earn one point per quarter for sequences such as "Mind" in which they are responsible for one weekly discussion section.

Petitions and exceptions: Students may petition to substitute or opt out of certain components of the teaching requirement or to apply for an additional MTE point, with the written approval of their Advisor and the Director of the Graduate Studies. Petitions will then be reviewed and decided upon by the Chair of the Department, in consultation with the DGS. As noted above, in rare cases, the department may decide that MTE points would best be performed through means other than teaching.

**REQUIRED COURSES**

CHDV 40000 HD Concepts will introduce students to the history, theoretical bases, and major areas of inquiry in the Department of Comparative Human Development. This course is taken during the fall quarter of the first year.

CHDV 42401 Trial Research in Human Development I and CHDV 42402 Trial Research in Human Development II are seminars (a two quarter sequence) that will launch students into their research projects and will guide them from the beginning to the completion of those projects. The seminar is taken in the spring quarter of the first year and the fall quarter of the second year. Trial Research papers are due by the beginning of the spring quarter of the second year. The trial research project must be completed and formally approved by the faculty during the spring quarter of the student's second year, then presented at the student Trial Research Conference. Students are expected to report regularly on the progress of their research to the trial research seminars. The trial research is carried out under the direction of the research advisor and is read by one other faculty member.

Methods course. The one-course requirement in Methods is meant to provide the students with the basic quantitative analytic skills necessary to understand and evaluate past research and to conduct research. This requirement should be met within the first two years.

In addition, students will participate in elective courses in the Department and the University and are encouraged to participate in workshops outside the Department in consultation with their advisors.

**PROGRAM COUNSELING**

Each student is given faculty assistance in (1) planning a program of courses and training; (2) fulfilling the Divisional and Departmental steps leading to the Ph.D. degree; (3) obtaining a professional position after graduation. Each entering student is assigned to a faculty advisor who will serve until the student chooses a research advisor.

Every student must have an advisor. The CHD Chair will assign an advisor to entering students. As students progress through the program and define their interests, they may wish to change advisors in line with their research activities. The departmental Student Affairs Administrator should be informed in writing of such changes. The faculty should be actively consulted in connection with registration and other academic matters.

**EVALUATIONS**

All students are evaluated each year in the program. First to Fourth year students should schedule a meeting with the departmental Student Affairs Administrator within the first two weeks of May to review their transcript, grades and status with respect to the fulfillment of distribution requirements. As noted above, first and second year students must have earned at minimum five quality grades (B or better) over autumn and winter quarters during the year by the time of the spring review, with satisfactory spring grades expected to follow.

A milestone occurs in the Spring quarter of second year. Each student will be formally evaluated in the spring quarter of their second year to determine if the student is to be allowed to continue studies leading to the Ph.D. degree or is instead to be awarded a terminal M.A. degree if all other requirements of the M.A. degree are met.

Four sets of data will be used to evaluate each student: course grades, faculty evaluations, a Trial Research paper, and attendance at departmental events.

Course grades, progress on CHD PhD program requirements, as well as the quality of the Trial Research paper and the TR paper grade received by each student will be a part of the evaluation process. CHD faculty members who have worked with the student will be asked for their evaluation of the student. The department
may ask non-CHD faculty for feedback on how students performed in their classes as part of this evaluation. Students will also be evaluated based on their attendance at department events such as colloquia and seminars.

During the spring quarter of each year, the faculty, after reviewing the materials on each second-year student, will vote to award the student a terminal M.A. degree or to advance the student to further Ph.D. study.

Colloquia and Departmental Events

As noted above, first and second year doctoral students are required to attend the Department’s pro-seminar, colloquia, professionalization events, and the TR conference. All pre-candidacy students are required to attend colloquia, professionalization events, and the TR conference.

Program of Study

The program of study is in many respects unique for each student. In addition to a basic program of courses, it includes other courses and seminars offered by the Comparative Human Development faculty, courses offered in related programs and departments in the University, and the resources of nearby institutions. Not that not all CHD courses will fulfill CHD distribution requirement; some courses are cross-listed as courtesy cross-listings and thus do not satisfy CHD requirements. Any course not specifically noted as meeting distribution requirements must be petitioned, including any non CHD courses.

Distribution Requirements:

1. Comparative Behavioral Biology

This area of study investigates behavioral and mental processes at the social, psychological and biological levels of organization in both humans and nonhuman animals. Current research is concentrated in three main areas. In the area of behavioral and social endocrinology, research conducted with rodents and humans investigates the social and behavioral control of stress, reproduction and health and the role of hormone-behavior interactions in development throughout the life span. Specific topics of interest include mechanisms and functions of kin selection, cognition, reproductive senescence, and the social-behavioral modulation of aging and illness. In the area of comparative development, we use nonhuman primate and rodent models of parenting and development to investigate social, emotional, and endocrine aspects of mother-offspring interactions and development across the lifespan. Other topics of interest include affiliative and aggressive behavior, mating strategies, nonverbal communication and social cognition in rodents, primates and humans. In the area of evolutionary psychology, research examines human behavior from an adaptive perspective, in relation to life-history mating strategies, competition and cooperation, risk taking and decision making. Throughout, the research approach is characterized by the integration of social and biological levels of analysis.

Example courses listed below have been offered in previous years but may not be offered in this academic year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 30901</td>
<td>Biopsychology of Sex Differences</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 34800</td>
<td>Kinship and Social Systems</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 35201</td>
<td>Communication in humans and non-humans</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37860</td>
<td>History of Evolutionary Behavioral Sciences</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37861</td>
<td>Darwinism and Literature</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37950</td>
<td>Evolution and Economics of Human Behavior</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 40900</td>
<td>Behavioral Ecology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 41451</td>
<td>Evolutionary Psychology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 48414</td>
<td>Evolution of Human Development</td>
<td>100</td>
</tr>
</tbody>
</table>

2. Socialization, Learning, and Life Course Development

The Department has a long tradition of examining “development” not just in childhood, but over the entire life course. A basic premise of our approach is that how people change over their lives is shaped by, and also shapes, social institutions, cultural and linguistic practices, material circumstances and biological potential. We are also interested in how normative models of human development become institutionalized, materialized, and potentially contested as they travel across different cultural or economic settings. Some current areas of research include the influence of families, peers, schools, and neighborhoods on individual trajectories and outcomes; the influences of cultural, social, cognitive, and linguistic variation on the development of communication and interactional practices; the role of youth and generational change in contemporary social life; and how early exposure to social and psychological deprivation or privilege due to educational and economic inequality contributes to subsequent vulnerability or resilience. A particular strength of the Department is the study of how children learn in school settings and the role of gesture and language environment in learning and cognition. Faculty focused on education have unique expertise in the quantitative analysis of large data sets to examine how changes in social policies or school-based interventions generate impacts on a series of developmental experiences associated with age, gender, race/ethnicity and social class. We also seek to develop new experimental observational, and qualitative methods that assess the relationship between cognitive
Department of Comparative Human Development

competence and interaction in instructional settings. Faculty and students interested in life-course issues also engage in cross-cultural research in places as diverse as Madagascar, Mexico, Papua New Guinea, and India.

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<tr>
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</thead>
<tbody>
<tr>
<td>CHDV 30305</td>
<td>Inequality in Urban Spaces</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31000</td>
<td>Cultural Psychology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31600</td>
<td>Introduction to Language Acquisition</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 36200</td>
<td>Signs of Crisis: Ethnographies of Self and Society in Turbulent Times</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 38990</td>
<td>Muslims in the United States</td>
<td>100</td>
</tr>
</tbody>
</table>

3. Culture, Self and Society

The Department has long been a leading center for training in psychological anthropology, cultural psychology, culture and mental health, and the cross-cultural study of the life course, with special attention to what the anthropologist Clifford Geertz once called “the force and durability of ties of religion, language, custom, locality, race, and descent in human affairs.” Faculty and students investigate the heterogeneous contexts created by national and transnational migration, cultural pluralism, structural inequality, and globalization as these impact human development and functioning. We attend to the political, economic, as well as ethnic and cultural sources of diversity in self and subjectivity, sexuality and gender identity, moral evaluation, and social and linguistic cognition. We particularly seek to understand the psychological and institutional interplay of social difference, hierarchy, and power in multicultural contexts and in periods of rapid social change. Students and faculty use multiple methods to understand these social and psychological processes, including qualitative fieldwork, quantitative analysis, as well as observational, clinical and experimental methods.

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<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CHDV 30117</td>
<td>Transnational Kinship, Intimacy and Migration</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31000</td>
<td>Cultural Psychology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 33301</td>
<td>Culture, Mental Health, and Psychiatry</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 36200</td>
<td>Signs of Crisis: Ethnographies of Self and Society in Turbulent Times</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 38950</td>
<td>The Development of Communicative Competence</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 45601</td>
<td>Moral Psychology and the Anthropology of Morality</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 45699</td>
<td>When Cultures Collide: The Multicultural Challenge in Liberal Democracies</td>
<td>100</td>
</tr>
</tbody>
</table>

4. Health, Vulnerability and Wellbeing

The Department maintains a tradition of examining health, illness, disability, and vulnerability from a variety of social science perspectives, including medical anthropology and sociology and disability studies. We understand health, illness, disability, and vulnerability as experiences that are deeply shaped by interrelated social, political-economic, and psychobiological processes. We are also committed to the idea that how human beings experience distress is inextricable from the ways in which we recognize, represent and respond to it. We are thus equally concerned with the biosocial mechanisms through which health, illness, disability, and vulnerability become embodied in particular persons, as we are with the cultural and linguistic processes through which concepts such as “health,” “illness,” “disability,” and “vulnerability” are produced, enacted, institutionalized and contested. A particular strength of our program is the study of mental health and illness and of psychiatry as a social institution. Current areas of research include culture and mental health; the comparative study of medical and healing systems; psychopathology and resilience across the life course; the psychosocial determinants of malignant and infectious disease; diffusion of suicide through social ties, disability and vulnerability as conditions of ethical and political life; colonialism and traumatic social memory; the social consequences of the neurosciences and genetics; and illness, subjectivity and embodiment. Faculty and students employ a range of ethnographic, experimental and epidemiological methods, and have carried out fieldwork in settings including China, France, India, Madagascar, Russia, Scandinavia and the United States.

*Example courses* listed below have been offered in previous years but may not be offered in this academic year.

<table>
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<tr>
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<tbody>
<tr>
<td>CHDV 30901</td>
<td>Biopsychology of Sex Differences</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 33301</td>
<td>Culture, Mental Health, and Psychiatry</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 33305</td>
<td>Critical Studies of Mental Health in Higher Education</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43204</td>
<td>Medical Anthropology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43302</td>
<td>Illness and Subjectivity</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 49856</td>
<td>Mobilities</td>
<td>100</td>
</tr>
</tbody>
</table>
Methods in Human Development Research (M)

Research on human development over the life span and across social and cultural contexts thrives on multiple theoretical perspectives. This research requires creation and improvement of a wide range of research methods appropriately selected for and tailored to specific human development problems. Faculty in the department employ research methods that span the full range from primarily qualitative to primarily quantitative and to strategic mix of both. Across all the substantive domains in Comparative Human Development, theoretical understanding is greatly advanced by methodology; therefore, the Department pays serious attention to research design, data collection, analytic strategies, and presentation, evaluation, and interpretations of evidence. The Department has contributed some of the most influential work on psychological scaling on the basis of the item response theory (IRT), multivariate statistical methods, causal inference methods for revealing moderation, mediation, and spillover effects, modeling of human growth, collection and analysis of qualitative data, and methods for cross-cultural analysis. Current research interests include (a) assessment of individual growth and change in important domains of development that are often intertwined, (b) examination and measurement of the structure, process, and quality of individual and group experiences in institutionalized settings such as families, schools, clinics, and neighborhoods, and (c) evaluation of the impact of societal changes or interventions on human development via changes in individual and group experiences, with particular interest in the heterogeneity of growth, process, and impact across demographic sub-populations and across social cultural contexts.

Example courses listed below have been offered in previous years but may be not be offered this year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHDV 30102</td>
<td>Introduction to Causal Inference</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32401</td>
<td>Multilevel Modeling</td>
<td>100</td>
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<tr>
<td>CHDV 32501</td>
<td>Applied Longitudinal Data Analysis</td>
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</tr>
<tr>
<td>CHDV 32702</td>
<td>Statistical Applications</td>
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<tr>
<td>CHDV 32411</td>
<td>Mediation, Moderation, and Spillover Effects</td>
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<tr>
<td>CHDV 36008</td>
<td>Principles and Methods of Measurement</td>
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<td>CHDV 39301</td>
<td>Qualitative Research Methods</td>
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<tr>
<td>CHDV 40102</td>
<td>Advanced Topics in Causal Inference</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 40112</td>
<td>Ethnographic Methods</td>
<td>100</td>
</tr>
</tbody>
</table>

2023-2024 OFFERINGS

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

CHDV 30101. Applied Statistics in Human Development Research. 100 Units.

This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in social sciences who are interested in studying human development in social contexts. The course covers univariate and bivariate descriptive statistics, an introduction to statistical inference, t test, two-way contingency table, analysis of variance, simple linear regression, and multiple regression. All statistical concepts and methods will be illustrated with applications to a series of scientific inquiries organized around describing and understanding adolescent transitions into adulthood across demographic subpopulations in contemporary American society. We will use the National Longitudinal Survey of Youth 1997 (NLSY97) throughout the course to reveal disparities between subpopulations in opportunities and life course outcomes. At the end of the course, students should be able to define and use descriptive and inferential statistics to analyze data and to interpret analytical results. No prior knowledge in statistics is assumed. High school algebra and probability are the only mathematical pre-requisites. Every student is required to participate in a lab section. Students will review the course content and learn to use the Stata software in the lab under the TA’s guidance. Equivalent Course(s): CHDV 20101, EDSO 30101, HLTH 20101

CHDV 30102. Introduction to Causal Inference. 100 Units.

This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”
CHDV 30510. Computational Content Analysis. 100 Units.
A vast expanse of information about what people do, know, think, and feel lies embedded in text, and more of the contemporary social world lives natively within electronic text than ever before. These textual traces range from collective activity on the web, social media, instant messaging and automatically transcribed YouTube videos to online transactions, medical records, digitized libraries and government intelligence. This supply of text has elicited demand for natural language processing and machine learning tools to filter, search, and translate text into valuable data. The course will survey and practically apply many of the most exciting computational approaches to text analysis, highlighting both supervised methods that extend old theories to new data and unsupervised techniques that discover hidden regularities worth theorizing. These will be examined and evaluated on their own merits, and relative to the validity and reliability concerns of classical content analysis, the interpretive concerns of qualitative content analysis, and the interactional concerns of conversation analysis. We will also consider how these approaches can be adapted to content beyond text, including audio, images, and video. We will simultaneously review recent research that uses these approaches to develop social insight by exploring (a) collective attention and reasoning through the content of communication; (b) social relationships through the process of communication; and (c) social state
Equivalent Course(s): SOCI 40133, MACS 60000

CHDV 30750. Global Health, Environment, and Indigenous Futures. 100 Units.
The global coronavirus pandemic has made evident the significance of ecological (im)balances for the well-being of societies. The relationship between structural inequalities, changing environments and health, especially for historically and socio-economically marginalized communities, is now well established. At the same time, a growing body of literature links the material conditions of marginalized communities—for instance, spaces of dwelling and conditions of labor-to health status, globally. Based on a set of interdisciplinary literature arranged through anthropological theories, this course will critically engage with notions of health and well-being for indigenous communities, tracing injustices that stem histories of racial, caste- and ethnicity-based, and environmental exclusions. The readings are organized around one central question: What does it mean to be indigenous in a changing planet where social, political, and economic systems are marked by enduring legacies of systemic violence? This graduate and undergraduate level course will introduce contexts within which structural exclusions lead to ill-health and loss of well-being among indigenous communities across the globe. The aim is to develop critical thinking on the political economy and political ecologies of indigenous health as imbricated with issues of social, economic, and environmental justice.
Equivalent Course(s): CEGU 30700, CEGU 20700, SALC 32704, SALC 26501, RDIN 30700, RDIN 20700, ANTH 30700, CHDV 20700, ANTH 20700

CHDV 31000. 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.
Equivalent Course(s): CRES 21100, ANTH 35110, GNSE 21001, PSYC 23000, KNOW 31000, CHDV 21000, PSYC 33000, AMER 33000, ANTH 24320, GNSE 31000

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

CHDV 31755. Longitudinal Research. 100 Units.
This course will introduce students to longitudinal research methods used in psychological research. This includes both the design of longitudinal studies and the use of statistical techniques to analyze longitudinal data. Students will gain experience with reading longitudinal research reports using longitudinal data and develop the skills necessary to conduct and report on their own longitudinal research.
Equivalent Course(s): PSYC 31755, MAPS 31755, PSYC 21755, SOCI 30338

CHDV 32020. Alternative Feminisms: Gender, Agency, and Liberation in the Middle East. 100 Units.
This course critically examines gender, agency, and liberation in the Middle East. The course will begin with a discussion of human agency, its relation to sociocultural context, and the feminist literature on the issues of agency, resistance, and liberation. Then, we will explore these relationships in non-Western contexts by drawing examples from Turkey, Iran, and Northern Syria. In the cases of Turkey and Iran, we will focus on the feminist movements and women’s collective actions for the right to wear and take off the headscarf. In the case of Northern Syria, we will explore the agencies of Kurdish female guerrillas and their conceptions of
emergent languages. Emerging languages in communities around the world offer unprecedented 
possibilities to study the social, demographic, environmental, linguistic, and modality (vision, speech, touch) factors that contribute 
to the formation of new languages. Some statistical theory will be given, but the focus will be on application and interpretation of the statistical 
analyses.
Equivalent Course(s): PBHS 33400

CHDV 32501. Applied Longitudinal Data Analysis. 100 Units.
Longitudinal data consist of multiple measures over time on a sample of individuals. This type of data occurs 
extensively in both observational and experimental biomedical and public health studies, as well as in studies 
in sociology and applied economics. This course will provide an introduction to the principles and methods for 
the analysis of longitudinal data. Whereas some supporting statistical theory will be given, emphasis will be on 
data analysis and interpretation of models for longitudinal data. Problems will be motivated by applications in 
epidemiology, clinical medicine, health services research, and disease natural history studies.
Equivalent Course(s): STAT 36900, PBHS 33300

CHDV 32702. Statistical Applications. 100 Units.
This course provides a transition between statistical theory and practice. The course will cover statistical 
applications in medicine, mental health, environmental science, analytical chemistry, and public policy. Lectures 
are oriented around specific examples from a variety of content areas. Opportunities for the class to work on 
interesting applied problems presented by U of C faculty will be provided. Although an overview of relevant 
statistical theory will be presented, emphasis is on the development of statistical solutions to interesting applied 
problems.
Equivalent Course(s): STAT 35800, PBHS 33500

CHDV 32950. Emergence and Development of Mathematics and Language. 100 Units.
We will discuss the emergence and development of mathematics and language in humans. Among the topics we 
will discuss are the universality and variation of the development of these systems as well as their resilience in 
the face of biological and input variations.
Equivalent Course(s): EDSO 22950, PSYC 32950, CHDV 22950, EDSO 32950, PSYC 22950

CHDV 33011. Beyond the Culture Wars: Social Movements and the Politics of Education in the U.S. 100 Units.
Passionate conflicts over school curriculum and educational policy are a recurring phenomenon in the history 
of US schooling. Why are schools such frequent sites of struggle and what is at stake in these conflicts? In this 
discussion-based seminar, we will consider schools as battlegrounds in the US “culture wars”: contests over 
competing visions of national identity, morality, social order, the fundamental purposes of public education, 
and the role of the state vis-à-vis the family. Drawing on case studies from history, anthropology, sociology and 
critical race and gender studies, we will examine both past and contemporary debates over school curriculum 
and school policy. Topics may include clashes over: the teaching of evolution, sex and sexuality education, 
busing/desegregation, prayer in schools, multiculturalism, the content of the literary canon, the teaching of 
reading, mathematics and history, and the closure of underperforming urban schools. Our inquiry will examine 
how social and political movements have used schools to advance or resist particular agendas and social projects.
Equivalent Course(s): SOCI 20588, HIST 27718, EDSO 23011, PBPL 23011, CHDV 23011, HIST 37718, SOCI 30588, 
EDSO 33011

CHDV 33301. 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 
one) 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 
person suffering from mental illness shaped by psychiatry’s knowledge of their afflictions? 
Equivalent Course(s): HIPS 27302, CHDV 23301, ANTH 24315, ANTH 35115, HLTH 23301

CHDV 33500. New Perspectives on Language Emergence. 100 Units.
In this course we will investigate anthropological and linguistic perspectives on language emergence, as well 
the social, demographic, environmental, linguistic, and modality (vision, speech, touch) factors that contribute 
to the formation of new languages. Emerging languages in communities around the world offer unprecedented
scientific opportunities to address important questions previously deemed intractable, such as: Where does language come from? How do our experiences of the world influence the way our languages are structured? At what level of abstraction can language be studied as an autonomous object of analysis? The topic of language emergence has tended to focus on the interaction of linguistic, psychological, and demographic factors. We will bring the important anthropological dimension to the topic of language emergence, which addresses the way that users of emerging languages inhabit the world. The readings, lectures, and discussions will address new implications for our understanding of language creation.

Equivalent Course(s): CDIN 33500, LING 23501, LING 33500, CHDV 23500, CDIN 23500, ANTH 33501, ANTH 23501

CHDV 33930. Biological and Cultural Evolution. 100 Units.
This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.

Equivalent Course(s): LING 39286, PHIL 32500, NCDV 27400, PHIL 22500, ANTH 38615, CHDV 23930, CHSS 37900, ANTH 28615, HIPS 23900, LING 11100, BPRO 23900

CHDV 34800. Principles and Methods of Measurement. 100 Units.
Accurate measurement of key theoretical constructs with known and consistent psychometric properties is one of the essential steps in quantitative social and behavioral research. However, measurement of phenomena that are not directly observable (such as psychological attributes, perceptions of organizational climate, or quality of services) is difficult. Much of the research in psychometrics has been developed in an attempt to properly define and quantify such phenomena. This course is designed to introduce students to the relevant concepts, principles, and methods underlying the construction and interpretation of tests or measures. It provides in-depth coverage of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods. Such understanding is essential for rigorous practice in measurement as well as for proper interpretation of research. The course is highly recommended for students who plan to pursue careers in academic research or applied practice involving the use or development of tests or measures in the social and behavioral sciences.

Equivalent Course(s): EVOL 34800, ECEV 34800

CHDV 35201. Communication in humans and non-humans. 100 Units.
This seminar will compare communication in humans and non-humans. Topics to be covered include the reliance of communication on more general cognitive processes, the learnability of communicative systems, referential intent, honest signaling, and deception. These issues will be explored through readings that cover recent work at the intersection of human and animal communication.

Equivalent Course(s): EVOL 34800, ECEV 34800

CHDV 36008. Kinship and Social Systems. 100 Units.
The first half of the twentieth century was a period of intensified focus and progressive thinking regarding the rights, development, and well-being of children as interests of utmost importance to all society. This focus was marked, inter alia, by concerted efforts to apply the methods of modern science to the investigation of childhood, efforts that in turn forever changed the way we understand, raise, and educate children. This seminar will revisit the lives of children who had served as subjects of observation and experiment from the 1880s to the 1950s, and whose childhood experiences (their emotions, thoughts, and games; their family lives and institutional realities) had shaped the central dogmas of developmental psychology, as well as our ideas about normality. The course takes a biographical approach to the history of science, but rather than focus on the careers of scientists and doctors, delves into the stories of their objects of study, from the Bostonian first graders who answered G. Stanley Hall’s pioneering survey to the 44 “juvenile thieves” who had informed John Bowlby’s influential attachment theory.

Equivalent Course(s): CHSS 36069, KNOW 36069, EDSO 36069, HLTH 26069

CHDV 36078. Normal People. 100 Units.
Worrying about what’s normal and what’s not is an endemic feature of both our popular and scientific cultures. Is my intelligence above average? What about my height? Should I be feeling this way? Is there a pill for that? People seem to have always been concerned with fitting in, but the way of describing the general run of practices and conditions as “normal” is a rather recent phenomenon; testament to the vast influence of the modern human sciences on how we understand ourselves and others. This seminar will offer a broad historical overview of the ways that group behaviors and individual traits - bodily, moral, intellectual - were methodically described and
measured in the past 200 years. We will become acquainted with the work of sociologists and anthropologists, psychiatrists and psychologists, polling experts and child development specialists, and ask about the kinds of people their efforts brought into being, from sexual pervers to the chronically depressed. The course will focus on the scientific theories and techniques used to distinguish the normal from the pathological, together with the new social institutions that translated this knowledge into forms of control. We will read Émile Durkheim on suicide rates and Cesare Lombroso on born criminals; learn about IQ tests and developmental milestones; and consider whether, with the advent of personalized medicine and self-data, we have indeed reached the “end of average.”

Equivalent Course(s): SOCI 40255, CHSS 36078, HIPS 26078, IRHU 20009, KNOW 36078, HLTH 26078

CHDV 36200. Signs of Crisis: Ethnographies of Self and Society in Turbulent Times. 100 Units.

This seminar will explore the theory that the need to belong is a fundamental human motivation. In our discussions of relevant psychology journal articles, we will examine the connections between relationships and health, how the need to belong is related to empathy, reactions to rejection, and substitutes for belonging.

Equivalent Course(s): CVD 26200, ANTH 29000

CHDV 36455. Relationships and Health: The Need to Belong. 100 Units.

The first quarter of the two-quarter Language in Culture sequence introduces a number of analytic concepts developed out of the study of “language” and its limits. We begin with the study of “interaction order” in its multifunctional complexity, teasing out its constitution through the real-time unfolding of indexical (pragmatic) and reflexive (metapragmatic) signs/functions as coherent “text.” We use this attention to the dialectics of indexicality and its various implications to investigate various problematics in the philosophy of language (reference, performativity), linguistics (poetics, grammatical sense, variation, register), and sociocultural anthropology (racialization, relativity, subjectivity/identity, temporality, institutionalism).

Equivalent Course(s): LING 31100, PSYC 47001, ANTH 36455

CHDV 36655. Advanced Topics in Epigenetics of the Brain. 100 Units.

This course traces the development of the field of psychological anthropology and critically reviews the various paradigms adopted by psychological anthropologists. In our discussions, we will draw examples from different cultural contexts to critically examine the relationship between culture and psychological functioning. By the end of the quarter, you will develop an insightful understanding of the cultural sources of the self, mind, behavior, and mental health as well as a substantial knowledge of the field of psychological anthropology.

Equivalent Course(s): HLTH 27250, HIPS 27250, CHDV 27250, ANTH 24321
CHDV 37501. Sexual Selection. 100 Units.
A discussion and critical analysis of sexual selection. The course will consist of lectures, reading and discussion. Equivalent Course(s): ECEV 37500, EVOL 37500

CHDV 37861. Darwinism and Literature. 100 Units.
In this course we will explore the notion that literary fiction can contribute to the generation of new knowledge of the human mind, human behavior, and human societies. Some novelists in the late 19th and early 20th century provided fictional portrayals of human nature that were grounded into Darwinian theory. These novelists operated within the conceptual framework of the complementarity of science and literature advanced by Goethe and the other romantics. At a time when novels became highly introspective and psychological, these writers used their literary craftsmanship to explore and illustrate universals aspects of human nature. In this course we read the work of several novelists such as George Eliot, HG Wells, Joseph Conrad, Jack London, Yuvgeny Zamyatin, Leopold von Sacher-Masoch, Italo Svevo, and Elias Canetti, and discuss how these authors anticipated the discoveries made decades later by cognitive, social, and evolutionary psychology. Equivalent Course(s): HIPS 24921, HIST 34921, KNOW 21418, CHDV 27861, KNOW 31418, HIST 24921, CHSS 34921

CHDV 37950. 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, parent 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. Equivalent Course(s): PSYC 27950, CHDV 27950, ECON 14810, PSYC 37950

CHDV 38301. Disability and Design. 100 Units.
Disability is often an afterthought, an unexpected tragedy to be mitigated, accommodated, or overcome. In cultural, political, and educational spheres, disabilities are non-normative, marginal, even invisible. This runs counter to many of our lived experiences of difference where, in fact, disabilities of all kinds are the "new normal." In this interdisciplinary course, we center both the category and experience of disability. Moreover, we consider the stakes of explicitly designing for different kinds of bodies and minds. Rather than approaching disability as a problem to be accommodated, we consider the affordances that disability offers for design. This course begins by situating us in the growing discipline of Disability Studies and the activist (and intersectional) Disability Justice movement. We then move to four two-week units in specific areas where disability meets design: architecture, infrastructure, and public space; education and the classroom; economics, employment, and public policy; and aesthetics. Traversing from architecture to art, and from education to economic policy, this course asks how we can design for access. Equivalent Course(s): HLTH 28301, MUSI 35719, MAAD 28300, BPRO 28300, MUSI 25719, CHDV 28301

CHDV 38950. The Development of Communicative Competence. 100 Units.
This course examines the emergence of communicative skills in humans. We will focus on how children glean information about language structure and language use from their home environments. We will also discuss the proposed cognitive and evolutionary roots of communicative behaviors, with a focus on current gaps in our knowledge and possible pathways forward. The course will consider these issues from multiple perspectives including linguistics, psychology, and linguistic anthropology. We will also briefly cover a range of methods associated with these different areas of study. It is expected that, by the end of the course, you should be able to think and write critically about how human communication and human language are intertwined in both adults and children. Equivalent Course(s): EDSO 38950, PSYC 38960, LING 38951

CHDV 39900. Readings; Comparative Human Development. 100 Units.
Independent reading and research course with faculty.

CHDV 40000. HD Concepts. 100 Units.
Our assumptions about the processes underlying development shape how we read the literature, design studies, and interpret results. The purpose of this course is two-fold in that, first, it makes explicit both our own assumptions as well as commonly held philosophical perspectives that impact the ways in which human development is understood. Second, the course provides an overview of theories and domain-specific perspectives related to individual development across the life-course. The emphasis is on issues and questions that have dominated the field over time and, which continue to provide impetus for research, its interpretation, and the character of policy decisions and their implementation. Stated differently, theories have utility and are powerful tools. Accordingly, the course provides a broad basis for appreciating theoretical approaches to the study of development and for understanding the use of theory in the design of research and its application. Most significant, theories represent heuristic devices for “real time” interpretations of daily experiences and broad media disseminated messages.

CHDV 40001. Introduction to Department of Comparative Human Development. 100.00 Units.
The course is mandatory for First and Second year doctoral students in the Department of Comparative Human Development, and it is strongly recommended for more advanced doctoral students in CHD. This course
will meet once a month for the entire academic year. One faculty member per month will be responsible for facilitating/discussing their own research and approach to CHD concepts. Grading for the course is dependent on attendance and the active participation of the student. Students are required to register for the course in Autumn, Winter and Spring quarters of first year and grading and credit will be given in the Spring quarter only.

CHDV 40112. Sem: Health and Society. 100 Units.
A long and healthy life is a widely sought after human goal. But not everyone has equal chances of achieving this goal. This course focuses on the role played by society in differential access to physical, psychological, cognitive health and well-being. We will discuss the role of parentl characteristics and childhood circumstances in later-life health, differences in health and well-being for men and women, for racial and ethnic groups, by characteristics of our neighborhoods and communities, and by regions or countries. Each class meeting we will read and discuss three or four journal articles or sections of a book, with class participants presenting each reading, summarizing it, and then critiquing it. The class will then discuss. We will add to and subtract from the readings to match the interests of participants on each topic; the syllabus will list readings as a starting point for this process.
Equivalent Course(s): GNSE 50112, SOCI 50112

CHDV 40404. Computation and the Identification of Cultural Patterns. 100 Units.
Culture is increasingly becoming digital, making it more and more necessary for those in both academia and industry to use computational strategies to effectively identify, understand, and (in the case of industry) capitalize on emerging cultural patterns. In this course, students will explore interdisciplinary approaches for defining and mobilizing the concept of "culture" in their computational analyses, drawing on relevant literature from the fields of Anthropology, Psychology and Sociology. Additionally, they will receive hands-on experience applying computational approaches to identify and analyze a wide range of cultural patterns using the Python programming language. For instance, students will learn to identify emerging social movements using social media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases.
Equivalent Course(s): MACS 40400, PSYC 40460, MACS 20400, MAPS 40401

CHDV 41601. Seminar in Language Development. 100 Units.
Undergraduates should register for PSYC 23200. Psychology and Linguistics doctoral students should register for PSYC 43200. 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).
Equivalent Course(s): PSYC 43200

CHDV 42350. Development Over Life Course. 100 Units.
This course explores the biological and social patterning of lives from infancy through old age. Readings will include class and contemporary theory and research related to varied stages of the life course. Discussion will focus on paradigmatic themes in life course development such as: the social situation of lives in time and place, the interconnectedness of lives and generations, the nature of developmental transitions, the timing of life experiences, and the continuity of lives through time. Examples will be drawn from populations of traditional concern within social welfare policy and social work practice.
Equivalent Course(s): SSAD 50400

CHDV 42401-42402. Trial Research in Human Development - I-II.
The purpose of this seminar is to help students formulate and complete their trial research projects.

CHDV 42401. Trial Research in Human Development I. 100 Units.
This course is taken in the Spring quarter of the first year, followed by part II in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.

CHDV 42402. Trial Research in Human Development II. 100 Units.
Second in required Trial Research Seminar sequence. This course is taken in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.

CHDV 42550. Theory, Method & Evidence: Finding Persons in the Social. 100 Units.
This course introduces students to the process of examining relationships among theory, evidence, and method in contemporary social science with a particular focus on writings from sociology, social psychology, and developmental psychology. To situate our focus on theory, evidence, and method we will also draw upon history of science and philosophy of science so we can better understand how we produce knowledge via research on people. The construction of person has taken place over the last century, which is a central idea to psychology, sociology and all social sciences. We will examine what social/psychological theory aims to be, what counts as such a theory; relationships between quantitative and qualitative methods; how we produce knowledge via surveys, interviews, ethnographies, and experiments; and how we make evidence (e.g., functional magnetic resonance imaging is evidence of what?). The aim of the course is to better situate students to the range of relevant understandings of social theory, social methods, and social evidence. Doing so puts students in the position to consider evidence from a multitude of perspectives leading to clearer formulations and examinations
of the social world (e.g., guides on writing research proposals). Further, students will then consider what the examined relationships mean for social science in an age of changing politics of knowledge, including considerations of the replication crisis in the social sciences, particularly psychology.

Equivalent Course(s): MAPS 41501, SOCI 30333, PSYC 39019, CHDV 22550

CHDV 43600. Processes of Judgement and Decision Making. 100 Units.
This course offers a survey of research on judgment and decision making, with emphasis placed on uncertainty and (intrapersonal) conflict. An historical approach is taken in which the roots of current research issues and practices are traced. Topics are drawn from the following areas: evaluation and choice when goals are in conflict and must be traded off, decision making when consequences of the decision are uncertain, predictive and evaluative judgments under conditions of uncertain, incomplete, conflicting, or otherwise fallible information.

Equivalent Course(s): PSYC 43680

CHDV 43680. Topics in Language and Gesture. 100 Units.
The course will focus on a range of topics in language (discourse, narrative, turn-taking, conversational repair, etc.) and how they interact with co-speech and other nonverbal cues.

Equivalent Course(s): PSYC 43690

CHDV 43690. Topics in Action, Representation, and Gesture. 100 Units.
The course will focus on how movement of the body (including gesture) affects learning, information processing, and representation.

Equivalent Course(s): PSYC 43690

CHDV 44599. Historical and Contemporary Issues in U.S. Racial Health Inequality. 100 Units.
This course explores persistent health inequality in the U.S. from the 1900s to the present day. The focus will be on racial gaps in urban health inequality with some discussion of rural communities. Readings will largely cover the research on Black and White gaps in health inequality, with the understanding that most of the issues discussed extend to health inequalities across many racial and ethnic groups. Readings cover the broad range of social determinants of health (socioeconomic status, education, access to health care, homelessness) and how these social determinants are rooted in longstanding legacies of American inequality. A major component of class assignments will be identifying emerging research and innovative policies and programs that point to promising pathways to eliminating health disparities.

Equivalent Course(s): HLTH 24599, CRES 24599, PBPL 24599, CHST 24599, RDIN 24599, CHDV 24599

CHDV 44700. Seminar: Topics in Judgment and Decision Making. 100 Units.
This course offers a survey of research on judgment and decision making, with emphasis placed on uncertainty and (intrapersonal) conflict. An historical approach is taken in which the roots of current research issues and practices are traced. Topics are drawn from the following areas: evaluation and choice when goals are in conflict and must be traded off, decision making when consequences of the decision are uncertain, predictive and evaluative judgments under conditions of uncertain, incomplete, conflicting, or otherwise fallible information.

Equivalent Course(s): PSYC 44700

CHDV 45601. Moral Psychology and the Anthropology of Morality. 100 Units.
Three types of questions about morality can be distinguished: (1) philosophical, (2) psychological, and (3) epidemiological. The philosophical question asks, whether and in what sense (if any) “goodness” or “rightness” are real or objective properties that particular actions possess in varying degrees. The psychological question asks, what are the mental processes and states associated with the human classification of actions as moral or immoral, ethical or unethical. The epidemiological question asks, what is the actual distribution of moral judgments across time (developmental time and historical time) and across space (for example, across cultures). In this seminar we will read classic and contemporary philosophical, psychological, and anthropological texts that address those questions.

Equivalent Course(s): PSYC 44000

CHDV 45699. When Cultures Collide: The Multicultural Challenge in Liberal Democracies. 100 Units.
Coming to terms with diversity in an increasingly multicultural world has become one of the most pressing public policy projects for liberal democracies in the early 21st century. One way to come to terms with diversity is to try to understand the scope and limits of toleration for variety at different national sites where immigration from foreign lands has complicated the cultural landscape. This seminar examines a series of legal and moral questions about the proper response to norm conflict between mainstream populations and cultural minority groups (including old and new immigrants), with special reference to court cases that have arisen in the recent history of the United States.

Equivalent Course(s): GNSE 45600, KNOW 45699, PSYC 45300, ANTH 45600, HMRT 35600

CHDV 47015. Scientific and Humanistic Contributions to Knowledge Formation. 100 Units.
In this course, we will explore whether the sciences and the humanities can make complementary contributions to the formation of knowledge, thus leading to the integration and unification of human knowledge. In the first part of the course we will take a historical approach to the issue; we will discuss how art and science were considered complementary for much of the 18th and 19th century (for example, in the views and work of Wolfgang Goethe), how they became separate (‘the two cultures’) in the middle of the 20th century with the compartmentalization of academic disciplines, and how some attempts have recently been made at a reunification under the concept of ‘consilience’. In the second part of the course, we will focus on conceptual
issues such as the cognitive value of literature, the role of ideas in knowledge formation in science and literature, the role of creativity in scientific and literary production, and how scientific and philosophical ideas have been incorporated into literary fiction in the genre known as 'the novel of ideas'. As an example of the latter, we will read the novel 'One, No One, and 100,000' (1926) by Luigi Pirandello and discuss how this author elaborated and articulated a view of the human persona (including issues of identity and personality) from French philosophers and psychologists such as Henri Bergson and Alfred Binet.

Equivalent Course(s): KNOW 47015, SCTH 47015, KNOW 28015, HIPS 27515, CHDV 27015, CHSS 47015

CHDV 47300. Doing Multimodal Discourse Analysis, from Interaction to Media Textuality. 100 Units.
Linguistic Anthropology Practicum / Projects in the Linguistics Laboratory
Equivalent Course(s): LING 57300, ANTH 57300

CHDV 48700. Adolescent Development in Context. 100 Units.
This course focuses on developmental pathways from middle childhood through adolescence within the context of school, family, community, and culture. Because human development is an applied field, we will be paying special attention to how sociocultural and historical influences affect academic, socioemotional, and identity development in the context of real-world challenges and opportunities faced by adolescents. In addition to learning about developmental and sociocultural theories, students will apply research to policy and practice by creating resources geared toward youth, parents, or those who work with youth. By the end of this course sequence, students should be able to: 1. Describe and apply key theories of middle childhood and adolescent development; 2. Identify developmental opportunities and challenges during middle childhood and adolescence; 3. Discuss the role of identity development in constructing or authoring one's life story; 4. Reframe adolescent risk-taking as a form of creativity and individual expression; 5. Understand how relationships can influence positive youth development; and 6. Translate theory and research into developmentally appropriate and culturally sensitive resources for youth, families, and those who work with youth.
Equivalent Course(s): EDSO 28700, PSYC 38780, SSAD 68700, EDSO 68700

CHDV 50132. Sem:Causal Inference in Studies of Educational Interventions. 100 Units.
This course will engage students in evaluating the validity of causal claims made in important educational studies conducted within multiple disciplines. A focus will be on what can be learned about the school as an organization and the work of teaching by evaluating attempts to improve education. Fellows will re-analyze data from such studies, write reports that critically evaluate published study findings, and consider implications for research on educational improvement. This course is required of second year Fellows in the Education Sciences. Otherwise, admission to the seminar requires permission of the instructor. Introductory coursework in applied statistics is a prerequisite; prior study of causal inference is recommended.
Equivalent Course(s): EDSO 50132, SOCI 50132

COMPARATIVE HUMAN DEVELOPMENT COURSES

CHDV 30101. Applied Statistics in Human Development Research. 100 Units.
This course provides an introduction to quantitative methods of inquiry and a foundation for more advanced courses in applied statistics for students in social sciences who are interested in studying human development in social contexts. The course covers univariate and bivariate descriptive statistics, an introduction to statistical inference, t test, two-way contingency table, analysis of variance, simple linear regression, and multiple regression. All statistical concepts and methods will be illustrated with applications to a series of scientific inquiries organized around describing and understanding adolescent transitions into adulthood across demographic subpopulations in contemporary American society. We will use the National Longitudinal Survey of Youth 1997 (NLSY'97) 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.
Equivalent Course(s): CHDV 20101, EDSO 30101, HLTH 20101

CHDV 30102. Introduction to Causal Inference. 100 Units.
This course is designed for graduate students and advanced undergraduate students from the social sciences, education, public health science, public policy, social service administration, and statistics who are involved in quantitative research and are interested in studying causality. The goal of this course is to equip students with basic knowledge of and analytic skills in causal inference. Topics for the course will include the potential outcomes framework for causal inference; experimental and observational studies; identification assumptions for causal parameters; potential pitfalls of using ANCOVA to estimate a causal effect; propensity score based methods including matching, stratification, inverse-probability-of-treatment-weighting (IPTW), marginal mean weighting through stratification (MMWS), and doubly robust estimation; the instrumental variable (IV) method; regression discontinuity design (RDD) including sharp RDD and fuzzy RDD; difference in difference (DID) and generalized DID methods for cross-section and panel data, and fixed effects model. Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PS 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for "Advanced Topics in Causal Inference" and "Mediation, moderation, and spillover effects."
Equivalent Course(s): CHDV 20102, MACS 51000, SOCI 30315, STAT 31900, PBHS 43201, PLSC 30102
CHDV 30117. Transnational Kinship, Intimacy and Migration. 100 Units.
Across the world, people are on the move like never before: migration across national boundaries is a fact of life. And kinship -- the making and transforming of families, and the way kin processes interact with states and political economies, is central to this process. Not only do migrants often immigrate in order to support families back in their countries of origin, even babies or genetic material can also cross transnational boundaries in order to create new kinds of families; This course comprises an intensive introduction to recent literature on the question of kinship and migration. Questions we will address include: What are the effects of family reunification law which explicitly tries to privilege certain kinds of families in the context of migration? What happens when the roles traditionally associated with wifehood or motherhood stretch across national boundaries? What happens when people adopt children from other countries, grafting them onto new families? And how does the circulation of genetic material in the case of assisted reproduction create new kinds of belonging? By reading a series of recent ethnographies on issues including marriage migration and adoption, participants will gain insight into the complex ways in which the making and unmaking of kin ties creates new kinds of belonging and new forms of exclusion in the today’s world.
Equivalent Course(s): ANTH 32225

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

CHDV 30239. Language and Labor. 100 Units.
In this class we analyze the role played by language in labor management from the training of the workers, selecting them, and monitoring them at the workplace. We show how Taylorization (i.e. a form of work management based on breaking down occupations into small tasks dissociated from the skills of the workers) has reshaped not only the labor process but also the discourse on workers' skills, including language skills. We also look at the ways in which language performance in the late modernity corporate world has increasingly become what many workers are recruited and therefore paid for.
Equivalent Course(s): ANTH 37525, LING 30239

CHDV 30240. Language and Economy: an Interdisciplinary Approach. 100 Units.
This course is about the relationship between language and economy, focusing on the ways in which the subject matter can be addressed theoretically and methodologically. Through reading some key texts, we will analyze how disciplines such as economics, linguistics, and anthropology have conceptualized this relationship. Among many topics, we will address issues about language development and language commodification, and about notions such as linguistic market and language as public good. We will explore ways in which linguistics and economics perspectives on the role of language in economic development and that of economic factors in language practices can be mutually enriching.
Equivalent Course(s): LING 30241, CHDV 20240, ANTH 37530

CHDV 30245. Approaches to Social Literacy. 100 Units.
This course focuses on understanding the ways in which literacy practices and events are social phenomena inextricably linked to specific social and political circumstances. Looking at reading and writing not as simply cognitive accomplishments of individual minds but as socially embedded practices enables us to reflect on what counts as literacy for whom and in which context, how it is performed in different settings (home, school, workplace), and the extent to which it is a source of inequality among people.
Equivalent Course(s): LING 30242, ANTH 37520

CHDV 30249. Language and Migration: Individual, Social and Institutional Perspectives. 100 Units.
This class offers a broad range of perspectives on issues regarding language in the context of migration. For instance we analyze the ways in which language has been instrumentalized by Nation-States to regiment and restrain the mobility of targeted populations. We deconstruct the straightforward correlation between socio-economic integration and language competence in discourse produced by politicians and some academics alike. We also analyze how different types of mobility (e.g., slavery, colonization, and free individual migration) produce, at different times, differing sociolinguistic dynamics.
Equivalent Course(s): ANTH 27116, ANTH 37116, LING 30249
CHDV 30305. Inequality in Urban Spaces. 100 Units.
This course explores how rich and poor children are sorted into different neighborhoods and schools, and how family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will undertake substantial field work to tackle an important issue affecting the residents and schools in one specified Chicago neighborhood. This course will be co-taught with Marisa Novara from the Metropolitan Planning Council.

CHDV 30309. Integrating P-VEST Theorizing into Programming and Intervention Efforts. 100 Units.
The study of P-VEST theory in intervention.

CHDV 30322. Reasoning Development. 100 Units.
This course examines the lifespan development of thinking and reasoning skills. We will examine the development of types of reasoning including causal, symbolic, analogical and explanation based thinking, discuss the role of aging on reasoning, and consider the roles of context and environment versus genetic and evolutionary foundations. Finally we will consider implications for educational contexts.

CHDV 30401. Intensive Study of a Culture: Lowland Maya History and Ethnography. 100 Units.
The survey encompasses the dynamics of first contact; long-term cultural accommodations achieved during colonial rule; disruptions introduced by state and market forces during the early postcolonial period; the status of indigenous communities in the twentieth century; and new social, economic, and political challenges being faced by the contemporary peoples of the area. We stress a variety of traditional theoretical concerns of the broader Mesoamerican region stressed (e.g., the validity of reconstructive ethnography; theories of agrarian community structure; religious revitalization movements; the constitution of such identity categories as indigenous, Mayan, and Yucatecan). In this respect, the course can serve as a general introduction to the anthropology of the region. The relevance of these area patterns for general anthropological debates about the nature of culture, history, identity, and social change are considered.

Equivalent Course(s): CRES 20400, ANTH 30705, LACS 20400, LACS 30401, ANTH 21230, CHDV 20400

CHDV 30405. 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.

Equivalent Course(s): HMRT 35210, CHDV 20505, MAPS 36900, HMRT 25210, SOSC 36900, ANTH 30405, ANTH 20405

CHDV 30440. 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.

Equivalent Course(s): SOCI 30248, HLTH 20440, CHDV 20440, SOCI 20248

CHDV 30510. Computational Content Analysis. 100 Units.
A vast expanse of information about what people do, know, think, and feel lies embedded in text, and more of the contemporary social world lives natively within electronic text than ever before. These textual traces range from collective activity on the web, social media, instant messaging and automatically transcribed YouTube videos to online transactions, medical records, digitized libraries and government intelligence. This supply of text has elicited demand for natural language processing and machine learning tools to filter, search, and translate text into valuable data. The course will survey and practically apply many of the most exciting computational approaches to text analysis, highlighting both supervised methods that extend old theories to new data and unsupervised techniques that discover hidden regularities worth theorizing. These will be examined and evaluated on their own merits, and relative to the validity and reliability concerns of classical content analysis, the interpretive concerns of qualitative content analysis, and the interactional concerns of conversation analysis. We will also consider how these approaches can be adapted to content beyond text, including audio, images, and video. We will simultaneously review recent research that uses these approaches to develop social insight by exploring (a) collective attention and reasoning through the content of communication; (b) social relationships through the process of communication; and (c) social state

Equivalent Course(s): SOCI 40133, MACS 60000

CHDV 30511. Computing for the Social Sciences. 100 Units.
This is an applied course for social scientists with little-to-no programming experience who wish to harness growing digital and computational resources. The focus of the course is on learning the basics of programming and on generating reproducible research. Topics include coding concepts (e.g., data structures, control structures, functions, etc.), data visualization, data wrangling and cleaning, version control software, exploratory data
analysis, etc. Students will leave the course with basic computational skills implemented through many methods and approaches to social science; while students will not become expert programmers, they will gain the knowledge of how to adapt and expand these skills as they are presented with new questions, methods, and data. The course will be taught in R.
Equivalent Course(s): PLSC 30235, MAPS 30500, ENST 20550, PSYC 30510, SOCI 40176, MACS 20500, SOSC 26032, MACS 30500, SOCI 20278

CHDV 30550. From Data to Manuscript in R. 100 Units.
This course tackles the basic skills needed to build an integrated research report with the R programming language. We will cover every step from data to manuscript including: Using R’s libraries to clean up and reformat messy datasets, preparing data sets for analysis, running statistical tools, generating clear and attractive figures and tables, and knitting those bits of code together with your manuscript writing. The result will be a reproducible, open-science friendly report that you can easily update after finishing data collection or receiving comments from readers. Never copy-paste your way through a table again! The R universe is large, so this course will focus specifically on: The core R libraries, the tidyverse library, and R Markdown. Students will also learn about the use of GitHub for version control.
Equivalent Course(s): MAPS 30550, MACS 30500, PSYC 20550, CHDV 20550, PSYC 30550

CHDV 30609. Women’s Rights, Cultural Nationalisms, and Moral Panics. 100 Units.
The discourse on women’s rights, and more gradually the rights of transgender and intersex communities, has gained tremendous momentum globally in the last few decades. At the same time, in many parts of the world, these changes have been accompanied by moral panics over what such empowerment means for national “cultures.” They have sometimes also resulted in violence against women and sexual minorities. In South Africa, for example, marriage rates have reached new lows and single mothers have become a highly visible social category, eligible for state relief through a newly-instated Child Support Grant. Their access to these new state privileges has been accompanied by increased social surveillance; South African men and elders accuse young mothers of abusing their rights, upending the moral order. Both Uganda and Kenya, where national constitutions guarantee gender quotas for elected politicians, have also recently passed national legislation that seeks to regulate women’s clothing (i.e. the so-called “Miniskirt Bill” passed in Uganda in 2014). In India, women’s increasing participation in the workforce and their visibility in public space, or couples who contract marriages across religious divides, have led to violent disciplining by other members of the community, sometimes in the name of a “love jihad.” Feminists and queer activists, however, are not mute in the face of such resistance. Instead they have sought new ways to make claims about their right to “public” space. Namely, they have sought new ways to make claims about their right to “public” space.
Equivalent Course(s): CDIN 43105, ANTH 35218, SALC 43105, HIST 40101

CHDV 30669. African Mobilities: Theories and Ethnography. 100 Units.
It would be difficult to overstate the centrality of the “migration crisis narrative” in current discussions of migration in Europe. Even before the refugee crisis this past year, images of overcrowded boats sinking in the Mediterranean, and the strident nationalist discourse with which so many European states have responded, had placed the issue front and center in the European political landscape. Although our attention this past summer was largely focused on the exodus out of Syria, it has long been the case that many of these migrants also hail from Africa. Generally, changes in the landscape of mobility have made the presence of Africans in global migration streams increasingly apparent. In light of these issues, this course examines African migration, but it is as much focused on theories of migration as it is on the specificities of African mobility. To that end, the class will focus first on the politics of African countries as they are presented with new questions, methods, and data. The course will be taught in R.
Equivalent Course(s): ANTH 32226

CHDV 30750. Global Health, Environment, and Indigenous Futures. 100 Units.
The global coronavirus pandemic has made evident the significance of ecological (im)balances for the well-being of societies. The relationship between structural inequalities, changing environments and health, especially for historically and socio-economically marginalized communities, is now well established. At the same time, a growing body of literature links the material conditions of marginalized communities-for instance, spaces of dwelling and conditions of labor-to health status, globally. Based on a set of interdisciplinary literature arranged through anthropological theories, this course will critically engage with notions of health and well-being for indigenous communities tracing injustices that stem histories of racial, caste- and ethnicity-based, and environmental exclusions. The readings are organized around one central question: What does it mean to be indigenous in a changing planet where social, political, and economic systems are marked by enduring legacies of systemic violence? This graduate and undergraduate level course will introduce contexts within which structural exclusions lead to ill-health and loss of well-being among indigenous communities across the globe. The aim is to develop critical thinking on the political economy and political ecologies of indigenous health as imbricated with issues of social, economic, and environmental justice.
Equivalent Course(s): CEGU 30700, CEGU 20700, SARC 32704, SARC 26501, RDIN 30700, RDIN 20700, ANTH 30700, CHDV 20700, ANTH 20700
CHDV 30772. Self and Other, the Good, the Bad, the Imagined. 100 Units.
In this seminar, we will examine the relationship between self and other. In order to develop a comprehensive account of this multifaceted and multiform relationship, we will critically investigate the relationship of self to different types of ‘others’ ranging from primary caregivers and society to immediate as well as distant and despised interlocutors. We will supplement this discussion with an inquiry into the possibility and limits of self without an other, and visit the question of how human consciousness differs from that of other primates. In the course of our discussions, we will critically engage issues concerning the development of the self, its unity, individuality, and agency, and the possibilities of creativity, resistance and the transformation of the self. By the end of the quarter, you are expected to develop a deeper understanding of the relationship between self and other.
Equivalent Course(s): CHDV 20772

CHDV 30774. 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.
Equivalent Course(s): EDSO 20774, CHDV 20774, EDSO 30774

CHDV 30775. Qualitative Analysis: Interpretive Frameworks, Coding Techniques, and Quality Criteria. 100 Units.
This course is designed to provide students with the opportunity to work with and analyze qualitative data from a variety of data collection methods and approaches to analysis. Following a brief overview of the interpretive frameworks, analytic strategies, and ethics in qualitative inquiry, the course focuses on coding, content and thematic analysis, narrative analysis, critical discourse analysis, and discourse analysis. The course concludes with an introduction to qualitative data analysis software QDA Miner. The course emphasizes connections between theory and data and hands-on practice. Students are expected to: 1.
Equivalent Course(s): CHDV 20775

CHDV 30901. Biopsychology of Sex Differences. 100 Units.
This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or biological psychology.
Equivalent Course(s): GNSE 30901, EVOL 36900, PSYC 31600

CHDV 31000. 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.
Equivalent Course(s): CRES 21100, ANTH 35110, GNSE 21001, PSYC 23000, KNOW 31000, CHDV 21000, PSYC 33000, AMER 33000, ANTH 24320, GNSE 31000

CHDV 31204. Corporate America & the Creation of the Conditions and Convention for the Working Class. 100 Units.
Throughout this course, we will explore the history of Corporate America focusing on some of the more seminal institutions that are still a part of the fabric of the American (and global) economy. In accounting for the history, we will examine the human action that shaped corporations and the communities that they impacted - we will do all of this in an attempt to understand the today’s working class and the obstacles those Americans face as they do their best to make a way for themselves, provide for their families and improve their overall situations. The focal point of this course will be the question of loyalty. Among other salient issues and questions to be considered, we will return to this central question: What constitutes loyalty in the employee and employer relationship, and what is the limit in the breach of loyalty that will irrevocably rupture that relationship? We will do all of this while employ hermeneutics based on the teachings/philosophy of Paul Ricoeur (also referencing Gadamer and Heidegger’s contribution to our understanding of hermeneutics). We do this in order to create a constructive dialogue that is open to interpretation and the discovery of new or un-plumbed meaning. Using hermeneutics, the final task will be to confront the difficulty of reconciling the conclusions that we will have drawn by the close of the quarter with the reality of our economic system, capitalism.

CHDV 31210. Situations. 100 Units.
Situations: Precision in ethnographic method has grown elusive as the methods for contextualizing the objects of analysis have metamorphosed in 21st century. At least since Edmund Leach’s Political Systems of Highland Burma, ethnographers have begun to dispute the premise organizing classic Twentieth-century ethnography: that societies come parcelled in identifiable units. Ethnographic method has changed just as profoundly before. Study
of places originally was a replacement for study of cases. Twentieth century ethnography broke with nineteenth century evolutionary stage theories and a comparative method founded on case studies, by turning from study of cases (of primitivity, of barbarism, of peasantry, etc.) to the delineation of places, in which separate and whole cultures and societies thrived. After Leach and others, this place-based study of systems of social and cultural order has been challenged by a congeries of increasingly radical reconsiderations of sites and their situations. Culture, society and meaning are delineated now not in whole isolates but in obviously heterogeneous fields, networks, scapes (etc.). The new approach enables more productive political and historical studies of domination, asymmetry, exploitation, struggle and change. While Sahlin and Tambiah constituted a post-Sartrean “structural, historical anthropology” by the 1980s, Dirks announced a “new, critical historical anthropology” and Wolf, an “historically-oriented political economy.”

Equivalent Course(s): SOCI 30590, KNOW 31100, ANTH 51210, ANTH 21210, AASR 51100

CHDV 31230. Stigma Lab. 100 Units.
The concept of stigma is mobilized to explain a wide range of practices and experiences both in scholarship and everyday life. In this course, we critically engage readings on stigma from across the social sciences in order to develop a genealogy of how the concept emerged. We then read a series of ethnographic and other social science texts to analyze how the concept is utilized. Finally, students consider how stigma functions as an analytic and explanatory model in their own work. It is important that students enrolled in this course have a research project-- proposed or actual-- involving stigma in some way-- or that they are interested in working through stigma as a concept collectively.
Equivalent Course(s): CHDV 21230, ANTH 35140, MAPS 31230

CHDV 31279. Americanism: The Development, Meaning & Diversity Of The American Identity. 100 Units.
Throughout this course, we will explore the development of the American identity, the diversity of that identity and what it means to the various people(s) who identify as Americans (North, Central and South America will be considered for this course). We will examine this idea from our contemporary perspectives while also taking into account the context (history) of those perspectives. We will consider literary works from various American ethnic backgrounds as a sample rather than a comprehensive representation. We will also examine the geopolitical implications of what it means to be American. Throughout the course, we will refer two central questions: What does it mean to be American; and what is the American identity? Finally, throughout the course of our discussions and development of ideas, we will refer to Paul Ricoeur’s essays in Oneself as Another to guide us in our understanding and usage of identity.
Equivalent Course(s): CHDV 21279, CRES 21279

CHDV 31280. Corporate America and the Working Class: Exploring Human Action Through the Hermeneutical Lens. 100 Units.
Throughout this course, we will explore the history of Corporate America focusing on some of the more seminal institutions that are still a part of the fabric of the American (and global) economy. In accounting for the history, we will examine the human action that shaped corporations and the communities that they impacted - we will do all of this in an attempt to understand the today’s working class and the obstacles those Americans face as they do their best to make a way for themselves, provide for their families and improve their overall situations. The focal point of this course will be the question of loyalty. Among other salient issues and questions to be considered, we will return to Paul Ricoeur’s essays in Oneself as Another to guide us in our understanding and usage of identity.
Equivalent Course(s): CHDV 21280

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

CHDV 31755. Longitudinal Research. 100 Units.
This course will introduce students to longitudinal research methods used in psychological research. This includes both the design of longitudinal studies and the use of statistical techniques to analyze longitudinal data. Students will gain experience with reading longitudinal research reports using longitudinal data and develop the skills necessary to conduct and report on their own longitudinal research.
Equivalent Course(s): PSYC 31755, MAPS 31755, PSYC 21755, SOCI 30338

CHDV 31801. Biopsychology of Parenting. 100 Units.
This discussion-based course will explore the biological and psychological phenomena behind differences in parental practices. Particularly, we will address the physiological, hormonal, ecological and social bases of these differences. We will consider a variety of animal species, including humans. Some background in biology, preferably from an introductory course in biology, animal behavior or biological psychology, is suggested.
Equivalent Course(s): CHDV 21801

CHDV 32001. Developmental Biopsychology. 100 Units.
An introduction to the reciprocal relationship and interactions among biology, psychology, and social interactions over the course of human development, from conception through puberty, adult development, aging, and
mortality. A lecture course with discussion incorporating the experimental and human clinical literature, set in a
developmental and comparative context.
Equivalent Course(s): CHDV 22799

CHDV 32020. Alternative Feminisms: Gender, Agency, and Liberation in the Middle East. 100 Units.
This course critically examines gender, agency, and liberation in the Middle East. The course will begin with a
discussion of human agency, its relation to sociocultural context, and the feminist literature on the issues
of agency, resistance, and liberation. Then, we will explore these relationships in non-Western contexts by
drawing examples from Turkey, Iran, and Northern Syria. In the cases of Turkey and Iran, we will focus on
the feminist movements and women’s collective actions for the right to wear and take off the headscarf. In
the case of Northern Syria, we will explore the agencies of Kurdish female guerrillas and their conceptions of
empowerment. In each case, we will focus on the moral and ethical principles that guide women’s choices and
trace their sociohistorical foundations.
Equivalent Course(s): NELC 32020, CHDV 22200, GNSE 32200, ANTH 22200, ANTH 32200, NEHC 22200, GNSE
23159

CHDV 32102. Self and Subjectivity: Discourse, Agency, and Performativity. 100 Units.
This class examines the concepts of self, subjectivity and agency through a series of theoretical and ethnographic
readings that seek to problematize the notion of a bounded self, instead locating the making and unmaking of
persons in terms of broader institutional, political and cultural contexts. The first two weeks are devoted to some
classic attempts to understand self and society, first focusing on the public aspects of culture and personhood
and then looking at more psychological approaches to how individual identity is constructed. In the rest of the
course we will turn to some alternative ways of theorizing the links between self and subjectivity drawn from
the Russian socio-historical school, as well as poststructuralist writing on discourse and performativity. Course
material will include theoretical essays and ethnographic monographs.
Equivalent Course(s): ANTH 32102

CHDV 32103. Feminism and Anthropology. 100 Units.
This course examines the fraught yet generative relation between various movements of feminism and the
discipline of anthropology. Both feminism(s) and anthropology emerged in the 19th century as fields invested in
thinking “the human” through questions of alterity or Otherness. As such, feminist and anthropological inquiries
often take up shared objects of analysis—including nature/culture, kinship, the body, sexuality, exchange, value
and power—even as they differ in their political and scholarly orientations through the last century and a half.
Tracking the emergence of feminisms and anthropology as distinct fields of academic discourse on the one hand
and political intervention on the Other, we will pursue the following lines of inquiry: 1) a genealogical approach
to key concepts and problem-spaces forged at the intersection of these two fields 2) critical analysis of the relation
of feminist and postcolonial social movements to the professionalizing fields of knowledge production (including
Marxist inspired writing on women and economy, Third World feminism and intersectionality; and feminist
critiques of science studies) and 3) a reflexive contemporary examination of the way these strands of thought
have come together in the subfield of feminist anthropology and the continual frictions and resonances of
feminist and anthropological approaches in academic settings and in the larger world (e.g., #MeToo, sex positive
activism, queer politics, feminist economics).
Equivalent Course(s): CHDV 22103, GNSE 22103, ANTH 25211, ANTH 32910, GNSE 32103

CHDV 32200. Anthropology and ‘The Good Life’: Ethics, Morality, Well-Being. 100 Units.
This course takes a critical, historical and anthropological look at what is meant by "the good life."
Anthropologists have long been aware that notions of "the good" play an essential role in directing human
behavior, by providing a life with meaning and shaping what it means to be a human being. Over the past
several years, however, there has been an increasing demand for clarification on what is meant by "the good life."
as well as how cultural conceptions of "the good" relate to science, politics, religion, and personal practice. In
this course, we will take up that challenge by exploring what is meant by "the good," focusing on three domains
in which it has most productively been theorized: ethics, morality, and well-being. Through a close reading of
ethnographic and theoretical texts, as well as through analysis of documents and resources used and produced
by different communities in order to explore the good life, we will gain an understanding of the different
theoretical and methodological approaches for understanding the good in the social sciences, the various
cultural logics shaping knowledge and practices of the good, and how human experience is shaped by those
iterations in the process. The topics to be discussed include: the good life, moral reason, moral relativism, utility,
deontology, virtue, happiness, well-being, flourishing, techniques of the self, spiritual exercises, professional
ethics, neuroethics, and the moral sentiments.
Equivalent Course(s): MAPS 32200, ANTH 24345, ANTH 35130

CHDV 32201. Developmental Biopsychology. 100 Units.
An introduction to the reciprocal interactions among biology, psychology, and social interactions over the course
of development, from conception through puberty, adult development, aging, and mortality. A lecture course
incorporating the experimental and human clinical literature, set in a developmental and comparative context.
Equivalent Course(s): PSYC 31700

CHDV 32206. Ontologies of Illness. 100 Units.
In a historical moment marked by chronic illness, pandemic, and risk surveillance, the politics of illness and
disease are paramount. How do we know when we are ill? How are illnesses validated, or invalidated, by
society? How have technologies changed the way we recognize, treat, and experience states of health and illness? In this course, students will examine ontologies of illness, that is the way that illnesses and diagnoses are enacted, made visible, and managed through diagnostic and medical practices and in legal-social arenas. Drawing on scholarship from medical sociology, anthropology, philosophy, and science and technology studies, this seminar will especially attend to relations of power that underpin the politics of health and illness. Students will analyze how illness categories and labels are created, negotiated, managed, resisted, and also sometimes dismantled. This course integrates interdisciplinary perspectives on ontologies of illness. Students will engage scholarship from social sciences and medicine and use popular media (documentary films, news stories, podcasts) sources to interrogate how illness is defined, diagnoses are achieved, and how everyday people experience illness. This course responds to the contemporary moment, providing students with theoretical and empirical scholarship to critically analyze contemporary biomedicine.

Equivalent Course(s): ANTH 32209, KNOW 32206, SOCI 30586, CHSS 32206, GNSE 32205

CHDV 32401. Multilevel Modeling. 100 Units.
This course will focus on the analysis of multilevel data in which subjects are nested within clusters (e.g., health care providers, hospitals). The focus will be on clustered data, and several extensions to the basic two-level multilevel model will be considered including three-level, cross-classified, multiple membership, and multivariate models. In addition to models for continuous outcomes, methods for non-normal outcomes will be covered, including multilevel models for dichotomous, ordinal, nominal, time-to-event, and count outcomes. Some statistical theory will be given, but the focus will be on application and interpretation of the statistical analyses.

Equivalent Course(s): PBHS 33400

CHDV 32411. Mediation, Moderation, and Spillover Effects. 100 Units.
This course is designed for graduate students and advanced undergraduate students from social sciences, statistics, health studies, public policy, and social services administration who will be or are currently involved in quantitative research. Research questions about why an intervention works, for whom, under what conditions, and whether one individual's treatment could affect other individuals' outcomes are often key to the advancement of scientific knowledge yet pose major analytic challenges. This course introduces cutting-edge theoretical concepts and methodological approaches with regard to mediation of intervention effects, moderated intervention effects, and spillover effects in a variety of settings. The course content is organized around six case studies. In each case, students will be involved in critical examinations of a working paper currently under review. Background readings will reflect the latest developments and controversies. Weekly labs will provide supplementary tutorials and hands-on experiences with mediation and moderation analyses. All students are expected to contribute to the knowledge building in class through participation in discussions. Students are encouraged to form study groups, while the two written assignments are to be finished and graded on an individual basis.

Equivalent Course(s): CCTS 32411, EDSO 32411, PSYC 32411, SOCI 30318, PBPL 29411, STAT 33211

CHDV 32501. Applied Longitudinal Data Analysis. 100 Units.
Longitudinal data consist of multiple measures over time on a sample of individuals. This type of data occurs extensively in both observational and experimental biomedical and public health studies, as well as in studies in sociology and applied economics. This course will provide an introduction to the principles and methods for the analysis of longitudinal data. Whereas some supporting statistical theory will be given, emphasis will be on data analysis and interpretation of models for longitudinal data. Problems will be motivated by applications in epidemiology, clinical medicine, health services research, and disease natural history studies.

Equivalent Course(s): STAT 36900, PBHS 33300

CHDV 32702. Statistical Applications. 100 Units.
This course provides a transition between statistical theory and practice. The course will cover statistical applications in medicine, mental health, environmental science, analytical chemistry, and public policy. Lectures are oriented around specific examples from a variety of content areas. Opportunities for the class to work on interesting applied problems presented by U of C faculty will be provided. Although an overview of relevant statistical theory will be presented, emphasis is on the development of statistical solutions to interesting applied problems.

Equivalent Course(s): STAT 35800, PBHS 33500

CHDV 32822. Experiencing Madness: Empathic Methods in Cultural Psychiatry. 100 Units.
This course provides students with an introduction to the phenomenological approach in cultural psychiatry, focusing on the problem of "how to represent mental illness" as a thematic anchor. Students will examine the theoretical and methodological groundings of cultural psychiatry, examining how scholars working in the phenomenological tradition have tried to describe the lived experiences of various forms of "psychopathology" or "madness." By the end of the course, students will have learned how to describe and analyze the social dimension of a mental health experience, using a phenomenologically-grounded anthropological approach, and by adopting a technical vocabulary for understanding the lived experiences of mental illness (for instance, phenomena, life-world, being-in-the-world, intentionality, epoché, embodiment, madness, psychopathology, melancholia/depression, schizophrenia, etc). In addition, given the ongoing problematic of "how to represent mental illness," students will also have the opportunity to think through the different ways of presenting their analysis, both in
the form of weekly blog entries and during a final-week mock-workshop, where they will showcase their work in a creative medium appropriate to that analysis.

Equivalent Course(s): ANTH 35135, HIPS 22800, CHSS 32800, MAPS 32800, ANTH 24355

CHDV 32900. Perspectives In Drug Abuse. 100 Units.
TBD
Equivalent Course(s): PSYC 31000, NHPH 32900

CHDV 32950. Emergence and Development of Mathematics and Language. 100 Units.
We will discuss the emergence and development of mathematics and language in humans. Among the topics we will discuss are the universality and variation of the development of these systems as well as their resilience in the face of biological and input variations.
Equivalent Course(s): EDSO 22950, PSYC 32950, CHDV 22950, EDSO 32950, PSYC 22950

CHDV 33011. Beyond the Culture Wars: Social Movements and the Politics of Education in the U.S. 100 Units.
Passionate conflicts over school curriculum and educational policy are a recurring phenomenon in the history of US schooling. Why are schools such frequent sites of struggle and what is at stake in these conflicts? In this discussion-based seminar, we will consider schools as battlegrounds in the US "culture wars": contests over competing visions of national identity, morality, social order, the fundamental purposes of public education, and the role of the state vis-à-vis the family. Drawing on case studies from history, anthropology, sociology and critical race and gender studies, we will examine both past and contemporary debates over school curriculum and school policy. Topics may include clashes over: the teaching of evolution, sex and sexuality education, busing/desegregation, prayer in schools, multiculturalism, the content of the literary canon, the teaching of reading, mathematics and history, and the closure of underperforming urban schools. Our inquiry will examine how social and political movements have used schools to advance or resist particular agendas and social projects.
Equivalent Course(s): SOCI 20588, HIST 27718, EDSO 23011, PBPL 23011, CHDV 23011, HIST 37718, SOCI 30588, EDSO 33011

CHDV 33150. Methods in Child Development Research. 100 Units.
This course engages with one current topic (the topic differs each year) from research on child social and/or language development. We will read and discuss a collection of research studies related to this topic to gain familiarity with its primary questions, theories, and methods. We will also, together as a class, conduct a replication of an experiment- or recording-based research study related to the topic. Students should be prepared to read and discuss scientific research articles and to do hands-on research activities. Students will complete the class with expertise on the topic of focus, including experience with its associated methods.
Equivalent Course(s): PSYC 33150, EDSO 33150, CHST 23150, EDSO 23150, PSYC 23155, CHDV 23150, LING 33150

CHDV 33200. Biology of Mental Health. 100 Units.
Students will explore how the brain and body interact with other factors to affect mental health.

CHDV 33301. 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?
Equivalent Course(s): HIPS 27302, CHDV 23301, ANTH 24315, ANTH 35115, HLTH 23301

CHDV 33305. Critical Studies of Mental Health in Higher Education. 100 Units.
This course draws on a range of perspectives from across the interpretive, critical, and humanistic social sciences to examine the issues of mental health, illness, and distress in higher education.
Equivalent Course(s): ANTH 24333, ANTH 35133, CHDV 23305, HLTH 23305, EDSO 23305

CHDV 33360. Methods in Gesture and Sign Language Research. 100 Units.
In this course we will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.
Equivalent Course(s): LING 33360, LING 23360, PSYC 33360, CHDV 23360, PSYC 23360

CHDV 33405. Cultural Diversity, Structural Barriers, and Multilingualism in Clinical and Healing Encounters. 100 Units.
How are illness, disorder, and recovery experienced in different localities and cultural contexts? How do poverty, racism, and gender discrimination translate to individual experiences of disease? Combining anthropological
perspectives on health and illness with a social determinants of health framework, this class will examine topics such as local etiologies of disease and healing practices, linguistic interpretation in clinical and healing contexts, and structural factors that hinder healthcare access and instigate disorder. Moreover, by taking clinical and healing encounters as our locus of analysis, we will explore how healers and health professionals recognize and respond to diversity, power imbalances, and the language individuals give to illness and suffering. We will draw on a range of materials, from ethnographies to long form journalism to the perspectives of course visitors, in order to examine case studies in mental illness, sexual health, organ donation and transplantation, and chronic disease in a variety of geographic contexts.

Equivalent Course(s): ANTH 24365, GNSE 24365, HLTH 23407, PBPL 23405, CHDV 23405, CRES 23405

CHDV 33406. Migration Trajectories: Ethnographies of Place and the Production of Diasporas. 100 Units.
Global movements of people have resulted in a substantial number of immigrant communities whose navigation of various facets of everyday life has been complicated by restrictive citizenship regimes and immigration policies, as well as linguistic and cultural differences. The experiences of a wide range of individuals involved in migration raise the following questions: what strategies do immigrants use to negotiate transnational identities and what are the implications of these strategies? How do future generations manage simultaneous and intersectional forms of belonging? To address these questions, we will draw on ethnographic texts that explore various facets of transnational migration, such as diasporas, place, citizenship, mobility, and identities. The term “trajectories,” reflects different situations of migration that are not necessarily linear or complete. Moreover, term “place” is meant to capture the continuity between displacement and emplacement, and to critically analyze the durability associated with notions of ‘sending’ and ‘receiving’ countries. Lastly, rather than take diasporas as a given, we will explore the ways that they are produced and enacted in a variety of geographic contexts.

Equivalent Course(s): GLST 23406, PPHA 38753, GNSE 32835, GNSE 22835, CHDV 23406, CRES 23406, ANTH 22835

CHDV 33500. New Perspectives on Language Emergence. 100 Units.
In this course we will investigate anthropological and linguistic perspectives on language emergence, as well as the social, demographic, environmental, linguistic, and modality (vision, speech, touch) factors that contribute to the formation of new languages. Emerging languages in communities around the world offer unprecedented scientific opportunities to address important questions previously deemed intractable, such as: Where does language come from? How do our experiences of the world influence the way our languages are structured? At what level of abstraction can language be studied as an autonomous object of analysis? The topic of language emergence has tended to focus on the interaction of linguistic, psychological, and demographic factors. We will bring the important anthropological dimension to the topic of language emergence, which addresses the way that users of emerging languages inhabit the world. The readings, lectures, and discussions will address new implications for our understanding of language creation.

Equivalent Course(s): CDIN 33500, LING 23501, LING 33500, CHDV 23500, CDIN 23500, ANTH 33501, ANTH 23501

CHDV 33700. Crosslinguistic Perspectives on Language Development. 100 Units.
This discussion-based course covers cross-linguistic evidence concerning similarities and dissimilarities in how children learn language across diverse language communities. Each year will revolve around a central topic. This year we will focus on the acquisition of phonology.

Equivalent Course(s): PSYC 23720, CHDV 23700, PSYC 33720, LING 33700, LING 23701

CHDV 33930. Biological and Cultural Evolution. 100 Units.
This course draws on readings in and case studies of language evolution, biological evolution, cognitive development and scaffolding, processes of socialization and formation of groups and institutions, and the history and philosophy of science and technology. We seek primarily to elaborate theory to understand and model processes of cultural evolution, while exploring analogies, differences, and relations to biological evolution. This has been a highly contentious area, and we examine why. We seek to evaluate what such a theory could reasonably cover and what it cannot.

Equivalent Course(s): LING 39286, PHIL 32500, NCDV 27400, PHIL 22500, ANTH 38615, CHDV 23930, CHSS 37900, ANTH 28615, HIPS 23900, LING 11100, BPRO 23900

CHDV 34300. Primate Behavior and Ecology. 100 Units.
This course explores the behavior and ecology of nonhuman primates with emphasis on their natural history and evolution. Specific topics include methods for the study of primate behavior, history of primate behavior research, socioecology, foraging, predation, affiliation, aggression, mating, parenting, development, communication, cognition, and evolution of human behavior.

Equivalent Course(s): EVOL 37300, BIOS 23248, CHDV 21800

CHDV 34501. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.

Equivalent Course(s): ANTH 24510, MAPS 34500, SOSC 34500, ANTH 34501, MAPH 34400
CHDV 34599. Women and Girls in Science. 100 Units.
This goal of this discussion-based course is to examine the gender disparity in science using multiple perspectives. Specifically, we will consider the cultural, biological, and psychological sources of gender differences in science. We will also discuss current methods and develop novel ideas to overcome these disparities.
Equivalent Course(s): CHDV 24550, HIPS 21500, SOCI 30520, GNSE 24550, GNSE 34550, SOCI 20520

CHDV 34800. Kinship and Social Systems. 100 Units.
This course will use a biological approach to understanding how groups form and how cooperation and competition modulate group size and reproductive success. We will explore social systems from evolutionary and ecological perspectives, focusing on how the biotic and social environments favor cooperation among kin as well as how these environmental features influence mating systems and inclusive fitness. While a strong background in evolutionary theory is not required, students should have basic understanding of biology and natural selection. Course will use combination of lectures and discussion.
Equivalent Course(s): EVOL 34800, ECEV 34800

CHDV 35201. Communication in humans and non-humans. 100 Units.
This seminar will compare communication in humans and non-humans. Topics to be covered include the reliance of communication on more general cognitive processes, the learnability of communicative systems, referential intent, honest signaling, and deception. These issues will be explored through readings that cover recent work at the intersection of human and animal communication.
Equivalent Course(s): PSYC 35201

CHDV 35401. Advanced Topics in Mesoamerican Language and Culture. 100 Units.
A seminar that considers recent research in the ethnography of language in the Mesoamerican region (especially Guatemala and southern Mexico). The course is intended for advanced students with prior experience studying the indigenous languages and cultures of the region through coursework and/or fieldwork. Class effort will be devoted to reading and discussion of selected contemporary ethnographic works, complemented by a few relevant classics. The substantive foci will vary over time but may include language standardization, multilingualism, language socialization, and aspects of the broader communicative ecology including migration, missionization, nonverbal communication, and new media. Special attention will be given to the place of community-based fieldwork in a contemporary context that increasingly demands both narrower topical and broader contextualizing perspectives (whether these be historical, regional, or global).
Equivalent Course(s): LACS 35401

CHDV 35500. Science of Aging. 100 Units.
Discussion based course examining the psychological, biological, and social processes of adult development.

CHDV 35599. Qualitative Analysis with MAXQDA: Interpretive Frameworks, Coding Techniques, and Quality Criteria. 100 Units.
This course is designed to provide students with the opportunity to work with and analyze qualitative data from a variety of data collection methods and approaches to analysis. Following a brief overview of the interpretive frameworks, analytic strategies, and ethics in qualitative inquiry, the course focuses on coding, content and thematic analysis, discourse analysis and mixed methods with MAXQDA.
Equivalent Course(s): CHDV 25599

CHDV 36008. Principles and Methods of Measurement. 100 Units.
Accurate measurement of key theoretical constructs with known and consistent psychometric properties is one of the essential steps in quantitative social and behavioral research. However, measurement of phenomena that are not directly observable (such as psychological attributes, perceptions of organizational climate, or quality of services) is difficult. Much of the research in psychometrics has been developed in an attempt to properly define and quantify such phenomena. This course is designed to introduce students to the relevant concepts, principles, and methods underlying the construction and interpretation of tests or measures. It provides in-depth coverage of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods. Such understanding is essential for rigorous practice in measurement as well as for proper interpretation of research. The course is highly recommended for students who plan to pursue careers in academic research or applied practice involving the use or development of tests or measures in the social and behavioral sciences.
Equivalent Course(s): SOSC 26008, SOSC 36008, CHDV 26008, PSYC 28962

CHDV 36012. Race in Science and Medicine from 1800 to the Present. 100 Units.
This interdisciplinary course will explore the ways in which scientists have studied and theorized race from the 18th century onward. We will start with Linnaeus’s racial classification and the 18th and 19th century anthropological study of skulls and bones, move to the 20th century study of genetic human variation, and end with the use of racial categories in biomedical research today. How have practices and theories of studying human diversity changed and persisted over time? The course will highlight the problematic and contentious nature of these studies by analyzing their colonial contexts, the UNESCO critiques after World War II, and current-day comments on race and science in newspaper articles and podcasts (transcripts available on course website). Together, we will reflect on how historical knowledge can assist in tackling complex issues surrounding race, science, and bias in societies today and in the past. As a final assignment, students will, in groups, develop a podcast episode on a topic relevant to the course in groups.
CHDV 36055. Race, Ethnicity, Language, and Citizenship in the United States. 100 Units.
This course is intended to help students make sense of the current discourse on diversity and inclusion/exclusion from a historical perspective. They will be trained to read critically the evolution of political discourse on citizenship in the United States since the American Revolution. They will learn to detect the role of shifting interpretations of race and ethnicity, after that of European nationality, in determining who is (not) a (full) citizen. For instance, who counted as "American" in the early stages of the Republic? Why were Native Americans and (descendants of) forced immigrants from Africa excluded at the outset? How did English become the unofficial language of American citizenship and inclusion? What factors favored its rise and drove to extinction the competing European national languages?
Equivalent Course(s): RDIN 26050, LING 36050, CHDV 26050, LING 26050

CHDV 36069. Scientific Childhood. 100 Units.
The first half of the twentieth century was a period of intensified focus and progressive thinking regarding the rights, development, and well-being of children as interests of utmost importance to all society. This focus was marked, inter alia, by concerted efforts to apply the methods of modern science to the investigation of childhood, efforts that in turn forever changed the way we understand, raise, and educate children. This seminar will revisit the lives of children who had served as subjects of observation and experiment from the 1880s to the 1950s, and whose childhood experiences (their emotions, thoughts, and games; their family lives and institutional realities) had shaped the central dogmas of developmental psychology, as well as our ideas about normality. The course takes a biographical approach to the history of science, but rather than focus on the careers of scientists and doctors, delves into the stories of their objects of study, from the Bostonian first graders who answered G. Stanley Hall’s pioneering survey to the 44 “juvenile thieves” who had informed John Bowlby’s influential attachment theory.
Equivalent Course(s): CHSS 36069, KNOW 36069, EDSO 36069, HLTH 26069

CHDV 36078. Normal People. 100 Units.
Worrying about what’s normal and what’s not is an endemic feature of both our popular and scientific cultures. Is my intelligence above average? What about my height? Should I be feeling this way? Is there a pill for that? People seem to have always been concerned with fitting in, but the way of describing the general run of practices and conditions as “normal” is a rather recent phenomenon; testament to the vast influence of the modern human sciences on how we understand ourselves and others. This seminar will offer a broad historical overview of the ways that group behaviors and individual traits - bodily, moral, intellectual - were methodically described and measured in the past 200 years. We will become acquainted with the work of sociologists and anthropologists, psychiatrists and psychologists, polling experts and child development specialists, and ask about the kinds of people their efforts brought into being, from sexual perverts to the chronically depressed. The course will focus on the scientific theories and techniques used to distinguish the normal from the pathological, together with the new social institutions that translated this knowledge into forms of control. We will read Émile Durkheim on suicide rates and Cesare Lombroso on born criminals; learn about IQ tests and developmental milestones; and consider whether, with the advent of personalized medicine and self-data, we have indeed reached the “end of average.”
Equivalent Course(s): CHSS 40255, CHSS 36078, HIIPS 26078, HIIPS 26078, IRHU 20009, KNOW 36078, HLTH 26078

CHDV 36200. Signs of Crisis: Ethnographies of Self and Society in Turbulent Times. 100 Units.
Societies and “selves” make each other up. Under ordinary circumstances, we know intuitively what it means to live in the world. We don’t think much about it, though, until things start falling apart. Maybe you suffer a trauma or an environmental disaster hits. Maybe the political system you took for granted all these years collapses, or from one day to the next, your money loses all of its value. In moments like these, and only in retrospect, your “life” and “the world” become coherent things you can talk about, as in, “My life is falling apart,” or, “This must be the end of the world as we know it.” Going further, you might wonder, “What is a world, exactly? What is it composed of? And now, as it is falling apart, how do we begin to imagine, and plan for, a new kind of future?”
Equivalent Course(s): CHDV 26200, ANTH 29000

CHDV 36206. 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.
Equivalent Course(s): CHDV 26206

CHDV 36455. Relationships and Health: The Need to Belong. 100 Units.
This seminar will explore the theory that the need to belong is a fundamental human motivation. In our discussions of relevant psychology journal articles, we will examine the connections between relationships and health, how the need to belong is related to empathy, reactions to rejection, and substitutes for belonging.
Equivalent Course(s): MAPS 26455, PSYC 36455, MAPS 36455

CHDV 36655. Advanced Topics in Epigenetics of the Brain. 100 Units.
Once considered a domain of cancer, we now recognize that epigenetic processes affect neurodevelopment, cognitive processes, mental disorders, and behavior. Epigenetic mechanisms are those that alter the function of the genome without altering the base sequence of genomic DNA (the As, Cs, Ts, and Gs we are familiar
with), thus can be flexibly modified in response to the environment. In this seminar, we will explore a variety of epigenetic modifications, consider how they encode personal and transgenerational experiences, and examine how they direct brain function and behavior. Behavior can be understood on multiple levels and timescales; we will employ knowledge from the emerging field of epigenetics to shed more light into the black box of behavior.

Equivalent Course(s): PSYC 36655

**CHDV 36700. Language and Technology. 100 Units.**

This course is concerned with the complex cultural dynamics we are immersed in as users of language and technology. Exploring those dynamics, we will ask questions fundamental to the field of linguistic anthropology, like: Who am I, and how do I know for sure? How do I glean information from my environment, and how do my information-seeking activities generate information for others? What is “context”? How are competing contexts generated, activated, or contested, and by whom? How is the rapid and ongoing substitution of channels (e.g. visual, auditory, proprioceptive) consequential for how we live and what we do? How are the messages we send out transmitted, diverted, twisted, or missed entirely, and to what end? Each week, an over-arching question like this will be introduced in readings and a short lecture, along with a set of key concepts, which students will apply in thinking about the environments with which they are most familiar. Students will have opportunities to explore connections that interest them through a range of discussion-based activities in class and in a final project, which may take one of many forms.

Equivalent Course(s): CHDV 26700, ANTH 26700

**CHDV 37100. Literature, History, Science & Philosophy: the Novel of Ideas. 100 Units.**

This is an interdisciplinary course that explores, from a historical perspective, how ideas from science and philosophy can be expressed, articulated through artistic form in a particular literary genre called "novel of ideas."

**CHDV 37201. Language In Culture I. 100 Units.**

The first quarter of the two-quarter Language in Culture sequence introduces a number of analytic concepts developed out of the study of "language" and its limits. We begin with the study of "interaction order" in its multifunctional complexity, teasing out its constitution through the real-time unfolding of indexical (pragmatic) and reflexive (metapragmatic) signs/functions as coherent "text." We use this attention to the dialectics of indexicality and its various implications to investigate various problematics in the philosophy of language (reference, performativity), linguistics (poetics, grammatical sense, variation, register), and sociocultural anthropology (racialization, relativization, subjectivity/identity, temporality, institutionalization).

Equivalent Course(s): LING 31100, PSYC 47001, ANTH 37201

**CHDV 37202. Language in Culture II. 100 Units.**

This is the second part of a two-quarter sequence on the role of language in social life. Building on the first quarter’s focus on the interaction order, this quarter explores how ideologies regiment and reflexively mediate between discursive/expressive practices of the interaction order and the wider organization of social life. How are people’s ideas about ways of speaking and modes of expression shaped by their social positions and values? And how do their ideas shape interaction and vice versa? How is difference, in language and in social life, made - and unmade? How and why are some differences persuasive as the basis for action, while other differences are ignored or erased? The course proposes that ideologies are neither true nor false, they are positioned and partial - and unmade? How and why are some differences persuasive as the basis for action, while other differences are ignored or erased? The course proposes that ideologies are neither true nor false, they are positioned and partial visions of the world, relying on comparison and perspective; they exploit differences in expressive features - linguistic and otherwise - to construct convincing images of people, spaces and activities in sociopolitical processes.

Equivalent Course(s): LING 31200, ANTH 37202, PSYC 47002

**CHDV 37250. Psychological Anthropology. 100 Units.**

This course traces the development of the field of psychological anthropology and critically reviews the various paradigms adopted by psychological anthropologists. In our discussions, we will draw examples from different cultural contexts to critically examine the relationship between culture and psychological functioning. By the end of the quarter, you will develop an insightful understanding of the cultural sources of the self, mind, behavior, and mental health as well as a substantial knowledge of the field of psychological anthropology.

Equivalent Course(s): HLTH 27250, HIPS 27250, CHDV 27250, ANTH 24321

**CHDV 37501. Sexual Selection. 100 Units.**

A discussion and critical analysis of sexual selection. The course will consist of lectures, reading and discussion.

Equivalent Course(s): ECEV 37500, EVOL 37500

**CHDV 37802. 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).
CHDV 37860. History of Evolutionary Behavioral Sciences. 100 Units.
This course will consist in lectures and discussion sessions about the historical and conceptual foundations of evolutionary behavioral sciences (evolutionary anthropology, evolutionary psychology, ethology, comparative behavioral biology), covering the period from the publication of Charles Darwin's The Origin of Species up to the present day. Topics will include new theoretical developments, controversies, interdisciplinary expansions, and the relationships between evolutionary behavioral sciences and other disciplines in the sciences and the humanities.
Equivalent Course(s): HIPS 27860, CHDV 27860, HLTH 27860, CHSS 37860, KNOW 27860

CHDV 37861. Darwinism and Literature. 100 Units.
In this course we will explore the notion that literary fiction can contribute to the generation of new knowledge of the human mind, human behavior, and human societies. Some novelists in the late 19th and early 20th century provided fictional portrayals of human nature that were grounded into Darwinian theory. These novelists operated within the conceptual framework of the complementarity of science and literature advanced by Goethe and the other romantics. At a time when novels became highly introspective and psychological, these writers used their literary craftsmanship to explore and illustrate universals aspects of human nature. In this course we read the work of several novelists such as George Eliot, HG Wells, Joseph Conrad, Jack London, Yuvgeny Zamyatin, Leopold von Sacher-Masoch, Italo Svevo, and Elias Canetti, and discuss how these authors anticipated the discoveries made decades later by cognitive, social, and evolutionary psychology.
Equivalent Course(s): HIPS 24921, CHDV 27861, KNOW 31418, HIST 24921, CHSS 34921

CHDV 37950. 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.
Equivalent Course(s): PSYC 27950, CHDV 27950, ECON 14810, PSYC 37950

CHDV 38301. Disability and Design. 100 Units.
Disability is often an afterthought, an unexpected tragedy to be mitigated, accommodated, or overcome. In cultural, political, and educational spheres, disabilities are non-normative, marginal, even invisible. This runs counter to many of our lived experiences of difference where, in fact, disabilities of all kinds are the "new normal." In this interdisciplinary course, we center both the category and experience of disability. Moreover, we consider the stakes of explicitly designing for different kinds of bodies and minds. Rather than approaching disability as a problem to be accommodated, we consider the affordances that disability offers for design. This course begins by situating us in the growing discipline of Disability Studies and the activist (and intersectional) Disability Justice movement. We then move to four two-week units in specific areas where disability meets design: architecture, infrastructure, and public space; education and the classroom; economics, employment, and public policy; and aesthetics. Traversing from architecture to art, and from education to economic policy, this course asks how we can design for access.
Equivalent Course(s): HLTH 28301, MUSI 35719, MAAD 28300, BPRO 28300, MUSI 25719, CHDV 28301

CHDV 38950. The Development of Communicative Competence. 100 Units.
This course examines the emergence of communicative skills in humans. We will focus on how children glean information about language structure and language use from their home environments. We will also discuss the proposed cognitive and evolutionary roots of communicative behaviors, with a focus on current gaps in our knowledge and possible pathways forward. The course will consider these issues from multiple perspectives including linguistics, psychology, and linguistic anthropology. We will also briefly cover a range of methods associated with these different areas of study. It is expected that, by the end of the course, you should be able to think and write critically about how human communication and human language are intertwined in both adults and children.
Equivalent Course(s): EDSO 38950, PSYC 38960, LING 38951

CHDV 38990. Muslims in the United States. 100 Units.
Muslim migration to the United States and Western Europe proliferated in the last quarter of the 20th Century, and Islam has been a visible (and controversial) presence in these societies ever since. Though internally varied by race, ethnicity, national origins, sect and class positionality, Muslim communities have faced homogenizing narratives rooted in orientalist frameworks. As Islam continues to be a site of conflict in geopolitical struggles, these frameworks have reproduced themselves into the twenty-first century. This course will use an intersectional and critical lens to examine the issues facing Muslims in the United States and Western Europe on both macro and micro levels. One third of the course will cover the interactions between Muslim communities and their "host societies" vis-a-vis the state, mass media, and public opinion. Another third of the course will delve into issues of socioeconomic mobility and cultural assimilation, Finally, the last third will show how these macro concepts influence the everyday lived experiences of Muslims in these contexts. This is a
seminal concepts of race, class, gender and intersectionality.
Equivalent Course(s): CRES 38990, GSNE 28990, GSNE 38990, ISLM 38990, CHDV 28999, SOCI 30324

CHDV 39301. Qualitative Research Methods. 100 Units.
In this course, students will learn and practice a range of qualitative research methods with a focus on ethnography, person-centered interviewing, narrative analysis, and involved interviewing. Through engaging with these different methods, students will discuss the usefulness and limitations of each method. Students will connect one or more of these methods to a particular research question by designing, completing, and writing up a research project using the methods discussed. Readings for the course will include both those explicitly about methods and some examples of different qualitative approaches to research.

CHDV 39701. Introduction to Buddhism. 100 Units.
This course will be an introduction to the ideas and meditative practices of the Theravada school of South and Southeast Asian Buddhism, from ancient to modern times. It will study both classical texts and modern ethnography.
Equivalent Course(s): SALC 39700, HREL 39700, SALC 29700, CHDV 29701, RLST 26150

CHDV 39900. Readings: Comparative Human Development. 100 Units.
Independent reading and research course with faculty.

CHDV 40000. HD Concepts. 100 Units.
Our assumptions about the processes underlying development shape how we read the literature, design studies, and interpret results. The purpose of this course is two-fold in that, first, it makes explicit both our own assumptions as well as commonly held philosophical perspectives that impact the ways in which human development is understood. Second, the course provides an overview of theories and domain-specific perspectives related to individual development across the life-course. The emphasis is on issues and questions that have dominated the field over time and, which continue to provide impetus for research, its interpretation, and the character of policy decisions and their implementation. Stated differently, theories have utility and are powerful tools. Accordingly, the course provides a broad basis for appreciating theoretical approaches to the study of development and for understanding the use of theory in the design of research and its application. Most significant, theories represent heuristic devices for “real time” interpretations of daily experiences and broad media disseminated messages.

CHDV 40001. Introduction to Department of Comparative Human Development. 100.00 Units.
The course is mandatory for First and Second year doctoral students in the Department of Comparative Human Development, and it is strongly recommended for more advanced doctoral students in CHD. This course will meet once a month for the entire academic year. One faculty member per month will be responsible for facilitating/discussing their own research and approach to CHD concepts. Grading for the course is dependent on attendance and the active participation of the student. Students are required to register for the course in Autumn, Winter and Spring quarters of first year and grading and credit will be given in the Spring quarter only.

CHDV 40102. Advanced Topics in Causal Inference. 100 Units.
This course provides an in-depth discussion of selected topics in causal inference that are beyond what are covered in the introduction to causal inference course. The course is intended for graduate students and advanced undergraduate students who have taken the intro course and want to extend their knowledge in causal inference. Topics include (1) alternative matching methods, randomization inference for testing hypothesis and sensitivity analysis; (2) marginal structural models and structural nested models for time-varying treatment; (3) Rubin Causal Model (RCM) and Heckman’s scientific model of causality; (4) latent class treatment variable; (5) measurement error in the covariates; (6) the M-estimation for the standard error of the treatment effect for the use of IPW; (7) the local average treatment effect (LATE) and its problems, sensitivity analysis to examine the impact of plausible departure from the IV assumptions, and identification issues of multiple IVs for multiple/one treatments; (8) Multi-level data for treatment evaluation for multilevel experimental designs and observational designs, and split-over effect; (9) Nonignorable missingness and informative censoring issues.
Equivalent Course(s): MACS 52000, SOCI 40202

CHDV 40110. Color, Ethnicity, Cultural Context, and Human Vulnerability. 100 Units.
The specific level of vulnerability may vary across the life course; nevertheless, all humans are vulnerable and, thus, unavoidably possess both risks and protective factors. The level and character of human vulnerability matters and has implications for physical health, psychological well being, the character of culture, and mental health status. The balance between the two (i.e., risks and protective factors) can be influenced by ethnic group membership and identifiability (e.g., skin color). The cultural contexts where growth and development take place play a significant role in life course human development. As a globally admired cultural context with a particular national identity, one of America’s foundational tenets is that citizenship promises the privilege of freedom, allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges. The implied identity frequently allows access to social benefits, and holds sacred the defense of rights. Our centuries-old cultural context and national identity as a liberty-guaranteeing democracy also presents challenges.
concerning the social tolerance of human diversity. Given the shared status of human vulnerability, the course unpacks and analyzes how differences in ethnicity, skin color, and other indicators of group membership impact vulnerability and opportunity for diverse groups. Specifically, the course analyzes the balance between risk level and protective factor presence and examines the consequent physical health status, psychological well-being, and mental health outcomes for its dissimilar citizens. The course especially emphasizes the American cultural context but, in addition, highlights the unique experiences of ethnically varied individuals developing in multiple cultural contexts around the globe.

Equivalent Course(s): CRES 40110

CHDV 40112. Sem: Health and Society. 100 Units.
A long and healthy life is a widely sought after human goal. But not everyone has equal chances of achieving this goal. This course focuses on the role played by society in differential access to physical, psychological, cognitive health and well-being. We will discuss the role of parental characteristics and childhood circumstances in later-life health, differences in health and well-being for men and women, for racial and ethnic groups, by characteristics of our neighborhoods and communities, and by regions or countries. Each class meeting we will read and discuss three or four journal articles or sections of a book, with class participants presenting each reading, summarizing it, and then critiquing it. The class will then discuss. We will add to and subtract from the readings to match the interests of participants on each topic; the syllabus will list readings as a starting point for this process.

Equivalent Course(s): GNSE 50112, SOCI 50112

CHDV 40128. Sociology of Education. 100 Units.
Education plays a fundamental role in society, both because it determines individuals’ life chances and because it has the power to reproduce or ameliorate inequality in society. In this course, we will discuss theoretical and empirical research that examines how schools both perpetuate socioeconomic inequality and provide opportunities for social mobility. We will pay particular attention to the role of schools in the intergenerational transmission of social status, especially based on race, class, gender, and immigrant status and with an emphasis on the U.S. We will also discuss the social side of schools, delving into (1) the role of adolescent culture(s) in youths’ educational experiences and human development and (2) social psychological aspects of schooling. Schools are the primary extra-familial socializing institution that youth experience; thus, understanding how schools work is central to understanding the very structure of societies as well as the transition from childhood to adulthood.

Equivalent Course(s): SOCI 40225, EDSO 40128

CHDV 40192. Seminar: The Family. 100 Units.
This seminar will focus on classic and current readings on the family, including the family as an institution, changes in family structure and function, new family forms, cohabitation, marriage, union dissolution, fertility, sexuality, working families, intergenerational relations, and family policy. We will discuss the readings for the week, with a focus on evaluating both the research and the ideas. Students will develop a research project on the family and prepare a paper outlining the project, providing a theoretical framework, background, hypotheses and approach. This might serve as the basis for a qualifying paper.

Equivalent Course(s): SOCI 40192

CHDV 40203. Youth of the Great Recession. 100 Units.
This research seminar is designed for graduate students who are eager to investigate how the Great Recession in the past decade has affected the life course trajectories of people, especially children and youth, in various demographic groups defined by the intersections of social class, race/ethnicity, gender, and urbanisity. Dramatic changes in the economic context have posed challenges to individuals, families, and communities to various degrees, which offer opportunities to revisit and possibly revise theories about human development. The class will raise big questions substantiated by the literature and will ask specific questions for empirical investigation. These questions will then evolve into research projects to be carried out collectively or individually through analyzing large-scale longitudinal data sets. The process will involve discussions of appropriate research designs, development of data analytic plans, and interpretations of empirical evidence. Throughout the course, students will receive hands-on training on how to write an empirical paper for an academic journal. Students are expected to produce single-authored or co-authored manuscripts at the end of the course. Pre-requisites for this course are at least one and preferably two applied statistics courses.

Equivalent Course(s): SOCI 40226

CHDV 40207. Development in Adolescents. 100 Units.
Adolescence is a period of rapid growth and development irrespective of circumstances, contextual conditions and supports; thus, it represents both significant challenges and unique opportunities. The conceptual orientation taken acknowledges the noted difficulties but also speculates about the predictors of resiliency and the sources of positive youth development achieved. The course delimites the developmental period’s complexity made worse by the many contextual and cultural forces due to socially structured conditions; that fact interact with youths’ unavoidable and unique meaning-making processes. As a function of some youths’ privileging circumstances versus the low resource and chronic conditions of others, both coping and identity formation processes are emphasized as highly consequential. Thus, stage specific developmental processes are explored for understanding gap findings for a society’s diverse youth given citizenship requirements expected of all. In sum, the course presents the experiences of diverse youth from a variety of theoretical perspectives.
The strategy improves our understanding about the "what" of human development as well as dynamic insights about the "how" and "why." Ultimately, the conceptual orientation described is critical for 1) designing better social policy, 2) improving the training and support of socializing agents (e.g., teachers), and 3) enhancing human developmental outcomes (e.g., resilient patterns).

Equivalent Course(s): EDSO 40207, CRES 40270

CHDV 40213. Adolescent Society. 100 Units.
While the manifest function of schools is to provide an education, schools also serve as the primary extra-familial socializing institution during adolescence. This social side of school is quite important to youth development. Indeed, it is within this adolescent society that youth explore their identities, engage in risky or prosocial behaviors, form important social relationships, and learn values and ideals that can shape their long-term educational and occupational trajectories as well as their mental and physical health. In this course, we examine the role that the adolescent society plays in youth development, from early adolescence through early adulthood and from middle school through college contexts.

CHDV 40301. Topics in Medical Anthropology. 100 Units.
Over the past two decades, the field of "global health" has become the dominant narrative and organizing logic for interventions into health and well-being worldwide. This seminar will review theoretical positions and debates in anthropology, focusing on the decolonizing global health movement. Divergent historical legacies of colonialism and racism, institutionalized forms of structural violence, and modern-day extractive capitalism have resulted in stark global inequities, which currently stand at shockingly unprecedented levels. This seminar offers a critical lens to rethink our contemporary global health's logic and practice by considering other histories and political formations, experiences, and knowledge production systems. This seminar opens up a space for generative dialogue on the future directions of what constitutes health, equity, and aid, and whether social justice is or should be the new imperative for action.

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

CHDV 40310. 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.

Equivalent Course(s): CHDV 20310

CHDV 40400. Inequality in Education: Theory, Policy and Practice. 100 Units.
Problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. This course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood.

Equivalent Course(s): EDSO 20499, CHST 20499, CRES 20499, EDSO 30499, CHDV 20499

CHDV 40404. Computation and the Identification of Cultural Patterns. 100 Units.
Culture is increasingly becoming digital, making it more and more necessary for those in both academia and industry to use computational strategies to effectively identify, understand, and (in the case of industry) capitalize on emerging cultural patterns. In this course, students will explore interdisciplinary approaches for defining and mobilizing the concept of "culture" in their computational analyses, drawing on relevant literature from the fields of Anthropology, Psychology, and Sociology. Additionally, they will receive hands-on experience applying computational approaches to identify and analyze a wide range of cultural patterns using the Python programming language. For instance, students will learn to identify emerging social movements using social media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases.

Equivalent Course(s): MACS 40400, PSYC 40460, MACS 20400, MAPS 40401

CHDV 40770. Early Childhood: Human Capital Development and Public Policy. 100 Units.
The goal of this course is to introduce students to the literature on early childhood development and explore how an understanding of core developmental concepts can inform social policies. Our substantive foci will be on early childhood poverty, the role of parenting and the home environment in shaping children's development, and the evidence base for intervention in early childhood for economically disadvantaged children. The course will cover evidence from neuroscience, psychology, economics, sociology, and public policy as it bears on these questions. In particular, we will explore how the social 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 discuss 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.

Equivalent Course(s): PPHA 40700, PSYC 40710
CHDV 40900. Behavioral Ecology. 100 Units.
This graduate seminar will explore current advances of animal social behaviors in their natural contexts, including theoretical and methodological approaches. Format will include reading and analysis of empirical and review articles, as well as an oral presentation on a topic of interest to the student. We will meet once a week. 
Equivalent Course(s): EVOL 40900

CHDV 41451. Evolutionary Psychology. 100 Units.
This course explores human social behavior from the perspective of a new discipline evolutionary psychology. In this course we will read and discuss articles in which evolutionary theory has been applied to different aspects of human behavior and social life such as: developmental sex differences, cooperation and altruism, competition and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion, parenting and child abuse, language and cognition, and psychological and personality disorders. 
Equivalent Course(s): CHDV 27850, PSYC 41450

CHDV 41601. Seminar in Language Development. 100 Units.
Undergraduates should register for PSYC 23200. Psychology and Linguistics doctoral students should register for PSYC 43200. 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). 
Equivalent Course(s): PSYC 43200

CHDV 41603. Advanced Seminar in Developmental Psychology. 100 Units.
This is an introductory course for graduate students in developmental psychology. Topics in biological, perceptual, cognitive, social, and language development will be covered. This course will satisfy one of Psychology graduate students' core course requirements. 
Equivalent Course(s): PSYC 40500

CHDV 41900. Advanced Topics in Language, Culture and Thought. 100 Units.
This course examines more intensively one or more of the topics discussed in CHDV 31901, Language, Culture, and Thought. Typically the course will concern the relationship between language developments in middle childhood and the emergence of higher order social and intellectual skills. Among the topics to be considered will be the role of language advances (e.g., reported speech, narrative structure, metapragmatics, etc.) in relation to cognitive growth (formal reasoning, theory of mind, etc.) especially as these relationships are mediated through institutional structures (e.g., education, standard language, etc.). Readings will include a mix of basic theory, contemporary literature reviews, and case studies. 
Equivalent Course(s): ANTH 47605, PSYC 41901

CHDV 41920. The Evolution of Language. 100 Units.
This course is designed to review critically some of the literature on the phylogenetic emergence of Language, in order to determine which questions have been central to the subject matter, which ones have recurred the most, and to what extent the answers to these are now better informed. The class will also review new questions such as the following: What is the probable time of the emergence of modern language(s)? Should we speak of the emergence of Language or of languages, in the plural? 
Equivalent Course(s): CHSS 41920, LING 21920, PSYC 41920, EVOL 41920, ANTH 47305, LING 41920, CHDV 21920

CHDV 42214. Ethnographic Writing. 100 Units.
This course is intended for qualitative, anthropologically oriented graduate students engaged in the act of ethnographic writing, be it a thesis, a prospectus or an article. The course is organized around student presentations of work in progress and critical feedback from course participants. It is hoped that each participant will emerge from the course with a polished piece of work. Only graduate students will be admitted and consent of the instructor is mandatory. 
Equivalent Course(s): ANTH 53520

CHDV 42300. Development through the Life Course. 100 Units.
This course explores the biological and social patterning of lives from infancy through old age. Readings will include class and contemporary theory and research related to varied stages of the life course. Discussion will focus on paradigmatic themes in life course development such as: the social situation of lives in time and place, the interconnectedness of lives and generations, the nature of developmental transitions, the timing of life experiences, and the continuity of lives through time. Examples will be drawn from populations of traditional concern within social welfare policy and social work practice. 

CHDV 42350. Development Over Life Course. 100 Units.
This course explores the biological and social patterning of lives from infancy through old age. Readings will include class and contemporary theory and research related to varied stages of the life course. Discussion will focus on paradigmatic themes in life course development such as: the social situation of lives in time and place, the interconnectedness of lives and generations, the nature of developmental transitions, the timing of life experiences, and the continuity of lives through time. Examples will be drawn from populations of traditional concern within social welfare policy and social work practice.
CHDV 4201-4202. Trial Research in Human Development - I-II.
This course is taken in the Spring quarter of the first year, and again in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.

Equivalent Course(s): SSAD 50400

CHDV 4201. Trial Research in Human Development I. 100 Units.
This course is taken in the Spring quarter of the first year, followed by part II in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.

CHDV 4202. Trial Research in Human Development II. 100 Units.
Second in required Trial Research Seminar sequence. This course is taken in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.

CHDV 4250. Theory, Method & Evidence: Finding Persons in the Social. 100 Units.
This course introduces students to the processes of examining relationships among theory, evidence, and method in contemporary social science with a particular focus on writings from sociology, social psychology, and developmental psychology. To situate our focus on theory, evidence, and method we will also draw upon history of science and philosophy of science so we can better understand how we produce knowledge via research on people. The construction of person has taken place over the last century, which is a central idea to psychology, sociology and all social sciences. We will examine what social/psychological theory aims to be, what counts as such a theory; relationships between quantitative and qualitative methods; how we produce knowledge via surveys, interviews, ethnographies, and experiments; and how we make evidence (e.g., functional magnetic resonance imaging is evidence of what?). The aim of the course is to better situate students to the range of relevant understandings of social theory, social methods, and social evidence. Doing so puts students in the position to consider evidence from a multitude of perspectives leading to clearer formulations and examinations of the social world (e.g., guides on writing research proposals). Further, students will then consider what the examined relationships mean for social science in an age of changing politics of knowledge, including considerations of the replication crisis in the social sciences, particularly psychology.
Equivalent Course(s): MAPS 41501, SOCI 30333, PSYC 39019, CHDV 22550

CHDV 43248. Research Methods in Behavior and Development. 100 Units.
In this graduate seminar we will discuss research design, experimental methods, statistical approaches and field techniques. Other topics will be covered depending on participant interests, such as acoustic analyses, ethogram development, event recorders, spectrophotometers, marking methods, spatial analyses and grant-writing strategies. The course is primarily designed for studies of non-human animals, although studies of human behavior, especially developmental studies, will be addressed.
Equivalent Course(s): CHDV 23204, EVOL 43248

CHDV 43250. Readings in Language Acquisition. 100 Units.
How do children learn language? This seminar will explore different ways in which the mind, body, and world constrain how language is acquired and processed. The readings include (but are not limited to) two books: "Creating language: Integrating evolution, acquisition, and processing" by Christiansen & Chater; and "Rethinking Innateness" by Elman et al."
Equivalent Course(s): PSYC 43250

CHDV 43255. Assembling the Biosocial. 100 Units.
Over recent decades research in the life sciences has increasingly drawn attention to the ways in which processes taking place outside "the body proper" profoundly shape the materializations of health and illness. Rather than understanding brains or genes as determinative and relatively immutable templates for human bodies and behaviors, researchers working on neuroplasticity and epigenetics have increasingly focused on understanding how social and material environments and experiences "get under the skin." While many social scientists have welcomed these developments as validating long-held views about the social determination of health and illness, others have warned these seemingly paradigmatic shifts may only lead to new forms of reductionism. Perhaps most fundamentally, such emergent research has been described as the grounds for a renewed biosocial research agenda or for the rethinking of interdisciplinary work between the life and social sciences. This course traces both the discussions and their historical background, addressing topics including: the nature/culture distinction in...
anthropology, conceptualizations of "plasticity," "development," and "heredity" in the life and social sciences, and the forms of interdisciplinary exchange and conversation which biosocial research may require.

Equivalent Course(s): ANTH 40350

CHDV 43302. Illness and Subjectivity. 100 Units.
While anthropology and other social sciences have long explored the social and cultural shaping of the self and personhood, many scholars have recently employed the rubric of "subjectivity" to articulate the links between collective phenomena and the subjective lives of individuals. This graduate seminar will examine "subjectivity"- and related concepts-focusing on topics where such ideas have been particularly fruitful: illness, pathology and suffering. We will critically examine the terms "self," "personhood" and "subjectivity," and their relationship to one another. Additional literatures and topics covered may include: illness and narrative; healing and the self; personhood and new medical technologies.

Equivalent Course(s): ANTH 51305

CHDV 43303. Society and Mental Health. 100 Units.
Acquire a broad understanding of the central theoretical and empirical approaches to mental health and illness and society. Learn to critique the major assumptions of each major approach and understand their strengths and weaknesses. Identify at least one significant new research question related to the study of the sociology of mental health and illness.

Equivalent Course(s): SOCI 40224, GNSE 43303

CHDV 43335. Psychiatry and Society. 100 Units.
This course examines psychiatry as a social institution, an epistemological authority and a source of social ontology. It will trace the production, circulation and use of psychiatric knowledge from research to clinical practice. Moreover, the course will examine the complex relationships between psychiatric knowledge and its object: mental illness or psychopathology. Put in slightly different terms, we will look at the links between psychiatrists' professional accounts of mental illness and patients' first-hand experiences of it.

Equivalent Course(s): ANTH 45115

CHDV 43345. The Work of 'Care': Managing Life in the 21st Century. 100 Units.
In recent years it has become increasingly clear that the biopolitical project associated with the liberal polity has undergone radical transformation, and that these transformations have been accompanied by increasing social precarity in many parts of the world. In response to the unsettling of older ways of governing people and growing populations, anthropologists have increasingly begun to examine new, emergent ways of fostering life and belonging. This course will examine a range of such works in order to interrogate on the one hand, how governments or other bureaucratic entities may be reformulating their modes of governance and on the other, how people respond with new ways of belonging and care. Potential readings include texts by Anne Allison, Veena Das, Clara Han, Annemarie Mol, Elizabeth Povinelli, China Scherz, Lisa Stevenson, and others.

Equivalent Course(s): ANTH 45115

CHDV 43350. Gesture. 100 Units.
This course will examine the spontaneous movements that we produce when we talk--our gestures. We will first consider what gesture is (and is not), and then explore gesture in relation to communication, thinking, learning, action, and the brain, ending with an exploration of gesture as it becomes language, on-the-spot and over longer periods of time.

Equivalent Course(s): PSYC 43550

CHDV 43600. Processes of Judgement and Decision Making. 100 Units.
This course offers a survey of research on judgment and decision making, with emphasis placed on uncertainty and (intrapersonal) conflict. An historical approach is taken in which the roots of current research issues and practices are traced. Topics are drawn from the following areas: evaluation and choice when goals are in conflict and must be traded off, decision making when consequences of the decision are uncertain, predictive and evaluative judgments under conditions of uncertain, incomplete, conflicting, or otherwise fallible information.

Equivalent Course(s): PSYC 43600

CHDV 43660. Research Topics in Gesture and Learning I. 100 Units.
This course will explore how actions, particularly actions that are used to represent (i.e., gestures), can be used to promote learning in hearing and deaf learners. The course will also explore how gesture (hands used to convey information in a non-codified way) can be distinguished from sign language (hands used to convey information in a codified, linguistic way) at one level, and from action (hands used to manipulate objects and thus change the world in a direct way) at another level. Mechanisms underlying these effects will also be explored; for example,
how the hands direct attention and are processed in the brain during learning situations; how the hands change as they become more codified in an emerging language. Permission of the instructor required.
Equivalent Course(s): PSYC 43661

CHDV 43680. Topics in Language and Gesture. 100 Units.
The course will focus on a range of topics in language (discourse, narrative, turn-taking, conversational repair, etc.) and how they interact with co-speech and other nonverbal cues.
Equivalent Course(s): PSYC 43680

CHDV 43690. Topics in Action, Representation, and Gesture. 100 Units.
The course will focus on how movement of the body (including gesture) affects learning, information processing, and representation.
Equivalent Course(s): PSYC 43690

CHDV 43760. Sensitive Periods: How the Timing of Experience Alters Its Effect. 100 Units.
Sensitive periods are defined as phases in life when experience has the most effect on a particular brain system. Typically occurring during development, experience during sensitive periods has long-term implications for sensory processing, affective development, cognitive processes, and production of complex learned behavior such as language. We will combine an investigation of biological underpinnings with behavioral consequences of sensitive periods and ask questions such as: How are sensitive periods defined during development? Are sensitive periods for a variety of behaviors different or the same? How does experience intersect with the brain to encode and modify a sensitive period? Can we re-open sensitive periods after their normal end - and do we want to?
Equivalent Course(s): PSYC 43760, NURB 33760

CHDV 43901. Concepts in the Anthropology of Medicine. 100 Units.
This is a graduate level introduction to the anthropology of medicine. Students will focus on a number of foundational readings in the anthropology of medicine, with an emphasis on links to broader social and cultural theory. 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.
Equivalent Course(s): ANTH 40355

CHDV 44214. Gender, Health & Medicine. 100 Units.
From the day we are born til the day we die, we experience a gendered world that shapes our opportunities, our social interactions, and even our physical health and wellbeing. This course will provide an introduction to sociological perspectives on gender, physical and mental health, and medicine while also providing a deep interrogation of the social, institutional, and biological links between gender and health. We will discuss inequalities in morbidity, mortality, and health behaviors of women, men, and transgendered individuals from different race, ethnic, and class backgrounds, and we will use sociological concepts, theories, and methods to understand why these differences appear. Finally, we will examine how medicine as an institution and medical practices as organizations sometimes contribute to and combat gender inequality in health. By the end of the course, you will be familiar with social scientific perspectives on (1) gender, (2) mental and physical health, and (3) the practice of medicine, as well as some of the fundamental debates in current medical sociology and sociology of gender.
Equivalent Course(s): CRES 44214, SOCI 40221, GNSE 44214, PBHS 31414

CHDV 44300. Children and Youth Studies. 100 Units.
In this seminar, we will engage with concepts, theories, and research in children and youth studies, covering four broad themes. First, we will examine on "childhood" as a concept, which varies across cultural contexts and throughout history. Second, we will examine how social structure and institutions shape children's lives and debates around the agency of children. Third, we will study how the experiences of children and youth vary across different social and cultural contexts and along axes of inequality like race, class, gender, and immigration status. Fourth, we will consider contemporary social problems involving children's lives, such as the foster care system, schooling, child labor, youth culture, child migration, and social movements for and by children. As we read empirical works, we will focus both on appraising theory and findings and also discuss different methodological approaches that scholars use to conduct research with children and youth and the advantages and limitations of each. Class discussion will center around questions like, what do we mean by "childhood," "adolescence," and "youth," and what is at stake in these definitions? How have norms about children's role in society and the rights of children evolved over time? How do societal conceptions of childhood align/clash with the ways children actually live? How and by whom -parents, teachers, peers- are children socialized to become part of society? How do young people imagine their futures?
Equivalent Course(s): SOCI 30341

CHDV 44500. Language and Environment. 100 Units.
This seminar will explore the many ways that language influences and is influenced by the environment. Appropriate for those interested in the socio-cultural foundations of language and language-use, infrastructural dimensions of communication and interaction, and existence as semiotic.
Equivalent Course(s): ANTH 24501, ANTH 44501, CHDV 24500, LING 44500
CHDV 44599. Historical and Contemporary Issues in U.S. Racial Health Inequality. 100 Units.
This course explores persistent health inequality in the U.S. from the 1900s to the present day. The focus will be on racial gaps in urban health inequality with some discussion of rural communities. Readings will largely cover the research on Black and White gaps in health inequality, with the understanding that most of the issues discussed extend to health inequalities across many racial and ethnic groups. Readings cover the broad range of social determinants of health (socioeconomic status, education, access to health care, homelessness) and how these social determinants are rooted in longstanding legacies of American inequality. A major component of class assignments will be identifying emerging research and innovative policies and programs that point to promising pathways to eliminating health disparities.
Equivalent Course(s): HLTH 24599, CRES 24599, PBPL 24599, CHST 24599, RDIN 24599, CHDV 24599

CHDV 44700. Seminar: Topics in Judgment and Decision Making. 100 Units.
This course offers a survey of research on judgment and decision making, with emphasis placed on uncertainty and (intrapersonal) conflict. An historical approach is taken in which the roots of current research issues and practices are traced. Topics are drawn from the following areas: evaluation and choice when goals are in conflict and must be traded off, decision making when consequences of the decision are uncertain, predictive and evaluative judgments under conditions of uncertain, incomplete, conflicting, or otherwise fallible information.
Equivalent Course(s): PSYC 44700

CHDV 44770. Behavioral Epigenetics: Sml Change w/Big Effect on Brain/Behav. 100 Units.
Once considered a domain of cancer, we now recognize that epigenetic processes affect neurodevelopment, cognitive processes, mental disorders, and behavior. Epigenetic mechanisms are those that alter the function of the genome without altering the base sequence of genomic DNA (the As, Cs, Ts, and Gs we are familiar with), thus can be flexibly modified in response to the environment. In this seminar, we will explore a variety of epigenetic modifications, consider how they encode personal and transgenerational experiences, and examine how they direct brain function and behavior. Behavior can be understood on multiple levels and timescales; we will employ knowledge from the emerging field of epigenetics to shed more light into the black box of behavior.
Equivalent Course(s): PSYC 43770

CHDV 45100. Seminar: Anthropology of the Body. 100 Units.
Drawing on a wide and interdisciplinary range of texts, both classic and more recent, this seminar will variously examine the theoretical debates of the body as a subject of anthropological, historical, psychological, and medical and literary inquiry. The seminar will explore specific themes, for example, the persistence of the mind/body dualism, experiences of embodiment/alienation, phenomenology of the body, Foucauldian notions of bio-politics, biopower, queering the body, and the medicalized, gendered, and racialized body, among other salient themes.
Equivalent Course(s): CHSS 45125, GNSE 45112, ANTH 45125

CHDV 45401. The Anthropology of Disability. 100 Units.
What is disability as a category and experience and how do we study it conceptually and methodologically? Disability cuts across age, gender, class, caste, occupation, religion- or does it? 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. In the beginning of the course, we will develop a foundation from which to talk about local and global contexts as well as disability. We will consider issues of development, globalization, and transnationalism. 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 impermanence and we will critically evaluate the different models employed to think about disability. We will read both foundational disability studies texts and ethnographic work.
Equivalent Course(s): ANTH 45121

CHDV 45601. Moral Psychology and the Anthropology of Morality. 100 Units.
Three types of questions about morality can be distinguished: (1) philosophical, (2) psychological, and (3) epidemiological. The philosophical question asks, whether and in what sense (if any) "goodness" or "rightness" are real or objective properties that particular actions possess in varying degrees. The psychological question asks, what are the mental states and processes associated with the human classification of actions as moral or immoral, ethical or unethical. The epidemiological question asks, what is the actual distribution of moral judgments across time (developmental time and historical time) and across space (for example, across cultures). In this seminar we will read classic and contemporary philosophical, psychological, and anthropological texts that address those questions.
Equivalent Course(s): PSYC 44000

CHDV 45620. Anthropology of Migration and Travel. 100 Units.
This is NOT a survey course about the current state of "the Anthropology of Migration and Travel." Rather it considers how this field and its objects of study might be re/built out of the fragments of an eclectic group of scholarly interventions, only some of which claimed to have anything to do with the study of "migration" or "travel" as we have come to know it (read: push-pull, territorial nation-based, rights-oriented). The course proceeds by examining constituent elements or basic techniques for how one might go about assembling something that could pass as part of an "Anthropology of Migration and Travel" without falling into its various disabling conceptual traps (read: see read #1). The goal is to provide a kind of DIY kit for dreaming up and animating a future object of study that could shake up the field to your liking and likeness (hint: new cyborgs and monsters are welcome...). Readings will consist of a mix of ethnography, history and theory and
be organized into three parts: 1) Routes, Zones, Contact, 2) Planes, Trains, Automobiles and 3) Stranger, Guest, Enemy. The final session will be run as a design lab for discussing student works-in-progress.
Equivalent Course(s): ANTH 45620

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

CHDV 46460. Disability, Dependency, and the Good Life. 100 Units.
Disability studies is an interdisciplinary area of study that focuses on the experiences and representation of disability across multiple realms - including the social, environmental, cultural, regional, historical, economic and political. Additionally, with the emergence of increasingly sophisticated prenatal testing technologies and technological interventions such as cochlear implants, the binary between disabled and non-disabled is becoming increasingly porous: disability is both the new normal and a category ever more in flux. This course will take an anthropological approach to disability in exploring some of the foundational concepts utilized by disabled activists and communities both in the United States and internationally. We will explore the concepts of interdependency, accessibility, inclusion, participation, and justice as disabled actors in daily life mobilize them to both create livable worlds and to make claims of other individuals, organizations, and states. In doing so, we will consider the works of scholars writing about dependency and interdependency and we will consider the ethical stakes of different ethical moral, and political frameworks for thinking about disabled peoples' experiences.
Equivalent Course(s): ANTH 45120

CHDV 46661. Advanced Topics in Behavioral Genomics. 100 Units.
One of the great opportunities in this post-genome age is to use DNA to better understand behavior. It is increasingly obvious that the interactions between genes and behavior are complex. Thus, identifying meaningful connections between them requires careful consideration of both. This seminar course will use primary literature as a platform to consider how behavior is influenced by, and itself alters, the genome, including the epigenome. The course will cover examples from a variety of animals including humans, various methods for measuring the epigenome, genome and behavior, and the relevant neurobiology for each system.
Equivalent Course(s): PSYC 46661, NURB 36661

CHDV 47015. Scientific and Humanistic Contributions to Knowledge Formation. 100 Units.
In this course, we will explore whether the sciences and the humanities can make complementary contributions to the formation of knowledge, thus leading to the integration and unification of human knowledge. In the first part of the course we will take a historical approach to the issue; we will discuss how art and science were considered complementary for much of the 18th and 19th century (for example, in the views and work of Wolfgang Goethe), how they became separate ('the two cultures') in the middle of the 20th century with the compartmentalization of academic disciplines, and how some attempts have recently been made at a reunification under the concept of 'consilience'. In the second part of the course, we will focus on conceptual issues such as the cognitive value of literature, the role of ideas in knowledge formation in science and literature, the role of creativity in scientific and literary production, and how scientific and philosophical ideas have been incorporated into literary fiction in the genre known as 'the novel of ideas'. As an example of the latter, we will read the novel 'One, No One, and 100,000' (1926) by Luigi Pirandello and discuss how this author elaborated and articulated a view of the human persona (including issues of identity and personality) from French philosophers and psychologists such as Henri Bergson and Alfred Binet.
Equivalent Course(s): KNOW 47015, SCTR 47015, KNOW 28015, HIPS 27515, CHDV 27015, CHSS 47015

CHDV 47300. Doing Multimodal Discourse Analysis, from Interaction to Media Textuality. 100 Units.
Linguistic Anthropology Practicum / Projects in the Linguistics Laboratory
Equivalent Course(s): LING 57300, ANTH 57300

CHDV 47700. Philosophical Foundations of Linguistic Anthropology. 100 Units.
In this graduate seminar we explore the philosophical and epistemological foundations of linguistic anthropological thought, with a specific focus on methodology. We read primary texts in the (post)Enlightenment
analytic tradition, American pragmatism, and phenomenology alongside the linguistic anthropological tradition to clarify why the methodological, analytic, and theoretical discourse of contemporary linguistic anthropology (what questions we ask after, or don’t; how we pose them and study them; and what principled positions the field has staked) has taken the form it has. Topics may include categoriality and empirical knowledge; mediation and semiotic realism; linguistic relativity; causality, contingency, and temporality; interpretation and experience; reflexivity; and the unconscious, among others.

Equivalent Course(s): ANTH 57705

CHDV 48201. Third Year Seminar. 100 Units.
This seminar is designed to assist graduate students towards a successful completion of their third-year assignments.

CHDV 48412. Publications, Grants, and the Academic Job Market. 100 Units.
In this graduate seminar we will discuss how to write and publish scientific articles, prepare grant applications, write CVs and job applications, and give job talks and interviews. In other words, everything you always wanted to know about being successful in academia but were afraid to ask.
Equivalent Course(s): PSYC 48412, EVOL 48412

CHDV 48414. Evolution of Human Development. 100 Units.
In this graduate seminar we will read and discuss seminar theoretical and empirical articles that address aspects of human lifespan development from an evolutionary perspective. Topics include: developmental plasticity, life history, sex differences, childhood and juvenility, puberty and adolescence, gene-environment interactions, attachment, parent-offspring conflict, and neurobiological mechanisms.
Equivalent Course(s): PSYC 48414

CHDV 48420. Science Meets Literature: Elias Canetti’s Auto-da-Fé and human nature. 100 Units.
In this graduate seminar we will read the 1935 novel Auto-da-Fé by Elias Canetti (1981 Nobel Prize for Literature) and discuss it from the perspectives of different disciplines such as psychology and psychoanalysis, anthropology and sociology, history and philosophy, and literary criticism. One of the main themes of the seminar will be the relationship between Canetti’s representation of human mental and social processes in the novel and our current understanding of the human mind and human interpersonal relationships (e.g., understanding other minds, interpersonal communication, power dynamics, etc.).
Equivalent Course(s): KNOW 41401, GRMN 48417

CHDV 48700. Adolescent Development in Context. 100 Units.
This course focuses on developmental pathways from middle childhood through adolescence within the context of school, family, community, and culture. Because human development is an applied field, we will be paying special attention to how sociocultural and historical influences affect academic, socioemotional, and identity development in the context of real-world challenges and opportunities faced by adolescents. In addition to learning about developmental and sociocultural theories, students will apply research to policy and practice by creating resources geared toward youth, parents, or those who work with youth. By the end of this course sequence, students should be able to: 1. Describe and apply key theories of middle childhood and adolescent development; 2. Identify developmental opportunities and challenges during middle childhood and adolescence; 3. Discuss the role of identity development in constructing or authoring one’s life story; 4. Reframe adolescent risk-taking as a form of creativity and individual expression; 5. Understand how relationships can influence positive youth development; and 6. Translate theory and research into developmentally appropriate and culturally sensitive resources for youth, families, and those who work with youth.
Equivalent Course(s): EDSO 28700, PSYC 38780, SSAD 68700, EDSO 68700

CHDV 48856. Mobilities. 100 Units.
This course considers the “mobilities turn” in anthropology and other social sciences through an engagement with foundational mobility studies literature as well as close readings of ethnographies of and about mobilities. We will consider mobilities in relation to people, places, and objects and we will look at a range of sites. What does a consideration of mobility enable both theoretically and empirically? What is the connection between mobility, change, and political, social, and economic (re)production?
Equivalent Course(s): MAPS 49856, ANTH 45625

CHDV 49900. Research in Comparative Human Development. 100 Units.
This course is often taken with the student’s adviser in preparation for their dissertation.

CHDV 50132. Sem:Causal Inference in Studies of Educational Interventions. 100 Units.
This course will engage students in evaluating the validity of causal claims made in important educational studies conducted within multiple disciplines. A focus will be on what can be learned about the school as an organization and the work of teaching by evaluating attempts to improve education. Fellows will re-analyze data from such studies, write reports that critically evaluate published study findings, and consider implications for research on educational improvement. This course is required of second year Fellows in the Education Sciences. Otherwise, admission to the seminar requires permission of the instructor. Introductory coursework in applied statistics is a prerequisite; prior study of causal inference is recommended.
Equivalent Course(s): EDSO 50132, SOCI 50132
CHDV 70000. Advanced Study: Comparative Human Development. 300.00 Units.
Advanced Study: Comparative Human Development