DEPARTMENT OF COMPARATIVE
HUMAN DEVELOPMENT

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Susan Goldin-Meadow
Sydney Hans
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Dario Maestripieri
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Micere Keels
Jill Mateo
Anna Mueller
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E. Summerson Carr
Judith Farquhar
Salikoko Mufwene
Kristen Schilt
Linda Waite
Amanda Woodward

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Mihaly Csikszentmihalyi
Irene Elkin
Ray Fogelson
Eugene T. Gendlin
David E. Orlinsky
Nancy Stein
Susan Stodolsky
Richard Taub
The Department of Comparative Human Development was founded in 1940 by Carl Rogers (psychologist), Lloyd Warner (anthropologist), Robert Havighurst (sociologist), and Ralph Tyler (educator), to focus on the study of the individual within context. Its faculty believes that social life is too complex to be left within any one discipline. Consequently, the department brings together anthropologists, psychologists, sociologists, biologists, and applied statisticians whose work extends disciplinary boundaries and synthesizes theories, insights, questions, and methods from across the social science spectrum.

Some current research programs include the impact of globalization on family relationships and the transition to adulthood, the relation of language to thought, the health consequences of social experiences, cultural politics of gender and sexual identity, models of biopsychological development, the nature of the self, the ethical and moral issues raised by increasingly multicultural societies, variations in the learning process in educational settings, and methods for investigating causality.

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. The student should also consult with the Comparative Human Development Secretary for information regarding procedures.

**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 admissions@ssd.uchicago.edu or (773) 702-8415. Most of the documents needed for the application can be uploaded through the online application. Any additional correspondence and materials sent in support of applications should be mailed to:

The University of Chicago
Division of the Social Sciences
Admissions Office, Foster 107
1130 East 59th Street
Chicago, IL 60637

**DEPARTMENT COURSE GUIDELINES**

**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 6 Graduate areas
Specialization- Students must take two additional courses in one of the 6 areas in which they wish to focus their studies

Every CHD student must take the following courses for a quality grade:

• CHDV 40000 HD Concepts
• Six distribution courses, one in each program area:
  • Comparative Behavioral Biology (1)
  • Society, Institutions, Culture and the Life Course (2)
  • Cultural Psychology, Psychological Anthropology, Immigration Studies (3)
  • Health, Vulnerability and Culture (4)
  • Language and Communication in Thought and Interaction (5)
  • Methods in Human Development Research (M)
• Intermediate Statistics from among the following:
  CHDV 30101 Applied Statistics in Human Development Research 100
  PPHA 31000 Statistics for Public Policy I (**) 100
  PPHA 31100 Statistics for Public Policy II (**) 100
  STAT 22000 Statistical Methods and Applications 100

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

• CHDV 42401 Trial Research in Human Development-I and CHDV 42402 Trial Research in Human Development - II. May be taken pass/fail.
• Two 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 two courses in.

Students are not required to complete all these requirements by the end of their second year. However, they must have five quality grades by the end of spring of their first year, and ten quality grades by the end of the 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. In addition, students will participate in elective courses and workshops in the department, and the University in consultation with their advisors.

Required Courses
CHDV 40000 HD Concepts will introduce students to the history, theoretical bases, and concepts of the field of human development, and to the major areas of inquiry in the Department of Comparative Human Development. This is taken during the fall quarter of the first or second year.

The seminars (CHDV 42401 Trial Research in Human Development-I and CHDV 42402 Trial Research in Human Development - II) will launch students into their research projects and will guide them from the beginning to the completion of those projects.
All students are required to enroll in a trial research seminar in the winter quarter of the first year and the autumn quarter of the second year. Trial research papers are due by 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.

Advisors

Each student is assigned a faculty member at the beginning of the first year of study to serve as a research advisor. Students may change research advisors as their needs and interests evolve, but students are expected to be affiliated with one or more research advisors throughout their graduate careers.

Evaluations

All students are evaluated each year in the program. To be considered in good standing and for continuation of financial aid, first and second year students must have earned at minimum five quality grades (B or better) over autumn and winter quarters by the time of the spring review, with satisfactory spring grades expected to follow. The evaluation at the end of the second year is particularly important, as it determines whether a student will be permitted to conduct dissertation research.

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. If a student can demonstrate that they are unable to take any of the designated Methods courses, they may petition through the Chair’s office to have an equally relevant and rigorous course from another department count towards the requirement.

Workshops

The University’s Council on Advanced Studies oversees a series of interdisciplinary workshops, each of which reflects the research interests of a particular group of faculty members and graduate students. The following workshops are sponsored by faculty members and organized by graduate students from the Department of Comparative Human Development (often in collaboration with faculty and students from other departments): Comparative Behavioral Biology; Self and Subjectivity; Education. A full list of workshops is available at http://cas.uchicago.edu/.

COURSES

For more recently updated course plans, please see the Courses link at the top of this page, the Comparative Human Development Website (http://humdev.uchicago.edu), or the quarterly Time Schedules (http://timeschedules.uchicago.edu).
PROGRAMS

Students in consultation with faculty advisors develop their program of study appropriate to their professional goals and research interests. The department’s central areas of study are described below.

COMPARATIVE BEHAVIORAL BIOLOGY (1)

This program investigates behavioral 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 reproductive endocrinology, research conducted with rodents and humans investigates the social and behavioral control of fertility and reproduction and the role of hormone behavior interactions in development throughout the life span. Specific topics of interest include mechanisms and function of estrous and menstrual synchrony, facultative adjustment of sex ratios, pheromonal communication, reproductive senescence, psychosomatics in obstetrics and gynecology, and the behavioral modulation of the immune function. 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 infant attachment and infant development, with particular emphasis on interindividual variability both within and outside the normal range. 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 social neuroscience, one topic of interest is evaluative processes, e.g., affective, attitudinal, or emotional operations by which individuals discriminate hostile from hospitable environments. Of interest as well is in the role of social and autonomic factors in individuals endocrine and cellular immune response to stress and illness vulnerability. 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>
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</thead>
<tbody>
<tr>
<td>CHDV 30901</td>
<td>Biopsychology of Sex Differences</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 34300</td>
<td>Primate Behavior and Ecology*</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 34800</td>
<td>Kinship and Social Systems *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37500</td>
<td>Research Seminar in Animal Behavior I **</td>
<td>100</td>
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<tr>
<td>CHDV 37502</td>
<td>Research Seminar in Animal Behavior II **</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37503</td>
<td>Research Seminar in Animal Behavior III **</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 37850</td>
<td>Evolutionary Psychology *</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>PSYC 48001</td>
<td>Mind and Biology Proseminar I (=CHDV 38000) **</td>
<td>000</td>
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<tr>
<td>PSYC 48002</td>
<td>Mind and Biology Proseminar II (=CHDV 38100) **</td>
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</table>
PSYC 48003  Mind and Biology Proseminar III (=CHDV 38200) ** 100
CHDV 48414  Evolution of Human Development * 100

(*) Satisfies the distribution requirement.
(**) All three quarters of sequence must be taken in order to receive a letter grade.

SOCIETY, INSTITUTIONS, CULTURE AND THE LIFE COURSE (2)

The Department of Comparative Human Development 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 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, neighborhoods and economic inequality on individual trajectories and outcomes; the role of youth and generational change in contemporary social life; and how early childhood exposure to social and psychological deprivation 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 in learning and cognition. Faculty focused on education have unique expertise in the quantitative analysis of large data sets to distinguish the cross-cutting effects of age, cohort, and institutional context. We also seek to develop new experimental and qualitative methods that assess the relationship between cognitive 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, India and Papua New Guinea. Example courses listed below have been offered in previous years but may not be offered in this academic year.

CHDV 23900  Introduction to Language Development 100
CHDV 30304  Urban Neighborhoods and Urban Schools: Community Economic Opportunity and the Schools * 100
CHDV 30305  Inequality in Urban Spaces 100
CHDV 31000  Cultural Psychology * 100
CHDV 31600  Seminar in Language Development 100
CHDV 31901  Language, Culture, and Thought * 100
CHDV 32100  Culture, Power, Subjectivity 100
CHDV 32101  Culture and Power, Part II: Discourse and Performativity 100
CHDV 40207  Development in Adolescents * 100
CHDV 40306  Academic and Behavior Gender Gaps Along the Pathway to Degree Attainment 100
CHDV 41160  New Perspectives on Vulnerability * 100
PSYC 43200  Seminar in Language Development (=CHDV 41601) * 100
CULTURAL PSYCHOLOGY, PSYCHOLOGICAL ANTHROPOLOGY, IMMIGRATION STUDIES (3)

Coming to terms with transnational migration and defining the scope and limits of tolerance for ethnic, religious and cultural diversity in North America and Europe has become one of the most pressing concerns for states and citizens in liberal democracies in the 21st century. The Department of Comparative Human Development has long been a leading center for training in psychological anthropology, cultural psychology, culture and mental health, and the cross cultural study of human development, 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 ethnic and cultural sources of diversity in emotional and bodily functioning, conceptions of self and subjectivity, sexuality and gender identity, moral evaluation, and social cognition. We are also concerned with the social and political production and management of social differences as well as the conflicts that arise in the context of contemporary migration. Ethnographic field work both in the United States and abroad is an important component of this program, although students and faculty use multiple methods (qualitative and quantitative, observational, clinical and experimental) to understand the similarities and differences in psychological functioning across human populations. The program encourages the comparative social and cultural analysis of what people know, think, feel, desire and value in India, Japan, China, Russia, Africa and the Middle East, as well as research on the institutions, ideologies and economic circumstances that shape the experience of minorities in places ranging from Norway to France to the United States. 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>
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<tbody>
<tr>
<td>CHDV 30117</td>
<td>Transnational Kinship, Intimacy and Migration</td>
<td>100</td>
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<tr>
<td>CHDV 30320</td>
<td>Violence and Trauma</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30401</td>
<td>Intensive Study of a Culture: Lowland Maya History and Ethnography</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30600</td>
<td>Social Psychology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31000</td>
<td>Cultural Psychology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31901</td>
<td>Language, Culture, and Thought</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32100</td>
<td>Culture, Power, Subjectivity</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32101</td>
<td>Culture and Power, Part II: Discourse and Performativity</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 32212</td>
<td>Love, Capital and Conjugality: Africa and India in Comparative Perspective</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 33301</td>
<td>Culture, Mental Health, and Psychiatry</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 33302</td>
<td>Disordered States</td>
<td>100</td>
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</tbody>
</table>
The Department of Comparative Human Development maintains a tradition of examining health, illness and vulnerability from a variety of social science perspectives. We understand health, illness and vulnerability as experiences that are deeply shaped by inter-related 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 and vulnerability become embodied in particular persons, as we are with the cultural and linguistic processes through which concepts such as “health,” “illness” 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 including 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; 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.

CHDV 30320 Violence and Trauma 100
CHDV 30405 Anthropology of Disability 100
CHDV 31800 Modern Psychotherapies * 100
CHDV 33301 Culture, Mental Health, and Psychiatry * 100
ANTH 33620 Medicine and Anthropology (=CHDV 33620) 100
CHDV 36400 Theories of Emotion and the Psychology of Well Being * 100
CHDV 38701 Social and Cultural Foundations of Mental Health 100

(*) Satisfies the distribution requirement.

Health, Vulnerability and Culture (4)

The Department of Comparative Human Development maintains a tradition of examining health, illness and vulnerability from a variety of social science perspectives. We understand health, illness and vulnerability as experiences that are deeply shaped by inter-related 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 and vulnerability become embodied in particular persons, as we are with the cultural and linguistic processes through which concepts such as “health,” “illness” 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 including 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; 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.

CHDV 30320 Violence and Trauma 100
CHDV 30405 Anthropology of Disability 100
CHDV 31800 Modern Psychotherapies * 100
CHDV 33301 Culture, Mental Health, and Psychiatry * 100
ANTH 33620 Medicine and Anthropology (=CHDV 33620) 100
CHDV 36400 Theories of Emotion and the Psychology of Well Being * 100
CHDV 38701 Social and Cultural Foundations of Mental Health 100

(*) Satisfies the distribution requirement.

Health, Vulnerability and Culture (4)
CHDV 40110 | Color, Ethnicity, Cultural Context, and Human Vulnerability | 100
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CHDV 41160 | New Perspectives on Vulnerability * | 100
CHDV 43204 | Medical Anthropology * | 100
CHDV 43302 | Illness and Subjectivity * | 100
CHDV 43400 | The Social Lives of Brains | 100
CHDV 44200 | Emerging Concepts in Medical and Psychological Anthropology | 100
CHDV 45205 | Pushing the Boundary: Current Debates on Animals and the Species Divide | 100

(*) Satisfies the distribution requirement.

**Language and Communication in Thought and Interaction (5)**

This program area supports research and training on how language and other forms of social communication support and shape individual thought and social interaction. The program encompasses three intersecting areas. First, it compares communicative modalities across species, especially among the social mammals, with particular attention to the role played by language in human evolution and development by enabling the emergence of self, culture, and conceptual thought. Second, it compares linguistic and other communicative traditions across human societies with respect to their effects on thought and interaction, with particular attention to the impact of language diversity, multilingualism, the interplay of verbal and nonverbal communication, and language socialization. And third, it compares both within and across societies the various specialized structures and discursive uses of language deployed within specialized institutional settings and ideological regimes such as education, therapy, science, religion, politics, etc. Across all three areas, there is an emphasis on bringing together a firm grounding in the formal analysis of the communicative modalities with substantive understanding of the psychological and social fields within which they operate. Example courses listed below have been offered in previous years but may not be offered in this academic year.

CHDV 23900 | Introduction to Language Development * | 100
---|---|---
CHDV 31901 | Language, Culture, and Thought * | 100
PSYC 43200 | Seminar in Language Development (=CHDV 41601) * | 100
CHDV 43550 | Gesture | 100
CHDV 45501 | Cognition and Education * | 100
CHDV 53350 | Gesture, Sign, and Language | 100

(*) Satisfies the distribution requirement.
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, analysis of qualitative data, modeling of human growth, 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 not be offered in this academic year.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CHDV 30005</td>
<td>Statistical Methods of Research-2</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30101</td>
<td>Applied Statistics in Human Development Research *</td>
<td>100</td>
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<tr>
<td>CHDV 30102</td>
<td>Introduction to Causal Inference *</td>
<td>100</td>
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<tr>
<td>CHDV 32411</td>
<td>Mediation, Moderation, and Spillover Effects *</td>
<td>100</td>
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<tr>
<td>CHDV 37802</td>
<td>Challenging Legends and Other Received Truths: A Socratic Practicum</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 39301</td>
<td>Qualitative Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 40112</td>
<td>Ethnographic Methods</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 42214</td>
<td>Ethnographic Writing *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43248</td>
<td>Research Methods in Behavior and Development</td>
<td>100</td>
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</tbody>
</table>

(*) Satisfies the distribution requirement.
**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 the contemporary American society. We will use the National Longitudinal Survey of Youth 1997 (NLSY97) throughout the course to reveal disparities between subpopulations in opportunities and life course outcomes. At the end of the course, students should be able to define and use descriptive and inferential statistics to analyze data and to interpret analytical results. No prior knowledge in statistics is assumed. High school algebra and probability are the only mathematical pre-requisites. Every student is required to participate in a lab section. Students will review the course content and learn to use the Stata software in the lab under the TA's guidance.

Instructor(s): G. Hong

Terms Offered: Autumn

Prerequisite(s): First priority for CHDV grads and 2nd priority CHDV undergrad majors: PQ: At least one college-level mathematics course, can be a high school AP course

Note(s): CHDV Distribution, M*; M*

Equivalent Course(s): CHDV 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 is a prerequisite. This course is a pre-requisite for “Advanced Topics in Causal Inference” and “Mediation, moderation, and spillover effects.”
Instructor(s): G. Hong Terms Offered: Winter
Prerequisite(s): Intermediate Statistics
Note(s): Graduate course open to advanced undergraduates. CHDV Distribution, M*, M*
Equivalent Course(s): STAT 31900, PBHS 43201, SOCI 30315, PLSC 30102

CHDV 30301. Research on Contextualized Learning, Cognition, and Development. 100 Units.
This seminar explores the theoretical and practical challenges inherent in conducting research that bridges mechanistic studies of cognition and development with investigations of learning situated in and across contexts. Students will engage with methodological and substantive course readings on learning in schools, families, and across diverse communities. In addition, students will participate in, and report on, research projects within this framework.
Instructor(s): L. Richland Terms Offered: Autumn
Prerequisite(s): Graduate course open to undergraduates
Note(s): CHDV Distribution 2*

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.
Instructor(s): M. Fred Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): ANTH 20405, ANTH 30405, HMRT 25210, HMRT 35210, SOCI 36900, CHDV 20505, MAPS 36900
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.
Instructor(s): A. Mueller Terms Offered: Winter
Note(s): CHDV Distribution: B*, C*; 2*, 4*
Equivalent Course(s): SOCI 20248, SOCI 30248, CHDV 20440

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.
Instructor(s): J. Mateo Terms Offered: Autumn. Not offered 2015-2016
Equivalent Course(s): EVOL 36900, GNSE 30901, 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.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing. Instructor consent required.
Note(s): CHDV Distribution, B*, C*; 2*, 3*
Equivalent Course(s): AMER 33000, ANTH 24320, ANTH 35110, GNSE 21001, GNSE 31000, PSYC 23000, PSYC 33000, CHDV 21000
CHDV 31901. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.
Note(s): CHDV Distribution, B*, C*; 2*, 3*, 5*
Equivalent Course(s): ANTH 27605, ANTH 37605, PSYC 21950, PSYC 31900, LING 27605, LING 37605, CHDV 21901

CHDV 32100. Culture, Power, Subjectivity. 100 Units.
This course takes up the classic, yet endlessly fascinating subject of the relationship of historically produced cultural structures and their relationship to individual and collective forms of subjectivity. Since the topic is huge, we will address it by reading classic texts in depth, analyzing them for the diverse ways in which classic social thinkers like Marx, Durkheim, Weber, Althuser, Bourdieu and Foucault have thought about the relationship between individuals and collectivities. Key questions we will address include the ways in social and economic formations structure the possibilities for individual human action, the relationship between religious formations and historical transformations, the role of class in the inculcation of taste and desire, and the ways in which, throughout the 19th century, new power/knowledge formations have created new ways through with subject formation takes place.
Instructor(s): J. Cole Terms Offered: Autumn
Prerequisite(s): Undergraduates require consent of instructor.
Note(s): CHDV Distribution, C*; 2*, 3*, 4*
Equivalent Course(s): ANTH 32100
CHDV 32411. Mediation, Moderation, and Spillover Effects. 100 Units.
This course is designed for graduate students and advanced undergraduate students from social sciences, statistics, public health science, public policy, and social services administration who will be or are currently involved in quantitative research. Questions about why a treatment 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. We will clarify the theoretical concepts of mediated effects, moderated effects, and spillover effects under the potential outcomes framework. The course introduces cutting-edge methodological approaches and contrasts them with conventional strategies including multiple regression, path analysis, and structural equation modeling. The course content is organized around application examples. The textbook “Causality in a Social World: Moderation, Mediation, and Spill-Over” (Hong, 2015) will be supplemented with other readings reflecting latest developments and controversies. Weekly labs will provide tutorials and hands-on experiences. All students are expected to contribute to the knowledge building in class through participation in presentations and discussions. Students are encouraged to form study groups, while the written assignments are to be finished and graded on an individual basis. Intermediate Statistics, Introduction to Causal Inference, and their equivalent are prerequisites.
Instructor(s): G. Hong Terms Offered: Spring
Prerequisite(s): Intermediate Statistics, Introduction to Causal Inference, and their equivalent
Note(s): CHDV Distribution, M*; M*
Equivalent Course(s): PSYC 32411, PBPL 29411, STAT 33211, CCTS 32411, SOCI 30318
CHDV 33620. Medicine and Anthropology. 100 Units.
The rise of modern biological medicine into global dominance dates from the 18th century, with the field developing in tandem with technological industrialization, scientific objectivism, and secular modernism in writing and social theory. The things we now have before us in the medical field—doctors, patients, drugs, symptoms, diseases, pacemakers, antiseptic wipes, psychologies, therapeutic protocols, health insurance, white coats, immunizations, folk remedies, and much more—are many of the things that ground all of our ethics and our politics in contemporary North America. In order to better understand how medicine affects wider worlds of experience and action, this course gathers a number of historical and ethnographic studies of medical knowledge and practice for careful study. In a series of readings and discussions we will consider the social and political economic shaping of illness and suffering and the “culture-bound” character of diseases; we will examine medical and healing systems—well beyond biomedicine—as social institutions and as sources of epistemological authority; and we will read about the knowledge politics of medical experts and their clients and patients. Topics covered will also include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; modernity and the distribution of risk; the meanings and effects of medical technologies; and the relatively recent global health movement.
Instructor(s): J. Farquhar Terms Offered: TBD
Equivalent Course(s): ANTH 23620, ANTH 33620, CHDV 23620

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.
Instructor(s): J. Mateo Terms Offered: Autumn
Note(s): CHDV Distribution, A*; 1*
Equivalent Course(s): EVOL 34800

CHDV 37201. Language in Culture I. 100 Units.
Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of “functional” semiotic structure and history.
Instructor(s): M. Silverstein Terms Offered: Autumn
Prerequisite(s): Consent of instructor
Equivalent Course(s): ANTH 37201, LING 31100, PSYC 47001
CHDV 37330. Challenging the Species Boundary. 100 Units.
This graduate seminar is about animals; about how scientific advances and philosophical re-evaluations are bringing about far-reaching changes in how human beings think about animals’ capabilities, intelligence, sociality and rights. The seminar will ask what constitutes a species, what differences there are between humans and other animals, where those differences arise from, and what they mean. We will review biological and ethological research on a variety of animals, and philosophical literature that discusses how animals embody a reality that is not adequately reflected in traditional humanistic thinking.
Instructor(s): J. Mateo, D. Kulick Terms Offered: Autumn
Note(s): Notes: CHDV Distribution, A

CHDV 37500. Research Seminar in Animal Behavior I. 100 Units.
Description: This workshop involves weekly research seminars in animal behavior given by faculty members, postdocs, and advanced graduate students from this and other institutions. The seminars are followed by discussion in which students have the opportunity to interact with the speaker, ask questions about the presentation, and share information about their work. This workshop exposes students to current comparative research in behavioral biology and provides interactions with some of the leading scientists in this field.
Instructor(s): J. Mateo Terms Offered: Autumn
Prerequisite(s): Graduate students only.
Note(s): Students register for this course in Autumn Quarter and receive credit in Spring Quarter after successful completion of the year’s work. CHDV Distribution, 1 Equivalent Course(s): EVOL 37600

CHDV 37502. Research Seminar in Animal Behavior II. 100 Units.
No description available.
Instructor(s): J. Mateo Terms Offered: Winter
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution, 1 Equivalent Course(s): EVOL 37700

CHDV 37503. Research Seminar in Animal Behavior III. 100 Units.
No description available.
Instructor(s): J. Mateo Terms Offered: Spring
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution, 1 Equivalent Course(s): EVOL 37800
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.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Note(s): CHDV Distribution, A*; 1*
Equivalent Course(s): PSYC 27950, PSYC 37950, BIOS 29265, CHDV 27950

CHDV 38101-38102. Anthropology of Museums I-II.
This sequence examines museums from a variety of perspectives. We consider the World’s Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.

CHDV 38101. Anthropology of Museums I. 100 Units.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 24511, ANTH 34502, CRES 34501, MAPS 34500, SOSC 34500

CHDV 38102. Anthropology of Museums II. 100 Units.
This sequence examines museums from a variety of perspectives. We consider the World’s Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor

CHDV 38101-38102. Anthropology of Museums I-II.
This sequence examines museums from a variety of perspectives. We consider the World’s Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.

CHDV 38101. Anthropology of Museums I. 100 Units.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor
Equivalent Course(s): ANTH 24511, ANTH 34502, CRES 34501, MAPS 34500, SOSC 34500
CHDV 38102. Anthropology of Museums II. 100 Units.
This sequence examines museums from a variety of perspectives. We consider the World’s Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.
Instructor(s): M. Fred Terms Offered: Winter
Prerequisite(s): Advanced standing and consent of instructor

CHDV 39900. Readings: Human Development. 100 Units.
This course is often taken with the student’s adviser in preparation for their thesis proposal.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Instructor consent required.

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.
Instructor(s): J. Lucy Terms Offered: Autumn
Prerequisite(s): CHD Grad Students Only
Note(s): CHDV Distribution, R

CHDV 40770. Developmental Perspectives on Child and Family Policy. 100 Units.
This course is designed to provide an overview of current policy issues involving children and families, and will emphasize the scientific perspective of developmental psychology. The following topics will be addressed: family structure and child development, the role of the father in children’s lives, poverty and family processes, maternal employment and child care, adolescent parenthood, neighborhood influences on families, and welfare reform. Theoretical perspectives and measurements, (e.g., the tools of the science), regarding how children develop from infancy to adulthood, will be stressed.
Instructor(s): A. Kalil
Equivalent Course(s): PSYC 40710, PPHA 40700

CHDV 40851-40852-40853. Topics in Developmental Psychology I-II-III.
Brown-bag discussion of current research in psychology.
**CHDV 40851. Topics in Developmental Psychology I. 100 Units.**
Brown-bag discussion of current research in psychology.  
Instructor(s): A. Woodward, L. Richland  
Terms Offered: Autumn  
Note(s): Topic: Comparative Human Development

**CHDV 40852. Topics in Developmental Psychology II. 100 Units.**
No description available.  
Terms Offered: Winter  
Equivalent Course(s): PSYC 40852

**CHDV 40853. Topics in Developmental Psychology III. 100 Units.**
Brown-bag discussion of current research in psychology.  
Terms Offered: Spring  
Equivalent Course(s): PSYC 40853

**CHDV 40891. Culture, Vulnerability, and Health. 100 Units.**
If you’re going to have a heart attack or an organ transplant, here’s the key to getting the best health care: Be white, male, and middle-class. Does culture impact health? Are there cultural conditions and scripts that allow individuals to be happy and flourish? If wellbeing and mental distress are artifacts of cultural variables, would cultural change affect psychopathology? And, in today’s multicultural society, what constitutes culturally competent care? In this class we raise these questions and others: by examining and interpreting seminal works using an interdisciplinary approach; drawing upon diverse methodologies to explore a contextual view of mental illness that transcends a Western view of psychopathology; and discussing how culture affects the definition, prevalence, recognition and societal response to health and illness. Some class topics include: why multiculturalism matters for Muslim families; how cultural meanings frame illnesses; religious and local influences on delusions; an economic-biopsychosocial perspective on suffering; digital and communal networks of love and romance; and intergenerational transmission of trauma in Cambodian families. In this class we will also cover the unique mental health needs of immigrants, refugees and/or transnational communities. Instructional methodology will rely on peer discussions, empirical evidence, clinical case vignettes, and shared inquiry.  
Instructor(s): Sandhya, Shaifali  
Terms Offered: Spring  
Prerequisite(s): Undergrads with permission of instructor  
Note(s): CHDV Distribution: 3*, 4*
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.
Instructor(s): J Mateo Terms Offered: Winter. Not Offered 2015-2016
Prerequisite(s): Consent of Instructor
Equivalent Course(s): EVOL 40900

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.
Instructor(s): J. Cole Terms Offered: Winter
Prerequisite(s): Permission of instructor, graduate students only.
Note(s): CHDV Distribution, M*

CHDV 42401-42402. 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.

CHDV 42401. Trial Research in Human Development-I. 100 Units.
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.
Instructor(s): Staff Terms Offered: Spring
Prerequisite(s): CHDV grad students only.
Note(s): CHDV Distribution, R

CHDV 42402. Trial Research in Human Development - II. 100 Units.
Second in required Trial Research Seminar sequence. The purpose of this seminar is to help students formulate and complete their trial research projects.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): CHDV 42401 Trial Research in Human Development - I. CHD graduate students only.
Note(s): CHDV Distribution, R

CHDV 42402. Trial Research in Human Development - II. 100 Units.
Second in required Trial Research Seminar sequence. The purpose of this seminar is to help students formulate and complete their trial research projects.
Instructor(s): Staff Terms Offered: Autumn
Prerequisite(s): CHDV 42401 Trial Research in Human Development - I. CHD graduate students only.
Note(s): CHDV Distribution, R
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.
Instructor(s): Raikhel, E. Terms Offered: Spring
Note(s): CHDV Distribution, 4*
Equivalent Course(s): ANTH 40345

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.
Instructor(s): W. Goldstein Terms Offered: Winter
Equivalent Course(s): PSYC 43600

CHDV 44220. Schools as a Social Context. 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 how youth transition into adulthood.
Instructor(s): A. Mueller Terms Offered: Autumn
Note(s): CHDV Distribution: B, C; 2*
Equivalent Course(s): SOSC 44200
CHDV 44700. Seminar: Topics in 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.
Instructor(s): W. Goldstein Terms Offered: Spring
Equivalent Course(s): PSYC 44700

CHDV 45501. Cognition and Education. 100 Units.
Cognition and Education will explore research bridging basic theories of cognition with rigorous studies of educational practice. This exciting pairing yields insights for both psychological theories of cognition and educational theories of practice. Complete psychological theories of cognition must be able to explain thinking and learning in dynamic, everyday contexts. At the same time, this work cannot impact practice without being well grounded in teachers and students’ everyday activities. Course readings will include psychological studies of cognition and learning, developmental studies of children’s thinking, and educational studies of teaching in STEM (Science, Technology, Engineering, and Mathematics) fields.
Instructor(s): L. Richland Terms Offered: Spring
Prerequisite(s): Permission required for undergraduates.
Note(s): CHDV Distribution, B*; 5*

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

CHDV 47500. Research Seminar in Behavioral Biology. 100 Units.
In this seminar we will discuss past, current, and future research in behavioral biology, present and discuss data, read and discuss articles and books, and prepare manuscripts for publication or grant applications.
Instructor(s): D. Maestripieri Terms Offered: Winter
Prerequisite(s): Graduate students only. Consent of Instructor is required.
Note(s): CHDV Distribution: 1*
CHDV 47901. Beginning Modern Spoken Yucatec Maya I. 100 Units.
This sequence is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.
Instructor(s): John Lucy
Equivalent Course(s): CHDV 27901, LACS 47901, LACS 27901

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

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

CHDV 48002. Mind and Biology Proseminar II. 000 Units.
No description available.
Instructor(s): London, S. Terms Offered: Winter
Equivalent Course(s): PSYC 48002
CHDV 48003. Mind and Biology Proseminar III. 100 Units.
Instructor(s): TBD
Equivalent Course(s): PSYC 48003

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 students always wanted to know about being successful in academia but were afraid to ask.
Instructor(s): D. Maestripieri Terms Offered: Winter
Equivalent Course(s): PSYC 48412

CHDV 49900. Research in Human Development. 100 Units.
This course is often taken with the student’s adviser in preparation for their dissertation.
Instructor(s): Staff Terms Offered: Autumn, Spring, Winter
Prerequisite(s): Instructor consent required. CHD graduate students only.