Department of Comparative Human Development

Chair
Jennifer Cole

Professors
Susan Goldin-Meadow
Sydney Hans
Guanglei Hong
Susan Levine
Dario Maestripieri
Richard Shweder
Margaret Beale Spencer

Associate Professors
Michele Friedner
Micere Keels
Jill Mateo
Eugene Raikhel

Assistant Professors
Eman Abdelhadi
Marisa Casillas
Terra Edwards
Chiara Galli

Faculty Associates
E. Summerson Carr
Robert Gibbons
Don Hedeker
Salikoko Mufwene
Constantine Nakassis
Kristen Schilt
Linda Waite
Amanda Woodward

Emeritus Faculty
Irene Elkin
Judith Farquhar
Ray Fogelson
William Goldstein
John A. Lucy
Martha K. McClintock
David E. Orlinsky
Nancy Stein
Susan Stodolsky

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 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 5 Graduate areas

Specialization - Students must take three additional courses in one of the 5 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)
   - Person in Socio-cultural Context (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:
     - PPHA 31100 Statistics for Public Policy II (**)
     - SOCI 30004 Statistical Methods of Research
     - SOCI 30005 Statistical Methods of Research-II
     - STAT 22400 Applied Regression Analysis
   - 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 year; 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 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. 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.
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, unless otherwise indicated below, must complete five points of Mentored Teaching Experiences (MTE) as part of their pedagogical training. Students progressing through the program will receive points of mentored teaching activities according to the list below. Approval for MTEs from Advisors and the Director of Graduate Studies will prioritize CHD housed courses above CHD crosslisted courses housed in other Departments, Divisions, Institutes or Programs.

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.

The following list describes the teaching point valuation for various pedagogical activities. Students with one remaining MTE point to fulfill will not be prohibited from applying to be an Instructor of Record or a co-teacher with a faculty member.

- **Teaching Assistantship** (1 point): Usually for large courses taught by a faculty member or instructional professor. TAs are expected to attend lectures and fulfill duties such as running discussion sections, grading, or other roles as specified by the course instructor. TAs 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 a 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. No additional teaching assignments will be approved by the Department or the Social Sciences Division.

**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 TA 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 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.
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 early in the Spring quarter of their second year. The purpose of the evaluation will be 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.

Three sets of data will be used to evaluate each student: course grades, faculty evaluations, and a Trial Research paper.

1. Course grades as well as the Trial Research paper grade received by each student will be a part of the evaluation process. Given their special relevance, the CHD distribution courses must be taken for letter grades. Three of the five required distribution courses must be completed by the end of the winter quarter of the second year. All five must be completed by the end of the spring quarter of that year.
2. Faculty members who have worked with the student will be asked for their evaluation of the student. Students who have worked with non-CHD faculty may request the faculty member to submit a letter about them to the Department.
3. 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.

WORKSHOPS

Doctoral students are required to attend the Department's colloquium and professionalization event. In addition, 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. A full list of workshops is available at http://cas.uchicago.edu/
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.

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.

- CHDV 30901 Biopsychology of Sex Differences 100
- CHDV 34800 Kinship and Social Systems 100
- CHDV 35201 Communication in humans and non-humans 100
- CHDV 37860 History of Evolutionary Behavioral Sciences 100
- CHDV 37861 Darwinism and Literature 100
- CHDV 37950 Evolution and Economics of Human Behavior 100
- CHDV 40900 Behavioral Ecology 100
- CHDV 41451 Evolutionary Psychology 100
- CHDV 48414 Evolution of Human Development 100

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 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.

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

- CHDV 30305 Inequality in Urban Spaces 100
- CHDV 31000 Cultural Psychology 100
- CHDV 31600 Introduction to Language Acquisition 100
- CHDV 38990 Muslims in the United States 100
- CHDV 40207 Development in Adolescents 100
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.

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

- CHDV 30117 Transnational Kinship, Intimacy and Migration 100
- CHDV 31000 Cultural Psychology 100
- CHDV 33301 Culture, Mental Health, and Psychiatry 100
- CHDV 38950 The Development of Communicative Competence 100
- CHDV 45601 Moral Psychology and the Anthropology of Morality 100
- CHDV 45699 When Cultures Collide: The Multicultural Challenge in Liberal Democracies 100

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.

- CHDV 30901 Biopsychology of Sex Differences 100
- CHDV 33301 Culture, Mental Health, and Psychiatry 100
- CHDV 33305 Critical Studies of Mental Health in Higher Education 100
- CHDV 43204 Medical Anthropology 100
- CHDV 43302 Illness and Subjectivity 100
- CHDV 49856 Mobilities 100

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.

**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.

Instructor(s): G. Hong
Terms Offered: This course is not offered in 2021-22.
Prerequisite(s): At least one college-level mathematics course, can be a high school AP course, First priority for CHDV grads and 2nd priority CHDV undergrad majors.
Note(s): CHDV Distribution, M*, M* This course will not be offered in the academic year 2021-22.
Equivalent Course(s): HLTH 20101, EDSO 30101, 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 such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite. This course is a prerequisite for "Advanced Topics in Causal Inference" and "Mediation, moderation, and spillover effects."

Instructor(s): G. Hong
Terms Offered: Winter
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005
Note(s): CHDV Distribution: M; M
Equivalent Course(s): SOCI 30315, PBHS 43201, PLSC 30102, STAT 31900, MACS 51000

**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.
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): Mateo, J. Terms Offered: Autumn
Note(s): Grad Distribution requirements: 1
Equivalent Course(s): PSYC 31600, EVOL 36900, GNSE 30901

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.

Instructor(s): M. Friedner Terms Offered: Winter
Prerequisite(s): Advanced undergraduates.
Note(s): CHDV Distribution: C, D; 2, 4
Equivalent Course(s): ANTH 35140, CHDV 21230, MAPS 31230

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).

Instructor(s): S. Goldin-Meadow Terms Offered: Spring. In Spring 2023, only an undergraduate section of this course will be offered.
Equivalent Course(s): LING 21600, PSYC 33200, LING 31600, EDSO 23200, PSYC 32000, CHDV 23900

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.

Instructor(s): D. Hedeker Terms Offered: Autumn. Course not offered in 2022-23.
Prerequisite(s): PBHS 32400 or PBHS 32410 and PBHS 32700 or consent of instructor.
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.

Instructor(s): D. Hedeker Terms Offered: Autumn
Prerequisite(s): PBHS 32400/STAT 22400 or PBHS 32410 or equivalent, AND PBHS 32600/STAT 22600 or PBHS 32700/STAT 22700 or equivalent; or consent of instructor.
Equivalent Course(s): PBHS 33300, STAT 36900

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.

Instructor(s): R. Gibbons Terms Offered: Autumn

Prerequisite(s): PBHS 32400, PBHS 32410 or equivalent, and PBHS 32600/STAT 22600 or PBHS 32700/STAT 22700 or equivalent; or consent of instructor. Knowledge of STATA and/or R highly recommended.

Equivalent Course(s): STAT 35800, PBHS 33500

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.

Instructor(s): D. Ansari Terms Offered: Spring

Note(s): CHDV Distribution Areas: C, D

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

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 Distributions: A; 1

Equivalent Course(s): EVOL 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.

Instructor(s): J. Mateo Terms Offered: Winter

Equivalent Course(s): PSYC 35201

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.

Instructor(s): Yanyan Sheng Terms Offered: Spring

Prerequisite(s): Course work or background experience in statistics through inferential statistics and linear regression.

Equivalent Course(s): PSYC 28962, CHDV 26008, SOSC 26008, SOSC 36008

CHDV 36078. Normal People: History of the Human Sciences. 100 Units.

We often worry about what’s normal and what’s not. Is my IQ above average? What about my BMI? 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 modern science have had on how we understand ourselves. Charting a wide-ranging history of the ways that human traits and behaviors came to be classified and measured, this research seminar will introduce students to the theories and techniques used to distinguish the normal from the pathological and the deviant for the past 200 years. We will read Cesare Lombroso on born criminals and Richard von Krafft-Ebing on sexual perversion; learn about psychological tests and developmental milestones; and consider the kinds of people these scientific and medical efforts brought into being. In addition to lecture and class discussions, the course includes close engagement with a diverse historical archive: scientific and medical treatises, clinical
case studies, diagnostic tools, and patient narratives. Students will also explore how the University of Chicago contributed to the definition and establishment of normality through a project at the university's archival collections.

Instructor(s): Tal Arbel Terms Offered: Spring
Equivalent Course(s): KNOW 36078, HLTH 26078, SOCI 40255, CHSS 36078, HIPS 26078

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.

Instructor(s): S. London Terms Offered: Winter
Note(s): Only fourth-year college students with permission
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.

Instructor(s): T. Edwards Terms Offered: Autumn
Prerequisite(s): Distribution categories: Undergraduate: C, Graduate: 3
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."

Instructor(s): D. Maestripieri Terms Offered: Autumn

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, relativity, subjectivity/identity, temporality, institutionality).

Instructor(s): Constantine Nakassis Terms Offered: Autumn. Autumn 2022
Prerequisite(s): Consent of instructor for Undergrads
Note(s): CHDV Distribution: 5
Equivalent Course(s): LING 31100, ANTH 37201, PSYC 47001

CHDV 37501. Sexual Selection. 100 Units.
A discussion and critical analysis of sexual selection. The course will consist of lectures, reading and discussion.

Instructor(s): S. Pruett-Jones Terms Offered: Winter
Prerequisite(s): Common Core Biology, BIOS 248, or consent of instructor.
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.

Instructor(s): D. Maestripieri Terms Offered: Autumn
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: Undergraduate subject area: A, Graduate distribution: 1
Equivalent Course(s): KNOW 31418, CHSS 34921, CHDV 27861, HIST 24921, KNOW 21418, HIST 34921, HIPS 24921

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.
Instructor(s): M. Friedner, J. Iverson Terms Offered: Winter
Prerequisite(s): Third or fourth-year standing
Equivalent Course(s): HLTH 28301, MUSI 25719, CHDV 28301, BPRO 28300, MAAD 28300, MUSI 35719

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.
Instructor(s): M. Casillas Terms Offered: Winter
Note(s): Subject area: UG: B, C; Grad: 2
Equivalent Course(s): LING 38951, PSYC 38960, EDSO 38950

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 and their “host societies” vis-à-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 seminar-style, reading-heavy course. Students should be familiar with and capable of deploying the sociological concepts of race, class, gender and intersectionality.
Instructor(s): E. Abdelhadi Terms Offered: Winter
Prerequisite(s): Undergrads must have 3rd or 4th year standing,
Note(s): Subject area: Undergrad: C; Grad: 3
Equivalent Course(s): GNSE 28990, SOCI 30324, CHDV 28999, CRES 38990, ISLM 38990, GNSE 38990

CHDV 39900. Readings: Comparative Human Development. 100 Units.
Independent reading and research course with faculty.
Instructor(s): Staff Terms Offered: Autumn Spring Summer 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): E. Raikhel Terms Offered: Autumn
Prerequisite(s): CHDV 40001, CHDV Grad Students Only
Note(s): Required Course for Comparative Human Development Graduate Students

CHDV 40001. Introduction to Department of Comparative Human Development. 100.00 Units.
The course is mandatory for First year doctoral students in the Department of Comparative Human Development, and strongly recommended for Second and Third year doctoral students. 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.
Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): First year graduate student standing

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.
Instructor(s): L. Waite Terms Offered: Autumn
Prerequisite(s): Advanced Undergrads Consent of Instructor
Equivalent Course(s): SOCI 40192, GNSE 40192

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 delineates 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).
Instructor(s): M. Beale Spencer Terms Offered: Spring
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution: 2
Equivalent Course(s): CRES 40270, EDSO 40207

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.
Instructor(s): Mueller, A. Terms Offered: Spring

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 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.

Instructor(s): P. Sean Brotherton Terms Offered: Not Offered 2021-22; may be offered 2022-23
Prerequisite(s): Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV

Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.
Equivalent Course(s): KNOW 24341, ANTH 40310, KNOW 40312, CHDV 24341, CRES 24341, CHSS 40310, ANTH 24341, HIPS 24341, HLTH 24341

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.
Instructor(s): Clindaniel, Jon Terms Offered: Autumn Winter
Prerequisite(s): No previous coding experience required. A Python boot camp will be held at the beginning of the quarter to teach the coding skills necessary to succeed in the course. Open to Advanced Undergraduates with Instructor Permission.
Equivalent Course(s): MACS 20400, MAPS 40401, MACS 40400, PSYC 40460

CHDV 41601. Seminar in Language Development. 100 Units.
Advanced undergraduates and MAPSS students should register for PSYC 33200. Psychology graduate 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).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
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.
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, 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.
Instructor(s): E. Raikhel Terms Offered: Spring
Prerequisite(s): CHD 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. 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.
Instructor(s): E. Abdelhadi Terms Offered: Autumn
Prerequisite(s): CHDV 42401 Trial Research in Human Development - I. CHD graduate students only.
Note(s): Required Course for Comparative Human Development Graduate Students

CHDV 42550. Theory, Method & Evidence: Finding Persons in the Social. 100 Units.
There has been a disconnect between the theories and methods we use to examine the world. The veritable explosion of methodologies, or ways to find evidence on the world and persons, leaves many with a lack of coherent understanding of what exactly is being produced. This class will examine methods and forms of
evidence across multiple fields of social inquiry to ground students, with some focus on the methods of biological and physical sciences. This class will examine critically what counts as evidence and what counts as a method—including a historically situating of the conceptualizations of method and evidence for the respective fields. We will pay special attention to shifts in the formulation of our scientific triad of Data, Evidence, and Ideas across space and time. By the end of the class, students will have a deeper understanding of evidence and method across multiple fields of social inquiry, including the relevance of the replication crisis.

Instructor(s): Gugwor, Resney Terms Offered: Winter
Equivalent Course(s): MAPS 41501, PSYC 39019, CHDV 22550, SOCI 30333

CHDV 43204. Medical Anthropology. 100 Units.
This course introduces students to the central concepts and methods of medical anthropology. Drawing on a number of classic and contemporary texts, we will consider both the specificity of local medical cultures and the processes which increasingly link these systems of knowledge and practice. We will study the social and political economic shaping of illness and suffering and will examine medical and healing systems—including biomedicine—as social institutions and as sources of epistemological authority. Topics covered will include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; structural violence; modernity and the distribution of risk; the meanings and effects of new medical technologies; and global health.

Instructor(s): E. Raikhel Terms Offered: Winter
Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master’s students.
Note(s): CHDV Distribution: C, D; 3, 4
Equivalent Course(s): HIPS 27301, ANTH 24330, CHDV 23204, KNOW 43204, ANTH 40330, HLTH 23204

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: Autumn
Equivalent Course(s): PSYC 43600

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.

Instructor(s): S. Goldin-Meadow Terms Offered: Winter
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.

Instructor(s): S. Goldin-Meadow Terms Offered: Spring
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.

Instructor(s): M. Keels Terms Offered: Autumn
Prerequisite(s): Only students with 2nd year standing or above.
Note(s): Fulfills grad requirement: 2,4 and undergrad major requirement B.
Equivalent Course(s): PBPL 24599, HLTH 24599, CHDV 24599, CHST 24599, CRES 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.

Instructor(s): W. Goldstein Terms Offered: Spring
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 states and processes associated with the human classification of actions are 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.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Advanced undergraduates may enroll with permission of instructor
Note(s): CHDV Distribution: B, C; 3 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.
Instructor(s): R. Shweder Terms Offered: Winter
Prerequisite(s): Undergraduates students: 4th year standing only.
Note(s): Subject area: Grad: 2, 3 Equivalent Course(s): ANTH 45600, HMRT 35600, PSYC 45300, CHDV 25699, GNSE 45600, KNOW 45699

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.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Note(s): Satisfies CHD graduate program distribution (1) Comparative Behavioral Biology
Equivalent Course(s): CHSS 47015, CHDV 27015, KNOW 47015, HIHS 27515, SCTH 47015

CHDV 47300. Doing Multimodal Discourse Analysis, from Interaction to Media Textuality. 100 Units.
Linguistic Anthropology Practicum / Projects in the Linguistics Laboratory
Instructor(s): Constantine Nakassis Terms Offered: Spring, Spring 2022
Equivalent Course(s): LING 57300, ANTH 57300

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 (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: This course is not offered in 2021-22.
Prerequisite(s): At least one college-level mathematics course, can be a high school AP course, First priority for CHDV grads and 2nd priority CHDV undergrad majors.
Note(s): CHDV Distribution, M*, M* This course will not be offered in the academic year 2021-22.
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."
Instructor(s): G. Hong Terms Offered: Winter
Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005
Note(s): CHDV Distribution: M; M Equivalent Course(s): SOCI 30315, PBHS 43201, PLSC 30102, STAT 31900, MACS 51000

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.
Instructor(s): Salikoko Mufwene Terms Offered: Autumn
Equivalent Course(s): CHDV 20150, LING 20150, EDSD 20150, LING 30150

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 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, LING 30249, ANTH 37116

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 re-format 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...
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. 

Equivalent Course(s): CHDV 30609. Women’s Rights, Cultural Nationalisms, and Moral Panics. 100 Units.

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 tackles back and forth between analyses of mobility within Africa, and studies of migration more generally. Topics to be addressed include governmentality and the creation of borders, the production of immobility, kinship and migration, and the role of mobility in the reproduction of African societies. Readings will include studies of migration from within the African continent, to Europe and to the United States. 

Equivalent Course(s): ANTH 32226

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): Mateo, J. Terms Offered: Autumn

Note(s): Grad Distribution requirements: 1

Equivalent Course(s): PSYC 31600, EVOL 36900, GNSE 30901

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): Undergraduates must be in third or fourth year.

Note(s): CHDV Distribution: B, C

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

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 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).

Instructor(s): S. Goldin-Meadow
Terms Offered: Spring. In Spring 2023, only an undergraduate section of this course will be offered.
Equivalent Course(s): LING 21600, PSYC 33200, LING 31600, EDSO 23200, PSYC 23200, CHDV 23900

**CHDV 32102. Self and Subjectivity: Discourse, Agency, and Performativity. 100 Units.**

This course 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.

Instructor(s): J. Cole
Terms Offered: Winter
Prerequisite(s): Undergraduates with consent of instructor
Note(s): CHDV Distribution: C; 2*, 3*, 4*
Equivalent Course(s): ANTH 32102

**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.

Instructor(s): D. Hedeker
Terms Offered: Autumn. Course not offered in 2022-23.
Prerequisite(s): PBHS 32400 or PBHS 32410 and PBHS 32700 or consent of instructor.
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.

Instructor(s): D. Hedeker
Terms Offered: Autumn
Prerequisite(s): PBHS 32400/STAT 22400 or PBHS 32410 or equivalent, AND PBHS 32600/STAT 22600 or PBHS 32700/STAT 22700 or equivalent; or consent of instructor.
Equivalent Course(s): PBHS 33300, STAT 36900

**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.

Instructor(s): R. Gibbons
Terms Offered: Autumn
Prerequisite(s): PBHS 32400, PBHS 32410 or equivalent, and PBHS 32600/STAT 22600 or PBHS 32700/STAT 22700 or equivalent; or consent of instructor. Knowledge of STATA and/or R highly recommended.
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.
Instructor(s): M. Casillas
Terms Offered: Winter
Note(s): Distributions: Grad 2, M; Undergrads: B, M

CHDV 33200. Biology of Mental Health. 100 Units.
Students will explore how the brain and body interact with other factors to affect mental health.
Instructor(s): K. Pagel
Terms Offered: Spring
Note(s): Distribution - undergrad: A, B, C, D; grad: 1, 2, 3, 4

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.
Instructor(s): E. Raikhel
Terms Offered: Winter
Prerequisite(s): Registration by instructor consent only
Note(s): CHDV Course Distribution Areas: D; 4
Equivalent Course(s): HLTH 23305, ANTH 24333, ANTH 35133, CHDV 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.
Instructor(s): S. Goldin-Meadow, D. Brentari
Terms Offered: Autumn
Equivalent Course(s): PSYC 23360, LING 33360, PSYC 33360, CHDV 23360, LING 23360

CHDV 33510. Blooming, Buzzing Confusion. 100 Units.
This course examines the social and cognitive mechanisms that drive language learning in the first few years of life. Nearly all children learn the language(s) of their community, despite the fact that human languages and caregiving practices offer immense diversity around the globe. What enables the learning system to adapt so robustly to the environment it finds itself in? We discuss the evidence for and against multiple factors that have been proposed to support language development across the world’s communities. We also critically examine how these ideas intersect with current deficit models of language learning. It is expected that, by the end of the course, students will grasp the basic mechanisms proposed to underlie early language learning.
Instructor(s): M. Casillas
Terms Offered: Winter
Note(s): Distribution: B, M
Equivalent Course(s): CHDV 23010

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): MAPS 34500, SOSC 34500, ANTH 24510, ANTH 34501, MAPH 34400

CHDV 34710. Language, Culture and Development. 100 Units.
This course is designed to be an interdisciplinary class that explores research in early cognitive development within the field of language, culture and the self. We will discuss a variety of topics in cognitive development, as well as important questions concerning language and culture. This course will touch upon on research across development to document early biases in human reasoning that might persist through the lifespan, and will emphasize how we can use basic science research to inform educational goals and make positive contributions to addressing issues related to language and culture.
Instructor(s): Peishan Fan
Terms Offered: Winter
Prerequisite(s): Open only for graduate students and 4th year undergraduates. Undergraduates must have instructor consent.
Equivalent Course(s): MAPS 34700, EDSO 34700, PSYC 33920

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.
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.
Instructor(s): J. Mateo Terms Offered: Autumn
Equivalent Course(s): EVOL 34800

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, misspecification, 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 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.
Instructor(s): S. Numanbayraktaroglu Terms Offered: Winter
Note(s): Distribution: M

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.
Instructor(s): Yan Yan Sheng Terms Offered: Spring
Prerequisite(s): Course work or background experience in statistics through inferential statistics and linear regression.
Equivalent Course(s): PSYC 28962, CHDV 26008, SOSC 26008, SOSC 36008

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.
Instructor(s): I. Clever Terms Offered: Winter
Prerequisite(s): Open to second years and above.
Note(s): This course partially fulfills the research seminar requirement for the IRHUM major.
Equivalent Course(s): IRHU 27000, SOCI 30330, HLTH 27000, HIPS 26012, KNOW 36012

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?

Instructor(s): Salikoko Mufwene Terms Offered: Spring
Equivalent Course(s): LING 36050, CRES 26050, CHDV 26050, LING 26050

CHDV 36078. Normal People: History of the Human Sciences. 100 Units.
We often worry about what's normal and what's not. Is my IQ above average? What about my BMI? 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 modern science have had on how we understand ourselves. Charting a wide-ranging history of the ways that human traits and behaviors came to be classified and measured, this research seminar will introduce students to the theories and techniques used to distinguish the normal from the pathological and the deviant for the past 200 years. We will read Cesare Lombroso on born criminals and Richard von Krafft-Ebing on sexual perversion; learn about psychological tests and developmental milestones; and consider the kinds of people these scientific and medical efforts brought into being. In addition to lecture and class discussions, the course includes close engagement with a diverse historical archive: scientific and medical treatises, clinical case studies, diagnostic tools, and patient narratives. Students will also explore how the University of Chicago contributed to the definition and establishment of normality through a project at the university's archival collections.

Instructor(s): Tal Arbel Terms Offered: Spring
Equivalent Course(s): KNOW 36078, HLTH 26078, SOCI 40255, CHSS 36078, HIPS 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?"

Instructor(s): J. Cole T. Edwards Terms Offered: Spring
Prerequisite(s): Completion of SOSC sequence Self, Culture and Society or Power, Identity Resistance is required. Instructor consent required.
Note(s): Categories - undergrad B, C, D; grads: 2,3
Equivalent Course(s): CHDV 26200

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 overarching 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.

Instructor(s): T. Edwards Terms Offered: Autumn
Prerequisite(s): Distribution categories: Undergraduate: C, Graduate: 3
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."

Instructor(s): D. Maestripieri Terms Offered: Autumn

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, relativity, subjectivity/identity, temporality, institutionality).
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 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. 
Instructor(s): Susan Gal Terms Offered: Winter. Winter 2022
Prerequisite(s): Language in Culture-1
Note(s): CHDV Distribution: 5*
Equivalent Course(s): PSYC 47002, LING 31200, ANTH 37202
CHDV 37501. Sexual Selection. 100 Units.
A discussion and critical analysis of sexual selection. The course will consist of lectures, reading and discussion. 
Instructor(s): S. Pruett-Jones Terms Offered: Winter
Prerequisite(s): Common Core Biology, BIOS 248, or consent of instructor.
Equivalent Course(s): ECEV 37500, EVOL 37500
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. 
Instructor(s): D. Maestripieri Terms Offered: Autumn
Prerequisite(s): N/A
Note(s): Distribution requirements: 1
Equivalent Course(s): CHSS 37860, KNOW 27860, HLTH 27860, CHDV 27860, HIPS 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 Zamytin, Leopold von Sacher-Masoch, Italo Svevo, and Elias Canetti, and discuss how these authors anticipated the discoveries made decades later by cognitive, social, and evolutionary psychology. 
Instructor(s): D. Maestripieri Terms Offered: Autumn
Note(s): Distribution requirements: Undergraduate: A; Graduate: 1
Equivalent Course(s): KNOW 31418, CHSS 34921, CHDV 27861, HIST 24921, KNOW 21418, HIST 34921, HIPS 24921
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: Undergraduate subject area: A, Graduate distribution: 1
Equivalent Course(s): PSYC 27950, PSYC 37950, CHDV 27950, BIOS 29265, ECON 14810
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.

Instructor(s): M. Friedner, J. Iverson Terms Offered: Winter
Prerequisite(s): Third or fourth-year standing
Equivalent Course(s): HLTH 28301, MUSI 25719, CHDV 28301, BPRO 28300, MAAD 28300, MUSI 35719

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.

Instructor(s): M. Casillas Terms Offered: Winter
Note(s): Subject area: UG: B, C; Grad: 2
Equivalent Course(s): LING 38951, PSYC 38960, EDSO 38950

CHDV 39900. Readings: Comparative Human Development. 100 Units.
Independent reading and research course with faculty.
Instructor(s): Staff Terms Offered: Autumn Spring Summer 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): E. Raikhel Terms Offered: Autumn
Prerequisite(s): CHD Grad Students Only
Note(s): Required Course for Comparative Human Development Graduate Students

CHDV 40001. Introduction to Department of Comparative Human Development. 100.00 Units.
The course is mandatory for First year doctoral students in the Department of Comparative Human Development, and strongly recommended for Second and Third year doctoral students. 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.

Instructor(s): Staff Terms Offered: Autumn Spring Winter
Prerequisite(s): First year graduate student standing

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 makes it difficult to acknowledge that the depth of experience and its determinative nature may be but skin deep. In America, there continues to be an uneasiness and palpable personal discomfort whenever discussions concerning ethnic diversity, race, color, and the Constitutional promise and actual practice of equal opportunity occur. Other nations are populated with vulnerable humans, as well, and experience parallel dissonance...
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.
Instructor(s): L. Waite Terms Offered: Autumn
Prerequisite(s): Advanced Undergrads Consent of Instructor
Equivalent Course(s): SOCI 40192, GNSE 40192

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 youth development achieved. The course delineates 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).
Instructor(s): M. Beale Spencer Terms Offered: Spring
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution: 2
Equivalent Course(s): CRES 40270, EDSO 40207

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 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.
Instructor(s): P. Sean Brotherton Terms Offered: Not Offered 2021-22; may be offered 2022-23
Prerequisite(s): Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV
Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.
Equivalent Course(s): KNOW 24341, ANTH 40310, KNOW 40312, CHDV 24341, CRES 24341, CHSS 40310, ANTH 24341, HIPS 24341, HLTH 24341

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.
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 child 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 principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will 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.

Instructor(s): Kalil, A Terms Offered: Winter
Equivalent Course(s): PPHA 40700, PSYC 40710

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.

Instructor(s): D. Maestriperi Terms Offered: Winter
Prerequisite(s): Undergraduates must have permission of instructor.
Note(s): CHDV Distributions: A; 1
Equivalent Course(s): CHDV 27850, PSYC 41450

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.

Equivalent Course(s): SSAD 50400

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, 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.
Instructor(s): E. Raikhel Terms Offered: Spring
Prerequisite(s): CHD 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. 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.
Instructor(s): E. Abdelhadi Terms Offered: Autumn
Prerequisite(s): CHDV 42401 Trial Research in Human Development-I. CHD graduate students only.
Note(s): Required Course for Comparative Human Development Graduate Students
CHDV 42550. Theory, Method & Evidence: Finding Persons in the Social. 100 Units.

There has been a disconnect between the theories and methods we use to examine the world. The veritable explosion of methodologies, or ways to find evidence on the world and persons, leaves many with a lack of coherent understanding of what exactly is being produced. This class will examine methods and forms of evidence across multiple fields of social inquiry to ground students, with some focus on the methods of biological and physical sciences. This class will examine critically what counts as evidence and what counts as a method—including a historically situating of the conceptualizations of method and evidence for the respective fields. We will pay special attention to shifts in the formulation of our scientific triad of Data, Evidence, and Ideas across space and time. By the end of the class, students will have a deeper understanding of evidence and method across multiple fields of social inquiry, including the relevance of the replication crisis.

Instructor(s): Gugwor, Resney Terms Offered: Winter
Equivalent Course(s): MAPS 41501, PSYC 39019, CHDV 22550, SOCI 30333

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.

Instructor(s): J. Mateo Terms Offered: Winter
Prerequisite(s): Permission of instructor.
Equivalent Course(s): CHDV 23248, EVOL 43248

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 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): E. Raikhel Terms Offered: Winter
Prerequisite(s): N/A
Note(s): CHDV Distribution: 4*  
Equivalent Course(s): ANTH 40345

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 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 44300. Global Childhoods. 100 Units.
This course is a reading intensive seminar. We will examine the social construction of childhood as a distinct stage in the life course, reflecting in particular on how understandings and experiences of childhood are both historically contingent and culturally specific. We will also consider how race, class, and gender shape children's experiences, children's socialization, and contemporary social problems involving children’s lives. We will engage with concepts, theories, and empirical research in the interdisciplinary field of childhood studies, with a particular focus on works in Sociology and Anthropology examining both Western and non-Western cases. As we read empirical works, we will focus not only on substantive findings but also use these studies to discuss different methodological approaches and challenges involved in conducting research with children.
Instructor(s): C. Galli
Terms Offered: Autumn
Note(s): Grad distribution: 3

CHDV 44500. Language and Environment. 100 Units.
Graduate seminar that 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.
Instructor(s): T. Edwards
Terms Offered: Winter
Note(s): Distributions: grad 3; undergrad C

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.
Instructor(s): M. Keels
Prerequisite(s): Only students with 2nd year standing or above.
Note(s): Fulfills grad requirement: 2,4 and undergrad major requirement B.
Equivalent Course(s): PBPL 24599, HLTH 24599, CHDV 24599, CHST 24599, CRES 24599

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, 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.
Instructor(s): P. Sean Brotherton
Terms Offered: TBD. Not offered in 2020-21
Equivalent Course(s): ANTH 45125, GNSE 45112, CHSS 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 impairment and we will critically evaluate the different models employed to think about disability. We will read both foundational disability studies texts and ethnographic work.
Instructor(s): Michele Friedner
Terms Offered: Winter 2020
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 are 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.
Instructor(s): R. Shweder
Prerequisite(s): Advanced undergraduates may enroll with permission of instructor
Note(s): CHDV Distribution: B, C; 3
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.
Instructor(s): R. Shweder Terms Offered: Winter
Prerequisite(s): Undergraduates students: 4th year standing only.
Note(s): Subject area: Grad: 2, 3
Equivalent Course(s): ANTH 45600, HMRT 35600, PSYC 45300, CHDV 25699, GNSE 45600, KNOW 45699

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.
Instructor(s): D. Maestripieri Terms Offered: Autumn
Note(s): Satisfies CHD graduate program distribution (1) Comparative Behavioral Biology
Equivalent Course(s): CHSS 47015, CHDV 27015, KNOW 47015, HIPS 27515, SCTH 47015

CHDV 47300. Doing Multimodal Discourse Analysis, from Interaction to Media Textuality. 100 Units.
Linguistic Anthropology Practicum / Projects in the Linguistics Laboratory
Instructor(s): Constantine Nakassis Terms Offered: Spring. Spring 2022
Equivalent Course(s): LING 57300, ANTH 57300

CHDV 47705. 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.
Instructor(s): Constantine Nakassis Terms Offered: Spring. Spring 2021
Prerequisite(s): Language in Culture-1 or Consent of Instructor
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.
Instructor(s): s. Numanbayraktaroglu Terms Offered: Autumn
Prerequisite(s): This seminar is open to CHD Third Year graduate standing only.

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

CHDV 70000. Advanced Study: Comparative Human Development. 300.00 Units.
Advanced Study: Comparative Human Development