The Department of Comparative Human Development is an interdisciplinary program at the critical edge of thought and research in the social sciences. We believe that social life is too complex and too exciting to be left within any single discipline. Consequently, we bring together anthropologists, biologists, linguists, psychologists, sociologists and methodologists whose methods and theories cross individual social science disciplines. We aim to advance the understanding of human development through innovative approaches that are balanced with the need for productive synergy and a coherent training program.

Faculty and students' current research examines issues of central concern to life course development, education, health, family, community, and society at large. We examine the ways social and political contexts as well as cultural and ethnic traditions shape individual and interpersonal functioning, the interplay between individual trajectories and broader processes of historical transformation, the mechanisms integrating biological and social levels of organization, and the cultural, linguistic, and psychological processes that mediate representations of and responses to vulnerability and distress. In addressing those issues, we highlight shifting categories such as race, class, nationality, age, gender, sexuality, and ability.

Our research is informed by theoretical perspectives from a plethora of interdisciplinary fields. These include sociocultural anthropology, medical anthropology, medical sociology, behavioral biology, biopsychology, language and thought, cognitive and developmental psychology, cultural psychology, cultural sociology, social psychology, educational psychology, and educational sociology. We employ a multitude of research methods ranging from experiments, surveys, network analysis, causal inference, to ethnography and discourse analysis.
Comparative: To understand is to compare. 'Comparative' means attention to likeness and difference. Work in the Department looks at how practices, ideologies, capabilities, behaviors, and experiences vary across time, between cultures, between demographic groups, between political and economic contexts, and between species.

Human: What makes us human? Research in the Department explores the socio-cultural, psychological and biological processes that humans share with, and that distinguish them from, each other and from non-human animals.

Development: This complex and vexed term highlights change over time. It raises debates about cultural values and provokes disagreement about desired states. Work in the Department critically examines understandings about development in relation to both individuals and societies, and it analyzes practices and policies that may promote or prevent it.

Students in the Department have pursued innovative and successful careers in anthropology, biology, education, human development, psychology, sociology, and quantitative research methodology.

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

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

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.

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 two 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:

1. CHDV 40000 HD Concepts (Required)
2. Five Distribution courses, one in each of the first five program areas. Each of these program areas is identified by a number 1-5. All courses in the CHD online Graduate Course Catalog are assigned a number which refers to the program area. Numbers that are followed by an asterisk such as 1*, 2*, 3*, 4* and 5* satisfy the distribution requirement. Numbers that do not have an asterisk do not satisfy distribution requirements, but will satisfy specialization requirements.
   - Comparative Behavioral Biology (1)
   - Society, Institutions, Culture and the Life Course (2)
   - Cultural Psychology, Psychological Anthropology, Immigration Studies (3)
   - Health, Vulnerability and Culture (4)
   - Language and Communication in Thought and Interaction (5)
   - Methods in Human Development Research (M)
3. Applied Statistics (one course requirement) from among the following:
   - PPHA 31000 Statistics for Public Policy I (***) 100
   - PPHA 31100 Statistics for Public Policy II (**) 100
   - SOCI 30004 Statistical Methods of Research 100
   - SOCI 30005 Statistical Methods of Research-II 100
   - STAT 22000 Statistical Methods and Applications 100
STAT 22400  Applied Regression Analysis  100
STAT 22600  Analysis of Categorical Data  100

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

4. A second Methods course (Required)

5. CHDV 42401 Trial Research in Human Development I and CHDV 42402 Trial Research in Human Development II (Required).

6. Two additional CHD courses in chosen area of specialization. If Methods in Human Development Research is your area of specialization, you must choose an additional area of specialization to take two courses in.

   Students are not required to complete all these requirements by the end of their second year. However, they must have five quality grades by the end of spring of their first year, and ten quality grades by the end of the second year. A grade of B or better is required to satisfy the requirements of these courses. On average a graduate student should take at least two courses for quality grades in each quarter of their first two years. In addition, students will participate in elective courses and workshops in the department, and the University in consultation with their advisors.

Required Courses

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

The seminars (CHDV 42401 Trial Research in Human Development I and CHDV 42402 Trial Research in Human Development II) will launch students into their research projects and will guide them from the beginning to the completion of those projects. 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.

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. The requirement for a second method course can be fulfilled by choosing from an elective list. Examples of methods courses include Mixed Methods Approaches to Policy Research, Ethnographic Writing, Ethnographic Methods, Behavior Observations, Language Analysis in the Social Sciences, Social Experiments, Introduction to Causal Inference, Mediation, Moderation, and Spillover Effects, Applications of Hierarchical Linear Models, Applied Longitudinal Data Analysis, Spatial Regression Analysis, Demographic Technique, Maximum Likelihood, Statistical Applications, Logic of Social Science Inquiry, and others.

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.

A quality grade of B or better is required to satisfy the requirements of these courses. Students are expected to maintain an average of B+ or better. A student may petition courses to meet a needed requirement. 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.

Although students are not required to complete their course requirements by the end of their second year, a student must have received five quality grades by the spring of the first year, and ten quality grades by the end of the second year. On average a graduate student should take at least two courses for quality grades in each quarter of their first two years.

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 Department 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. To be considered in good standing and for continuation of financial aid, first and second year students must have earned at minimum five quality grades (B or better) over autumn and winter quarters during the year by the time of the spring review, with satisfactory spring grades expected to follow.
First - fourth year students should schedule a meeting with the departmental administrator within the first two weeks of May to review their transcript, grades and status of the fulfillment of distribution requirements.

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. Financial aid recommendations will also be based on this review.

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

1. Course grades 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 CHD evaluation committee.

3. The CHD evaluation committee will be responsible for collecting the evaluation data, conducting a preliminary review, and then presenting the data and their review for the consideration of the entire faculty. 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

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

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.

Comparative Behavioral Biology (1)

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 reproductive endocrinology, research conducted with rodents and humans investigates the social and behavioral control of fertility and health and the role of hormone-behavior interactions in development throughout the life span. Specific topics of interest include mechanisms and function of menstrual synchrony, pheromonal communication, 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 infant attachment and infant development, with particular emphasis on interindividual variability both within and outside the normal range. Other topics of interest include affiliative and aggressive behavior, mating strategies, nonverbal communication and social cognition in rodents, primates and humans. In the area of social neuroscience, one topic of interest is evaluative processes, e.g., affective, attitudinal, or emotional operations by which individuals discriminate hostile from hospitable environments. Of interest as well is in the role of social and autonomic factors in individuals endocrine and cellular immune response to stress and illness vulnerability. Throughout, the research approach is characterized by the integration of social and biological levels of analysis. Example courses listed below have been offered in previous years but may not be offered in this academic year.

CHDV 30901 Biopsychology of Sex Differences * 100
CHDV 37500 Research Seminar Animal Behavior I ** 100
CHDV 37502 Research Seminar in Animal Behavior II ** 100
CHDV 37503 Research Seminar in Animal Behavior III ** 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 48412 Publications, Grants, and the Academic Job Market * 100

(*) Satisfies the distribution requirement.

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

Society, Institutions, Culture and the Life Course (2)
The Department has a long tradition of examining "development" not just in childhood, but over the entire life course. A basic premise of our approach is that how people change over their lives is shaped by, and also shapes, social institutions, cultural practices, material circumstances and biological potential. We are also interested in how normative models of human development become institutionalized, materialized, and potentially contested as they travel across different cultural or economic settings. Some current areas of research include the influence of families, peers, schools, and neighborhoods on individual trajectories and outcomes; 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 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 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, 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  

**CHDV 30440**  
Inequality, Health and the Life Course  

**CHDV 31000**  
Cultural Psychology  

**CHDV 31230**  
Stigma Lab  

**CHDV 31600**  
Introduction to Language Development  

**CHDV 31901**  
Language, Culture, and Thought  

**CHDV 32100**  
Culture, Power, Subjectivity  

**CHDV 32101**  
Culture and Power, Part II: Discourse and Performativity  

**CHDV 40207**  
Development in Adolescents  

**PSYC 43200**  
Seminar in Language Development (=CHDV 41601)  

**CHDV 48412**  
Publications, Grants, and the Academic Job Market  

(*) Satisfies the distribution requirement.

**Cultural Psychology, Psychological Anthropology, Immigration Studies (3)**

Coming to terms with transnational migration and defining the scope and limits of tolerance for ethnic, religious, and cultural diversity in North America and Europe has become one of the most pressing concerns for states and citizens in liberal democracies in the 21st century. The Department has long been a leading center for training in psychological anthropology, cultural psychology, culture and mental health, and the cross cultural study of human development, with special attention to what the anthropologist Clifford Geertz once called “the force and durability of ties of religion, language, custom, locality, race, and descent in human affairs.” Faculty and students investigate political, economic, as well as ethnic and cultural sources of diversity in emotional and bodily functioning, conceptions of disability, self and subjectivity, sexuality and gender identity, moral evaluation, and social cognition. We are also concerned with the social and political production and management of social differences as well as the conflicts that arise in the context of contemporary migration. Ethnographic field work both in the United States and abroad is an important component of this program, although students and faculty use multiple methods (qualitative and quantitative, observational, clinical and experimental) to understand the similarities and differences in psychological functioning across human populations. The program encourages the comparative social and cultural analysis of what people know, think, feel, desire and value in India, Japan, China, Russia, Africa and the Middle East, as well as research on the institutions, ideologies and economic circumstances that shape the experience of minorities in places ranging from Norway to France to the United States. Example courses listed below have been offered in previous years but may not be offered in this academic year.

**CHDV 30117**  
Transnational Kinship, Intimacy and Migration  

**CHDV 30320**  
Violence and Trauma  

**CHDV 30401**  
Intensive Study of a Culture: Lowland Maya History and Ethnography  

**CHDV 31000**  
Cultural Psychology  

**CHDV 31901**  
Language, Culture, and Thought  

**CHDV 32100**  
Culture, Power, Subjectivity  

**CHDV 32101**  
Culture and Power, Part II: Discourse and Performativity  

**CHDV 33301**  
Culture, Mental Health, and Psychiatry  

**CHDV 33302**  
Disordered States  

**CHDV 42212**  
Love, Capital and Conjugality in Africa and India  

**CHDV 43600**  
Processes of Judgement and Decision Making  

**CHDV 44700**  
Seminar: Topics in Judgment and Decision Making  

**CHDV 45601**  
Moral Psychology & Comparative Ethics  

**CHDV 45699**  
When Cultures Collide: Multiculturalism in Liberal Democracies  

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### Health, Vulnerability and Culture (4)

The Department maintains a tradition of examining health, illness, disability, and vulnerability from a variety of social science perspectives. We understand health, illness, disability, and vulnerability as experiences that are deeply shaped by inter-related social, political-economic, and psychobiological processes. We are also committed to the idea that how human beings experience distress is inextricable from the ways in which we recognize, represent and respond to it. We are thus equally concerned with the biosocial mechanisms through which health, illness, disability, and vulnerability become embodied in particular persons, as we are with the cultural and linguistic processes through which concepts such as “health,” “illness,” “disability,” and “vulnerability” are produced, enacted, institutionalized and contested. A particular strength of our program is the study of mental health and illness and of psychiatry as a social institution. Current areas of research include culture and mental health; the comparative study of medical and healing systems; psychopathology and resilience across the life course; the psychosocial determinants of malignant and infectious disease; diffusion of suicide through social ties, disability and vulnerability as conditions of ethical and political life; colonialism and traumatic social memory; the social consequences of the neurosciences and genetics; and illness, subjectivity and embodiment. Faculty and students employ a range of ethnographic, experimental and epidemiological methods, and have carried out fieldwork in settings including China, France, India, Madagascar, Russia, Scandinavia and the United States. Example courses listed below have been offered in previous years but may not be offered in this academic year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 30320</td>
<td>Violence and Trauma</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 30405</td>
<td>Anthropology of Disability</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31230</td>
<td>Stigma Lab</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 33301</td>
<td>Culture, Mental Health, and Psychiatry *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 33305</td>
<td>Critical Studies of Mental Health in Higher Education</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 36400</td>
<td>Theories of Emotion and the Psychology of Well Being *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 40110</td>
<td>Color, Ethnicity, Cultural Context, and Human Vulnerability</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43770</td>
<td>Social Structure, Culture, and Human Development *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 44200</td>
<td>Emerging Concepts in Medical and Psychological Anthropology</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 45205</td>
<td>Pushing The Boundary: Current Debates On Animals and The Species Divide</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 46460</td>
<td>Disability, Dependency, and the Good Life</td>
<td>100</td>
</tr>
</tbody>
</table>

(* Satisfies the distribution requirement.

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 23900</td>
<td>Introduction to Language Development *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 31901</td>
<td>Language, Culture, and Thought *</td>
<td>100</td>
</tr>
<tr>
<td>PSYC 43200</td>
<td>Seminar in Language Development (=CHDV 41601) *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43550</td>
<td>Gesture</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 45501</td>
<td>Cognition and Education *</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 53350</td>
<td>Gesture, Sign, and Language</td>
<td>100</td>
</tr>
</tbody>
</table>

(* Satisfies the distribution requirement.

### Methods in Human Development Research (M)

Research on human development over the life span and across social and cultural contexts thrives on multiple theoretical perspectives. This research requires creation and improvement of a wide range of research methods appropriately selected for and tailored to specific human development problems. Faculty in the department employ research methods that
span the full range from primarily qualitative to primarily quantitative and to strategic mix of both. Across all the substantive domains in Comparative Human Development, theoretical understanding is greatly advanced by methodology; therefore the Department pays serious attention to research design, data collection, analytic strategies, and presentation, evaluation, and interpretations of evidence. The Department has contributed some of the most influential work on psychological scaling on the basis of the item response theory (IRT), multivariate statistical methods, causal inference methods for revealing moderation, mediation, and spillover effects, modeling of human growth, 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 not be offered in this academic year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHDV 30102</td>
<td>Introduction to Causal Inference</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 39301</td>
<td>Qualitative Research Methods</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 40112</td>
<td>Ethnographic Methods</td>
<td>100</td>
</tr>
<tr>
<td>CHDV 43248</td>
<td>Research Methods in Behavior and Development</td>
<td>100</td>
</tr>
</tbody>
</table>

(*) Satisfies the distribution requirement.

2019-2020 Offerings

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

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, K. Yamaguchi 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): PBHS 43201, MACS 51000, SOCI 30315, STAT 31900, PLSC 30102, CHDV 20102

CHDV 30510. Computational Content Analysis. 100 Units.
A vast expanse of information about what people do, know, think, and feel lies embedded in text, and more of the contemporary social world lives natively within electronic text than ever before. These textual traces range from collective activity on the web, social media, instant messaging and automatically transcribed YouTube videos to online transactions, medical records, digitized libraries and government intelligence. This supply of text has elicited demand for natural language processing and machine learning tools to filter, search, and translate text into valuable data. The course will survey and practically apply many of the most exciting computational approaches to text analysis, highlighting both supervised methods that extend old theories to new data and unsupervised techniques that discover hidden regularities worth theorizing. These will be examined and evaluated on their own merits, and relative to the validity and reliability concerns of classical content analysis, the interpretive concerns of qualitative content analysis, and the interactional concerns of conversation analysis. We will also consider how these approaches can be adapted to content beyond text, including audio, images, and video. We will simultaneously review recent research that uses these approaches to develop social insight by exploring (a) collective attention and reasoning through the content of communication; (b) social relationships through the process of communication; and (c) social state
Instructor(s): James Evans Terms Offered: Winter
Equivalent Course(s): SOCI 40133, MACS 60000

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
Equivalent Course(s): GNSE 30901, EVOL 36900, PSYC 31600
CHDV 31000. Cultural Psychology. 100 Units.
There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of “normal” psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of “culture” and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
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): AMER 33000, GNSE 21001, PSYC 23000, ANTH 35110, PSYC 33000, ANTH 24320, CHDV 21000, GNSE 31000

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): MAPS 31230, ANTH 35140, CHDV 21230

CHDV 31600. Introduction to Language Development. 100 Units.
This course addresses the major issues involved in first-language acquisition. We deal with the child’s production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).
Instructor(s): S. Goldin-Meadow Terms Offered: Winter
Equivalent Course(s): PSYC 23200, LING 21600, CHDV 23900, PSYC 33200, LING 31600, EDSO 23200

CHDV 33301. Culture, Mental Health, and Psychiatry. 100 Units.
While mental illness has recently been framed in largely neurobiological terms as “brain disease,” there has also been an increasing awareness of the contingency of psychiatric diagnoses. In this course, we will draw upon readings from medical and psychological anthropology, cultural psychiatry, and science studies to examine this paradox and to examine mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, the course invites students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists’ professional accounts of mental illness and patients’ experiences of it. Questions explored include: Does mental illness vary across social and cultural settings? How are experiences of people suffering from mental illness shaped by psychiatry’s knowledge of their afflictions?
Instructor(s): E. Raikhel Terms Offered: Autumn
Note(s): CHDV Distribution, C, D
Equivalent Course(s): ANTH 35115, HLTH 23301, ANTH 24315, HIPS 27302, CHDV 23301

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

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
Equivalent Course(s): HIPS 27860, CHSS 37860, KNOW 27860, CHDV 27860, HLTH 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, Yevgeny 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 & R. Richards Terms Offered: Autumn
Equivalent Course(s): HIST 34921, HIST 24921, CHSS 34921, KNOW 21418, CHDV 27861, KNOW 31418, HIPS 24921

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

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

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. Spencer Terms Offered: Autumn
Prerequisite(s): Graduate students only.
Note(s): CHDV Distribution: 2*
Equivalent Course(s): CRES 40270

CHDV 40213. Adolescent Society. 100 Units.
While the manifest function of schools is to provide an education, schools also serve as the primary extra-familial socializing institution during adolescence. This social side of school is quite important to youth development. Indeed, it is within this adolescent society that youth explore their identities, engage in risky or prosocial behaviors, form important social relationships, and learn values and ideals that can shape their long-term educational and occupational trajectories as well as their mental and physical health. In this course, we examine the role that the adolescent society plays in youth development, from early adolescence through early adulthood and from middle school through college contexts.
Instructor(s): Mueller, A. Terms Offered: Spring
CHDV 40315. Inequality in Urban Spaces. 100 Units.
The problems confronting urban schools are bound to the social, economic, and political conditions of the urban environments in which schools reside. Thus, this course will explore social, economic, and political issues, with an emphasis on issues of race and class as they have affected the distribution of equal educational opportunities in urban schools. We will focus on the ways in which family, school, and neighborhood characteristics intersect to shape the divergent outcomes of low- and middle-income children residing within any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood. This course is part of the College Course Cluster: Urban Design.
Instructor(s): M. Keels Terms Offered: Autumn
Note(s): CHDV Distribution: B; 2*
Equivalent Course(s): CHDV 20305, PBPL 20305, CRES 20305

CHDV 40900. Behavioral Ecology. 100 Units.
This graduate seminar will explore current advances of animal social behaviors in their natural contexts, including theoretical and methodological approaches. Format will include reading and analysis of empirical and review articles, as well as an oral presentation on a topic of interest to the student. We will meet once a week.
Instructor(s): J. Mateo Terms Offered: Winter
Prerequisite(s): Consent of Instructor
Note(s): CHDV Distribution, 1*
Equivalent Course(s): EVOL 40900

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): Staff 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): Staff 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 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): Staff 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 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 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 45699. When Cultures Collide: Multiculturalism 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): Richard Shweder Terms Offered: Winter
Equivalent Course(s): GNSE 45600, PSYC 45300, KNOW 45600, ANTH 45600, HMRT 35600

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

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

- Times was used instead of Trajan.
- Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.