

# Department of Comparative Human Development

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

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

### 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-2	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 his/her 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/>.

## Courses

For more recently updated course plans, please see the *Courses* link at the top of this page, the *Comparative Human Development Website* (<http://humdev.uchicago.edu>), or the quarterly *C* (<http://timeschedules.uchicago.edu>) *lass Search*.

## 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 34300	Primate Behavior and Ecology *	100
CHDV 34800	Kinship and Social Systems *	100
CHDV 37500	Research Seminar in Animal Behavior I **	100
CHDV 37502	Research Seminar in Animal Behavior II **	100
CHDV 37503	Research Seminar in Animal Behavior III **	100
CHDV 37950	Evolution and Economics of Human Behavior	100

CHDV 40900	Behavioral Ecology	100
CHDV 41451	Evolutionary Psychology	100
PSYC 48001	Mind and Biology Proseminar I (=CHDV 38000) **	000
PSYC 48002	Mind and Biology Proseminar II (=CHDV 38100) **	000
PSYC 48003	Mind and Biology Proseminar III (=CHDV 38200) **	100
CHDV 48414	Evolution of Human Development *	100

(\* ) Satisfies the distribution requirement.

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

### Society, Institutions, Culture and the Life Course (2)

The Department 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 23900	Introduction to Language Development	100
CHDV 30304	Urban Neighborhoods and Urban Schools: Community Economic Opportunity and the Schools *	100
CHDV 30305	Inequality in Urban Spaces	100
CHDV 31000	Cultural Psychology: Philosophical and Theoretical Foundations *	100
CHDV 31600	Seminar in Language Development	100
CHDV 31901	Language, Culture, and Thought *	100
CHDV 32100	Culture, Power, Subjectivity	100
CHDV 32101	Culture and Power, Part II: Discourse and Performativity	100
CHDV 40207	Development in Adolescents *	100
CHDV 40306	Academic and Behavior Gender Gaps Along the Pathway to Degree Attainment	100
CHDV 41160	New Perspectives on Vulnerability *	100
PSYC 43200	Seminar in Language Development (=CHDV 41601) *	100
PSYC 46650	Embodiment, Thinking, and Learning	100
CHDV 48414	Evolution of Human Development *	100

(\* ) 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	100
CHDV 30320	Violence and Trauma	100
CHDV 30401	Intensive Study of a Culture: Lowland Maya History and Ethnography	100
CHDV 30600	Social Psychology	100
CHDV 31000	Cultural Psychology: Philosophical and Theoretical Foundations *	100
CHDV 31901	Language, Culture, and Thought *	100
CHDV 32100	Culture, Power, Subjectivity *	100
CHDV 32101	Culture and Power, Part II: Discourse and Performativity *	100
CHDV 32212	Love, Capital and Conjugality: Africa and India in Comparative Perspective	100
CHDV 33302	Disordered States	100
CHDV 41160	New Perspectives on Vulnerability *	100
CHDV 42214	Ethnographic Writing	100
CHDV 43302	Illness and Subjectivity *	100
CHDV 43600	Processes of Judgement and Decision Making	100
CHDV 44700	Seminar: Topics in Judgement and Decision Making	100
CHDV 45601	Moral Psychology and Comparative Ethics	100
CHDV 45699	When Cultures Collide: Multiculturalism in Liberal Democracies	100
CHDV 48415	Displaced Nations and the Politics of Belonging	100

(\*) Satisfies the distribution requirement.

#### 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.

CHDV 30320	Violence and Trauma	100
CHDV 30405	Anthropology of Disability	100
CHDV 31800	Modern Psychotherapies *	100
ANTH 33620	Medicine and Anthropology (=CHDV 33620)	100
CHDV 36400	Theories of Emotion and the Psychology of Well Being *	100
CHDV 38701	Social and Cultural Foundations of Mental Health	100
CHDV 40110	Color, Ethnicity, Cultural Context, and Human Vulnerability	100
CHDV 41160	New Perspectives on Vulnerability *	100
CHDV 43302	Illness and Subjectivity *	100
CHDV 43400	The Social Lives of Brains	100
CHDV 44200	Emerging Concepts in Medical and Psychological Anthropology	100
CHDV 45205	Pushing the Boundary: Current Debates on Animals and the Species Divide	100

(\*) Satisfies the distribution requirement.

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

This 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.

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

(\*) Satisfies the distribution requirement.

### Methods in Human Development Research (M)

Research on human development over the life span and across social and cultural contexts thrives on multiple theoretical perspectives. This research requires creation and improvement of a wide range of research methods appropriately selected for and tailored to specific human development problems. Faculty in the department employ research methods that span the full range from primarily qualitative to primarily quantitative and to strategic mix of both. Across all the substantive domains in Comparative Human Development, theoretical understanding is greatly advanced by methodology; therefore the Department pays serious attention to research design, data collection, analytic strategies, and presentation, evaluation, and interpretations of evidence. The Department has contributed some of the most influential work on psychological scaling on the basis of the item response theory (IRT), multivariate statistical methods, 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.

CHDV 30005	Statistical Methods of Research-2	100
CHDV 30101	Applied Statistics in Human Development Research *	100
CHDV 30102	Introduction to Causal Inference *	100
CHDV 32411	Mediation, Moderation, and Spillover Effects *	100
CHDV 37802	Challenging Legends and Other Received Truths: A Socratic Practicum	100
CHDV 39301	Qualitative Research Methods	100
SOCI 40112	Ethnographic Methods	100
CHDV 42214	Ethnographic Writing *	100
CHDV 43248	Research Methods in Behavior and Development	100

(\*) Satisfies the distribution requirement.

### Comparative Human Development 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 is a prerequisite. This course is a pre-requisite for "Advanced Topics in Causal Inference" and "Mediation, moderation, and spillover effects."

Instructor(s): K. Yamaguchi Terms Offered: Winter

Prerequisite(s): Intermediate Statistics or equivalent such as STAT 224/PBHS 324, PP 31301, BUS 41100, or SOC 30005 is a prerequisite.

Note(s): Graduate course, open to advanced undergraduates. CHDV Distribution: M, M\*

Equivalent Course(s): STAT 31900, SOCI 30315, PBHS 43201, PLSC 30102

**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

Note(s): CHDV Distribution: B\*,C\*; 5\*

Equivalent Course(s): CHDV 20150,LING 20150,LING 30150

**CHDV 30901. Biopsychology of Sex Differences. 100 Units.**

This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or biological psychology.

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

Note(s): CHDV Distributions: A; 1\*

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

**CHDV 31000. Cultural Psychology: Philosophical and Theoretical Foundations. 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): Graduate students. Plus limited number of advanced undergrads (3rd and 4th year only) by consent. Caveat: This will be a low tech Socratic experience., computers closed , iphones off.

Note(s): CHDV Distribution: B, C; 2\*, 3\*

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

**CHDV 31901. Language, Culture, and Thought. 100 Units.**

Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.

Instructor(s): J. Lucy Terms Offered: Spring

Prerequisite(s): Grad status, Undergrads in 3rd or 4th year, or permission of instructor.

Note(s): CHDV Distribution: B, C; 2\*, 3\*, 5\*

Equivalent Course(s): ANTH 27605,ANTH 37605,PSYC 21950,PSYC 31900,LING 27605,LING 37605,CHDV 21901

**CHDV 32200. Anthropology and 'The Good Life': Ethics, Morality, Well-Being. 100 Units.**

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

Instructor(s): Francis Mckay Terms Offered: Autumn

Note(s): Upper-level undergrads by consent. Some knowledge of moral philosophy useful, but not necessary to take the course. CHDV Distribution: C; 3\*

Equivalent Course(s): ANTH 24345,ANTH 35130,MAPS 32200



**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): D. Brentari, S. Goldin-Meadow Terms Offered: Autumn

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

Equivalent Course(s): CHDV 23360, PSYC 33360, LING 23360, LING 33360, PSYC 23360

**CHDV 33930. Biological and Cultural Evolution. 100 Units.**

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

Instructor(s): S. Mufwene, W. Wimsatt Terms Offered: Winter

Prerequisite(s): Third- or fourth-year standing or consent of instructor required; core background in evolution and genetics strongly recommended.

Note(s): This course does not meet requirements for the biological sciences major. CHDV Distribution: A

Equivalent Course(s): CHDV 23930, ANTH 28615, ANTH 38615, LING 11100, CHSS 37900, LING 39286, BIOS 29286, HIPS 23900, PHIL 22500, PHIL 32500, NCDV 27400, BPRO 23900

**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.

Instructor(s): M. Fred Terms Offered: Autumn, Winter

Prerequisite(s): Advanced standing and consent of instructor

Note(s): CHDV Distribution: C

Equivalent Course(s): ANTH 34502, CRES 34501, MAPS 34500, SOSC 34500, ANTH 24511

**CHDV 35401. Advanced Topics in Mesoamerican Language and Culture. 100 Units.**

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

Instructor(s): J. Lucy Terms Offered: Autumn

Prerequisite(s): CHDV 20400/30401, ANTH 21230/30705, LACS 20400/30401, CRES 20400, or instructor permission. All undergraduates require permission to register.

Equivalent Course(s): LACS 35401

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

Among topics discussed in the first half of the sequence are the formal structure of semiotic systems, the ethnographically crucial incorporation of linguistic forms into cultural systems, and the methods for empirical investigation of "functional" semiotic structure and history.

Instructor(s): C. Nakassis Terms Offered: Autumn

Prerequisite(s): Consent of instructor

Note(s): CHDV Distribution: 5\*

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

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

The second half of the sequence takes up basic concepts in sociolinguistics and their critique.

Instructor(s): Kristina Wirtz Terms Offered: Spring

Prerequisite(s): Consent of instructor

Note(s): CHDV Distribution: 5\*

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

**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. Maestriperi Terms Offered: Autumn

Prerequisite(s): This course does not meet the requirements for the Biological Sciences Major.

Note(s): CHDV Distribution: A; 1\*

Equivalent Course(s): PSYC 27950, PSYC 37950, BIOS 29265, ECON 14810, CHDV 27950

**CHDV 39900. Readings: Human Development. 100 Units.**

This course is often taken with the student's adviser in preparation for their thesis proposal.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Instructor consent required.

**CHDV 40000. HD Concepts. 100 Units.**

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

Instructor(s): J. Lucy Terms Offered: Autumn

Prerequisite(s): CHD Grad Students Only

Note(s): Required Course for Comparative Human Development Graduate Students

**CHDV 40128. Sociology of Education. 100 Units.**

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

Instructor(s): A. Mueller Terms Offered: Autumn

Note(s): CHDV Distribution: 2\*

Equivalent Course(s): SOCI 40225

**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: Winter

Prerequisite(s): Graduate students only.

Note(s): CHDV Distribution: 2\*

Equivalent Course(s): CRES 40207

**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 with any given neighborhood. Students will tackle an important issue affecting the residents and schools in one Chicago neighborhood.

Instructor(s): M. Keels Terms Offered: Autumn

Note(s): CHDV Distribution: B; 2\*

Equivalent Course(s): CRES 20305, PBPL 20305, CHDV 20305

**CHDV 40852. Topics in Developmental Psychology II. 100 Units.**

Brown-bag discussion of current research in psychology.

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

Note(s): CHDV Distribution: 2\*

Equivalent Course(s): PSYC 40852

**CHDV 41920. The Evolution of Language. 100 Units.**

How did language emerge in the phylogeny of mankind? Was its evolution saltatory or gradual? Did it start late or early and then proceed in a protracted way? Was the emergence monogenetic or polygenetic? What were the ecological prerequisites for the evolution, with the direct ecology situated in the hominine species itself, and when did the prerequisites obtain?

Did there ever emerge a language organ or is this a post-facto construct that can be interpreted as a consequence of the emergence of language itself? What function did language evolve to serve, to enhance thought processes or to facilitate rich communication? Are there modern "fossils" in the animal kingdom that can inform our scholarship on the subject matter?

What does paleontology suggest? We will review some of the recent and older literature on these questions and more.

Instructor(s): S. Mufwene Terms Offered: Winter

Equivalent Course(s): CHSS 41920, ANTH 47305, EVOL 41920, PSYC 41920, LING 21920, CHDV 21920, LING 41920

**CHDV 42401-42402. Trial Research in Human Development - I-II.**

This course is taken in the Spring quarter of the first year, and again in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.

**CHDV 42401. Trial Research in Human Development-I. 100 Units.**

This course is taken in the Spring quarter of the first year, and again in the Autumn quarter of the second year. The purpose of this seminar is to help students formulate and complete their trial research projects.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): 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 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.

Note(s): CHDV Distribution: M\*

Equivalent Course(s): CHDV 23248

**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.

Instructor(s): J. Cole, E. Raikhel Terms Offered: Autumn

Note(s): CHDV Distribution: 2\*, 3\*, 4\*

Equivalent Course(s): ANTH 45115

**CHDV 43550. Gesture. 100 Units.**

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

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

Equivalent Course(s): PSYC 43550

**CHDV 43600. Processes of Judgement and Decision Making. 100 Units.**

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

Instructor(s): W. Goldstein Terms Offered: Autumn

Equivalent Course(s): PSYC 43600

**CHDV 44700. Seminar: Topics in Judgement and Decision Making. 100 Units.**

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

Instructor(s): W. Goldstein Terms Offered: Spring

Equivalent Course(s): PSYC 44700

**CHDV 45501. Cognition and Education. 100 Units.**

Cognition and Education will explore research bridging basic theories of cognition with rigorous studies of educational practice. This exciting pairing yields insights for both psychological theories of cognition and educational theories of practice. Complete psychological theories of cognition must be able to explain thinking and learning in dynamic, everyday contexts. At the same time, this work cannot impact practice without being well grounded in teachers and students' everyday activities. Course readings will include psychological studies of cognition and learning, developmental studies of children's thinking, and educational studies of teaching in STEM (Science, Technology, Engineering, and Mathematics) fields.

Instructor(s): L. Richland Terms Offered: Spring

Prerequisite(s): Permission required for undergraduates.

Note(s): CHDV Distribution: B; 5\*

**CHDV 45601. Moral Psychology and Comparative Ethics. 100 Units.**

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

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: 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): R. Shweder Terms Offered: Winter

Prerequisite(s): Advanced undergraduates may enroll with permission of instructor

Note(s): CHDV Distribution: C; 3\*

Equivalent Course(s): PSYC 45300, ANTH 45600, HMRT 35600, GNDR 45600

**CHDV 46460. Disability, Dependency, and the Good Life. 100 Units.**

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

Instructor(s): M. Friedner Terms Offered: Spring

Note(s): CHDV Distribution: 2\*, 4\*

**CHDV 46661. Advanced Topics in Behavioral Genomics. 100 Units.**

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

Instructor(s): S. London Terms Offered: Winter

Equivalent Course(s): NURB 36661, PSYC 46661

**CHDV 48001. Mind and Biology Proseminar I. 000 Units.**

The goal of this proseminar is to give graduate students the opportunity to be exposed to and discuss the research in biopsychology currently conducted at the Institute for Mind and Biology. The Mind and Biology Proseminar meets four times a quarter (plus an orientation meeting in Autumn quarter, each time for two hours. A meeting consists of a 45 – 60 minute research presentation by an IMB faculty member (or a guest speaker) and 60 minutes of discussion. Students will earn 100 units in Spring quarter after completing the three-quarter sequence.

Instructor(s): L. Kay Terms Offered: Autumn

Prerequisite(s): Consent only

Equivalent Course(s): PSYC 48001

**CHDV 48412. Publications, Grants, and the Academic Job Market. 100 Units.**

In this graduate seminar we will discuss how to write and publish scientific articles, prepare grant applications, write CVs and job applications, and give job talks and interviews. In other words, everything students always wanted to know about being successful in academia but were afraid to ask.

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

Equivalent Course(s): PSYC 48412, EVOL 48412

**CHDV 49900. Research in Human Development. 100 Units.**

This course is often taken with the student's adviser in preparation for their dissertation.

Instructor(s): Staff Terms Offered: Autumn, Spring, Winter

Prerequisite(s): Instructor consent required. CHD graduate students only.





### 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.