

COMPARATIVE HUMAN DEVELOPMENT

Department Website: <http://humdev.uchicago.edu>

PROGRAM OF STUDY

The program in Comparative Human Development (CHDV) focuses on the study of persons over the course of life; on the social, cultural, biological, and psychological processes that jointly influence development; and on growth over time in different social and cultural settings. The study of human development also offers a unique lens through which we consider broad questions of the social sciences, like the processes and impacts of social change, and the interactions of biology and culture.

Faculty members in Comparative Human Development with diverse backgrounds in anthropology, biology, psychology, and sociology conduct research on topics that include (but are not limited to): the social and phenomenological experience of mental illness; comparative education; the impact of socioeconomic context on growth and development; the influence of social interaction on biological functioning; the tensions inherent in living in multicultural societies; the experience and development of psychotherapists in Western and non-Western countries; the ways in which youth in developing countries are forging new conceptions of adulthood; and the study of communication with developmental, cultural, and cognitive lenses.

Given this interdisciplinary scope, the program in Comparative Human Development provides an excellent preparation for students interested in advanced postgraduate study at the frontiers of several social science disciplines, or in careers and professions that require a broad and integrated understanding of human experience and behavior—e.g., mental health, education, social work, health care, or human resource and organizational work in community or corporate settings.

ADVISING

The first point of contact for undergraduates is the preceptor. Preceptors can be emailed at humdev-preceptors@lists.uchicago.edu. Additional contact information for the year-specific preceptor can be found in the Contacts section at the bottom of this page, along with the undergraduate chair and administrator contact information. Students should declare their majors by the end of their second year.

ELECTRONIC COMMUNICATION

Upon declaring a Comparative Human Development major, undergraduates should promptly join the department undergraduate email listserv to receive important announcements. Students request to join the listserv by logging in with their CNet ID at <https://lists.uchicago.edu> and subscribing to humdev-undergrad@listhost.uchicago.edu (humdev-undergrad@uchicago.edu).

PROGRAM REQUIREMENTS

The requirements below are in effect as of Autumn Quarter 2017.

Students who are pursuing a joint BA/MA degree are permitted to double count a maximum of four courses for the two degrees.

The undergraduate program in Comparative Human Development has the following components:

CORE COURSES

CHDV 20000 Introduction to Human Development and CHDV 20100 Human Development Research Design, a two-quarter introductory sequence in Comparative Human Development, should be completed prior to the Spring Quarter of a student's third year. CHDV 20000 Introduction to Human Development focuses on theories of development, with particular reference to the development of the self in a social and cultural context. CHDV 20100 Human Development Research Design focuses on modes of research and inquiry in human development, including basic concepts of research design and different methods used in studying human development (e.g., ethnography, experiments, surveys, discourse analysis, narrative inquiry, and animal models). Consideration is given to the advantages and limitations of each approach in answering particular questions concerning person and culture.

METHODS

Students must complete one Methods course. It may focus on qualitative or quantitative methods or may be a research methods course from a related department, such as Statistics.

The following are courses since 2012 that have fulfilled the Methods requirement **without a petition**. (Please note courses in this list **may not** be offered every academic year.)

Courses that are not on the following list may be petitioned to count for Methods (see Petitions).

ANTH 21420	Ethnographic Methods	100
BIOS 20151	Introduction to Quantitative Modeling in Biology	100
BIOS 20152	Introduction to Quantitative Modeling in Biology (Advanced)	100

BIOS 20172	Mathematical Modeling for Pre-Med Students	100
BIOS 25419	Introduction to Infectious Disease Epidemiology	100
CHDV 20101	Applied Statistics in Human Development Research	100
CHDV 20299	Ethnographic Research Methods	100
CHDV 30102	Introduction to Causal Inference	100
CHDV 32411	Mediation, Moderation, and Spillover Effects	100
CHDV 37802	Seminar: Challenging Legends and Other Received Truths: A Socratic Practicum	100
CHDV 39301	Qualitative Research Methods	100
PBPL 24800	Urban Policy Analysis	100
PBPL 26301	Field Research Project in Public Policy	100
PLSC 22913	Political Science Research Methods	100
PSYC 20100	Psychological Statistics	100
PSYC 20200	Psychological Research Methods	100
PSYC 20250	Introduction to Statistical Concepts and Methods	100
SOCI 20004	Introduction to Statistical Methods and Models	100
SOCI 20140	Qualitative Field Methods	100
SOCI 20575	Logic of Social Inquiry	100
SOSC 20112	Introductory Statistical Methods and Applications for the Social Sciences	100
STAT 20000	Elementary Statistics	100
STAT 22000	Statistical Methods and Applications	100
STAT 22400	Applied Regression Analysis	100
STAT 23400	Statistical Models and Methods	100
SOCI 20596	Social Networks	100

* Courses used to fulfill a general education requirement may not be used to fulfill the major (e.g., BIOS 20151, BIOS 20152, or STAT 20000).

ELECTIVES

All CHDV majors are required to take nine CHDV elective courses with course numbers above 20000. We encourage students to take their elective courses across the four areas of Comparative Human Development, given the department's commitment to transdisciplinary scholarship. Many CHDV elective courses are designated as aligning with one or more distribution areas (labeled A through D); see individual course listings in the catalog. The four areas are the following:

A. Comparative Behavioral Biology: includes courses on the biopsychology of attachment; evolutionary social psychology; evolution of parenting; biological psychology; primate behavior and ecology; behavioral endocrinology.

B. Life Course Development: includes courses on social and psychological development through the life course, including courses on childhood, adolescence, adulthood, and aging; education and development; introduction to language development; the role of early experience in development; sexual and gender identity; the study of lives and families in social and cultural context.

C. Culture and Community: includes courses on cultural psychology; psychological anthropology; social psychology; cross-cultural child development; language, culture, and thought; language socialization; education in ethnic and cultural context; psychiatric and psychodynamic anthropology; memory and culture.

D. Mental Health and Personality: includes courses on personality theory and research; social and cultural foundations of mental and physical health; modern psychotherapies and their supporting institutions; psychology of well-being; conflict understanding and resolution; core concepts and current directions in psychopathology; emotion, mind, and rationality; body image in health and disorder; advanced concepts in psychoanalysis.

PETITIONS

Student petitions will be approved only in very limited circumstances for courses not taught or cross-listed in CHDV to count toward CHDV major requirements. These limited circumstances may include a relevant course offered during a University of Chicago study abroad program if a CHDV course is not available. Students may petition for one relevant course per quarter of study abroad to count toward the CHDV major, but only one, barring unusual circumstances. Students may also petition to take a comparable course from another department following a sudden, unanticipated change in CHDV departmental course offerings. Only university-level courses offered by the University of Chicago may be approved for CHDV requirements; no other form of credit (including Advanced Placement) is allowed. Petitions should be completed using the CHDV petition form

found at humdev.uchicago.edu/content/requirements-and-forms (<https://humdev.uchicago.edu/undergraduate-programs/requirements-and-forms/>). Petitions should include a copy of the course syllabus, since the course title alone is often not sufficient for evaluating a petition.

BA HONORS GUIDELINES

Students with qualifying GPAs may seek to graduate with honors by successfully completing a BA honors paper that reflects scholarly proficiency in an area of study within Comparative Human Development and successfully completing two required accompanying courses:

1. CHDV 29800 B.A. Honors Seminar (offered in the Spring Quarter of third year) and
2. CHDV 29900 Honors Paper Preparation (offered in the Autumn Quarter of fourth year)

CHDV 29800 B.A. Honors Seminar and CHDV 29900 Honors Paper Preparation may both count towards the nine elective courses required for the major. Qualified students who wish to seek CHDV honors and who plan to study abroad should plan their travel in order to ensure they are in residence at the University of Chicago during the Spring Quarter of their third year and the Autumn Quarter of their fourth year in order to take the two courses required for BA honors. Students will also be required to present their Honors Paper in the Trial Research Conference in the Spring Quarter of their fourth year.

The honors paper should reflect original research of an empirical, scholarly, or theoretical nature and must be rated as worthy of honors by the student's BA Honors Committee. This committee shall consist of two University faculty members: a supervisor (who must be a CHDV faculty member or associate faculty member) and a second reader (who must be a University of Chicago faculty member or associate faculty member). The paper should be about 30 to 40 pages in length. The grade given for it will become the grade of record for the Honors Paper Preparation course (CHDV 29900 Honors Paper Preparation). To receive departmental honors upon graduation, students (1) must have attained a cumulative overall GPA of 3.25 or higher and a major GPA higher than 3.5 by the end of the quarter prior to the quarter of graduation, and (2) must have completed a meritorious BA honors paper under the supervision of a CHDV faculty member and received a grade of A or A- on their BA honors paper.

Permission to undertake a BA honors paper will be granted by the CHDV undergraduate chair to students who (1) have successfully completed CHDV 29800 B.A. Honors Seminar and (2) have filed a properly completed BA Honors Paper Proposal Form with the departmental Student Affairs Administrator no later than ninth week of Spring Quarter of the third year.

BA HONORS SEMINAR

The CHDV 29800 B.A. Honors Seminar aims to help qualified students formulate a suitable proposal and find a CHDV faculty supervisor. Qualified students who wish to seek departmental honors must register for the CHDV 29800 B.A. Honors Seminar during Spring Quarter of their third year. Permission to register for CHDV 29800 B.A. Honors Seminar will be granted to students with a GPA that, at the end of Autumn Quarter of the third year, shows promise of meeting the standards set for honors (see above). This course must be taken for a quality grade and may be counted as one of the required major electives. This course is a pre-field course where students develop a ten-page research proposal and find both a CHDV supervisor and a second reader (who may be outside of the department). As part of the proposal, they learn to develop an academic "problem" while reviewing the necessary academic literature. They also decide on the discipline and methods (interviewing, ethnography, experimental design) they will use to tackle their research question.

HONORS PAPER PREPARATION COURSE

The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must also register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year. Each course is required and both may count towards the 9 electives courses in the major. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips on describing methods and peer review). The grade assigned by the thesis supervisor on the final BA paper is retroactively assigned as the grade for this course.

BA HONORS PAPER FOR DUAL MAJORS

In very special circumstances, students may be able to write a longer BA honors paper that meets the requirements for a dual major (with prior approval from the undergraduate program chairs in both departments). Students should consult with both chairs before the end of Spring Quarter of their third year. A consent form, available from the student's College adviser, must be signed by both chairs and returned to the College adviser, with copies filed in both departmental offices, by the end of Autumn Quarter of the student's graduation year.

BA HONORS PAPER FOR BA/MA STUDENTS

Students pursuing a joint BA/MA may be able to write a paper that meets the requirements for honors in CHDV and for the MA, subject to the approval of both programs. Students should consult with the Director of Undergraduate Studies of the Department of Comparative Human Development and with the Faculty Director

of the MA program before the end of Spring Quarter of their third year. Students must also complete the fourth-year major course plan by the beginning of Winter Quarter in third year. Students are permitted to double count up to four courses for the major and the MA program.

Students must follow all the deadlines and requirements of the honors track of the major, including taking CHDV 29800 B.A. Honors Seminar and CHDV 29900 Honors Paper Preparation. To receive a BA with honors, students must (1) complete the requirements of the major and (2) submit a meritorious honors BA paper in the Spring Quarter of their fourth year in accordance with the departmental deadlines and requirements.

HONORS PAPER DUE DATE

Honors papers are due by the end of sixth week of the quarter in which a student plans to graduate (typically in Spring Quarter).

SUMMARY OF REQUIREMENTS

CHDV 20000	Introduction to Human Development	100
CHDV 20100	Human Development Research Design	100
One Methods Course		100
Nine Elective Courses *		900
Total Units		1200

* Elective courses must have course numbers above 20000. Students applying for CHDV honors must register for CHDV 29800 B.A. Honors Seminar and CHDV 29900 Honors Paper Preparation. Both courses may count as electives for the CHDV major.

GRADING

All courses required for the major in Comparative Human Development must be taken for quality grades.

EARL R. FRANKLIN FELLOWSHIP

The Earl R. Franklin Research Fellowship is awarded to select third-year students who are writing a BA thesis in Comparative Human Development. It provides financial support during the summer before the fourth year to carry out research that will be continued as a senior honors project. Applications, which are submitted at the beginning of Spring Quarter, include a research proposal, personal statement, budget, CV, and a letter of recommendation. Details can be found at our website at humdev.uchicago.edu (<https://humdev.uchicago.edu>).

The courses below are a guide. For up-to-date course plans, please visit Class Search (<http://registrar.uchicago.edu/classes/>) or the Anticipated Courses List (<https://humdev.uchicago.edu/undergraduate-programs/requirements-and-forms/courses/>).

COMPARATIVE HUMAN DEVELOPMENT COURSES

CHDV 17050. Health and Society in Chicago. 100 Units.

This course will introduce students to the social sciences of health and medicine, using the city of Chicago as an extended case study. We will explore issues of framing and meaning in relation to illness experience, health inequities, and the organization of healthcare systems, using local examples throughout. The course will feature a range of local guest speakers and several field trips.

Instructor(s): E. Raikhel Terms Offered: Summer

Note(s): This course will fulfill the introductory requirement for the Minor in Health and Society.

Equivalent Course(s): CHST 17050, ANTH 17050, HLTH 17050

CHDV 20000. Introduction to Human Development. 100 Units.

This course introduces the study of lives in context. The nature of human development from infancy through old age is explored through theory and empirical findings from various disciplines. Readings and discussions emphasize the interrelations of biological, psychological, and sociocultural forces at different points of the life cycle.

Instructor(s): S. Numanbayraktaroglu Terms Offered: Autumn

Prerequisite(s): CHDV majors or intended majors.

Note(s): Required Course for Comparative Human Development Majors. All students must sign up for a discussion section.

Equivalent Course(s): HLTH 20000, PSYC 20850

CHDV 20001. Theories of Sexuality and Gender. 100 Units.

This is a one-quarter, seminar-style course for undergraduates. Its aim is triple: to engage scenes and concepts central to the interdisciplinary study of gender and sexuality; to provide familiarity with key theoretical anchors for that study; and to provide skills for deriving the theoretical bases of any kind of method. Students will produce descriptive, argumentative, and experimental engagements with theory and its scenes as the quarter progresses.

Instructor(s): Kristen Schilt Terms Offered: Autumn

Prerequisite(s): Prior course experience in gender/sexuality studies (by way of the general education civilization studies courses or other course work) is strongly advised. Instructor Consent required.

Equivalent Course(s): SOCI 20290, GNSE 20001

CHDV 20043. Medicine, Culture, and Society. 100 Units.

Medical anthropology is the study of human health and illness across culture, time, and location. This course will introduce and explore some of the aspects of medical anthropology. We will approach medical systems as cultural systems and discuss health, well-being, illness, and disease as ethnographic questions. This is a reading intensive, discussion-based course. All of the scholars we will read in this class use anthropological tools and methods to explore various conditions in their specific sociocultural and historical contexts. After this course, students will have a working knowledge about the scope of the field of medical anthropology. What is so cultural about disease? How does culture shape illness experience and narrative? What is the significance of language talking about health? How are power and violence defined in the context of health and illness? How is medicine related to culture? This course is designed to help us develop critical thinking about the issues of health and medicine and the ways in which they are related to culture and society.

Instructor(s): Neslihan Sen Firestone

Equivalent Course(s): ANTH 20043, HLTH 20043, HIPS 20043

CHDV 20100. Human Development Research Design. 100 Units.

The purpose of this course is to expose CHD majors in college to a broad range of methods in social sciences with a focus on human development research. The faculty in Comparative Human Development is engaged in interdisciplinary research encompassing anthropology, biology, psychology, sociology, and applied statistics. The types of data and methods used by faculty span the gamut of possible methodologies for addressing novel and important research questions. In this course, students will study how appropriate research methods are chosen and employed in influential research and will gain hands-on experience with data collection and data analysis. In general, the class will meet as a whole on Mondays and will have lab/discussion sections on Wednesdays. The lab/discussion sections are designed to review the key concepts, practice through applying some of the methods, and prepare students for the assignments. Students in each section will be assigned to small groups. Some of the assignments are group-based while others are individual-based.

Instructor(s): E. Abdelhadi Terms Offered: Spring

Note(s): Required Course for Comparative Human Development Majors

Equivalent Course(s): SOCI 20549, PSYC 21100, HLTH 20100, EDSO 20100

CHDV 20140. Qualitative Field Methods. 100 Units.

This course introduces techniques of, and approaches to, ethnographic field research. We emphasize quality of attention and awareness of perspective as foundational aspects of the craft. Students conduct research at a site, compose and share field notes, and produce a final paper distilling sociological insight from the fieldwork.

Instructor(s): O. McRoberts Terms Offered: Autumn

Equivalent Course(s): RDIN 20140, RLST 20140, SOCI 20140

CHDV 20150. Language and Communication. 100 Units.

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

Instructor(s): Salikoko Mufwene Terms Offered: Autumn

Equivalent Course(s): LING 20150, COGS 22002, EDSO 30150, CHDV 30150, LING 30150, EDSO 20150

CHDV 20175. The Sociology of Deviant Behavior. 100 Units.

This course considers questions such as these through the lens of the social construction of "deviant behavior." We will look at the cultural creation of social problems - smoking, climate change, missing children - and examine how various moral entrepreneurs shape what some sociologists call our "culture of fear." Through course readings, discussions, and empirical research projects, students will learn to critically analyze how certain behaviors come to be labeled "deviant" or "acceptable," and how these labels shift historically, culturally, and politically.

Instructor(s): K. Schilt Terms Offered: Autumn

Equivalent Course(s): SOCI 20175

CHDV 20300. Biological Psychology. 100 Units.

What are the relations between mind and brain? How do brains regulate mental, behavioral, and hormonal processes; and how do these influence brain organization and activity? This course introduces the anatomy, physiology, and chemistry of the brain; their changes in response to the experiential and sociocultural environment; and their relation to perception, attention, behavioral action, motivation, and emotion.

Instructor(s): J. Yu Terms Offered: Winter
 Prerequisite(s): Some background in biology and psychology.
 Equivalent Course(s): NSCI 21015, PSYC 20300

CHDV 20305. The Construction of Education Inequality: Policy and Practice. 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. This course is part of the College Course Cluster: Urban Design.

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

Note(s): CHDV Undergrad Distribution: B; Grad distribution: 2

Equivalent Course(s): RDIN 20305, EDSO 20305, EDSO 40315, CHDV 30315, PBPL 20305, RDIN 30305

CHDV 20575. Logic of Social Inquiry. 100 Units.

The social sciences contain a remarkable diversity of research methods, theoretical orientations, and substantive topics. Nevertheless, social scientists have developed a shared language that enables them to discuss and evaluate each other's work. In this course, we will learn to speak that language--the language of research design. Together, we will tackle both the abstract logic of research design as well as the nuts and bolts of executing a methodologically sound project. We will focus on such topics as the relationship between theory and research; the logic of comparison; issues of measurement, bias, and generalizability; basic methods of data collection; and what social scientists do with data once they have collected them. By the end of this course, you will be able to evaluate the strengths and weaknesses of published accounts of social science research, and will have hands-on experience designing and executing your own mini mixed-methods pilot study.

Instructor(s): T. Huttenlocher Terms Offered: Winter

Prerequisite(s): Priority registration for Sociology 3rd year majors

Equivalent Course(s): SOCI 20575

CHDV 20655. Child and Adolescent Development in Context. 100 Units.

This course focuses on human development from infancy through adolescence. Students will learn how culture and context influence the development of perception, cognition, language, identity, and social interaction. The course considers perspectives and methods in developmental research. As each new topic is introduced, students are encouraged to think critically about the assumptions and methods that underlie research on particular issues, and how to apply such research to real-world issues. Students will complete multiple applied assignments to demonstrate knowledge of course concepts.

Instructor(s): Rogers Terms Offered: Spring

Note(s): Distribution: B,C

Equivalent Course(s): HLTH 20655

CHDV 20700. Global Health, Environment, and Indigenous Futures. 100 Units.

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

Instructor(s): Sanghamitra Das

Equivalent Course(s): CEGU 20700, ANTH 30700, RDIN 30700, CEGU 30700, CHDV 30750, SALC 26501, ANTH 20700, RDIN 20700, SALC 32704

CHDV 20774. Multilingualism in Mind & Social Interaction: Language, Self, & Thought in the Multilingual Context. 100 Units.

This course provides an overview of theory and research on bilingualism. Through a critical examination of psycholinguistic and sociolinguistic approaches to bilingualism, we will aim to arrive at a comprehensive account of bilingual experience and its practical implications for education and mental health in a globalizing world. In the course, we will address the following topics: 1.

Instructor(s): Numanbayraktaroglu, S. Terms Offered: Winter

Prerequisite(s): N/A

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

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

CHDV 21000. 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

Note(s): CHDV Distribution: B, C

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

CHDV 21199. Knowledge Discovery in Medicine and Music. 100 Units.

This course explores knowledge discoveries in both medicine and music in France with special emphasis on knowledge exchange with the U.S. The course will focus on the sharing of life-saving medical knowledge through major scientific discoveries in France and globally during the 19th century through the modern medical era. The course will focus on international collaborations, health communications, multimedia, and knowledge sharing through cultural exchange. Key researchers will include Louis Pasteur, Paul Broca, plus Luc Montagnier and Françoise Barré-Sinoussi who co-discovered the HIV virus at the Institut Pasteur. The course will cover evolving knowledge about cancer screening and cancer prevention. During the second half of the course, we will explore knowledge in relation to music production, sound recordings, and media technologies with special attention to collaborations with experts in France, Europe, Japan, and the U.S. The course will cover French composer/music teacher Nadia Boulanger who taught some of America's greatest composers including Aaron Copland (Appalachian Spring), and Quincy Jones (music production work for Michael Jackson, Ray Charles and Aretha Franklin). Through readings, discussion, and music listening, we will explore knowledge sharing from the American jazz scene in Paris during the 1920s and 1930s, Louis Armstrong, George Gershwin, Leonard Bernstein, the Orchestre de Paris, plus the impact of the Paris Opera on music and ballet worldwide.

Instructor(s): Benjamin Levy Terms Offered: Winter. Study Abroad program only - Formation of Knowledge sequence in Paris

Prerequisite(s): Study Abroad program in Paris

CHDV 21500. Darwinian Health. 100 Units.

This course will use an evolutionary, rather than clinical, approach to understanding why we get sick. In particular, we will consider how health issues such as menstruation, senescence, pregnancy sickness, menopause, and diseases can be considered adaptations rather than pathologies. We will also discuss how our rapidly changing environments can reduce the benefits of these adaptations.

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

Prerequisite(s): Prerequisite(s): BIOS Majors: Three quarters of a Biological Sciences Fundamentals Sequence. All other majors: recent biology course(s) with consent of instructor.

Note(s): CHDV Distribution - Undergrad: A; Grad: 1

Equivalent Course(s): CHDV 31500, GNSE 21500, BIOS 23405, PSYC 31551, HIPS 22401, HLTH 21500

CHDV 21600. Histories of Abortion and Forced Sterilization in the United States. 100 Units.

In the United States, the politics of pregnancy and reproductive autonomy have historically been and continue to be categories of significance, meaning, and contention. In this course, we will explore a subsection of these broader categories, examining the relation between abortion and forced sterilization, the state, and women of color. The course will zero in on the experiences of Mexican American and Mexican immigrant women, African American women, Puerto Rican women, and Native American women, considering their struggles against the state and for reproductive justice.

Instructor(s): Caine Jordan Terms Offered: Winter

Equivalent Course(s): GNSE 23181, RDIN 31600, HIST 37810, RDIN 21600, HIST 27810, HLTH 21600, GNSE 33181

CHDV 21816. A History of Youth in Latin America. 100 Units.

This course will examine the history of youth-as a social category, and as an experience-in Latin America. We will consider histories of childhood, student activism, and youth culture across the region to consider how young people experience everyday life, and how they effect change. Course materials will combine primary sources including film, music, and other visual and performance artworks with scholarship on childhood and youth.

Instructor(s): Diana Schwartz-Francisco Terms Offered: Spring

Equivalent Course(s): LACS 21816, GLST 21816, HIST 26302

CHDV 21899. The Politics of International Migration. 100 Units.

This course examines the legal and political dimensions of the phenomenon of international migration: when migrants cross territorial borders and enter a state to whose citizenry they do not belong. During the first half of the course, we will ask why and how migrants move - studying theoretical explanations for population flows - and why and how receiving states try either to attract them or to keep them out. We will reflect on the intersection of inequality and migration by critically examining how different groups of people on the move are categorized in different ways (e.g., as high or low-skilled workers, refugees, "illegal" immigrants, asylum-

seekers) and, as a consequence, are granted different levels of territorial access and rights. We will also reflect on the human costs of policies of migration control and engage with normative debates on the ethics of borders. During the second half of the course, we will examine what happens to immigrants once they have arrived in the country of reception. Focusing on the cases of undocumented immigrants, asylum-seekers, unaccompanied children, humanitarian claimants, and families, we will ask how different groups claim rights and legal status in the host country and what challenges they encounter in the process. The class readings and lectures will mainly focus on migration to the US and Europe, but we will also briefly touch on immigration to developing countries in the Global South, which host 85% of the world's refugees.

Instructor(s): C. Galli Terms Offered: Spring

Note(s): Distribution - undergrad: C

Equivalent Course(s): LLSO 29899, HMRT 21899, SOCI 20587, ANTH 21899

CHDV 21920. The Evolution of Language. 100 Units.

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

Instructor(s): Salikoko Mufwene Terms Offered: Winter

Equivalent Course(s): LING 21920, PSYC 41920, CHSS 41920, EVOL 41920, LING 41920, COGS 22007, ANTH 47305, CHDV 41920

CHDV 22020. Interrogating Gender, Power, and Agency: How Women Change the World beyond the West? 100 Units.

This course critically examines gender, agency, and liberation in the Middle East. The course will begin with a discussion of human agency, its relation to sociocultural context, and the feminist literature on the issues of agency, resistance, and liberation. Then, we will explore these relationships in non-Western contexts by drawing examples from Turkey, Iran, and Northern Syria. In the cases of Turkey and Iran, we will focus on the feminist movements and women's collective actions for the right to wear and take off the headscarf. In the case of Northern Syria, we will explore the agencies of Kurdish female guerrillas and their conceptions of empowerment. In each case, we will focus on the moral and ethical principles that guide women's choices and trace their sociohistorical foundations.

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

Note(s): Catalog content areas: 3, C

Equivalent Course(s): NEHC 22020, GNSE 23159, ANTH 22020, ANTH 32020, CHDV 32020, GNSE 32020, NELC 32020

CHDV 22099. Sex, Money, and Power: Ethnography and Social Theories. 100 Units.

If the Epstein files in the U.S. have established anything without a shadow of a doubt, it is that sex, money and power continue to be intimately linked with, and to structure, aspects of the contemporary social order. This class mobilizes foundational social theories and ethnographies for understanding how these entangled dynamics shape different worlds of desire, embodiment, and value. At the same time, we probe the dark side of money, sex and power - the shadowy zones of illicit exchange, conspiracy theories, and political horror that shape historic and contemporary conditions of inequality and resistance. We pay particular attention to the intersections of anthropology and feminist studies, especially where they take up shared objects of analysis, including nature/culture, kinship, the body, sexuality, exchange, value and agency. Throughout the course, our discussions will encourage a reflexive examination of the way these fields of inquiry approach sex, money, and power both as (1) scholarly contributions in academic settings and (2) as political interventions in the larger world (e.g., pay equity, #MeToo, sex positive activism, queer politics, feminist economics, the Manosphere, anti-gender campaigns, tradwives, etc.). Requirements: Active participation in class discussion based on weekly readings, occasional in-class writing, and a final exam.

Instructor(s): J. Cole J. Chu Terms Offered: Winter. Undergraduate: C

Equivalent Course(s): GNSE 22099, ANTH 22099

CHDV 22103. Feminism(s) and Anthropology. 100 Units.

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

Instructor(s): Chu, Julie Cole, Jennifer

Prerequisite(s): 3rd and 4th year undergraduates only. Graduate students must have consent of one of the instructors.

Equivalent Course(s): CHDV 32103, GNSE 20143, ANTH 32910, GNSE 32103, ANTH 25211

CHDV 22107. Queer Reproduction. 100 Units.

What makes reproduction queer, and how do queers reproduce? In some senses, more people than ever before have access to reproductive technologies and to family building resources. People of all genders and sexualities utilize tools to combat infertility such as in vitro fertilization, gamete donation, surrogacy, and adoption, sometimes reproducing the normative family form and other times expanding it. Kinship categories, from "diblings" (donor siblings) to house mothers, can be artifacts both of culture and of science, and reflect ways of understanding what constitutes a family and what relationships become considered family. This course asks after the many mechanisms which can be taken to foster or hinder queer reproduction, thinking through the tools for managing social and biological infertility alongside cultural anxieties about queer reproduction more broadly, as enacted through bans on queer representation in classrooms and other policies. We will consider how specific technologies emerge and are utilized among groups who identify as queer and those who do not, ask after the legacy of queerness and its association with non-procreative forms of intimacy, and map the ways that the figure of the child is always bound up with some vision of the future (of the family, the nation, or humanity itself).

Instructor(s): Paula J. Martin Terms Offered: Autumn

Equivalent Course(s): HIPS 22107, HLTH 22107, HMRT 22107, ANTH 22107, GNSE 20164

CHDV 22203. Caste, Reproduction, and Citizenship in India. 100 Units.

This undergraduate and graduate level seminar will center on caste and reproduction in understanding notions of citizenship in India. The course will systematically engage with ideas of belonging to the post-colonial nation-state, particularly as experienced from following standpoints-gender, caste, indigeneity, and class. Understanding how citizenship is constituted, performed and negotiated in India, especially in relation to the biological and political reproduction of "good citizens", reveals the scopes and limits of citizenship as governance. The course is premised on the centrality of reproduction to governance in the largest democracy of the world. Drawing on a set of interdisciplinary literature, the readings are organized around feminist theorizations of the State, governance, and citizenship to locate the body within the body politic. The aim is to develop critical thinking on how the politics of reproduction is deeply imbricated with the reproduction of democratic politics; a politics that is entangled with knowledge, expertise and constructed human difference. In so doing, the course brings together reproductive governance with articulations of social justice in India.

Equivalent Course(s): RDIN 22203, SALC 35704, GNSE 22207, GNSE 32207, RDIN 32203, ANTH 32203, CHDV 32203

CHDV 22305. Who deserves what? Analyzing inequalities in institutional decision-making. 100 Units.

A key element of societal structuring is producing and reproducing ways to identify ourselves and categorize each other. Ways of differentiating often carry with them implicit or explicit moral assessments - is this difference good or bad, valuable or not? Government institutions and other systems of social organization make decisions and allocate resources based on markers of difference. Therefore, inequalities based on morally loaded categories become embedded in systems that decide who is deserving of earning a diagnosis, health care, a legal status or other resources. This course looks at the ways people become labeled (desirably or not), how these labels impact institutional or systemic decision-making, and how moral assessments are present in justifications of such decisions. Over the quarter we will introduce and apply the analytic of deservingness and investigate decision-making processes (e.g., diagnosis, legal claims, insurance coverage) in various geographic locations and settings with a focus on medical, legal, and bureaucratic institutions. We will explore themes of objectivity, evaluation, expert intervention, inequality, systemic violence and moral justification. Primary course questions include: How do institutions and governments make decisions? How are their decisions justified? What role do experts and expert knowledge play in decision-making? As an analytic tool, what does deservingness make visible about decision-making processes and their impacts?

Instructor(s): A. Prior Terms Offered: Spring

Note(s): Undergrad distribution: C

Equivalent Course(s): HIPS 22305, HLTH 22305, ANTH 22305

CHDV 22580. Child Development in the Classroom. 100 Units.

This discussion-based, advanced seminar is designed to investigate how preschool and elementary students think, act, and learn, as well as examine developmentally appropriate practices and culturally responsive teaching in the classroom. This course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms. Course concepts will be grounded in empirical research and activities geared towards understanding the nuances and complexities of topics such as cognitive development (memory, attention, language), early assessment systems, standardized testing, "mindset", "grit", exercise/nutrition, emotion regulation, and more.

Instructor(s): Kate O'Doherty Terms Offered: Winter

Equivalent Course(s): EDSO 22580, PSYC 22580

CHDV 22699. Critical issues within the early childhood education. 100 Units.

In this course, we will investigate critical issues within early childhood education. The questions we will engage with throughout the course are: What makes early childhood a pivotal stage of development? How do families,

teachers and preschool curricula shape children's experiences? How do systemic inequalities manifest in early learning environments? We will address these questions by examining early learning contexts through various interdisciplinary lenses including developmental psychology, sociology, public policy and education. The course will examine the state of early childhood education in the US, the role of parents and communities, ways to affirm identity in the early years, the influence of teachers in early learning environments and strategies to support early math and language development. Research, policy and real-world examples will drive learning for this course, enabling us to bridge theory and practice. Throughout the quarter, we will search for academic sources as well as news sources to deeply engage with critical issues within early childhood education.

Instructor(s): E. Wenzel Terms Offered: Autumn

Equivalent Course(s): EDSO 32699, CHDV 32699, EDSO 22699

CHDV 23007. Language, Culture, and Education. 100 Units.

In this course, we examine past and current theories and research about differential educational achievement in US schools, including: (1) theories that focus on the characteristics of people (e.g., their psychological characteristics, their internal traits, their essential qualities); (2) theories that focus on the characteristics of groups and settings, (e. g., ethnic group culture, language, school culture); and (3) theories that examine how cultural processes mediate political-economic constraints and human action. We will discuss the educational consequences of these positions, especially for low income and ethnic and linguistic minority students in the US.

Instructor(s): Lily Ye Terms Offered: Summer Winter. Offered 2022-23

Equivalent Course(s): CHST 23007, SOCI 20538, EDSO 23007, RDIN 23007, ANTH 27215

CHDV 23010. Blooming, Buzzing Confusion. 100 Units.

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

Instructor(s): M. Casillas Terms Offered: Winter

Note(s): Distribution: B, M

Equivalent Course(s): LING 23010, CHDV 33510, COGS 24532, EDSO 23510, PSYC 23510, EDSO 33510

CHDV 23011. Beyond the Culture Wars: Social Movements and the Politics of Education in the U.S. 100 Units.

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

Instructor(s): Lisa Rosen Terms Offered: Spring. Offered spring 2025

Equivalent Course(s): HIST 27718, SOCI 30588, EDSO 33011, SOCI 20588, EDSO 23011, RDIN 33011, CHDV 33011, HIST 37718, RDIN 23011, PBPL 23011

CHDV 23012. Linguistic Anthropology of Education. 100 Units.

Students in this course will learn to think critically about the entangled roles of language and education in processes of sociocultural (re)production, that is, in how forms of social organization and collective meaning-making are produced and/or reproduced. Students will learn to analyze language use as a social activity: not merely as a code for referencing events in the world, but as a way of managing social relations. In reading about language in educational contexts, students will come to see how collectively held beliefs about language and language users inform moral, political, and often (de)racializing evaluations of better and worse ways of speaking, writing, teaching and learning, leading to differential educational opportunities, access, and outcomes. Education will be treated broadly, though there will be a focus on formal educational contexts. Nonetheless, the class will always challenge students to think about "the classroom," including our own, as continuous and contiguous with "the real world."

Instructor(s): Lily (Shenghe) Ye Terms Offered: Spring. Offered Spring 2023

Equivalent Course(s): ANTH 27216, EDSO 23012

CHDV 23013. Educational Excellence in US Public Schools. 100 Units.

What are the mechanisms that promote educational excellence for students in US public schools? Are there particular aspects of the school setting that enhance the educational experience of students? In this discussion based course, we will engage these questions via extant literature and community engaged activity (i.e. getting involved with a school). The core interests central this course are as follows: (1) at the conclusion of this course one should be better positioned to promote educational/academic excellence for students in the United States,

and (2) one should be better positioned to eradicate inequity and inequality in the educational/academic excellence of students in the United States.

Instructor(s): Darnell Leatherwood Terms Offered: Spring

Equivalent Course(s): EDSO 23013, SSAD 23013

CHDV 23015. Approaches to School Reform & Improvement. 100 Units.

The U.S. preK-12 education landscape is covered in the vestiges of failed or only partially fulfilled efforts to improve our schools. Yet our public schools now educate more people, for more time, in content areas beyond the "3 R's", and with better results than at any time in our history as a nation. This course gives students an opportunity to critically examine several promising school-level improvement strategies within the context of larger reform efforts. Students will consider the role that values, beliefs about learning and people, and local context play in the success of school improvement efforts. Additionally, students will consider the factors that are necessary for sustaining the implementation of school improvement strategies. Ultimately, students will leave the course with a deeper understanding of what they believe the purpose of school is, how people and organizations learn and change, and strategies for influencing change in their own careers, regardless of sector. The course includes one field experience for students to consider the impact of reforms on preK-12 education institutions.

Instructor(s): Adam Parrott-Sheffer Terms Offered: Spring, Offered 2025-2026

Equivalent Course(s): PBPL 23015, CHST 23015, EDSO 23015

CHDV 23016. The History of American Urban Education. 100 Units.

This course explores the complex history of American urban education from the 19th century to modern times. Our primary analytical lens will be the role of place, race, and ethnicity in the making of contemporary schools, schooling, and curriculum in US urban centers. We will undertake this exploration by examining a selection of books, some of which are "foundational" texts in the history of American urban education, others that have opened new and important areas of research in the field, and still others that have addressed vital issues in the history of urban education in a particularly compelling way.

Instructor(s): DuJuan Smith Terms Offered: Spring, Offered 2025-2026

Equivalent Course(s): CHDV 33016, RDIN 23016, SSAD 23016, EDSO 33016, CHST 23016, RDIN 33016, EDSO 23016, HIST 28712

CHDV 23017. Sociology of Higher Education. 100 Units.

This course offers an in-depth introduction to the sociological study of higher education in both the United States and globally. It explores the evolving significance of college education for students and families, while analyzing how national and international social structures influence students' educational trajectories. Key topics include college access, campus experiences, academic achievement, and post-graduation outcomes. Through these lenses, students will engage with critical questions about the role and impact of higher education in contemporary society.

Instructor(s): Hong Jin Jo Terms Offered: Spring, Offered 2025-2026

Equivalent Course(s): CHDV 33917, SOCI 30625, EDSO 23017, SOCI 20625, EDSO 33017

CHDV 23100. Human Language and Interaction. 100 Units.

Language may be learned by individuals, but we most often use it for communication between groups. How is it that we manage to transmit our internal thoughts to others' minds? How is it that we can understand what others mean to express to us? Whether we are greeting a passerby, ordering a meal, or debating politics, there are a number of invisible processes that bring language to life in the space between individuals. This course investigates the social and cognitive processes that enable us to successfully communicate with others. The theories we cover are built on observations of adult language use and child development in multiple cultural settings, taking inspiration also from non-human animal communication. It is expected that, by the end of the course, students will be able to explain the limitations of language for communication and will be able to elaborate on a number of social and other cognitive processes that critically support communicative language use.

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

Equivalent Course(s): EDSO 33100, PSYC 23120, CHDV 33100, EDSO 23101, LING 21150

CHDV 23204. Intro to Medical Anthropology. 100 Units.

This course introduces students to the central concepts and methods of medical anthropology, the study of the social construction of illness and healing. Our primary focus will be Western biomedicine and the cultural and historical forces that shape both its institutions and the people and bodies interacting with those institutions. Throughout the course, we will attend to tensions and connections between peoples' lived experience and the structural conditions and systems of authoritative knowledge they face. We will begin with a puzzle - several cases illustrating what can go wrong when the perspective of the patient clashes with the perspective of the medical practitioner. Then, we will contextualize those cases by delving into the political, economic, linguistic, and social processes shaping local and global biomedical cultures - from the lab to the clinic - and how individuals and communities make sense of illness and healing.

Instructor(s): L. Hadlock Terms Offered: Winter

Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master's students.

Note(s): CHDV Distribution: C, D; 3, 4

Equivalent Course(s): HLTH 23204, CHDV 33204, ANTH 24330, HIPS 27301, ANTH 40330

CHDV 23249. Animal Behavior. 100 Units.

This course introduces the mechanism, ecology, and evolution of behavior, primarily in nonhuman species, at the individual and group level. Topics include the genetic basis of behavior, developmental pathways, communication, physiology and behavior, foraging behavior, kin selection, mating systems and sexual selection, and the ecological and social context of behavior. A major emphasis is placed on understanding and evaluating scientific studies and their field and lab techniques.

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

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence.

Note(s): CHDV Distribution: A E.

Equivalent Course(s): BIOS 23249, PSYC 23249

CHDV 23305. Critical Studies of Mental Health in Higher Education. 100 Units.

Long before the covid-19 pandemic, a sense of crisis had been looming over student mental health, with public-facing statements and media coverage increasingly describing a "crisis" of college mental health in the US and beyond. And yet, a closer look demonstrates that there is a wide range of arguments and disagreements regarding the causes and even the character of this "crisis." Are we facing an upsurge in psychopathology or a crisis in access to services, a transformation in the meanings surrounding mental health, or perhaps a crisis of higher education more broadly? In this course, we delve into these questions, using the methodological and conceptual tools of the interpretive, critical, and humanistic social sciences. Alongside a range of readings drawn from anthropology, sociology, history, and education studies, students will complete a series of ethnographic assignments, culminating in a final paper proposing a study into some aspect of mental health, illness, and wellness in higher education.

Instructor(s): E. Raikhel Terms Offered: Winter

Prerequisite(s): Registration by instructor consent only. Please contact the instructor.

Note(s): CHDV Course Distribution Areas: D; 4

Equivalent Course(s): ANTH 35133, CHDV 33305, EDSO 23305, ANTH 24333, HLTH 23305

CHDV 23370. Bright and Dark Sides of Empathy. 100 Units.

The experience of empathy is a powerful phenomenon. It motivates prosocial behavior, especially parental care, and facilitates cooperation and group living. As an important aspect of the patient-doctor relationship, empathy is associated with better health outcomes. Yet, empathy is limited and fragile. It is susceptible to many biases and can lead to poor moral decisions. This course invites students to critically explore the science of empathy by examining its scope and its limits. It delves into cutting-edge, interdisciplinary research from the social sciences and the biological sciences to understand the mechanisms and functions of empathy. The topics examined in this course include: The evolution of empathy; The neural and neuro-endocrinological mechanisms; How empathy develops in young children; The impact of biases and implicit attitudes on empathy; The social situations and group dynamics that influence empathy; The lack of empathy in psychopathy and narcissistic personalities; Why and how empathy improves health outcomes in medicine.

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

Equivalent Course(s): PSYC 23370

CHDV 23499. Who Am I? Identity Development, Race, and Intersectionality. 100 Units.

This course explores the sociocultural contexts of youth development with a focus identity development across childhood and adolescence. Students will learn key theories of identity, drawing on intersectionality as a framework for interpreting societal inequalities that shape developmental outcomes. Students will engage in class discussions, weekly reflections, and complete applied assignments to demonstrate knowledge of course concepts.

Instructor(s): L.O. Rogers Terms Offered: Spring

Equivalent Course(s): CHDV 33499, EDSO 23499, EDSO 33499

CHDV 23511. Memory, Reconciliation, and Healing: Transitional Justice. 100 Units.

Across the globe, recent national attempts to transition out of authoritarian rule and to manage the legacies of political conflicts have invoked discourses and questions of human rights. In the last fifty years, millions of people across the world have experience periods of protest and mobilization, violence and genocide, the emergence and entrenchment of armed revolutionary forces, and repressive governments. As these periods came to an end, the governments, civil societies, and individual citizens in each country have had to face the challenges of rebuilding social fabric, trust, and democratic culture while memorializing the past and considering the root causes of past conflict and authoritarianism. These processes have included discourses of rights (e.g. transitional justice, but also participation, democracy, education, etc.) and have shaped the lives of millions of individuals in these countries as well as the trajectories of each nation and its governments. The proposed course draws on Peru, South Africa, and Ireland as case studies to guide students in comparatively analyzing the transitional processes and current implications. The goal of the course is for students to explore how these societies and their citizens have sought to deal with these problematic national histories and what ways these processes continue to influence each society. The students will leave the class with a better understanding of how conflict and post-conflict issues and developments.

Equivalent Course(s): LACS 23511, HMRT 23511

CHDV 23700. Crosslinguistic Perspectives on Language Development. 100 Units.

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

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

Equivalent Course(s): LING 23701, PSYC 33720, COGS 22009, PSYC 23720, CHDV 33700, LING 33700

CHDV 23900. Introduction to Language Acquisition. 100 Units.

This course addresses the major issues involved in first-language acquisition. We deal with the child's production and perception of speech sounds (phonology), the acquisition of the lexicon (semantics), the comprehension and production of structured word combinations (syntax), and the ability to use language to communicate (pragmatics).

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

Equivalent Course(s): PSYC 23200, EDSO 23200, LING 21600

CHDV 24003. Death & Dying. 100 Units.

Death happens to everyone. However, dying is as much a social process as an individual one. The factors that impact how, when and where people die, and how societies handle death and dying, are shaped by the structural and cultural forces in our world. These range from economic, geographic, and religious forces to the institutional politics of health care systems. The sociology of death and dying is the systematic study of the structure of the human response to death, dying, and bereavement in their socio-cultural, interpersonal, and individual contexts. Often conceptualized as a discrete event, death is a process that is shaped over the life course. In this course, we will analyze the socio-demographic patterns of death, the factors that shape the process of dying, the economics of dying, and the ways that individuals and groups respond to death. We will also consider the social factors that shape a "good death" and discuss current policies and debates surrounding end-of-life care and aid-in-dying.

Instructor(s): Tate, Alex Terms Offered: Winter. Winter 2025

Equivalent Course(s): RLST 24003, HIPS 24003, SOCI 20582, HLTH 24003

CHDV 24050. Understanding Practical Wisdom. 100 Units.

Thinking about the nature of wisdom goes back to the Greek philosophers and the classical religious sages, but the concept of wisdom has changed in many ways over the history of thought. While wisdom has received less scholarly attention in modern times, it has recently re-emerged in popular discourse with a growing recognition of its potential importance for addressing complex issues in many domains. But what is wisdom? It's often used with a meaning more akin to "smart" or "clever." Is it just vast knowledge? This course will examine the nature of wisdom-how it has been defined in philosophy and psychological science, how its meaning has changed, and what its essential components might be. We will discuss how current philosophical and psychological theories conceptualize wisdom and consider whether, and how, wisdom can be studied scientifically; that is, can wisdom be measured and experimentally manipulated to illuminate its underlying mechanisms and understand its functions? Finally, we will explore how concepts of wisdom can be applied in business, education, medicine, the law, and in the course of our everyday lives. Readings will be drawn from a wide array of disciplines. The course will include lectures by philosophers and psychologists. This course is offered in association with the Chicago Moral Philosophy Project and the Good Life program (the Hyde Park Institute).

Instructor(s): A. Henly; H. Nusbaum Terms Offered: May be offered in 2026-2027

Prerequisite(s): Third- or fourth-year standing.

Equivalent Course(s): BPRO 24050, PSYC 34060, RLST 24055, PSYC 24060

CHDV 24101. Introduction to Medical Anthropology. 100 Units.

This course will be an introduction to how cultural, historical, social, and political forces influence conceptions of health, illness, and healing.

Instructor(s): L. Hadlock Terms Offered: Winter

Equivalent Course(s): HLTH 24101

CHDV 24304. Talking With Animals. 100 Units.

All over the world, children have long learned the lessons of what it means to be human from what other animals tell them. In addition to ventriloquizing non-human animals to socialize human ones, projects for facilitating cross-species communication abound. These projects not only reveal how humans imagine their relations with other animals, but also how we conceive of the possibilities and limits of different sign systems. And while many focus on whether and to what degree non-human animals can apprehend linguistic signs, others suggest that animals are effective communicators precisely because they lack language, raising fascinating questions about ideologies of (im)mediation on the one hand, and multi-modality on the other. As we learn how Peruvian kids talk with llamas and American cowboys whisper to wild horses, and explore what spiders say and how apes read the human keepers who teach them to sign, this class explores how distinctions are drawn between human and non-human animals, as well as attempts to cross those divides through communicative forms and technologies.

Instructor(s): E. Summerson Carr Terms Offered: TBD

Equivalent Course(s): ANTH 34304, ANTH 24304

CHDV 24500. Language and Environment. 100 Units.

This seminar will explore the many ways that language influences and is influenced by the environment. Appropriate for those interested in the socio-cultural foundations of language and language-use, infrastructural dimensions of communication and interaction, and existence as semiotic.

Instructor(s): T. Edwards Terms Offered: Spring

Equivalent Course(s): LING 44500, ANTH 44501, CHDV 44500, ANTH 24501

CHDV 24599. Historical and Contemporary Issues in U.S. Racial Health Inequality. 100 Units.

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

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

Prerequisite(s): Only students with 2nd year standing or above.

Note(s): Fulfills grad requirement: 2,4 and undergrad major requirement B.

Equivalent Course(s): CHST 24599, PBPL 24599, RDIN 44599, AMER 24599, CHDV 44599, RDIN 24599, HLTH 24599

CHDV 24700. Bilingual Language Cognition. 100 Units.

This course tours major topics in bilingualism, including: bilingual language development in childhood, second language learning, and bilingualism in society. Prior coursework in linguistics or language acquisition is helpful but not required for participation.

Instructor(s): M. Casillas

Equivalent Course(s): CHDV 34700

CHDV 24702. Un/Making Citizenship: The Politics of the Intimate. 100 Units.

The state is like a gravitational force that holds people in relation to itself, tugging and turning each person to different degrees. Citizenship is the mediation of that relationship. In this course, we examine different dimensions of citizenship across the life course, considering the ways people are formed into certain kinds of subjects. We ask: how and why are intimate life events of interest not only to those involved, but also to governing authorities? From the governance of conception and birth, to the (non)conferral of legal identities, the state manages legitimacy through documents like birth certificates, whose contents or absence can shape a person's entire life trajectory. In childhood, schools work to transform children into certain kinds of future citizens. From legal adulthood's gradual accrual of rights -- to vote, to have sex, to drink, to stand trial -- to old age and long after death, citizenship extends beyond the lifecourse. Over the course of the quarter, we investigate the ways people negotiate attempts to transform them into citizens, examining in particular how citizenship is mediated in relation to religion, sexuality, migration, disability, marriage, pregnancy, old age, and death.

Instructor(s): Kathryn Takabvirwa Terms Offered: TBD

Equivalent Course(s): GNSE 24704, ANTH 24702

CHDV 24709. Amazonian Encounters. 100 Units.

Have you ever wondered about the real lives and perspectives behind sensationalized accounts of the Amazon? This course explores Amazonian encounters from an anthropological perspective, equipping you to critically analyze and contextualize representations of radical otherness in the Amazon (and beyond). Drawing on ethnographic, fictional, historical, literary, and multimedia materials, we will examine Amazonian encounters - across cultures and between humans and non-humans. Our approach will be to focus on specific objects, events, or stories, considering them from different perspectives. For example, we will center on the real-life story behind Werner Herzog's film *Fitzcarraldo*, examining viewpoints of the filmmaker and Indigenous Peruvians (Awajún and Ashéninka). As we compare these perspectives, we will explore the cultural and historical contexts that shape them, tracing histories of both the Amazon and anthropological theory. We will look at the foundations of anthropological methods and theory, particularly structuralism and perspectivism - two important frameworks emerging from or shaped by Amazonian fieldwork. We will also address the moral responsibilities of researchers working with Indigenous communities, and challenge our assumptions about cultural and human/nonhuman boundaries. Ultimately, this course invites reflection on how popular and academic representations shape encounters with difference and the transformative potential of those encounters.

Instructor(s): L. Hadlock Terms Offered: Winter

Note(s): CHDV distribution: 2

Equivalent Course(s): LACS 24709, CHDV 34709, ANTH 24709

CHDV 24960. Creole Genesis and Genetic Linguistics. 100 Units.

In this seminar course we will review the "creole exceptionalism" tradition against the uniformitarian view, according to which creoles have emerged and evolved like other, natural and non-creole languages. We will situate creoles in the context of the plantation settlement colonies that produced them and compare their emergence specifically with that of languages such as English and the Romance languages in Europe. We will also compare these evolutions with those of new colonial varieties of European languages (such as Amish

English, mainstream American English varieties, Brazilian Portuguese, and Québécois French) which emerged around the same time but are not considered creoles. Using the comparative approach (in evolutionary theory), we will assess whether the criteria used in the genetic classification of languages have been applied uniformly to creole and non-creole languages. In return, we will explore ways in which genetic creolistics can inform and improve genetic linguistics (including historical dialectology).

Instructor(s): Salikoko Mufwene

Equivalent Course(s): CHDV 34960, LING 34960, RDIN 24960, LING 24960, RDIN 34960

CHDV 25055. Uncertain Futures: A Sociology of Times to Come. 100 Units.

Between global militarism, intensive inequality, and climate catastrophe, the future looks uncertain. This class engages lay, scholarly and fictional futurisms—particularly emerging from Queer, Indigenous and Black traditions. We will read sociological and anthropological texts that consider how different communities envision the decades and centuries to come alongside speculative fiction that theorizes where earth and humanity are heading. Does humanity have a future? How does that future look? How do differing answers to these questions shape individuals' and communities' lives and decisions?

Instructor(s): E. Abdelhadi Terms Offered: Spring

Note(s): C; 3

Equivalent Course(s): GNSE 35055, CHDV 35055, GNSE 25055

CHDV 25120. Child Development and Public Policy. 100 Units.

The goal of this course is to introduce students to the literature on early child development and explore how an understanding of core developmental concepts can inform social policies. This goal will be addressed through an integrated, multidisciplinary approach. The course will emphasize research on the science of early child development from the prenatal period through school entry. The central debate about the role of early experience in development will provide a unifying strand for the course. Students will be introduced to research in neuroscience, psychology, economics, sociology, and public policy as it bears on questions about "what develops?", critical periods in development, the nature vs. nurture debate, and the ways in which environmental contexts (e.g., parents, families, peers, schools, institutions, communities) affect early development and developmental trajectories. The first part of the course will introduce students to the major disciplinary streams in the developmental sciences and the enduring and new debates and perspectives within the field. The second part will examine the multiple contexts of early development to understand which aspects of young children's environments affect their development and how those impacts arise. Throughout the course, we will explore how the principles of early childhood development can guide the design of policies and practices that enhance the healthy development of young children, particularly for those living in adverse circumstances, and thereby build a strong foundation for promoting equality of opportunity, reducing social class disparities in life outcomes, building human capital, fostering economic prosperity, and generating positive social change. In doing so, we will critically examine the evidence on whether the contexts of children's development are amenable to public policy intervention and the costs and benefits of different policy approaches.

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

Prerequisite(s): Attendance on the first day of class is required or registration will be dropped.

Equivalent Course(s): PSYC 25120, EDSO 25120, PBPL 25120

CHDV 25199. Sensing Bodies, Sensing the World: Anthropology of Embodiment and Perception. 100 Units.

In this seminar, we will learn about anthropological understandings of embodiment and perception while engaging in activities that encourage us to attune to our bodies and sensory worlds. Drawing on literature and theoretical approaches from scholars including anthropologists, philosophers, and historians, we will consider questions such as: How do we use our senses to make sense of our bodies and the world around us? How do cultural and historical beliefs and practices shape sensory experiences and conceptions of the body? The readings, which will focus primarily on phenomenological, biopolitical, and posthuman approaches, will challenge divides between biology and culture, body and mind, human and nature, and self and other. As we explore these themes, we will discuss methods of sensory ethnography and work toward our own sensory ethnographies or creative projects. Throughout the course, we will relate the readings to our own embodied experiences, gaining a greater appreciation of the role of the senses (and the body) in shaping our understanding of the world and our place within it. We will use theory to think through our own embodiment and sensory perception of the world and vice versa, prioritizing creative practices and challenging assumptions at methodological as well as theoretical levels.

Instructor(s): L. Hadlock Terms Offered: Winter

Note(s): CHDV distribution C

Equivalent Course(s): ANTH 25199, HLTH 25199

CHDV 25220. Constructing a Society of Human Rights: A Psychological Framework. 100 Units.

This course is designed to discuss the ways that cultural and social psychology contribute to understandings about human rights conceptually, and how human rights issues emerge from social dynamics. Over the course of the quarter, students will learn about theories on intergroup conflict and prejudice, how an individual's beliefs emerge from social contexts and shape their relationships with others, how obedience to authority is created and abused, and how social positioning and narratives influence conceptions of self and other. We will also discuss the relevance and impact of psychological study and data on human rights issues.

Equivalent Course(s): INRE 30600, HMRT 25220, PBPL 25220

CHDV 25340. The 'Child' in South Asia: Minor Lives, Major Questions. 100 Units.

What does it mean to think about the history, culture, and politics of a region through the figure of the "child"? This course explores "childhood" as a powerful concept that has shaped debates about race, colonialism and development, particularly in the history of colonial and postcolonial South Asia. From the stereotype of the "childlike native" to the infantilization of women, the child figure repeatedly gets invoked to mark social hierarchies. Even in a globalized world, the status of children across the world, measured under the rubric of the UN Child Rights Convention, fuels understandings of "development" and "progress" among nations and communities. We will survey Southern Asia's colonial legacy, postcolonial present and globalized afterlife to examine how "childhood" has been imagined in relation to national and ethnic identities as well as class, caste, gender, and religious affiliations of people. Taking a wide range of visual and textual genres as objects of study - such as textbooks, educational charts, children's literature, advertisements, biographies and films -- this course will enable students to study the category of the "child" through a humanistic lens and see how it's embedded in the cultural history of South Asia.

Instructor(s): Titas Bose Terms Offered: Winter

Equivalent Course(s): HMRT 25340, EDSO 25340, GNSE 25340, SALC 25340, CMLT 25340, HIST 26705, RDIN 25340

CHDV 25399. Psychedelic Healing. 100 Units.

Psychedelics have been used for thousands of years by many cultures, to the point that scholars sometimes describe them as a norm for humanity. Yet they have been mostly absent from Western culture, emerging only into mainstream consciousness in the 50s/60s and relegated to countercultural currents. In other cultures psychedelics have contributed to rich spiritual practices, but in the West psychedelics are predominantly associated with political counterculture, consumption or appropriation of indigenous shamanic practices, and most recently biomedical and psychotherapeutic models of healing. How to make sense of this divergence? After decades of censure, in the past 20 years psychedelics have begun to enjoy increased attention in the West. A psychedelic renaissance in scientific research has led some scholars to believe they represent the next frontier in mental health treatment. Psychedelic tourism in the Amazon jungle is booming. How can we understand the current surge in interest? Given histories of indigenous use of psychedelics and the extractive history of interactions between Westerners and indigenous people, what ethical considerations might psychedelic practitioners and researchers have when consuming, adopting, and adapting psychedelics? We will investigate the historical, political, and cultural context of psychedelic use in the West and especially in the U.S., reflecting on how psychedelics have served different functions for different groups of people.

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

Equivalent Course(s): HLTH 25399, CHDV 35399

CHDV 25400. Ethnographic Writing. 100 Units.

Have you ever suspected that you are an artistic genius, whose potential has been shrouded by layers of (social) scientific garb? This class will apply structured and proven methods for luring that genius out, taming your newfound powers, and using them for good. Through reading, discussion, and intensive weekly writing workshops, you will become a better writer. You will also gain a better understanding of what anthropological modes of thought feel like and what they can do. This class is equally appropriate for graduate students conducting their own original research and students at any stage who simply want to explore new ways of thinking, reading, and writing. There are no pre-requisites.

Instructor(s): T. Edwards Terms Offered: Spring

Equivalent Course(s): ANTH 35400, ANTH 25400, CHDV 35400

CHDV 25550. Documenting Talk. 100 Units.

This methods course focuses on the recording, transcription, and coding of talk. We will explore different ways of recording and documenting the contents of talk, focus on the link between transcription production and analysis, discuss the role of the transcriber in the research process, and consider best practices for quality control, process documentation, metadata creation, and archival. Depending on student interest, we will also touch on automated annotation tools and corpus analysis methods. Students are encouraged-but not required-to join with a source recording (or more than one) that they would like to work on. Such recordings might include ethnographic interviews, spontaneous conversation between friends or family members, rehearsed performances, or anything involving talk that should be transcribed or annotated in some way.

Instructor(s): M. Casillas Terms Offered: GRAD: 3, M; Undergraduate: C, M

Equivalent Course(s): CHDV 35550

CHDV 25750. The Psychology and Neurobiology of Stress. 100 Units.

This course explores the topic of stress and its influence on behavior and neurobiology. Specifically, the course will discuss how factors such as age, gender, and social context interact to influence how we respond to stressors both physiologically and behaviorally. The course will also explore how stress influences mental and physical health.

Instructor(s): G. Norman Terms Offered: Spring

Equivalent Course(s): PSYC 25750, NSCI 22535

CHDV 25900. Developmental Psychology. 100 Units.

This is an introductory course in developmental psychology, with a focus on cognitive and social development in infancy through early childhood. Example topics include children's early thinking about number, morality,

and social relationships, as well as how early environments inform children's social and cognitive development. Where appropriate, we make links to both philosophical inquiries into the nature of the human mind, and to practical inquiries concerning education and public policy.

Instructor(s): K. O'Doherty Terms Offered: Spring

Note(s): CHDV Distribution, B

Equivalent Course(s): EDSO 20500, PSYC 20500

CHDV 25999. Growing Up Under Ideological Stress: Global Case Studies. 100 Units.

This course explores how youth navigate environments shaped by competing cultural, religious, and political ideologies, focusing on how they respond to, adapt to, and sometimes resist these powerful influences in their daily lives. The course emphasizes processes of self-construal and moral development among youth in regions marked by ideological tensions—such as situations where family traditions and beliefs may clash with state-sponsored educational values. For example, Tibetan youth experience ideological conflicts between practicing Tibetan Buddhism at home and the state's promotion of Chinese socialism in schools. Through analysis of empirical research and various theoretical perspectives, including cultural psychology, psychological anthropology, and the sociology of education, students will investigate and develop tools to understand how global and local historical, political, economic, and cultural factors shape youth development. By engaging with comparative case studies from different cultures and societies, including liberal societies, such as Muslims/Palestinians in the U.S., and authoritarian states—such as Tibetans in China, the Soviet Union, and Syrians—students will also cultivate a self-reflective understanding of their educational and personal growth within the context of broader social and political movements.

Instructor(s): X. Han Terms Offered: Spring

Equivalent Course(s): EDSO 25999, EDSO 35999, CHDV 35999

CHDV 26000. Social Psychology. 100 Units.

This course introduces students to the field of social psychology – the scientific study of how people think about, feel about, interact with, influence, and relate to one another. Topics covered include self and social perception, social influence, beliefs and attitudes, altruism, and intergroup processes. Where relevant, we will discuss if and how findings in social psychology can be applied in real-world contexts such as health, work, and relationships.

Instructor(s): Y.C. Leong, Autumn Terms Offered: Autumn

Equivalent Course(s): PSYC 20600

CHDV 26008. Principles and Methods of Measurement. 100 Units.

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

Instructor(s): Yanyan Sheng Terms Offered: Spring

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

Equivalent Course(s): PSYC 28962, MAPS 36008, EDSO 36008, QMSA 36008, CHDV 36008, QMSA 26008, PSYC 36008, EDSO 26008

CHDV 26050. Race, Ethnicity, Language, and Citizenship in the United States. 100 Units.

This course is intended to help students make sense of the current discourse on diversity and inclusion/exclusion from a historical perspective. They will be trained to read critically the evolution of political discourse on citizenship in the United States since the American Revolution. They will learn to detect the role of shifting interpretations of race and ethnicity, after that of European nationality, in determining who is (not) a (full) citizen. For instance, who counted as "American" in the early stages of the Republic? Why were Native Americans and (descendants of) forced immigrants from Africa excluded at the outset? How did English become the unofficial language of American citizenship and inclusion? What factors favored its rise and drove to extinction the competing European national languages?

Instructor(s): Salikoko Mufwene Terms Offered: Spring

Equivalent Course(s): LING 36050, RDIN 36050, LING 26050, CHDV 36055, RDIN 26050

CHDV 27015. Scientific and Humanistic Contributions to Knowledge Formation. 100 Units.

In this course, we will explore whether the sciences and the humanities can make complementary contributions to the formation of knowledge, thus leading to the integration and unification of human knowledge. In the first part of the course we will take a historical approach to the issue; we will discuss how art and science were considered complementary for much of the 18th and 19th century (for example, in the views and work of Wolfgang Goethe), how they became separate ('the two cultures') in the middle of the 20th century with the compartmentalization of academic disciplines, and how some attempts have recently been made at a reunification under the concept of 'consilience'. In the second part of the course, we will focus on conceptual

issues such as the cognitive value of literature, the role of ideas in knowledge formation in science and literature, the role of creativity in scientific and literary production, and how scientific and philosophical ideas have been incorporated into literary fiction in the genre known as 'the novel of ideas'. As an example of the latter, we will read the novel 'One, No One, and 100,000' (1926) by Luigi Pirandello and discuss how this author elaborated and articulated a view of the human persona (including issues of identity and personality) from French philosophers and psychologists such as Henri Bergson and Alfred Binet.

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

Note(s): Part of Study Abroad program in Paris. Satisfies CHD graduate distribution (1)

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

CHDV 27250. Psychological Anthropology. 100 Units.

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

Instructor(s): S. Numanbayraktaroglu Terms Offered: Spring

Note(s): Grad distribution: 4*; Undergrad Distribution: 3, 4

Equivalent Course(s): ANTH 24321, CHDV 37250, HLTH 27250, HIPS 27250

CHDV 27500. Introduction to Black Psychology. 100 Units.

Psychological research often presents the experiences of Black Americans using a narrow, one-dimensional, and deficit-based lens. Further, many in society overlook or are unaware of the critical contributions Black psychologists have made in shaping federal policies many Americans benefit from today. In response to these concerns, this course will introduce students to relevant psychological scholarship by drawing from both historical and current arguments that center questions of identity development, wellbeing, goodness, and cultural strengths already present within Black communities. The goals of this course are to examine factors that inform the racialized lived experiences of Black Americans across the lifecourse, while also interrogating the structural forces that impede quality of life and other key health-related outcomes overtime.

Equivalent Course(s): PSYC 27350, SSAD 27500, RDIN 27501

CHDV 27861. 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 universal aspects of human nature. In this course we read the work of several novelists such as George Eliot, HG Wells, Joseph Conrad, Jack London, Yvgeny 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. Maestriperi Terms Offered: Autumn

Note(s): Distribution requirements: Undergraduate: A; Graduate: 1

Equivalent Course(s): CHDV 37861, HIPS 24921, HIST 24921, HIST 34921, CHSS 34921, KNOW 31418, KNOW 21418

CHDV 27950. 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

Note(s): CHDV Distribution: Undergraduate subject area: A, Graduate distribution: 1

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

CHDV 28055. Queerness in the Shadow of Empire: Sexualities in the Modern Middle East. 100 Units.

Critics, from both the Right and the Left, claim that liberal sexual regimes are Western, imperial impositions onto Muslim and Middle Eastern societies. On the other hand, LGBTQ+ advocates claim that the restriction of sexuality is itself a colonial legacy. This class will delve into this debate by examining cutting edge empirical and theoretical work on Queer lives in the modern Middle East.

Instructor(s): E. Abelhadi Terms Offered: Autumn. Distribution: C;3

Prerequisite(s): Instructor consent

Note(s): Distribution: C;3

Equivalent Course(s): GNSE 20141, CHDV 38055, NEHC 38055, RDIN 28055, RDIN 38055, NEHC 28055, GNSE 30141

CHDV 28105. Access Worlds. 100 Units.

This course provides the tools for coming to an expansive account of "access" by examining its conceptual ambiguities and practical consequences for individuals, communities, institutions, and nation-states. Students will be invited to interrogate diverse scholarly perspectives on access that posit it as measurable entities, as empowerment and rights, as social justice, and as an ethnographic method to question and imagine otherwise. Through selected interdisciplinary literature ranging from ethnographies to policy documents to activist manifestos, students will learn to analyze how different conceptions of accessibility correspond to sociohistorical contexts such as the Euro-American postwar social development, the civil rights and independent living movement, de-institutionalization, and the globalization of the bio-psycho-social model as a legal framework of disability advocacy. In the urban context, how do cities become the precondition of our understanding of access? How do we think about access in relation to nature? This course prepares us to think about how visions, practices, and relationships of access influence the interventions that urban planners, architects, application designers, state bureaucrats, and activists make in the everyday lives of disabled people.

Instructor(s): Z. Lin Terms Offered: Autumn

Prerequisite(s): This course is open only to college students or M.A. students.

Note(s): Undergrad distribution: B

Equivalent Course(s): HLTH 28105, CHDV 38150, CEGU 28150

CHDV 28301. Disability and Design. 100 Units.

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

Instructor(s): M. Friedner, J. Iverson Terms Offered: Winter

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): MADD 28300, HLTH 28301, CHDV 38301, MUSI 35719, BPRO 28300, MUSI 25719

CHDV 28499. Deviance, Resistance, and Coalition in U.S. Education. 100 Units.

This seminar centers individuals who reside on the margins of formal education in the US. We will focus on the ways of knowing, being, and doing that are marked as deviant in the context of education in the United States through a study of the experiences of students and educators holding non-dominant social locations due to their race, sexuality, gender, disability, and/or class. Course materials will primarily concern public K-12 schooling, with some supplementary readings from non-school educational contexts. In responding to course readings, we will consider together questions such as: What does education look like for students and teachers who occupy "deviant" social locations? What can we learn about educational realities and possibilities from the perspectives of students and teachers who hold non-dominant identities? What types of individual and collective action are available to those who occupy the margins of public schooling? What is the role of the researcher in producing scholarship that bears accurate and care-full witness to experiences outside of the mainstream? In this course, we will engage largely with empirical qualitative scholarship, as well as conceptual and theoretical texts, from anthropological, sociological, developmental, and non-academic scholars.

Instructor(s): A. Vasan Terms Offered: Winter

Note(s): This course may be taken by B.A. and M.A. students only.

Equivalent Course(s): EDSO 38499, EDSO 28499

CHDV 28999. Muslims in the United States. 100 Units.

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

Instructor(s): E. Abdelhadi Terms Offered: Spring

Prerequisite(s): Undergrads should have 3rd or 4th year standing.

Equivalent Course(s): ISLM 38990, GNSE 38990, SOCI 30324, GNSE 28990, CHDV 38990

CHDV 29653. TUTORIAL - Genetics in Society. 100 Units.

What is the human genome, and what can it tell us about humanity? What constitutes the appropriate construction and use of genetic claims? While efforts to fully map the human genome peaked in the 1990s, the stakes of these questions long preceded the genomic era, and have long structured social worlds. This course will take a critical approach to the history and anthropology of genetics and genomics, focusing on the social and ethical implications in historical and contemporary iterations of genetics. We will consider how, over the course of the twentieth century, the genome came to represent a source of authority with regards to human nature, occupying a central place in defining individual and group identities, history, policy, and reconciliation efforts. We will begin by considering the cultural and epistemic authority of the genome concept and the power dynamics in which it arose. We will then examine the relationships between genetic concepts and a number of scientific and social themes, including heredity and eugenics, diversity and human variation, identity, racialization, nationalism, disability, big data, and medical risk and promise. We will conclude with the contemporary 'postgenomic' era, in which many stakeholders are grappling with the question of what the human genome, and all the information gleaned from its sequencing, actually means.

Instructor(s): Megan MacGregor Terms Offered: Autumn. Offered in Autumn 2025

Equivalent Course(s): HIPS 29653, HIST 25214, ANTH 29653

CHDV 29700. Undergraduate Reading and Research. 100 Units.

Select section from faculty list on web.

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

Prerequisite(s): Students are required to submit the College Reading and Research Course Form.

Note(s): Must be taken for a quality grade.

CHDV 29800. B.A. Honors Seminar. 100 Units.

Required for students seeking departmental honors, this seminar is designed to help develop an honors paper project that will be approved and supervised by a HD faculty member. A course preceptor will guide students through the process of research design and proposal writing.

Instructor(s): S. Numanbayraktaroglu, Terms Offered: Spring

Prerequisite(s): Consent of the Director of Undergraduate Studies or Preceptor.

Note(s): Eligible students should plan to take the B.A. Honors Seminar in the Spring Quarter of their third year...

CHDV 29900. Honors Paper Preparation. 100 Units.

The CHDV 29900 Honors Paper Preparation course helps students successfully complete work on their BA honors paper. In order to complete honors, students who successfully took CHDV 29800 in Spring Quarter of their third year must register for CHDV 29900 Honors Paper Preparation during Autumn Quarter of their fourth year, as a 13th required course. Students are encouraged to collect their data over the summer; then this course scaffolds the process of analyzing data (such as transcription and coding) and writing up BA papers (such as tips on describing methods and peer review). The grade assigned by their thesis supervisor on the final BA paper is retroactively assigned as the grade for this course.

Instructor(s): S. Numanbayraktaroglu, Terms Offered: Autumn

Prerequisite(s): CHDV 29800 and an approved honors paper. Students are required to submit the College Reading and Research Course Form.

