

Courses 2021-22 Master List – Subject to change

9/3/21

CHDV Course No.	Course Title	Instructor	Distr: Ugrad	Distr: Grad	Quarter offered	Course Description	Crosslisting
21500	Darwinian Health	Mateo	A		W	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.	BIOS 23405 GNSE 21500 HIPS 22401 HLTH 21500
27860	History of Evolutionary Behavioral Science	Maestriperi	A	1	A	This course will consist in lectures and discussion sessions about the historical and conceptual foundations of evolutionary behavioral sciences (evolutionary anthropology, evolutionary psychology, ethology, comparative behavioral biology), covering the period from the publication of Charles Darwin's The Origin of Species up to the present day. Topics will include new theoretical developments, controversies, interdisciplinary expansions, and the relationships between evolutionary behavioral sciences and other disciplines in the sciences and the humanities.	KNOW27860, CHSS37860, HIPS27860
27950, 37950	Evolution and Economics of Human Behavior	Maestriperi	A	1	W	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.	ECON 14810, BIOS 29265, PSYC 27950, PSYC 37950
30901	Biopsychology of Sex Differences	Mateo	A	1	A	This course will explore the biological basis of mammalian sex differences and reproductive behaviors. We will consider a variety of species, including humans. We will address the physiological, hormonal, ecological and social basis of sex differences. To get the most from this course, students should have some background in biology, preferably from taking an introductory course in biology or biological psychology.	EVOL 36900 GNSE 30901 PSYC 31600
41451 27850	Evolutionary Psychology	Maestriperi	A	1	W	This course explores human social behavior from the perspective of a new discipline: evolutionary psychology. In this course we will read and discuss articles in which evolutionary theory has been applied to different aspects of human behavior and social life such as: developmental sex differences, cooperation and altruism, competition and aggression, physical attractiveness and mating strategies, incest avoidance and marriage, sexual coercion, parenting and child abuse, language and cognition, and psychological and personality disorders.	PSYC 41450
20209	Adolescent Development	Spencer	B		S	Adolescence represents a period of unusually rapid growth and development. At the same time, under the best of social circumstances and contextual	EDSO 20209 PSYC 20209

						conditions, the teenage years represent a challenging period. The period also affords unparalleled opportunities with appropriate levels of support. Thus, the approach taken acknowledges the challenges and untoward outcomes, while also speculates about the predictors of resiliency and the sources of positive youth development.	
24599, 44599	Historical and Contemporary Issues in US Racial Health Inequality	Keels	B		A	Explores persistent health inequality in the us from the 1900s to 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.	HLTH 24599 CRES 24500
PSYC 22210	Mathematical Development: Cognitive and Attitudinal Factors	Levine	B		W	We will explore the early emergence of numerical and spatial skills in young children, which have been found to predict their long term mathematical outcomes. The course will examine the role of children's cognitive skills (e.g., number sense, working memory) as well as their math attitudes (e.g., math anxiety, math ability self-concepts, mindset, and math gender stereotypes). Finally, we will consider how key socializers – parents and teachers – contribute to children's math skills and math attitudes.	
23900, 31600 (PSYC parent)	Introduction to Language Acquisition	Goldin-Meadow	B	2	W	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).	EDSO 23200 LING 21600 LING 31600 PSYC 33200
21000	Cultural Psychology	Shweder	B, C		A	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.	AMER 33000 ANTH 24320 ANTH 35110 CHDV 31000 CRES 21100 EDSO 21100 GNSE 21001 GNSE 31000 PSYC 23000 PSYC 33000
28301	Disability and Design	Friedner	B, C		W	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	HLTH 28301 MAAD

						<p>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.</p> <p>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.</p>	28300 MUSI 25719
25030	Politics of Reproduction (undergrad)	Robbins	B, C		W	<p>This course explores the politics of reproduction and reproductive health in the US and globally. We will approach reproductive politics by examining two related phenomena: (1) the everyday events, practices, and experiences related to fertility and family formation (such as conception, contraception, fertility treatment, childbirth, adoption, and abortion), and (2) the regulation of reproductive events by powerful institutions and authorities, including states, biomedicine, religious organizations, corporations, and international development agencies. Through a series of ethnographic case studies, we will look at how reproduction is constrained, coerced, and enabled across cultures and contexts. We will pay particular attention to how inequalities (along lines of race, class, gender, sexuality, disability, nationality, and geographic region) shape and are shaped by ideologies about social reproduction, biological reproduction, sex, and the body. Throughout, we will ask how and why reproductive regulations become key sites for conflicts around the globe about human rights, social justice, moral authority, national identity and state governance.</p>	
23100	Human Language and Interaction	Casillas	B,C	1,5	W	<p>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.</p>	
38950	The Development of Communicative Competence	Casillas	B,C,M	5, M	W	<p>This course examines the emergence of communicative skills in humans. We will discuss the proposed cognitive, developmental, and evolutionary roots of communicative behaviors, with a focus on current gaps in our knowledge and possible pathways forward. The course will consider these issues from multiple perspectives including linguistics, psychology, and linguistic anthropology, and will cover a wide range of methods used to analyze communicative cognition.</p>	
23050	The Role of Science in U.S.	Ye	C			<p>How should science inform the improvement of education? Can education be studied scientifically? These questions have haunted American education research since its 19th century beginnings. In this course, Lagemann's history of US education research, <i>An Elusive</i></p>	

	Education Reform					<i>Science</i> , will serve as a central orienting text, and students will read primary sources by the figures it describes: Dewey, James, Thorndike, Coleman, Tyler, and more. The course will end with a consideration of contemporary topics such as research-practice partnerships and design research. In taking on the case of American education research, students will confront and discuss the entanglements of epistemology and history, measurement and social organization, knowledge and authority.	
CHDV 23007, (EDSO parent)	Language, Culture, and Education	Ye	C			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. Course discussion will focus on understanding the ways in which language and/or culture are conceptualized in these positions and their educational consequences, especially for low income and ethnic and linguistic minority students in the US.	EDSO 23007 CRES 23007
25225	Racing Research: The evolution and impact of racial understanding in the U.S. social sciences	Tackie	C		S	<p>What does it mean to research race in the United States? Understandings of race in the contemporary U.S. have evolved significantly from rationales of biological determinism to a more modern understanding of race as a social construct. In this course, students will explore the evolution of the science of/study of race. We will grapple with the social reality of race and racism in order to consider the implications of how we have chosen and continue to choose to racialize various populations in the U.S. We will consider questions such as: How does the way we present race in our studies influence the way that greater society understands and engages race and racial categories? How have our scientific understandings of race changed the way we study and make meaning of racial categories? How do studies of racial categories and the ways we operationalize them impact our perception of racialized bodies? What does it mean to take race as an object, a static variable to be considered, versus as a subject, or the central substance of study? What are the social and political implications of racialized research?</p> <p>We will approach these questions from an interdisciplinary perspective considering racial ideologies from across the social sciences in order to reflect on how racial categorization and understanding in the social sciences have impacted mainstream discussions of race and racism.</p>	
26700	Language and Technology	Edwards	C		S	This course is concerned with the complex cultural dynamics we are immersed in as users of language and technology. Exploring those dynamics, we will ask questions fundamental to the field of linguistic anthropology, like: <i>Who am I, and how do I know for sure? How do I glean information from my environment, and how do my information-seeking activities generate information for others? What is "context"? How are competing contexts generated, activated, or contested, and by whom? How is the rapid and ongoing substitution of channels (e.g. visual, auditory, proprioceptive) consequential for how we live and what we do? How are the messages we</i>	

						<p><i>send out transmitted, diverted, twisted, or missed entirely, and to what end?</i> Each week, an over-arching question like this will be introduced in readings and a short lecture, along with a set of key concepts, which students will apply in thinking about the environments with which they are most familiar. Students will have opportunities to explore connections that interest them through a range of discussion-based activities in class and in a final project, which may take one of many forms.</p>	
26200	Signs of Crisis: Ethnographies of Self and Society in Turbulent Times	Edwards, Cole	C		W	<p>“Societies” and “selves” make each other up. Under ordinary circumstances, we know intuitively what it means to live in the world. We aren’t likely to think much about it, though, until things start falling apart. Maybe you suffer a trauma or an environmental disaster hits. Maybe the political system you took for granted all these years collapses, or from one day to the next, your money loses all of its value. Maybe things drag on in a constant state of uncertainty until you just can’t take it anymore. In moments like these, and only in retrospect, your “life” and “the world” become coherent things you can talk about, as in, “My life is falling apart,” or, “This must be the end of the world as we know it.” Going further, you might wonder, “What is a world, exactly? What is it composed of? And now, as it is falling apart, how do we begin to imagine, and plan for, a new kind of future?”</p> <p>We will begin, in the first few weeks, by establishing a common conceptual vocabulary, asking how constructs like self, person, world, structure, field, environment, and system generate different analytic possibilities for thinking about the relationship between individual selves and the broader social environments. We will then read a series of relevant ethnographic works where these categories are applied to understand how people respond to turbulent circumstances, perhaps generating new social forms in turn. Throughout, we will be attentive to underlying or overt notions of person and self, construed in relation to processes of rapid socio-historical change, as well as the construction and composition of the ethnographies. Students will take an active role in presenting and discussing readings and will have an opportunity to report on an ethnographic work or phenomenon that engages the themes of the course. For undergraduates, Self, Culture and Society or Power sequence highly recommended as a prerequisite.</p>	
38990	Muslims in the US	Abdelhadi	C	2,3	W	<p>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.</p> <p>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.</p>	CRES 38990 GNSE 38990 ISLM 38990 SOCI 30324

23360 33360	Methods in Gesture and Sign Language Research	Goldin-Meadow	C	2, 5	A	We will explore methods of research used in the disciplines of linguistics and psychology to investigate sign language and gesture. We will choose a set of canonical topics from the gesture and sign literature such as pointing, use of the body in quotation, and the use of non-manuals, in order to understand the value of various effective methods in current use and the types of research questions they are best equipped to handle.	LING 23360 LING 33360 PSYC 33360 PSYC 23360
20399	Trauma, Vulnerability, and the Martial Body	Drake	C, D		W	This course examines the embodied dimensions of war. Drawing from readings in anthropology, sociology, geography, and history, we will explore how military personnel experience contemporary war through a constellation of techniques, technologies, and relationships. This course is comprised of three sections. In the first section, we will discuss foundational texts in social theory that explore the various mechanisms through which institutions produce soldiers from “docile” bodies. The second section considers whether and how new protective technologies used in modern warfare corporeally mediate how individuals experience war. In the final section, we will examine recent efforts to remove bodies from combat zones through the use of unmanned weapons systems such as drones and other technologies. Throughout the course, students will acquire the necessary conceptual and analytical tools to understand, discuss, and critically examine the impacts of modern warfare as well as have the opportunity to conduct archival research on a topic of their choice.	Anthropology; Health and Society
27250	Psychological Anthropology	Drake	C, D	4	S	This course provides a thorough introduction to psychological anthropology, a subdiscipline of anthropology that examines the relationship between culture and mind. The course begins by exploring what is meant by key terms like "culture" and "persons" before embarking on an exploration of lives in context. We will critically examine questions relating to the interactions of mind and body. The role of language in thought and development, the role of intuition in human cognition, the feeling and expression of emotions, and reasoning about morality and ethics. The final section of the course examines the interplay between culture and mental health and visits key moments in the life course. Lectures will use the course readings as a basis for presenting concepts, methods, and theories that psychological anthropologists employ in the field. Classes will also include group discussions, activities and films.	HLTH 27250
26228	Ethnographic Research Methods	Robbins	M		S	This course offers a theoretical and practical introduction to the methods that anthropologists, sociologists, and other social scientists use to conceptualize, conduct, and analyze their ethnographic research. We start from the premise that ethnographic research has two core components: it is both a way of knowing and a way of representing people. We will consider what kinds of questions ethnographic research can answer and students will formulate their own research questions, which will serve as the basis for a project that they will work on throughout the quarter. Through readings and hands-on exercises, students will learn about the types of practices and techniques ethnographers use to generate and collect data, including: participant observation, interviewing, fieldnotes, and working with images, videos, texts, and material objects. Students will also learn about techniques of qualitative data analysis, and they will work collaboratively to apply these techniques to	

						the data they have collected and to develop social, cultural, and theoretical insights. To understand the relationship between ethnographic analysis and representation, we will look at examples of ethnographic writing, film, photography, and drawing. For the final, students will produce original ethnographic representations of their research projects and findings. Throughout the course, we will discuss the ethical questions of conducting ethnographic research on and with human beings, both as a class and with guest ethnographers.	
30550	From Data to Manuscript in R	Casillas	M	M, Stat	W	<p>This course tackles the basic skills needed to build an integrated research report with the R programming language. We will cover every step from data to manuscript including: Using R's libraries to clean up and re-format messy datasets, preparing data sets for analysis, running statistical tools, generating clear and attractive figures and tables, and knitting those bits of code together with your manuscript writing. The result will be a reproducible, open-science friendly report that you can easily update after finishing data collection or receiving comments from readers. Never copy-paste your way through a table again! The R universe is large, so this course will focus specifically on: The core R libraries, the tidyverse library, and R Markdown. Students will also learn about the use of GitHub for version control.</p> <p>This is a project-based course. Students must already have a (partial or whole) dataset for which they would like to create a preliminary research report (e.g., for thesis submission, publication, or similar). Students with no prior programming experience are very welcome!</p>	
20000	Intro to Human Design	Sevda N.	R		A	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.	HLTH 20000 PSYC 20850
20100	Human Dev Research Design	Abdelhadi	R		W	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.	EDSO 20100 HLTH 20100 PSYC 21100
29800	B.A. Honors Seminar	Robbins	R for honors		S	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.	

29900	Honors Paper Preparation	Robbins	R for honors		A	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.	

- A. Comparative Behavioral Biology
- B. Life Course Development
- C. Culture and Community
- D. Mental Health and Personality
- R. Required
- M. Methods