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# HUMAN DEVELOPMENT & FAMILY STUDIES

## Fall Semester 2008-09 Course Descriptions

Brief course descriptions are given below for the HDFS course offerings.

For more information, please see our website: <http://www.sohe.wisc.edu/departments/hdfs> (“teaching”). For days/times & class locations, see: <http://registrar.wisc.edu/timetable/>

**HDFS, 1430 Linden Drive, University of Wisconsin—Madison \* 608/263-2381 \* Email: [hdfs@mail.sohe.wisc.edu](mailto:hdfs@mail.sohe.wisc.edu)**

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<b>HDFS 362</b>	<b>Development of the Young Child</b>	<b><i>Kristy Burkholder</i></b>
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**Web-Based Course** (via Learn@UW) w/evening exams on campus. Basic foundation for understanding development from conception to middle childhood; includes theoretical foundations, research findings & practical applications. The family context is emphasized. (3 cr)

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<b>HDFS 363</b>	<b>Development from Adolescence to Old Age</b>	<b><i>Jill Steinberg</i></b>
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**Web-Based Course** (via Learn@UW) w/ initial meeting & evening exams on campus. This lifespan course covers the more interesting aspects of human developmental continuity and change between adolescence and old age. Physical, cognitive, personality, and social development are discussed from the stand-point of theory, research, and practical application. (3 cr)

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<b>HDFS 425</b>	<b>Research Methods in HDFS</b>	<b><i>Bill Aquilino</i></b>
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Lectures 1 & 2: Students will learn the basics of research design used in studying family dynamics and individual development over the life course. The course will cover quantitative and qualitative research designs, participatory action research, and evaluation research. We will explore how research informs intervention & prevention programs. Students will learn to summarize and evaluate published research reports and will be introduced to the analytical strategies commonly used in HDFS research. (3 credits)

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<b>HDFS 469</b>	<b>Family &amp; Community Influences on the Young Child</b>	<b><i>Judy Temple</i></b>
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This course focuses on the importance of families, schools, peer groups and neighborhoods for the development of young children. The role of economic resources and public policies will be considered. Examples from family interventions, early education, and school policies will be emphasized. (3 credits)

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<b>HDFS 471</b>	<b>Parent-Child Relations</b>	<b><i>Jill Steinberg</i></b>
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The development of parents' relationships with their children across the life course, beginning with the transition to parenthood. Other topics to be covered are parenting and work, step parenting, single parenting, and parenting children with special needs. Parent education and support programs also discussed. (3 credits)

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<b>HDFS 474</b>	<b>Racial Ethnic Families in the U.S.</b>	
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**Lecture 1.....(Jo Scheder)**

**Lecture 2.....Lynet Uttal**

This course will study contemporary family issues for racial ethnic families. We will examine how race, ethnicity and culture shape family life across the lifespan, and how contemporary family life is rooted in historical experiences. We will look at socio-political contexts, cultural image, expressions of ethnicity and family, and the diversity of family experience within groups (3 cr)

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<b>HDFS 501—Lecture 1</b>	<b>Observational Research with Young Children</b>	<b><i>Julie Poehlmann</i></b>
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This course focuses on observational and longitudinal research with young children in the family context. In addition to relevant readings and presentations, students assist with data collection for an NIH-funded study of children born preterm; data entry and management using SPSS; and coding videotapes of infant temperament, toddler self-regulation, parent-child interactions, and child attachment interviews. Students work in a positive environment with a group of highly motivated and skilled undergraduate and graduate students. This course provides excellent preparation for students interested in graduate school. Lab meetings are usually held on Friday mornings 9-10:30 at the Waisman Center. A two semester commitment is usually required. The course can be used as a substitute for a variety of requirements in the FS and CD options (e.g., HDFS 471, HDFS 601, FS professional or content skills; CD core area 2 or 3 or professional skills). If you are interested in taking this course, please email Dr. Poehlmann and she will authorize you to register ([poehlmann@waisman.wisc.edu](mailto:poehlmann@waisman.wisc.edu)). (2-3 credits) Consent of instructor needed.

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<b>HDFS 501—Lecture 2</b>	<b>Couples Research and Outreach</b>	<b><i>Linda Roberts</i></b>
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This course is an in-depth study of basic and translational research in the area of couple (romantic, marital) relationships. Students will be directly involved in research related activities and learn about research on relationship processes from a “hands on” perspective. The course will also provide learning opportunities related to the translation of research findings into programs designed to improve relationship outcomes. Recommended background: HDFS 425 and HDFS 517 or similar. (2-3 credits). Consent of instructor needed.

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<b>HDFS 516</b>	<b>Family Stress and Coping</b>	<b><i>Kristy Burkholder</i></b>
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This course will examine family stress and coping across the life cycle. Topics focus on normative and non-normative stress and strains, family coping repertoire, protective factors in families and resiliency—How families recover from adversity. Students will become familiar with theory, research and how to use knowledge of families under stress. (3 credits)

<b>HDFS 517</b>	<b>Couple Relationships</b>	<b>(TBD)</b>
This course examines the ways in which premarital and marital relationships are formed, maintained, and dissolved. Relevant theory and empirical research will be used to examine a range of relationship processes (e.g., attraction, conflict, intimacy, power), that may have an impact on the development and the quality of an intimate relationship. (3 cr)		
<b>HDFS 521</b>	<b>African American Families</b>	<b>(TBD)</b>
This course is an interdisciplinary examination of the issues and experiences of African American families that have emerged out of the overlapping contexts of bondage, racism, sexism and economic exploitation. We will investigate how African Americans have historically and continuously constructed, defined, and lived family life in the face of constant social, political, and economic challenges, and in ways consistent with their cultural values and needs. (Cross-listed w/Afro-Amer St/Soc Wk). (3 cr)		
<b>HDFS 535</b>	<b>Family Perspective in Policymaking</b>	<b>Mark Lederer</b>
The focus of this course is how policies shape the context in which families live and, in turn, influence human and family development. Students will assess the effectiveness of several current policies & programs from a family perspective. Different roles professionals can play in influencing policy development will also be examined. (3 credits)		
<b>HDFS 650</b>	<b>Parent Education &amp; Support Programs</b>	<b>Dave Riley</b>
The course examines the types of programs that provide parenting education and/or support, the evidence for their effectiveness, and the principles underlying their practices. The course also teaches specific skills for parenting education and support. The course is cross-listed with Interdisciplinary-HE. (3 credits) Course has optional 20-hour service learning assignment.		
<b>HDFS 662</b>	<b>Advanced Study of the Young Child</b>	<b>Kristy Burkholder</b>
The aim of this course is to focus in depth on theories and empirical work in child development. Theories studied will move beyond those studied in the introduction to child development courses, to more recent conceptions of social, emotional and cognitive development. The course will demonstrate the integration of theoretical and empirical work and applications in the real world of children and their families. Application will be a major focus in the course. (3 credits)		
<b>HDFS 663</b>	<b>Service Learning Course Developmental and Family Assessment (Lect 1 &amp; 2)</b>	<b>Julie Poehlmann</b>
This course introduces students to family-focused developmental assessment with children. It is designed for students who intend to work with families in a variety of settings, such as home visiting, nursing, early intervention, family support programs, education, childcare, etc., or students who plan on going to graduate school in HDFS, psychology, counseling, applied child development, or related fields. This course is skills-focused, and students will apply their understanding of child development and family processes in a number of ways. This course has a <b>required Service Learning component</b> (30 hours at a campus child care center required). (3 credits).		
<b>HDFS 664</b>	<b>Proseminar in HDFS</b>	<b>Linda Roberts</b>
This is an introductory course for new graduate students in the Human Development and Family Studies. In addition to discussing some of the formal and informal aspects of graduate studies, we will meet the faculty in the department and learn of their research interests and projects. This course is required for first year graduate students in Human Ecology: HDFS. (3 credits).		
<b>HDFS 766</b>	<b>Immigrant Families and Community</b>	<b>Lynet Uttal</b>
This course will provide an overview of family migration, how immigration impacts upon family life, immigration policy, the development of new communities, and two culture contact between immigrants and receiving communities(3 credits)		
<b>HDFS 843</b>	<b>Family Policy: How It Affects Families &amp; What Professionals Can Do</b>	<b>Karen Bogenschneider</b>
This course will explore the reciprocal linkages between family functioning and public/private policies at the local, state, and federal levels. Students will explore in what ways families contribute to social problems, how families are affected by these problems, and whether families should be involved in policy solutions. Students will assess the consequences policies may have for family well-being with special attention to selected family policy issues. The course will include theoretical approaches for conceptualizing family policy and the roles professionals can play in using research to design, implement, and evaluate policies and programs. (3 credits)		
<b>HDFS 865</b>	<b>Family Theory I: Survey</b>	<b>Nadine Marks</b>
This course provides an overview of several theories scholars have used/use to think about and study families. Theories covered include: symbolic-interactionism, structural-functionalism, systems, family development, exchange and resource, ecological systems theory, the family life course perspective, the new home economics and social capital perspectives, social conflict and critical perspectives, feminist perspectives, and racial ethnic perspectives. For each theoretical approach, historical development and future promise, basic assumptions and concepts, strengths and weaknesses, support and critique will be discussed. Reading for the course will also include research examples that draw on the assumptions and concepts of each theory. (3 credits).		
<b>HDFS 880</b>	<b>Prevention Science</b>	<b>Craig Albers (Ed Psych)</b>
This course is cross listed with Educ Psychology, Nursing, & Social Work. It provides a theoretical, empirical and practical foundation for prevention science as it relates to the prevention of human social problems. Research and evaluation methods, program design strategies, best practices and policy as they relate to the field of prevention are also examined. For more info, contact the instructor: Craig Albers, Educational Psychology ( <a href="mailto:caalbers@wisc.edu">caalbers@wisc.edu</a> )		

(Draft 4/10/2008)