



THE UNIVERSITY
of
WISCONSIN
MADISON

HUMAN DEVELOPMENT & FAMILY STUDIES

Fall Semester 2006-07 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

HDFS 362	Development of the Young Child	TBD
Lecture 1: Web-Based Course http://distance.education.wisc.edu		
Basic foundation for understanding development from conception to middle childhood; includes theoretical foundations, research findings, and practical applications. The family context is emphasized. Initial meeting and evening exams on campus. (3 credits)		
HDFS 363	Development from Adolescence to Old Age	Jill Steinberg
Lecture 1: Web-Based Course http://distance.education.wisc.edu		
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. Initial meeting and evening exams on campus. (3 credits).		
HDFS 425	Research Methods in HDFS	Kerry Bolger
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)		
HDFS 469	Family & Community Influences on the Young Child	TBD
Parent-child interaction & child development in the family context. The effect of forces and systems outside the family upon the family's capacity to successfully raise children. (3 credits) [Evening Course]		
HDFS 471	Parent-Child Relations	TBD
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)		
HDFS 473	History of Motherhood in America	(Cons Sci)
This course is cross-listed with our department, but is offered by Consumer Science; for more information, contact Consumer Science (608/263-5675)		
HDFS 474	Racial Ethnic Families in the U.S.	TBD
This course will study contemporary family issues and human development for racial ethnic families and individuals. The first part of the course addresses cultural awareness, cultural conflict, and cultural competency and how contemporary situations are rooted in historical experiences. Then we will examine how racial status, ethnic identity, and transforming cultural practices and beliefs shape family life and human development across the lifespan. Topics will focus on biculturalism (psychologically, in interpersonal relationships, and inter and intra group relations) and how our understanding of different family matters shift when we take race, ethnicity and culture into account. A racially comparative approach focusing on Latino, Asian American, Black, and other racial ethnic groups will be used. (3 credits) [Evening Course]		
HDFS 516	Family Stress and Coping	
Lecture 1	TBD	
Lecture 2 [Evening Course]	TBD	
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)		

HDFS 517	Couple Relationships	
Lecture 1	Lauren Papp	
Lecture 2	Linda Roberts	
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)		
HDFS 521	African American Families	Jeffrey Lewis
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. (3 credits)		
HDFS 535	Family Perspective in Policymaking	TBD
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)		
HDFS 662	Advanced Study of the Young Child	TBD
The purpose of this course is to provide students with an introduction to theories and current issues related to the causes, presentation, and study of atypical emotional and/or behavioral development in early childhood. Study will move beyond introductory child development courses to evaluate the continuum between "typical" and "atypical" development. This course will not provide practical training in assessment, diagnosis, or treatment, but will emphasize the importance of social contexts and the social ramifications of early developmental concerns. (3 credits)		
HDFS 663	Developmental and Family Assessment	TBD
This course introduces students to the process of family-focused developmental assessment with infants and young children, including interviewing families, obtaining developmental histories, and assembling a child's portfolio. It is designed for students who intend to work with families (especially those with young children) in a variety of settings, such as home visiting, early intervention, family support programs, early childhood education, childcare, etc., or students who will go 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. (3 credits).		
HDFS 664	Proseminar in HDFS	Kerry Bolger
This course is an introduction to graduate student in the Department of 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).		
HDFS 725	Theories & Issues in Human Development	(Ed Psych)
This course is Cross-listed with Ed Psychology. For more information please contact their department at 6y08/262-3432. (3 credits)		
HDFS 766	Current Issues: Relationships and Health	Linda Roberts
This multi-disciplinary seminar will examine current research on close relationships and both physical and mental health. The course will attempt to answer questions such as the following: How does poor health affect relationship functioning? How do relationships threaten or protect individuals from negative health outcomes? What are the implications of this body of research for intervention, prevention and policy efforts? (3 credits)		
HDFS 842	Parent-Child Relations Across the Life Span	Bill Aquilino
The life course perspective provides the organizing principle for the study of parent-child relations over the life course, from birth of a child to death of elderly parents. Emphasis is on the complex interactions of individual development and changing family relationships over time. We explore the impact of the parent-child relationship on child development; the impact of parenthood on adult development; the impact of the intra-individual change of both parents and children on the parent-child relationship; and the cultural and contextual factors that shape parent-child relations. (3 credits)		

HDFS 865**Family Theory I (Survey)****Nadine Marks**

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).

HDFS 869**Advanced Seminar in Family Stress & Coping****Lauren Papp**

This course provides an overview of families experiencing stress. By the end of the course, students should be familiar with (1) the range of stresses and strains which affect child and adult family members, (2) the ways families respond to and resolve stress over time, (3) the various conceptual approaches and theories that attempt to explain stress, (4) the research methodologies utilized to assess family stress, and (5) how characteristics at many levels of analysis--individual, social network and support, family, community, and the larger social context--come together to create stress and shape how family members experience stress. (3 credits).

HDFS 880**Prevention Science****Stephen Small**

This course is cross-listed with Educational Psychology, Social Work, and Nursing. The field of Prevention Science is concerned with reducing maladaptive behavior and promoting adaptive behavior in populations across the life course through designing and evaluating interventions, and utilizing knowledge about them. This course will provide a theoretical, empirical, and practical foundation for prevention science as it relates to human health, education, and social problems such as health risk behaviors, family violence and delinquency. It will also examine interventions that promote health and development. We will discuss prevention models, principles of program design and evaluation, best practices, and the role of policy. Selected health, behavior, and social problem areas will be highlighted as indicated by student interest. The course is aimed at graduate students who have an interest in developing, implementing, and evaluating programs designed to reduce social problems or enhance human development and health. This course can serve as the first course in the sequence for the interdisciplinary minor and certificate program in Prevention Science (3 credits).

