



# HUMAN DEVELOPMENT & FAMILY STUDIES

## Fall Semester 2007-08 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 (web-based course)</b>	<b>Kristy Ashleman-Burkholder</b>
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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)

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<b>HDFS 363</b>	<b>Development from Adolescence to Old Age (web-based course)</b>	<b>Jill Steinberg</b>
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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).

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<b>HDFS 425</b>	<b>Research Methods in HDFS</b>	<b>Bill Aquilino</b>
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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>Jill Steinberg</b>
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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]**

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<b>HDFS 471</b>	<b>Parent-Child Relations</b>	<b>(TBD)</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 473</b>	<b>History of Motherhood in America</b>	<b>(Cons Sci) Rima Apple</b>
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This course is cross-listed with HDFS, but is offered by Consumer Science; for more information, contact CS at 263-5675.

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<b>HDFS 474</b>	<b>Racial Ethnic Families in the U.S.</b>	<b>Lynet Uttal</b>
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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)

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<b>HDFS 516</b>	<b>Family Stress and Coping</b>	
<b>Lecture 1</b> .....	<b>Lauren Papp</b>	<b>Lecture 2 [Evening Course]</b> .....
		<b>Kristy Ashleman-Burkholder</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)

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<b>HDFS 517</b>	<b>Couple Relationships</b>	<b>Lauren Papp</b>
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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)

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<b>HDFS 521</b>	<b>African American Families</b>	<b>Jeffrey Lewis</b>
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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)

<b>HDFS 535</b>	<b>Family Perspective in Policymaking</b>	<b>TBD</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 and has a <b>required Service Learning component</b> (20 hours/semester). (3 credits)		
<b>HDFS 662</b>	<b>Advanced Study of the Young Child</b>	<b>Kristy Ashleman-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>Developmental and Family Assessment</b>	<b>Julie Poehlmann</b>
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. This course has a <b>required Service Learning component</b> (30 hours/semester). (3 credits).		
<b>HDFS 664</b>	<b>Proseminar in HDFS</b>	<b>Jeffrey Lewis</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 725</b>	<b>Theories &amp; Issues in Human Development</b>	<b>(Ed Psych)</b>
This course is Cross-listed with Ed Psychology. For more information please contact their department at 608/262-3432. (3 credits)		
<b>HDFS 760</b>	<b>Infancy &amp; the Family</b>	<b>Julie Poehlmann</b>
In this course, we take an in-depth look at theory, research and applications pertaining to infant development within the family context. The course takes a risk and resilience perspective. Thus, each topic includes reading and discussion on normative infant development and "high risk" infant development in the family context. (3 credits)		
<b>HDFS 773</b>	<b>Analytic Approaches in Qualitative Research</b>	<b>Lynet Uttal</b>
This methods course will introduce students to the logic of qualitative research and the methods used for collecting and analyzing first-hand experience, subjective meaning, and process. Different methodological perspectives will be covered, including interpretive phenomenology, grounded theory methods, institutional ethnography, and the extended case method. Special attention will be given to indepth interviewing. How to analyze and write up qualitative research, including the balance between description, analysis, and interpretation will also be emphasized. (3 credits)		
<b>HDFS 842</b>	<b>Parent-Child Relations Across the Life Span</b>	<b>Bill Aquilino</b>
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)		
<b>HDFS 872</b>	<b>Bridging the Gap Between Research &amp; Action</b>	<b>Steve Small</b>
This course addresses some of the critical skills and methods needed to gather and apply research-based knowledge and theory to issues of practice and policy in the behavioral and social sciences. Strategies for conducting research that has relevance for social policy, programs, practice and the general public will be explored. In addition, techniques for applying and communicating research-based knowledge to these audiences will be addressed. (3 credits)		