
HUMAN DEVELOPMENT & FAMILY STUDIES

Fall Semester 2009-10 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	Kristy Burkholder
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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)

HDFS 363	Development from Adolescence to Old Age	Jill Steinberg
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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)

HDFS 425	Research Methods in HDFS	
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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)

HDFS 469	Family & Community Influences on the Young Child	(tbd)
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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)

HDFS 471	Parent-Child Relations	Jill Steinberg
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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)

HDFS 474	Racial Ethnic Families in the U.S.	Lect 1: Jo Scheder Lect 2: (tbd)
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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)

HDFS 501—Lecture 1	Topic: Observational Research with Young Children	Julie Poehlmann
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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). (2-3 credits) Consent of instructor needed.

HDFS 501—Lecture 2	Topic: The Study of Intimate Relationships	Lauren Papp
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This course will review empirical evidence and research methodologies from the study of intimate relationships (e.g., dating, romantic, and marital partnerships). Students will be directly involved in conducting a research study of romantic relationship partners, with opportunities to recruit participants and conduct lab assessments, develop data coding and management skills, and work as part of a lab group. This course can be completed to fulfill requirements for a research internship (HDFS 601) or HDFS 517. Recommended background: HDFS 425 or equivalent. Consent of instructor needed with preference given to students who commit to 2-3 credits for two semesters minimum.

HDFS 501—Lecture 3	Comm-based Research Course Topic: Immigrant Families	Lynet Uttal
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This course will address the experiences and issues faced by immigrant families in contemporary U.S. society. Families are one of the major mechanisms facilitating how immigrants adapt living in the U.S. and address generational differences. This course will focus on Latino and Asian immigrant families. (3 cr.) Meets with CLS 501; **comm.-based research class, 15 hrs/sem required.**

HDFS 501—Lect 33	Research in Early Dev Concepts & School Readiness	Janean Dilworth-Bart
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This course will provide students with valuable hands-on research studying cognitive development and school readiness among higher risk children and their families. Students will assist with all aspects of the research project, including assisting with administration of home and laboratory assessments. Required background: 362 or equivalent. Consent of instructor needed. (2-3 cr)

HDFS 516	Family Stress and Coping	Kristy Burkholder
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	(TBD)
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	(TBD)
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)		
HDFS 650	Parent Education & Support Programs	Dave Riley
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 20-hour service learning assignment.		
HDFS 662	Advanced Study of the Young Child	(TBD)
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 cr)		
HDFS 663	Service Learning Course Developmental and Family Assessment	Julie Poehlmann
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 required Service Learning component (30 hrs at a campus child care ctr required). (3 credits).		
HDFS 664	Proseminar in HDFS	Janean Dilworth-Bart
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).		
HDFS 817	Couple Relationships	Linda Roberts
This course examines the ways in which couple 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 865	Family Theory I: Survey	Lynet Uttal
Theorizing about families involves conceptualizing the lived experiences of people within their own families as well as developing explanations of the social role of families as an institution in society, and tracking demographic changes over time, and identifying ideologies and social forces that influence families. This course will survey a variety of theories and frameworks in which families are a major unit of analysis, including: life span, structural-functionalism, family systems theory, feminist theories of the family, multicultural family theories, critical multiracial feminist family theories, community-based family theories, family programs and interventions. The interdisciplinary field of family studies has liberally borrowed from sociological and psychological theories, and has used variable analysis, anthropological, historical, philosophical, and interpretive methods to develop its greater understanding of the topic "family". (3 credits)		
HDFS 872	Bridging the Gap Between Research & Action	Steve Small
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)		
HDFS 880	Prevention Science	Susan Riesch
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: Susan Riesch (263-5169) skriesch@wisc.edu		

(DRAFT: 4/2/09)