



THE UNIVERSITY  
of  
**WISCONSIN**  
MADISON

# HUMAN DEVELOPMENT & FAMILY STUDIES

## Spring Semester 2005-06 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>Kristy Ashleman</b>       |
| Lecture 1: Live section (in studio) <a href="http://distance.education.wisc.edu">http://distance.education.wisc.edu</a>  |   |                              |
| Lecture 2: <b>Televideo course</b>   |   |                              |
| Lecture 3: <b>Televideo course</b> (special students only)   |   |                              |
| Basic foundation for understanding development from conception to middle childhood; includes theoretical foundations, research findings, and practical applications. The family context is emphasized. Evening exams on campus. (3 credits)  |   |                              |
| <b>HDFS 363</b>  | <b>Development from Adolescence to Old Age</b>              | <b>Jill Steinberg</b>        |
| Lecture 1: Live section (in studio) <a href="http://distance.education.wisc.edu">http://distance.education.wisc.edu</a>  |   |                              |
| Lecture 2: <b>Televideo course</b>   |   |                              |
| Lecture 3: <b>Televideo course</b> (special students only)   |   |                              |
| 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. Evening exams on campus. (3 credits).   |   |                              |
| <b>HDFS 425</b>  | <b>Research Methods in HDFS</b>                             | <b>Kerry Bolger</b>          |
| 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)   |   |                              |
| <b>HDFS 464</b>  | <b>Children's Play: Development &amp; Role</b>              | <b>Jill Steinberg</b>        |
| Why do we play, and what do we gain from it? Philosophers, historians, linguists, anthropologists, ethologists, psychologists, and classroom teachers have considered these questions, and offered varying perspectives. In this "playful" class, students will gain an understanding and appreciation for the role and function of play and playfulness across the lifespan. We will consider what play contributes to individual development, as well as what it contributes to the durability of family and culture. Readings, discussions, in-class activities, observations, and projects will help students construct their own understanding of "play", and to learn how individuals and communities can foster play. (3 credits) <b>[Evening Course]</b>   |   |                              |
| <b>HDFS 469</b>  | <b>Family &amp; Community Influences on the Young Child</b> | <b>Kristy Ashleman</b>       |
| 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) <b>[Evening Course]</b>   |   |                              |
| <b>HDFS 471</b>  | <b>Parent-Child Relations</b>                               | <b>TBD</b>                   |
| 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)   |   |                              |
| <b>HDFS 473</b>  | <b>History of Motherhood in America</b>                     | <b>Rima Apple (Cons Sci)</b> |
| This course is cross-listed with our department, but is offered by Consumer Science; for more information, contact the instructor at <a href="mailto:rdapple@consci.wisc.edu">rdapple@consci.wisc.edu</a> or contact Consumer Science (608/263-5675)   |   |                              |
| <b>HDFS 474</b>  | <b>Racial Ethnic Families in the U.S.</b>                   | <b>Lynet Uttal</b>           |
| 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) |   |                              |

**Lecture 1: Hmong Families**

(TBD)

This course will cover topics and issues related to Hmong Families in the United States. Historical background, immigration, generational patterns, family practices, and cultural variations will be addressed. (3 credits) **[Evening Course]**

**\*\*NEW COURSE\*\*****Lecture 2: Young Children with Disabilities & Their Families: A Focus on Specific Disabilities**

(TBD)

This course is designed to provide students with strengths-based approaches to working with young children who have low-incidence disabilities and their families. Course content will emphasize effective, culturally competent, family-centered practices using an interdisciplinary teaming model. Stories based on real situations will serve as the foundation for course presentations, discussion, activities and assignments. The stories will provide information about specific disabilities, offer insights into experiences encountered by families and providers, and create opportunities for discussions about evidence-based interventions and processes. At least Jr. standing is required. **[Evening Course]**

**HDFS 516****Family Stress and Coping****Kristy Ashleman**

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) **[Evening Course]**

**HDFS 517****Couple Relationships****Lauren Papp**

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) This course has an **optional service learning component** (30 hours).

**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 650****Parenting Education & Support Programs****Dave Riley**

This course examines programs that support and educate parents in providing good care for their children. The course will emphasize principles of parenting support and education programs; characteristics of effective prevention and intervention programs; and the historical and cultural context of parenting support and education. (3 credits) This course has a **required service learning component** (25 hours).

**HDFS 662****Advanced Study of the Young Child****Janean Dilworth-Bart**

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****Julie Poehlmann**

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). This course has a **required service learning component** (childcare practicum placement of 4 hours per week in a campus childcare center)

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| <b>HDFS 725</b> | <b>Theories &amp; Issues in Human Development</b> | <b>Linda Roberts</b> |
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The course will cover both classic and contemporary theories, providing students with a firm grounding in the major theoretical perspectives that have shaped and are shaping our understandings of human development across the life-span. We will explore the historical roots of contemporary perspectives and examine the development of theoretical conceptualizations both within and across theoretical perspectives. We will consider a broad age range (from infancy through adulthood), normative changes as well as individual differences, and typical and atypical patterns of development. (Cross-listed with Ed Psych). (3 credits)

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| <b>HDFS 761</b> | <b>Childhood and the Family</b> | <b>Janean Dilworth-Bart</b> |
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This is a "topics course". Over the span of the semester, students will examine a variety of interrelated issues impacting the development of young children within the family context. Each week is dedicated to a different aspect of child development (e.g., Cognitive and Emotional Development) or a special population (e.g., Medically Fragile Children and Family Functioning). (3 credits)

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**HDFS 766: Current Issues in Family Living**

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| <b>Smr 1: Professional Development Seminar</b> | <b>Jeffrey Lewis</b> | <b>(1-2 credits)</b> |
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This seminar involves weekly presentations of ongoing research, scholarship, and outreach activities in our department. The "brown bag" provides a friendly forum in which students, staff, and faculty can share new ideas, work on progress, and results of completed projects. Professional development and professional issues seminars will be held as part of the course. (Variable credits are dependent on level or participation.)

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| <b>Smr 2: Attachment Theory and Relationships</b> | <b>Julie Poehlmann</b> | <b>(3 credits)</b> |
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This course examines attachment theory and research (and critiques of this approach) pertaining to relationships formed in infancy and across the lifespan. Topics covered include the historical context of attachment theory and research; parent, child, and interactional contributions to attachment; attachment at the representational level; applications to high risk populations such as maltreated children and families of grandparents raising grandchildren; cultural issues; and application to adult personality development and intimacy. (3 credits)

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| <b>Smr 3: Racial Ethnic Families</b> | <b>Lynet Uttal</b> | <b>(3 credits)</b> |
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For the last 30 years, critical family studies has challenged the functionalist and developmental frameworks of family studies to take a more contextualized, structural, and culturally specific approach to understanding racial ethnic families. This course will survey the major classical works about racial ethnic families in the United States that have informed this perspective as well as explore the more recent contemporary studies. A racially comparative approach focusing on Latino, Asian American, Black, and other racial ethnic groups will be used to understand how systems of race, class, and gender inform family life.

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| <b>HDFS 841</b> | <b>Educational role of the Family in Early Childhood Development</b> | <b>Gary Price</b> |
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This course is cross-listed with our department, but is offered by Curriculum & Instruction. For more information, contact the instructor at [price@education.wisc.edu](mailto:price@education.wisc.edu) or Curriculum & Instruction (608/263-4600) (3 credits).

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| <b>INTER-DISC HE 793</b> | <b>Research Methods</b> | <b>Kerry Bolger</b> |
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Fundamental concepts and skills for designing, conducting, and interpreting research in human development and family studies. Topics covered will include philosophy of science, formulation of research questions, and principles of design, analysis, and interpretation. (3 credits)