



# HUMAN DEVELOPMENT & FAMILY STUDIES

## Spring 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>

For days/times, prerequisites, locations, see: <http://registrar.wisc.edu/timetable/>

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<b>HDFS 362</b>	<b>Development of the Young Child</b>	<b>Kristy Burkholder</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>Jill Steinberg</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>	
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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 cr)

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<b>HDFS 460</b>	<b>Intellectual Development in Early Childhood &amp; Rel to Pract Pres Educ</b>	
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This course focuses on the cognitive and language development of the young child within the context of early childhood education programs. It includes an examination of curriculum models of early education with an emphasis on how teachers' functioning within these models promote children's intellectual development. (3 cr)

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<b>HDFS 464 [Evening Course]</b>	<b>Children's Play: Development &amp; Role</b>	<b>Jill Steinberg</b>
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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 cr)

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<b>HDFS 469 [Evening Course]</b>	<b>Family &amp; Community Influences on the Young Child</b>	<b>Kristy Burkholder</b>
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This course focuses on the socializing influences of families, schools, daycare, peer groups, neighborhoods, and mass media on young children's development. Understanding how social class and subcultures create diverse experiences for young children will also be considered. (3 cr)

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<b>HDFS 470 [Evening Course]</b>	<b>Infants &amp; Toddlers: Development in Various Care Settings</b>	
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This course will provide an overview of the developmental needs of infants & toddlers & caregiver facilitation of learning. Emphasis will be placed on the interaction of caregivers with children and families, curriculum development, and environmental design. (3 cr)

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<b>HDFS 471</b>	<b>Parent-Child Relations</b>	<b>Jill Steinberg</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 will also be discussed. (3 cr)

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<b>HDFS 474</b>	<b>Racial Ethnic Families in the U.S.</b>	
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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 (Meets-with Asian Amer St & Chicano/a & Latino/a St) (3 cr)

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<b>HDFS 516</b>	<b>Family Stress and Coping</b>	<b>Lauren Papp</b>
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This course considers broadly the types of change and stress experienced by families. We will examine how families manage or cope with these changes. We will discuss theoretical foundations of family stress and coping and a range of family resources and strengths, such as professional interventions and social support. (3 cr)

<b>HDFS 517</b>	<b>Couple Relationships</b>	
This course examines the ways in which close interpersonal 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) that may predict development and quality of intimate relationships. (3 cr)		
<b>HDFS 521</b>	<b>African American Families</b>	<b>Jeffrey Lewis</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 cr)		
<b>HDFS 662</b>	<b>Advanced Study of the Young Child</b>	<b>Kristy Burkholder</b>
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 cr)		
<b>HDFS 663</b>	<b>Service Learning Course: Developmental and Family Assessment</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. (3 cr). 30 hrs/campus child care center is required		
<b>HDFS 725</b>	<b>Theories &amp; Issues in Human Development</b>	<b>Linda Roberts</b>
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 cr)		
<b>HDFS 766 Seminar 1</b>	<b>Current Issues: Professional Development Smr (PDS)</b>	<b>Janean Dilworth-Bart</b>
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. (1-2 variable credits, depend on participation)		
<b>HDFS 766 Seminar 2</b>	<b>Current Issues: Biculturalism &amp; Immigrant Families</b>	<b>Lynet Uttal</b>
The course will provide students with an overview of topics related to the experience of immigration and biculturalism, with a focus on family life & human development. Classic and contemporary theories and some research methods will be covered as we examine contemporary family issues, such as bicultural parenting, adolescent immigrants, gender transitions, parentification of children, mixed legal status families, identity, social service programs, community, & additional topics based on students' interests. (3 cr)		
<b>HDFS 766 Seminar 3</b>	<b>Current Issues: Attachment Theory &amp; Relationships</b>	<b>Julie Poehlmann</b>
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 and intimacy. (3 cr)		
<b>HDFS 766 Seminar 5</b>	<b>Current Issues: Afro American Families</b>	<b>Jeffrey Lewis</b>
This course explores how structural inequality affects African American families, and how African Americans respond to inequality in ways consistent with their cultural values and community needs. Social history, structural analysis, and cultural assets will serve as a frame to examine research involving African Americans in students' areas of interest. (3 cr)		
<b>Inter-Disc HE 793</b>	<b>Research Methods</b>	<b>Bill Aquilino</b>
Fundamental concepts and skills for designing, conducting, and interpreting social science research. Topics covered will include philosophy of science, formulation of research questions, and principles of design, analysis, and interpretation. (Cross-listed w/Ed Psych, Nurs, Soc Wk) (3 cr)		