



# HUMAN DEVELOPMENT & FAMILY STUDIES

## Spring Semester 2008-09 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>	<b>Linda Roberts/Amy Hilgendorf</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 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</b>	<b>Family &amp; Community Influences on the Young Child</b>	<b>(to be determined)</b>
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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 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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Lecture 1 .....Jo Scheder  
 Lecture 2.....Lynet Uttal/Laura Pinsoneault

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)

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<b>HDFS 501—Lecture 1</b>	<b>Research in Early Dev Concepts &amp; School Readiness</b>	<b>Janean Dilworth-Bart</b>
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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)

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<b>HDFS 501—Lecture 2</b>	<b>Couples Research and Outreach</b>	<b>Linda Roberts</b>
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This course is an in-depth study of basic and translational research in the area of couple (romantic, marital) relationships. Students will be directly involved in research related activities and learn about research on relationship processes from a "hands on" perspective. The course will also provide learning opportunities related to the translation of research findings into programs designed to improve relationship outcomes. Recommended background: HDFS 425 and HDFS 517 or similar. (2-3 credits). Consent of instructor needed.

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<b>HDFS 516</b>	<b>Family Stress and Coping</b>	<b>Kristy 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 cr)

<b>HDFS 517</b>	<b>Couple Relationships</b>	<b>(to be determined)</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>(to be determined)</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 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)		
<b>HDFS 663</b>	<b>Service Learning Course: Developmental and Family Assessment</b>	<b>(to be determined)</b>
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 <b>required Service Learning component</b> (30 hrs at a campus child care center required). (3 cr).		
<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 727</b>	<b>Culture and Human Development</b>	<b>Jeffrey Lewis</b>
This course will examine cross-cultural, cultural, and indigenous theories of human development and apply them to contexts in which groups must respond to various forms of structural violence (e.g., poverty and racism, war and occupation, economic imperialism, etc.). We will give particular attention to developing a sociohistorical lens through which to view and understand structural violence, and a community lens through which to understand the ways that individuals and communities creatively respond to, challenge, and/or transform the consequences of structural violence in their lives. (3 cr)		
<b>HDFS 766 Seminar 1</b>	<b>Current Issues: Professional Development Smr (PDS)</b>	<b>Julie Poehlmann</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 credit, registration for 2 credits requires instructor permission)		
<b>HDFS 766 Seminar 3</b>	<b>Current Issues: Cognitive and Social Development</b>	<b>Janean Dilworth-Bart</b>
This seminar course will provide an overview of the current knowledge about proximal and distal processes impacting the cognitive and socioemotional development throughout early and middle childhood. (3 cr)		
<b>HDFS 766 Seminar 4</b>	<b>Current Issues: Race and Ethnicity in Research Methods</b>	<b>Sandra Magana (Soc Wk)</b>
This course meets with Social Work 952—contact the instructor <a href="mailto:magma@wisc.edu">magma@wisc.edu</a> . This course examines research methods with respect to race and ethnicity. Students will explore assumptions society and researchers make about race and ethnicity; reasons for studying race and including communities of color in research; what the meaning of racial categories are in research; history of research in communities of color; issues of racism and colonization in research; and past and current approaches to cross-cultural research and research in communities of color. The course will also include specific stages of research methods and how they may vary in different US racial and ethnic communities. It will examine these stages as they relate to qualitative and quantitative methods. (3 cr)		
<b>Inter-Disc HE 793</b>	<b>Research Methods</b>	<b>Lauren Papp</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)		