



HUMAN DEVELOPMENT & FAMILY STUDIES

Spring Semester 2006-07 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 Ashleman Burkholder
Lecture 1: Web-Based Course	http://distance.education.wisc.edu	
Basic foundation for understanding human development from conception to middle childhood, including theoretical foundations, research findings, and practical applications. Aspects of children's physical, cognitive, emotional, and social development is considered with an emphasis on the family context. Two Monday evening exams on campus. (3 credits)		
HDFS 363	Development from Adolescence to Old Age	Jill Steinberg
Lecture 1: Web-Based Course	http://distance.education.wisc.edu	
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).		
HDFS 425	Research Methods in HDFS	Kerry Bolger
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 464	Children's Play: Development & Role	Jill Steinberg
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) [Evening Course]		
HDFS 469	Family & Community Influences on the Young Child	Kristy Ashleman Burkholder
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 credits) [Evening Course]		
HDFS 470	Infants & Toddlers: Development in Various Care Settings	Lucinda Heimer
This course will provide an overview of the developmental needs of infants and toddlers & caregiver facilitation of learning. Emphasis will be placed on the interaction of caregivers with children and families, curriculum development, and environmental design. (3 credits) [Evening Course]		
HDFS 471	Parent-Child Relations	William Aquilino
The course covers the development of the parent-child relationship across the life span, from the transition to parenthood to the death of elderly parents, with emphasis on the broader cultural and contextual factors that shape parental behavior and the parent-child relationship. (3 credits)		
HDFS 474	Racial Ethnic Families in the U.S.	Jo Scheder
This course will study contemporary family issues for racial ethnic families. We will examine how race, ethnicity, and culture shape family lie 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 credits)		
HDFS 501	Young Children w/Disabilities & Their Families	Linda Tuchman
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. Preauthorization is required, please contact Dr. Tuchman 263-6467. (3 credits) **[Evening Course]**

HDFS 516 Family Stress and Coping**Lect 1—Jo Scheder****Lect 2—Kristy Ashleman Burkholder [Evening Course]**

This course examines family stress and coping across the life cycle. Topics include normative and non-normative stress, family coping, risk and protective factors, and resiliency (i.e., how individuals and families recover from adversity). Students will become familiar with theory and research about family stress and coping and how this knowledge is applied in practical settings. (3 credits)

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

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 credits)

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. This course is cross-listed with Afro-American Studies and Social Work. (3 credits)

HDFS 535**Family Perspective in Policymaking****Mark Lederer**

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**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 and has a **required Service Learning component** (20 hours/semester). (3 credits)

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****Brianne Friberg**

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)

HDFS 725**Theories & Issues in Human Development****Linda Roberts**

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)

HDFS 736**Youth Development in Community & Policy Contexts****Shep Zeldin**

This course examines adolescent development as it occurs in community settings—neighborhoods, schools, youth organizations, and work places. We will synthesize empirical research with theory, ethnography, and experience to understand the processes through which communities affect adolescents, and vice-versa. Special attention will be given to the design and evaluation of community-based initiatives and policies for positive youth development. We will also explore contemporary issues related to the integration of research and practice. The course can be used to help fulfill the requirements of the new interdisciplinary minor and certificate program in prevention sciences. This 3-credit course has a required community-based research component, 15 hours.

HDFS 763**Aging & the Family****Nadine Marks**

This course examines several issues concerning the social ecology of the ongoing development (aging) of the middle-aged and older adult and his/her family relationships. Topics covered include the demography of aging and families, theories of aging and families, aging in historical perspective, health in middle and older adulthood, health policy and the aging family, employment and retirement in midlife and older adulthood, the economics of aging, couple relationships and sexuality in middle and later life, intergenerational relationships and transfers, grandparenthood, sibling relationships in later life, family care giving and its consequences, public policy issues related to family care giving, widowhood, and family bereavement. (3 credits)

HDFS 766 Seminar 1**Current Issues: Professional Development Seminar (PDS)****Lauren Papp**

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. (The 1-2 variable credits are dependent on level or participation.)

HDFS 766 Seminar 2**Current Issues: Children, Social Science, & the Law****Kerry Bolger**

This course examines social science theory and research in relation to children and the law. We will explore how social science and the law can inform each other in areas such as children's rights and capabilities, intervention in families, juvenile justice, and children as victims and witnesses. (3 credits)

HDFS 766 Seminar 3**Current Issues: Culture & Human Development****Jeffrey Lewis**

There is growing recognition within main-stream psychology that culture is formative in human development in ways that challenge previous assumptions about the universality of some developmental claims. In this course we will examine the role of culture in human development from a variety of theoretical perspectives including critical, social constructionist, cross-cultural, and cultural perspectives. We will also explore the implications of the indigenization of psychology in non-Western settings, as well as the development of "indigenous psychologies" of human development. Finally, we will contemplate the role that "convergence" might play in a multi-vocal, theoretical, and methodological approach to researching human developmental experiences. (3 credit)

Inter-Disc HE 793**Research Methods****Bill Aquilino**

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. This course is cross-listed with Ed Psych, Nursing, & Social Work. (3 credits)
