205. Path Analysis, Factor Analysis, and Structural Equation Modeling (4)
Lecture—4 hours. Prerequisite: Psychology 204B or equivalent; graduate courses in statistics or permission of the instructor. Familiarity with multiple regression and the basics of matrix algebra. Graduate standing in Human Development, Psychology, Sociology, Education, or a related social science, or permission of the instructor. Introduction of basic concepts, principles, and applications of structural equation modeling including path confirmatory factor analysis, multiple-group modeling, and latent growth curve modeling. Offered in alternate years.

207. Topics in Applied Cognitive Aging (4)
Lecture/discussion—2 hours. Prerequisite: graduate standing in Human Development Graduate Group, Psychology, Education, or a related social science, or consent of the instructor. Apply principles from cognitive aging to real-world concerns in areas such as education, technology, job performance, and health. Examine how physical and social changes occurring in later life impact functioning. Offered in alternate years.—I. Miller

210. Theories of Behavioral Development (3)
Lecture—2 hours; discussion—1 hour. Prerequisite: graduate standing in behavioral sciences. Consideration of enduring issues in theories of behavioral development; an overview of the adequacy of major theoretical schools (e.g., social learning, Piagetian) as scientific theories. Offered in alternate years.

211. Physiological Correlates of Behavioral Development (4)
Seminar—2 hours. Prerequisite: consent of instructor. An overview of mechanisms of organismic development and the implications of developmental biology for the analysis of behavioral ontogeny; consideration of parallels between processes of organismic development and behavioral development in children and infra-human mammals. Offered in alternate years.—I. Miller

220. Research Methods in Human Growth and Development (4)
Lecture—4 hours. Prerequisite: Statistics 13 or the equivalent and at least two upper division courses in Human Biology or Developmental Psychology. Overview of qualitative and quantitative approaches to empirical inquiry in the social sciences, with a focus on theory and research methods in biological growth and cognitive and social/emotional development from prenatal period to death.—III. (II) Liu

232. Cognition (3)
Lecture/discussion—3 hours. Prerequisite: course 200C. The manner in which cognitive processes are affected by aging as well as an understanding of the changes in the central nervous system occurring with aging. Offered in alternate years.—Chen

234. Children’s Learning and Thinking (3)
Seminar—3 hours. Prerequisite: course 200A or Psychology 212 recommended. Analysis of theories, research methods, and major findings of children’s higher-order cognition, including origins of knowledge, development of problem-solving skills, reasoning strategies, and scientific concepts, with an emphasis on the underlying mechanisms involved in children’s thinking and learning processes. Offered in alternate years.—Chen

238. The Context of Individual Development (3)
Lecture/discussion—3 hours. Prerequisite: graduate standing in Human Development, Child Development, Education, Psychology, Anthropology, Sociology, or consent of instructor. Analysis of human development within the context of daily life. Contextualizing theories and methods of developmental psychology will be distinguished from contextual theories and methods. Developmental psychology models will be distinguished from child psychology models. Offered in alternate years.

239. Developmental Trajectories in Typical and Atypical Children; Birth to Five (4)
Lecture/discussion—3 hours; term paper. Prerequisite: graduate standing in Human Development, Psychology, Sociology, a related social science, or permission of the instructor. Discuss theories of development in typical and atypical children from birth to five from a sociocultural perspective including parent-child interaction, peer interactions, cultural contexts of learning, as well as theoretical and empirical issues for understanding continuities and discontinuities in development. Offered in alternate years.—III.

240. Peer Relationships During Adolescence (4)
Lecture/discussion—4 hours. Prerequisite: graduate standing in Human Development, Psychology, Education, or consent of instructor. Course examines the role of peer relationships in adolescent development including forms and functions at the individual, dyadic and group levels. Ethnicity and cross cultural research with special attention to communication, including surveys, peer nominations/sociometrics, experimental, and observational designs.—Nightingale

250. Current Research on Family Relationships (4)
Lecture/discussion—6 hours; term paper. Prerequisite: graduate standing in Human Development Graduate Group, Psychology, Sociology, or related social science, or permission of the instructor. Discussion of theories, methods, and current research on the nature and development of sibling, romantic, and parent-child relationships across the lifespan. Emphasis on interpersonal and family processes examined in ethnic/cultural contexts. Implications for individual development will be addressed.—III. K. Conger

252. Family Research, Programs and Policy (4)
Seminar—3 hours; term paper. Prerequisite: graduate standing in Human Development, Psychology, Sociology, related social sciences, or consent of the instructor. Course examines the competing interests of research, policy, and service on current issues of family functioning and individual well-being. The course considers communication barriers between researchers, practitioners, and policy makers. Offered in alternate years.—III (K) Conger

290. Seminar (3)
Seminar—3 hours. Discussion and evaluation of the theories, research, and issues in human development. Different topics each quarter.—I, II, III, (II, III)

290C. Research Conference (1)
Discussion—1 hour. Prerequisite: graduate standing and consent of instructor. Supervising instructors lead research discussions with their graduate students. Research papers are reviewed and project proposals are presented and evaluated. May be repeated for credit. (S/U grading only)—I, II, III, (II, III)

291. Research Issues in Human Development (4)
Seminar—4 hours. Prerequisite: graduate standing in the Behavioral Sciences. In-depth presentations of research issues in particular areas of behavioral development. (I, II, II) R. Conger

292. Graduate Internship (1-12)
Internship—3.36 hours. Prerequisite: consent of faculty (internship sponsor) and satisfactory completion of placement-relevant coursework, for example: Education 212, 216; course 222, 242, Law 272, 273. Individually designed supervised internship, off campus, in community or institutional setting. Developed with advice of faculty mentor. May be repeated for credit up to 12 units if justified skill acquisition and promise of informing evaluation research. (S/U grading only)—I, II, III, (II, III)

298. Group Study (1-5)

299. Research (1-12)
(S/U grading only)

Professional

396. Teaching Assistant Training Practicum (1-4)
Prerequisite: graduate standing. May be repeated for credit. (S/U grading only)—I, II, III, (I, II, III)

Human Development (A Graduate Group)

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Julie Schweitzer, Ph.D., Assistant Professor (Psychiatry, M.I.N.D Institute)
Phillip Shaver, Ph.D., Professor (Psychology)

Quarter Offered:
Fall—I, II, III; Winter—IV; Spring—V; Summer—V Summer; 2015-2016 offering in parentheses.
144. Marx, Nietzsche, Freud (4)
Lecture/discussion—3 hours; term paper. Study of major texts of Marx, Nietzsche, and Freud, selected with an eye to their impact on 20th-century economics, ethics, and attitudes toward eros. Particular focus on constructions of the self and the individual's relation to society. Offered in alternate years. (Same course as German 144.) GE credit: ArtHum, Wrt | AH, WE.—I, II, III. (I, II, III.)

180. Topics in the Humanities (4)
Lecture/discussion—3 hours; term paper. Analysis of interdisciplinary issues in the Humanities. Topics will vary. May be repeated one time for credit. GE credit: ArtHum, Wrt | AH, WE.

92. Internship (1-12)
Internship—3-36 hours. Internships in fields where students can practice their skills. May be repeated for credit. (P/NP grading only.)

198. Directed Group Study (1-4)
Prerequisite: consent of instructor. (P/NP grading only.)

150. Seminar in Social Sciences (1-3)
Prerequisite: consent of instructor. May be repeated twice for credit. (P/NP grading only.)

Graduate

250. Topics in the Humanities (4)
Seminar—3 hours; term paper. Prerequisite: graduate standing or consent of instructor. Topics in the humanities, selected by the instructor. May be repeated one time for credit.

299. Individual Research (1-4)
Individual research in the humanities resulting in a formal written research report. (S/U grading only.)