234. Children’s Learning and Thinking (3) Seminar—3 hours. Prerequisite: course 200A or Psychology 212 recommended. A review 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 symbolic concepts, with an emphasis on the underlying mechanisms involved in children’s thinking and learning processes. Offered in alternate years. —S [J. 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—4 hours. Prerequisite: graduate standing in Human Development, Psychology, Sociology, related social science, or permission of the instructor. Discussion of theories of development of atypical children from birth to age five. In-depth examination of placement-relevant course work for example: (S/U grading only.)—F, W, F. [W. J. R.Conger]

240. Peer Relationships During Adolescence (4) Lecture/discussion—4 hours. Graduate standing in Human Development, Psychology, Education, or consent of instructor. Course examines the role of peer relationships in adolescent development including the nature and functions of the individual, dyadic, and group level. Anthropology and cross-cultural research will be discussed. Emphasis on methodology, including surveys, peer nominations/sociometrics, experimental, and observational designs. Offered irregularly—K. Conger

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

252. Family Research, Programs and Policy (4) Seminar—3 hours; term paper. Graduate standing in Human Development, Psychology, Sociology, related social sciences, or consent of 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. —S. [J. Conger]

290. Seminar (3) Seminar—3 hours. Discussion and evaluation of the research, issues, and results in human development. Different topics each quarter. —F, W, F. [W, F, S.]

2990. 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.)—F, W, F. [W, S, J.]

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.—F, W, F. [W. J. R. Conger]

292. Graduate Internship (1-12) Internship—3-36 hours. Prerequisite: consent of faculty/internship sponsor and satisfactory completion of placement-relevant course work, for example: Education 213, 216; course 222, 242; Law 272, 273. Individually designed supervised internships off campus, in community or institutional settings. Developmental psychology students will be prepared to teach, to conduct research, and to be actively involved in public service in human behavioral development. Applicants seeking admissions and fellowships must submit a statement of theory and practice and provide materials by our priority deadline of December 15. The final admissions deadline is March 1. See our website for more details.

Human Development (A Graduate Group)

Katherine J. Conger, Ph.D., Group Chairperson
Group Office. 1315 Hart Hall 530-754-4109; http://humandevelopment.ucdavis.edu

Faculty
Len Abbeduto, Ph.D., Professor (Psychiatry and Behavioral Sciences and Director, M.I.N.D. Institute)
Jay Belsky, Ph.D., Distinguished Professor (Human Ecology)
Zhe Chen, Ph.D., Professor (Human Ecology)
Daniel E. Choe, Ph.D., Assistant Professor (Human Ecology)
Katherine J. Conger, Ph.D., Professor (Human Ecology)
Nancy Erbein, Ph.D., Assistant Researcher (Human Ecology)
Emilio Ferrer, Ph.D., Professor (Psychology)
Lorena Garcia, M.F.H., Dr.F.H., Assistant Professor (Public Health Sciences)
Kevin Gee, Ph.D., Assistant Professor (Education)
Beth Goodlin-Jones, Ph.D., Associate Professor (Psychiatry, M.I.N.D. Institute)
Gail Goodman, Ph.D., Professor (Psychology)
Katharine Graf Estes, Ph.D., Associate Professor (Psychology)
Amada Griswold, Ph.D., Professor (Human Ecology, Center for Mind and Brain)
Randi Hagerman, M.D., Professor (M.I.N.D. Institute)
Rabin L. Hansen, M.D., Professor (Pediatrics)
Paul Hastings, Ph.D., Professor (Psychology)
David Hess, Ph.D., Associate Clinical Professor (Psychiatry, M.I.N.D. Institute)
Leah Hibel, Ph.D., Associate Professor (Human Ecology)
Ladson Hinton, M.D., Professor (Psychiatry and Behavioral Sciences)
Suad Joseph, Ph.D., Professor (Anthropology)
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Marjorie Solomon, Ph.D., Associate Professor (Psychiatry and Behavioral Sciences; M.I.N.D. Institute)
Tamarak Swaab, Ph.D., Associate Professor (Psychology)
Ross A. Thompson, Ph.D., Professor (Psychology)
Susan Timmer, Ph.D., Clinical Specialist (Pediatrics)
Yuko Uchikoshi Tonkovich, Assistant Professor (Education)
Brian Trainer, Ph.D., Associate Professor (Psychology)
Kali Trzesniewski, Ph.D., Associate Specialist in Cooperative Extension (Associate Director of Research for statewide 4-H Youth Development Program; Human Ecology)
Anthony Urtaza, Ph.D., Psychologist (Pediatrics)
Karen Watson-Gegeo, Ph.D., Professor (Education) (Distinguished Graduate Mentoring Award)

Affiliated Faculty
Kristin Alexander, Ph.D., Associate Professor (California State University, Sacramento)
Keith Widaman, Ph.D., Professor (UC Riverside, Psychology)

Graduate Study. The interdisciplinary and interdepartmental Graduate Group in Human Development offers a program of study leading to the Ph.D. degree. The program provides lifespan study of human behavioral development, with a balance of emphasis on biological, cognitive, and socio-emotional development in context. Recipients of the degree will be prepared to teach, to conduct research, and to be actively involved in public service in human behavioral development. Applications for admissions and fellowships must be submitted by our priority deadline of December 15. The final admissions deadline is March 1. See our website for more details.

Graduate Adviser. Contact the Group office.

Human Ecology

Formerly Human and Community Development
[College of Agricultural and Environmental Sciences]
Luis E. Guarinzo, Ph.D., Community and Regional Development Program, Chairperson of the Department
Lisa Miller, Ph.D., Human Development and Family Studies Program, Vice-Chairperson of the Department

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Martin F. Kenney, Ph.D., Professor
William Lacy, Ph.D., Professor
Jonathan London, Ph.D., Associate Professor
Thomas Tomich, Ph.D., Professor
M. Anne Visser, Ph.D., Assistant Professor