234. Children’s Learning and Thinking (Seminar) — 3 hours. Prerequisite: course 200A or Psychology 212 recommended. A synthesis 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. — S. Chen

238. The Context of Individual Development (Seminar) — 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 will be distinguished from child psychology. Offered in alternate years.

239. Developmental Trajectories in Typical and Atypical Children; Birth to Five (Lecture) — 4 hours. Prerequisite: graduate standing in Human Development, Psychology, Sociology, a related social science, or permission of the instructor. Discussion of theories of development of typical and atypical children from birth to five from a socio-cultural 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. — S. Chen

240. Peer Relationships During Adolescence (Lecture) — 4 hours. 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 will be reviewed. Emphasis on methodology, including surveys, peer nominations/sociometrics, experimental, and observational designs. Offered irregularly.—K. Conger

250. Current Research on Family Relationships (Lecture) — 6 hours; term paper. Graduate standing in Human Development Graduate Group, Psychology, Sociology, a related social science, or consent of instructor. Analysis 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. — S. K. Conger

252. Family Research, Programs and Policy (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) — 3 hours. Discussion and evaluation of the research, theory, and issues in human development. Different topics each quarter. — F, W, S. (F, W, S)

290C. Research Conference (1) — 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 prepared and evaluated. May be repeated for credit. (S/U grading only.)—F, W, S. (F, W, S)

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

292. Graduate Internship (1-12) — 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 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 progress of informing evaluation research. (S/U grading only.)—F, W, S. (F, W, S)

298. Group Study (1-5) — S/U grading only.

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

290A. Teaching Assistant Training Practicum (Seminar) — 3 hours. Prerequisite: graduate standing. May be repeated for credit. (S/U grading only.)—K. Conger

290B. Current Research on Family Development (Seminar) — 3 hours. Graduate standing in Human Development, 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 will be distinguished from child psychology. Offered in alternate years.

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)
Joy Belsky, Ph.D., Distinguished Professor (Human Ecology)
Zhe Chen, Ph.D., Professor (Human Ecology)
Daniel E. Chee, Ph.D., Assistant Professor (Human Ecology)
Katherine J. Conger, Ph.D., Professor (Human Ecology)
Nancy Erbstein, Ph.D., Assistant Researcher (Human Ecology)
Emilio Ferrer, Ph.D., Professor (Psychology)
Lorenza Garcia, M.F.H., Ph.D., 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 Groyer, 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)
Penelope Knopp, M.D., Professor (Psychiatry, M.I.N.D. Institute)
Siwei Liu, Ph.D., Assistant Professor (Human Ecology)
McDonald, Craig, M.D., Professor (Physical Medicine Rehabilitation)
Lisa Miller, Ph.D., Professor (Human Ecology)
Peter Mundy, Ph.D., Professor (Education, M.I.N.D. Institute)
Adrienne Nishina, Ph.D., Associate Professor (Human Ecology)
Lisa Oakes, Ph.D., Professor (Psychology, Center for Mind and Brain)
Beth A. Ober, Ph.D., Professor (Human Ecology)
Lenna Ontai, Ph.D., Associate Specialist in Cooperative Extension (Human Ecology)
Susan Rivera, Ph.D., Professor (Psychology, Center for Mind and Brain)
Richard W. Robins, Ph.D., Professor (Psychology)
Sally Rogers, Ph.D., Professor (Psychiatry, M.I.N.D. Institute)
Julie Schweitzer, Ph.D., Associate Professor (Psychiatry, M.I.N.D. Institute)
Phillip Shaver, Ph.D., Professor (Psychology)
Martin Smith, Ph.D., Specialist in Cooperative Extension (Human Ecology)
Emily Solari, Ph.D., Assistant Professor (Education)
Marjorie Solomon, Ph.D., Associate Professor (Psychiatry and Behavioral Sciences; M.I.N.D. Institute)
Tamarra Swaab, Ph.D., Associate Professor (Psychology)
Ross A. Thompson, Ph.D., Professor (Psychology)
Susan Timmer, Ph.D., Clinical Specialist (Pediatrics)
Yuuko 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 Uraizu, Ph.D., Psychologist (Pediatrics)
Karen Watson-Gageo, 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.

Applicants seeking admissions and fellowships consideration must submit all materials by our priority December 15 deadline. 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. Guarnizo, 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

Department Advising Office. 1303 Hart Hall 530-752-2244, 530-752-1805; http://hcd.ucdavis.edu

Faculty—Community and Regional Development
Catherine Brinkley, V.M.D, Ph.D., Assistant Professor
Ryan Galt, Ph.D., Associate Professor
Luis E. Guarnizo, Ph.D., Professor
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

Human Ecology

Formerly Human and Community Development

Fall 2011 and on Revised General Education (GE) AHH—Arts and Humanities; SEC—Science and Engineering; SSS—Social Sciences; ACH—American Cultures; DDL—Domestic Diversity; ODL=Global Skills; OLS=Quantitative; SL=Scientific; VLS=Visual; WC=World Cultures; W=Writing Experience
Pre-Fall 2011 General Education (GE): ArtHum—Arts and Humanities; SciEng—Science and Engineering; SocSci—Social Sciences; Div=Domestic Diversity; W=W=Writing Experience
Quarter Offered: F=Fall, W=Winter, S=Spring, Su=Summer; 2017-2018 offerings in parentheses
Human Rights

Human Rights .......................................20
Religious Studies 90 or 134 ......................... 4
Choose two core courses from the following*:
  History 142A, Religious Studies 131,
  Sociology 104, Spanish 159t ............... 8
  Choose two elective courses from the following:
  American Studies 156, Anthropology 123B,
  126B, 130A, 131, 177A, 177B, 183A, 183B, 189,
  Native American Studies 115, 130B, 130C, 157,
  Religious Studies 131, 167, Sociology 104, 130, 137,
  157, 160, 171, Spanish 159f, 175f
* Women’s Studies 102, 140, 170, 182 .... 8
  * With prior permission of the Interdisciplinary Minor in Human Rights
  adviser, students may substitute one course from the list of electives as a core course.
  † When taught as “Witnessing in Latin America: Trauma, Violence and Memory.”
  ‡ Only if topic is related to human rights.
  ‡‡ Prior approval from minor adviser is required.

Advising. Religious Studies Program office, 213 Sprout Hall 530-752-1219

Courses in Human Rights (HMR)

Lower Division

1. Human Wrongs/Human Rights (4)
Lecture—3 hours; discussion—1 hour. Introduction to Human Rights and the problems they seek to address. Using key episodes of inhumanity like slavery, genocide, and racism, examine how international movements for social justice led to the emergence of the international Human Rights system. GE credit: ArtHum or SocSci | AH or SS, WC, WE.—F (F) Watenpaugh

2. Human Rights (4)
Lecture—3 hours; discussion—1 hour. Study of human rights as they relate to art, architecture, and cultural heritage. Examines museums, art collective management and art trade, their relation to the cultural prerogatives of communities and indigenous groups, and protection of cultural heritage during war and conflict. (Same course as Art History 120A.) Offered in alternate years. GE credit: ArtHum or SocSci | AH or SS, WC, WE.—F (F) Watenpaugh

Upper Division

120A. Art, Architecture, and Human Rights (4)
Lecture/discussion—4 hours. Prerequisite: consent of instructor. Study of human rights as they relate to art, architecture, and cultural heritage. Examines museums, art collective management and art trade, their relation to the cultural prerogatives of communities and indigenous groups, and protection of cultural heritage during war and conflict. (Same course as Art History 120A.) Offered in alternate years. GE credit: ArtHum or SocSci | AH or SS, DD, VL, WC.—W (W) Watenpaugh

130. Special Topics in Human Rights (4)
Lecture/discussion—3 hours; term paper. Prerequisite: coursework. The seminar will engage with criticism of Human Rights and develop research and teaching within disciplinary and interdisciplinary frameworks. (Same course as Study of Religion 231E.) Offered in alternate years.—W. Watenpaugh

208. Memory, Culture, and Human Rights (4)
Seminar—3 hours; term paper. Prerequisite: graduate standing or consent of instructor. Restricted to graduate students. Explores the multiple convergences among memory, culture, and human rights. Discusses diverse approaches to how societal actors in different historical, cultural, and national settings, construct meanings of past political violence, intergroup conflicts, and human rights struggles. (Same course as Cultural Studies 210.) Offered in alternate years.—F. Lazzara