

Human Development Program

OFFICE: 2839 AP&M Annex, Muir College
WEB PAGE: <http://www.hdp.ucsd.edu>

Professors

Mark Appelbaum, Ph.D., *Psychology*
Elizabeth Bates, Ph.D., *Cognitive Science/Psychology*
Ursula Bellugi, Ph.D., *Adjunct/Psychology (Salk Institute)*
Charles Briggs, Ph.D., *Ethnic Studies*
Sandra Brown, Ph.D., *Psychology and Psychiatry*
Aaron V. Cicourel, Ph.D., *Emeritus, Cognitive Science/Sociology*
Michael Cole, Ph.D., *University Professor, Communication*
Eric Courchesne, Ph.D., *Neurosciences*
Jean M. Mandler, Ph.D., *Emeritus, Cognitive Science*
Hugh B. Mehan, Ph.D., *Sociology/CREATE*
Carol Padden, Ph.D., *Communication*
Laura Schreiber, Ph.D., *Psychology*
Joan Stiles, Ph.D., *Director, Cognitive Science*

Associate Professors

Farrell Ackerman, Ph.D., *Linguistics*
Jim Moore, Ph.D., *Anthropology*
Olga A. Vasquez, Ph.D., *Communication*

Assistant Professors

Leslie J. Carver, Ph.D., *Psychology*
Gedeon Deak, Ph.D., *Cognitive Science*
Karen Dobkins, Ph.D., *Psychology*
Gail Heyman, Ph.D., *Psychology*

Lecturer with Security of Employment

Paula Levin, Ph.D., *Teacher Education Program*

Lecturers

Stephen Potts, Ph.D., *Literature*
Clarissa J. Reese, Ph.D., *Human Development Program*
Maria Tillmanns, Ph.D., *Human Development Program*

The Human Development Major

The scientific study of human development focuses on issues of growth, development, and behavioral change across the lifespan. The Human Development Program is interdisciplinary, incorporating courses from the departments of anthropology, biology, cognitive science, communication, ethnic studies, history, linguistics, literature, psychology, sociology, the Teacher Education Program, and Urban Studies and Planning Program. The curriculum is designed to emphasize the idea of development as an essential perspective from which to understand human behavior. The courses cover a broad spectrum of issues in human development—from brain and perceptual development, to reasoning and problem solving, to social interaction and the evolution of cultural systems. The Human Development Program unifies and coordinates the excellent research and teaching resources currently available on campus in this area and profiles the factors which influence the ways in which humans develop and change.

Human development is a very large field, but there is a set of basic questions which serve to define and integrate it: What underlies the development of human knowledge? To what extent is the capacity to know, indeed the concepts themselves, encoded in the genes? How is the role of learning and environmental influences accounted for? How do we learn? What are the ways in which children become competent participants in their social groups? What is the origin and nature of social interaction and organization?

The study of human development has become increasingly central to a wide range of important issues affecting infants, young children and adolescents, as well as the changing structure of the American family and public policy on children and education. An understanding of the processes which underlie human development is crucial to our evaluation of these issues and to our ability to offer avenues for remediation of the attendant problems. The three major areas of study within the Human Development Program are: *Biological Development, Ontogenetic Development, and Socio-Cultural Development*. These areas consider issues which pertain to development of specific neural and cognitive processes and development within a larger social and cultural context.

Career Guidance

A degree in human development offers training of special interest to those considering admission to graduate or professional schools and careers in medicine, law, education, counseling, clinical psychology, public health, public policy, public administration, or social work. Students who are interested in these areas are advised to see a Human Development Program adviser for assistance in selecting elective and major courses. A major in human development is designed to impart fundamental skills in critical thinking, comparative analysis, research analysis, and written expression.

A human development major can offer preparation for teaching in elementary schools. However, if you are interested in earning a California teaching credential from UCSD, contact the Teacher Education Program (TEP) for information about prerequisite and professional preparation requirements. It is recommended you contact TEP as early as possible in your academic career.

Education Abroad

Students are often able to participate in the UC Education Abroad Program (EAP) and UCSD's Opportunities Abroad Program (OAP) while still making progress towards their major. Students interested in studying abroad should see a Human Development Program adviser to discuss curriculum plans and appropriate courses. Information on EAP/OAP is detailed in the Education Abroad Program section of the *UCSD General Catalog*. Interested students should contact the Programs Abroad Office in the International Center and visit the Web site at <http://www/icercenter/pao>. Financial aid is applicable and special study abroad scholarships are available.

Prerequisites for Human Development Majors

A bachelor of arts degree in human development will be given to students who satisfactorily complete the general-education and graduation requirements of Marshall, Muir, Revelle, Roosevelt, Sixth, or Warren College in addition to the Human Development Program requirements. In accordance with UCSD academic regulations, upper-division courses used to satisfy major require-

ments cannot be applied towards minors (please note there is some overlap permitted for double majors). See college and major advisers for questions and restrictions.

Applying for the HDP Major

Students who wish to declare the Human Development Program major must meet pre-major requirements and apply for entrance into the major. All lower-division requirements must be fulfilled before applying for the major. All lower-division courses must be completed with a grade of C or better. The cumulative GPA for the eight lower-division courses must equal or exceed 2.75. Students must meet with an HDP adviser and obtain approval to declare the human development major.

Grade Requirements for the Major

A minimum grade-point average of 2.0 is required in the major. Students must receive a grade of C- or better in any course counted toward fulfillment of the major requirements.

All courses taken to satisfy the Program's lower- and upper-division requirements must be taken for a letter grade. *HDP 1, HDP 150, and HDP 191 must be taken in residence.*

Lower-Division Requirements

1. **Introduction to Human Development: HDP1**
2. **One statistics course** selected from: PSYC 60, COGS 14, or BIEB 100
3. **One formal skills course** selected from: PHIL 10, MATH 10 sequence, MATH 20 sequence
- 4 & 5. **Two biological sciences courses** selected from: BILD 3, BILD 10, BILD 12, BIEB 150, BIEB 164
- 6 & 7. **Two social sciences courses** selected from: ANLD 1, ANLD2, COGS 11, PSYC 1, PSYC 3, SOCL 1A
8. **One computer literacy course** selected from: MAE 5, COGS 3, CSE 5A

Upper-Division Requirements for the HDP Major:

- A. **One lab course**
- B. **HDP 150**

- C. **HDP 191**
- D. **Four courses from the Core Series**
- E. **Six Developmental courses**

(Full information follows)

A. LAB COURSE

(One class required)

- ANGN 172. Life History Seminar and Practicum
- BICD 131. Embryology Laboratory
- BICD 133. Developmental Biology Laboratory (6)
- BIEB 165. Behavioral Ecology Laboratory
- COGS 130. Everyday Cognition
- HDP 115/COMT 115. Media and Design of Social Learning Contexts
- HDP 130/COHI 108. The Development of Communication in Children
- HDP 131. Fifth Dimension for Elementary Schools
- HDP 135/COMT 116. Practicum in Child Development
- SOCB 110A/B/C. Qualitative Research In Educational Settings
- HDP 181. Experimental Projects in Human Development Research

B. HDP 150. Advanced Human Development

C. HDP 191. Field Research in Human Development

D. Core Series

(4 courses required, at least one from each DOMAIN content group)

Domain 1: The biological basis of human development

- HDP 110. Brain and Behavioral Development
- COGS 115. Neurological Development and Cognitive Change
- ANBI 140. The Evolution of the Human Brain
- ANBI 161. Human Evolution

Domain 2: The social/cognitive basis of human development

- LIGN 171. Child Language Acquisition
- PSYC 126/COGS 156. Language Development
- HDP 121. The Developing Mind

Domain 3: The socio-cultural basis of human development

- HITO 126. History of Childhood
- ANBI 180. Anthropology of Aging
- HDP 133. Socialization of the Child
- SOC/B 131. Sociology of Youth
- SOC/C 129. The Family

E. DEVELOPMENT COURSES

(6 courses required; at least 1 from each area of focus)

Biological Development

- ANBI 140. The Evolution of the Human Brain
- ANBI 159. Biological and Cultural Perspectives on Intelligence
- BICD 100. Genetics
- BICD 130. Embryology
- BICD 132. Molecular Basis of Development
- BICD 134. Human Reproduction and Development
- BIPN 144. Developmental Neurobiology
- COGS 115. Neurological Development and Cognitive Change
- COGS 184. Modeling the Evolution of Cognition

Ontogenetic Development

- COGS 113/PSYC 136. Cognitive Development
- COGS 154/PSYC 174. Communication Disorders in Children and Adult
- COGS 156/PSYC 126. Language Development
- COHI 100. Introduction to Communication and the Individual
- COHI 114. Bilingual Communication
- COHI 119. Learning to Read
- COHI 121. Literacy, Social Organization, and the Individual
- LIGN 171. Child Language Acquisition
- LIGN 179. Second Language Acquisition
- LTWL 114. Children's Literature
- LTWL 116. Adolescent Literature
- PSYC 122. Aging
- PSYC 156. Cognitive Development in Infancy
- PSYC 167. Social and Emotional Development
- PSYC 168. Psychological Disorders of Childhood
- PSYC 172. Psychology of Human Sexuality
- PSYC 180. Adolescence

Socio-Cultural Development

- ANBI 159. Biological and Cultural Perspectives on Intelligence
- ANBI 180. Anthropology of Aging
- COHI 123. Children and Media
- LTWL 114. Children's Literature
- LTWL 116. Adolescent Literature
- PSYC 167. Social and Emotional Development
- PSYC 180. Adolescence
- SOCC 129. The Family
- SOCB 131. Sociology of Youth
- SOCC 159. Youth, Crime and Gangs
- USP 145. Aging—Social and Health Policy Issues

Advanced Human Development Requirement HDP 150

Seminar for graduating HDP seniors. Readings and discussion of special topics in human development. Provides advanced-level study on subfields of human development. Topics vary quarterly. *Prerequisites:* HDP1, HDP 191, senior standing, and department approval one quarter prior to enrollment.

Field Research Requirement HDP 191

This course provides students with the opportunity to participate jointly in a research project in conjunction with a mentor/collaborator from a local service site. This applied research experience allows students to design and conduct research projects in a variety of settings ranging from laboratory research settings to service oriented placements. In addition to literature research and a final paper at the end of the quarter, students will participate at an off-campus site for a minimum of four hours per week. Research sites are pre-arranged one quarter in advance (see the student affairs office or the HDP Web site for enrollment information). Students' interests and future career plans are considered for site placement. Various research orientations and methodologies are reviewed in class. *Prerequisites:* HDP 1 and department approval one quarter prior to enrollment.

Honors in Human Development HDP 194A-B-C

The Human Development Program offers an honors option for those students who have demonstrated excellence in the human development major. The honors program allows eligible undergraduates to explore advanced issues in the field through an honors thesis on a topic of their choice and under faculty supervision. In order to be admitted to the honors program, students must have 1) junior standing and 2) maintained a minimum cumulative grade-point average of 3.2, and a 3.5 GPA for courses taken in the human development major. Interested students need to apply for departmental honors in spring quarter of their junior year. Students in the honors program are expected to complete the following additional requirements:

1. An advanced course in statistics or methods design (see the student affairs office for more information).

2. HDP 194A-B-C, a year-long independent research project, which results in an Honors Thesis.

The Minor Program

A total of **seven** courses are required to complete a minor in human development. These include **Introduction to Human Development** (HDP 1), and **six** developmental courses, one from each major area of study from the developmental course list.

FINISH-IN-FOUR PLAN

This plan is provided to help students fit the human development major requirements into a four-year schedule. Students interested in a particular career field should see the student affairs office for more specific Finish-In-Four plans for their particular college.

FALL	WINTER	SPRING
FRESHMAN YEAR		
Social Science Formal Skills	Biological Science Social Science	Computer Biological Science
SOPHOMORE YEAR		
HDP 1 Statistics	Core Core	Core Core
JUNIOR YEAR		
HDP Lab Development	Development Development	Development Field Research
SENIOR YEAR		
Development Advanced Statistics Honors Thesis**	HDP 150 Development Honors Thesis**	Honors Thesis**

** Only required for students participating in the HDP Honors Program.

COURSES

LOWER-DIVISION

HDP 1. Introduction to Human Development (4)

This course introduces students to the central issues in the basic areas in human development. The course will explain relationships between biological, cognitive, social, and cultural aspects of development. Offered once per year. (F)

UPPER-DIVISION

HDP 110. Brain and Behavioral Development (4)

The purpose of this course is to familiarize students with basic mechanisms of brain and behavioral development from embryology through aging. Multiple levels of analysis will be discussed, including the effects of hormones on behavior, developmental events at the level of cells, structures, and neural systems, and the

neural basis of cognition, social, perceptual, and language development. *Prerequisite:* HDP 1 or PSYC 101.

HDP 115. Media and Design of Social Learning Contexts (6)

(Same as COMT 115.) A combined lecture/lab course cross-listed in communication and human development. Students attend lecture, write field notes, and spend 3 hours per week in specially designed after-school setting working with children and designing new educational media and producing special projects. *Prerequisite:* HDP 1 or COHI 100.

HDP 121. The Development Mind (4)

This course examines changes in thinking and perceiving the physical and social world from birth through childhood. Evidence of significant changes in encoding information, forming mental representations, and solving problems is culled from psychological research, cross-cultural studies, and cognitive science. *Prerequisite:* HDP 1 and declared human development major.

HDP 130. Development of Communication in Children (4)

(Same as COHI 108.) The course serves as an introduction to research methods in the study of child development. The special focus of the course will be on how children acquire competence in symbolic communication, including language, drawing, writing, and number systems. Observation of children in their interactions with each other and adults will be required. *Prerequisite:* HDP 1 or COHI 100.

HDP 131. Fifth Dimension for Elementary Schools (6)

Students will participate four hours per week in classrooms at Torrey Pines Elementary School integrating the Fifth Dimension model of collaborative exploratory learning. Outside work will include readings and class preparation, as well as responding to children's written inquiries, writing field notes, and writing a paper. *Prerequisite:* HDP 1 (F, W, S)

HDP 133. Socialization of the Child (4)

This course is designed to give students an understanding of the foundations and functions of the socialization process in children. Socialization will be examined from infancy through adolescence, using a systematic approach. Topics to be explored include socialization theory, language acquisition, identity formation, agencies of socialization and gender, and socioeconomic differences in child socialization. *Prerequisite:* HDP 1 or PSYC 1.

HDP 135. Practicum in Child Development (6)

(Same as COMT 116/PSYC 128.) A combined lecture and laboratory course for students in psychology, communication, and human development. Student backgrounds should include a background in general psychology or communication. Students will be expected to spend four hours a week in a supervised practical after-school setting at one of the community field sites involving children. Additional time will be devoted to readings and class prep, as well as, six hours a week transcribing field notes and writing a paper on some aspect of the field work experience as it relates to class lectures and readings. *Prerequisite:* HDP 1 or COHI 100 or PSYC 101. (F, W, S)

HDP 150. Advanced Human Development (4)

Seminar for graduating HDP seniors. Readings and discussion of special topics in human development.

Provides advanced-level study on subfields of human development. Topics vary quarterly. *Prerequisites: HDP1, HDP 191, senior standing, and department approval.* (F,W,S)

HDP 191. Field Research in Human Development (4)

This course provides students the opportunity to participate jointly in a research project in conjunction with a mentor/collaborator from a local service site. Students will participate at an off-campus site for a minimum of four hours per week for a ten-week quarter. Research sites are arranged by the instructor prior to the ten-week quarter. Students choose among research sites according to their interests and future career plans. This applied research experience allows students to participate in different aspects of research projects in a variety of settings. Students employ various research methods reviewed in class that are suited to the particular research settings. *Prerequisites: HDP 1 and department approval one quarter prior to enrollment.* (F,W,S)

HDP 194A-B-C. Honors Thesis (4-4-4)

Students will take part in a weekly research seminar. In addition, they will plan and carry out a three-quarter research project under the guidance of a faculty member. The project will form the basis for their senior honors thesis. *Prerequisites: overall GPA of 3.2, and a 3.5 GPA for courses taken in the human development major; an advanced course in statistics or experimental design, and consent of instructor.*

HDP 199. Independent Study in Human Development (4)

Independent study and research under the direction of a faculty member. *Prerequisite: Consent of the instructor and department.*