

Janet Thompson, Child Development Demonstration Lecturer
 Kelly Twibell, Child Development Demonstration Lecturer

Faculty—International Agricultural Development

Faculty includes members from various departments across colleges.

Major Programs. See [Community and Regional Development](#), on page 177, [Human Development](#), on page 303, and [International Agricultural Development \(A Graduate Group\)](#), on page 313.

Human Development

(College of Agricultural and Environmental Sciences)

Faculty. See Department of [Human and Community Development](#), on page 302.

The Major Program

Human development explores the developmental process in humans throughout the life cycle. Biological, cognitive, and personality/sociocultural aspects of development are studied

The Program. Human development majors complete a group of preparatory courses in anthropology, general biology, genetics, history, philosophy, physiology, psychology, and statistics. Upper division students can design their programs in consultation with a faculty member to emphasize a particular interest. For instance, students can study the social and biological aspects of human development while emphasizing child or adult development.

Internships and Career Alternatives. At least one practicum course is required. A second practicum or supervised internship can be used to fulfill the restricted elective requirement for the major. In addition, students can intern in schools, early childhood education or senior centers, hospitals, rehabilitation centers, probation offices, group foster homes, mental health clinics, or as tutors for handicapped or bilingual students. Human development graduates fill a wide variety of positions in preschools, elementary and special educational settings, programs designed for parents, families, and the elderly, as well as governmental jobs related to social services for people of all ages. Students who emphasize biological aspects of human development can apply to medical school or pursue training for positions in the health sciences. Human development prepares students to pursue advanced degrees in behavioral and social sciences, education, social work, family law, or health sciences.

Preparatory Requirements. UC Davis students who wish to change their major to Human Development must complete the following courses with a combined grade point average of at least 2.500. All of the following courses must be taken for a letter grade:

Psychology 1
 Statistics 10 or 13 or Psychology 41 or Sociology 46A and 46B
 One course from Anthropology 1, 2 or 15
 One course from Biological Sciences 1A, 10, 101; Microbiology 10; Molecular and Cellular Biology 10; or Neurobiology, Physiology, and Behavior 10, 12 or 101

B.S. Major Requirements:

UNITS

English Composition Requirement 12

See College requirement 0-8
 Choose from University Writing Program 101, 102A, 102B, 102C, 102D, 102E, 102F, 102G, 104A, 104B, 104C, 104D, 104E, 104F 4

Preparatory Subject Matter.....39-47

One course from: Biological Sciences 1A, 10, Microbiology 10, or Neurobiology, Physiology, and Behavior 123-5
 One course from: Molecular and Cellular Biology 10 or Biological Sciences 101† ... 4
 One course from: History 17A, 17B, 72A, 72B, or Political Science 1 4
 Two courses from Philosophy 5, 30, 31, 32, or 38 8
 One course from Neurobiology, Physiology, and Behavior 10, 101, or Psychology 1014-5
 Psychology 1 4
 One course from: Psychology 41 or Sociology 46A and 46B, or Statistics 10 or 134-8

Breadth/General Education..... 16-24

Satisfaction of General Education requirement 12

Depth Subject Matter50-55

Human Development 100A, 100B, 100C 12
 Human Development 120 or 121 4
 One course from: Biological Sciences 101†, Human Development 117, 180, Nutrition 111 AV, or Psychology 1213-5
 One course from: Human Development 102, 110, 130, 160, or 162* 4
 One course from: Human Development 101, 103, 132, or 163* 4
 One course from: Human Development 140-140L, or 141 or 142 or 143*4-6

Restricted Electives 19-20

Five additional upper division courses chosen from among Human Development courses or from a list of restricted electives in consultation with faculty adviser. May include only one practicum course.

Unrestricted Electives54-67

Total Units for the Degree 180

† Biological Sciences 101 cannot be used to satisfy both the Preparatory Subject Matter and the Depth Subject Matter Requirements.

* At least one course from among these groupings must focus on childhood/adolescence (101, 102, 103, 110, 130, 132) and one must focus on adulthood/aging (117, 143, 160, 162, 163).

Major Adviser. L. Harper

Minor Program Requirements:

The Department of Human and Community Development offers two minors.

UNITS

Aging and Adult Development 21-26

Human Development 100C, 117, 143, 160, 162, or 163 15-18
 Select two courses from the following: Human Development 110, 180; Community and Regional Development 173; Psychology 121, 123, 126, 155; Sociology 1276-8

Minor Adviser. C. Aldwin, B. Ober

UNITS

Human Development 20

Human Development 100A and 100B 8
 Human Development 100C or 110 4
 Two courses from Human Development 101, 102, 103, 130, 132, or 163 8

Minor Adviser. B.A. Ober, L.S. Miller

Related Major Program. See the major in [Community and Regional Development](#), on page 177.

Graduate Study. Graduate study is available through a Master of Science degree in child development, and a Ph.D. degree in human development. See [Child Development \(A Graduate Group\)](#), on page 171 and [Human Development \(A Graduate Group\)](#), on page 305. See also [Graduate Studies](#), on page 95 in this catalog.

Courses in Human Development (HDE)

Questions pertaining to the following courses should be directed to the instructor or to the Human and Community Development Advising office in 1303 Hart Hall (530) 752-2244.

Lower Division Courses

12. Human Sexuality (3)

Lecture—3 hours. Vocabulary, structure and function of reproductive system; sexual response; pre-natal development; pregnancy and childbirth; development of sexuality; rape and sexual assault; birth control; sexually transmitted diseases; homosexuality; establishing and maintaining intimacy; sexual dysfunctions; communication; enhancing sexual interaction; cultural differences in attitudes towards sexuality. GE credit: Div.—I, II. (I., II) Staff

13. Parenting (4)

Lecture/discussion—4 hours. Provides the basis for understanding the nature of the parenting process. Consideration of aspects of parenting that begin before conception and develop throughout the life of the child and parent. GE credit: SocSci.—Bryant

92. Internship (1-6)

Internship—3-18 hours. Prerequisite: field work experience or at least one course (e.g. course 30, 100A, 100B, 140, 140L) related to the fieldwork assignment; consent of instructor. Supervised internship, off and on campus, in community and institutional settings. (P/NP grading only.)

98. Directed Group Study for Undergraduates (1-5)

Prerequisite: consent of instructor. (P/NP grading only.)

99. Special Study for Undergraduates (1-5)

(P/NP grading only.)

Upper Division Courses

100A. Infancy and Early Childhood (4)

Lecture—4 hours. Prerequisite: Psychology 1 or 15, Biological Sciences 1A or 10. Analysis of the biological, social, and cultural influences in the psychological growth and development of children, prenatal through age six.—I, II, IV. (I, II.) Harper, Chen

100B. Middle Childhood and Adolescence (4)

Lecture—4 hours; three brief observations of school-age children. Prerequisite: course 100A or the equivalent; introductory biology. Analysis of the interplay of biological and social-cultural factors in the emotional, cognitive and social development from middle childhood through adolescence.—II, III. (II, III.) Ge

100C. Adulthood and Aging (4)

Lecture—4 hours. Prerequisite: Psychology 1 or 15. Development during early, middle, and late adulthood; biological, cognitive, and psycho-social aspects of adult development. Emphasis on normative patterns of development which characterize "successful aging."—I, III. Miller, Ober

101. Cognitive Development (4)

Lecture—3 hours; term paper. Prerequisite: course 100A or 100B or Psychology 140. Pass 1 restricted to Human Development or Psychology majors. Theories, methods, evidence, and debates in the field of cognitive development, such as nature/nurture, constraints on learning, and the role of plasticity. Topics include attention, memory, concepts about the physical and social world, and language. (Same course as Psychology 141.) GE credit: Wrt.—I, II, III. (I, II, III.) Chen, Goodman, Lagattuta, Rivera

102. Social and Personality Development (4)

Lecture—3 hours; term paper. Prerequisite: course 100A or 100B or Psychology 140. Pass 1 open to Human Development or Psychology majors. Social and personality development of children, infancy through adolescence. Topics include the development of personality, achievement motivation, self-understanding, sex-role identity, and antisocial behavior. Emphasis on the interface between biolog-

ical and social factors. (Same course as Psychology 142.) GE credit: SocSci, Wrt.—I, II, III. (I, II, III.) Conger, Lagattuta, Rivera, Robins

103. Cross-Cultural Study of Children (4)

Lecture—4 hours. Prerequisite: course 100A or consent of instructor. Cross-cultural studies of children in developing countries and among minority groups in the U.S. GE credit: Div.—III.

110. Contemporary American Family (4)

Lecture—4 hours. Prerequisite: introductory psychology. Factors currently influencing American families including changing economic conditions, changing sex roles, divorce, and parenthood; theories and research on family interaction.—II, III. K. Conger

117. Longevity (4)

Lecture—3 hours; term paper. Prerequisite: upper division standing or consent of instructor. Nature, origin, determinants, and limits of longevity with particular reference to humans; emphasis on implications of findings from non-human model systems including natural history, ecology and evolution of the life span; description of basic demographic techniques including life table methods. (Same course as Entomology 117.) GE credit: SciEng, Wrt.—I. Carey

120. Research Methods in Human Development (4)

Lecture—3 hours; laboratory—3 hours. Prerequisite: course 100A or 100B, and Statistics 13 or Education 114 or Psychology 41 or Sociology 46A and 46B. Topics include scientific view of human development; origins of scientific inquiry; research strategies; preparation for conducting research; descriptive statistics and statistical inference (hypothesis testing); statistical analysis and understanding results. Major emphasis on experimentation, collecting data and analyzing results.—I, III. Masyn, Nishina

121. Psychological Assessment (4)

Lecture—4 hours. Prerequisite: courses 100A-100B; elementary statistics. Current issues and methodology related to the process of psychological assessment with children.—I. Nishina

130. Emotionally Disturbed Children (4)

Lecture—3 hours; discussion—1 hour. Prerequisite: courses 100A and 100B or consent of instructor. Discussion of psychosis, neurosis, behavior disorders, and learning difficulties in children.—I, III. Bryant, Mastergeorge

132. Individual and Group Differences in Cognition (4)

Lecture—3 hours; discussion—1 hour. Prerequisite: course 100B or consent of instructor. Neurodevelopmental substrates and educational implications for individual and group differences in cognition which impact learning disabilities, memory, intelligence, genius and creativity. Group differences in cognition as well as individual case studies will be discussed.—II, III. (II, III.) Kraft

140. Communication and Interaction with Young Children (2)

Lecture—2 hours. Prerequisite: courses 30, 100A, and 140L (concurrent enrollment recommended). Theory and practice in the area of effective interaction with young children. Humanistic, child-centered approaches; awareness of goals, beliefs, and values as these affect interactions. *To enroll, students must sign up for laboratory time at the Child and Family Studies Center.*—I, II, III. (I, II, III.) Thompson

140L. Laboratory in Early Childhood (3-6)

Discussion—3 hours; laboratory—6-15 hours. Prerequisite: course 140 (may be taken concurrently). Application of theories of learning and development to interaction with children six months to five years at Early Childhood Laboratory. Applied skills in communication, discipline and curriculum. May be repeated for credit for a total of 12 units. (P/NP grading only.)—I, II, III. (I, II, III.) Thompson

141. Field Studies with Children and Adolescents (4-6)

Discussion—2 hours, field study—6-12 hours. Prerequisite: course 100B or the equivalent and consent of instructor. Study of children's affective, cognitive and social development within the context of family/

school environments, hospitals and foster group homes. May be repeated for credit for a total of 12 units following consultation with and consent of instructor.—I, II, III. Kraft, Ponzio

142. Field Studies with Exceptional Children (4-6)

Discussion—1.5 hours; field study—6-12 hours. Prerequisite: consent of instructor and one course from courses 130, 131, or 132 (may be taken concurrently). Field study with children who are identified as developmentally disabled, emotionally distressed, or intellectually gifted. May be repeated for credit for a total of 12 units following consultation with and consent of instructor.—I. Bryant

143. Field Studies of the Elderly (4-6)

Discussion—2 hours; field work—6-12 hours. Prerequisite: course 100C or 160 may be taken concurrently. To apply theory and research on adult development and aging, to work with older adults in a variety of settings, and to develop skills relevant to that application. Students will also develop a small research project.—I. Ober

160. Social Aspects of Aging (4)

Lecture—4 hours. Prerequisite: course 100C or Psychology 115. How the social context affects adult development and aging. Emphasis on demography, social policy, culture, and adaptation. Oral histories as class projects. Offered in alternate years. GE credit: Div.—II.

162. Issues in Aging (3)

Lecture—2 hours; lecture/discussion—1 hour. Prerequisite: course 100C or 160. Research and policy issues concerning the elderly and aging in contemporary society. Offered in alternate years.

163. Cognitive Neuropsychology in Adulthood and Aging (4)

Lecture/discussion—4 hours. Prerequisite: Psychology 1; course 100C recommended. Theories, methods, and findings concerning the relationship between cognitive processes and brain functioning. Readings, lectures, and in-class discussions cover research on normal younger and older adults, neuropsychological case studies, and selected patient groups (e.g., amnesia, schizophrenia, Alzheimer's disease). Ober

180. Aging and Health (3)

Lecture—3 hours. Prerequisite: upper division standing; course 100C recommended. Changing nature and determinants of health and illness in the older population, including normal aging changes, chronic health problems, and disease prevention. Systems of formal and informal care for the elderly. One field trip required.

190C. Introductory Research Conference (1)

Discussion—1 hour. Prerequisite: involvement in ongoing research. Instructors lead discussions with undergraduate students who involve themselves in a research project. Research papers are reviewed and aspects of project proposals developed out of class are presented and evaluated. May be repeated for credit. (P/NP grading only.)—I, II, III. (I, II, III.)

192. Internship (1-12)

Internship—3-36 hours. Prerequisite: upper division standing and consent of instructor. Supervised internship off and on campus, in community, and institutional settings. (P/NP grading only.)

198. Directed Group Study (1-5)

(P/NP grading only.)

199. Special Study for Advanced Undergraduates (1-5)

(P/NP grading only.)

Graduate Courses

200A. Early Development (4)

Lecture—3 hours; discussion—1 hour. Prerequisite: graduate standing; basic biology or physiology; one upper division course in psychology or a related field; one upper division or graduate course in developmental psychology (may be taken concurrently). Theory and research on the biological, social, cognitive, and cultural aspects of development from conception to the age of five years.—I. Chen, Harper

200B. Middle Childhood and Adolescence (4)

Lecture—3 hours; discussion—1 hour. Prerequisite: graduate standing; basic biology or physiology, and at least two upper division or graduate-level courses in psychology or related fields. Theory and research on biological, cognitive, social, and cultural influences on behavioral development from age five years until late adolescence.—II. Bryant, Ge

200C. Development in Adulthood (4)

Lecture/discussion—4 hours. Prerequisite: courses 200A and 200B. Theory and research focusing on social, personality, cognitive, and biological development from early to late adulthood. Emphasis is on theory development and continuity and change.—III. Ober, Miller

201. Social-Emotional Development in Infancy (4)

Lecture/discussion—4 hours. Prerequisite: course 200A. Analysis of theory, methods, and research on social-emotional development in infancy. Emphasizes the development of primary and secondary emotions, and the development of attachment. Other possible topics include infant temperament, sex differences, compliance, and self-regulation. Offered in alternate years.

203. Adolescent Behavioral and Emotional Development (4)

Lecture/discussion—4 hours. Prerequisite: course 200B. Analysis of recent theories, research methods, and major findings on adolescent behavioral and emotional development, including contextual and genetic influences on adolescence, pubertal transitions, and social/family contexts and processes. Emphasis on multi-level mechanisms underlying adolescent behavioral and emotional development. Offered in alternate years. Ge

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; analysis of adequacy of major theoretical schools (e.g., social learning, Piagetian) as scientific theories. Offered in alternate years. Harper

211. Physiological Correlates of Behavioral Development (3)

Seminar—3 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.—I. Harper

212. Adaptation and Aging (3)

Lecture/discussion—3 hours. Prerequisite: course 200C. Interdisciplinary perspective of the ways biological, psychological, and sociocultural factors affect aging and adaptation in late life. Focus is on the ways in which stress, coping, and social support affect health and the factors which contribute to optimal aging. Offered in alternate years.—II.

213. Cross-Cultural Study of Children (3)

Lecture—2 hours; discussion—1 hour; field project or paper. Prerequisite: graduate standing in Human Development, Education, Anthropology, Psychology or Sociology. Current theory and research concerned with comparative child development. Introduction into the major issues and methods of cross-cultural research (e.g., biological, cognitive and social development of children in different cultures and subcultures in U.S.A.). Offered in alternate years.

217. Development of Cortical and Perceptual Laterality (3)

Seminar—3 hours. Prerequisite: graduate standing in child or human development or consent of instructor. Current theory and research regarding the development of human cortical and perceptual laterality—emphasizing the relationship of this development to thinking and behavior. Offered in alternate years. Kraft

Quarter Offered: I=Fall, II=Winter, III=Spring, IV=Summer; 2007-2008 offering in parentheses

General Education (GE) credit: ArtHum=Arts and Humanities; SciEng=Science and Engineering; SocSci=Social Sciences; Div=Social-Cultural Diversity; Wrt=Writing Experience

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.—II. (II.) Masyn

221. Psychological Assessment of Children (4)

Lecture—2 hours; discussion—2 hours. Prerequisite: course 121 or consent of instructor. Study of children's behavior through examination, analysis and evaluation of perceptual-motor, cognitive, affective and social development. Problems in assessment of exceptional children considered. Assignments focus on preparation of a comprehensive report on one child.

222. Applied Research and Program Evaluation (3)

Lecture/discussion—3 hours. Prerequisite: graduate standing and consent of instructor. Focuses on the design and conduct of applied research and evaluation studies, especially with regard to programs serving children and their families. Offered in alternate years.—III. Braverman

231. Issues in Cognitive and Linguistic Development (3)

Seminar—3 hours. Prerequisite: consent of instructor. Study and evaluation of key issues in the theoretical and empirical literature on cognitive and linguistic development.—III. Kraft

232. Cognition and Aging (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. Ober

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 mechanism involved in children's thinking and learning processes. Offered in alternate years.—III. Chen

237. Parent-Child Interaction (3)

Seminar—3 hours. Prerequisite: consent of instructor; upper division course on the family recommended. Current theory and research. Emphasis on parental behavior in other animals and other cultures, childrearing practices, the child's perception of parents, the differential influence of each parent on the child's psychological well-being, sex-role development, and moral development. Offered in alternate years.

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. Bryant

242. Adolescent Health Behavior: Theory and Programs (2)

Lecture/discussion—2 hours. Prerequisite: graduate standing in child or human development, or consent of instructor; course 200B recommended. Theoretical conceptions relating to adolescent behaviors that have potential impact on health (e.g., use of tobacco, alcohol and other drugs; sexual behavior; accident prevention). Development and evaluation

of programs that aim to influence adolescents' behaviors or attitudes in these areas. Offered in alternate years.

290. Seminar (3)

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

292. Graduate Internship (1-12)

Internship—3-36 hours. Prerequisite: consent of instructor and satisfactory completion of placement relevant courses (for example, Education 213, 216, course 222, 241, 242, Law 272, 273). Individually designed supervised internship, off campus, in community or institutional setting. Developed with advice of faculty mentor. (S/U grading only.)—I, II, III.

298. Group Study (1-5)**299. Research (1-12)**

(S/U grading only.)

Professional Course**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)

Lawrence V. Harper, Ph.D., Group Chairperson

Group Office. 1337 Hart Hall

(530) 754-4109;

<http://humandevlopment.ucdavis.edu>

Faculty

Thomas F. Anders, M.D., Professor (*Psychiatry*)

Brenda K. Bryant, Ph.D., Professor
(*Human and Community Development*)

Zhe Chen, Ph.D., Professor
(*Human and Community Development*)

Katherine J. Conger, Ph.D., Assistant Professor
(*Human and Community Development*)

Rand Conger, Ph.D., Professor
(*Human and Community Development*)

Kathryn G. Dewey, Ph.D., Professor (*Nutrition*)

Emilio Ferrer, Ph.D., Assistant Professor (*Psychology*)

Xiaojia Ge, Ph.D., Professor
(*Human and Community Development*)

Beth Goodlin-Jones, Ph.D., Assistant Adjunct Professor (*Psychiatry*)

Gail Goodman, Ph.D., Professor (*Psychology*)

Rangy Hagerman, M.D., Director (*M.I.N.D. Institute*)

Robin L. Hansen, M.D., Associate Professor
(*Pediatrics*)

Lawrence V. Harper, Ph.D., Professor
(*Human and Community Development*)

Emily S. Harris, M.D., Assistant Professor
(*Psychiatry*)

David Hessl, Ph.D. Assistant Professor (*Psychiatry*)

Suad Joseph, Ph.D., Professor
(*Anthropology, Women and Gender Studies*)

Penelope Knapp, M.D., Professor (*Psychiatry*)

Rosemarie H. Kraft, Ph.D., Lecturer SOE
(*Human and Community Development*)

Seymour Levine, Ph.D., Adjunct Professor
(*Psychiatry*)

Katherine Masyn, Ph.D., Assistant Professor

(*Human and Community Development*)

Lisa Miller, Ph.D., Assistant Professor

(*Human and Community Development*)

Thomas L. Morrison, Ph.D., Professor (*Psychiatry*)

Adrienne Nishina, Ph.D., Assistant Professor

(*Human and Community Development*)

Beth A. Ober, Ph.D., Professor

(*Human and Community Development*)

Susan Rivera, Ph.D., Assistant Professor (*Psychology*)

Richard W. Robins, Ph.D., Assistant Professor

(*Psychology*)

Jonathan H. Sandoval, Ph.D., Professor (*Education*)

Phillip Shaver, Ph.D., Professor (*Psychology*)

Ross A. Thompson, Ph.D., Professor (*Psychology*)

Susan Timmer, Ph.D., Clinical Specialist (*Pediatrics*)

Anthony Urquiza, Ph.D., (*Pediatrics*)

Karen Watson-Gege, Ph.D., Professor (*Education*)

Miriam J. Wells, Ph.D., Professor

(*Human and Community Development*)

John Werner, Ph.D., Professor (*Ophthalmology, Neurobiology, Physiology, and Behavior*)

Keith Widaman, Ph.D., Professor (*Psychology*)

Affiliated Faculty

Kristin Alexander, Ph.D.

(*Human and Community Development*)

Joanne Deocampo, Ph.D., Academic Administrator

(*Human and Community Development*)

Ann Driscoll, Ph.D., Researchers

(*Human and Community Development*)

Ann Mastergeorge, Ph.D., Assistant Adjunct Professor

(*Human and Community Development*)

Lenna Ontai-Grzebik, Ph.D. Assistant Extension

Specialist (*Human and Community Development*)

Graduate Study. The interdisciplinary and inter-

departmental 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 consideration for admissions and

fellowships must submit all materials by January 1.

Graduate Adviser. Contact the Group office.

Humanities

(College of Letters and Science)

Georges Van Den Abbeele, Ph.D., Program Director

Program Office. 176 Voorhies

(530) 752-2257; <http://humanities.ucdavis.edu>

Committee in Charge

Moradewun Adejunmobi, Ph.D.

(*African American and African Studies*)

Joan Cadden, Ph.D. (*History*)

JoAnn Cannon, Ph.D. (*French and Italian*)

Carolyn Thomas de la Peña, Ph.D.

(*American Studies*)

Frances Dolan, Ph.D. (*English*)

Gayatri Gopinath, Ph.D.

(*Women and Gender Studies*)

Ines Hernandez-Avila, Ph.D.

(*Native American Studies*)

Caren Kaplan, Ph.D. (*Cultural Studies*)

Dean MacCannell, Ph.D. (*Environmental Design*)

Pablo Ortiz, D.M.A. (*Music*)

Brenda Schildgen, Ph.D. (*Comparative Literature*)

Academic Federation Excellence in Teaching

Award

Blake Stimson, Ph.D. (*Art History*)

Georges Van Den Abbeele, Ph.D.

(*French and Italian, Humanities*)

Louis S. Warren, Ph.D. (*History*)

Aram Yengoyan, Ph.D. (*Anthropology*)