

New York State College of Human Ecology

Interdepartmental Courses

Field Study Office

T. Stanton, director; C. Cook, M. Holzer, M. Whitham

100 Orientation to Field Study: Skills for Learning in the Field Fall: 6 sessions from September 10–October 29; Spring: February 4–March 18 and April 1–May 12.1 credit. Limited to 25 students. S-U grades optional.

W 2:30–4:25. Staff.

Workshops train students in skills that will help them become more effective field learners and better able to cope with the complex demands of a field placement. Topics will include cross-cultural communication, participant observation, active listening, investigative interviewing, understanding nonverbal communication, identifying sources of information in the community, and analyzing verbal presentations. All of the concepts are applied to assignments in the field.

200 Preparation for Fieldwork: Perspectives in Human Ecology Fall or spring. 4 credits. Limited to 25 students. Prerequisite: permission of instructor. For students interested in preparing themselves for field experience.

T R 10:10–12:05 or T R 2:30–4:25. Staff. Introduces students to field skills (such as interviewing, observation, public speaking, and leading discussion) and provides opportunities to practice and develop those skills. Additionally, small student task forces consider case studies highlighting complex issues in the interaction between community agencies and government regulation. Students work together to define problems, analyze and synthesize data from a variety of sources, and make group presentations.

400 Directed Readings For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection and analysis.

402 Supervised Fieldwork Fall or spring. Credit to be arranged. S-U grades optional. Registration with permission of department faculty sponsor(s) and approval of the director of the field study program.

Hours to be arranged. Provides an opportunity for students to develop field study experience within an interdisciplinary framework, usually under the supervision of faculty members from two or more departments. Supervised field study involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

403 Teaching Apprenticeship For study that includes assisting faculty with instruction.

406 Sponsored Field Learning/Internships Fall, spring, or summer. Variable 6–15 credits. S-U grades optional, up to 12 credits. Limited to 25 students. Prerequisite: ID 100 for 1980–81 participation; ID 200 for 1981–82 participation. Enrollment by permission of instructor. T. Stanton.

Hours to be arranged. A course for students seeking interdepartmental sponsorship and supervision of participation in structured, off-campus field experiences or internships operated by non-Cornell or non-credit granting institutions or agencies. Examples include:

New York State Assembly Internship Program, Washington Center for Learning Alternatives, and internships arranged independently by students with individual public or private organizations or institutions.

Field supervision, largely carried out through weekly correspondence, is aimed at complementing students' work-and-study assignments while on their internships and at enabling students to gain an in-depth understanding of how their internship organization operates and the internal and external ecological forces that influence it. Completion of course requirements is signified by a formal presentation to the college community upon return to Cornell (graduating seniors may make special arrangements). Credit is variable to allow students to arrange for combined interdepartmental and departmental sponsorship and supervision.

Information on course enrollment and internship opportunities is available in the Field Study Office, 170 Martha Van Rensselaer Hall. Students should begin planning at least one full semester before leaving campus for an internship.

407 Field Experience in Community Problem Solving Fall or spring. Variable 3–9 credits. Limited to 25 students. Prerequisite: ID 100 for 1980–81 participation; ID 200 for 1981–82 participation. Enrollment by permission of instructor. Intended for juniors or seniors. M. Whitham.

Hours to be arranged. A course designed to provide students with a structured, closely supervised field experience encompassing an ecological approach to human problem solving. Interdepartmental teams of from two to five students will contract with community businesses, agencies, and organizations as special projects staff members delegated primary responsibility for problem solving in a designated area of agency need. Students will spend twenty hours each week working directly on the projects, three hours each week in seminar, and additional time completing seminar readings and assignments. Seminar is aimed at assisting students in systematically analyzing the complex factors that affect the implementation of new programs, policies, or projects in upstate community settings. Set in this context, the field placement will be viewed as a case study in the ecology of organizational decision making.

Supervision of all projects will be provided jointly by the course instructor and appropriate agency personnel. In addition, each project will be subject to review twice during the semester by an oversight committee composed of community and faculty representatives with relevant expertise. Completion of the course will be signified by formal presentation of project results to the contracting organization's staff, board of directors, or other appropriate administrative units, and members of the oversight committee, together with submission of an academic analysis of the implementation process to the course instructor.

Credit is variable to allow students to arrange for combined interdepartmental and departmental sponsorship and supervision.

Information on projects is available during course enrollment in the Field Study Office, 170 Martha Van Rensselaer Hall. Students may assist in the planning and project identification process by making their interests known to the office a full semester before intended enrollment in the course.

408 The Ecology of Urban Organizations: New York City Fall or spring. 15 credits. Limited to 20 students. Prerequisite: ID 200 and permission of director of the field study program. Intended for juniors and seniors. Deadline for receipt of applications in the Field Study Office: October 30, 1980, for spring 1981; March 20, 1981, for fall 1981. M. Holzer.

A full-semester, off-campus field course in the New York City metropolitan area designed to give an in-depth understanding of how contemporary organizations operate and what forces influence the delivery of goods and human services. The course combines intensive participation in an organization that represents at least one of three perspectives (providers of goods and human services, policy makers and regulators, or community action and consumer groups) with a weekly seminar-workshop that provides the skills, concepts, and theories necessary for understanding and analyzing these organizations and the critical issues they face.

Interdepartmental Major

See the Interdepartmental Major in Social Planning and Public Policy under the Departments of Consumer Economics and Housing and of Human Service Studies.

Division of Student Services

W. H. Gauger, Assistant Dean for Student Services; B. Bricker, Director of Admissions; C. Reed, Director of Special Educational Projects; L. Wiley, Director of Placement; N. Yaghlian, Director of Counseling; A. Carlson, P. Holmes, E. A. Martire, B. Morse, M. Thomas. Special studies sponsored by faculty in the division involve such topics as counseling theory and practice in relation to various student populations, the career development process in fields related to human ecology, and the delivery of student services.

400–401–402 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Staff. For independent study by an individual student in advanced work not otherwise provided in departments or for study on an experimental basis, with a group of students, in advanced work not otherwise provided in departments. Students prepare a multicopy description of the study they wish to undertake on forms available from the Counseling Office. This form must be signed by the student services faculty member directing the study, the office director, and the assistant dean: for student services and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the assistant dean is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

400 Directed Readings For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

600 Special Problems for Graduate Students Fall or spring. Credit to be arranged. S-U grades optional. Limited to graduate students recommended by their chairperson and approved by the assistant dean for student services and the member of the staff in charge of the problem for independent, advanced work.

Hours to be arranged. Staff.

Consumer Economics and Housing

E. S. Maynes, chairman; C. B. Meeks, graduate faculty representative; H. B. Biesdorf, W. K. Bryant, P. Chi, S. Clemhout, A. J. Davey, M. S. Galenson, W. H. Gauger, J. Gerner, A. J. Hahn, B. Hall, R. K. Z. Heck, M. Johnson, M. Lea, C. Meeks, J. Robinson, N. C. Saltford, J. Swanson, E. Wiegand

100 Introduction to Consumer Economics Fall or spring. 3 credits. Enrollment limited to 120. S-U grades optional. Students who have taken 101 or another introductory macroeconomics course should not register.

Fall: M W F 1:25; M. Galenson. Spring: M W F 11:15; J. Robinson.

An introductory course designed to provide a basic understanding of macroeconomics, with particular attention to those areas affecting families. The course will cover national income accounting, income distribution, prices, and monetary and fiscal policy. This will serve as a basis for the study of income redistribution programs and other areas of government action.

147 Housing and Society Fall or spring. 3 credits. Enrollment limited to 4 sections of 25 students each. S-U grades optional.

Lecs, T R 11:15; secs, T 1:25 or 3:35, W 1:25, or R 9:05. P. Chi.

A survey of contemporary American housing issues as related to the individual, the family, and the community. The course focuses on the current problems of the individual housing consumer, the resulting implications for housing the American population, and governmental actions to alleviate housing problems.

148 Sociological Perspectives on Housing

Spring. 3 credits. Enrollment limited to 5 sections of 12 students each. S-U grades optional. No prerequisites.

Lecs, T R 10:10; secs, M 2:30, T 10:10 or 11:15, W 9:05 or 10:10, or R 10:10. Staff.

A theoretical and empirical analysis of housing patterns in the United States from a sociological perspective. Topics include migration patterns, residential mobility, suburbanization, and the structure and function of neighborhoods. Emphasis is on explaining the widespread patterns of segregation in the United States by race, ethnicity, and social class.

233 Marketing and the Consumer Spring. 3 credits. Prerequisite: microeconomics. S-U grades optional.

M W F 8. N. C. Saltford.

A study of marketing functions, institutions, policies, and practices with emphasis on how they create consumer satisfaction. A marketing project with a nearby consumer products firm and a field trip to New York City to study selected marketing operations are arranged when feasible.

248 Housing and Local Government Fall.

3 credits. Prerequisite: Economics 102. S-U grades optional.

T R 10:10–11:25. M. Lea.

Analysis of state and local government tax, expenditure, and regulatory activities that affect the housing market. Detailed consideration will be given to property taxation, provision of local public goods, zoning, housing and building codes, and other governmental policies that deal with housing and neighborhood environment.

300 Special Studies for Undergraduates Fall or spring. Credit arranged.

Hours to be arranged. Staff.

Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a

multicopy description of the study they wish to undertake on forms available from the Counseling Office. The form, signed by both the instructor directing the study and the head of the department, is filed at course registration or during the change-of-registration period.

312 Household Decision Making Fall or spring. 3 credits. Enrollment limited to 28 students; preference given to human ecology juniors, seniors and transfer students. Not open to freshmen. S-U grades optional.

Fall: M W F 11:15. Spring: M W F 1:25. A. Davey. A systems approach identifies and analyzes components of household management and decision making. The contribution of household management to quality of family living is emphasized. The Personalized System of Instruction (PSI) format permits self-pacing. Field trips are included.

325 Economic Organization of the Household Spring. 3 credits. Prerequisite: Economics 102 or equivalent. S-U grades optional.

M W F 9:05. J. Gerner.

Theories and empirical evidence on how households spend their resources are used to investigate how households alter the amounts and proportions of time and money spent in various activities, their size, and their form in response to changing economic forces.

330 Personal Financial Management Fall or spring. 3 credits. Enrollment limited to 200.

Preference given to human ecology students; not open to freshmen. S-U grades optional.

Fall: M W F 1:25; J. Robinson. Spring: M W F 9:05; R. Heck.

The study of personal financial management at various income levels and during different stages of the family life cycle. Topics covered will include the use of budgets and record keeping in achieving family economic goals; the role of credit and the need for financial counseling; economic risks and available protection; and alternative forms of saving and investment.

332 Consumer Decision Making Spring.

3 credits. Prerequisite: Economics 101–102 or permission of instructor.

T R 10:10. E. S. Maynes.

This course is designed to help students make more effective choices as consumers through an understanding of the economy and the use of relevant economic and statistical principles. The course is normative, stressing how consumers should act in order to achieve their goals.

[341 Fundamentals of Housing Economics Fall. 3 credits. Prerequisite: Economics 101–102 or equivalent. S-U grades optional. Offered alternate years. Not offered 1980–81; next offered 1981–82.

M W F 1:25. J. Gerner.

To give a basic understanding of the structure and operation of the housing market, the economic determinants of housing supply and demand are related to (1) levels of housing consumption and housing standards, (2) the composition of the housing inventory, and (3) levels of and fluctuations in housing production.]

[355 Wealth and Income Fall. 3 credits. Open to sophomores, juniors, and seniors. Graduate students may elect to audit and write a research paper for one to two credits under CEH 600. Prerequisites: Economics 101–102 or equivalent. S-U grades optional. Not offered 1980–81.

M W F 9:05. K. Bryant.

Examination of contemporary economic problems that affect the welfare of families in the United States. Examples are affluence and poverty; monetary and fiscal policies as these affect families; and efficacy of the delivery of public services in the areas of health, education, and subsidized housing. Where relevant, the historical origin of these problems will be studied.]

400–401–402 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Staff.

For advanced, independent study by an individual student or for study on an experimental basis with a group of students in a field of CEH not otherwise provided through course work in the department or elsewhere at the University. Students prepare a multicopy description of the study they wish to undertake on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the department chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study:

400 Directed Reading For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection and analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

411 Time as a Human Resource Fall. 3 credits. Prerequisites: one course in sociology; one course in microeconomics recommended. S-U grades optional.

T R 10:10–11:25. R. Heck.

Seminar based on historical and contemporary readings. Examines and explores time management concepts and applications. Investigates changes in time use of family members in relation to social change. Explores meanings of market work, household work, and leisure in the context of family choices at different stages of the life cycle. Investigates current research concerning time allocations made by family members to household and market work. Examines use of time as a measure of household activities and production.

413 Family Management: An Ecological Approach Spring. 3 credits. Enrollment limited to 20 students. Students may elect a field experience to fulfill part of the course requirements. Suggested for students preparing to work with families in social work, geriatrics, secondary and adult education, and financial counseling. Offered 1980–81 and alternate years.

T R 12:20–2. A. Davey.

An ecological approach is used to examine the resource limitations of families and to study ways to correct imbalances and develop new resources. Special attention is given to the resource problems associated with different stages of the family life cycle and different forms of the family.

[425 Economics of Recreation and Leisure Spring. 3 credits. S-U grades optional. Prerequisite: microeconomics. Recommended: a course in sociology. Not offered 1980–81.

T R 8–9:15. W. Gauger.

The course focuses on leisure time use and views recreational activities as consumer goods that are subject to economic decisions on the allocation of time and money. Empirical observations and data will be examined for theoretical insights.]

430 The Economics of Consumer Policy Fall. 3 credits. Prerequisites: Economics 101–102, or permission of instructor.

M W F 2:30. E. S. Maynes.

Students are acquainted with the basic approaches to consumer policy and perform economic analyses of specific consumer policy issues. Consumer sovereignty, the consumer interest, and consumer representation are all dealt with, along with economic analyses of current and enduring consumer policy proposals and programs.

[441 Housing Finance] Spring. 3 credits. Prerequisites: Economics 101–102 and CEH 147. S-U grades optional. Not offered 1980–81.

T R 8–9:55. C. Meeks.

Examines the residential financing process, alternative instruments, and sources of credit. Both primary and secondary mortgage markets are discussed as well as the impact of legislation on these markets. Also examined are the implications of the financing process for consumers.]

443 Social Effects of the Housing Environment Fall. 3 credits. Prerequisite: CEH 147 or CEH 148. S-U grades optional.

T R 2:30–3:45. Staff.

A seminar dealing with the interplay of housing and human behavior. Physical and social deterministic viewpoints are considered. Discussion of substantive issues including the effect of housing on crime rates, health, racial attitudes, and satisfaction. Research skills are developed to analyze and evaluate critically the literature in the field.

449 Housing Policy and Housing Programs

Spring. 3 credits. Prerequisites: Economics 101 or equivalent and CEH 147. S-U grades optional.

T R 10:10–11:25. S. Clemhout.

Critical examination of the development and current state of federal and selected state housing policies. Beginning with the rationales for government housing policy, the course will examine the purpose of various housing programs, assess their operation and potential for continued effective functioning. Topics include public housing, cash-based housing programs, urban renewal, and the operation of the secondary mortgage market. The applications and effects of state and federal housing policies in New York City will be addressed.

465 Consumer and the Law Fall. 3 credits. Prerequisite: CEH 100 or equivalent. S-U grades optional.

T R 10:10–11:25. M. Galenson.

The operations of federal agencies and the courts in various consumer areas, including compensation for injury from defective products, deceptive advertising, the Fairness Doctrine in television and radio broadcasting, the regulation of food and pharmaceutical drugs, class actions, fraud, and a proposed consumer protection agency.

472 Community Decision Making Fall. 3 credits. Prerequisite: Govt 111 or equivalent. S-U grades optional.

T R 8–9:55. A. Hahn.

Identification and discussion of factors that influence the outcomes of community issues. Topics include political participation, decision-making processes, the interests and resources of key decision makers, and community change. Concurrent participation in community activities is desirable but not required.

480 Welfare Economics Fall. 3 or 4 credits. Prerequisite: permission of instructor before preregistration. S-U grades optional.

M W F 9:05. S. Clemhout.

A study of the social desirability of alternative allocation of resources. Topics include Pareto Optimality, external effects on production and consumption with applications to problems of environmental quality, public expenditure decisions, measurement of welfare, and evaluation of relevant public policy issues.

[485 Public and Private Decision Making] Spring. 3 credits. Prerequisite: an intermediate microeconomic theory course or equivalent. Offered 1981–82 and alternate years. Not offered 1980–81.

T R 2:30–3:45. M. Lea.

This course will focus on the demand for and provision of public goods and the evaluation of government programs providing such goods. Individual demand for public goods as expressed through voting and other ways that reveal preferences will be examined, as will the behavior of bureaucracies and other institutions providing public goods. Cost-benefit analysis as a tool of evaluation will be discussed and programs in both the consumer and housing areas will be evaluated as case studies.]

600 Special Problems for Graduate Students Fall or spring. S-U grades optional.

Hours to be arranged. Staff.

Independent advanced work by graduate students recommended by their chairperson and approved by the head of the department and the instructor.

[619 Seminar in Family Decision Making] Fall.

3 credits. Prerequisites: graduate standing and some background in home or family management. S-U grades optional. Not offered 1980–81.

T R 12:20–2. A. Davey.

An in-depth study of family decision making based on the several approaches found in the literature of home or family management.]

[621 Explorations in Consumer Economics]

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional. Not offered 1980–81.

Hours to be arranged. Staff.

With the guidance of the instructor, students will select and investigate independently a substantive current consumer issue. Topic selected must be one that can be studied within both an economic and an institutional framework. Students will present status reports of their investigation to the group regularly for criticism and feedback. A term paper is required.]

626 Economics of Household Behavior I Spring. 3 credits. Prerequisite: Economics 311 or concurrent enrollment in Economics 311. S-U grades optional.

M W F 10:10. K. Bryant and J. Gerner.

Introduction at graduate level to theory and empirical research on household demand, consumption, saving, and market work, with implications for current policy issues. Provides introduction to more advanced treatment of market work, household production, and economics of the family presented in CEH 627.

627 Economics of Household Behavior II Fall. 3 credits. S-U grades optional. Prerequisites: Econ 311 and CEH 626.

M W F 10:10. K. Bryant and J. Gerner.

Further examination of theoretical and empirical literature concerning market work, household production, and family formation, as well as policies in these areas. Based on introduction provided in CEH 626.

630 Family Financial Management Spring.

3 credits. Prerequisites: introductory statistics course and CEH 330 or equivalent. S-U grades optional.

W 2–4:25. R. Heck.

The study of management theory applied to the financial dimension of the household. Resource use will be examined, emphasizing financial resources such as income, expenditures, savings, credit, and investments. A critical examination of current theories in the area of management and a survey of literature in the field will be included.

640 Fundamentals of Housing Fall. 3 credits.

Prerequisite: graduate standing or permission of instructor. S-U grades optional.

W 2:30–4:25. P. Chi.

An introductory survey of housing as a field of graduate study. Consideration of the spatial context and institutional setting of housing; the structure and performance of the housing market; housing finance;

the house-building industry; the nature and impact of government housing programs; the social and economic effects of housing regulations.

[642 Advanced Housing Market Analysis] Fall. 3 credits. Prerequisite: Economics 311 or equivalent. S-U grades optional. Offered 1981–82 and alternate years. Not offered 1980–81.

R 2:30–5. M. Lea.

The interaction of supply and demand in the housing market studied from a spatial perspective through location theory and the development of metropolitan areas, and from a time perspective involving new construction and residential filtering. Topics to be studied include both theoretical and empirical location models, empirical housing demand and supply studies, optimum city size, property value and rent determination models and housing discrimination studies.]

[648 Demographic Aspects of Housing] Spring. 3 credits. S-U grades optional. Prerequisite: graduate standing or consent of instructor. Not offered 1980–81; next offered 1981–82.

R 2:30–4:25. P. Chi.

The dynamic relationship between population and the housing market. The size and composition of the population, components of population growth, population distribution, and residential location will be analyzed in light of the amount and quality of the housing stock. The course will use techniques and models for population and housing projections at both national and subnational levels. A set of computer programs will help students actually use various techniques to project population structure and housing demand.]

[665 Seminar on Consumer Law Problems]

Spring. 3 credits. Open to CEH graduate students and to others with permission of instructor. Enrollment limited to 20 students. S-U grades optional. Not offered 1980–81.

T 10:10–12:05. Staff.

A study of areas of current interest to consumers involving the law as developed by regulatory commissions and the courts, with emphasis on the institutional and economic background. The aim is to encourage critical examination of policy issues and their social and economic effects on families.]

680 Applied Welfare Economics—Policy Issues

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional.

M W F 9:05. S. Clemhout.

Topics vary from year to year. The objective of the course is to evaluate the economic impact of various policies in conjunction with the efficiency of existing institutions. Policy issues covered include education (effects of automation and so forth), health, and environmental problems (urban development or transportation, for example). Attention is given to the interrelationship of policy and planning within the larger economic and sociopolitical framework.

697 Seminar Fall or spring. Noncredit course.

M 4–5. Staff.

Planned to orient students to graduate work in the field, to keep students and faculty abreast of new developments and research findings, to acquaint them with topics in related areas, and to examine and discuss problems of the field.

[726 Consumption and Demand Analysis] Spring. 3 credits. Prerequisite: intermediate economics theory or permission of instructor. S-U grades optional. Offered 1981–82 and alternate years. Not offered 1980–81.

M W 1:25–3:20. K. Bryant.

Major developments in the theory of household behavior with applications to consumption, saving, physical asset, debt, and liquid asset positions of households; demand and expenditure analyses, economics of consumer information; market work and housework activities of households; economics of household size and form.]

[727 Human Capital] Fall. 3 credits. Prerequisite: intermediate economic theory or permission of instructor. Recommended but not required: CEA 411. S-U grades optional. Offered 1982-83 and alternate years. Not offered 1980-81.

Hours to be arranged. J. Gerner.

This course examines the public sector policies that influence family time allocation decisions. Particular attention will be given to the time allocated by female family members to nonhousehold activities and how these activities are influenced by outside economic forces and by internal family characteristics.]

[740 Seminar in Current Housing Issues] Spring. 1-3 credits. Prerequisite: permission of instructor. S-U grades optional. Not offered 1980-81.

F 9:05-11. Staff.

Focuses on a selected group of national issues related to housing. The issues evaluated vary from year to year, based on current importance and student interest. When possible, this course presents present or recent research, with emphases on both content and methodology.]

743 Readings in Housing Spring. 2 credits. Prerequisite: permission of instructor. S-U grades optional.

Hours for discussion of readings to be arranged. Staff.

758 Seminar for Doctoral Candidates Fall. 2 credits. S-U grades optional.

Staff.

Review of critical issues and thought in consumer economics and public policy questions.

899 Master's Thesis and Research Fall or spring. Prerequisite: permission of the chairperson of graduate committee and the instructor. S-U grades optional.

Graduate faculty.

999 Doctoral Thesis and Research Fall or spring. Prerequisite: permission of the chairperson of graduate committee and the instructor. S-U grades optional.

Graduate staff.

Design and Environmental Analysis

W. R. Sims, Jr., chairman; N. C. Saltford, graduate faculty representative; G. Atkin, R. Barker, F. D. Becker, M. Boyd, A. Bushnell, C. N. Cawley, C. C. Chu, P. Eshelman, C. E. Garner, A. T. Lemley, B. A. Lewis, W. J. McLean, S. H. Mensch, G. C. Millican, S. K. Obendorf, E. R. Ostrander, M. Purchase, A. Racine, R. Rector, G. Sloan, C. Straight, S. S. Watkins, P. Weiss, M. V. White, C. Williams, C. Yackel

101 Design I: Fundamentals A Fall or spring. 3 credits. Each section limited to 23 students. Approximate cost of materials, \$50.

M W 1:25-4:25, or T R 10:10-1:10 or 1:25-4:25.

M. Boyd, C. Straight, C. Williams.

A studio course introducing the fundamental vocabulary and principles of design. Students experiment with the development of form through problem-solving approaches.

102 Design I: Fundamentals B Spring. 3 credits. Each section limited to 23 students. Prerequisite: DEA 101. Approximate cost of materials, \$35.

M W 1:25-4:25, or T R 8-11. M. Boyd.

A. Bushnell, C. Straight.

A study of visual organization including problems of color and visual perception. Emphasizes the development of visual sensitivity, imagination, and problem structuring, utilizing simple materials to produce abstract solutions.

111 Theory of Design Spring. 3 credits. Enrollment limited to 120 students; DEA majors given priority.

M W F 11:15. C. Williams.

Introduction to the field of design for the student in any academic area. The course reviews the spectrum of design activities, examining various movements in the visual arts and differences among designers in philosophical premises, social and functional roles, and cultural positions. Also examined are requirements in the man-made environment as affected by the interaction of people, design, and materials. Lectures and visual material are presented by DEA faculty and visiting design professionals.

115 Drawing Fall or spring. 3 credits. Each section limited to 25 students. Minimum cost of materials, \$15.

M W 1:25-4:25 or 7:30-10:30 p.m., or T R

1:25-4:25. P. Eshelman, C. Garner, S. Mensch, C. Millican, P. Weiss.

A studio drawing course. Short demonstrations or lectures on the idea and techniques of drawing are presented every week. The student is introduced to the functions of line, shape, and value as they apply to design. Drawing from the figure and from inanimate objects; perspective; and conceptual drawing are emphasized.

117 Drawing the Clothed Figure Spring. 3 credits. Enrollment limited to 25 students. Prerequisites: DEA 115 or equivalent. Priority given to DEA Option IB and II majors. S-U grades optional. Approximate cost of textbook and supplies, \$25-50.

M W 8-11. C. Garner.

Intended to improve students ability to illustrate two-dimensionally the interaction of draped fabric and the human form and to develop awareness of clothing as a design medium. Emphasis is on development of techniques and skills in selected media necessary for professional communication of design ideas.

135 Textiles I Fall. 3 credits. Prerequisite or corequisite: Chemistry 103 or 207. Each lab limited to 20 students. Maximum cost of supplies and textbook, \$30.

Lecs, M W 10:10; lab, T or W 2:30-4:25. R. Barker.

An introduction to the basic properties of textile materials, with consideration of their technology, consumer uses, and economic importance. Behavior of textile materials is observed in a variety of environmental conditions that influence aesthetics, comfort, and performance. This course is designed to provide a basis for further study in textiles, but it also contains sufficiently broad coverage of the subject to be used as an elective course.

145 Apparel Design I Fall or spring. 4 credits.

Each lab section in the fall limited to 25 students; spring lec and lab sections limited to 40 students. Prerequisite: basic sewing skills. Those with formal course work in pattern design may take an exemption exam by contacting instructor the first day of registration. Approximate cost of supplies, \$30 plus fabric for final project.

Fall: lec, T R 1:25; labs, M W 2:30-4:25 or T R 2:30-4:25. Spring: lec and labs, M W 7:30-10:30 p.m. A. Racine.

Intensive study of principles and processes of flat pattern design and fitting techniques with emphasis on development of creative expression.

Sewing skills are not taught. For those with limited skills, an autotutorial laboratory must be scheduled concurrently or prior to enrollment. Contact the instructor. Materials for autotutorial laboratories. \$10.

150 Environmental Analysis: Human and Social Factors Fall. 3 credits. Required for DEA majors, who must complete the course in the freshman or sophomore year.

M W F 12:20. F. Becker, G. Sloan.

Introduction to study of relations between physical environment and behavior of individuals and groups.

Perception of space and effects of spatial arrangements on interactions between persons. Significance of human capabilities and limitations as factors in designing person-environment systems. Guidelines for analyzing environmental conditions.

201-202 Design II 201, fall; 202, spring. 6 credits per term. Prerequisites: DEA 101; DEA 115 prerequisite or corequisite with 201; DEA 102 prerequisite or corequisite with 202; or permission of instructor; recommended: DEA 111, 150. Each section limited to 15 students. Minimum cost of materials, \$60 per semester, shop fee, \$10. Additional spring fees: darkroom fee, \$10; optional field trip, approximately \$60.

M W 8-11 and T R 1:25-4:25, or M W 1:25-4:25 and T R 8-11. A. Bushnell, P. Eshelman, P. Weiss.

A studio course emphasizing the conceptualization of form as a function of the theory and handling of materials. Included are basic drafting, model building, and presentation drawing. The course is structured around a series of design problems, three to five weeks in length, using wood, plastic, metal, glass, ceramics, concrete, and textiles. Where possible, problems include the handling of the actual materials.

230 Science for Consumers Fall. 3 credits. Each lab limited to 20 students. Not open to students who have taken DEA 434. Prerequisite: high school or college chemistry or physics. S-U grades optional.

Lecs, T R 9:05; lab, W 12:20-2:15 or 2:30-4:25.

M. Purchase.

Principles of science related to consumer problems, such as energy conservation in the home, electricity in dwellings, heat transfer, control of temperature, humidity, sound, and odors in dwellings, mechanics of equipment, chemistry of cleaning agents, and chemical characteristics of surfaces to be cleaned. Particularly valuable for environmental designers and analysts and students planning to work with consumers as teachers, extension workers, home service personnel, or consultants.

232 Science, Technology, and Human Needs

Spring. 3 credits. Prerequisite: high school chemistry or physics. S-U grades optional.

M W F 10:10. A. T. Lemley.

An examination of some underlying scientific principles of today's complex technology, designed to enable students to identify, understand, and better evaluate current problems that have a basis in the physical sciences and are of concern to society. Some areas to be covered: air and water quality, computers, body chemistry, medicine and drugs, cosmetics, communications, energy, and synthetic materials. Course relates principles of the natural sciences to specific applications that affect people and their environment.

235 Textiles II Spring. 3 credits. Each lab limited to 16 students. Prerequisites: DEA 135 and 2 semesters of chemistry.

Lec, T 9:05; labs, T R 10:10-12:05 or M W 1:25-3:20. S. K. Obendorf.

A study of critical performance characteristics of textiles and the relation of these characteristics to use of textile articles. Emphasis is on comfort, durability, and special performance characteristics. Also included is study of the purposes, scope, and limitations of laboratory textile testing and the relations between laboratory testing and end-use performance.

240 Clothing Through the Life Cycle Spring. 3 credits. Not open to students who have taken DEA 445.

T R 10:10-11:30. S. Watkins.

An introduction to clothing as it affects the physical and psychological well-being of the individual. Emphasis is on the functional aspects of clothing for individuals from infancy through old age and for

groups such as the handicapped or those in special occupations. Students explore the resources available to the designer for solving clothing problems.

245 Dress: A Reflection of American Women's Roles Fall. 3 credits. Enrollment limited to 40 students. S-U grades optional. Because the class meets only once a week, attendance at each session, especially the first, is extremely important.

M 7:30–10:30 p.m. A. Racine.

A historical survey of changing patterns of American women's dress from the colonial period to present day, as well as the sociocultural forces that affected women's development within the social class structure. The Cornell Costume Collection and illustrated lectures are used to develop an awareness of historic costume, while assigned readings will focus on expected roles. Students will investigate topics dealing with the impact of dress on cultural assimilation of immigrant women in America.

250 Environmental Psychology: Perspectives and Methods Fall. 3 credits. Prerequisite: DEA 150 or permission of instructor. Graduate students should enroll in DEA 660 concurrently with 250.

T R 10:10–11:30. F. Becker.

Issues central to the study of person-environment relationships and the uses of evaluation research in the design process.

251 Historic Design I: Furniture and Interior Design Fall. 3 credits. Prerequisites: DEA 101 and 111. Recommended sequence: DEA 251, 252, and 353.

M W F 11:15. G. C. Millican.

A study of the patterns of historical development and change in furniture and interiors from man's earliest expressions through the eighteenth century as they reflect the changing cultural framework of Western civilization, excluding America.

252 Historic Design II: Furniture and Interior Design Spring. 3 credits. Prerequisite: DEA 101. Corequisite: DEA 111. Recommended sequence: DEA 251, 252, and 353.

M W F 8. G. C. Millican.

A study of the patterns of historical development and change as revealed through American furniture and interiors, 1650–1885. Design forms are considered individually, collectively, and in their historical context as they express the efforts, values, and ideals of American civilization.

261 Fundamentals of Interior Design Fall.

3 credits. Enrollment limited to 20 students. Prerequisite: DEA 101. Minimum cost of materials, \$30.

T R 1:25–4:25. G. C. Millican.

A studio course that emphasizes the fundamental principles of design applied to the planning of residential interiors and coordinated with family and individual needs. Studio problems explore choices of materials, space planning, selection and arrangement of furniture, lighting, and color. Illustrated lectures, readings, and introductory drafting and rendering techniques are presented.

264 Apparel Design II Fall. 3 credits.

Prerequisites: DEA 145 and completion of or concurrent registration in DEA 101 and 135. Recommended: DEA 115 and 240. Apparel design majors should take DEA 264 and DEA 367 in the same academic year. Minimum cost of materials, \$40.

T R 1:25–4:25. C. Yackel.

A studio course interrelating two techniques for designing apparel: draping and advanced flat pattern. Problems require the student to make judgments regarding the design process, nature of the materials, body structure, and function.

300 Special Studies for Undergraduates Fall or spring. Credit to be arranged.

Hours to be arranged. Department faculty. Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they wish to undertake on forms available from the Counseling Office. The form, signed by both the instructor directing the study, and the head of the department, is filed at course registration or during the change-of-registration period.

301–302 Design III 301, fall; 302, spring. 6 credits per term. Prerequisites: DEA 201–202. DEA 302 and DEA 499 may not be taken concurrently. Minimum cost of materials, \$60 per semester.

M T W R 1:25–4:25. S. Mensch.

A studio course emphasizing the conceptualization of form as a function of human and social factors. Environmental analysis concepts and techniques are studied to provide design students with enough understanding to begin a behaviorally based design project. Several short-term problems are explored in the fall semester. More complex problems are undertaken in the spring semester.

330 Household Equipment Principles Spring. 3 credits. Prerequisites: NS 146 or DEA 135 or DEA 230. S-U grades optional.

M W 2:30–4:25. M. Purchase.

Principles of operation of appliances for food preparation and preservation, cleaning, laundering, temperature and humidity control, and lighting. Use of energy by appliances. Evaluation of features in relation to their functions and cost. Selection, use, and care of household equipment. Individual study related to the student's background and interests.

335 Textiles III: Structure and Properties Spring. 4 credits. Prerequisites: DEA 235; Physics 101, 112, or 207; and Chemistry 253 and 251, or 357–358 and 251.

Lecs, M W F 12:20; plus 3-hour lab to be arranged. C. C. Chu.

An in-depth study of the structures of textile materials and their component parts, from polymer molecules through fibers and yarns to fabrics, and the techniques of controlling structure to achieve desirable end-use properties. Emphasis is on properties important to the consumer, including easy care, elasticity, durability, comfort, and aesthetics. Laboratory experimentation illustrates the important interrelationships among structures and properties of polymers, fibers, yarns, and fabrics.

338 Textiles for Interiors and Exteriors Spring. 3 credits. Prerequisites: DEA 235 or permission of instructor. S-U grades optional.

M W 7:30–9:30 p.m. V. White.

Through lectures, seminars, and laboratory experiences, students examine interior and exterior environments and their interaction with textiles. Physical and chemical properties of fiber, yarn, and fabric are studied relative to product requirements such as product reliability, safety, performance, and aesthetics. Communication at consumer, government, and industry interfaces is considered.

[342 Design: Weaving Fall or spring. 3 credits.

Limited to 12 students. Prerequisite: DEA 101. Recommended: DEA 102, 115, 135. Minimum cost of materials, \$65. Not offered 1980–81.

A studio course encompassing the basics of weaving and the functioning of a loom. Using a variety of fibers, yarns, and other materials, students are introduced to design possibilities on the loom. Relationships between color, design technique, and function are explored by weaving a number of experimental samples and several more complicated woven projects.]

343 Design: Introductory Textile Printing Fall. 3 credits. Each section limited to 15 students. Prerequisites: DEA 101 and at least one other studio design course. Minimum cost of materials, \$50.

M W 1:25–4:25 or T R 10:10–1:10. C. Straight. A studio course exploring the print as a design form. Silk-screen printing is the basic process used, but opportunities are provided for using other processes.

349 Graphic Design Fall or spring. 3 credits.

Enrollment limited to 18 students. Prerequisite: DEA 201 or permission of instructor. Priority given to DEA majors. Approximate cost of materials, \$25.

M W 7:30–10:30 p.m. M. Boyd.

The fundamentals of lettering, typography, layout, and presentation techniques. Printing processes and the use of photography and illustration also are covered. Consideration is given to graphics in product and interior design, packaging, exhibit design, and informational systems.

350 Environmental Analysis: Human Factors

Spring. 3 credits. Recommended: DEA 150.

M W F 12:20. G. Sloan.

Implications of human characteristics and limitations on the design and modification of the built environment. An introduction to engineering anthropometry, work physiology, biomechanics, lighting, acoustics, and methods of noise control. Application of human factor concepts and data to the design of settings, products, and tasks.

351 Selected Topics in History of Costume

Spring. 3 credits. S-U grades optional.

Recommended: courses in history of art or cultural history.

M W 10:10–12:05. C. Yackel.

A study of the relationship between costume and culture in selected periods of history from ancient times to the present. History is used as a resource for solving contemporary apparel needs. Lectures and class discussion are illustrated with items from the Cornell Costume Collection.

353 Historic Design III: Contemporary Design

Spring. 3 credits. Prerequisite: DEA 101; corequisite: DEA 111. Recommended sequence: DEA 251, 252, and 353.

M W F 10:10. G. C. Millican.

A historical study of the emergence and development of contemporary design, 1885 to present. Examines the social, economic, technical, and stylistic forces that shape the design forms of the present and includes a critical analysis of selected works of furniture, fabrics, and interiors.

361 Residential Design Spring. 3 credits.

Prerequisite: DEA 201 or 261, or permission of instructor. Recommended: DEA 135 and 350. Approximate cost of materials, \$30.

T R 8–11. G. C. Millican.

An introduction to residential architectural design. While designing a solution for specific occupant needs, students consider site, orientation, climate, and materials. Drafting room work consists of plans, elevations, perspectives, and presentation of solutions. Lectures, discussions, and required readings.

367 Apparel Design III Spring. 4 credits.

Prerequisites: DEA 111, 115, 150, 240, and 264. Corequisites: DEA 235 and 117. Apparel design majors should take DEA 264 and DEA 367 in the same academic year. Minimum cost of materials, \$50.

T R 1:25–4:25. C. Yackel.

A studio course covering color theory, form study, accessory work, and the use of nontraditional materials for body coverings. Development of the design process as it relates to problem solving will be stressed. Problems focus on the aesthetic and functional nature of dress. The Cornell Costume Collection is used for illustration and inspiration.

400-401-402 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Department faculty. For advanced, independent study by an individual student or for study on an experimental basis with a group of students in a field of DEA not otherwise provided through course work in the department or elsewhere at the University. Students prepare a multicopy description of the study they wish to undertake on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the department chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study:

400 Directed Readings For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection and analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

430 The Textile and Apparel Industries Fall. 3 credits. Prerequisites: CEH 233, DEA 235, or permission of instructor.

M W 12:20-2:15. N. Saltford. A critical review of the textile and apparel industries including structure and marketing practices, and government policies that affect industry decisions and operations in such areas as energy, the environment, safety, international trade, and employee benefits and opportunities. The role of trade unions also is explored. A one-day field trip is arranged when feasible.

431 The Textile and Apparel Industries — Field Experience Second week of January intersession. 1 credit. Prerequisite or corequisite: DEA 430. S-U grades only. Offered alternate years. Students are responsible for trip expenses, approximately \$175.

N. Saltford. A one-week field experience in the textile regions of the South. Students have the opportunity to see various textile processes including fiber production, knitting, weaving, dyeing and finishing, and designing. In addition, seminars with executives of each participating firm relate theory to current practice.

434 Care of Textiles Fall. 2 credits. Prerequisite: DEA 235. Not open to students who have taken DEA 230. Offered alternate years.

W 9:05 and F 9:05-11:00. M. Purchase. The interaction of textiles with soils and stains, cleaning agents, and laundry equipment. Topics include characteristics of soils, mechanisms for bonding soils to substrates, textile properties and changes related to care processes, functional finishes, wet- and dry-cleaning processes, the supplies and techniques used in cleaning, and instructions for care.

436 Textiles IV: Textile Chemistry Fall. 4 credits. Prerequisites: DEA 235; Chemistry 253 and 251 or Chemistry 357-358 and 251.

Lecs, T R 10:10; labs, T R 11:15-1:10. B. A. Lewis. An introduction to the chemistry of the major classes of natural and man-made fibers, including their structure, properties, and reactions. Labs include the

qualitative identification of textile fibers and consideration of chemical damage to fabrics, finishes, and dyes.

438 Apparel Textiles Fall. 3 credits. S-U grades optional. Prerequisites: DEA 235, 264, or permission of instructor.

M W 2:30-4:25. V. White. A study of the interrelationships of aesthetics, fashion and function, and other trade-offs of concern to the consumer. Consideration of the use of standards, specifications, and other means of communication at consumer, government, industry interfaces. Individual or team projects. Seminars and lectures with required readings. Labs include evaluation of apparel.

439 Textile Materials for Biomedical Use Fall. 2 credits. S-U grades optional for non-DEA majors. Prerequisites: DEA 135, 235, or permission of instructor.

T 2:30-4:25. C. C. Chu. Focuses on chemical and physical properties of textiles and the performance of textile materials (including structures for general hospital use and internal or external body use) clinically and in the laboratory. Typical materials include sutures, surgical dressings, elastic stockings, surgical apparel, and prosthetic materials. The impact of governmental regulations also will be examined.

445 Apparel Design IV: Theory of Functional Clothing Fall. 3 credits. Prerequisite: DEA 367. It may be possible for students outside the major with sufficient background to waive the prerequisite with permission of the instructor.

M W 10:10-12:05. S. Watkins. Application of theories of physical science to problems in clothing design. Problems require the student to relate three aspects of apparel design: needs and functions of the human body, structural properties of materials, and apparel forms. Information gained from study and testing of textiles and garment forms is applied to the problems of movement, warmth, impact protection in active sports equipment, and other topics related to comfort and function of clothing.

455 Psychology of the Near Environment Spring. 3 credits. Prerequisites: DEA 150, Psychology 101, or either Psychology 128, HDFS 115, or an equivalent. Recommended: a statistics course.

M W F 10:10. E. Ostrander. An exploration of the interaction of human beings and the immediate nonsocial environment. Interaction is considered in terms of basic psychological processes, including perception, learning, and motivation. Applications of psychological principles are made to consumer products such as clothing and appliances and the settings in which we live, work, and play.

465 Apparel Design V: Product Development and Presentation Spring. 3 credits. Prerequisites: DEA 117 and 367 or permission of instructor. Recommended: DEA 102, 430, 445, Economics 102, CEH 233. Minimum cost of materials, \$50.

M W 1:25-4:25. A. Racine. Through studio problems students examine the influence of manufacturing technology and cost on the designer. Projects are developed to various stages, from sketch to finished prototype.

499 Design IV Fall or spring. 1-8 credits. (A 4-credit senior project is required for the DEA option Ia major. Credits may be taken in 1 or 2 semesters. Students may elect additional credits in DEA 499, up to a total of 8 credits.) Prerequisite: DEA 301-302. DEA 302 and DEA 499 may not be taken concurrently. Minimum cost of materials, \$60.

T R 8-11. A. Bushnell, P. Eshelman, C. Williams, and department faculty. A senior thesis (essentially a problem-solving experience): the problem area is selected by the student and approved by the department faculty.

Most projects will be within product design or interior design. However, other interests may be pursued if the department approves the proposal and if the student can find a DEA instructor who will be responsible for the program.

600 Special Problems for Graduate Students Fall or spring. Credit to be arranged. S-U grades optional.

Hours to be arranged. Department faculty. Independent, advanced work by graduate students recommended by their chairmen and approved by the head of the department and instructor.

608 Shelter Spring. 3 credits. Undergraduates and non-DEA graduate students must have permission of the instructor. S-U grades optional.

Hours to be arranged. C. Williams. A combination seminar and lecture course. Historical aspects of housing since World War I: structures and materials, energy constraints; construction and manufacture; cost; physical and psychological human needs; survey of housing patterns.

[621 Textile Fiber Evaluation by Modern Analytical Techniques] Spring. 3 credits. Prerequisites: DEA 335 or 436 or permission of instructor. S-U grades optional. Offered alternate years; Not offered 1980-81; next offered 1981-82.

M W F 11:15. S. K. Obendorf. Study of modern analytical methods, including electron spectroscopy, scanning and transmission electron microscopy, X-ray analysis, microprobes, X-ray diffraction, laser Raman spectroscopy, electron spin resonance. Evaluation of the application of these techniques in textile and polymer science. Labs on campus will be visited for demonstrations.]

630 Physical Science in the Home Fall. 2 or 3 credits (3 credits require laboratory attendance). Prerequisite: college chemistry. S-U grades optional. Consult instructor before registering. Lec, T R 9:05; lab, W 2:30-4:25. M. Purchase. Applied physical science for professionals working with consumers and home appliances. Energy conservation is considered, selected principles from physics are applied to household equipment, and the chemistry of cleaning supplies and cleaning processes is studied.

635 Special Topics in Textiles Spring. 3 credits. Prerequisite: DEA 235 or permission of instructor.

Hours to be arranged. S. K. Obendorf. An in-depth study of one or more selected topics such as comfort, formed fabrics, flammability. Relationships of fabric properties and end-use performance as well as test method development will be studied in the laboratory.

[636 Advanced Textile Chemistry] Spring. 4 credits. Prerequisite: DEA 436. Offered alternate years. Not offered 1980-81.

The chemistry and physicochemical properties of natural and synthetic rubbers, polyurethanes and other elastomeric materials, high-temperature polymers, and inorganic materials used as textile fibers and the relationship between their chemistry and functional properties as textile materials. Other topics will include polymerization processes, textile finishing processes, dyes and dyeing, and degradation of textile materials under environmental conditions.]

637 Textile Seminar Fall or spring. 1 credit. S-U grades only. Required every semester of all graduate students in textiles.

T 4:30-5:45. V. White. Topics of major concern to the field and discussion of research in progress by faculty, students, and invited guest speakers.

639 Mechanics of Fibrous Structures Fall. 3 credits. Prerequisites: DEA 235 or equivalent or permission of instructor. Corequisite: DEA 335. Hours to be arranged. R. Barker.

A study of the pioneering research in the mechanics of textile structures: creep phenomena and the dynamic properties of fibers and yarns, idealized yarn and fabric models and their relationship to research data, special topics in the deformation of yarns and fabrics in tensile, shear, and compression stress, fabric bending and buckling, and the mechanical behavior of nonwoven textile materials.

650 Person-Environment Fit: Systems Analysis Spring. 3 credits. Recommended: DEA 350, DEA 455.

T R 9:05. G. Sloan.

An introduction to systems analysis, with an emphasis on the formulation of system requirements that follow from user characteristics and limitations. Application of human factor problem-solving techniques to the design and operation of both new and existing systems (settings, consumer products, and organized activities).

653 Nonverbal Communication: The Role of Objects and Space in Everyday Life Spring. 3 credits. Limited to 20 students. Prerequisites: introductory psychology or sociology and permission of instructor for undergraduates.

M W 7:30–9 p.m. F. Becker.

Starting from the premise that the psychologist's first task is to discover the problems hidden in the familiar, the course will focus on the ways people relate to and use objects and space as symbols affecting group and interpersonal processes in their everyday lives.

655 Social Psychology of the Near Environment Fall. 3 credits. Prerequisites: elementary psychology and DEA 250 or 350 or 455, or permission of instructor.

M W F 11:15. E. Ostrander.

The impact of the near environment on our behavior as social beings. Ways our environment facilitates or hinders effective functioning, individually or in groups, considered in terms of sociopsychological theory. Frameworks developed for analyzing our social behavior in varied settings. Methodological problems are considered.

659 Topics in Human Environments Fall or spring. 1 credit. S-U grades only. Expected every semester of graduate students majoring and minoring in environmental analysis — human-environment relations.

R 12:20. DEA faculty.

Seminar on current issues and content in the field of person-environment relations. Discussion by faculty, students, and invited guests.

660 Environmental Psychology: Perspectives and Methods Fall. 1 credit. Prerequisite: permission of instructor. Graduate students should register for DEA 250 concurrently with 660.

Hours to be arranged. F. Becker.

Focus is on the relationships between people and their environment and the uses of evaluative research in the design process.

899 Master's Thesis and Research Fall or spring. Credit to be arranged. Prerequisite: permission of the chairman of the graduate committee and the instructor. S-U grades optional.

Hours to be arranged. Department graduate faculty.

111 Observation Spring. 3 credits. Not open to first-semester freshmen.

M W F 11:15. Staff.

An overview of methods of observing people and the settings in which they behave in order to (a) develop observational skills, (b) increase understanding of behavior and its development, and (c) acquaint students with basic methodological concepts underlying the scientific study of behavioral development. Direct experience in applying observational methods in laboratory and real-life settings is emphasized. Discussion groups accompany the observation experience.

115 Human Development: Infancy and Childhood Fall. 3 credits. S-U grades optional.

M W F 11:15. Staff.

Provides a broad overview of theories, research methods, and the status of scientific knowledge about human development from infancy through childhood. Attention is focused on the interplay of psychological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual. Special emphasis is given to the social implications of existing knowledge.

116 Human Development: Adolescence and Youth Spring. 4 credits. S-U grades optional.

Lecs, M F 1:25; sec, W 1:25. M. Basseches and/or R. Savin-Williams.

Provides a broad overview of theories, issues, and research in the study of human development from early adolescence to early adulthood (youth). Attention is focused on the interplay of biological and cognitive factors, interpersonal relationships, social structure, and cultural values in shaping the individual's development. Familial, peer group, educational, and work contexts for development are discussed.

141 Introduction to Expressive Materials Spring. 3 credits. Limited to 18 freshmen and sophomores.

T R 2:30–4:25. W. L. Brittain.

Designed to explore the means and materials suitable for creative expression for children of different ages, as well as for adults. Students are expected to acquire competence in evaluating and utilizing various media and understanding the creative process. Experimentation in paint, clay, chalk, crayon, paper, wire, plaster, wood, and other materials.

150 The Family in Modern Society Fall. 3 credits.

M W F 1:25. Staff.

Contemporary family roles and functions are considered as they appear in United States history, as they change over the life cycle, and as they are influenced by the locales in which families live and the social forces that impinge on them.

212 Early Adolescence Fall. 3 credits.

Prerequisite: HDFS 116. Strongly recommended: a course in biology. S-U grades optional.

T R 12:20–2:15. R. Savin-Williams.

Examines the period of the life-cycle during which the biological changes of pubescence occur. The impact of these changes on individual behavior, interpersonal relations with peers and family, the relationship of the individual to society, and individual psychological development in general are explored.

[218 From Adolescence to Adulthood:

Developmental Issues Fall. 3 credits. Prerequisite: HDFS 116. S-U grades optional. Offered alternate years. Not offered 1980–81.

Explores effects on individual and society when many people well beyond puberty are not yet granted full adult social status or not assume typical adult roles and responsibilities (for example, students, transients, people experimenting with alternative life-styles). Considers both the unique developmental potentials and the stresses of youth associated with questioning of what it means and what it takes to become a full member of adult society. Intimacy,

vocational choice, life-style choice, religious and political commitment, moral judgment, intellectual functioning and orientation, self-concept, and authority and dependence relations will be treated as developmental and stressful issues of this period, with several of these examined in depth.]

242 Participation with Groups of Children in the Early Years Fall or spring. 4 credits. Prerequisites:

HDFS 111 and 115. Each section limited to 20 students. Course limit depends upon the availability of placements and of supervision. S-U grades optional.

Lecs, M W 12:20; two additional half-days of field study each week, either two mornings (9–12) or afternoons (1–4) — mornings are preferred. Staff.

A field-based course structured to integrate practicum, lectures, discussions, readings, and term projects to provide a better knowledge and understanding of children between the ages of two and six. Practicum settings include nursery schools, day-care centers, Head Start centers, and the Special Children's Center.

243 Participation with Groups of Children in the Middle Years Spring. 4 credits. Enrollment limit

depends on the availability of placements and supervision; maximum enrollment 15 students. Prerequisites: HDFS 111 and 115. S-U grades optional.

T 10:10–12:05; two additional half-days of field study, either 9 a.m.–noon (the preferred time) or noon–3 p.m. Staff.

A field-based course structured to integrate practicum, lectures, discussions, readings, and other assignments to provide better knowledge and an understanding of children between the ages of seven and twelve. Practicum settings will be in elementary schools.

253 The Family (also Sociology 243) Fall.

3 credits. Human ecology students must register for HDFS 253.

T R 10:10 and 1 hour to be arranged. B. C. Rosen. The structure and function of the family both in the West and cross-culturally. Specific areas examined include sex roles, socialization, mate selection, sex and sexual controls, internal familial processes, disorganization, and social change.

270 Processes of Adaptation and Atypical

Development Spring. 3 credits. Prerequisites: HDFS 115, Psychology 101, or Education 110.

M W F 9:05. Staff.

An introduction to atypical development through the study of environmental sources of stress on the growing person. Attention is given to the family, the neighborhood, the peer group, and the school in order to understand atypical adaptations and development.

300 Special Studies for Undergraduates Fall or spring. Credit to be arranged.

Hours to be arranged. Department faculty. Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they wish to undertake on forms available from the Counseling Office. The form, signed by both the instructor directing the study and the head of the department, is filed at course registration or during the change-of-registration period.

302 Family and Community Health Fall or spring. 3 credits. S-U grades optional.

T R 1:25; sec 1, T 2:30, or sec 2, R 2:30. M. Doris.

This introduction to health science focuses on research and knowledge related to personal, family, and community responsibility for healthful living, disease prevention, and the environmental problems that affect the quality of health throughout the life cycle. Substantive material includes physical, mental, and emotional functioning, chemical alteration of behavior, family health, personal health care, and

Human Development and Family Studies

P. Schoggen, chairman; G. Suci, graduate faculty representative; M. Basseches, H. T. M. Bayer, W. L. Brittain, U. Bronfenbrenner, M. Cochran, J. Condry, J. Doris, M. Doris, G. Elder, H. Feldman, J. Gebhardt, A. Halpern, S. Hamilton, J. Harding, C. Howard, B. Koslowski, L. C. Lee, B. Lust, P. Moen, M. Potts, H. N. Ricciuti, R. Savin-Williams, L. Semaj, E. Walker, P. Ziegler

health in society. Discussion sections deal with decision making and application of theory in health science.

[307 Collective Behavior and Social Movements (also Sociology 307)] Fall. 4 credits. Prerequisite: a course in sociology or another social science. Human ecology students must register for HDFS 307. Not offered 1980–81.

T R 2:30–4. G. Elder.
An inquiry into social behavior that breaks with institutionalized or conventional forms, such as acting crowds, riots, social movements, and revolution. Analysis of antecedent conditions, emergent forms, processes, and consequences. Historical and contemporary studies will be covered.]

[313 Problematic Behavior in Adolescence] Fall. 3 credits. Prerequisites: HDFS 116 and one other course on adolescence. Students interested in adding related field experience should register concurrently for HDFS 410. Offered alternate years. Not offered 1980–81.

M W F 1:25. R. Savin-Williams.
Focuses primarily on juvenile delinquency and other problems of adolescence such as drug abuse, alcohol, pregnancy, suicide, and other social and personal issues.]

315 Human Sexuality: A Psychosocial Perspective Fall and spring. 3 credits. Prerequisite: introductory course in HDFS, psychology, or sociology, or equivalent social science course. S-U grades optional.

Fall: lec. T 12:20–1:35; sec R 12:20–1:35 or 2:30–3:45; H. Feldman. Spring: hours to be arranged; staff.

The aim of this course is to delineate the major psychological and sociological components of human sexual attitudes and behavior. Two central themes will be addressed: the development of sexual orientation over the life cycle and the evolution of sexual norms and customs within changing social systems. An underlying issue will be the role of moral assumptions and contemporary ethics in generating research and theory on human sexuality in the social sciences. Materials will be drawn from interdisciplinary sources including biology, history, and anthropology.

[333 Cognitive Processes in Development] Fall. 3 credits. Prerequisite: HDFS 115 or equivalent. Not offered 1980–81.

M W F 11:15. Staff.
A survey of theories and problems in the development of selected cognitive processes: attention, perception, mediation processes, and language.]

338 The Development of Creative Thinking Spring. 3 credits. Prerequisites: HDFS 115, Psychology 101, or Education 110. Not to be taken concurrently with HDFS 141.

M W F 9:05. W. L. Brittain.
A study of theories of creativity and a review of the research on creative behavior. Emphasis is on the conditions and antecedents of creative thinking.

342 Models and Settings in Programs for Children Fall. 3 credits. Prerequisite: HDFS 115. T R 12:20–1:35. Staff.

Explores a wide range of programs for children. Basic theories and beliefs will be linked to programs they have helped create (i.e., Montessori, Piaget, Berier, Engleman, Bank Street Model).

[344 Infant Behavior and Development] Fall. 3 credits. Prerequisite: HDFS 115 or equivalent. Not offered 1980–81.

T R 12:20–1:35.
Nature and determinants of major developmental changes in infant behavior from birth to two years. Special attention directed to role of major environmental influences on perceptual-cognitive and social-emotional development, and to recent attempts to modify infants' experiences in the interest of facilitating psychological development.]

346 The Role and Meaning of Play Spring. 2 credits. Limited to 35 students. Prerequisites: HDFS 111 and 115.

W 7–9 p.m. Staff.
The role and meaning of play in the lives of children ages two through seven. Seminar discussions will integrate the theoretical literature on play with practical application in a variety of early childhood settings. Special emphasis on ways to facilitate play experiences through the structuring of the environment and the use of materials and equipment. Students will explore and construct early childhood materials in workshops.

347 Human Growth and Development: Biological and Social Psychological Considerations (also NS 347) Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent; HDFS 115 or Psychology 101; and NS 115 or equivalent.

M W F 1:25. J. Haas, H. Ricciuti.
A review of major patterns of physical growth from the fetal period through adolescence, with consideration given to biological and socioenvironmental determinants of growth, as well as to physical and psychological consequences of variations in growth patterns. Normal patterns of growth will be examined, followed by an analysis of major sources of variations in growth (normal and atypical).

348 Specialized Participation in Preschool Settings Spring. 3 credits. Limited to 10 students concurrently taking HDFS 346. Prerequisites: HDFS 242 and permission of instructor.

Hours to be arranged; two half-days and an hour staff meeting each week. Staff.
An advanced supervised fieldwork experience at the Cornell Nursery School. Designed for students who have mastered basic guidance skills with preschool children. The focus will be on developing more refined teaching techniques with learning materials.

352 Contemporary Family Forms in the United States Spring. 3 credits. S-U grades optional.

R 2–4:25 plus case study. H. Feldman.
Variations in family formation, organization, and functioning will be investigated with an emphasis on research findings about each of the family types. Family forms will range from the rural communal family to the more contemporary urban. The functions of each family form will be considered as they apply to the individual, the family, and to the society.

[354 The Family in Cross-cultural Perspective] Fall. 3 credits. Prerequisites: HDFS 115 or 116, Psychology 101 or Education 110, and HDFS 150 or Rural Sociology 100, or equivalent. S-U grades optional. Not offered 1980–81.

M W F 10:10. P. Moen.
The sociological study of families from a comparative perspective, looking at similarities and differences across cultures and across ethnic groups. A major focus is on the interdependence of the family system and social institutions.]

358 Theories of Adult Interpersonal Relationships Fall. 3 credits. S-U grades optional.

T 2:30–4:25 plus case study. H. Feldman.
Selective theories of the basic disciplines in social psychology, sociology, and psychology will be reviewed and their pertinence to understanding of adulthood examined. Students will generate hypotheses about these theories and test one of them through either a library or empirical paper. A notebook or journal will be kept to interrelate the concepts and to suggest practical justifications.

360 Personality Development in Childhood Fall. 3 credits. Prerequisites: HDFS 115 or Psychology 101, plus one other course in HDFS or psychology.

M W F 10:10. L. C. Lee.
Study of relevant theoretical approaches to and empirical findings regarding the development of the child's personality. The influence of parents and other environmental factors on the child will be examined.

Topics to be covered will be attachment, autonomy, identification, moral development, and social behavior.

361 The Development of Social Behavior Spring. 3 credits. Limited to 100 students. Prerequisite: HDFS 115 or Psychology 128.

M W F 10:10. J. Condry.
Issues in the development of social behavior are viewed from the perspective of theory and research. An attempt is made to apply our understanding of social behavior to education, childbearing, and group behavior. Likely topics include bases of social behavior in early childhood, the role of peers, the development of aggressive behavior, the development and functioning of attitude and value systems, conformity and deviation, and the function and limits of experimental research in the study of social development.

[365 The Study of Lives] Fall. 3 credits. Prerequisites: HDFS 115, 116, and 270 or equivalent. Not offered 1980–81.

M W F 9:05. J. Harding.
The study of personality development through the analysis of individual life histories. Biological, sociological, and psychodynamic influences will be given approximately equal emphasis. There will be extensive discussion of the development of motives, decision making, and personal relationships. The term paper will be a psychological analysis of a specific individual based on a published biography or autobiography.]

371 Behavioral Disorders of Childhood Spring. 3 credits. Prerequisites: Psychology 101 or Education 110, and a course in personality development (such as HDFS 270 or an equivalent).

M W F 12:20. E. Walker.
Considers the psychological disorders of childhood ranging from transient adjustment reactions to psychoses. The disorders will be studied in view of theories regarding etiology, treatment, and primary prevention.

372 Intellectual Deviations in Development Fall. 3 credits. Prerequisites: HDFS 115 and a personality course.

M W F 12:20. Staff.
Major forms of organic and familial retardation, perceptual and motor handicaps, and learning disabilities are considered with reference to problems of development, prevention, and remediation.

380 Aging in America Spring. 2 credits. Prerequisite: one social science course.

M W 9:05. J. Harding.
This course is a general introduction to social gerontology in America. Some attention is given to biological and psychological aspects of aging and considerable attention is paid to such problems as occupational retirement, bereavement, and the decline of physical health. The course also surveys social planning for the elderly and the provision of special medical, economic, and social services.

397 Experimental Child Psychology Fall. 4 credits. Prerequisites: one course in statistics and permission of instructor. Intended primarily for students interested in entering graduate programs involving further research training. Offered alternate years.

T R 10:10–11:40; lab, hours to be arranged.
L. C. Lee.
A study of experimental methodology in research with children. Includes lectures, discussions, and practicum experiences covering general experimental design, statistics, and styles and strategies of working with children.

398 Junior Honors Seminar Spring. 1–3 credits. Permission of the director of the honors program required for registration. Enrollment limited to students in the honors program.

Hours to be arranged. Staff.
Reports and discussion of selected thesis topics by honors students.

400–401–402–403 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Department faculty.
For advanced, independent study by an individual student or for study on an experimental basis with a group of students in a field of HDFS not otherwise provided through course work in the department or elsewhere at the University. Students prepare a multicopy description of the study they wish to undertake on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the department chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study:

400 Directed Readings For study that predominantly involves library research and independent study.

401 Empirical Research For study that predominantly involves data collection and analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

403 Teaching Apprenticeship For study that includes assisting faculty with instruction.

410 Field Experience in Adolescent Development: The Individual in Community Settings Fall. 1–9 credits. Prerequisite: permission of instructor.

M 7:30 p.m. C. Howard.

411 Field Experience in Adolescent Development: Social Policy Toward Youth Spring. 3–9 credits. Enrollment limited by availability of fieldwork placements. Prerequisite or corequisite: HDFS 313 or HDFS 414, a skills training course or equivalent experience, and permission of instructor. S-U grades optional.

Lec, M 7:30 p.m., plus field study. C. Howard.
Designed to give students experience in various settings (such as social, legal, educational, and helping agencies) working with typical and atypical adolescents. 410 focuses on the individual in community settings while 411 examines social policy toward youth.

414 Policies and Programs for Adolescents Spring. 3 credits. Prerequisites: HDFS 116, and HDFS 212 or 218, or permission of the instructor. S-U grades optional. Offered alternate years. Not offered 1980–81.

W F 2:30–3:20. S. Hamilton.
Plans and practices intended to foster adolescent development are examined in the light of needs identified by theory and research. The key question is how societal and governmental institutions support or hinder the transition of adolescence to adulthood. Current practices of schools, youth-serving agencies, and workplaces are contrasted with proposals and pilot programs for increasing opportunities for adolescents to take responsible roles in their communities. The design, implementation, and evaluation of programs for this purpose are explored.]

418 Work and Human Development Fall. 3 credits. S-U grades optional. Prerequisites: background in adolescent and adult development or work-related courses, and permission of instructor. Offered every other year.

M 7:30. M. Basseches.

Explores the usefulness of developmental theory as a basis for enhancing understanding of the nature and meaning of work for both adolescents and adults. In exploring the work place as a context for human development, the course addresses itself to problems of vocational training and counseling, of workplace reorganization, and of improving the quality of working life.

431 Learning in Children Fall. 4 credits.

Prerequisite: HDFS 115 or equivalent.

W 12:20–2:15; lab and field experience to be individually arranged. M. Potts.

Consideration of the theoretical and research literature in processes of learning. Includes the interrelations of learning and development, and learning and intelligence; examines theories and models of learning, as well as variables that affect the learning process. Application is made to the assessment and facilitation of specific learning processes through laboratory and field work.

[432 Intellectual Development and Education

Spring. 3 credits. Prerequisite: HDFS 115 or equivalent. Not offered 1980–81.

T R 2:30. M. Potts.

This course will define basic cognitive processes that underlie education (e.g., linguistic processes that underlie language comprehension and production; numerical processes that underlie mathematics; reasoning processes that underlie logical inference, classification, and seriation); and will review basic and current research on the development and learning of these processes in young children. In addition, the course will consider the implications of theories of development to various approaches to education. (For example, the relevance of Piagetian developmental theory to standard and alternative education models.)]

434 Piaget's Theory of Cognitive Development

Spring. 4 credits. Prerequisite: HDFS 115 or equivalent. S-U grades optional. Offered alternate years.

Lecs, M W F 1:25–2:15. B. Lust.

This introduction to Piaget's theory of intellectual development is open to undergraduate and graduate students. The course is intended to provide students with a basic and critical knowledge of Piaget's theory of intelligence. The course will review Genevan research on object permanence, the development of logic, number, classification, and seriation, as well as formal operations of scientific thinking. Research on representation, through mental imagery and language, for example, will also be discussed, as will current attempts to extend Piagetian theory to educational practice. Related research in these areas also will be considered.

[436 Language Development (also Psychology

436)] Spring. 3 or 4 credits. Prerequisite: at least one course in cognitive psychology, cognitive development, or linguistics. Recommended: a linguistics course. Not offered 1980–81.

T R 10:10–12:05. B. Lust.

A survey of basic literature in language development. Major theoretical positions in the field will be considered in the light of studies in first language acquisition of phonology, syntax, and semantics, from infancy on. The acquisition of communication systems in nonhuman species such as chimpanzees and birds and the fundamental issue of relationships between language and cognition will also be discussed.]

437 Creative Expression and Child Growth Fall.

4 credits. Limited to 25 students.

T R 10:10–11:30. Saturday mornings should be free to provide time for participation with children.

Aimed at an appreciation and understanding of the creative process in art, music, dance, and drama in relation to the development of children.

441 The Development of the Black Child Fall.

4 credits. Limited to juniors, seniors, graduate students, and students who have permission of the instructor. Prerequisite: HDFS 115 or equivalent. S-U grades optional.

T R 12:20–2:15. L. Semaj.

Examines the development of black children as a primary population. Topics include the prenatal environment, infancy and weaning, cognitive development, intelligence, self-esteem, identity, language, and alternative models for socialization.

451 Innovative Programs of Parent Intervention

and Community Action Spring. 3 credits. Limited to 10 students. Permission of the instructor required before course enrollment.

T 2:30–4:25. Additional laboratory and field experiences to be individually arranged. H. Bayer.
Emphasis on the theoretical bases and the empirical consequences of programs intended to change styles of parental behavior, whether by manipulation of individual action or of societal alternatives. Consideration of parent intervention and social action.

456 Families and Social Policy Fall. 3 credits.

Prerequisite: one course in the area of the family or in sociology. S-U grades optional.

T R 10:10–11:40. P. Moen.

An examination of the intended and unintended family consequences of governmental policies using case studies in areas such as social welfare, day care, and employment. The policy implications of changes in the structure and composition of families are also considered.

[470 Field Experience in Atypical Development

Fall. 1–3 credits. Limited to students concurrently registered in HDFS 371 or 372. S-U grades only. Not offered 1980–81. T 2:30–4. Staff.]

490 Historical Roots of Modern Psychology

Spring. 4 credits. Prerequisites: 3 courses in the behavioral sciences or permission of instructor.

M W F 12:20–1:10. P. Carlson.

A survey of the major historical antecedents of contemporary psychology, including the philosophical tradition (from Aristotle through the Enlightenment), the medical-therapeutic tradition, and the rise of modern science and experimental psychology. Scholars from throughout the University will give presentations in their own specialties. Students will do concentrated work in their own areas of interest. Those who are registered in a college offering this course must register for the course through their own college.

499 Senior Honors Thesis Fall or spring. Credit to be arranged. Prerequisite: permission of thesis adviser and director of honors program. S-U grades optional.

Department faculty.

Topics Courses

415 Topics in Adolescent Development

435 Topics in Cognitive Development

445 Topics in Early Childhood Education and Development

455 Topics in Family Studies

465 Topics in Social and Personality Development

475 Topics in Atypical Development

485 Topics in the Ecology of Human Development

Fall or spring. 2–4 credits. Prerequisites and enrollment limits vary with topic being considered in any particular term. Permission of the instructor required.

Hours to be arranged. Department faculty. This series of courses provides an opportunity for advanced undergraduates to explore an issue, theme, or body of research in the areas of departmental concentration. Topics vary each time the course is offered. Descriptions are available at the time of course registration. Although the courses are usually taught as seminars, a subject may occasionally lend itself to lecture, practicum, or other format.

The Graduate Program

Human development and family studies graduate courses are open to undergraduates only with instructor's permission.

The following courses usually will be taught annually:

601 Research Design and Methodology Spring. 3 credits.

T R 10:10–12:05. B. Koslowski. Seminar will consist of three components: (1) discussion of representative literature on problems of research design, methodology, and data collection; (2) analysis of methodological issues involved in empirical studies employing different kinds of research designs and methods, both in laboratory and field settings; and (3) a practicum in which students will formulate research designs for their own problems, to be evaluated and criticized at each stage of development and pretesting.

[602 Research Design and Data Analysis Fall. 3 credits. Prerequisite: HDFS 601. Not offered 1980–81.

Hours to be arranged. Department faculty. Students will carry out research projects designed in HDFS 601. While working with individual faculty members on these projects, the seminar will meet as a group to review and criticize progress reports of each other's research. The seminar also will discuss, through appropriate literature, problems involved in data analysis, interpretation, explanation, causal imputation, and writing research findings in publishable form.]

[603 Development in Context Fall. 3 credits. Not offered 1980–81.

T R 2:30–4:25. U. Bronfenbrenner. This seminar examines issues of theory, substance, and research design related to human development in the actual contexts in which people live. Emphasis is placed on the interaction of processes (biological, psychological, and social) and social systems in the course of development in a variety of settings. The seminar is recommended for graduate students entering the field.]

700–706 Special Studies for Graduate Students Fall or spring. Credits and hours to be arranged. S-U grades at discretion of instructor.

Department faculty. Independent, advanced work by graduate students recommended by their special committee chairman with approval of the instructor.

700 Directed Readings For study that predominantly involves library research and independent study.**701 Empirical Research** For study that predominantly involves collection and analysis of research data.**702 Practicum** For study that predominantly involves field experience in community settings.

703 Teaching Assistantship For students assisting faculty with instruction. Does not apply to work for which students receive financial compensation.

704 Research Assistantship For students assisting faculty with research. Does not apply to work for which students receive financial compensation.

705 Extension Assistantship For students assisting faculty with extension activities. Does not apply to work for which students receive financial compensation.

706 Supervised Teaching For advanced students who assume major responsibility for teaching a course. Supervision by a faculty member is required.

899 Master's Thesis and Research Fall or spring. Credit to be arranged. S-U grades only. Prerequisite: permission of thesis adviser. Department graduate faculty.

999 Doctoral Thesis and Research Fall or spring. Credit to be arranged. S-U grades only. Prerequisite: permission of thesis adviser. Department graduate faculty.

These courses will be taught at least every other year:

[617 Adolescence Fall. 3 credits. Not offered 1980–81.

W 1:25–4:25. M. Basseches. Critical examination of some seminal theoretical writings on adolescent development, along with recent work relevant to intellectual development, ego development, and social development during late adolescence. Three approaches to human development that have stressed the importance of adolescence—psychoanalysis, structural developmental theory, and critical social theory—will be interrelated. Empirical research on specific questions chosen by students will be considered in the light of these approaches.]

631 Cognitive Development Spring. 3 credits.

T R 2:30–4. B. Koslowski. Overview of current research and theoretical issues in cognitive development with special emphasis on the sorts of areas relevant to real world (as opposed to laboratory) behavior and on the sorts of cognitive phenomena that can be detected by human observers (rather than phenomena that can be detected only with the aid of technical equipment).

640 Infancy Spring. 3 credits.

R 10:10–12:35. H. Ricciuti. Critical review of major issues of contemporary concern in the field of infant behavior and development, based on readings of selected research papers and review articles. The overall intent is to develop an analytic understanding of where the field stands at present with respect to various topical issues and to identify directions for future research.

[641 Early Childhood Education Fall. 3 credits. Not offered 1980–81.

M 12:20–2:15. M. Potts. Survey of major issues in the theoretical and research literature of early childhood education.]

650 Contemporary Family Theory and Research Spring. 3 credits.

T R 12:20–2:15. P. Moen. The uses of sociological theories and research in the study of the family, with particular reference to the relationship between the family and society and between the family and its individual members.

660 Personality and Socialization Spring. 3 credits.

W 2:30–4:25. J. Condry. Major issues in personality development and socialization, with special emphasis on theoretical models and empirical issues.

670 Atypical Development Fall. 3 credits.

W 1:25–4:25. E. Walker. Overview of current theories and empirical research on functional and organic disorders in childhood.

691 Research Practicum in the Ecology of Human Development Fall and spring. 3–4 credits. Open to graduate students and upperclass students by permission of the instructor.

Hours to be arranged. U. Bronfenbrenner, M. Cochran, W. Cross. Students have the opportunity to participate in various phases of an ongoing five-nation study on the impact of family support systems on family function and the development of the child.

Topical Seminars

Seminars, offered irregularly, with changing topics and instructors. Content, hours, credit, and instructors to be announced. Seminars offer concentrated study of specific theoretical and research issues.

618 Seminar in Adolescence Topics include peer relations, parent-teen relationships, self-esteem identity formation, work, and moral development.**633 Seminar on Language Development** Topics include acquisition of meaning in infancy, precursors of language in early infancy, and atypical language development.**635 Seminar in Cognitive Development** Topics include early attention, perception, memory, and communication. Assessment and intervention in relation to these processes will be considered when possible.**645 Seminar on Infancy** Topics covered in depth include the role of emotions in early development, infant stimulation and early experience, and the assessment of infant developmental competencies.**646 Seminar in Early Childhood Education** Topics include analysis of models and settings, design of assessment techniques, program evaluation, and early childhood in a cross-cultural context.**655 Seminar in Family Studies** Topics include the marital dyad, the family in poverty, and the single-parent family.**665 Seminar in Personality and Social Development** Focuses on selected issues related to personality and social development. The issues selected vary each year according to current importance in the field and student interests.**675 Seminar in Atypical Development** Topics include learning disabilities, therapeutic interventions in atypical development, child abuse and maltreatment, and family factors in the etiology of functional disorders.**685 Seminar in Human Development and Family Studies** Topics include development of self-concept, sex-role identity, observational methods, and interviews in developmental research.**690 Seminar on Ecology of Human Development** Topics include the institutional setting as a determinant of behavior, the poor family, and the identification and measurement of ecological variables.

Human Service Studies

I. Lazar, chairman; M. Minot, graduate faculty representative; J. Allen, R. J. Babcock, D. J. Barr, H. Burris, E. Conway, A. Davey, D. Deshler, J. L. Ford, A. Hahn, C. C. McClintock, B. J. Mueller, L. A. Noble, W. Paine, C. Reed, C. Shapiro, L. Street, D. Tobias, B. L. Yerka, M. Zober, J. Ziegler

202 Structure of Community Services Fall or spring. 3 credits.

M W F 9:05. D. Deshler, D. Barr.
A lecture and discussion course designed as an introduction to the community base of services. The presence or absence of educational, social, and planning services, as well as their place and performance, are examined in the context of theoretical and empirical community dimensions. Examples of such dimensions include community complexity, differentiation, modernity, ethnicity, and community role.

203 Groups and Organizations Fall or spring. 3 credits. Should be taken after or concurrently with HSS 202.

M W F 10:10. R. Babcock, C. McClintock.
A basic course in the social psychology of small groups and human service organizations. Study of group processes will include self-perception and interpersonal perception of roles, norms, communication, power, and leadership. Students will apply what has been learned about small groups to the study of issues in human service organizations (for example, goals, evaluation, structure, technology, relationships between organizations and clients, environment, and change).

240 What is Teaching? Fall. 1 credit. Limited to freshmen and sophomores.

W 3:35. M. Minot.
This course is designed to provide students with a holistic approach to the examination of the multiple roles of a teacher and an opportunity to anticipate their ability to adapt to and carry out these roles. Each student will work with a teacher in the University or community setting and will observe or assist in carrying out a variety of responsibilities. The seminar will develop ideas gained from the mentor relationship.

246 Ecological Determinants of Behavior Fall. 3 credits. Preference given to HSS Option II students. Prerequisites: introductory sociology and psychology, a human development course, and permission of instructor.

M W F 2:30-3:45. C. Shapiro.
Biological, psychological, and social determinants of human behavior presented from the perspective of social work practice. Social role analysis, with emphasis on coping, mastery, and conflict resolution. A life-span perspective on individual and family developmental tasks, with emphasis on human diversity.

292 Research Design and Analysis Fall or spring. 3 credits. Limited to 50 students. Prerequisite: a basic course in psychology or sociology.

T R 2:30-3:45. Staff.
Students should develop skill in analyzing and evaluating research reports. Readings and periodic assignments and exercises focus on stating hypotheses, designing studies to test hypotheses, measuring variables, and interpreting findings. Major project is a research proposal that is critiqued before the final draft is submitted.

300 Special Studies for Undergraduates Fall or spring. Credit to be arranged.

Hours to be arranged. Department faculty.
Special arrangement for course work to establish equivalency for training in a previous major or institution. Students prepare a multicopy description of the study they wish to undertake on forms available from the Counseling Office. This form, signed by both

the instructor directing the study and the head of the department, should be filed at course registration or during the change-of-registration period.

325 Health-Care Services and the Consumer Spring. 3 credits. S-U grades optional. Limited to 40 juniors and seniors.

T R 2:30-3:45. J. Ford.
Developments in the health field that affect the availability and kinds of health services. Emphasis is placed on interrelationships between institutions and agencies and the part each can play in prevention, diagnosis, and treatment of disease and disability.

330 Ecology and Epidemiology of Health Spring. 3 credits. S-U grades optional.

T R 12:20-1:35. J. Ford.
Ecological and epidemiological approaches to the problems of achieving human health within the physical, social, and mental environment. The course will introduce epidemiological methods to the student and will survey the epidemiology of specific diseases.

339 Ecological Approach to Instructional Strategies Fall or spring. 3 credits. Should be taken after or concurrently with Educational Psychology.

T R 12:20-2:15. Staff.
This laboratory course provides theoretical frameworks for observation, analysis, and practice of various teaching behaviors and their effects on learners. Similarities and differences in teaching youths and adults will be explored and the influence of the setting will be considered. Students will select age groups and settings in the community in which to use process skills, teaching, and interaction strategies. To facilitate learning, these will be videotaped and critiqued. Observations of schools or community learning activities will be arranged.

340 Clinical Analysis of Teaching Fall or spring. 1 credit. HSS majors in Option I have priority.

T 12:20-2:15 plus additional hours to be arranged. Staff.
A laboratory course that provides students with theoretical frameworks for observation, analysis, and practice of various teaching behaviors and their effects on learners. Course content includes analysis of verbal and nonverbal behaviors, patterns of verbal interaction, motivational techniques and planning and teaching for cognitive, affective, and psychomotor learning. Opportunity for observation, practice, self-evaluation, and improvement of various skills and strategies is provided in microteaching laboratories where students teach brief lessons to small groups in various community settings.

370 Social Welfare as a Social Institution Fall. 3 credits. Limited to HSS social work students or those who have permission of instructor. Prerequisite: HSS 202 or permission of instructor.

M W F 9:05. J. Allen.
A philosophical and historical introduction to social welfare services. The course reviews the social contexts from which programs and the profession of social work have evolved. It discusses the political and ideological processes through which public policy is formed and how policies are translated into social welfare programs. Basic issues in welfare are discussed in the context of present program designs, public concerns, and the interrelationships and support of services in the community.

400-401-402 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional. Limited to HSS, interdepartmental, and independent majors.

Hours to be arranged. Department faculty.
For independent study by an individual student in advanced work in a field of HSS not otherwise provided in the department or at the University, or for study on an experimental basis with a group of students in advanced work not otherwise provided in the department or at the University. Students prepare a multicopy description of the study they wish to undertake on forms available from the Counseling

Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

400 Directed Readings For study that predominantly involves library research and independent readings.

401 Empirical Research For study that predominantly involves data collection and analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that predominantly involves both responsible participation in a community or classroom setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

411 Introduction to Adult Education Fall or spring. 3 credits. Limited to 45 students. Preference given to HSS majors. S-U grades optional.

T R 10:10-12:05. H. Burris.
Focuses on the broad aspects of adult education, scope and history of adult education programs, philosophy and principles, perspective of the adult learner, media and methods of instruction, and program development. Opportunities will be provided for observation of adult education programs in community organizations and agencies.

413 The Adult Learner in Microperspective Fall. 3 credits.

W 7:30-10:30 p.m. H. Burris.
This research course examines a full range of adult learning activities by conducting in-depth interviews with selected adult learners. The interests, motivations, needs, and special problems of adult learners will be considered in relationship to adult learning theory. Skills in conducting interviews, analyzing qualitative data, and in presenting findings will be developed.

414 Practicum Fall or spring. 6 credits. Sec A limited to HSS Option I or III majors who have completed the prerequisites planned with their adviser; sec B limited to Interdepartmental Option I majors. Prerequisite: permission of the option adviser and agency field preceptor.

Department faculty.
An opportunity for a student to assume a professional role and responsibilities under the guidance of a preceptor in a community service organization. Conferences involving the student, field preceptor, and college supervisor will be arranged in a block, scheduled throughout the semester, or completed in the summer session, depending on the nature and location of the student's fieldwork.

[415 The Adult Learner in Macroperspective Fall. 3 credits. Not offered 1980-81; next offered 1981-82.

Focuses on the variety of adult education programs in countries around the world. Literature on comparative adult education, international conferences on adult education, UNESCO adult education publications, and international community development will be analyzed in relationship to each student's exploration of adult education in a single country. Description of adult education in other countries will be shared by international students.]

416 The Helping Relationship Fall. 3 credits. Each section limited to 20 students. S-U grades optional.

Lec. T 10:10-12:05; sec 1, R 2:30-4:25; sec 2, R 10:10-12:05. D. Barr.

The first half of the course concentrates on theory, research, and experimental exercises in interpersonal relationships. The second half focuses on ecological aspects of the helping relationship. The course is designed on the assumption that feelings and ideas can and should be taught together.

439 Program Planning in Community and Family Life Education Spring. 3 credits.

M W F 9:05. Staff.

Students will analyze factors that influence program planning and change and apply principles of program development to plan for and with groups or individuals in programs with different purposes and organizational structures. Plans should reflect a knowledge of clients, issues in the problem area, regulatory and legislative constraints, the philosophy of the specific program, organization, and of education, the psychology of learning, inter- and intra-organizational structures and cooperation, human and fiscal resources, and evaluation planning.

440 Program Planning Spring. 2 credits. Teaching majors in Option I should schedule this course prior to HSS 441–442.

T R 8; students must save a block of approximately three hours (between 9 a.m. and 3 p.m.) during the week for observation of or participation in educational programs, unless the program meets in the evening. M. Minot.

The student will analyze the factors that influence program planning and change and apply principles of program development to planning for a group or individuals in programs with different purposes and organizational structures. Plans should reflect a knowledge of clients, societal trends, issues in the problem area, the philosophy of the specific program and of education, the psychology of learning, and organizational structures. Plans will be critiqued by a panel of professionals.

441 The Art of Teaching Fall or spring; weeks 1–7. 2 credits. Prerequisites: HSS 340 and HSS 440. To be taken concurrently with HSS 442 and HSS 443. May involve some expense for field visits.

T R 10:10–12:05; plus additional hours arranged during the week of independent study following student teaching. E. Conway.

An orientation for the student teaching practicum. Major topics interrelated are: classroom atmosphere, discipline, and management; evaluation of the teaching-learning processes in relation to personal goals and unit objectives; philosophy, creativity, and teaching techniques; professionalism. Selected materials for the student teaching practicum are developed.

442 Teaching Internship Fall; student teaching full-time weeks 8–14. 6 credits. Prerequisite: HSS 440. To be taken concurrently with HSS 441 and HSS 443. Transportation and off-campus living costs need to be planned for in advance. Living arrangements are determined by the student; expenses may or may not be more than on campus depending on choice made.

M. Minot, E. Conway.

Guided student teaching experience with student assigned to cooperating public schools. Student teachers are required to live in the school communities and work under the guidance of local teachers and department faculty. Cooperating schools are located in different types of communities, represent a variety of organizational structures, and have comprehensive programs. Students should indicate their intent as early as possible to facilitate communication and scheduling.

443 Critical Issues in Education Fall and spring; weeks 1–7. 2 credits. Limited to 25 students; priority given to HSS Option I students. No students will be admitted to the class after the first session. S-U grades optional except for HSS Option I students. F 12:20–2:15. R. Babcock.

An examination of current issues in education. Analysis of historical, philosophical, social, and political factors that affect these issues.

444 Career Environment and Individual Development Spring; weeks 8–14. 2 credits. No students will be admitted to the class after the first session.

F 12:20–2:15. R. Babcock.

An analysis of how work, jobs, and careers relate to and shape the behavior of individuals. Topics considered are theories of occupational choice, job satisfaction, structure of the labor force, manpower projection, and career planning. The course provides opportunities for students to examine their own vocational aspirations. Emphasis is on how the helping professional deals with clients or students in preparing for, adjusting to, and maintaining jobs and careers.

446 Teaching for Reading Competence: A Content Area Approach Fall. 2 or 3 credits. S-U grades optional.

T 7:30–9:30 p.m. E. Conway.

The teaching of reading through various content areas. Intended for future educators and community service professionals as well as those already working in these fields. The course will focus on (1) the need for improvement in reading, (2) evaluation of reading materials, (3) teaching reading skills basic to various content areas, and (4) development of materials to be used in a setting appropriate for the student. Opportunity to use the materials in a field setting, formal or informal, may be arranged if desired. If fieldwork is selected, the cost of transportation to the field setting is to be provided by the student.

471–472 Social-Work Practice I and II

Introduction to concepts and methods used in a generalist task-centered model of social work practice. Examination of the values and ethics of professional practice. Microcounseling skills are taught using role playing and video feedback. Class content is integrated with concurrent supervised fieldwork. Placements are made in social agencies in Tompkins, Tioga, Chemung, Cortland, Broome, and Schuyler counties. Students are encouraged to provide their own transportation, but car pools will be arranged for those who cannot. The department reimburses transportation costs when funds are available, but students may have to pay their own expenses. Each student must have a current driver's license.

471 Social-Work Practice I Fall. 9 credits. Limited to 25 social work students. Prerequisites: introductory psychology, introductory sociology, one course in human development, grades of C+ or better in HSS 246 and HSS 370, and permission of instructor before registration.

Lecs, M W 10:10–12:05; fieldwork, T R for 8 hours.

Sec I, C. Shapiro; sec II, staff.

472 Social-Work Practice II Spring. 9 credits.

Limited to 25 social work students. Prerequisite: grade of B– or better in HSS 471.

M W 10:10–12:05; fieldwork, T R for 8 hours. Sec I, C. Shapiro; sec II, staff.

473 Senior Seminar in Social Work Spring. 3 credits. Prerequisites: HSS 471–472. (HSS 472 may be taken concurrently.)

M 2:30–3:45; W 2:30–3:20. J. Mueller and staff. Building on the junior year practice courses, this seminar will integrate intermediate-level theory and practice content and examine recurring themes in professional practice.

474 Program Development in Social Services

Fall. 3 credits. Preference given to social work students. Prerequisite: permission of instructor before course registration. Social work students should take this course concurrently with HSS 471.

M W 3:35–4:50. M. Zober.

This seminar will be coordinated with HSS 471, "Social Work Practice I," and teach program development in the fields in which students have their placements.

475 Social Policy Spring. 3 credits. Prerequisites: HSS 370 or Government 111 or Sociology 141. S-U grades optional.

M W F 9:05. J. Allen.

An examination of the policy making process and the significance of national policies as they affect the distribution of social services. Frameworks for analyzing social policy will be used to evaluate existing social programs and service delivery systems. Implications for change in policies at the national, state, and local levels will be discussed. Students should have field or work experience in a human service program prior to or while taking this course.

The Graduate Program

Human Service Studies graduate courses are open to undergraduates only with instructor's permission.

The courses listed below will be taught regularly (annually or in alternate years).

600 Special Problems for Graduate Students Fall or spring. Credits to be arranged. For students recommended by their chairmen and approved by the instructor in charge for independent, advanced work. S-U grades optional.

Department faculty.

[601 Introduction to Human Service Studies Fall. 3 credits. Not offered 1980–81; next offered 1981–82.

Hours to be arranged. Staff.

The major topics to be dealt with, though not necessarily in a set order are: program evaluation and evaluative research, program planning and development, and higher education in human services. Emphasis will be placed on current viewpoints and related lines of research in each topic area, and particularly in interrelationships among the areas.]

[650 Teaching Human Services in Higher Education Fall. 3 credits. S-U grades optional. Not offered 1980–81; next offered 1981–82.

Basic strategies for planning and implementing instruction in human services in higher education. Types of issues examined by researchers will include variables involved in modes of learning, structure of content, and instructional settings. Will emphasize conceptualizing the teaching-learning process. Students will be expected to develop instructional plans related to interests in the human services and to develop a repertoire of teaching skills through microteaching and/or classroom teaching.]

651 Adult Development and the Provision of Human Services Spring. 3 credits. S-U grades optional.

W 7:30–10:30 p.m. D. Deshler.

Provides a survey of theories of adult development. Forces affecting the various periods, stages, passages, life tasks, or roles related to the adult's life cycle will be examined. Biological factors, interpersonal relationships, and social and cultural influences as well as historical events will be examined in relationship to perspectives on adult development. Opportunity for an empirical investigation of an adult population will be provided. Implications from theories and student-collected data will be examined in relationship to the provision of human services programs.

652 Preparing Professionals in the Human Services Spring. 3 credits. S-U grades optional.

M W F 11:15. M. Minot.

The student will analyze the assumptions and concepts that underlie preprofessional and continuing professional education for volunteers,

paraprofessionals, and professionals in the human services, for example, adult and continuing education, health, home economics, and social work education. A variety of pre- and in-service programs will be analyzed in terms of goals, means of implementation, and evaluation. Factors that influence programs will be examined, including educational setting, licensure, accreditation, legislation, evaluation of performance. Students will have opportunities to participate in pre- and in-service educational programs in human service professions and community education. Students may develop or modify a model for providing professional education at the pre- or in-service levels.

[653 Consulting and Supervisory Roles in Human Services] Fall. 3 credits. S-U grades optional. Not offered 1980–81; next offered 1981–82. Analysis of theories and practices of consulting and supervision and their application in higher education and in human service agencies at the national, state, and local levels. There will be observations and application of consulting and supervisory skills in settings related to professional goals of students.]

654 Administration of Human Service Programs in Higher Education Fall. 3 credits. S-U grades optional.

M W F 11:15. D. Barr.
Issues that confront administrators of higher education and continuing professional education in the human services will be analyzed: policy in higher education, student selection and retention, program development, program evaluation, accreditation, finance, professional staff development. Issues will be developed by resource persons in the higher education community.

660 Public Policy and Program Planning in Human Services Fall. 3 credits. S-U grades optional.

M W 12:20–1:35. J. Allen.
A review of public policy process in education, health, and social welfare services as it pertains to program development. The course includes (1) the history, definitions, and boundaries of the policy process, (2) the relationships of the policy process to political economy, social structure, intergovernmental relations, and cultural values and beliefs, (3) theories of planning and program development in human services, (4) the role of evaluation in program planning and implementation with special emphasis on monitoring and feedback of effects into the policy and planning process, (5) selected current issues in policy and planning processes such as regulatory and legislative constraints, the respective roles of clients or consumers and professional planners and providers, problems and prospects in the coordination among the various human services.

661 Designing and Implementing Human Service Programs Spring. 3 credits. S-U grades optional.

M 2:30–4:30; W 2:30–3:30. I. Lazar.
A review of issues in the translation of research, resources, and policy in education, health, and social welfare services into programs for service to communities and individuals. The course includes issues in need analysis, organizational structure, staffing, budget preparation, fund raising, and community auspice development, as well as internally based program evaluation, administration, and change in the context of design and implementation.

664 The Intergovernmental System and Human Service Program Planning Spring. 3 credits. S-U grades optional.

W 3:35–5:45. A. Hahn, J. Ziegler.
An in-depth review of intergovernmental systems in America and their relevance to the formulation of human service policy and programs. Issues of decision making, fiscal arrangements, and public and private sector interactions will be explored as they are affected by intergovernmental relationships. The course will provide students with an analytic

framework for understanding these and other issues that review the relationships within and between various governmental levels.

690 Measurement for Program Evaluation and Research Fall. 3 credits.

T R 10:10–11:25. H. Nelson.
This course reviews measurement theory and its application to the evaluation of human service programs. Topics include validity, reliability, scaling methods, basic principles of instrument design, methods of data collection including interviewing strategies, testing, self-report, observation and content analysis, and data coding. Attention will be given to issues such as ethical and managerial concerns that arise in applied settings.

691 Program Evaluation and Research Design Spring. 3 credits.

T R 2:30–3:45. Staff.
Introduction to the theory of research design and its application to the evaluation of human service programs. Major topics include experimental, quasi-experimental, cross-sectional, and exploratory research designs; basic sampling theory; and the use of qualitative and quantitative methods. Attention will be given to issues that arise in the application of research designs to the evaluation of programs, including problems of randomization, causal inference, replication, and utilization of results. Skills to be learned include stating and testing hypothesis, critical analysis of research reports, and development of a research proposal.

[692–693 Program Evaluation in Theory and Practice] 692, fall; 693, spring. 6 credits.

Prerequisites for 692: 690 and 691, or permission of instructor. Prerequisite for 693: 692. Students must register for both semesters. Not offered 1980–81; next offered 1981–82.

A two-semester practicum in which the class will conduct a program evaluation in the human services. Students will be involved in all phases of the evaluation from design through the production and dissemination of a final report. Emphasis will be on research methods in the social sciences. Application of skills developed in prerequisite courses will be stressed. For example, planning and managing the evaluation, ethics, methods of data collection, data processing, and strategies for analysis and feedback of results. Metaevaluation will be a theme throughout and will be applied in two ways: (1) An examination of the costs of the evaluation, relationship of costs to data quality, and decision making on allocation of resources among the various facets of the evaluation process; (2) A review of alternatives to primary evaluation with an emphasis on methods for secondary analysis of existing data. The discussion of secondary analysis will include attention to designs for aggregating data vs. findings, acquiring, documenting, and manipulating data sets, and the development of program evaluation archives.]

695 Strategies for Policy and Program Evaluation Fall. 3 credits. Prerequisites: 690 and 694 or equivalent.

M 2:30–4:30; W 2:30–3:20. C. McClintock.
This course examines methods of analysis that are designed to influence policy and program decisions. Cases will be reviewed that represent quantitative and qualitative research, historical research, cost accounting and administrative review strategies, peer review, adversary proceedings, and legislative analysis. Perspectives for understanding the pros and cons of each approach will be drawn from the following topics: history of the interdependence of social science and public policy, influence of various institutional settings on the performance of policy and program analysis, and research on the use and impact of policy and program analysis.

696 Qualitative Methods for Program Evaluation Spring. 3 credits. Prerequisites: 690 and 694 or equivalent.

M W F 10:10. L. Street.
This course will explore the issues related to qualitative research methodology and the evaluation of human service programs. Topics include the underlying epistemological assumptions, questions of entry into setting, data collection, data analysis, confidentiality of participants, and the ethics of qualitative research approaches. It is the further aim of the course to delineate those settings and researchable questions where such a methodology is or is not appropriate, as well as the benefits and limitations inherent in employing it.

704–705 Internship in Human Service Studies Fall, spring or summer. 1–15 credits. S-U grades optional.

Hours to be arranged. Graduate faculty.
Internship placement in human services will be determined by availability and students' academic and professional goals. Opportunities are available in public and private human service organizations at the national, state, and local level in positions consistent with student needs and desires. The duration of an internship is negotiated between the students and the agencies, while course credit and residence units are arranged between the students and their special committee members in the Field of Human Service Studies.

790 Seminar in Evaluation Spring. 3 credits. S-U grades optional.

Hours to be arranged. C. McClintock.
Intended for students with competence in program planning and program evaluation (equivalent to at least one course of the HSS 660 series and three of the HSS 690 series) plus statistics through multiple regression. The seminar will focus on analysis and appraisal of current literature on program evaluation and evaluative research, with emphasis on design and measurement concerns. Attention will be given to two or more service areas (education, health, social welfare) and to applications across these areas.

899 Master's Thesis and Research Fall and spring. Credit to be arranged. Prerequisite: permission of the chairperson of the graduate committee and the instructor. S-U grades optional.
Hours to be arranged. Department graduate faculty.

999 Doctoral Thesis and Research Fall and spring. Credit to be arranged. Prerequisite: permission of the chairperson of the graduate committee and the instructor. S-U grades optional.
Hours to be arranged. Department graduate faculty.

Topical Seminars and Practica

Seminars and practica, offered irregularly, based on faculty and student interest, with changing topics and instructors. Content, time, credits, and instructors to be announced. Seminars and practica offer concentrated study in a specific human service area or in the education, planning, or evaluation processes within human services.

610 Seminar in Adult and Community Education Topics include citizen participation, educational outreach for adults, postsecondary education, and cross-cultural programs.

611 Seminar in Home Economics Education Topics include history and philosophy, legislation and policy, research, ecological approaches to programming, and secondary education programs.

612 Seminar in Social Welfare Services Topics include services to children, aging, families, income-maintenance programs and reforms, corrections.

613 Seminar in Health and Mental Health

Services Topics include alcohol and drug problems, developments in health and mental health policy and planning, community mental health services.

658 Practicum in Higher Education in Human

Services Activities include college teaching, in-service education, and other efforts related to the preparation of professionals in the human services.

659 Seminar in Higher Education in Human

Services Topics include professional versus agency belief systems, teacher education, developments in higher education in the human services. Two or more human services will be examined.

668 Practicum in Program Planning and

Development Activities include preparing plans, organizational change, developing resources and community support.

669 Seminar in Program Planning and

Development Topics include microlevel program planning, third sector organizations, intergovernmental influences on program planning, policy formation, program implementation, and mainstreaming. Two or more human services will be examined.

698 Practicum in Program Evaluation and

Evaluative Research Activities include performing policy and agency evaluations, needs assessments, and research studies related to evaluation of programs.

699 Seminar in Program Evaluation and

Evaluative Research Topics include sunset legislation, planning for evaluation, utilization, methodological and conceptual developments, social science and public policy. Two or more human services will be examined.

Continuing Education for Professionals

These courses are not a part of the department's regular graduate offerings but are designed to provide continuing education for professionals through the Extramural Division.

603 Groups and Organizations Spring. 3 credits. Limited to extramural students.

T 7:30–10:30 p.m. W. Paine.

A course in the social psychology of small groups and human service organizations. Study of group processes will include self-perception and interpersonal perception roles, norms, communication, power, and leadership. Students will apply what has been learned about small groups to the study of issues in human service organizations.

607–608 Professional Improvement I and II Fall, spring, or summer. Variable credit. Enrollment will be determined by various factors including nature of content, funding, resources, facilities, and instructor. S-U grades optional. Intended for extramural (evening) and off-campus instruction.

Series of special problem seminars, classes, and activities designed for in-service and continuing education of practitioners in helping professions, such as home economics teachers, social workers, public health planners, adult educators. Specific content of each course will vary with group being served but will include amount of work and class time appropriate to number of credits. May be repeated with the permission of the instructor.

629 Research Design and Analysis Fall.

3 credits. Limited to extramural students.

T 7:30–10:30 p.m. W. Paine.

Students should develop skill in analyzing and evaluating research reports. Readings, exercises, and periodic assignments focus on stating hypotheses, designing studies to test hypotheses, measuring variables, and interpreting findings.

637 Social Welfare as a Social Institution Fall.

3 credits. Limited to extramural students.

W 7:30–10:30 p.m. Staff.

A philosophical and historical introduction to social welfare services. The course reviews the social contexts from which programs and the profession of social work have evolved. It discusses the political and ideological processes through which public policy is formed and how policies are translated into social programs. Basic issues in welfare are discussed in the context of present program design, public concerns, and the interrelationships and support of services in the community.

646 Ecological Determinants of Behavior Fall.

3 credits. Limited to extramural students.

M 7:30–10:30 p.m. P. Grote.

An introductory course concerning the identification of some major determinants of human behavior and their interaction. Students will examine (through readings, papers, and discussion) different "ecological perspectives" of behavior and attempt to integrate these perspectives into a human services framework. For example, the implications of an ecological perspective for the planning and delivery of services will be emphasized.

674 Program Development in Social Services

Spring. 3 credits. Limited to extramural students.

W 7:30–10:30 p.m. W. Paine.

Deals with program development in the fields in which students are or will be working.

675 Organization and Structure for Delivery of

Social Services Spring. 3 credits. Limited to extramural students.

M 7:30–10:30 p.m. Mark Zober.

A framework for assessing and understanding the range of issues posed in the current organization and delivery of various social services. Concepts of social policy analysis will be used to evaluate different social service systems, new models of service delivery being developed, and proposals for change being made at national, state, and local levels. Students should have some form of field or work experience in human services prior to or concurrent with this course.