

## COLLEGE OF HUMAN ECOLOGY

### ADMINISTRATION

Patsy M. Brannon, dean

D. Merrill Ewert, director of Cornell Cooperative Extension

Jennifer Gerner, associate dean

Charles McClintock, associate dean

S. Kay Obendorf, associate dean

Brenda Bricker, director, undergraduate affairs

Darryl Scott, director, admissions

Duncan Bell, college registrar

### FACILITIES

The College of Human Ecology anticipates and responds to human needs in the areas of nutrition and health, economic and social well-being, environmental design and technology, as well as human development through education, basic and applied research, and the extension of knowledge. The college is distinctively characterized by the quality of its research in the natural and social sciences and the design arts, a global perspective in academic programs, a preventive approach to contemporary societal problems, multidisciplinary departments and programs, development of leadership in students and citizens, and a commitment to diverse populations. Faculty and students examine individuals in relation to their family, neighborhood, workplace, and community, seeking a balance between theory and practice that will improve the quality of everyday life.

The college is housed in Martha Van Rensselaer Hall. The Division of Nutritional Sciences, an intercollege division supported jointly by the College of Human Ecology and the College of Agriculture and Life Sciences, has space in Savage and Kinzelberg Halls and in Martha Van Rensselaer Hall.

The buildings include administrative and faculty offices, classrooms, auditoriums, galleries and lecture halls; wet chemistry and biochemistry laboratories for nutrition, food science, and textile science; experimental food laboratories; design studios and computer-aided design laboratories; woodworking shops; experimental observation rooms with one-way vision screens and sound-recording equipment; human factors and infant research facilities; educational television studios; and an audio/visual classroom for distance learning. Also included are learning resource centers for career planning, field and international study, a historical costume collection, a human metabolic research unit, a animal research facility, cold rooms, a constant temperature and humidity laboratory, and an early childhood research and care program.

Specialized equipment for teaching and research includes biochemical and chemical instruments for spectroscopy, chromatography, radioisotope analysis, electrophoresis,

microscopy, and ultracentrifugation; physical testing equipment; and cameras, videotape, and sound recording equipment.

### DEGREE PROGRAMS

	Degree
Biology and Society	B.S.
Design and Environmental Analysis	B.S.
Human Development and Family Studies	B.S.
Human Biology, Health and Society	B.S.
Nutritional Sciences	B.S.
Policy Analysis and Management	B.S.
Textiles and Apparel	B.S.
Individual Curriculum	B.S.

### UNDERGRADUATE AFFAIRS

Brenda Bricker, director

Duncan Bell, college registrar

Persons interested in undergraduate study in human ecology should contact the admissions office, 170 Martha Van Rensselaer Hall. Those interested in graduate study should contact the graduate field representative identified among the faculty of each department. Department faculty are listed at the beginning of the course descriptions for each department.

Counselors in the Office of Admission, Student, and Career Services (172 MVR) can help perspective students understand college programs and requirements, as well as College and University resources and services. They provide a broad range of career services and personal support for all matriculated undergraduates. The college registrar (145 MVR) assists undergraduates with questions on academic credit and graduation requirements.

### The Students

The College of Human Ecology undergraduate enrollment is 1,369 with 55 percent in the upper division. Roughly 360 students graduate each year; last year 255 freshmen and 188 transfer students matriculated. Nearly one hundred faculty members serve as advisers to undergraduates.

The college's undergraduate admissions committee selects applicants who are academically well prepared and appear most likely to profit from the college's various curricula. Admission is selective. Approximately 73 percent of the student body comes from New York State, with the remainder coming from other parts of the United States and abroad. In 1998 27 percent were identified as members of minority groups. Approximately 209 graduate students have members of the college's faculty chairing their special committees. The college awarded 59 master's degrees and 29 doctorates last year.

### ACADEMIC PROGRAMS

#### Majors

Selection of a major begins with identifying of career goals. In their freshman and sophomore years, students can explore ways to relate their personal interests and capabilities to their career goals. As a result, they sometimes decide to change their major. The director of career services and other counselors in the Office of Admission, Student, and Career Services (172 Martha Van Rensselaer Hall) and resources in the Career Development Center (159 MVR) can help students through their career exploration process.

Each department offers a major, and within most departmental majors there are specific options. The college also offers two interdepartmental majors. Selecting a major means choosing one option in one department. A student may satisfy the requirements of more than one major option. (The college urges students who satisfy more than one major or option to make note of this in the credentials they file in the university's Career Center and to seek recommendations from faculty associated with the options completed.) Majors include the following options:

*Design and Environmental Analysis (DEA):* Interior design, facility planning and management, human factors and ergonomics.

*Human Biology, Health and Society (HBHS):* A major sponsored by Division of Nutritional Sciences, HBHS combines the biological sciences with courses that explore human health issues from the perspectives of both the biological and behavioral science. More information about this program can be found in a separate section of the catalog that describes the division's programs.

*Human Development (HD):* Does not have separate options. Courses focus on cognitive, social, and personality development; phases of development; and family studies and life course. The department administers an honors program for selected students.

*Nutritional Sciences (NS):* This division supervises this major and HBHS (above). (With careful planning, students may also meet the minimum academic requirements of The American Dietetic Association.) The division administers an honors program for selected students.

*Policy Analysis and Management (PAM):* The department offers a major in policy analysis and management.

*Textiles and Apparel (TXA):* Apparel design, apparel-textile management, fiber science.

*Interdepartmental Major in Biology and Society (ID-BS).*

*Individual Curriculum:* It is possible to develop an individual program of study if none of the above programs fit particular educational and career objectives.

## Changing Majors

Because any student's interests and goals may change as new options emerge, the college provides ways for students to change their majors. It is important for a student to discuss a possible change of major with her or his faculty adviser or counselor. If the student decides to make a change, a completed change-of-major form (available from the Office of Admission, Student, and Career Services, 172 Martha Van Rensselaer Hall) or from the Office of the Registrar (145 MVR) will officially record the change so that a new adviser can be assigned to the student.

## Students of Mature Status

The college recognizes that students who interrupted their formal education and are returning to school have needs different from those of younger undergraduates. To facilitate the education of mature students, defined as those twenty-four years old or older at first matriculation, the college has adopted certain procedures specifically for that group. Counselors in the Office of Admission, Student, and Career Services (172 MVR) can provide information of interest to mature students.

Mature students are permitted to enroll for as few as 6 credits without petitioning for permission and also are permitted to extend their residency beyond the normal eight terms.

## Special Students

Students eligible for special status are those visiting from other institutions and interested in particular programs in the college; those with a bachelor's degree preparing for graduate study or jobs and careers in human ecology-related fields; or those who have interrupted their education and are considering completing degree programs. Students accepted in the non-degree status of special student may enroll for a maximum of two semesters. During the second semester of attendance, a special student must either apply for admission as a transfer student or plan to terminate studies in the college at the end of the semester.

Special students are expected to take a minimum of 12 credits each semester and to take one-half to two-thirds of their work in the state divisions of the university. Work taken while a person is classified as a special student may be counted toward the requirements of the bachelor's degree. Those interested in becoming special students should make appointments to discuss admission procedures in the Office of Admission (170 MVR).

## Empire State Students

Occasionally a student who is completing requirements for a degree through the Empire State College Program is interested in taking a human ecology course. This can be done by registering through the Division of Summer Session, Extramural Study, and Related Programs, B20 Day Hall. All rules of the extramural division apply, and registrations will be accepted only on a space-available basis and with the written approval of the course instructor.

At the time of registration, Empire State College students provide the extramural division with a completed copy of Empire

State College's notification of cross-registration form number, SA-22, F-031, to verify enrollment in Empire State College. Such students will be charged 25 percent of the standard extramural tuition per credit.

## DESIGN AND ENVIRONMENTAL ANALYSIS

The Department of Design and Environmental Analysis (DEA) is concerned with planning, designing, and managing interior environments to satisfy human needs. Most people spend over 90 percent of their lives inside buildings. Those settings have substantial and far-reaching effects on the quality of our lives. The processes for creating and maintaining the built environment face enormous challenges, including frequent social and organizational changes, technological advances, new building methods, and finite resources. The program in DEA is dedicated to preparing professionals who can meet these challenges.

Diverse faculty backgrounds and teaching approaches help students to develop multidisciplinary problem-solving and creative abilities, aesthetic judgment, and analytical thinking. Excellent laboratory, shop, studio, and computer facilities permit exploration of innovative concepts for the design and management of interior environments. The relationship between people and their physical surroundings is explored through a combination of academic courses, field experience, and applied research. Examples of student class projects and faculty work are frequently on display in the department's gallery. The DEA Resource Center includes books, journals, newsletters, and material samples for student use.

## Options

The department offers undergraduate education in three professional areas: interior design, facility planning and management, and human factors and ergonomics. The interior design option is accredited by the Foundation for Interior Design Education Research (FIDER). The Facility Planning and Management Program at Cornell is an "IFMA Recognized Program." This means that it meets the standards for recognition of programs established by the International Facility Management Association.

To take full advantage of the course sequences and electives, it is important to select an option as early as possible. This is particularly true in the interior design option. Transfer students in the interior design option may need one or two extra semesters to complete the program.

### Option I: Interior Design

The interior design option prepares students for professional careers in the planning and design of interior spaces and associated products. The program emphasizes a problem-solving approach based on knowledge of buildings and their associated systems, furnishings and interior products, human-environment relations, and design principles. Some students combine this program with another option.

Careers are available in interior design and space planning, interior architecture, facility

planning, interior product design, and housing. This program also serves as an excellent preparation for graduate study in interior design, facility management, architecture, and product design.

### Option II: Facility Planning and Management

This option is designed to prepare students for professional careers in facility management. The program focuses on the planning, design, and management of facilities for large, complex organizations such as corporations, health-care institutions, research and development laboratories, and universities. Facility planning and management is a basic management function that coordinates and integrates information and expertise from areas such as planning and design, real estate and business administration with human factors, ergonomics, environmental psychology, telecommunications, and building operations for the purpose of developing and managing facilities that support individual and organizational effectiveness.

Excellent career opportunities exist in the facility management divisions of private companies, institutions, the health-care industry, and with private consulting firms offering facility management services. The program is also a good preparation for graduate study in business, planning, or one of the design disciplines and for advanced study in facility planning and management.

### Option III: Human Factors and Ergonomics

Human factors and ergonomics focuses on the interaction between people and their physical surroundings. This option seeks to expand understanding of how the environment affects human perception, cognition, motivation, performance, health, safety, and social behavior. This knowledge is then used to help architects, planners, interior designers and product designers and facility managers to plan, design, and manage safe and effective environments. The effect of human capabilities or characteristics such as family structure, life-style, social class, and stage in life cycle on environmental needs and requirements is also a focus of the program. Career opportunities are available in design firms and in urban planning and other public agencies as well as in the facility management and product design division of private companies. Human factors and ergonomics is good preparation for graduate study leading to a Ph.D. degree in the social sciences and a career in academic or other research-oriented settings in either the public or private sector. It can also serve as the basis for graduate study in an environmental planning or design discipline such as architecture, facility planning and management, interior design, landscape architecture, or city and regional planning. Electives in the social sciences and in research methods and statistics are encouraged.

## Academic Advising

All DEA majors are matched with a faculty adviser during their first semester by the director of undergraduate studies, Paul Eshelman, in E304 Martha Van Rensselaer Hall.

Consultation with faculty advisers about future goals, departmental requirements, sequences of courses, and electives inside or outside the college helps students develop their programs.

Students majoring in interior design, especially, must begin early to plan and collect materials for a portfolio of their work, which is necessary for many positions and for application to graduate schools. Faculty advisers can make recommendations on what to include. Students are free to change advisers. Although advisers must sign the schedule card during course enrollment each term, it is the student's responsibility to keep track of his or her courses and to make sure that they meet graduation requirements for their major and college.

### Ownership and Exhibition of Student Work

All design work done in studios as part of an academic program is the property of the department until it has been released by the instructor. The department is not responsible for loss or theft of student work.

## HUMAN BIOLOGY, HEALTH, AND SOCIETY

The Human Biology, Health, and Society (HBHS) Program permits you to combine your interests in the biological sciences while exploring human health issues from the perspectives of both the biological and behavioral sciences. HBHS majors select the issues they want to explore in depth from Human Ecology courses that address health and the broad range of factors that influence human well-being. Examples of issues you can explore include: biology and behavior; metabolism, genetics, and health; biology, growth, and development; and food and health policy and health promotion. Most students in this program will proceed to programs of advanced study to pursue careers related to health. This new major is offered by faculty in the Division of Nutritional Sciences. More information about this program can be found in a separate section of the catalog that describes the division's programs.

## HUMAN DEVELOPMENT

Human Development majors explore the psychological, social, cultural, and biological development of people from conception to old age, focusing on the processes and mechanisms of growth and change over the life course. A wide range of issues are included in the study of human development, including biological, cognitive, and emotional development; the role of family, neighborhood, workplace, and culture in development; and the influence that developing humans have on their environment. The Human Development major provides an excellent foundation for many careers, such as medicine (particularly family medicine, pediatrics, and psychiatry), clinical psychology and other mental health professions, law, business (especially human resources), child and family advocacy, and education (from preschool to high school teaching to school administration). The major prepares students for academic careers as professors in human development, psychology, or sociology departments. Learning about human development also helps students understand more

clearly their own development and the development of those around them.

The faculty of the Department of Human Development comes from several disciplines, including developmental and clinical psychology, sociology, and history. The diversity of faculty expertise results in a wide-ranging view of human development. The research of the department's faculty is extensive. It includes basic research on issues such as the neurobiology of personality, the role of childhood attachments in the development of adult romantic relationships, the acquisition of language in infants, and the effects of environmental toxins on children's cognitive development. It also includes applied research useful for the creation of public policy, such as studies of the causes and consequences of child maltreatment and studies of the effectiveness of reading programs for Headstart preschoolers, apprenticeship programs for high school students, and support programs for older adults moving into retirement communities.

### Curriculum

Human Development is the most flexible major in the College of Human Ecology. While all students learn the fundamentals of human development, each student can focus on one or more areas of particular interest. The flexibility of the major also allows students ample opportunity to meet the requirements for admission to many professional schools, including medical, dental, law, and business schools.

Requirements specified by the College of Human Ecology make up part of each student's curriculum, and include classes in the social and natural sciences, humanities, writing, and communication. In addition, there are requirements for the Human Development major. Students in this major can choose up to 14 elective courses from the broad range of offerings across the Cornell campus.

### Special Opportunities

Beyond formal coursework, students have many other opportunities that involve ongoing individual work with Cornell faculty or other professionals. Academic credit can be earned through all of them. These opportunities include

**Field Placements.** Human Development majors can arrange internships with Urban Semester in New York City, Cornell-in-Washington, and Cornell Abroad programs and in local agencies. These have included hospitals, psychiatric hospitals, juvenile detention centers, retirement homes, and the department's on-campus Early Childhood Program. Students have also participated in projects with the Tompkins County Office of Aging, the Tompkins County Youth Bureau, and the Law Guardian's Office of Tompkins County.

**Faculty Research.** Many students work as research assistants on faculty projects. Students use research techniques ranging from laboratory procedures to family observations to large surveys. They assist in study design, data collection, and data analysis. Participation in faculty research provides the type of experience that many graduate and professional schools expect from their top applicants. Recent projects have included the study of parent-infant interactions, the transition of

high school students to the world of work, and the study of recent trends in the composition of American families.

**Independent Research.** Under faculty supervision, some advanced students complete an honors thesis in an area of personal interest by designing a study and collecting and analyzing data. Recent thesis topics have included marital quality in Asian and interracial couples, development in families that adopt school-age children, and connections between speed of visual processing in infants and later scores on intelligence tests.

### Undergraduate Teaching Assistant.

Advanced students can serve as undergraduate teaching assistants. This requires close work with the professor teaching the course as well as with students taking the course.

**Teaching Certification.** A cooperative program with SUNY Cortland allows students interested in elementary education to graduate with a Cornell bachelor of science degree and then apply for New York State teaching certification, which is honored in most other states.

## NUTRITIONAL SCIENCES

A major of Nutritional Sciences (NS) focuses on the complex interrelationships of food patterns, nutritional status, and health. This field draws upon chemistry, biology, and the social sciences to understand questions such as: How are nutrients used by the body? What factors influence human food choice? What nutrients and dietary patterns are recommended to promote growth, maintain health, or reduce the risk of chronic disease? Students in this program may also fulfill the courses required for professional membership in the American Dietetic Association, which will enable them to be employed as nutrition counselors, clinical nutritionists, sports nutritionists, or administrators of food and nutrition services. Students also may prepare for medical school and other types of advanced degree programs through this major. The requirements for this program are outlined in the section of this catalog that describes the division's programs.

## POLICY ANALYSIS AND MANAGEMENT

The Policy Analysis and Management (PAM) major produces graduates skilled in policy analysis, program planning, and evaluation and possessing management skills applicable in the public, nonprofit, and private sectors. In addition, the Policy Analysis and Management graduate will have concentrated knowledge in one of three areas: family/social welfare, health, and consumer policy. Graduates are well-qualified for a wide variety of public, nonprofit, and private sector employment emphasizing either program analysis and evaluation or management. The major also attracts large numbers of pre-law students, pre-MBA students, and students intending to pursue graduate education in public affairs and policy analysis programs. The potential exists to pursue a five-year program resulting in a BS and a Master of Health Administration.

The PAM major combines theoretical underpinnings from economics, sociology, psychology, and government to critique and analyze our society's values, laws, policies, and programs. It also gives students the knowledge to build management skills for use in public, nonprofit, and for-profit settings. Ideas of social justice, equity, and efficiency will be studied concurrently with strategic planning, human resources, supervision, and organizational development. Research methods, statistics, and planning and evaluation concepts will be learned and used to direct and aid in program planning, policy analysis, program evaluation, and management.

In addition to learning basic policy analysis and management skills, the student will be expected to apply these skills to a particular concentration—social welfare/family, health, or consumer policy. Social welfare/family policy and management includes a panoply of governmental and private sector income maintenance, social, and human service delivery programs and policies that range from child adoption and child neglect and abuse policies and antipoverty programs to policies and programs that impinge on or regulate marriage, divorce, and fertility. Health programs and policies include such politically sensitive programs and issues as health care access, Medicare, Medicaid, long-term care, health maintenance organizations, public health issues, and substance abuse policies. Consumer programs and policies include the regulation and laws governing advertising, product safety, food and drug safety, nutrition policies, the regulation of credit, insurance, telecommunications, mortgage, housing issues, and public utility markets and also deal with issues such as the invasion of privacy, internet security, and children's TV. A specific focus in the consumer concentration is the role of marketing and its relationship to consumer well-being and consumer behavior.

In addition to college requirements, all PAM majors are expected to take core courses: Introduction to Management, Introduction to Policy Analysis, Research Methods, Multivariate Statistics, Intermediate Microeconomics, and Public Finance. Students will also be expected to develop a concentration of three courses in either social welfare/family, health, or consumer policy. These concentrations may emphasize either policy analysis or management skills. Finally, PAM majors will have the opportunity to participate in departmentally approved experiential learning. Please check with the undergraduate advising coordinator, Professor Alan Mathios, for further details.

## TEXTILES AND APPAREL

The Department of Textiles and Apparel (TXA) focuses on the use of textiles and fibrous materials for apparel, durable and nondurable household goods, composites, geotechnical, and biomedical applications. Programs in the department, in keeping with the overall mission of the college, emphasize the use of materials to meet human needs. The curriculum includes the application of design principles, physical and materials science, economics and marketing, government policy/regulation, management of

products and their delivery, and technological developments.

Practical problem-solving skills are developed in the department's laboratories and studios. Academic course work is further enhanced by field and international experiences. Gallery space provides the setting to display design work. In addition, the Cornell University Costume Collection, housed in the department, provides a valuable resource; items from the collection are made available to students for classroom and special-study use.

## Academic Advising

All TXA majors are matched with a faculty adviser by the director of undergraduate studies, Anita Racine (316 Martha Van Rensselaer Hall). Students are strongly urged to discuss their goals, course selection and sequence, electives, and career plans with their faculty adviser. Students in apparel design must begin working with their advisers early to develop a professional portfolio of their work. Students are free to change advisers; changes must be recorded with the advising coordinator. Although advisers must sign the schedule card during course enrollment each term, it is the student's responsibility to keep track of his or her courses and to make sure that the program meets graduation requirements for their major and college.

## Ownership and Exhibition of Student Work

All apparel design work done as part of the academic program is the property of the department until it has been released by the instructor. Certain exceptional work may be retained by the department to exhibit for academic purposes. The department is not responsible for the loss or theft of student work.

## Course Fees

No grade will be given in a course unless the course fee has been paid by the last week of classes.

## Options

Students may select options in apparel design, apparel-textile management, or fiber science. The curriculum is based on manipulation of form, color, and the physical characteristics and structures of fabric to solve functional and aesthetic apparel problems; the application of economic and marketing principles to consumer and industry problems in the textile-apparel sector; and the study of chemical, physical, and engineering properties of fibrous structures and polymers. Depending on previous course work, transfer students may need one or two extra semesters to fulfill the requirements of the major.

### Option I: Apparel Design

The study of apparel design includes both functional and aesthetic considerations in the design of body coverings. The program emphasizes a problem-solving approach that enables the student to bring a background in apparel, textiles, and human factors to the design process.

### Option II: Apparel-Textile Management

Apparel and textile management combines the fields of apparel and textiles with those of

economics, business management, and organizational policy. Students combine theory with case studies to find solutions to everyday problems. Course work is drawn from many interrelated disciplines, including textiles, apparel, economics, business management, and communication, as well as practical field experiences. This provides students with the experience of working with professionals from a wide variety of disciplines. Students often combine this option with either Option I (Apparel Design) or III (Fiber Science).

### Option III: Fiber Science

Applications for textile structures include advanced engineering composites, protective clothing for industrial and military environments, and biomedical materials, as well as the more traditional applications found in apparel and home furnishings. The fiber science option provides a strong base in mathematics and the physical sciences combined with supporting courses in engineering, consumer economics, and the social sciences.

## Career Opportunities

Graduates of programs in the Department of Textiles and Apparel have found challenging employment within the textile and apparel sector, in independent and government-sponsored research, and in community organizations. Recent graduates are working in the fields of design, management, new product development, engineering, communications, and marketing. In addition, the program prepares students for graduate or professional study in fiber and polymer science, textile marketing, apparel design, textiles, or business and management.

## INTERDEPARTMENTAL MAJOR IN BIOLOGY AND SOCIETY

Biology and society is a multidisciplinary program for students with special interests in such problems as genetic engineering, environmental quality, food and population, the right to medical care, and the relation between biology, society, and ethics and/or public policy, as well as for students who plan postgraduate study in management, health, medicine, law, or other related fields.

Because the biology and society major is multidisciplinary, students must attain a basic understanding of each of the several disciplines it comprises, by including introductory courses in the fields of biochemistry, chemistry, mathematics, genetics, ecology, ethics, and history. In addition, majors are required to take core courses in biology and society, a set of electives, and a special senior seminar.

Course work in the College of Human Ecology must be taken in two of the following three concentrations: human development and the environment, health, or social policy and human services. The other basic requirements of the college must also be met. Programs incorporating those required courses are designed in consultation with a faculty adviser to accommodate each student's individual goals and interests. For further information on the major, including courses of related interest, specific course requirements,



and application procedures, see the Human Ecology Student Guide, available in the Office of Admission, Student, and Career Services, 172 Martha Van Rensselaer Hall. Academic advising is coordinated by the director of undergraduate studies, Nancy Breen, 288 Martha Van Rensselaer Hall.

## INDIVIDUAL CURRICULUM

A student who has educational and professional objectives that cannot be met satisfactorily within the framework of existing majors in the College of Human Ecology may petition to develop an individual curriculum. To be approved, the curriculum must be within the focus of the college and be interdisciplinary in design, include at least 40 credits in human ecology courses, and not exceed the normal number of credits allowed in the endowed divisions. A student develops an individual curriculum in consultation with faculty advisers from at least two subject-matter fields and the program coordinator, Patti Papapietro, Office of Admission, Student and Career Services (172 MVR).

Such a program of study should encompass a substantial part of the student's undergraduate education and must include at least three semesters. For this reason, a request to follow an individual curriculum should be made as early as possible and must be made before the second semester of the junior year.

If an individual curriculum seems advisable, the individual curriculum coordinator will provide direction in formally developing a program of study. Although the coordinator must approve the course enrollment schedule during course enrollment each term, it is a student's responsibility to follow the curriculum as planned or to have any necessary revision approved in writing by his or her adviser and the program coordinator before the program change.

## SPECIAL OPPORTUNITIES

Several programs allow students to receive academic credit for fieldwork and internship experience, study abroad, study in absentia, college-wide certificate programs, and joint programs with other schools and colleges at Cornell. Students may petition the college registrar to have concentrations that are formally recognized elsewhere within the university noted on their transcripts, when accompanied by appropriate documentation from the program.

### International Study: Study Abroad

Approximately 15 percent of the class of 1999 in Human Ecology studied abroad. Study abroad allows students to focus on international issues and intercultural understanding through sponsored programs of study abroad for which academic credit is available. Course work in a foreign institution will be planned to increase knowledge of the people and institutions of the country concerned; fieldwork may provide guided experience in family, community, or agency situations of the country concerned and in an area related to individual student interest.

Students should begin planning for their study abroad experience in their freshman or

sophomore years. Opportunities for study abroad are available for human ecology students in several ways: through Cornell Abroad, through other U.S. college-sponsored programs abroad, and through direct enrollment in a foreign university. In all cases, students remain registered at Cornell during their overseas study, and their study abroad will be credited as part of their Cornell degree program. Application packets for study abroad can be obtained from and should be submitted to the study abroad adviser in the Office of Admission, Student and Career Services, 172 Martha Van Rensselaer Hall. The study abroad adviser is Paul Fisher, 172 Martha Van Rensselaer Hall.

### Field Study, Internships, and Research Opportunities

Field study, internships, and research opportunities allow students to receive academic credit for work that extends and complements their course of study. Through structured experiences facilitated by faculty members, students learn to test, deepen, and apply what they've learned in the classroom.

Students strengthen their ability to integrate theory and practice and learn to reflect critically on their experience while broadening their understanding of service and professional life and enhancing their understanding of diversity and complex societal issues. In existing courses and through individual and group projects, students develop an intellectual framework for understanding and solving problems in a variety of challenging settings.

Placement opportunities are available in business and management, health, law, medicine, environmental analysis, education, nutrition, government, laboratories, textiles and apparel, design, social service and community settings. Students are encouraged to plan early for these opportunities.

To learn more, students should consult with their faculty adviser, professor, or director of undergraduate studies. They can also visit the Career Development Center in N-159 MVR and explore established opportunities listed on the Web site, find informational materials, or meet with a career counselor to develop their own unique placements. New initiatives are encouraged. For further information, contact Kris Deluca-Beach, director of career services, 155 MVR.

### Cornell in New York City The Urban Semester Program in Multicultural Dynamics in Urban Affairs

Cornell in New York City provides students with many study options that focus on multicultural dynamics in urban affairs. Experiential learning practices inform all courses of study. The options available include internships, individual and group community service projects, research, independent study, collaborative learning, and mentorships. Students must enroll concurrently in the three courses, HE 470, HE 480, and HE 490. Students learn through reflection and action. Program options are possible throughout the academic year, during winter break, and in the summer.

Courses of study enable students to seek out the relationship between theory and practice, apply theory to practice, acquire professional practice skills, and learn about the impact of

diversity on New York City. By applying ethnographic research techniques and methods, students learn to think conceptually, reflect on their actions, and be agents of change.

Several majors in the college require internships or encourage field study. Check with the director of undergraduate study of each major for more information. The Career Development Center in 159 MVR and counselors in the Office of Admission, Student, and Career Services in 172 MVR can help you find internships and provide more information on department opportunities and enrolling in Cornell in New York City.

### Multicultural Practice

Fall and spring semesters: HE 470

Students immerse themselves in internship activities three days each week. During small group seminars, students reflect on their internship experiences, focusing on multicultural issues, professional practice, and organizational culture.

### Multicultural Issues in Urban Affairs

Fall and spring semesters: HE 480

This course is a study of multicultural issues in urban affairs as students enhance their academic foundations in career development. Students examine issues of diversity (e.g., race, ethnicity, religion, class, gender, sexual orientation) in relationship to (1) professional life in different sectors of the economy; (2) the development of neighborhoods and communities; and (3) the basis of a just and democratic society. Readings focus on inner-city children and youth under a variety of multicultural-influenced conditions and contexts. Costs include travel to and from sites by public transportation at about \$3.00-6.00 each week.

### Communities in Multicultural Practice

Fall and spring semesters: HE 490

This course provides students with an understanding of community building processes and enables them to interact with children, youth, and their families in school settings. For a full day once each week, students work in inner city schools with teachers, staff, and children, providing community service. Student learning is focused on how to increase children's learning capacities and expand their horizons by teaching them to envision success. Students focus on the assets that inner city children bring to their school environment and learn how to mentor them. They help teach skills, knowledge, values, behaviors, and perspectives that school children must develop in order to enter the working world. Costs include public transportation costs to and from the various sites, about \$3.00-6.00 each week.

### The Winter Intersession in Community Service and Mutual Learning: The South Bronx-Banana Kelly/Cornell University Project in Community Building

Winter intersession: HE 402

Over the course of two intensive weeks, students participate in an ongoing community service project in the South Bronx with children of the Banana Kelly community. In carrying out community service, students

participate with the director of the Cornell in New York City Program. In the 1995 intersession, six students mentored 12 children in an after-school program by documenting the community with photographs and stories. In the 1998 intersession seven students mentored 15 ninth graders from Banana Kelly High School.

A photography exhibit was produced and circulated. In 1998, Cornell students and children produced three-dimensional models of their imagined community in future years and a book of essays and photographs.

## Fieldwork in Diversity and Professional Practice

Summer session: HE 406

Over the course of an eight-week summer session, students will participate in a literacy project in Williamsburg, Brooklyn.

## Gerontology Concentration Gerontology Certificate Program

This program develops students' understanding of and competence in dealing with the processes and issues of aging. Study in gerontology provides practical experience and preparation for professional work. Students draw on resources of several departments and colleges at Cornell and Ithaca College to shape a curriculum suited to their professional goals and interests. Contact Donna Dempster-McClain, Gerontology Coordinator, Bronfenbrenner Center, G21 Martha Van Rensselaer Hall.

## Double-Registration Programs

### Johnson Graduate School of Management

A limited number of highly qualified students from the Cornell undergraduate divisions, including human ecology, may be accepted by the Johnson Graduate School of Management after their junior year. Students need the approval of the admissions office and the registrar in the College of Human Ecology. Accepted students should be aware that if the management course work taken in the senior year is in excess of the 21 additional credits allowed in the Cornell endowed divisions, they will be charged for the additional credits on a per-credit basis. Students entering this program must also complete requirements for their degree and major in Human Ecology.

### Law School

A small number of highly qualified applicants may be admitted to the Cornell Law School after only three years of undergraduate education. The requirements for admission under these circumstances are more stringent than for acceptance after four years of undergraduate study. Applicants must present outstanding qualifications and strong professional motivation. The junior-year applicant follows the ordinary application procedures for Cornell Law School admission. Interested students should contact the Law School director of admissions to discuss the extraordinary admissions criteria. Because students accepted to this program will spend their senior year in the Cornell Law School, they need to plan ahead to ensure that distribution requirements for the B.S. degree from the College of Human Ecology will be met. Successful applicants need the approval of the college registrar.

### Cornell Medical College

A limited number of highly qualified students from three Cornell divisions, including the College of Human Ecology, may be accepted by the Cornell Medical College after the junior year. To be considered for this program, the student must have completed 105 credits toward graduation by the end of the junior year. Students also need to plan ahead to ensure that distribution requirements for the bachelor of science degree will be met. Accepted students receive 15 credits toward the B.S. degree from their first year of study at the College of Medicine. Interested students should contact the Health Careers Program office in 103 Barnes Hall.

## Other Off-Campus Programs

### New York State Assembly Internships

A limited number of session internships with the New York State Assembly are available in the spring semester. Intern applicants must be sophomores or higher and enrolled in New York State colleges or universities. Human ecology students apply to the program through the student's major department. The New York State Assembly also sponsors a summer internship. Further information about internship programs may be obtained through the Office of Admission, Student, and Career Services, 172 Martha Van Rensselaer Hall.

### Cornell-in-Washington

For information on Cornell-in-Washington, see the section, Interdisciplinary Centers, Programs, and Studies, in the front of the catalog.

### Ithaca College

Full-time undergraduate students at Cornell may petition to enroll in courses at Ithaca College. Students pay regular tuition to Cornell and only special fees to Ithaca College, if any are charged. Students are allowed to register for one course a term and may take no more than 12 credits in four years. Exceptions will be granted to Cornell students enrolled in methods and practice-teaching courses at Ithaca College.

Cornell students are eligible to register only in Ithaca College courses that are relevant to their program and that do not duplicate Cornell courses. Acceptance of Cornell students into Ithaca College courses is on a space-available basis. Participation in this program is not guaranteed, and Ithaca College has the right to accept or reject students for any reason it deems appropriate. The program is available only during the fall and spring semesters.

For further information students should contact the college registrar, 145 Martha Van Rensselaer Hall.

### Wells College

Full-time undergraduate students at Cornell may petition to enroll in courses at Wells College. Students pay regular tuition to Cornell and only special fees to Wells College, if any are charged. Students are allowed to register for one course a term and may take no more than 12 credits in four years. Exceptions will be granted to Cornell students enrolled in methods and practice-teaching courses at Wells College.

Cornell students are eligible to register only in Wells College courses that are relevant to their program and that do not duplicate Cornell courses. Acceptance of Cornell students into Wells College courses is on a space-available basis. Participation in this program is not guaranteed, and Wells College has the right to accept or reject students for any reason it deems appropriate. The program is available only during the fall and spring semesters.

For further information students should contact the college registrar, 145 Martha Van Rensselaer Hall.

## PLANNING A PROGRAM OF STUDY

### Academic Advising

Students who choose to major in a particular department are assigned to a faculty adviser by that department's director of undergraduate studies. The director of undergraduate studies can help match a student's needs with the special interests of a faculty member. Students may change advisers as their own interests change and should see the director of undergraduate studies to discuss such a change. Faculty advisers, and counselors in the Office of Admission, Student, and Career Services (172 Martha Van Rensselaer Hall), are available to discuss course requirements and sequences, and electives inside or outside the college, as well as future goals and career opportunities. Although advisers must provide the adviser key number during course enrollment each term, it is the student's responsibility to make sure that her or his program meets graduation requirements for the major and the college. Directors of undergraduate studies in each department are available to answer questions about the advising system and the undergraduate major. Students who are exploring alternative majors should work closely with college counselors who are available for planning and referral to department resource faculty.

### Completing Graduation Requirements

A summary of record is kept for each student in the Office of the Registrar, 146 Martha Van Rensselaer Hall. At the beginning of fall term each continuing student receives a copy showing which major and degree requirements have already been met. It is important to check this summary and to bring any questions to the attention of the faculty advisor and the staff members in the Office of Admission, Student, and Career Services. A student may complete the requirements of more than one major.

### Electives

Students have individual objectives in choosing courses beyond the minimum requirements of the major. The university is diverse; the departments, centers, and special programs numerous; the fields of study almost unlimited. Counselors and faculty advisers are available to discuss which courses may interest students and best round out their educations.

Students should consult the index for information on where different subjects are taught in the university. Some subjects are taught in more than one division of the university.

## Foreign Language Study and Placement

Students who studied a foreign language before coming to Cornell and who want to continue must take either the College Entrance Examination Board (CEEB) achievement test in that language or a departmental language placement test. The latter is given during orientation week in September and again in December, January, and May. Students in human ecology who plan to work with non-English-speaking people in this country or abroad often find it necessary to be proficient in another language. Students who wish to study abroad may find that many study-abroad programs in non-English-speaking countries require the equivalent of two years of college-level language study. For more detailed information, see the section "Advanced Placement of Freshmen."

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

### General

Students applying as undergraduates who do not have the required academic unit in biology, chemistry, or physics are required to show evidence of having met this deficiency before matriculation in the college.

Freshmen and sophomores are required to enroll in at least one human ecology course per semester.

To graduate, students need to

- 1) meet college credit and distribution requirements,
- 2) complete requirements for a major,
- 3) achieve a cumulative average of 1.7 (C-) or better,
- 4) complete two terms of physical education

### College Requirements

These are the general areas of study and specific courses and credits required of every student in the college. The major you choose may require specific courses listed below or may leave you free to choose among certain courses listed there.

#### Category I General Distribution

- A. Natural Sciences** (6) selected from Biological Sciences 101-103, 102-104, 105-106, 109-110; Chemistry 206, 207-208; and Physics 101-102, 112, 201 or 202, 207-208.
- B. Social Sciences** (6)
- C. Humanities** (3) Language credit cannot be used in this area (See: IV).
- D. Written Communications** (6) Must be Freshman Writing Seminars. At least one seminar must be in the humanities.
- E. Quantitative and Analytical**
  1. Math competency equivalent to EDUC 115 (precalculus)
    - a. AP of 3 or higher on AB test
    - b. AP of 2 on BC test
    - c. Math assessment test score equivalent to EDUC 115

- d. Pass a math course equivalent to or higher than EDUC 115

2. Statistics, advanced math, logic (3)

#### F. Additional credits (12)

#### Category II Requirements in HUMEC—the major (number of credits vary by major)

##### HUMEC Credits Outside the Major 9

May not include any HE 00 courses, HE 100, HE 101 or any 403 course. A maximum of three credits of special studies (400, 401, and 402), or of any internship credit may be used. A maximum of five credits of either HE 470 or HE 480, PAM 392 or HE 490 can be used.

#### Category III Other courses to complete 120 credits overall, exclusive of physical education.

Elective credits can be earned in Human Ecology or elsewhere. Students who earn more than 21 credits in endowed colleges during fall or spring terms will be billed for the excess credits at the endowed rate of tuition. Billable endowed credit includes endowed courses taken in Category II.

#### Category IV Physical Education 2

##### TOTAL credits (exclusive of PE) 120

Students who have successfully fulfilled these requirements should have completed at least two terms of physical education in their freshman year.

### Related Policies

**College course requirement.** Freshmen and sophomores are required to enroll in at least one course in the College of Human Ecology each semester. Students who fail to comply with this requirement will be reviewed by the Committee on Academic Status for appropriate action.

**Category I.D.** Students who score 4 or 5 on the College Board AP English Exam are awarded 3 credits in English. Students who score 5 on the College Board AP Exam are exempt from one freshman writing seminar in addition to the 3 English credits awarded.

**Category III.** *There is no limit to the number of credits that may be taken in the state divisions of Cornell*, and therefore students may choose to take additional state credits and graduate with more than 120 credits.

*Credits in the endowed divisions in this section may not exceed 21.* Any course taken in an endowed division for which a grade of F or U is received will be counted *as part of* the 21 endowed credits allowed.

Elective credits earned in Cornell's endowed divisions during summer session, in absentia credits, and transfer credits are not counted in the limited 21 endowed credits permitted because they were paid for at endowed tuition rates.

Not more than 21 credits in Categories II and III may be taken in the endowed divisions of the university except under *both* of the following conditions:

- 1) The students must have senior status (must be in the final two semesters prior to graduation);
- 2) Payment must be made for each credit taken in excess of the 21 allowed, *whether or not the courses are passed.* For the fee per credit charge, students should call the Office of the Bursar.

**Category I.D.** Transfer students should have taken at least 6 credits in English composition or in courses requiring substantial writing and offering instruction in writing equivalent to that offered in the freshman writing seminar program at Cornell. Students who have not fulfilled this requirement before transferring must fulfill it after matriculation.

**Category III.** Transferred credits for courses applied toward electives do not reduce the 21 Cornell endowed credits that students are allowed. Courses with a passing grade below C- will not transfer to meet human ecology degree requirements.

**Category IV.** Transfer students who have had the equivalent of two semesters of college (and therefore enter as sophomores) are not required to take physical education at Cornell, regardless of whether they took physical education at their first college. Exemption or postponement for medical reasons must be cleared by Gannett Health Center. For further information about exemption from, or postponement of, physical education, students should consult the Office of Physical Education in Teagle Hall.

### Exemptions from Requirements

Students who want an exemption from a specific graduation or major requirement may petition, and approval may be given under certain circumstances. Full information about the petition process is given in the Human Ecology Student Guide. Petition forms are available in the Office of Admission, Student, and Career Services, 172 Martha Van Rensselaer Hall or in Room 145, the Office of the Registrar.

## PROCEDURES

### Course Enrollment and Registration

Students are expected to make course requests for their next semester during a specified time in the current semester. Those dates are advertised publicly and available on the University Registrar's web site. CoursEnroll takes place electronically, using software available through Just the Facts. During this time, each student must meet with his or her faculty adviser to discuss academic plans and to obtain the advising code required for finalizing course requests.

Incoming students will receive tentative schedules upon their arrival to campus, and will meet with faculty advisers during the orientation period.

All students may adjust their schedules and grading options during the first three weeks of each semester.

### Permission of Instructor

Certain courses may be taken only with the permission of the instructor as indicated in *Cornell University: Courses of Study*. Undergraduates must obtain permission of the instructor for any graduate course. Students must request the instructor's permission during the CoursEnroll period by placing their name on a list maintained by the departmental advising assistant.

Students interested in taking a course in the Department of Art in the College of Architecture, Art, and Planning are required to register with the departmental secretary (100 Olive

Tjadan Hall) before enrolling in the course. Seniors who want to take an elective course in the Johnson Graduate School of Management are required to obtain permission of the instructor on a course authorization form that the student then files with that school's registrar in Sage Hall.

### Special Studies Courses

Each department in the College of Human Ecology (DEA, HD, DNS, PAM, and TXA) offers special studies courses that provide opportunities for students to do independent work not available in regular courses. One of those courses, designated 300, Special Studies for Undergraduates, is intended primarily for students who have transferred from another institution and need to make up certain course work.

The other special studies courses are 400, Directed Readings; 401, Empirical Research; and 402, Supervised Fieldwork. Those courses are normally taken by upperclass students, and work is supervised on an individual basis by a faculty member in the department in which the course is offered. It is important for students to use the appropriate course number (300, 400, 401, or 402) for a special project.

A student who wants to take special studies courses talks with the faculty member under whose supervision the study would be done and then prepares a work plan. If the faculty member agrees to supervise the study, the student completes a multicopy special studies form, a multicopy description of the study to be pursued. The student obtains the signatures of the instructor and the department chair as well as the student's department adviser before submitting it to the Human Ecology Registrar's Office. The student also must complete a course enrollment form in the Office of the Registrar (145 MVR). Special studies forms and instructions are available in the departmental offices.

To register for a special studies course, a student obtains a special studies form from the departmental office where they plan to take the course. The student discusses the proposed course with the faculty member under whose supervision the study would be done and then prepares a plan of work. If the faculty member agrees to supervise the study, the student completes a special studies form and obtains signatures from the instructor, department chair, and faculty adviser before submitting the form to the Office of the College Registrar (145 MVR). The student must also submit a course registration form (add/drop form) to the Office of the College Registrar. Special studies forms are available in 145 MVR or in departmental offices. Add/drop forms are only available in 145 MVR.

Semester credits for special studies courses are determined by the number of contact hours the student has with the supervising faculty member (or a person designated by the faculty member). Special studies courses can be taken as directed readings (400), empirical research (401), and supervised fieldwork (402). Refer to the Human Ecology section of Courses of Study for descriptions of the courses. To earn one credit, a student must have the equivalent of three hours of contact time per week with the faculty member or designated person for 15 weeks (a total of 45 contact hours). For additional credit, multiply

the number of credits to be earned by 45 to determine the number of contact hours needed for the course.

A student can only use 12 credits of 400, 401, or 402 courses towards graduation and only 5 of these 12 credits can be used to satisfy the 9-credit-outside-the-major requirement. In addition, a student can only take one 403 course towards graduation requirements.

To register in a special studies course taught in a department outside the college, follow the procedures established by that department.

### Course Loads

The normal course load in the college ranges from 12 to 18 credits. *During the course enrollment period no student may enroll for more than 15 credits or five courses, whichever is greater.*

Credits beyond 15 may be added during the first three weeks of the semester without special permission.

Students should avoid planning excessive work loads; the time required to keep abreast of courses tends to increase as the semester progresses. *Classes cannot be dropped after the seventh week of classes without petitioning and by substantiating extenuating circumstances.* Permission to drop late is rarely granted. Do avoid the need to drop courses by taking on a reasonable workload and using the drop period to make changes in your program.

Except for those with mature student status, students must carry at least 12 credits (exclusive of physical education). In special cases, a student may petition to carry between 8 and 12 credits. Forms for petitioning and advice on how to proceed are available from the Office of Admission, Student, and Career Services, 172 MVR.

Except for mature students, it is seldom possible to have tuition prorated if a student carries fewer than 12 credits during a semester. (See the college registrar or counselors for more information.)

Students of mature status may carry 6 to 11 credits without petitioning and may have their tuition prorated. However, before the beginning of each term, mature students planning to take a light course load should submit a proration of tuition form to the Human Ecology Registrar's Office.

### Oversubscribed Courses

Enrollment in many human ecology courses is limited. When a course is over enrolled, students are generally assigned on the basis of seniority or by criteria defined for each course as listed in *Cornell University: Courses of Study*. Students' professional goals may be considered. Those students not admitted to a course may be placed on a waiting list.

### Late Course Enrollment

Students who do not complete course enrollment during the course enrollment period usually must wait until the beginning of the next semester to enroll. Extensions are rarely granted and usually only for documented illness.

Students who do not meet the deadline for any reason should see the college registrar in 145 MVR as soon as possible. The college registrar can explain available options and

course enrollment procedures under such circumstances.

**Important:** Students can review their course schedule via computer using Just the Facts. Students are responsible for checking their course schedule for accuracy of course numbers, credit hours, grade option and other data. Students must correct errors immediately. Procedures for correcting enrollment errors as well as making changes for other reasons are described below under **Course Enrollment Changes**.

At the beginning of the fall semester, each continuing student receives a copy of his or her **summary of record** from the Human Ecology Registrar's Office. This summary shows completed degree requirements. Students are responsible for assuring that their academic program meets degree requirements. Students may direct questions about their academic programs to their faculty adviser or to a counselor in the Office of Admission, Student, and Career Services. They resolve any questions about degree requirements with the appropriate staff person in the Human Ecology Registrar's Office.

### Late University Registration

A student clearing his or her financial obligations **after** the deadline date on the bursar's bill is considered late. **Late registrants are assessed a finance charge on the bursar's bill starting from the date the bill is due.**

All students must be registered according to university policy before the end of the third week of classes. If for any reason a student registers after that time, the Bursar's Office will charge a late fee.

*Students who fail to register by the third week of the term will be withdrawn from the university. Should withdrawn students wish to return, they must reapply through the admissions committee.*

### Course Enrollment Changes

#### Deadlines

- During the first three weeks of the term, courses may be added or dropped, or the grade option can be changed.
- From the fourth through the seventh week of the term, course changes may be made with the permission of the instructor (instructor's signature on the add/drop form).
- From the fourth week of the term, instructors have the right to consider students' requests for course changes on an individual basis or to announce at the beginning of the term a specific date between the fourth and seventh weeks beyond which they will no longer approve course changes.
- From the eighth week of the term, no course change may be made without petitioning for approval. Petitions are usually granted only in circumstances beyond a student's control (for example, illness). A student petitioning for medical reasons should provide substantiating medical evidence with the petition.
- A student submitting a petition after the seventh week requesting permission to drop a course must attach a statement from his or her faculty adviser to that



petition indicating whether or not the advisor supports the request.

- After the seventh week of the term, any student granted permission to drop a course after petitioning will automatically receive a grade of **W** (Withdrawn), and the course will remain on the official transcript.

### Deadlines for Half-Term Courses

Students may drop half-term courses within the first three-and-one-half weeks of the course. Students may add a course after the first week of classes only with the permission of the instructor. After the first three-and-one-half weeks, students must petition to drop the course. (See **Petition Process, General Petition Form** for information on the procedure.)

### Procedures

It is to the student's advantage to make any necessary course enrollment changes as early in the term as possible. Adding new classes early makes it easier for the student to keep up with class work. Dropping an unneeded class early makes room in the class for other students who may need it for their academic programs.

Ideally, students evaluate their class work load carefully at the beginning of the term. If, in the first week or two, the instructors do not discuss the amount of material to be covered and the extent of student assignments, students need to ask about course requirements.

Some procedures required for class enrollment are also required for class enrollment changes. For example, the instructor's permission must be obtained for a course requiring it, and the same forms for special studies courses must be completed. Aside from the procedures listed below for course enrollment changes, all course change forms for **nutritional science majors** must be signed by the faculty department adviser.

**Waiting List:** The Human Ecology Registrar's Office maintains waiting lists for students who want to enroll in courses that have been filled. Waiting lists are maintained on a first-come, first-served basis without regard to seniority or other factors. To keep their names active on a waiting list, students must **check in person every 48 hours** with the Human Ecology Registrar's Office. Names of students who do not check in are automatically dropped from the list.

**Limited enrollment classes:** Students who do not attend the first two class sessions of courses with limited enrollment may be dropped from the course list. Students can avoid being dropped from a class by notifying the instructor that unavoidable circumstances have prevented their attendance.

There is no charge for course changes. To make course changes during the **first three weeks**, a student takes the following five steps:

- 1) Obtains a course-change form from the Human Ecology Registrar's Office, 145 MVR.
- 2) Completes the form and takes it to the appropriate office for signature: for human ecology courses, the forms should be taken to the Human Ecology Registrar's Office; for courses outside the

college, the forms should be taken to the appropriate departmental office of the other college.

- 3) Makes sure that his or her name is added to the list of enrolled students for a course being added, or removed from the class list for a course being dropped. Asks the person recording the change to sign the form.
- 4) **Submits all signed forms to the Human Ecology Registrar's Office, including the forms for out-of-college courses.** Changes are not completed until the signed forms are filed in that office. If a student does not drop a course that he or she no longer attends, the student is in danger of receiving an **F** in the course.
- 5) Receives carbon copies of each course change form at the time it is submitted. It is **important** for students to keep these copies to verify later that the forms were filed.

To make course changes during the **fourth through seventh** weeks of the term, a student takes the following steps:

- 1) Completes the five steps listed above for changes made during the first three weeks.
- 2) Obtains the instructors' signatures on the course change form for human ecology courses.

To make course changes **after the seventh week** of the term, a student must file a general petition form. (See the section below, **Petition Process**.) Students are expected to attend classes and to do assigned work until the petition has been formally approved or denied.

### In absentia Study

Under certain conditions, credit toward a Cornell degree may be given for in absentia study, that is, study done at an accredited institution away from Cornell after the student matriculates in the College of Human Ecology.

To be eligible for in absentia study, a student must be in good academic standing and must receive permission in advance from the college registrar. Students not in good standing may study in absentia but will not receive transcript credit until they have been returned to good standing by the Committee on Academic Status. In some cases, students may petition for in absentia credit after the work has been completed, but there is no guarantee that such credit will be awarded without advance approval.

In absentia petition forms are available in the Human Ecology Registrar's Office, 145 MVR. The student completes the form, has it signed by his or her faculty adviser, attaches catalog descriptions for the courses that will be taken, then submits the form to the Human Ecology Registrar's Office, 145 MVR.

Students receive notice of the petition decision by means of a letter from the college registrar.

A student may take up to 15 credits in absentia as long as the courses do not duplicate courses already taken and the in absentia courses are applicable to the requirements of the college. On rare occasions student's petition for more than 15 credits in absentia may be allowed: (1) the

work taken represents a special educational opportunity not available at Cornell, (2) it relates to the student's particular professional goals, and (3) those goals are consistent with the focus of the college. The in absentia petition form is used to request more than 15 credits in absentia.

The college registrar requests approval from the appropriate department if a student wants to apply in absentia credit to requirements for his or her major. If in absentia credit is sought for a modern foreign language in which the student has done work, approval by the Department of Modern Languages and Linguistics (College of Arts and Sciences) must be obtained. The department will recommend the number of credits the student should receive and may require the student to take a placement test after returning to Cornell.

The student is responsible for having the registrar of the institution where in absentia study is taken send transcripts of grades to the Human Ecology Registrar's Office. Only then will credit be officially assessed and applied to the Cornell degree. Credit for in absentia study will be granted **only** for those courses with grades of C- or better. Only credits (not course names and grades) for in absentia study appear on the Cornell University transcript.

A student who holds a Regents' or Children of Deceased or Disabled Veterans Scholarship may claim that scholarship for study in absentia if the study is done in a college in New York State and if it is for a maximum of 15 credits acceptable to the College of Human Ecology.

The rules regarding study in absentia apply to transfer students with the additional stipulation that at least 60 credits must be taken at Cornell. At least 40 of the 60 credits must be in the College of Human Ecology at Cornell unless the student has transferred equivalent human ecology credit. (No more than 20 credits of equivalent credit may be applied to the 40 credits required in human ecology course work.)

### Leaves of Absence

A student may request a leave of absence before the beginning of the semester or during the first seven weeks of the semester for which a leave is sought. A leave may be extended for a second semester by requesting an extension in writing from the Office of Admission, Student, and Career Services. Note that in absentia study and leave of absence status are mutually exclusive.

A student considering a leave of absence is urged to discuss plans with a counselor in the Office of Admission, Student, and Career Services. The counselor can supply the necessary forms for the student to complete and file with the Human Ecology Registrar's Office, 145 MVR.

Requests for a leave of absence received after the first seven weeks of the semester, or requests for a leave of absence from students who have already had two semesters' leave of absence, will be referred for action to the Committee on Academic Status. The committee may grant or deny such requests, attaching conditions as it deems necessary. Leaves of absence after the first seven weeks are generally granted only when there are compelling reasons why a student is unable to complete the semester, such as extended illness.

A student who requests a leave of absence after the first seven weeks is advised to attend classes until action is taken on the petition. A student whose petition for a leave of absence is denied may choose to withdraw or to complete the semester.

The academic records of all students who are granted a leave of absence are subject to review, and the Committee on Academic Status may request grades and other information from faculty members to determine whether the student should return under warning or severe warning or in good academic standing.

### Withdrawal

A withdrawal is a termination of student status at the university. Students may voluntarily withdraw at any time by notifying a counselor in the Office of Admission, Student, and Career Services and filing a written notice of withdrawal in the Human Ecology Registrar's Office. A student considering such an action is urged to discuss plans with a counselor in the Office of Admission, Student, and Career Services, 172 MVR.

In some instances a student may be given a withdrawal by the college registrar. A student who leaves the college without an approved leave of absence or does not return after the leave has expired will be given a withdrawal after the seventh week of the term in which he or she fails to register.

A student who has withdrawn from the college or who has been given a withdrawal by the college registrar and who wishes to return at a later date must reapply through the Office of Admissions for consideration along with all other applicants for admission. If the student was in academic difficulty at the time of the withdrawal, the request for readmission will be referred to the Committee on Academic Status for consideration, and that committee may stipulate criteria under which the student may be readmitted to the college.

### Petition Process

The petition process permits students to request exceptions to existing regulations. Petitions are considered individually, weighing the unique situation of the petitioning student with the intent of college and university regulations.

Students can avoid the necessity to petition by carefully observing the deadlines that affect their academic program. See the **Course Enrollment Changes** section above for some of the important deadlines. If unsure about a deadline, check with a counselor in the Office of Admission, Student, and Career Services, 172 MVR.

Although many kinds of requests can be petitioned in the college, options other than petitioning may be preferable in some cases. To explore whether a petition is appropriate, the student may discuss the situation with a college counselor or the college registrar in the Human Ecology Registrar's Office.

Students may appeal petitions denied by the college registrar to the Committee on Academic Status. Students who appeal a denied petition **must** attach a statement from the student's faculty adviser before CAS will consider the appeal.

## GRADES

See the "Grading Guidelines" section for information on the official university grading policies.

### S-U Grades

Some courses in the college and in other academic units at Cornell are offered on an S-U basis; that fact is indicated in the *Cornell University: Courses of Study*. University regulations concerning the S-U system require that a grade of S be given for work equivalent to a C- or better; for work below that level, a U must be given. **No grade point assignment is given to S, and S or U grades are not included in the computation of semester or cumulative averages.** A course in which a student receives an S is, however, counted for credit. No credit is received for a U. Both the S and U grades appear on a student's record. A student who is attempting to qualify for the Dean's List must take at least 12 credits for the usual A-F grades. See the *Human Ecology Pocket Book of Useful Information* for specific details about the Dean's List.

**A student may take no more than 12 credits on an S-U basis during his or her college career;** however, more than one S-U course may be taken in one semester. S-U courses may be taken **only as electives or in the 9 credits required in the college outside the major** unless the requirements for a specific major indicate otherwise. Freshmen enrolled in English 137 and 138 (offered for S-U grades only) are permitted to apply those courses to the freshman writing seminar requirement. If a required course is only offered S-U, it will not count toward the 12-credit or 4-course limit.

To take a course for an S-U grade, a student must check the course description to make sure that the course is offered on the S-U basis; then either sign up for S-U credit during course enrollment, or file an add/drop/change form in the Human Ecology Registrar's Office before the end of the third week of the term. Forms are available in the Human Ecology Registrar's Office. After the third week of the term, students can not change grade options.

### Grades of Incomplete

A grade of incomplete is given when a student does not complete the work for a course on time but when, in the instructor's judgment, there was a valid reason. A student with such a reason should discuss the matter with the instructor and request a grade of incomplete.

**A grade of incomplete may remain on a student's official transcript for a maximum of two semesters and one summer after the grade is given,** or until the awarding of a degree, whichever is the shorter period of time. The instructor has the option of setting a shorter time limit for completing the course work.

If the work is completed within the designated time period, the grade of incomplete will be changed to a regular grade on the student's official transcript. **If the work is not completed within the designated time period, the grade of incomplete automatically will be converted to an F.**

When a student wants to receive a grade of incomplete, the student should arrange a conference with the instructor (preferably

before classes end and the study period begins) to work out the agreement. A form, called *explanation for reporting a final grade of F or incomplete*, which has been signed by both the instructor and the student, must be submitted by the instructor to the Human Ecology Registrar's Office. This form is submitted with the final grade sheets whenever a grade of incomplete is given.

This form is for the student's protection, particularly in the event that a faculty member with whom a course is being completed leaves campus without leaving a record of the work completed in the course.

If circumstances prevent a student from being present to consult the instructor, the instructor may, if requested by the student, initiate the process by filling out and signing part of the form and turning it in to the Human Ecology Registrar's Office with the grade sheet. Before a student will be allowed to register for succeeding semesters, he or she must go to the Human Ecology Registrar's Office to fill out and sign the remainder of the form.

If the work is satisfactorily completed within the required time, the course appears on the student's official transcript with an asterisk and the final grade received for the semester in which the student was registered for the course.

A student who completes the work in the required time and expects to receive a grade must take the responsibility for checking with the Human Ecology Registrar's Office (about two weeks after the work has been handed in) to make sure that the grade has been received. Any questions should be discussed with the course instructor.

## ACADEMIC HONORS

The college encourages high academic achievement and recognizes outstanding students in several ways.

**Dean's List.** Excellence in academic achievement is recognized each semester by placing on the Dean's List the names of students who have completed satisfactorily at least 12 credits with letter grades other than S or U and who have a semester grade point average of 3.5 or above. No student who has received an F or U in an academic course will be eligible.

**Kappa Omicron Nu** seeks to promote graduate study and research and to stimulate scholarship and leadership toward the well-being of individuals and families. As a chapter of a national honor society in the New York State College of Human Ecology, it stimulates and encourages scholarly inquiry and action on significant problems of living—at home, in the community, and throughout the world.

Students are eligible for membership if they have attained junior status and have a cumulative average of not less than B. Transfer students are eligible after completing one year in this institution with a B average.

Current members of Kappa Omicron Nu elect new members. Not more than 10 percent of the junior class may be elected to membership and not more than 20 percent of the senior class may be elected. Graduate students nominated by faculty members may be elected.

**Bachelor of Science with Honors** recognizes outstanding scholastic achievement in an academic field. Programs leading to a degree with honors are offered to selected students by the Department of Human Development and the Division of Nutritional Sciences. Information about admission to the programs and their requirements may be obtained from the appropriate department or division. Students in other departments who wish to qualify for honors should contact Janet Brown-Aist, N118A Martha Van Rensselaer Hall, their sophomore year or the first semester of their junior year.

**Bachelor of Science with Distinction** recognizes outstanding scholastic achievement. Distinction is awarded to students in the top 10 percent of the graduating class based on the last 60 credits earned at Cornell. The graduating class includes students who will complete requirements for Bachelor of Science degrees in January or May of the same academic year.

Names of seniors who meet these requirements are presented to the faculty of the college for approval.

The primary objectives of the honor society, **Phi Kappa Phi**, are to promote the pursuit of excellence in higher education and to recognize outstanding achievement by students, faculty, and others through election to membership. Phi Kappa Phi is unique in that it recognizes scholarship in all academic disciplines.

To be eligible for membership students must rank in the top ten percent of the senior class, or in the top five percent of the junior class. Provisions also exist for the election of faculty members and graduate students whose work merits recognition.

## INTERDEPARTMENTAL COURSES

### HE 100 Critical Reading and Thinking

Fall, spring, or summer. 2 credits.

Enrollment limited. Priority is given to freshmen and sophomores; juniors and seniors are admitted with permission of the instructor. Letter or S-U grades.

The objective of this course is to enable students to increase critical reading and thinking abilities. Theory and research associated with a wide range of reading, thinking, and learning skills are examined. Emphasis is placed on developing and applying analytical and evaluative skills. Laboratory instruction is individualized and provides the opportunity to focus intensively on increasing comprehension, reading rate, and vocabulary.

### HE 101 College Achievement Seminar

6-week summer session. 2 credits.

Enrollment limited to and required of Prefreshman Summer Program students. Letter or S-U grades.

The objective of this course is to improve the study and learning skills of incoming freshmen. Emphasis is placed on acquisition of skills necessary to achieve academic success. Topics include time management, note-taking, mapping, textbook comprehension, exam preparation, and exam strategies. The application of theory to the demands of Cornell course work is stressed. In addition, students are introduced to library and

computing resources through hands-on projects.

## THE URBAN SEMESTER PROGRAM IN NEW YORK CITY

Sam Beck, Ph.D., director

The Urban Semester Program is a set of courses spanning the entire year. During either fall or spring semester students enroll in three classes focusing on the opportunities and barriers that a multicultural society presents and their articulation with professional, community, or public policy settings (15-credit residential program). Students intern three to four days each week and are encouraged to live in the Olin Hall dormitory of the Cornell University Medical College.

The two-week winter intercession course (2 credits) enables students to do community service through a reflective practice curriculum. In the eight-week summer semester (3 credits), students carry out a literacy project with pre-k and kindergarten children. Students who seek to contribute to their own communities are encouraged to participate in any of the program offerings. Most students work with the program staff to locate internships. For further information, contact the Urban Semester Program at (212) 746-2273 or the Career Development Center, N-155 Martha Van Rensselaer Hall.

New York City offers a wide variety of internship settings. Many bilingual and bicultural internship settings are available in Chinese, Spanish, Creole, Russian, Yiddish, and other languages. Examples of internships follow:

- **Health and medicine**—New York Hospital/Cornell Medical Center, Chinatown Health Clinic, New York City Department of Public Health, Bellevue Hospital, Queens Medical Center for Women and Children, Community Health Project
- **Private and public law**—NOW Legal Defense and Education Fund, Neighborhood Defender Service of Harlem, Legal Aid, Puerto Rican Legal Defense and Education Fund, NAACP Legal Defense and Education Fund, Gay and Lesbian Anti-Violence Project, Kane Kessler, P.C.
- **Government and community agencies**—Women's Action Alliance, The Center for Puerto Rican Studies, New York City Commission on the Status of Women, New York City Council offices, Cornell University Cooperative Extension, New York City Department of Consumer Affairs
- **Wall Street firms and other private businesses**—Bloomington, Prudential Securities, Oppenheimer, Inc., The Advertising Council, GKN Securities, Rogers and Cowan, Inc., Kidder Peabody, Co., Hill and Knowlton, Young and Rubicam, Altschiller Reitzfeld, Terry Williams Agency
- **Private not-for-profit organizations**—Grant Street Settlement House, Neighborhood Housing Services, Abyssinian Baptist Church Development Corporation, University Settlement Society of New York, Urban Development Corporation, Greater Chinatown Community Association, Lesbian and Gay Community Services Center

- **Private and public schools**—United Federation of Teachers, Central Park East, River East, Manhattan Center for Math and Science, PS 41, City and Country, Churchill School, Little Red School House, St. Ann's School

- **Design and arts organizations**—Harlem Textile Works, Perry Ellis International, Caribbean Cultural Center, Delacour & Ferrara, Architects, P.C., New York Shakespeare Festival Theatre, New York Theatre Workshop, Cynthia Rowley Company, SOHO20 Gallery, Museum of African Art, Lower East Side Tenement Museum

- **Communication and media**—Good Housekeeping, Mirabella, William Morrow Co., MTV, NBC-TV, ABC-TV, Good Morning America, WBAI-Radio, *The Village Voice*, *The New Yorker*, Telemundo Group, Inc., *Essence*, McNeil-Lehrer News, Ad Council, *McCalls*, *Child*, Children's Television Workshop, Time Warner, Inc.

### HE 470 Multicultural Practice

Fall and spring semesters.

Students immerse themselves in internship activities three days each week. During small group seminars, students reflect on their experiences in their internships with a focus on multicultural issues, professional practice, and organizational culture.

### HE 480 Multicultural Issues in Urban Affairs

Fall and spring semesters.

This course is a study of multicultural issues in urban affairs as students enhance their academic foundations in career development. Students examine issues of diversity (e.g., race, ethnicity, religion, class, gender, sexual orientation) in relationship to (1) professional life in different sectors of the economy; (2) the development of neighborhoods and communities; and (3) the basis of a just and democratic society. Readings will reflect the focus on inner-city children and youth effected by many multicultural influences. Costs include travel to and from sites by public transportation at about \$3.00–6.00 each week.

### HE 490 Communities in Multicultural Practice

Fall and spring semesters: HE 490.

This course provides students with an understanding of community building processes and enables them to interact with children, youth, and their families in school settings. For a full day once each week, students work in inner city schools with teachers, staff, and children, providing community service. Student learning is focused on how to increase children's learning capacities and expand their horizons by teaching them to envision success. Students focus on the assets that inner city children bring to their school environment and learn how to mentor them. They help teach skills, knowledge, values, behaviors, and perspectives that school children must develop in order to enter the working world. Costs include public transportation costs to and from the various sites, about \$3.00–6.00 each week.

## DESIGN AND ENVIRONMENTAL ANALYSIS COURSES

F. Becker, chair; P. Eshelman, director of undergraduate studies; J. Laquatra, director of graduate studies; A. Basinger, S. Danko, J. Elliott, G. Evans, K. Gibson, R. Gilmore, A. Hedge, J. Jennings, L. Maxwell, W. Sims

*Note: A minimal charge for photocopied course handouts may be required.*

**NOTE: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.**

### DEA 101 Design Studio I

Fall. 3 credits. Each section limited to 18 students. Permission of instructor required for non-DEA majors. Priority given to interior design majors. Option I majors must take DEA 101 in fall of their first year. Approximate cost of materials, \$60. M W 1:25-4:25; or T R 10:10-1:10. J. Elliott.

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

### DEA 102 Design Studio II

Spring. 3 credits. Limited to Option I DEA majors only. B- or higher in DEA 101 required to register for this course. Option I majors must take DEA 102 and 115 concurrently. Approximate cost of materials, \$200; shop fee, \$10. T R 1:25-4:25. P. Eshelman.

A studio course in three-dimensional design with an interior design emphasis. Problems in spatial organization are explored through drawings and models.

### [DEA 111 Making a Difference: By Design

Fall. 3 credits. Limit 285. Lab Fee: \$25. M W F 11:15-12:05. Not offered fall 1999; next offered fall 2000. S. Danko.

Students in any academic area examine how design affects their daily life and future profession. Course focuses on issues of leadership, creative problem-solving, and risk-taking through case study examination of leaders in business, education, medicine, human development, science, etc., who have made a difference using design as a tool for positive social change. Utilizing a micro to macro framework, students explore the impact of design from the person to the planet. Additional topics: nurturing innovation, visual literacy, design criticism, design and culture, semiotics, proactive/reflective decision-making, and ecological issues.]

### DEA 115 Design Graphics

Spring. 3 credits. Option I DEA majors only. Prerequisite: DEA 101; must take DEA 102 and DEA 115 concurrently. Minimum cost of materials, \$100; technology fee \$10. Permission of instructor only. M W F 8:00-10:00. K. Gibson.

A studio drawing course for interior designers. Discussion groups on drawing techniques are held to develop a visual understanding and vocabulary. Students are introduced to the functions of line, shape, and value. Perspective, spatial, and conceptual drawing are emphasized.

### DEA 150 Introduction to Human-Environment Relations

Spring. 3 credits. M W F 12:20-1:10. G. Evans.

Introduction to the influence of physical environment on human behavior. Topics include environmental influences on crowding, community, crime, and friendship; environmental needs associated with characteristics such as stages in life cycle, life styles, social class, family structures, and handicaps; person-environment fit for lighting, acoustics, indoor air quality and ventilation, and thermal comfort; introduction to human factors and systems analysis; effects of environment on perception-cognition; user-responsive design; participatory design programming; and post occupancy evaluation.

### DEA 201 Design Studio III

Fall. 4 credits. Limited to Option I DEA students. Prerequisites: DEA 101, 102, and 115 (minimum grades of B-) Recommended: DEA 111 and 150. Coregistration in DEA 203 is required. Minimum cost of materials, \$150; lab fee, \$40; optional field trip, approximately \$100. M W F 1:25-4:25. C. Sherwyn.

Beginning interior design studio. Focus is on development of basic proficiency in interior design skills. The course is structured around a series of elementary interior and interior-product design problems of 3 to 5 weeks in length.

### DEA 202 Design Studio IV

Spring. 4 credits. Each section limited to Option I DEA students. Prerequisites: DEA 201 and 203. Prerequisites or corequisites: DEA 204. Minimum cost of materials, \$120; diazo machine fee, \$8; field trip fee. T R 12:20-4:25. Sherwyn.

Second interior design studio. Emphasis of the course is on continued development of basic proficiency in design skills through exposure to a selected set of interior design problems of limited complexity. Each problem of 3 to 5 weeks duration is structured to emphasize different aspects of the design process.

### DEA 203 Digital Communications

Fall. 2 credits. Priority given to DEA majors. Lab fee \$10. M 7:30-9:55. J. Elliott.

Communication techniques for architectural and interior designers. Students study the various forms of communication used throughout the design process, from programming and conceptualization through construction documentation, and the most effective utilization of those forms. Both verbal and visual presentation methods are stressed.

### DEA 204 Introduction to Building Technology

Spring. 2 credits. M 2:30-4:25. W. Sims.

Introduction to building technology for interior designers and facility managers. Emphasis is placed on developing basic understanding of buildings and building systems and their implications for interior design and facility management. Covers basic building types; structural systems; construction materials and methods; HVAC systems; plumbing, electrical, lighting, fire, and security systems; and telephone, computer, and other communication systems.

### DEA 243 Inside Out: The American Everyday Interior (also WOMNS 243, AM ST 243)

Spring (odd-numbered years). 3 credits. Limited to 65. S-U option. T R 10:10-11:15. J. Jennings.

A study of late nineteenth- and twentieth-century everyday interiors in socio-cultural contexts, with an emphasis on design dissemination, consumer patterns, and gender issues. Topics include women's walls, power in the parlor, photographs as a mirror, the love of the colonial.

### DEA 250 The Environment and Social Behavior

Fall. 3 credits. Limited to 16. Priority order: DEA seniors, juniors, sophomores, freshmen. Prerequisite: DEA 150 or permission of instructor. Field trip fee \$65. T R 2:55-4:10. G. Evans.

A combination seminar-and-lecture course for students interested in the social sciences, design, or facility management. Through projects and readings the influence of environmental form on social behaviors such as aggression, cooperation, communication, community, and crime is explored. Also covered are the influences of stage in life cycle, family structure, and social class on environmental needs and purposes. Implications for the planning, design, and management of complex environments such as offices, hospitals, schools, and housing are emphasized.

### [DEA 251 History and Theory of the Interior

Fall. 3 credits. Limited to 65. Priority given to DEA majors. M W F 9:05-9:55. Not offered fall 1999; next offered fall 2000. J. Jennings.

An historic study of interior architecture and design with an emphasis on the concepts of design theory. Overarching themes encompass several time periods from the classical to the twentieth century and isolate cultural patterns, spatial ideas, dialectics, design elements and theorists. Reading, discussion, analytical exercises, essays, examinations. Field trip.]

### DEA 300 Special Studies for Undergraduates

Fall or spring. Credit 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 want to undertake on a form available from the College Registrar's 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.

### DEA 301 Design Studio V

Fall. 4 credits. Prerequisites: DEA 111, 150, 201, 202, 203, and 204. Corequisite: DEA 303 and 459. Minimum cost of materials, \$150; shop fee, \$10; optional field trip, approximately \$100; diazo machine fee, \$8. T R 12:20-4:25. P. Eshelman.

Intermediate-level interior design studio. The course is organized around a series of interior and interior-product design problems of intermediate-level complexity, 3 to 5 weeks in duration. Focus is on development of design skills and on understanding of a selected set of generic problem types.



**DEA 302 Design Studio VI**

Spring. 5 credits. Prerequisites: DEA 301 and 303 or permission of instructor. Corequisites: DEA 304 and DEA 305. Minimum cost of materials, \$150; shop fee, \$10; diazo machine fee, \$8. M W F 1:25-4:25. K. Gibson.

Intermediate-level interior design studio with an introduction to computer applications. Emphasis on using the microcomputer as a design tool in the process of creating and planning interior spaces. Continued development of design skills and problem solving in relation to a selection of problem types.

**DEA 303 Introduction to Furnishings, Materials, and Finishes**

Fall. 2 credits. W 7:30-9:25 p.m. R. Gilmore.

Basic understanding of furniture types and systems; interior products and equipment such as work-stations; window, wall, and floor coverings; ceiling and lighting systems; and materials and finishes. Emphasis is placed on criteria for selection of furnishings, materials, and finishes for typical interior design and facility management problems.

**DEA 304 Introduction to Professional Practice of Interior Design**

Spring. 1 credit. W 2:30-4:25. A. Basinger.

Introduction to organizational and management principles for delivery of interior design and facility management services. Covers basic organizational structures and basic management functions within interior design and facility management organizations, work flow and scheduling, business practices, legal and ethical responsibilities and concerns, contracts, basic contract documents such as working drawings and specifications, supervision of construction and installation, and cost estimation.

**DEA 305 Construction Documents and Detailing**

Spring. 2 credits. Prerequisites: DEA 301 and DEA 303. Corequisites: DEA 302 and DEA 304. Minimum cost of materials \$50. Field trips, \$50. W 7:30-9:25 p.m. R. Gilmore.

Comprehensive study of drafting, detailing, schedules and specifications. Emphasis on drawing conventions, symbols, dimensioning, detailing of interior elements, terminology, construction methods and materials.

**DEA 325 Human Factors: Ergonomics-Anthropometrics**

Fall. 3 credits. Recommended: DEA 150. T R 8:40-9:55. A. Hedge.

Implications of human physical and physiological characteristics and limitations on the design of settings, products, and tasks. An introduction to engineering anthropometry, biomechanics, control/display design, work physiology, and motor performance. Course includes practical exercises and field project work.

**DEA 350 Human Factors: The Ambient Environment**

Spring. 3 credits. Recommended: DEA 150. T R 8:40-9:55. A. Hedge.

An introduction to human-factor considerations in lighting, acoustics, noise control, indoor air quality and ventilation, and the thermal environment. The ambient environment is viewed as a support system that should promote human efficiency, productivity, health, and safety. Emphasis is placed on the implications for planning, design, and

management of settings and facilities. Course includes a field project.

**DEA 374 Elements of Business for Non-Business Majors (also Hotel Administration 104)**

Spring. 1 credit. Limited to 36. Weekend course. P. Rainsford.

Focus will be to provide hands-on skills and knowledge about how to start or run a small business. Especially appropriate for students interested in professional careers such as architecture, design, writing, art, engineering, law, and other service businesses. Course structure will use a computer-based management simulation game and will require students to work in management teams of six to start and operate a hotel. Introductory-level course. No previous business experience or computer knowledge required. Students are required to attend all sessions and complete a paper, which will be due a week after conclusion of the course.

**DEA 400-401-402-403 Special Studies for Undergraduates**

Fall or spring. Credits to be arranged. S-U grades optional. 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 want to undertake on a form available from the department office. This form must be signed by the instructor directing the study and the department head and filed at course registration or within the change-of-registration period after registration in 145 MVR, College Registrar's Office, along with an add/drop slip. 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 head is necessary. Students, in consultation with their advisers and the instructor should register for one of the following subdivisions of independent study.

**DEA 400 Directed Readings**

For study that predominantly involves library research and independent reading.

**DEA 401 Empirical Research**

For study that predominantly involves data collection and analysis, or laboratory or studio projects.

**DEA 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.

**DEA 403 Teaching Apprenticeship**

For study that includes teaching methods in the field and assisting faculty with instruction. Students must have demonstrated a high level of performance in the subject to be taught and in the overall academic program.

**DEA 407 Design Studio VII**

Fall. 5 credits. Prerequisites: DEA 302, DEA 303, DEA 304, and DEA 305. Minimum cost of materials, \$150. Diazo machine fee \$8. Field trip \$50. M W F 1:25-4:25. R. Gilmore.

Advanced interior design studio organized around a series of interior design problems,

3 to 5 weeks in duration. Focus is on development of design skills and on competence in solving a selected set of generic interior design problem types.

**DEA 408 Design Studio VIII**

Spring. 5 credits. Prerequisites: DEA 301, 302, 303, and 304. Minimum cost of materials, \$150; diazo machine fee, \$8 per semester. T R 12:20-4:25. J. Elliott.

Design-problem-solving experiences involving completion of advanced interior design problems. Problems are broken into five phases: programming; schematic design and evaluation; design development, including material and finish selection; design detailing; and in-process documentation and the preparation of a professional-quality design presentation.

**DEA 430 Furniture as a Social Art**

Spring. 3 credits. Limited to 15. Permission of instructor. Cost of building materials: \$150. Students must also sign up for 2 hours of DEA shop time each week for model building. M W 10:10-12:05. P. Eshelman.

This course examines furniture as a design process that emphasizes support of human behavior. Information about specific social issues including health care, aging, child care, and education is the starting point for assignments. Students analyze products currently available and design new furniture. Also covered are furniture materials, fabrication processes, and manufacturing techniques.

**[DEA 443 Cultural Construction: The Nineteenth- and Twentieth-Century American Interior**

Spring (even-numbered years). 3 credits. Enrollment limited to 15 students. S-U option. Field trips \$50. T R 10:10-11:30. Not offered spring 2000; next offered spring 2002. J. Jennings.

A topical study of nineteenth- and twentieth-century American vernacular interiors, exploring the relationship between interior design theory and social and cultural values. Sources include historic interiors, literature and art, architectural and material culture studies. Reading, discussion, comparative analysis, and critical writing.]

**DEA 451 Seminar in Facility Planning and Management**

Fall. 1 credit. S-U grades only. M 3:35-4:25. F. Becker, W. Sims.

Series of seminars led by Cornell faculty and other facility management professionals. Topics include strategic space planning, space standards, office automation, project management, energy conservation, environmental protection and regulatory issues.

**DEA 453 Planning and Managing the Workplace**

Spring. 3 credits. Prerequisite: limited to juniors and seniors. M 7:30-10:30. F. Becker.

Intended for students interested in the planning, design, and management of facilities for complex organizations. The purpose of the course is to explore how characteristics of the workplace, including building, design, furniture and equipment and policies governing their use and allocation, affect individual and organizational effectiveness. Special topics, such as the human implications of new information technologies and work at home, are also covered.

**DEA 454 Facility Planning and Management Studio**

Spring. 4 credits. Prerequisite: DEA 459 or permission of instructor. Letter grades only. Minimum cost of materials, \$100. T R 1:25–4:25. W. Sims.

For advanced undergraduates interested in facility planning and management. Purpose is to provide basic tools, techniques, and concepts useful in planning, designing, and managing facilities for large, complex organizations. Covers strategic and tactical planning for facilities, organizing to deliver facility management services, project management, space forecasting, space allocation policies, programming, relocation analysis, site selection, building assessment, space planning and design, furniture specifications, and moves. Sociopsychological, organizational, financial, architectural, and legal factors are considered.

**DEA 455 Research Methods in Human-Environment Relations**

Fall. 3 credits. Prerequisites: DEA majors only or permission of instructor, and a statistics course. M W F 1:25–2:15. G. Evans.

The course develops the student's understanding and competence in the use of research and analytical tools to study the relationship between the physical environment and human behavior. Emphasis is placed on selection of appropriate methods for specific problems and the policy implications derived from research. Topics include research design, unobtrusive and obtrusive data-collecting tools, the processing of qualitative and quantitative data, and effective communication of empirical research findings.

**DEA 459 Programming Methods in Design**

Fall. 3 credits. T R 10:10–11:25. L. Maxwell.

Introduction to environmental programming. Emphasis on formulation of building requirements from user characteristics and limitations. Diverse methods for determining characteristics that will enable a particular environmental setting to support desired behaviors of users and operators. Methods include systems analysis, soft system, behavior circuit, behavior setting, and user characteristic approaches. Selection of appropriate methods to suit problems and creation of new methods or techniques are emphasized.

**DEA 470 Applied Ergonomic Methods**

Spring. 3 credits. Prerequisite: DEA 325. T R 2:55–4:10. A. Hedge.

This course covers ergonomics methods and techniques and their application to the design of modern work environments. Emphasis is placed on understanding key concepts. Coverage includes conceptual frameworks for ergonomic analysis, systems methods and processes, a repertoire of ergonomics methods and techniques for the analysis of work activities and work systems. This course is the undergraduate section of DEA 670, which will share the same lectures but will meet for an additional hour. DEA 670 will have additional readings and projects.

**DEA 499 Senior Honors Thesis**

Fall or spring. Variable credit. Prerequisite: permission of thesis advisor and DEA director of undergraduate studies. Letter grades only.

This is an opportunity for DEA majors to undertake original research and scholarly

work leading to the preparation of a thesis. Students work closely with their thesis advisor on a topic of interest.

**DEA 600 Special Problems for Graduate Students**

Fall or spring. Credit to be arranged. S-U grades optional. Department faculty. Independent advanced work by graduate students recommended by their special committee chair and approved by the head of the department and instructor.

**[DEA 643 Cultural Construction: The Nineteenth- and Twentieth-Century American Interior**

Spring (even-numbered years). 4 credits. Enrollment limited to 15 students. S-U option. Field trips \$50. T R 10:10–11:30. Not offered spring 2000; next offered spring 2002. J. Jennings.

A course intended for graduate students who want a more thorough grounding in the history of vernacular interiors than is provided by DEA 443. Each student is required to attend DEA 443 lectures, meet with the instructor and other graduate students for an additional class hour each week, and do additional readings and projects.]

**[DEA 645 Dancing Mind/Thinking Heart: Creative Problem-Solving Theory and Practice**

Spring. 3 credits. Limited to 15 graduate and advanced undergraduate students. Prerequisite for undergraduates: permission of instructor. T 4:30–7:30. Not offered spring 2000; next offered spring 2001. S. Danko.

Focuses on thinking processes and techniques that support creative problem solving. Theories of creative behavior and critical thinking are examined. Course is highly participatory and experiential by design. Weekly discussions include hands-on applications of theories on short problems tailored to the backgrounds of the students. Primary goal is to demonstrate perceptual, emotional, intellectual, cultural, and environmental blocks to creative thinking and expand the student's repertoire of creative problem solving strategies for use in day-to-day professional practice. Case studies of creative individuals and organizations from a variety of fields are presented.]

**DEA 648 Advanced Applications in Computer Graphics**

Fall. 3 credits. Limited to 14 graduate and advanced undergraduate students. Prerequisites for undergraduates: DEA 302 or permission of instructor. Minimum cost of materials \$150. Lab fee \$35. T R 9:05–12:05. K. Gibson.

Advanced use of computer technology to create and analyze interior environments. Emphasis will be on the use of 3-D modeling, animation, photorealistic rendering and emerging technologies to investigate dynamic design issues.

**DEA 650 Programming Methods in Design**

Fall. 4 credits. T R 10:10–11:25. L. Maxwell.

A course intended for graduate students who want a more thorough introduction to environmental programming methods than is provided by DEA 459. Each student is required to attend DEA 459 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 459 for more detail.

**DEA 651 Human Factors: Ergonomics-Anthropometrics**

Fall. 4 credits. Recommended: DEA 150 and a 3-credit statistics course. T R 8:40–9:55. A. Hedge.

A course intended for graduate students who want a more thorough grounding in human factors than is provided by DEA 325. Each student is required to attend DEA 325 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 325 for more detail.

**DEA 652 Human Factors: The Ambient Environment**

Spring. 4 credits. Recommended: DEA 150. T R 8:40–9:55. A. Hedge.

A course intended for graduate students who want a more thorough grounding in human factors considerations than is provided by DEA 350. Each student is required to attend DEA 350 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. For detailed description, see DEA 350.

**DEA 653 Planning and Managing the Workplace**

Spring. 4 credits. Letter grades only. M 7:30–10:30. F. Becker.

Intended for graduate students who want a more thorough grounding in the planning, design, and management of facilities for complex organizations than is provided by DEA 453. Each student is required to attend DEA 453 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 453 for more detail.

**DEA 654 Facility Planning and Management Studio**

Spring. 4 credits. Prerequisite: DEA 459/650 or permission of instructor. Letter grades only. Minimum cost of materials, \$100. For graduate students in facility planning and management. T R 1:25–4:25. W. Sims.

For description, see DEA 454.

**DEA 656 Research Methods in Human-Environment Relations**

Fall. 4 credits. Prerequisites: DEA majors only or permission of instructor, and a statistics course. M W F 1:25–2:15. G. Evans.

Intended for graduate students who want a more thorough understanding of the use of research to study the relationship between physical environment and human behavior than is provided by DEA 455. Each student is required to attend DEA 455 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 455 for more detail.

**DEA 659 Seminar on Facility Planning and Management**

Fall. 1 credit. For graduate students interested in careers in facility planning and management. S-U grades only. M 3:35–4:25. F. Becker, W. Sims.

Series of seminars led by Cornell faculty members and other professionals directly involved in facility planning and management. Topics include strategic and tactical facility planning, space standards, project management, computer and facility management, facility maintenance and operations, energy conservation and building systems.

**DEA 660 The Environment and Social Behavior**

Fall. 4 credits. Prerequisite: DEA 150 or permission of instructor. Field trip fee \$65. T R 2:55-4:10. G. Evans.

Intended for graduate students who want a more thorough understanding of the influence of environmental form on social behavior than is provided by DEA 250. Each student is required to attend DEA 250 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 250 for more detail.

**DEA 668 Design Theory Seminar**

Spring. 3 credits. Enrollment limited to 25 students. T R 10:10-11:25. J. Jennings.

Directed toward advanced undergraduate and graduate students with interest in the theory of design. The purpose is to provide an understanding of major theoretical ideas underlying design movements of the twentieth century. Explores these ideas through readings, lectures by faculty and visitors, student presentations of research papers, and seminar discussions.

**DEA 670 Applied Ergonomics Methods**

Spring. 4 credits. Enrollment limited to 20. Prerequisite: DEA 651. T R 2:55-4:10. A. Hedge.

Intended for graduate students who want a more thorough understanding of applied ergonomics methods than is provided by DEA 470. Each student is required to attend DEA 470 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects. See DEA 470 for more detail.

**DEA 899 Master's Thesis and Research**

Fall or spring. Credits to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional. Department graduate faculty.

**HUMAN DEVELOPMENT COURSES**

J. Eckenrode, chair; M. Cochran, director of graduate studies; J. Haugaard, director of undergraduate studies; C. Anderson, U. Bronfenbrenner, J. Brumberg, R. Canfield, S. Ceci, S. Cornelius, D. Dempster-McClain, R. Depue, J. Doris, J. Garbarino, K. Greene, S. Hamilton, C. Hazan, B. Koslowski, L. C. Lee, B. Lust, P. Moen, K. Pillemer, M. Potts, C. Raver, H. Ricciuti, S. Robertson, J. Ross-Bernstein, R. Savin-Williams, E. Wethington, W. Williams

**NOTE:** Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.

**HD 115 Human Development**

Fall or summer. 3 credits. S-U grades optional. M W F 1:25-2:15. J. Garbarino.

Provides a broad overview of theories, research methods, and current knowledge of human development from conception into adulthood. Course material covers infancy, childhood, and adolescence. Topics include biological, intellectual, linguistic, social and emotional development as well as the cultural, social, and interpersonal contexts that affect developmental processes and outcomes of these domains.

**HD 150 Families and the Life Course (also Sociology 151)**

Spring. 3 credits. S-U grades optional. M W F 1:25-2:15. T. Mitrano.

This course provides an introduction to social scientific research on family roles and functions in American society. Topics include family history, how families change over the life course, and how families are influenced by cultural and economic forces.

**HD 216 Human Development: Adolescence and Youth**

Spring or summer. 3 credits. Prerequisite: HD 115 or Psychology 101 or permission of instructor. S-U grades optional. T R 10:10-11:25. C. Schelhas-Miller.

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. The role of adolescence in both the individual's life course and the evolution of the culture as a whole is also considered. Familial, peer group, educational, and work contexts for development are discussed.

**HD 218 Human Development: Adulthood and Aging**

Spring. 3 credits. Prerequisite: HD 115. S-U grades optional. T R 10:10-11:25. S. Cornelius.

Provides a general introduction to theories and research in adult development and aging. Psychological, social, and biological changes from youth through late adulthood are discussed. Both individual development within generations and differences among generations are emphasized.

**HD 230 Cognitive Development**

Spring. 3 credits. S-U grades optional. Prerequisites: HD 115 or Psychology 101. T R 11:40-12:55. R. Canfield.

This course surveys theories and research in perceptual and cognitive development from infancy through adolescence. Extensive coverage of infant perception, cognition and learning during the first two years of life forms the foundation of the course. Significant linkages between brain development and behavioral development are covered when possible. Language, memory, concepts, and problem solving are covered in the second half of the semester. The course is intended to serve as a foundation for more advanced study in cognitive development, but also as an overview for students whose primary interests lie in other areas.

**[HD 233 Children and the Law**

Fall. 3 credits. Prerequisites: HD 115 and an introductory statistics course. W 2:30-5:00. Not offered 1999-2000. S. Ceci.

This course examines psychological data and theories that shed light on the practical issues that arise when children enter the legal arena. It attempts to integrate theories, research, and methodology from several areas of psychology including, developmental, cognitive, social, and clinical. This course also attempts to examine the degree to which basic research can (and should) be used to solve applied issues. The topic of children and the law provides an opportunity to meet all these requirements. Rapid changes involving child witnesses in our legal system have forced social scientists to bring their work into the

courtroom. At the same time, bringing this fray into the legal system has changed the course of research and thinking about certain aspects of child development and cognition: it has encouraged researchers to tackle new issues and to develop innovative experimental paradigms. Selected topics to be covered include: memory development, suggestibility, theory of mind, childhood amnesia, expectancy formation, symbolic representational ability, and repression. Several actual cases involving child witnesses will be presented to illustrate the application of scientific data to the courtroom. Because of the heavy use of case materials; video and textual coverage of actual trials, it is expected that students will devote more than the usual number of hours to this course.]

**HD 241 History of Childhood in the United States (also History 271, American Studies 241)**

Fall. Limited to 50 students. 3 credits. M W 8:40-9:55. J. Brumberg.

An examination of childhood and adolescence in various historical contexts: Puritan New England, slave plantations, evangelical revivals, the Western frontier, Victorian families, reform schools, early high schools and colleges, the sexual revolution of the 1920s, immigrant communities, the Depression and World War II, the 1950s, and more recent social and cultural changes affecting families. Students will evaluate continuities and changes in the lives of American children as well as changing scientific ideas about children. Students have an opportunity to reflect on and write about their own childhood and adolescence. This course is designed to give students a humanities perspective on approaches to childhood.

**HD 242 Participation with Groups of Young Children**

Fall or spring. 4 credits. Limited to 20 students (limit depends on availability of placements and of supervision). Prerequisites: HD 115 and permission of instructor. S-U grades optional. W 10:10-12:05. J. Ross-Bernstein.

This course is designed to integrate developmental theories with supervised experience in child care centers, with the intention of enhancing the student's abilities to understand and to relate effectively with young children. This class involves participation, observation, reflection, reading, writing, and sharing of viewpoints. Placements are in local nursery schools, day care centers, Head Start programs, and kindergartens.

**HD 251 Social Gerontology: Aging and the Life Course**

Spring. 3 credits. Limited to 60 students. Strongly recommended: HD 150 or equivalent to be determined by instructor. S-U grades optional. T R 10:10-11:25. D. Dempster-McClain.

This course analyzes the social aspects of aging in contemporary American society from a life course perspective. Topics to be covered include: (1) An introduction to the field of gerontology, its history, theories, and research methods, (2) A brief overview of the physiological and psychological changes that accompany aging, (3) An analysis of the contexts (such as family, friends, social support, employment, volunteer work) in which individual aging occurs, including differences of gender, ethnicity, and social class. (4) The influences of society on the aging individual. Guest speakers will provide

an introduction to various careers in the field of gerontology.

**[HD 253 Gender and the Life Course]**

Fall. 3 credits. Limited to 110 students.

S-U grades optional. Not offered 1999–2000. T R 10:10–11:40. P. Moen.

We will examine the complex interplay between gender and age as well as the social construction of the life course. Students explore the relationship between social change and individual lives, observing the significance of two key institutions—work and family—in shaping basic life choices and their consequences throughout the life course. Implications of key life trajectories and transitions for individual lives and for social policy will also be discussed.]

**[HD 258 History of Women in the Professions, 1800 to the Present (also Women's Studies 238 and History 238, American Studies 258)]**

Fall. 3 credits. S-U grades optional.

Human ecology students must register for HD 258. Not offered 1999–2000.

J. Brumberg.

The historical evolution of the female professions in America (midwifery, nursing, teaching, librarianship, home economics, and social work) as well as women's struggles to gain access to medicine, law, and the sciences. Lectures, reading, and discussion aim to identify the cultural patterns that fostered the conception of gender-specific work, and the particular historical circumstances that created these different work opportunities. The evolution of "professionalism" and the consequences of professionalism for women, family structures, and American society are also discussed.]

**[HD 260 Introduction to Personality (also Psychology 275)]**

Fall. 3 credits. Recommended: introductory course is psychology or human development. T R 10:10–11:25.

D. Bem.

An introduction to personality psychology, with an emphasis on personality development and contemporary research. Covers the major theories of personality, influences on personality development (including genetic, biological, experiential and environmental factors), and methods for assessing personality.

**[HD 261 The Development of Social Behavior]**

Spring. 3 credits. Strongly recommended: HD 115 or Psychology 128. Offered alternate years. T R 1:25–2:40. C. Raver.

Issues in the development of social behavior are viewed from the perspective of theory and research. Likely topics include bases of social behavior in infancy and early childhood, the role of parents, siblings and peers, the development of prosocial and aggressive behavior, the development and functioning of attitude and value systems, and the function and limits of experimental research in the study of social development.

**[HD 266 Emotional Functions of the Brain]**

Fall. 3 credits. Prerequisite: a biology course. Letter grades only. M 10:10–12:35. R. Depue.

Much of our social behavior, and what we refer to as personality, is related to phylogenetically-old emotional systems, systems that help us to adapt to critical stimuli in the environment. These systems are structured and organized within the brain, but they are

also capable of being modified by our everyday experiences. After an overview of the gross anatomy of the primate brain is presented, the focus of the course concerns networks of brain regions that are organized around the integration of processes related to emotion and motivation. First, general features of the brain in relation to emotional evaluation and expression processes are discussed, and then the brain organization related to several specific types of emotional systems are explored. Neurobiological modulation of emotional processes by neurotransmitters of wide distribution in the brain are detailed as well. The latter helps to lay the groundwork for understanding the nature of individual differences in much of our social and emotional behavior.

**[HD 281 Foundations of Clinical Practice (also Psychology 281)]**

Fall. 3 credits. Enrollment limited to 60 students. Letter grades only. W 1:30–4:30.

C. Maxwell Miller.

This course provides an introduction to the theoretical and practical aspects of some of the basic elements of counseling. Students will develop an understanding of the most current research on important aspects of counseling and will be introduced to the basic theoretical foundations underlying different approaches. Students will be expected to acquire and demonstrate elementary helping skills. Through role-play, observation of videos, and class demonstrations, students will learn such skills as attending and active listening; they will also develop a capacity to recognize internal conflicts and cognitive distortions as well as the similarities between intra-psychic and interpersonal processes. Other topics include issues of transference and countertransference, the multi-axial dimensions of the DSM IV, defensive strategies as they appear in the DSM IV, and ethical considerations and practices. While this course gives an introduction to the applied aspects of psychology, it does not prepare students to provide treatment of any sort.

**[HD 284 Introduction to Sexual Minorities (also Women's Studies 285)]**

Fall. 3 credits. Prerequisite: one social science course. S-U grades optional. M 6:30–9:00 p.m. R. Savin-Williams.

This course introduces students to theories, empirical scholarship, public policies, and current controversies with lesbian, gay, bisexual, transgender, sexual questioning, and other sexual minority populations. The major focus is on gay, lesbian, and bisexual development, lifestyles, and communities with additional emphasis on ethnic, racial, gender, and class issues. Videos supplement the readings and lectures.

**[HD 300 Special Studies for Undergraduates]**

Fall or spring. Credit to be arranged. Permission required.

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 want to undertake on a form available from the College Registrar's Office. The form, signed by both the instructor directing the study and the coordinator of undergraduate education, is filed at course registration or during the change-of registration period.

**[HD 313 Problematic Behavior in Adolescence]**

Fall. 3 credits. Prerequisite: HD 115 or Psychology 101; HD 216 recommended. T R 2:55–4:10. Not offered 1999–2000.

J. Haugaard.

This course will explore several problematic behaviors of adolescence, including depression, drug abuse, eating disorders, and delinquency. Various psychological, sociological, and biological explanations for the behaviors will be presented. Appropriate research will be reviewed; treatment and prevention strategies will be explored. An optional discussion section will be available to students who would like an opportunity to discuss readings and lectures in greater depth.]

**[HD 334 The Growth of the Mind]**

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD 635, a supplemental graduate seminar. Prerequisites: a course in human experimental psychology, statistics, or HD 115 or equivalent; or permission of the instructor. S-U grades optional. Offered alternate years. Not offered 1999–2000. B. Lust.

In this course the fundamental issues of cognition are introduced. What is the nature of human intelligence? of logical and scientific reasoning? How are knowledge and understanding acquired and represented in the human mind? What is the nature of mental representation? What are the cognitive characteristics of the mind at birth? What is the relation of the acquisition of knowledge and understanding to their final representation? What are the relations between language and thought? In the study of those issues, how can epistemology and experimental psychology be related through the experimental method?

Basic debates within the study of cognition are introduced and discussed throughout: for example, the roles of innateness and learning, the distinction between competence and performance, and the relation between induction and deduction in the acquisition of knowledge. Those psychological issues are set in a context of basic epistemological issues involving the tension between rationalism and empiricism. The course will analyze Piaget's comprehensive theory of cognitive development and experimental results. Current research in cognitive development will be contrasted.]

**[HD 344 Infant Behavior and Development]**

Fall. 3 credits. Prerequisites: HD 115, a biology course, and a statistics course. Not open to freshmen. M W F 1:25–2:15. S. Robertson.

Behavior and development from conception through the first two years after birth will be examined in traditional areas (e.g., perception, cognition, socioemotional, language, motor). The fundamental interconnectedness of these aspects of development will be strongly emphasized, as well as their relation to the biology of fetal and infant development. Topics with implications for general theories of development will be emphasized (e.g., the functional significance of early behavior, the nature of continuity and change, the role of the environment in development). Conditions which put infants at risk for poor development (e.g., premature birth, exposure to environmental toxins, maternal depression) and topics with current social, ethical, or



political implications (e.g., infant day care, fetal rights) will also be considered. An emphasis on research methodology in the study of early behavior and development will be maintained throughout the course.

#### **HD 346 The Role and Meaning of Play**

Fall. 2 credits. Limited to 30 juniors and seniors. Prerequisite: HD 115. M 7:30-9:25 p.m. J. Ross-Bernstein.

The aim of this course is to examine the play of children ages three through seven. Through seminar discussions, workshops, films, and individualized research the student will explore the meaning and validity of play in the lives of young children, the different ways that children play and the value of each, and the effect of the environment in enhancing and supporting play.

#### **[HD 347 Human Growth and Development: Biological and Behavioral Interactions (also Biology and Society 347 and Nutritional Sciences 347)]**

Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent, and HD 115 or Psychology 101. Limited to 150 students. M W F 1:25. Offered alternate years. Not offered 1999-2000. S. Robertson and J. Haas.

This course is concerned with the interrelationships of physical and psychological growth and development in humans during infancy. Intrinsic and extrinsic causes of variations in growth, including various forms of stimulation, are considered. In addition, the consequences of early growth and its variations for current and subsequent behavioral, psychological, and physical development are examined. The interaction between physical and behavioral or psychological factors is emphasized throughout the course.]

#### **HD 348 Advanced Participation with Children**

Spring. 4-8 credits. Limited to 20 students (limit depends on availability of placements and supervision). Prerequisites: HD 115 and HD 242; and permission of instructor. Recommended: HD 346. S-U grades optional. T 12:20-2:15. J. Ross-Bernstein.

An advanced, supervised field-based course, designed to help students deepen and consolidate their understanding of children. Students are expected to define their own goals and assess progress with supervising teachers and instructor; to keep a journal; and to plan; carry out, and evaluate weekly activities for children within their placement. Conference groups and readings focus on contexts of development and on ways to support children's personal and interpersonal learning. Each student is expected to do a presentation and paper on a self-selected topic within the scope of the class. Participation is in settings that serve typical and/or special needs children from three to eight years of age and provide education, care, or special-purpose interventions for them.

#### **[HD 353 Risk and Opportunity Factors in Childhood and Adolescence]**

Spring. 3 credits. Enrollment limited to 100 students. Prerequisites: HD 115 and HD 150. S-U grades optional. T R 1:25-2:40. Not offered 1999-2000. J. Garbarino.

This course explores the meaning of risk and opportunity in the lives of children and youth.

It begins from an understanding of risk accumulation and resilience as they relate to social policy, professional practice, and community development. The concept of "social toxicity" is a central theme of the course. Assignments include writing research-based editorials and participating in a simulated public policy debate.]

#### **[HD 359 American Families in Historical Perspective (also Women's Studies 357, History 359, American Studies 359)]**

Spring. 3 credits. Prerequisite: HD 150 or one 200-level social science or history course. S-U grades optional. Human ecology students must register for HD 359. Not offered 1999-2000. J. Brumberg.

This course provides an introduction to and overview of problems and issues in the historical literature on American families and the family life cycle. Reading and lectures demonstrate the pattern of American family experience in the past, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family deals with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students are required to do a major research paper on the history of their family, covering at least two generations, and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.]

#### **HD 362 Human Bonding**

Fall. 3 credits. Recommended: introductory course in psychology or human development. S-U grades optional. T R 1:25-2:40. C. Hazan.

The science of interpersonal relationships. Examines the basic nature of human affectional bonds, including their functions and dynamics. Covers such topics as interpersonal attraction and mate selection, intimacy and commitment, love and sex, jealousy and loneliness, the neurobiology of affiliation and attachment, and the role of relationships in physical and psychological health.

#### **HD 363 The Psychological Development of Women**

Fall. 3 credits. Limited to 60 students. Strongly recommended: HD 115, 150, and a 200-level course. Letter grades only. T R 11:40-12:55. C. Raver.

Historically, psychologists have effectively charted the pathways of boys' normative development yet sometimes neglected to pursue a full understanding of girls' development. To address this gap, this seminar will pursue a number of theoretical perspectives that focus on the social development of girls and women. Theory and research on girls' gender identity, peer relationships, romantic relationships, and parenting will be covered, with an eye toward understanding their meaning within different historical and sociocultural frameworks. Relations between psyche, body, and culture will be considered, using the works of such authors as Freud, Horney, Miller, Chodorow, and Gilligan. Students will rigorously evaluate these theoretical perspectives in light of recent empirical research on women's psychological development.

#### **HD 366 Psychobiology of Temperament and Personality**

Spring. 3 credits. Letter grades only. Prerequisite: HD 266. T R 10:10-11:40. R. Depue.

This course is for students who have an interest in the neurobiology of behavior, in general, and in temperament and personality, in particular. The course material is presented within an evolutionary biology perspective, where the development of neurobehavioral systems as a means of adapting to critical stimuli is explored as the basis of emotional traits in humans. The nature of temperament, social affiliation, and personality is explored from psychometric, social, genetic, and biological points of view. There is a focus on the general role played by the biogenic amines (dopamine, norepinephrine, and serotonin) and opiates in determining individual differences in temperament and personality. Implications for several forms of personality disorders and psychopathology are also discussed. Finally, the manner in which environmental influences across the life span may be coded in the brain and influence the development of personality is explored.

#### **HD 370 Psychopathology (also Psychology 325)**

Spring. 3 credits. Limited to sophomores, juniors, and seniors. Prerequisites: HD 115 or Psychology 101. Letter grades only. M W F 11:15-12:05. C. Maxwell-Miller.

A research-based survey of the cognitive, emotional, and biological aspects of psychopathology across the life span. The major mental illnesses will be covered, including schizophrenia, anxiety disorders, affective disorders, and personality disorders as well as psychopathological disorders of childhood. Emphasis will be placed on the development of psychopathology, current theories and models of etiology, and intervention strategies. This course is intended to be a rigorous introduction to the scientific study of psychopathology and psychopathological development; minimal attention to psychotherapy.

#### **HD 397 Experimental Child Psychology**

Fall. 4 credits. Prerequisites: HD 115 or Psychology 101 and one course in statistics. Intended primarily for students interested in entering graduate programs involving further research training. Limited to 16 students. M W 10:10-12:00. L. 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.

#### **HD 400-401-402-403 Special Studies for Undergraduates**

Fall or spring. Credits to be arranged. Enrollment limited to juniors and seniors with a minimum 3.0 G.P.A. Permission required. Prerequisites: either HD 115, 150, and two intermediate level HD courses, or four courses in psychology or sociology. S-U grades optional.

For advanced independent study by an individual student or for study on an experimental basis with a group of students in a field of HD not otherwise provided through course work in the department or elsewhere at the university. Students prepare a multicopy description of the study they want to undertake, on a form available from the department office in NG14. This form must

be signed by the instructor directing the study and the student's faculty adviser and submitted to NG14 MVR, the Office of Undergraduate Education. After clearance that all prerequisites are met, the student picks up the form in NG14 to file at course registration or within the change-of-registration period after registration in the College Registrar's Office, 145 MVR along with an add/drop slip. To ensure review before the close of the periods, early submission of the special studies form to the Office of Undergraduate Education is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study (guidelines for each are available in NG14 Martha Van Rensselaer Hall).

#### HD 400 Directed Readings

Prerequisites: in addition to the general prerequisite courses, a statistics or methods course and at least one course directly linked to the area of study. Permission required.

For study that predominantly involves library research and independent study.

#### HD 401 Empirical Research

Prerequisites: in addition to the general prerequisite courses, a statistics or methods course and at least one course directly linked to the area of study. Permission required.

For study that predominantly involves data collection and analysis, or laboratory or studio projects.

#### HD 402 Supervised Fieldwork

Prerequisites: in addition to the general prerequisite courses, an observation or participation course. Permission required.

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.

#### HD 403 Teaching Apprenticeship

Prerequisites: in addition to the general prerequisite courses, students must have taken the course or equivalent and received a grade of B+ or higher. Permission required.

For study that includes assisting faculty with instruction.

#### HD 417 Female Adolescence in Historical Perspective (also Women's Studies 438, History 458, American Studies 417)

Fall. 3 credits. Prerequisites: HD 216, 241 or, 258 or 300-level history or women's studies course. Juniors and seniors only. M 7:30–10:00 p.m. J. Brumberg.

A reading, writing, and discussion course that will attempt to answer a basic historical question that has consequences for both contemporary developmental theory and social policy: how has female adolescence in the United States changed in the past 200 years? The focus will be on the ways in which gender, class, ethnicity, and popular culture shape adolescent experience. Although the required readings are primarily historical in nature, students are encouraged to think about the interaction of biology, psychology, and culture. Students are required to do a primary source research paper.

#### HD 436 Language Development (also COGST 436, PSYCH 436 and LING 436)

Spring. 4 credits. Open to undergraduate and graduate students. Graduate students should also enroll in HD/LING 700, a supplemental graduate seminar. Prerequisite: at least one course in developmental psychology, cognitive psychology, cognitive development, or linguistics. S-U grades optional. T R 2:55–4:10. B. Lust.

This course surveys basic issues, methods, and research in the study of first-language acquisition. Major theoretical positions in the field are considered in the light of experimental studies in first-language acquisition of phonology, syntax, and semantics from infancy on. The fundamental issues of relationships between language and thought are discussed, as are the fundamental linguistic issues of universal grammar and the biological foundations for language acquisition. The acquisition of communication systems in nonhuman species such as chimpanzees is addressed, but major emphasis is on the child.

#### HD 438 Thinking and Reasoning

Fall. 3 credits. Prerequisite: HD 115 or Psychology 101. T R 1:25–2:40. B. Koslowski.

The course will examine problem solving and transfer, pre-causal thinking, logical thinking, practical syllogisms, causal reasoning, scientific reasoning, theories of evidence, expert vs. novice differences, and non-rational reasoning. Two general issues will run through the course: the extent to which children and adults approximate the sorts of reasoning that are described by various types of models, and the extent to which various models accurately describe the kind of thinking that is required by the types of problems and issues that arise and must be dealt with in the real world.

#### HD 439 Cognitive Development: Infancy through Adolescence

Spring. 3 credits. Prerequisites: HD 115 or Psychology 101. Letter grades only. T R 1:25–2:40. B. Koslowski.

The course will be an overview of current and classic issues and research in cognitive development. Central topics of both "hard cognition" (e.g., information processing and neuropsychological functioning) and "soft cognition" (e.g., problem solving, concepts and categories) will be covered. Selected topics will be linked to methodological issues and to important social issues such as cross-cultural cognitive development and putative racial and social class differences.

#### HD 440 Internship in Educational Settings for Children

Fall or spring. 8–12 credits. Prerequisites: HD 115, 242, or 243 and 348. Recommended: HD 346. Permission of instructor required. S-U grades optional. J. Ross-Bernstein.

Opportunity to integrate theory with practice at an advanced level and to further develop understanding of children ages two to ten and their families. Interns will function as participants in varied settings and participate in curriculum planning, evaluation, staff meetings, home visits, parent conferences, and parent meetings. Supervision by head teacher and instructor. Students are expected to define their own goals and to assess their progress, to do assigned and self-directed readings, and to keep a critical incident journal.

#### HD 451 Nontraditional Families and Troubled Families

Spring. 3 credits. Limited to 30 students. Prerequisites: HD 115 and 150. Letter grades only. T R 8:40–9:55. Offered alternate years. J. Haugaard.

This is an advanced course designed to explore the functioning of families. The first part of the course examines family system theory and how it relates to our understanding of all families. Four types of families are then examined: two nontraditional families (e.g., adoptive families) and two troubled families (e.g., families with a chronically ill child).

#### [HD 456 Families and Social Policy

Spring. 3 credits. Prerequisite: one course in the area of the family or in sociology. S-U grades optional. Not offered 1999–2000. 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.]

#### HD 457 Health and Social Behavior (also SOC 457)

Fall. 3 credits. Prerequisites: a course in statistics and one of the following: HD 150, Sociology 101, Sociology 151, or Rural Sociology 101. Letter grades only. T R 10:10–11:25. Offered alternate years. E. Wethington.

This course critically examines theories and empirical research on the relationships among social group membership, social status, and physical and mental health. The lectures focus on social stress, social support, and family structure, all of which are associated with variations in physical health, mental health, and health maintenance behaviors. Students are expected to read widely from current literature in medical sociology, health psychology, public health, and epidemiology.

#### [HD 464 Sexual Minorities and Human Development (also WOMNS 467)

Spring. 3 credits. Limited to 15 students. Permission of instructor required. T R 2:55–4:10. Not offered 1999–2000. R. Savin-Williams.

The first half of the course covers topics selected by students regarding theoretical, research, and applied issues on sexual minorities. In the second half of the course, students present their field experience or research topic to the class as a teaching experience. The success of the course depends on students feeling personally engaged and committed to the course content, their selected field experience, and their chosen specialized research topic. Because of the multidisciplinary nature of the course, it is hoped that students from a variety of backgrounds in academic disciplines, gender, sexual orientation, ethnicity, race, class, and religious affiliation will feel comfortable in the course.]

#### HD 467 Psycho-social Issues in Asian American Identity (also AAS 467)

Spring. 3 credits. Prerequisites: HD 115 or Psychology 101 preferred. Letter grades only. M 6:30–9:00 p.m. L. Lee.

The course will review theories of identity and self and their usefulness in understanding identity formation for various ethnic groups within the Asian American population. It will

examine the impact of various societal forces, e.g., racism, stereotypes, etc. as well as life experiences, e.g., immigration, family values, etc. in shaping or contributing to the formation of identity or identities of Asian Americans.

**[HD 468 Stress in Childhood and Adolescence]**

Fall. 3 credits. Recommended: HD 115, HD 150 and a statistics course. Letter grades only. TBA. Not offered 1999-2000. J. Eckenrode.

This is an advanced seminar that will review research related to the nature and consequences of stressful experiences in childhood and adolescence, particularly those arising in the family. Topics covered represent common stressors in the lives of children (e.g. divorce of parents), which have potentially damaging consequences for development (e.g. child abuse). Topics in which faculty at Cornell have conducted significant research (e.g. children's memory for stressful events) are also covered. In addition to considering the negative impact of stress on development, we will also consider issues of individual differences in stress reactivity, including the concepts of coping and resilience. These topics lead naturally into discussions of practice and policy.]

**[HD 471 Child Development and Psychopathology]**

Spring. 3 credits. Limited to 60 advanced-level students. Prerequisites: HD 115 or Psychology 101. Strongly recommended: a basic course in psychopathology. Letter grades only. T R 11:40-12:55. Not offered 1999-2000. J. Haugaard.

This class will explore the development and process of mental, emotional, and behavioral disorders in children such as mental retardation, autism, and attention deficit disorders. Topics will include (1) the classification of mental disorders; (2) biological, psychological, and sociological theories regarding the development and maintenance of mental disorders; (3) prevalence and etiology of childhood mental disorders, and (4) therapeutic and preventive interventions. If there is sufficient enrollment, an optional discussion section will be available to those students who would like an opportunity to discuss readings and lecture material in greater depth.]

**[HD 482 Child Development and Social Policy]**

Fall. 3 credits. Enrollment limited to 25 juniors and seniors or by permission of instructor. Prerequisites: HD 115, HD 150, and a course in statistics. HD 260 OR 261 strongly recommended. Letter grades only. Offered alternate years. Not offered 1999-2000. T R 12:20-1:45. C. Raver.

Course work and seminar discussion emphasize the integration of basic research in young children's social and emotional development with intervention- and prevention-oriented research. The course also examines theoretical models of the relations between risk and resilience in child development, family functioning, community and culture. Policies in the domains of parenting, early childhood education, family and community violence, poverty, and child care are analyzed. Broad questions regarding the identification of social problems and the design of solutions are considered within cultural and historical contexts.]

**[HD 483 American Child Care in Global Perspective]**

Fall. 3 credits. Enrollment limited to 25 juniors and seniors. Prerequisites: HD 115 and HD 150. S-U grades optional. T R 2:55-4:10. Not offered 1999-2000. M. Cochran.

In this course we examine American child care policies and programs, broadly defined, in the context of policies and programs in Africa, Asia, Europe, and Latin America. Comparison and analysis are guided by several complementary conceptual frameworks. Particular attention is given to relativism and universalism as applied to developmental and educational principles and concepts. Students specialize in the child care policies and programs of another country, work in teams to analyze a contemporary policy issue, and apply course content to an issue of their choice in a final paper.]

**[HD 498 Senior Honors Seminar]**

Fall. 1 credit. Required for, and limited to, seniors in the HD honors program. S-U grades only. TBA. S. Cornelius.

This seminar is devoted to discussion and presentation of honors theses being completed by the senior students.

**[HD 499 Senior Honors Thesis]**

Fall or spring. Credit to be arranged. Prerequisite: permission of thesis adviser and coordinator of honors program. S-U grades optional. Department faculty.

**[HD 106, 206, 306, 406 Topics in Human Development]**

2-4 credits. S-U grades optional.

These topics vary each time the course is offered and are taught by advanced graduate students in the field of human development. Descriptions are available at the time of course registration. These courses do not fulfill any requirements for the major; they must be taken as electives.

**Topics Courses**

Fall or spring. 2-4 credits. Prerequisites and enrollment limits vary with topic being considered in any particular term.

Permission of instructor may be required.

This series of courses provides an opportunity for undergraduates to explore an issue, a theme, or 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.

**[HD 215, 315, 415 Topics in Adolescent and Adult Development]**

**[HD 235, 335, 435 Topics in Cognitive Development]**

**[HD 245, 345, 445 Topics in Early-Childhood Development and Education]**

**[HD 255, 355, 455 Topics in Family Studies and the Life Course]**

**[HD 265, 365, 465 Topics in Social and Personality Development]**

**[HD 275, 375, 475 Topics in Developmental Psychopathology]**

**[HD 285, 385, 485 Topics in the Ecology of Human Development]**

**The Graduate Program**

HD graduate courses are only open to undergraduates with instructor's permission.

**General Courses**

**[HD 610 Processes in Human Development: Theoretical Models and Research Designs]**

Spring. 3 credits. Open to graduate students and juniors and seniors in HD and related fields with instructor's permission. Prerequisite: a minimum of one course in statistics. Letter grades only. W 2:00-4:25. U. Bronfenbrenner.

The purpose of the seminar is to acquaint students with selected scientific paradigms being employed at the frontiers of developmental science for investigating the conditions and processes that shape human development over the life course. Particular attention will be given to research models that draw on disciplines (such as evolutionary biology, human genetics, developmental psychology, sociology, anthropology, history, economics). The principal seminar activities consist of faculty and student development of research questions, critical analysis of these questions in the light of diverse theoretical perspectives, and their corresponding research designs. In this process, the human being is treated as an integrated organism.

**[HD 617 Adolescence]**

Spring. 3 credits. Not offered 1999-2000. Staff.

Critical examination of seminal theoretical and empirical writings on adolescent development. Empirical research on specific questions chosen by students is considered in the light of these approaches.]

**[HD 631 Cognitive Development]**

Fall. 3 credits. Letter grades only. Offered alternate years. Not offered 1999-2000. Staff.

Faculty members involved in the course will present their area of specialization in cognitive development. These areas will include perception, attention, memory, language, thinking and reasoning, learning, creativity, and intelligence.]

**[HD 640 Infancy]**

Fall. 3 credits. TBA. S. Robertson.

Development in infancy will be examined through a critical review of key research and theory in selected aspects of neurobehavior, perception, cognition, language, emotion, and social relationships. Theoretical issues to be considered include the role of experiences in early development, sensitive periods, continuity and discontinuity in development, and the functional significance of early behavior. Some of the conditions that put infants at risk for poor development will also be considered, such as premature birth, perinatal medical complications, and exposure to environmental toxins. The course will combine perspectives from developmental psychology and psychobiology.

**[HD 650 Contemporary Family Theory and Research]**

Fall. 3 credits. E. Wethington.

Sociological and social psychological theories and research on the family are examined with reference to the relationship between the family and society. Topics change from year to year, but focus on the processes of socialization and social control, the reproduction of gender and social class across

generations, changes in family "values" across time, the rise of divorce and single motherhood, family diversity, and the genesis of deviance and psychological disorder.

#### **HD 660 Social Development**

Spring. 3 credits. S-U grades optional. C. Raver.

This course is designed to provide both broad and in-depth training in the areas of social and emotional development during infancy and childhood. It will cover most of the major topic areas and theoretical orientations. Consideration will be given to basic influences on socioemotional development—biological, social, and cultural. Coverage will include normative development as well as the origins and nature of individual differences. We will explore such fundamental issues and questions as: What are emotions? What role do they play in the development and organization of personality? What are the effects of early social relationships on emotional regulation? When and how does the self-system emerge? Emphasis will be on the processes—both internal and external—that help determine the course and outcome of development.

#### **[HD 670 Experimental Psychopathology]**

Spring. 3 credits. Prerequisite: an undergraduate course in abnormal psychology or psychopathology; a course in multivariate statistics; and substantive course work in neurobiology or related biological science. Not offered 1999–2000. TBA. Staff.

Overview of current theories and empirical research on functional and organically based psychological disorders. Topic areas to be covered include autism, schizophrenia, anxiety disorders, affective disorders, and personality disorders. Focus is on the developmental and etiology of psychopathology.]

### **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.

#### **HD 618 Seminar in Adolescence and Adult Development**

Topics include peer relations, parent-teen relationships, self-esteem, youth and history, work, and moral development.

#### **HD 633 Seminar on Language Development**

Topics include acquisition of meaning in infancy, precursors of language in early infancy, and atypical language development.

#### **HD 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.

#### **HD 645 Seminar on Infancy**

Focuses on selected topics in the developmental psychology and psychobiology of infancy (including fetal development). Special topics vary and depend in part on student interests.

#### **HD 646 Seminar in Early-Childhood Development and Education**

Topics include analysis of models and settings, design of assessment techniques,

program evaluation, and early childhood in a cross-cultural context.

#### **HD 655 Seminar in Family Studies and the Life Course**

Topics include the sociology of marital status, the single-parent family, work-family linkages, women and work, and families and social change.

#### **HD 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.

#### **HD 675 Seminar in Developmental Psychopathology**

Topics include learning disabilities, therapeutic interventions in atypical development, child abuse and maltreatment, family factors in the etiology of functional disorders, and cognitive characteristics of atypical groups.

#### **HD 685 Seminar in Human Development and Family Studies**

Topics include development of self-concept, sex-role identity, observational methods, and interviews in developmental research.

#### **HD 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.

### **Individualized Special Instruction**

#### **HD 700–806 Special Studies for Graduate Students**

Fall or spring. Credits and hours to be arranged. Credits 1–15 (3 hours work per week per credit). S-U grades at discretion of instructor.

Independent advanced work by graduate students recommended by their Special Committee chair with permission of the instructor.

#### **HD 700 Directed Readings**

For study that predominantly involves library research and independent study.

#### **HD 701 Empirical Research**

For study that predominantly involves collection and analysis of research data.

#### **HD 702 Practicum**

For study that predominantly involves field experience in community settings.

#### **HD 703 Teaching Assistantship**

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

#### **HD 704 Research Assistantship**

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

#### **HD 705 Extension Assistantship**

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

#### **HD 706 Supervised Teaching**

4 credits.

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

#### **HD 806 Teaching Practicum**

4 credits. For advanced graduate students to independently develop and teach an undergraduate topics course under the supervision of a faculty member.

#### **HD 899 Master's Thesis and Research**

Fall or spring. Credit to be arranged. Credits 1–15 (3 hours work per week per credit). S-U grades only. Prerequisite: permission of thesis adviser.

#### **HD 999 Doctoral Thesis and Research**

Fall or spring. Credit to be arranged. Credits 1–15 (3 hours work per week per credit). S-U grades only. Prerequisite: permission of thesis adviser.

## **POLICY ANALYSIS AND MANAGEMENT**

R. Burkhauser, chair; D. Kenkel, Consumer Economics and Housing, director of graduate studies; J. Greene, Human Service Studies, director of graduate studies; A. Mathios, director of undergraduate studies; J. Kuder, director of Sloan Program; J. Allen, R. J. Avery, D. Barr, R. Battistella, B. J. Bristow, R. Brooks, W. K. Bryant, D. Burchfield, R. Burkhauser, P. Chi, L. Dimmler, M. Dyer, J. Ford, J. Gerner, J. Greene, R. Heck, A. Kabacell, D. Kenkel, J. Kuder, N. Kutty, A. Mathios, C. McClintock, L. Morton, A. Parrot, E. Peters, P. Pollak, E. Rodriguez, W. Rosen, S. Tennyson, J. Tiffany, D. Tobias, W. Trochim, S. Walston; R. Babcock, Emeritus; H. Biesdorf, Emeritus; G. Byrnes, Emerita; F. M. Firebaugh, Emerita; A. Hahn, Emeritus; E. S. Maynes, Emeritus; J. Mueller, Emerita; L. Noble, Emerita; J. Robinson, Emerita; C. Shapiro, Emerita; L. Street, Emeritus; K. Walker, Emerita; B. L. Yerka, Emerita; J. Ziegler, Emeritus

**NOTE: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.**

#### **[PAM 180 Human Services in Contemporary Society (formerly HSS 101)]**

Fall. 3 credits. Recommended for freshmen and first-year transfer students. Not offered 1999–2000. D. Barr.

A lecture and discussion course designed as an introduction to the community base of services. Current and historical human services are examined. Emphasis is placed on social services, education, health, and criminal justice. Barriers to service delivery are discussed, such as racism, sexism, classism, sexual preference, physical disability, and age. Contemporary issues that impact on service delivery will also be discussed with attention to the relationship between direct service and public policy.]

#### **PAM 200 Intermediate Microeconomics (formerly CEH 210)**

Fall or spring. 4 credits. Prerequisite: Econ 101 or equivalent. Fall: preference to sophomores and juniors. Spring: preference to juniors and seniors. R. Brooks, W. Rosen.

A section is mandatory. Theory of demand and consumer behavior including classical and indifference curve analyses; theories of production and cost; models for the following markets—competitive, monopoly, monopolistic competition, oligopoly, and inputs; general equilibrium; welfare economics; public goods; risk.



**PAM 201 Determinants of Behavior (formerly HSS 246)**

Fall. 3 credits. Prerequisites: introductory sociology and introductory psychology. J. Mueller.

This course provides an interdisciplinary knowledge base for human service professionals. We examine social behavior in the human environment from ecological, ethological, historical, cultural, and social system perspectives. Applications are made to professional practice at the micro level (counseling with individuals and families or other small groups) and at the macro level (social planning and policy formulation for vulnerable groups in our society).

**PAM 204 Applied Public Finance (also CEH 204)**

Fall or spring. 3 credits. Prerequisites: PAM 200. S-U grades optional. E. Peters, D. Kenkel.

The public sector now spends nearly \$2 out of every \$5 generated as income in the U.S. economy. A thorough knowledge and understanding of this important sector is an essential part of training in policy analysis and management. This course will provide an overview of the public sector of the U.S. economy, the major categories of public expenditures, and the main methods used to finance these expenditures. The principles of tax analysis and cost-benefit analysis will be presented with a focus on the role of public policy in improving economic efficiency, promoting the goals of equity and social justice improving equity by altering the distribution of wealth and income.

**PAM 205 Research Methods (formerly HSS 292)**

Fall or spring. 3 credits. Sections TBA. W. Rosen, W. Trochim.

Students will learn the logic and methods of social science research, as well as how to create researchable questions out of their issues of interest. Readings, written assignments, and in-class exercises focus on stating hypotheses, designing studies and samples to test hypotheses, measuring variables, and simple statistical analysis. PAM majors should take this course no later than their junior year.

**[PAM 206 Race, Power, and Privilege in the United States (formerly HSS 280)]**

Fall. 3 credits. Not offered 1999-2000. J. Turner/D. Barr.

For description, see AS&RC 280.]

**PAM 220 Introduction to Management: Principles and Differences Among Sectors (also HSS 220)**

Fall or spring. 3 credits. D. Tobias, S. Walston.

This course is a basic introduction to major management and related concepts of planning, organizing, controlling, leadership, and special topics within five major management contexts including individual/personal, groups/families, firms, not-for-profit organizations, and governments/communities.

**PAM 223 Consumer Markets I (formerly CEH 233)**

Fall. 4 credits. R. J. Avery.

A study of the structure and functions of consumer retail markets with emphasis on the role and activities of the major players in these markets—firms, consumers, and governments. The nature and consequences of various types of market failures are studied from each of these perspectives. Case studies and outside lecturers are used.

**PAM 230 Introduction to Policy Analysis (formerly CEH 230)**

Fall or spring. 3 credits. R. Avery, J. Gerner.

Policy analysis is an interdisciplinary field that uses theories, concepts, and methods from disciplines such as economics, sociology, and political science to address substantive issues in the public policy arena. Students will be introduced to the functions of and interactions between the major institutions (public and private) at the national, state, and local level involved in the policy making process. The course will focus on public policy analysis in the consumer, health, and family/social welfare areas and will also include an introduction to the technical skills required to undertake policy analysis.

**PAM 240 Critical Perspectives (also HSS 240)**

Fall or spring. 4 credits. D. Barr, J. Greene and J. Allen.

This course examines the implications and importance of perspective when examining of public policy. It considers the sources of differing perspectives, including demographic characteristics, historical experience, and intellectual tradition. We also consider how these differing perspectives affect what is considered to be empirical evidence, what assumptions are made, and what outcomes are considered to be important. We will explore these ideas using several specific public policy proposals.

**PAM 270 Housing and Society (formerly CEH 247)**

Spring. 3 credits. S-U grades optional. P. Chi.

A survey of contemporary American housing issues as they relate 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.

**PAM 300 Special Studies for Undergraduates (formerly CEH and HSS 300)**

Fall or spring. Credit to be arranged.

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 want to undertake on a form available from the College Registrar's Office. This form, signed by both the instructor directing the study and the head of the department, should be filed at course registration during the change-of-registration period.

**PAM 301 Economic Organization of the Household (formerly CEH 325)**

Fall. 3 credits. Prerequisite: Econ 101 or equivalent. S-U grades optional. W. K. Bryant.

Economic models are used to help explain a wide variety of family and individual behavior. Topics include the demand for consumer goods and services; consumption and saving; time allocation in the household including labor supply, household production and leisure; human capital investment; fertility; marriage and divorce. Within each topic, uses of the material by public- and private-sector decision makers are discussed.

**PAM 303 Ecology and Epidemiology of Health (formerly HSS 330)**

Spring. 3 credits. S-U grades optional. Limited to 50 students. E. Rodriguez.

Ecological and epidemiological approaches to the problems which restrict human health within the physical, social, and mental environment. The course introduces epidemiological methods to the students and surveys the epidemiology of specific diseases such as AIDS, hepatitis, Legionnaires' disease, plague, cancer, herpes, and chlamydia. Application of epidemiology to health care will be discussed.

**PAM 305 Introduction to Multivariate Analysis (formerly CEH 307)**

Fall or spring. 4 credits. Prerequisites: ARME 210 or ILRST 210 or equivalent. Staff.

The course introduces students to basic econometric principles and the use of statistical procedures in empirical studies of economic models. Assumptions, properties, and problems encountered in the use of multiple regression procedures are discussed. Students are required to specify, estimate, and report the results of an empirical model. Factor analysis and analysis of variance will be covered as well. Section meets once a week.

**[PAM 310 Evaluation of Public Policies (formerly CEH 485)]**

Fall. 3 credits. Prerequisites: PAM 200, 330 or permission of instructor. Not offered 1999-2000. B. Rosen.

This is an advanced course in economic policy analysis that builds on the material covered in PAM 330, Intermediate to Policy Analysis. The course will use a series of policy examples to demonstrate the economic approach. Special topics in cost-benefit analysis and policy evaluation techniques will be developed when necessary for the example under study. Examples of topics that may be addressed include excise taxation, economic evaluations of health care innovations, environmental policies, traffic regulations, consumer policies, and welfare reform.]

**PAM 323 Consumer Markets II (formerly CEH 333)**

Spring. 4 credits. R. J. Avery.

This course focuses on external and internal forces that drive consumer demand. Material in this course will cover the processes whereby consumers interpret market-provided information and the social forces impacting consumer purchase decisions. Particular emphasis will be placed on communication institutions in the market (advertising, the news, and other mass media) and the control of these institutions through government regulation. A select group of consumer policy issues will be covered, such as consumer evaluation of product safety and quality, food additives, consumer privacy, and socially responsible advertising.

**PAM 326 Personal Financial Management (formerly CEH 315)**

Fall. 3 credits. Preference given to human ecology students; limit 200; not open to freshmen. S-U grades optional. R. Heck.

The study of personal financial management at various income levels and during different stages of the family life span. Course topics include financial management frameworks and decision-making processes, basic economic and financial principles, returns to human resources, income and wealth analysis, the role of consumer and mortgage credit,

financial insolvency and counseling, expenditure and purchase analyses, the use of budgets and record keeping in achieving family economic goals, economic risks and available protection, retirement and estate planning, and alternative forms of savings and investments.

**PAM 330 Intermediate Policy Analysis (formerly CEH 250)**

Spring. 3 credits. Prerequisite: PAM 200. N. Kutty.

Introduction to the tools and techniques of policy analysis. Topics covered include microeconomic concepts such as consumer and producer surplus, deadweight loss; rationale for public policy; benefit-cost analysis; impact assessments; experimental, quasi-experimental, and non-experimental designs; and the social ecology of policy analysis.

**PAM 340 The Economics of Consumer Policy (formerly CEH 330)**

Fall. 4 credits. Prerequisites: PAM 200 or permission of instructor. S. Tennyson.

This course is designed to familiarize students with the basic approaches to consumer policy and the economic analysis of consumer policy issues. The course is structured around the major forms of government intervention in consumer markets, and examines a wide variety of economic and social regulations from the economic perspective. Students are required to write a term paper analyzing a consumer policy issue of their choosing.

**(PAM 341 Economics of Consumer Law and Protection (formerly CEH 365))**

Spring. 3 credits. Prerequisite: Econ 101 or equivalent. S-U grades optional. Not offered 1999–2000. A. Mathios.

Economic analysis of the roles played both by the courts and by federal and state regulatory legislation in altering consumer markets, consumer behavior, and consumer welfare. Topics include economic analyses of contract law, products liability, accident law and antitrust law, as well as the activities of such agencies as the Federal Trade Commission, the Food and Drug Administration, and the Consumer Product Safety Commission.]

**PAM 346 Economics of Social Security (also CEH 346)**

Spring. 3 credits. Prerequisite: PAM 200. S-U grades optional. R. Burkhauser.

This course provides students with an economic perspective on social security policies. The readings illustrate the use of economic analysis to predict the behavioral effects and income distributional consequences of policy. The course primarily focuses on the Old-Age, Survivors and Disability Insurance Program. But other programs such as, the Supplemental Security Income, Food Stamps, etc., will be discussed as will policies that attempt to end discrimination against the elderly or those with disabilities.

**PAM 350 Contemporary Issues in Women's Health (formerly HSS 335)**

Fall. 3–4 credits. Offered alternative years. A. Parrot.

This course will deal with the history of women in medicine and historical and cultural treatment of women's health problems. Health care research and the exclusion of women from research trials and protocols will also be addressed. Reproductive issues, alternative approaches to treatment, medical problems, ethical issues, cancers, factors that

contribute to post-traumatic stress disorders, health promotion behaviors, political issues, and routine medical recommendations will also be discussed in depth. Students may take the course for a fourth credit, which will require attending a discussion section every other week and observations of seven facilities that provide a variety of women's health care (i.e., birthing center, mammogram, and ultrasound center, wellness center, hospital labor and delivery unit, LaMaze class, women's self defense class, etc.) on the alternate weeks.

**(PAM 370 Wealth and Income (formerly CEH 355))**

Fall. 3 credits. Open to sophomores, juniors, and seniors; graduate students may elect to audit and write a research paper for 1 to 2 credits under PAM 600. Prerequisites: Econ 101–102 or equivalent. S-U grades optional. Not offered 1999–2000. E. Peters.

The wealth and income positions of American households are defined and described. Various statistics are employed to present conflicting pictures of the distribution of income using the same underlying data. Several models of economic determinants of income are presented and redistributive policies are discussed in the context of the economics of the political and philosophical positions for and against such policies.]

**(PAM 371 Economics of Family Policy—Adults (formerly CEH 320))**

Fall. 4 credits. Limited to 40 students. Junior or senior standing; non-PAM majors by permission of instructor. Not offered 1999–2000. Staff.

This course examines the economics of family policy issues that have a particular impact on adult family members. Emphasis in this course is on the economic behavior surrounding the policy and the incentives set up by the policy. Policies considered include marriage and divorce, family leave policy, policies assisting single parents, and policies affecting caregiving.]

**PAM 372 Economics of Family Policy—Children (formerly CEH 321)**

Spring. 4 credits. Limited to 40 students. Junior or senior standing; non-PAM majors by permission of instructor. J. Gerner.

This course examines the economics of family policy issues that particularly affect children. This course focuses on a) the economic behavior that generates the policies and b) the economic incentives and behavior that result from the policies. Topics include child welfare, education, day care provision, child support, and adoption.

**(PAM 373 The Economics of Welfare Policy (formerly CEH 356))**

Fall. 4 credits. Prerequisite: Econ 101 or equivalent. S-U grades optional. Not offered 1999–2000. D. Burchfield.

Using the tools of economics, this course examines welfare policy. Included is an examination of the populations affected, the behavior various policies are likely to engender, and how much income redistribution occurs as a result of these welfare policies. Various proposals for welfare reform are also evaluated.]

**PAM 374 Urban Economics and Policy (formerly CEH 348)**

Spring. 4 credits. Prerequisite: PAM 200 or equivalent. S-U grades optional. N. Kutty.

This course explores the economics of cities and urban problems and studies the growth of cities, location choices of firms and households, and the factors which determine land rents. The urban policy issues explored include—housing, urban poverty, zoning, and urban congestion.

**PAM 375 Housing and Long-term Care for the Elderly (formerly CEH 444)**

Fall. 3 credits. S-U grades optional. P. Chi.

Through a wide range of service experiences, this service-based seminar will allow students to explore the different ways community agencies enable older adults to remain independent within diversified residential settings as planned retirement housing, subsidized housing for the low-income elderly, home-sharing projects, ECHO housing, accessory apartments, assisted living facilities, and continuing care retirement community. This seminar will focus on the linkage between housing and long-care alternatives. Throughout the seminar, students will be asked to reflect critically on how their service experience complements, challenges, or extends the course curriculum. The seminar will meet two times every other week. Students are also required to give 4–6 hours of service a week, 4 during the weeks the seminar meets and 6 during the other weeks.

**(PAM 376 Housing, Neighborhood and Community (formerly CEH 445))**

Spring. 3 credits. Prerequisite: PAM 270 or permission of instructor. S-U grades optional. Not offered 1999–2000. P. Chi.

The course examines the interrelationships of housing conditions, neighborhood transitions, and community development. Both theoretical and empirical perspectives on residential patterns, neighborhood change, and community power will be examined. Special attention is given to government policies that deal with fair housing, residential segregation, neighborhood revitalization, and community development.]

**PAM 380 Human Sexuality (formerly HSS 315)**

Spring. 3 credits. Limited to 500 students. Prerequisite: an introductory course in human development and family studies, psychology, or sociology (or equivalent social science course). Recommended: one course in biology. A. Parrot.

The aim of this course is to provide students with an understanding of the interactions and interrelationships of human behavior that influence sexual development and behavior. The course will focus on the evolution of sexual norms, cross-cultural customs, legislation within changing sociopolitical systems, and delivery of services related to sexual issues, needs, and/or problems. Future trends in sexuality will be addressed. Biological and developmental components of human sexuality will also be addressed. An underlying issue is the influence of our social and cultural system on the development of sexual needs, standards, and values. Research and theory of human sexuality will be explored through human and organizational behavior, biology, history, communication arts, education, research theory, law, sociology, and psychology.

**[PAM 381 Health-care Services and the Consumer (formerly HSS 325)]**

Fall. 3 credits. Prerequisite: an introductory course in human services or health or biology. S-U grades optional. Offered alternate years. Not offered 1999-2000.

A. Parrot.

This course is an introduction to health care services and will present developments in the health field that affect the availability and kinds of health services. Emphasis is placed on the interrelationships of practitioners, institutions, and agencies. The part each can play in prevention, diagnosis, and treatment of disease and disability is also explored. Topics will include historical and current trends, quality health care, consumer issues, cultural concerns, ethical issues, politics and policies, and the contemporary problems of health care.)

**[PAM 383 Social Welfare as a Social Institution (formerly HSS 370)]**

Fall. 3 credits. J. Allen.

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

**[PAM 392 New York State Government Affairs (also HSS 392)]**

Spring semester only. 12 credits. Letter grade only. Preference given to juniors and seniors. Sophomores considered.

PAM 220 or a course in political science strongly recommended. C. McClintock.

Students participate in the New York State Assembly Intern Program which includes coursework on legislative, intergovernmental and political party dynamics, that has been approved as upper division baccalaureate credit by the New York State Regents National Program on Noncollegiate Sponsored Instruction. Students also participate in a three day a week supervised New York State Assembly internship requiring research on proposed legislation, committee and public hearings and constituent issues that link policy analysis and implementation. Course and internship performance recommendations are reviewed and finalized by the faculty coordinator of the PAM Experiential Learning Honors Program and recorded as Cornell credit.

**[PAM 400-401-402 Special Studies for Undergraduates (formerly CEH and HSS 400-401-402)]**

Fall and spring. Credits to be arranged. S-U grades optional. 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, HSS, or PAM not otherwise provided through course work in the department or elsewhere at the university. Students prepare a multicopy description of the study they want to undertake, on a form available from the department field office. This form must be signed by the instructor directing the study and the department chair and filed at course registration or within the change-of-registration period after registration

with an add/drop slip in 145 MVR, College Registrar's Office. 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 chair is necessary. Students, in consultation with their faculty supervisor, should register for one of the following subdivisions of independent study.

**[PAM 400 Directed Readings (formerly CEH and HSS 400)]**

For study that predominantly involves library research and independent reading.

**[PAM 401 Empirical Research (formerly CEH and HSS 401)]**

For study that predominantly involves data collection and analysis.

**[PAM 402 Supervised Fieldwork (formerly CEH and HSS 402)]**

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.

**[PAM 403 Teaching Apprenticeship (formerly HSS 403)]**

Prerequisite: students must have taken the course (or equivalent) in which they will be assisting and have demonstrated a high level of performance. For study that includes assisting faculty with instruction.

**[PAM 404 Senior Seminar: Self-Evaluation of Professional Practice (formerly HSS 473)]**

Spring. 3 credits. Prerequisite: limited to students with field experience or ongoing field experience. Faculty.

The process of change at the individual, family, and community level is a major theme of the senior seminar. The second theme, which is integrated throughout the course, concerns ethical principles and values that should inform professional practice. We will also discuss value dilemmas attendant on interventions to promote change at both the micro and macro levels of practice.

**[PAM 423 Risk Management and Policy (also CEH 423)]**

Spring. 3 credits. Prerequisite: Econ 101 and a course in statistics. Enrollment limited to 80. S. Tennyson.

The objective of this course is to provide students with a broad understanding of risk management problems and solutions, a greater appreciation of the importance of risk and risk regulation in our society, and increased comprehension of the complexities of making decisions about risk. Topics covered include alternative ways to define and measure risk, the importance of risk-tradeoffs, and models of decision making under risk. With this background, alternative approaches to risk management are discussed, including insurance, non-insurance financing alternatives, and loss control. The impact on risk management of the legal liability system and government programs, laws and policies are also considered.

**[PAM 424 Families in Business (formerly CEH 435)]**

Spring. 3 credits. Prerequisites: introductory statistics or permission of instructor. S-U grades optional. Not offered 1999-2000. R. Heck.

Offers students the opportunity to explore family business topics such as business

formation, growth and expansion, strategic management, professionalization, succession, locational choices, and family dynamics, conflicts, and relationships relative to the business. An overview of families who own businesses and the profiles of their businesses will be presented along with the examination of the course topics relative to the various stages of business activity including feasibility, start-up, ongoing maintenance, expansion or redirection, and exit or transfer. Case studies from the Harvard Business School series will be utilized to examine the course topics listed above. The course also provides an introduction to research on family businesses by surveying the conceptual issues and methodological approaches related to the study of family businesses.]

**[PAM 425 Empirical Research on Family Businesses (formerly CEH 436)]**

Fall. 3 credits. Prerequisites: introductory statistics or permission of instructor. S-U grades optional. Not offered 1999-2000. R. Heck.

Allows students to develop research skills by providing opportunities for hands-on survey and fieldwork. Topics and activities include research design, sampling, questionnaire development, and statistical analyses related to family-owned businesses; critical review of current research approaches and extant databases used to research business ownership; and implementation and completion of an actual survey of fieldwork project of selected family business owners, or the use of extant databases for descriptive analyses of family-owned businesses.]

**[PAM 427 Complementary Alternative Medicine (also HSS 491)]**

Fall. 3 credits. Prerequisites: a health course and intro biology or permission of instructor. A. Parrot.

This course will help pre medical students, health administration students, as well as health economics students understand the relationship between alternative medicine and western allopathic medicine. The course will educate students about health and wellness, treatments for specific health conditions, differing philosophies of health care, financing health services, and cross cultural approaches to health and wellness.

**[PAM 435 The U.S. Health Care System (also HSS 435)]**

Fall or spring. 3 credits. R. Battistella, D. Burchfield.

This course provides an introduction to the health care delivery systems in the United States, and covers the inter-relatedness of health services, the financing of health care, and the key stakeholders in health care delivery including regulators, providers, health plans, employers and consumers. The course describes the history and organization of health care, behavioral models of utilization, issues of health care reform, and current trends. The course provides an overview of the key elements of the field including ambulatory care services, mental health services, hospitals and clinicians, insurers, the role of public health organizations, and the politics of health care in the U.S.

**[PAM 450 Economics of Health Behavior and Policy (formerly CEH 432)]**

Spring. 3 credits. S-U grades optional. Prerequisites: PAM 200 or equivalent or permission of instructor. Not offered 1999-2000. D. Kenkel.

This course uses the tools of economics to provide a better understanding of health behavior and policy. One focus is on policies that promote public health, including education programs and cigarette and alcohol taxation. Policies that influence consumer choices about health care and health insurance are also considered. A common theme is that to understand the effects of health policy it is necessary to analyze the incentives faced by consumers and the incentives of their employers, insurers, and health care providers. Analyses of specific health policies help develop this theme.]

**[PAM 470/HD 485 Psycho-Economic Perspectives on Human Intelligence and Achievement: Did the Bell Curve Get It Right? (formerly CEH 475)]**

Spring. 3 credits. Prerequisites: basic statistics: any of the following (ARME 210, ARME 411, BTRY 215, ILRST 210, PAM 305, ECON 319, ECON 320); basic economics: ECON 101 or permission of either instructor. Open to juniors and seniors; limited to 100. Not offered 1999–2000. S. Ceci, E. Peters.

The course brings together the analytical tools and key models of economics and psychology to investigate issues raised by Herrnstein and Murray's book *The Bell Curve*. The objective of the course is to bring research into the classroom by enabling students to understand and use (in the lab) the methods available for defining and assessing intelligence and its relationship to success in life and social issues.]

**PAM 471 The Politics of Power and Empowerment in Community Development (formerly HSS 417)**

Spring. 3 credits. Limited to 20 students. D. Barr.

The course will take a theoretical world view of power and the historically colonial relationship between the American ruling class and other people. The three dimensions of power will be used as the framework for analysis. The relationships between social class, race, sex, and power will be studied. In addition, the class will explore the nature of empowerment and new theories of power and empowerment.

**PAM 473 Social Policy (formerly HSS 475)**

Spring. 3 credits. Prerequisite: PAM 383 or Government 111 or Sociology 141. S-U grades optional. 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 are used to evaluate existing social programs and service-delivery systems. Implications for change in policies at the national, state, and local levels are discussed.

**PAM 480 Professional Internship in Human Service Studies (formerly HSS 414)**

Fall or spring. 4–7 credits. Limited to juniors and seniors majoring in human service studies. Prerequisite: PAM 100. Precourse enrollment required. Staff.

Students intern for a minimum of 10 hours a week in a human service organization and attend a weekly seminar or office hours with a focus on integrating classroom and field-based learning. The course is structured as an opportunity for students to learn experientially

and, at the same time, provide meaningful services to human service organizations. Interns are expected to take active roles in structuring, monitoring, and assessing their learning under the guidance of a faculty instructor.

**PAM 481–482 Social Work Methods and Practice I and II (formerly HSS 471–472)**

Introduction to concepts and methods used in a generalist model of social work practice. Examination of the values and ethics of professional practice. Students acquire knowledge and skills appropriate for working with individuals, groups, families, organizations, and communities. Class content is integrated with supervised fieldwork. Placements are made in social agencies in Tompkins and surrounding counties. Students are expected to arrange and to pay for their own transportation.

**PAM 481 Social Work Methods and Practice I (formerly HSS 471)**

Fall. 9 credits. Limited to 25 social work students. Lab fee: \$63. Prerequisites: introductory psychology, introductory sociology, one course in human development, grades of C+ or better in PAM 201 and 383. Staff.

**PAM 482 Social Work Methods and Practice II (formerly HSS 472)**

Spring. 9 credits. Limited to 25 social work students. Prerequisites: grade of B- or better in PAM 481 and satisfactory performance in fieldwork. Staff.

**Topics Courses**

Fall or spring. 2–4 credits. Prerequisites and enrollment limits vary with topic being considered in any particular term. Permission of instructor required. Hours to be arranged. Department faculty.

This series of courses provides an opportunity for advanced undergraduates to explore an issue, a theme, or 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.

**PAM 483 Human Service Environments—Topic course (formerly HSS 490)**

**PAM 484 Human Service Programs—Topic course (formerly HSS 491)**

**PAM 485 Performance Management and Measurement in Nonprofit Organizations—Topic course (formerly HSS 492)**

**PAM 486 Child Welfare I (formerly HSS 490)**

Fall. 3 credits. O. Heath-Crump.

This course is an introduction to the field of child welfare with its many contemporary, traditional, and sometimes controversial issues. Included is an overview of current child welfare practice and policy as it affects such problem areas as drugs and alcohol, children and homelessness, and children and violence. This seminar will present a broad perspective on these subjects along with a systems theory orientation.

**PAM 487 Child Welfare II (formerly HSS 490)**

Spring. 3 credits. O. Heath-Crump.

This course is a sequel of Child Welfare I, which exposes students to the numerous problems plaguing children of the child welfare system. Students will have the opportunity to take a closer look at how the system works, how it is not working to improve the lives of children, and what might be done about it. The purpose of the course is to prepare students to be change agents regarding the child welfare system and to not accept the status quo. The course will also focus on the major policy issues that are emerging for the future of children contending with the system.

**PAM 499 Honors Program (formerly CEH 499 and HSS 499)**

Fall or spring. This course is a combination of CEH 499 and HSS 499. For CE&H and PA majors.

The honors program provides students with the opportunity to undertake basic or applied research which will be preparation of a thesis representing original work of publishable quality. The program is intended for students who desire the opportunity to extend their interests and efforts beyond the current course offerings in the department. Furthermore, the program is designed to offer the student the opportunity to work closely with a professor on a topic of interest. CE&H or PA majors doing an honors program may take PAM 499 for up to 15 credits. See Professor Alan Mathios for more details. For HSS majors the honors program allows them to pursue independent literature or field investigation. The HSS Honors Program is open to HSS majors who have been admitted as juniors to the College of Human Ecology Honors Program. HSS majors may take up to 6 credits of PAM 499 and should spread the credit over two semesters in their senior year.

**PAM 520 Policy and Management Issues on Foreign Investment in China (formerly CEH 520)**

Spring. 3 credits. P. Chi.

This course will help students understand the general investment environment in China and learn how social, cultural, political and economic factors affect decisions on market entry strategies, marketing mix strategies and other management strategies for foreign-invested enterprises (FIEs) in China. This course will not only examine the growth of FIEs since the 1980s, but also discuss the policy initiatives and institutional barriers for direct foreign investment in China. Both multiplier and linkage effects of foreign investment on China's economy will also be evaluated. Further, the management issues on formation, performance, profitability, and dissolution of FIEs will be systematically examined.

**PAM 600 Special Problems for Graduate Students (formerly CEH and HSS 600)**

Fall and spring. Credits to be arranged. S-U grades optional. Staff.

Independent advanced work by graduate students recommended by their chair and approved by the department chair and the instructor.



**[PAM 601 Research Workshop in Consumer Economics and Housing (formerly CEH 601)]**

Fall and spring. 1 credit. S-U grades only. Not offered 1999-2000. Staff.

Research workshop designed to provide a forum for graduate students in consumer economics and housing to present their research.]

**PAM 603 Teaching Experience (formerly HSS 603)**

Fall and spring. 1-3 credits. S-U only.

For students assisting faculty with instruction. The aspects of teaching and the degree of involvement vary depending on the needs of the course and the experience of the student. Does not apply to work for which students receive financial compensation.

**PAM 604 Economics of Consumer Demand (formerly CEH 613)**

Fall. 3 credits. Prerequisite: PAM 200, Economics 311 or 313, or concurrent enrollment in one of the three, and two semesters of calculus. S-U grades optional. W. K. Bryant.

A graduate level introduction to theory and empirical research on household demand, consumption, and saving. Emphasis is on the use of the theory in empirical research. Topics include neo-classical theory of demand, duality, complete demand systems, conditional demand, demographic scaling and translating, consumption and savings. Becker and Lancaster models of demand will be introduced.

**PAM 605 Economics of Household Behavior (formerly CEH 624)**

Spring. 3 credits. Prerequisite: PAM 604 or Economics 609-610 or consent of instructor. S-U grades optional. E. Peters.

This course examines household decision making in both single agent and multiple agent (e.g., game theoretic or bargaining) frameworks. The first half of the course focuses on 1) fertility, 2) household production, and 3) time allocation models of behavior—decisions that are usually modeled in a single-agent framework. The second half of the course looks at 1) marriage markets, 2) family formation and dissolution, 3) bargaining models of resource allocation within the household, and 4) intergenerational transfers across households. These kinds of behaviors are more fruitfully studied using multiple agent models such as contract theory, game theory, and household bargaining. Empirical applications of the theoretical models are presented for both developed and developing countries. Implications for family policies such as child care subsidies, divorce laws, family planning, government subsidies to education, and social security are also discussed. Much of the material covered by this course could also be found in economic demography and economics of the family courses.

**PAM 606 Demographic Techniques (formerly CEH 606)**

Fall. 3 credits. S-U grades optional. W. Brown.

This course provides an introduction to the methods, measures, and data used in the analysis of human populations. Topics include demographic rates, life-table analysis, cohort vs. period analysis, sources and quality of demographic data, population estimation and projection, and stable population models.

**PAM 610 Introduction to Program Evaluation (formerly HSS 689)**

Fall. 1 credit. J. Greene.

This course provides a conceptual introduction to the theory and practice of social program evaluation. It is designed particularly but not exclusively for students planning a major or minor in HSS program evaluation and planning. The course emphasizes two major dimensions of evaluation: 1) its practical, real-world, political dimension and 2) its theoretical, methodological dimension. At the intersection of these two dimensions lie issues of evaluation's purpose and role, which are also addressed in the course.

**PAM 611 Program Evaluation and Planning—Topic course (formerly HSS 611)**

**PAM 612 Measurement for Program Evaluation and Research (formerly HSS 690)**

Fall. 4 credits. Priority given to HSS students. Limit 35. E. Rodriguez.

The 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; and varied methods of data collection with an emphasis on structured questionnaires and interviews. Student work is focused around an applied course project. Attention is also given to ethical and managerial issues that arise in applied measurement settings.

**PAM 613 Program Evaluation and Research Design (formerly HSS 691)**

Spring. 3 credits. W. Trochim.

This course reviews research design and its application to the evaluation of human service programs. Major topics include experimental, quasi-experimental, and nonexperimental research designs; basic sampling and measurement theory; and the theory of validity in research. Attention is given to issues that arise in the application of research designs, and the evaluation of programs, including problems of randomization, causal inference, replication, and utilization of results. The central role of the general linear model in the statistical analysis of outcome evaluation is presented through case examples and computer simulation. Students will encounter examples of outcome evaluation outcomes from a wide range of disciplines including health, mental health, social welfare, criminal justice, social policy, and education.

**[PAM 614-615 Program Evaluation in Theory and Practice (formerly HSS 692-693)]**

614, fall; 615, spring. 4 credits each semester. Prerequisites for PAM 614: 612 and 613 or 617, or permission of instructor. Prerequisite for PAM 615: 614. Students must register for both semesters. Not offered 1999-2000. Staff.

This course is a practicum in which the class designs and conducts an evaluation of a human service program. Students are involved in all phases of the evaluation from design to the production and dissemination of a final report. Emphasis is on research methods in the social sciences. Application of knowledge developed in prerequisite courses is stressed (for example, planning and managing an evaluation, ethics, methods of data collection, data processing, and strategies for analysis and feedback of results.)

**PAM 616 Strategies for Policy and Program Evaluation (formerly HSS 695)**

Fall. 3 credits. Prerequisites: PAM 612 and 613 or 617 or equivalent. Offered alternate years. C. McClintock.

This course examines a wide range of approaches to the evaluation of policies and programs in the human services. The approaches are examined with respect to their purposes, key audiences, and methodologies, as well as their philosophical, political, and value frameworks. Analysis of commonalities and differences across evaluation approaches are used to judge the appropriateness of a given strategy for a particular context.

**PAM 617 Qualitative Methods for Program Evaluation (formerly HSS 696)**

Spring. 3 credits. Prerequisites: PAM 612 and 613 or equivalent. J. Greene.

This course presents a qualitative approach to applied research and the evaluation of human service programs. Topics include the epistemological assumptions underlying this approach, questions of entry into setting, methods for data collection and data analysis, reporting, confidentiality of participants, and the ethics of qualitative inquiry. The course aims to help students understand how, when, and why a qualitative approach to social inquiry can be used appropriately, effectively, and defensibly.

**PAM 618 Seminar in Program Evaluation and Evaluative Research (formerly HSS 697)**

Fall and spring. 1 credit. W 12:20-1:10.

J. Greene, E. Rodriguez, and W. Trochim. This ongoing seminar is topically organized according to student and faculty projects. Focus is on professional issues in evaluation practice, including consulting, ethics and standards, preparation of conference and publication materials, and various methodological issues.

**PAM 620 Human Service Administration—Topic Course (formerly HSS 610)**

**[PAM 623 Consumer Decision Making (formerly CEH 639)]**

Spring. 3 credits. Not offered 1999-2000. R. J. Avery.

Individual and family decision making with respect to their market purchases will be investigated from a multidisciplinary perspective. Topics to be covered in the course include cognitive theories of information processing; theories of group interaction in decision making; and the effect of advertising, imperfect information, and uncertainty on consumer product evaluation and purchase behavior. Special attention will be given to consumer decision making in various market segments, e.g., low-income consumers, children, and the elderly. Specific attention will be paid to how consumers in these segments process marketer-provided information and their related consumption decisions.]

**PAM 630 Seminar in Program Planning and Development (formerly HSS 669)**

Fall. Variable credit. Staff.

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

**PAM 631 Ethics, Public Policy, and American Society (formerly HSS 658)**

Fall. 3 credits. J. Ziegler.

This course will explore current issues of ethics and public policy against a background of theories of ethical behavior. Questions of how public officials and managers of public and non-profit agencies and private enterprises act will be examined. How do standards of ethical behavior in these professions get established? How are public policy issues with ethical implications resolved? Readings will draw from political philosophy, contemporary social science, and imaginative writing. This class is a seminar and class participation is essential. Open to seniors and graduate students.

**[PAM 632 The Intergovernmental System: Analysis of Current Policy Issues (formerly HSS 664)]**

Fall. 3 credits. Open to seniors who have had a course in American government and to graduate students. Not offered 1999–2000. J. Ziegler.

This course offers advanced policy analysis of current political/social/economic issues in the context of the intergovernmental system. Particular attention is paid to how certain policy and human service issues are played out at the federal, state, and local levels of government, and to the formulation of federal and state budget policy. General public administration theory is considered. Students work in teams on a policy/administrative research project and report to the class.]

**PAM 633 Social Policy and Program Planning in Human Services (formerly HSS 660)**

Spring. 3 credits. S-U grades optional. Staff.

An examination of the policy process with an emphasis on the ways in which this process determines the allocation and distribution of social services in the fields of health, education, income security, employment, criminal justice, and housing. The relationship of the policy process to the political economy, to intergovernmental relations, and to social change at the national, regional, state, and local levels will be analyzed. To this end history, theory, cultural values and beliefs, and the structure of society will also be investigated. The role of evaluation in policy planning and implementation will be underscored. Current issues in policy, such as the role of the private and voluntary sectors, interest group politics, barriers and constraints to the development of effective policies, and the respective roles of consumers, clients, and human service professionals in the policy process will also be addressed.

**[PAM 640 Information and Regulation (formerly CEH 635)]**

Spring. 3 credits. Prerequisite: PAM 604 or PAM 200 and two semesters of calculus. Class packets on sale at Campus Store. Not offered 1999–2000. A. Mathios.

A survey of the problems and policies accompanying informational failures and other market failures with regard to consumer well-being. Governmental regulation of products, producers, consumers, and prices are examined. Antitrust activity, disclosure requirements, advertising restrictions, and regulatory agencies are examined in terms of their ability to serve the public and special interests. Economic analysis, rather than institutional structure, is emphasized.]

**PAM 650 Applications in Health Management Practice, Entrepreneurship and Consulting (formerly HSS 612)**

Spring. 3 credits. S. Walston.

Seminars and practica, offered periodically and reflecting 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.

**[PAM 651 Seminar in Mental Health Services (formerly HSS 613)]**

Fall. 3 credits. Open to undergraduate seniors with instructor's approval. Not offered 1999–2000. J. Mueller.

Using lectures, case examples, and class discussions, we will look from both administrative and clinical perspectives at the organization and delivery of mental health services to persons who are mentally ill, mentally infirm, or seriously emotionally and/or developmentally disabled. We will examine model programs for long-term community care and services designed to meet the special needs of ethnic/racial minorities, women, and homeless persons who are mentally impaired. State/federal partnerships will be discussed in terms of their impact on fiscal and human resources for both public and for-profit agencies.]

**PAM 652 Health Care Services: Consumer and Ethical Perspectives (formerly HSS 625)**

Fall. 3–4 credits. Limited to 30 students; undergraduates with permission of instructor. 4-credit option, may be used as Biology and Society Senior Seminar option. A. Parrot.

The course will focus on consumer and ethical issues faced by the health care field today. Broad topics to be discussed include ethical standards and guidelines, health care costs and accessibility of services, government role in health care delivery, health care as a right or privilege, private industry role in health care, services for the medically indigent and elderly, practitioner burnout and training, ethics of transplant surgery and funding, reproductive technology, AIDS research and funding, animals in medical research, right to die, and baby and granny Doe cases.

**[PAM 653 Health Economics and Policy (formerly CEH 632)]**

Spring. 3 credits. Prerequisites PAM 604. Econ 609 or permission of instructor. S-U grades optional. Not offered 1999–2000. D. Kenkel.

This course provides an overview of research in health economics and its relevance for health policy. Models of health capital, household production, and insurance are developed and used to address public health policies and health insurance programs and reforms. Major issues in the economics of the health care sector are discussed, including the markets for physician services, hospital care and long-term care. Much of the course focuses on the U.S., but it will also review research on other countries, especially developing countries that face a very different set of health policy issues.]

**PAM 654 Legal Aspects of Health Care (formerly HSS 627)**

Spring. 3 credits. Prerequisites: PAM 657 or permission of instructor. H. Allen and R. Brooks.

This course introduces principles of the law that are specifically applicable to health-service delivery. Topics considered include the liability of hospitals and their staff and personnel for injuries to patients; medical records and disclosure of information; consent to medical and surgical procedures; responsibility for patients' personal property; collection of bills; medical staff privileges; and confidential communications.

**[PAM 655 Comparative Health-Care Systems (formerly HSS 630)]**

Spring. 3 credits. Open to graduate students and a limited number of seniors with permission of instructor. Not offered 1999–2000. P. J. Ford.

An overview of health services is given within the larger context of the social and economic development policies of several industrialized democracies and developing countries. Sociocultural, economic, and epidemiologic factors are stressed as keys to the formulation of realistic strategies. Resource allocations for health services are assessed against the backdrop of changing rates of economic growth.]

**PAM 656 Managed Health Delivery Systems: Primary-Ambulatory Care (formerly HSS 631)**

Spring. 3 credits. Prerequisite: PAM 657. R. Battistella.

The concept of primary care is used to enhance understanding of the direction and purpose of ongoing changes in health services organization and financing. Pressures on traditional indemnity insurance and solo fee-for-service medicine are examined in the context of the transition from unmanaged to managed delivery systems. The course is divided into two parts: Part 1 examines the development of health maintenance organizations and related forms of managed care against the backdrop of larger public policy concerns. Part 2 centers on administrative-financial topics associated with the design, marketing, and operation of managed delivery systems in highly competitive markets. Considerable attention is given to the relationship between physicians and management with respect to such subjects as medical practice styles, productivity, quality assurance, and outcome measurement. The consumer health care behavior literature is reviewed in the light of marketing strategies and utilization control objectives. Many of the managerial topics are highlighted with field trips and visiting speakers.

**PAM 657 Health Care Organization (formerly HSS 634)**

Fall. 3 credits. Limited to 30 students.

Priority given to Sloan students or permission of the instructor. R. Battistella.

The course will provide an introduction at the graduate level to the organization of health providers in the United States, the interrelationships of health services and the major sources and methods of paying for care. The course will describe how health services are structured in the United States and how these different services interrelate along the continuum of care. The course will describe and analyze organization, delivery, and financing issues from a variety of perspectives using specific performance criteria (e.g., equity, quality, efficiency). Innovations by the public and private sectors in the delivery and reimbursement of health care will also be presented.

**PAM 658 Field Studies in Health Administration and Planning (formerly HSS 635)**

Fall or spring. 1-4 credits. TBA. Staff. Students interested in developing administrative and program-planning research skills are given an opportunity to evaluate an ongoing phase of health care agency activity in the light of sound administrative practice and principles of good medical care. In planning and carrying out the research, students work closely with a skilled practicing administrator and with members of the faculty.

**PAM 659 Epidemiology, Clinical Medicine, and Management Interface Issues (formerly HSS 637)**

Spring. 3 credits. E. Rodriguez. From an empirical and analytical framework this course explores the relationships between epidemiology, clinical medicine, and management. The course will review the epidemiology, policy issues, and treatment of selected diagnoses accounting for a significant percentage of utilization and cost of health care services. In addition, students will have an opportunity to explore issues of resource allocation and continuous quality improvement. The format for the class is lecture, discussion, and case analysis.

**PAM 660 Quality in Health Care Organizations (formerly HSS 638)**

Fall. 3 credits. A. Kabcenell and S. Walston. The quality of health services—the extent to which the appropriate and most effective care is properly administered in the least costly manner—is a topic of paramount importance to patients. It is also a central concern of the providers and managers of health services and those who pay for care. It is a cornerstone of health care reform. Through readings, lecture, discussion, and group work, this course will acquaint the student with the basic elements of managing quality in health care organizations including: defining quality from many perspectives; measuring performance and detecting poor quality care; traditional and progressive approaches to managing quality including Continuous Quality Improvement; and the politics of quality, both within and outside the organization.

**PAM 661 Economics of Health and Medical Care (formerly HSS 640)**

Fall. 3 credits. D. Kenkel. The course is designed for graduate students who seek an understanding of the tools, vocabulary, and way of thinking of economics as it applies to decision making in health services delivery, administration, and policy. The philosophy of the course approach is based on the often-quoted credo of John M. Keynes: "The theory of economics does not furnish a body of settled conclusions immediately applicable to policy. It is a method rather than a doctrine, apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions." The basic methods of micro-economics will be emphasized as tools to help individuals and organizations make better decisions about health services delivery, administration, financing and policy issues.

**PAM 662 Health Care Financial Management I (formerly HSS 641)**

Fall. 3 credits. D. Burchfield. The course is designed to give graduate students an intensive introduction to the issues and techniques in the financial management

of health service organizations. Class lectures, readings, guest speakers, problems, case studies, and research for term paper/projects will all be used to demonstrate important points, which will be reinforced by examples and applications. The course emphasizes the internal financial management knowledge and skill necessary for financial success in complex health organizations.

**[PAM 663 Health Care Financial Management II: Payment Systems (formerly HSS 642)]**

Spring. 3 credits. Prerequisite: PAM 662. Not offered 1999-2000. Staff. The purpose of this course is to develop an understanding of the theories on which health care payment and reimbursement systems are based and the techniques by which they operate.]

**PAM 664 Information Resources Management in Health Organizations (formerly HSS 645)**

Spring. 3 credits. Recommended: strong basic computer skills. S-U grades optional. D. Burchfield.

Students are expected to have basic computer skills upon entry into the course. This course is a graduate course in Health Services Administration. Students will be exposed to the opportunities and challenges inherent in the use of health management information systems (HMISs) in clinical and non-clinical applications. The course focuses on the manager's role in the application of HMISs to solve problems and address concerns in today's health care service industry. Students will learn how an HMIS can enhance the ability to appraise multi-clinical and non-clinical services of care.

**PAM 665 Managing Health and Human Service Organizations I (formerly HSS 648)**

Fall and spring. 3 credits. Staff. This is the first segment of an 8-credit sequence addressing the management and leadership of health and human services organizations. Different perspectives are examined, from that of the first-line supervision to the CEO level. This course begins with a study of basics of management—communications, motivation, change management, leadership, human resources, organizational design issues, and labor relations. It then looks at the development of technical skills in the areas of problem solving, decision making, productivity measurement, resource allocation and performance measurement. The course is taught with an applied focus and utilizes a case study approach.

**PAM 666 Strategic Management and Organizational Design of Health Care Systems (formerly HSS 649)**

Spring. 3 credits. Prerequisite: PAM 665. S. Walston.

This is the second segment of an 8-credit sequence in the management and leadership of health and human services organizations. This course concentrates on strategy issues, marketing, organizational culture issues, development of mission, the management of professionals, and studies the importance of roles, structure, and inter- and intra-institutional relationships within these organizations. The course is taught via a case study approach.

**PAM 667 Health and Welfare Policy (formerly HSS 685)**

Fall. 3 credits. R. Battistella. Health and welfare issues are seen as reflecting alternate solutions to the broader institutional problems of allocation (economics), control (politics), and normative behavior (morality). A basic tenet is that health and welfare policy is deeply rooted in social values and the availability of economic resources. Health policy is interpreted from a multidisciplinary perspective in which change emanates from structural dynamics accompanying socioeconomic development such as the evaluation of the economy from the entrepreneurial to the managerial to the post-industrial stages, together with shifts in social and political ideology—libertarianism, welfare statism, and secular humanism.

**PAM 668 Long-Term Care and the Aged: Alternative Health and Social Service Delivery Systems (formerly HSS 688)**

Fall. 3 credits. Prerequisite: PAM 657. R. Battistella. Alternatives for the organization and delivery of long-term care services are examined within the context of public-financing constraints. Progressive long-term care is viewed as a continuum encompassing medical and social services positioned to optimize independent living. Relevant experience from other highly developed countries is presented. Visiting speakers from the public and private sectors are featured. Field trips provide additional insights into the many challenges and opportunities of long-term care policy and management.

**PAM 674 Housing Economics (formerly CEH 648)**

Spring. 3 credits. Prerequisite: Economics 311 or 313. Instructor's permission required. N. Kutty. A survey of economic theory and empirical research related to housing markets. The course studies the demand and supply sides of the housing market as applications of microeconomic theory. Topics related to housing demand include tenure choice (decision to own or rent), household formation, mobility, and discrete choice models of housing demand. Topics on the supply side include housing starts, maintenance, and rehabilitation. Housing policy issues such as tax policy, housing for the elderly, fair housing, rent control, and zoning also will be addressed.

**PAM 680 Leadership in the Human Services (formerly HSS 655)**

Fall. 3 credits. Open to seniors with instructor's permission. S-U grades optional. J. Mueller. Students in this seminar will study human service organizations in the context of their changing economic, political, ecological, and technological environments, and in terms of the leadership behaviors of administrators who are making successful adaptive responses to these changes. The introduction of new organizational forms and strategies for nurturing innovation and for effecting cultural change within the work environment will be discussed from the perspective of leadership roles at various organizational levels. Readings include both new theoretical literature and practical how-to-do-it guides for administrators. The seminar format provides an opportunity for simulations so that students can give and receive feedback on their leadership skills.

**PAM 704-705 Internship in Human Service Studies (formerly HSS 704-705)**

Fall, spring, or summer. 1-15 credits. S-U grades optional.

Internship placement in human services is 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 levels in positions consistent with students' needs and desires. The duration of an internship is negotiated between the student and the agency, while course credit and residence units are arranged between the student and the Special Committee.

**PAM 718 Advanced Seminar in Program Evaluation (formerly HSS 790)**

Fall, spring. 1-3 credits. S-U grades optional. Prerequisite: permission of instructor. Staff.

This advanced course is intended for students with at least three courses in evaluation (PAM 612 series or equivalent) and statistics through multiple regression. The seminar focuses on analysis and appraisal of current literature on program evaluation and evaluative research. The seminar is topical, addressing current issues of importance in the field.

**PAM 799 MPS Problem Solving Project (formerly HSS 799)**

Fall or spring. Credits to be arranged. For students recommended by their chair and approved by the instructor in charge of independent advanced work. S-U grades optional.

**PAM 899 Master's Thesis and Research (formerly CEH and HSS 899)**

Fall and spring. Credit to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional.

**PAM 999 Doctoral Thesis and Research (formerly CEH and HSS 999)**

Fall and spring. Credit to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional.

**Topical Seminars and Practica—PAM 618 and 630 (formerly HSS 697 and 669)**

Seminars and practica, offered periodically and reflecting 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.

**Topics Courses—PAM 611, 620, and 650 (formerly HSS 611, 610 and 612)**

Fall or spring. 2-4 credits. Prerequisites and enrollment limits vary with topic being considered in any particular term. Permission of instructor required. Hours to be arranged.

This series of courses provides an opportunity for graduate students to explore an issue, a theme, or 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 formats.

**TEXTILES AND APPAREL COURSES**

A. Lemley, chair, A. Netravali, director of graduate studies; A. Racine, director of undergraduate studies; S. Ashdown, C. C. Chu, C. Coffman, C. Jirousek, S. Loker, S. K. Obendorf, A. Racine, P. Schwartz

**NOTE: Class meeting times are accurate at the time of publication. If changes are necessary, the department will provide new information as soon as possible.**

**TXA 114 Introduction to Computer-Aided Design**

Fall and summer. 3 credits. Fall, T or R 1:25-4:25. It is important for students on wait lists to attend the first class. Limit 18 per lab section. Priority given to all TXA and other freshmen and sophomore students. Not open to those who have taken or are currently enrolled in DEA 648. S-U grades optional. A. Racine.

A studio course that explores the creative potential of microcomputers. The AutoCAD software program is used as a design tool for generating a wide variety of visual images. Basic Photoshop software commands are introduced to enhance AutoCAD drawings. Daily hands-on demonstrations and studio work. Students develop two-dimensional designs based on historical, cultural, and museum sources for portfolios and display. Supplies cost about \$60.00; lab fee \$15.00.

**TXA 125 Art, Design, and Visual Thinking**

Fall. 3 credits. S-U grades optional. Lects M W F 12:20-1:10. C. Jirousek.

An introduction to the visual arts and design that explores aesthetic and cross-cultural dimensions of visual experience. Augmented by slide presentations, artifacts, video, and an internet-based electronic textbook, lectures emphasize the varieties of visual expression seen in works of art and design. Social, cultural, and historic interpretations of visual expression are discussed.

**TXA 135 Fibers, Fabrics, and Finishes**

Spring. 3 credits. S-U grades optional. Lects M W F 9:05-9:55. A. Netravali.

An introduction to fibers, fibrous materials, and dyes and finishes. Special emphasis is given to the use of fibrous materials in apparel, residential and contract interiors, and industrial applications. Topics covered include fiber properties, fabric structure, coloration of fibrous materials, dimensional stability, flammability, product specifications, and performance standards.

**TXA 145 Introduction to Apparel Design**

Spring. 4 credits. Limited to 30 students with 15 students per lab section; priority given to all TXA, other freshmen and sophomore students, and students transferring into TXA; not open to seniors outside of TXA. Letter grades only. Apparel design majors should take course during the first year. Minimum cost of materials, \$125; lab fee, \$10. Lec T 1:25-4:25 and lab F 10:10-12:05 or lec R 1:25-4:25 and lab F 12:20-2:15. A. Racine.

Intensive study of principles and processes of flat-pattern design with emphasis on creative expression in children's apparel. Students develop a thorough understanding of the principles and techniques needed to produce apparel.

**TXA 217 Drawing the Clothed Figure**

Spring. 3 credits. Enrollment limited to 18 students. Prerequisite: a basic drawing course. Priority given to apparel students. Letter grades only. Minimum cost of supplies \$125.00. Lab fee: \$30. T R 10:10-1:10. Staff.

The goal of this course is to improve a student's capacity to communicate apparel design ideas visually by drawing clothing on the human body. Emphasis will be on development of techniques used to express the human body, materials, and clothing designs quickly and clearly in working sketches and to present clothing designs in finished renderings.

**TXA 237 Structural Fabric Design**

Fall. 3 credits. S-U grades optional. Prerequisite: TXA 135. Recommended: college algebra. Lects M W F 9:05-9:55. P. Schwartz.

This course covers the elements of technical fabric design with an emphasis on woven and knitted fabrics. Topics include structure of woven and knitted fabrics, openness, manufacturability, equivalence, and color effects.

**TXA 264 Draping**

Fall. 4 credits. Limited to 20 students. Prerequisite: TXA 125 and TXA 145; one drawing course recommended. Minimum cost of materials, \$125; lab fee, \$10. T R 10:10-1:10. S. Ashdown.

This studio course examines the process of creating a three-dimensional garment from the two-dimensional fabric. Through exercises, the principles and processes of draping, advanced flat pattern making, and fitting are studied. Assigned problems require the students to make judgments regarding the design process, the nature of materials, body structure, function, and fashion.

**TXA 269 Style, Fashion, and the Apparel Industry**

Spring (last seven weeks of semester). 2 credits. Recommended: TXA 125 and TXA 135. Not open to freshmen. S-U grades optional. Lec M W 10:10-12:05. A. Racine.

Illustrated lectures will focus on changes in the U.S. apparel industry and fashion from the nineteenth century to the present day due to social forces, technological developments, and shifting demographics. The Cornell Costume Collection will be used for discussion. Students will write a term paper on issues relating to the fashion industry.

**TXA 300 Special Studies for Undergraduates**

Fall or spring. Credit 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 want to undertake on a form available from the College Registrar's Office. The form, signed by both the instructor directing the study and the department chair, is filed at course registration or during the change-of-registration period.



**TXA 331 Apparel Production and Management**

Fall. 3 credits. Prerequisites: Economics 101 and 102 and an upper-division course in either apparel or textiles. T R 10:10-11:25. Not offered 2000-2001. S. Loker.

Introduction to the global textile and apparel industry, particularly the technical and economic aspects of apparel production. Analysis of specific apparel manufacturing and management issues such as international sourcing, Quick Response, mass customization, production and information technology, labor, and logistics.

**TXA 335 Fiber Science**

Spring. 3 credits. Limited to 20 students. Prerequisites: college chemistry and physics. Lects M W 1:25-2:15. Lab M 2:30-4:25. A. Netravali.

This course covers fibers commonly used in various engineering, medical, and apparel applications. Topics include nature of polymer molecules, chemical structure of organic fibers, inorganic fibers, micro-macro structure of fibers, fiber dimensions, environmental effects, mechanical, optical, thermal, and frictional properties of fibers. Fiber uses such as composites in aerospace and other structural components, circuit boards, bulletproof vests, sutures, artificial arteries, geotextiles, sporting goods, etc. will be discussed.

**TXA 336 Fundamentals of Color and Dyeing**

Fall. 3-4 credits. 3 credits for lecture only; 4 credits for lecture and lab. Prerequisite: college Natural Science Requirements. Fiber science students are required to take the lab. Lab fee, \$15. Lects M W F 10:10-11:00; lab M 1:25-4:25. C. C. Chu.

Color is an extremely important and useful factor in daily life. This course will emphasize theories and scientific principles of color, providing a framework for the use of color in design, marketing, or research. How colorants are used to dye fabrics will be addressed. Although fabrics are chiefly used to illustrate color in the class, much of the information and knowledge will be useful to non-textile majors. Guest lecturers from the industry will address the practical aspects of color in business.

**TXA 346 Apparel Design Process and Pattern Development**

Spring. 4 credits. Prerequisite: TXA 135 and TXA 145. Letter grades only. Minimum cost of materials, \$125; lab fee, \$10. M W 1:25-4:25. Staff.

This studio course applies the principles and processes of advanced pattern making and the theory of functional clothing to the development of sportswear, actionwear, and clothing for active leisure activities. Assigned problems will require students to use the design process to apply information about body structure, user needs (thermal protection and comfort, mobility, and visibility), and the nature of materials to the production of functional, fashionable apparel.

**TXA 368 Computer-Aided Apparel Design**

Spring (first seven weeks of semester). 2 credits. Prerequisite: TXA 114, TXA 125, and TXA 264. Minimum cost of materials, \$50; lab fee, \$10. M W F 10:10-12:05. A. Racine.

Intermediate apparel students prepared to challenge and refine their design skills will be

presented with a variety of complex studio problems. This class uses computer-aided apparel design and team work.

**TXA 375 Color and Surface Design of Textiles**

Fall. 4 credits. Recommended: TXA 114 and TXA 135. Minimum cost of other materials, \$100; lab fee, \$75. Limited to 18 students. T R 1:25-4:25. C. Jirousek.

Studio experience in the surface design of textiles combined with exercises in color theory. Textile projects will utilize techniques such as block printing, shibori, batik, silk painting, silk screen, and stitchery to produce a portfolio of textile designs. Studio work will be augmented by lectures on pattern and color theory illustrated by slides and textile examples.

**TXA 400-401-402-403 Special Independent Studies for Undergraduates**

Fall, summer, or spring. Credits to be arranged. S-U grades optional. 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 TXA not otherwise provided through course work in the department or elsewhere at the university. Students prepare a multicopy description of the study they want to undertake on a form available from the department office. This form must be signed by the instructor directing the study and the department chair and filed at course registration or within the change-of-registration period after registration along with an add/drop slip in 145 MVR, College Registrar Office. 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 chair is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

**TXA 400 Directed Readings**

For study that predominantly involves library research and independent reading.

**TXA 401 Empirical Research**

For study that predominantly involves data collection and analysis, or laboratory or studio projects.

**TXA 402 Supervised Fieldwork**

S-U only.

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.

**TXA 403 Teaching Apprenticeships**

Fall or spring. 2-4 credits. Prerequisites: student must have upperclass standing, have demonstrated a high level of performance in the subject to be taught and in the overall academic program, and have permission of the instructor and the department chair. S-U grades optional. Staff.

Apprenticeship includes both a study of teaching methods in the field and assisting the faculty with instruction.

**TXA 432 Product Quality Assessment**

Fall. 3 credits. Prerequisites: TXA 135 and Statistics. Lab fee, \$15. Lects M W 1:25-2:15; lab M or W 2:30-4:25. S. K. Obendorf.

This course covers evaluation of fibers, yarns, fabrics, and garments, with emphases on the meaning of standards, testing philosophy, quality control, and statistical analysis. Day-to-day tests done in textile and apparel industry will be discussed. Laboratory sections will introduce students to various test methods, data generation for analysis, and evaluation.

**TXA 436 Fiber Chemistry**

Spring. 3 credits. S-U grade optional. Senior and first-year graduate students. Lects M W F 10:10-11:00. Offered alternate years. Not offered 2000-2001. C. C. Chu.

The chemical and physical structure of several commercially important fibers, such as cotton, wool, silk, polyesters, nylons, acrylics, polyolefins and spandex and their polymerization process are discussed. The general chemical and physical properties of each will be given. Degradation reactions for certain fibers such as polyolefins and acrylics will be discussed.

**TXA 439 Biomedical Materials and Devices for Human Body Repair**

Spring. 2-3 credits. 2 credits meets Tues. only; 3 credits meets Tues. and Thurs. S-U grades only for 2 credits, letter grades only for 3 credits. Juniors and seniors only. Prerequisites: college Natural Science requirement. (Chem. or Biol.). T 1:25-2:40, R 1:25-2:40. C. C. Chu.

Survey of materials and devices for repair of injured, diseased, or aged human tissues/organs. It includes properties of synthetic and biological materials, wound healing processes, medical devices for repair of wounds, blood vessels, hearts, joints, bones, nerves, male impotence, vision/hearing/voice, and drug control/release.

**TXA 444 Apparel/Textile Retailing and Distribution**

Spring. 3 credits. S-U grades optional. Juniors and seniors only. Prerequisite: TXA 135, TXA 331, and ARME 240 or equivalent. Lec M W 2:55-4:10. Staff.

This course provides an overview of the business of design, production, distribution, marketing, and merchandising of apparel and related products from a management perspective. The organization and structure of both domestic and international retailers is included along with pricing strategies, merchandise planning, inventory management, and sales promotion. New uses of computer systems and information technologies will be emphasized throughout.

**TXA 446 Apparel Design: Intermediate Functional Clothing Design**

Spring. 4 credits. Prerequisites: TXA 367 and TXA 246 or permission of instructor. Minimum cost of materials, \$125; lab fee, \$15. Offered alternate years. M W 10:10-1:10. Staff.

Complex problems in functional apparel design will be studied with an emphasis on totally encapsulating clothing. Students will work in groups and individually to set design criteria and develop innovative solutions for current problems in protective apparel.

**TXA 465 Apparel Design: Product Development and Presentation**

Fall. 4 credits. Prerequisites: minimum of three drawing or art courses, TXA 264, TXA 368, and TXA 375 or permission of instructor. Recommended: TXA 114. Minimum cost of materials, \$250; lab fee, \$10. M W 10:10-1:10. S. Ashdown.

Through studio problems in apparel design, students examine the influence of manufacturing technology and cost on apparel products. Garments are developed to various stages from sketches to finished samples. Some portfolio development included.

**TXA 475 Photoshop for Portfolio Presentations in Textiles and Apparel**

Spring (first seven weeks of semester). 2 credits. Limited to 16 students. Prerequisite: TXA 217 or TXA 375. Course fee covering CAD lab color printing, \$15.00. T R 10:10-12:05. Staff.

This course will explore the use of Adobe Photoshop as a tool for portfolio development in textile and apparel design. Building on studio work produced in other courses, students will learn the basics of Photoshop and create a design line for a formal portfolio that will involve textile design applied to either apparel or home furnishings use.

**TXA 499 Honors Thesis Research**

Fall and spring. 1-6 credits (maximum 6 credits for graduation). S-U grades optional. Prerequisite: TXA students who have been admitted to college honors program. Staff.

Independent research leading to the honors thesis. College honors program guidelines are to be followed.

**TXA 600 Special Problems for Graduate Students**

Fall or spring. Credit to be arranged. S-U grades optional. Staff.

Independent advanced work by graduate students recommended by their chair and approved by the department chair and instructor.

**[TXA 620 Physical Properties of Fiber-Forming Polymers and Fibers**

Fall. 3 credits. Prerequisite: permission of instructor. Offered alternate years. Not offered 1999-2000. A. Netravali.

Formation and properties of fiber-forming polymers, rubbery, glassy, and crystalline states and their interconnection. Fiber structure, relationship between chemical structure and physical properties of manufactured and natural fibers. Mechanical, thermal, and viscoelastic properties of fibers and testing methods will be discussed.]

**[TXA 626 The Chemistry of Textile Finishes and Dyeing**

Spring. 3 credits. S-U optional. Prerequisites: TXA 336 or equivalent and organic chemistry, or permission of instructor. Offered alternate years. Not offered 1999-2000. C. C. Chu.

Chemical aspects of textiles with emphasis on finishes and dyeing are discussed. Industrially important textile chemicals used for dyeing and enhancing fiber and fabric properties, such as durable press, anti-soiling, water repellency will be studied. The emphasis is on the correlation of the observed effect with chemical structure, end-use influences, interaction with fabric and fibers, sources and synthetic routes. The environmental impact of

these textile chemicals and current federal regulation will be briefly discussed.]

**TXA 637 Research Seminars in Apparel Design**

Fall and spring. 1 credit; S-U only; repeat of course each semester is encouraged for all apparel design graduate students. Available to advanced undergraduate students with permission of individual instructor. Apparel Design faculty.

**TXA 639 Mechanics of Fibrous Assemblies**

Fall. 3 credits. Prerequisite: solid mechanics or permission of instructor. Offered alternate years. Not offered 2000-2001. P. Schwartz.

A study of the mechanics of fiber assemblies: idealized yarn and fabric models; statistical bundle theories; deformation of yarns and fabrics in tensile, shear, and compressive stress; bending and buckling; and the mechanical behavior of nonwoven textile materials.

**TXA 664 Human Factors: Anthropometrics and Apparel**

Spring (even-numbered years). 3 credits. S-U grades optional. Prerequisites: course in statistics and permission of instructor. Open to advanced undergraduates. Offered alternate years. Not offered 2000-2001. S. Ashdown.

Seminar course focusing on the human form and its relationship to clothing. Includes discussion of quantification of body sizes and human variation; historical, cultural, and aesthetic concepts of fit; apparel sizing techniques; national and international sizing systems and standards; impact of sizing systems on various populations (elderly, handicapped, etc.).

**[TXA 675 Aesthetics and Meaning in World Dress**

Spring. 3 credits; S-U grades optional. Prerequisites: TXA 125 or course in history of art, costume history, or other history. Offered alternate years. Not offered 1999-2000. C. Jirousek.

An examination of the aesthetic and social psychological relationship between body and clothing in the context of various cultures. Students will develop a research topic to be presented orally and in a term paper and will participate in the development of an exhibition.]

**TXA 899 Master's Thesis and Research**

Fall or spring. Credits to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional. Staff.

**TXA 999 Doctoral Thesis and Research**

Fall or spring. Credit to be arranged. Prerequisite: permission of the chair of the graduate committee and the instructor. S-U grades optional. Staff.

**FACULTY ROSTER**

Allen, Josephine A., Ph.D., U. of Michigan. Assoc. Prof., Policy Analysis and Management  
Anderson, Carol L., Ph.D., Iowa State U. Assoc. Prof., Human Development, Assistant Dean  
Ashdown, Susan, Ph.D., U. of Minnesota. Assoc. Prof., Textiles and Apparel

Avery, Rosemary J., Ph.D., Ohio State U. Assoc. Prof., Policy Analysis and Management  
Barr, Donald J., Ph.D., Indiana U. Prof., Policy Analysis and Management  
Battistella, Roger M., Ph.D., U. of Michigan. Prof., Policy Analysis and Management  
Becker, Franklin D., Ph.D., U. of California at Davis. Prof. and Chair, Design and Environmental Analysis  
Brannon, Patsy, Ph.D., Cornell U. Prof., Nutritional Sciences, Dean  
Brooks, Richard, Ph.D., U. of California at Berkeley, J.D., U. of Chicago. Asst. Prof., Policy Analysis and Management  
Brumberg, Joan J., Ph.D., U. of Virginia. Prof., Human Development  
Bryant, W. Keith, Ph.D., Michigan State U. Prof., Policy Analysis and Management  
Burkhauser, Richard, Ph.D., U. of Chicago. Prof. and Chair, Policy Analysis and Management  
Canfield, Rick, Ph.D., U. of Denver. Assoc. Prof., Human Development  
Ceci, Stephen J., Ph.D., U. of Exeter (England). Prof., Human Development  
Chi, Peter S., Ph.D., Brown U. Prof., Policy Analysis and Management  
Chu, Chih-Chang, Ph.D., Florida State U. Prof., Textiles and Apparel  
Cochran, Moncrieff, Ph.D., U. of Michigan. Prof., Human Development  
Cornelius, Steven W., Ph.D., Pennsylvania State U. Assoc. Prof., Human Development  
Danko, Sheila, M.I.D., Rhode Island School of Design. Assoc. Prof., Design and Environmental Analysis  
Depue, Richard, Ph.D., U. of Oklahoma. Prof., Human Development  
Eckenrode, John J., Ph.D., Tufts U. Prof. and Co-Director, Family Life Development Center  
Elliott, John, M.E. Des., U. of Calgary. Asst. Prof., Design and Environmental Analysis  
Eshelman, Paul E., M.F.A., U. of Illinois. Assoc. Prof., Design and Environmental Analysis  
Evans, Gary, Ph.D., U. of Massachusetts at Amherst. Prof., Design and Environmental Analysis  
Ewert, D. Merrill, Ph.D., U. of Wisconsin at Madison. Assoc. Prof., Assoc. Dean  
Ford, John L., Ph.D., U. of Michigan. Prof., Policy Analysis and Management  
Garbarino, James, Ph.D., Cornell U. Prof. and Co-Director, Family Life Development Center  
Gerner, Jennifer L., Ph.D., U. of Wisconsin. Prof., Policy Analysis and Management, Associate Dean  
Gibson, Kathleen J., M.A., Ohio State U. Asst. Prof., Design and Environmental Analysis  
Greene, Jennifer C., Ph.D., Stanford U. Prof., Policy Analysis and Management  
Greene, Katrina, Ph.D., U. of Virginia. Asst. Prof., Human Development  
Hamilton, Stephen F., Ed.D., Harvard U. Prof., Human Development  
Haugaard, Jeffrey, Ph.D., U. of Virginia. Assoc. Prof., Human Development  
Hazan, Cindy, Ph.D., U. of Denver. Assoc. Prof., Human Development  
Heck, Ramona K.Z., Ph.D., Purdue U. Prof., Policy Analysis and Management  
Hedge, Alan, Ph.D., U. of Sheffield (England). Prof., Design and Environmental Analysis  
Jennings, Jan, M.S., Oklahoma State U. Assoc. Prof., Design and Environmental Analysis  
Jirousek, Charlotte, Ph.D., U. of Minnesota. Assoc. Prof., Textiles and Apparel

Kenkel, Donald, Ph.D., U. of Chicago. Assoc. Prof., Policy Analysis and Management

Koslowski, Barbara, Ed.D., Harvard U. Assoc. Prof., Human Development

Kuder, John, Ph.D., U. of Michigan. Assoc. Prof., Policy Analysis and Management

Kutty, Nandinee K., Ph.D., Syracuse U. Asst. Prof., Policy Analysis and Management

Laquatra, Joseph Jr., Ph.D., Cornell U. Assoc. Prof., Design and Environmental Analysis

Lee, Lee C., Ph.D., The Ohio State U. Prof., Human Development

Lemley, Ann T., Ph.D., Cornell U. Prof. and Chair, Textiles and Apparel

Loker, Suzanne, Ph.D., Kansas State U. Prof., Textiles and Apparel

Lust, Barbara C., Ph.D., City U. of New York. Prof., Human Development

Mathios, Alan, Ph.D., U. of Pennsylvania. Assoc. Prof., Policy Analysis and Management

Maxwell, Lorraine E., Ph.D., City U. of New York. Asst. Prof., Design and Environmental Analysis

McClintock, Charles, Ph.D., SUNY at Buffalo. Prof., Policy Analysis and Management, Associate Dean

Moen, Phyllis, Ph.D., U. of Minnesota. Prof. and Director, Bronfenbrenner Life Course Center

Netravali, Anil, Ph.D., North Carolina State U. Assoc. Prof., Textiles and Apparel

Obendorf, Sharon K., Ph.D., Cornell U. Prof., Textiles and Apparel, Assoc. Dean

Parrot, Andrea, Ph.D., Cornell U. Assoc. Prof., Policy Analysis and Management

Peters, Elizabeth, Ph.D., U. of Chicago. Assoc. Prof., Policy Analysis and Management

Pillemer, Karl A., Ph.D., Brandeis U. Prof., Human Development

Pollak, Patricia B., Ph.D., Syracuse U. Assoc. Prof., Policy Analysis and Management

Raver, C. Cybele, Ph.D., Yale U. Asst. Prof., Human Development

Robertson, Steven S., Ph.D., Cornell U. Prof. and Chair, Human Development

Rodriguez, Eunice, Ph.D., U. of California at Berkeley. Asst. Prof., Policy Analysis and Management

Savin-Williams, Ritch C., Ph.D., U. of Chicago. Prof., Human Development

Schwartz, Peter, Ph.D., North Carolina State U. Prof., Textiles and Apparel

Sims, William R., Ph.D., Massachusetts Inst. of Technology. Prof., Design and Environmental Analysis

Tennyson, Sharon, Ph.D., Northwestern U. Assoc. Prof., Policy Analysis and Management

Tobias, Donald J., Ph.D., Michigan State U. Assoc. Prof., Policy Analysis and Management

Trochim, William M. K., Ph.D., Northwestern U. Prof., Policy Analysis and Management

Walston, Stephen, Ph.D., U. of Pennsylvania. Asst. Prof., Policy Analysis and Management

Wethington, Elaine, Ph.D., U. of Michigan. Assoc. Prof., Human Development

Williams, Wendy M., Ph.D., Yale U. Assoc. Prof., Human Development

### Lecturers

Basinger, Annette, B.A., Michigan State U. Lecturer, Design and Environmental Analysis

Beck, Sam N., Ph.D., U. of Massachusetts. Sr. Lecturer, Urban Semester

Dempster-McClain, Donna I., Ph.D., Cornell U. Sr. Lecturer, Human Development

Dimmler, Laura, M.P.A., Harvard U. Lecturer, Policy Analysis and Management

Dyer, Margaret, M.S.W., Smith College. Lecturer, Policy Analysis and Management

Gilmore, Rhonda, M.A., Cornell U. Lecturer, Design and Environmental Analysis

Heath-Crump, Ossie, Ph.D., Cornell U. Lecturer, Policy Analysis and Management

Racine, Anita, Ph.D., Cornell U. Sr. Lecturer, Textiles and Apparel

Rosen, William, Ph.D., U. of CA. Sr. Lecturer, Policy Analysis and Management

Ross-Bernstein, Judith, M.Ed., Northwestern U. Lecturer, Human Development

Schelhas-Miller, Christine, Ed.D., Harvard U. Lecturer, Human Development