**FACULTY NEWS**

**PROFESSOR PATRICIA DREW**

Joining the faculty at CSU East Bay is the realization of a decade-long dream for me. I started school in 1993 at the University of Oregon. At the time, I wasn’t sure what I wanted to do. Theater? Comparative Literature? English? Nothing was quite the right fit until I discovered the social sciences. When I took my first social science class, I was thrilled to find a discipline that explored the diversity of human life. I became more and more invested in my studies as I was exposed to gender, race, and social psychological research.

After graduating, I moved to the very rural Four Corners region (where Utah, Arizona, New Mexico, and Colorado meet) to volunteer with Americorps*VISTA. I, along with other volunteers, assisted kids with their reading skills and created a summer arts and literacy camp. This was an incredibly important experience for me, and I love to recommend Americorps to students! I didn’t have a television, a radio, the internet or a decent newspaper that year, and so I reread my favorite theory books. The more I read, the more I wanted to know … and this led me to graduate studies.

I first attended graduate school at Portland State University, and received a Master’s degree in Sociology in 2001. I then moved south to attend graduate school at the University of California, Santa Barbara. I finished my Ph.D. in June 2008. I was lucky to teach undergraduate classes throughout my graduate school years, and knew that I wanted to work at a teaching-oriented university. CSUEB is a great fit for me!

As a professor, I continue to be fascinated by the social construction of behaviors and identities. Much of my previous research has looked at individuals’ gender and health understandings. I am currently researching weight loss surgery patients’ support networks. I will be going to upstate New York in June to interview surgery patients. I am also developing new interests in aging women’s embodiment issues. When I am not working, I enjoy hiking, hosting dinner parties, and cross-country skiing. I just wish we were closer to the mountains!

— Professor Patricia Drew

**PROFESSOR MAXWELL DAVIS**

Hello! I was hired in the Human Development department, in Fall 2008 as a specialist in Women’s Development and I’ve been asked to tell you a bit about myself so here goes: I grew up in Cleveland, Ohio and have lived in a number of different areas of the U.S. since then, including New York, Massachusetts, Phoenix, Los Angeles and now the Bay area. In the course of my travels, I received my B.A. in Women’s Studies from Smith College, my M.S. in Health Social Work from Case Western Reserve University and my Ph.D. in Social Work and Graduate Certificate in Gender Studies from the University of Southern California.

I began my career not as an academic, but as a medical social worker, providing direct services to individuals, families and groups living with HIV/AIDS at free clinic, comprehensive AIDS service organizations, housing and substance
abuse treatment programs and a residential end of life care facility for people living with HIV/AIDS. I still identify as a social worker and my scholarly interests are very much informed by my social work practice experience. My research tends to focus on HIV/AIDS treatment issues, especially the needs and experiences of HIV-positive women of color and other marginalized communities. I’m also interested in the intersection of HIV/AIDS and substance abuse as well as health care disparities shaped by gender, sexuality, race, culture and socioeconomic status.

I arrived in the East Bay in September of 2008 and besides being cold most of the time, I am truly reveling in living in this smaller, greener - yet still diverse and interesting - area. I love the small restaurants and the farmers’ markets I discover every week and my four dogs and I enjoy the hiking trails that seem to be everywhere. I have found CSU East Bay a welcoming and dynamic place to work so far and the Human Development Department could not offer a more collegial and supportive environment for me as a new faculty person; it’s truly fantastic. Right now, I’m still working on research in Los Angeles but since my goal is to do community collaborative research here in the East Bay, my next big step is to develop connections with the local women’s health and HIV/AIDS service communities. So, if you have any resources to share along those lines, (or if you just want to say hello) please feel free to stop by my office in MI 3057. And happy summer!

--Professor Maxwell Davis

New Major in Women’s Studies Anticipated 2009-2010

I am pleased to report that the Department of Human Development & Women’s Studies has proposed a new major in Women’s Studies which received unanimous support from the Academic Senate at CSUEB and is undergoing review at the state level. We anticipate receiving approval for the major at some point during the 2009-2010 academic year. I designed the curriculum for the new major to ensure students receive an interdisciplinary education that bridges theory and practice, and focuses on the intersections of gender, race, class, sexuality, and nationality in all areas of research. A goal of the Women’s Studies curriculum is to provide a forum for intellectual debate and a catalyst for students committed to social action which addresses various forms of social injustice. One component of the major is to provide a service learning fieldwork placement for students which culminates in a senior thesis. We are very excited about this and anticipate that the major in Women’s Studies will be approved soon. Keep posted and tell your friends!

--Professor Lynn Comerford
Director, Women’s Studies, Fall 2009

Faculty Forum:
A Note On Interdisciplinary Pedagogy

Our Department emphasizes an interdisciplinary approach to the field of Human Development. What does that mean? Let me give an example from my own instruction. Being “interdisciplinary” means using relevant works of literature to complement the more analytic and logical perspective offered by fields such as sociology, anthropology and psychology. Thus I have required in several courses that students read a short story written by James Baldwin called “Going to Meet the Man” [The Title Story from Going to Meet the Man. New York: Dell. 1965.] As I tell students, this is not one of Baldwin’s better known works, but in presenting a vivid picture of racism in the south seen through a white man’s mind both in adulthood and through flashbacks to traumatic events in childhood, its use of language and character is truly Shakespearean in power, elegance and profundity.

The story shows how the racism taught to Jesse [the main character] when he was younger carried on to his adult life. One student cited Baldwin’s lines about the relationship between the main character as an adult and his fellow white southerners in the sheriff’s office: “their relationship to each other was that of accomplices in a crime”(p.239). No one who has read this story will ever forget it. It troubles us in ways that we deeply need to be troubled. In conclusion, I contend that the humanistic insights of great literature provide a necessary and essential complement to the more factual approach found in our traditional academic disciplines.

--Professor Steven Borish
Faculty Profile:  
PROFESSOR GODWIN ASHIABI

Professor Ashiabi’s research interests focus on material hardship, health outcomes and childhood socioemotional development. He was born and raised in Ghana; moved to Canada for his graduate education, and then left for Knoxville and the University of Tennessee, where in addition to focusing on his doctoral studies in child development/family studies and statistics, he became an avid college football and basketball fan. His summer vacations spots are Summerset, NJ, and Toronto, Canada.

Journal Publications


Chapter in a Book

Reflections of a New Mom…..

There is a TV commercial that states “a baby changes everything.” I had seen it dozens of times and hadn’t thought much of it. Until of course, I had a baby. No truer words were ever spoken; a baby really does change everything. I spent the summer and fall getting accustomed to being a mom. Winter quarter I spent time getting accustomed to being a working mom. This adjustment was a bit more challenging than I had anticipated.

My old routines no longer worked. Furthermore, I could no longer assume that there would be time at the last minute to quickly wrap work related things up. So for a life long procrastinator this meant big changes. Slowly, I have begun to reorganize (or perhaps just organize is more appropriate) my work life.

Each week I create a list of what needs to be accomplished and by what date. Nothing beats the feeling of completing the task and getting to cross it off the list. And when the baby goes down for his naps I have to be disciplined when sitting down at my desk. No more reading the news, catching up on friendly emails, or finding things I can’t live without on Amazon. I have to be disciplined and utilize the time wisely. So yes, the commercial was right – my world has completely changed. But the good news about a baby changing everything…it’s worth it!

-- Professor Keri O’Neal
FROM THE CLASS OF 2003:

The excellent education I received in the Department of Human Development was instrumental to my growth and development in my personal life and professional career. Throughout my schooling, I was encouraged to think globally and value the exponential nature of human networks. My professors taught me to explore possibilities, value diversity, and motivated me to pursue a master’s in Counseling. My academic experience was enhanced through the support and positive relationships that were developed with my professors. After completing my B.A. in Human Development in 2003, I began and completed the MFT degree, also at CSUEB.

Today, I perform corporate training and coaching services for organizations who are interested in developing workforce professional growth and business acumen. I serve as an Area Chair (lead faculty) in the College of Social Science for Health & Human Services and Psychology at the University of Phoenix. In addition, I facilitate as a subject matter expert with Bay Area Community Colleges. I attribute my success to the talented teaching staff in the Department of Human Development and will forever be grateful to the brilliant minds that imparted their wisdom and expanded my world.

-- Sandra Moody

FROM THE CLASS OF 2007:

The Human Development Program saved my life. I know that sounds strange, how could a school program save a person’s life? Well, I can tell you first hand that after I was dropped from my nursing program I did not know what I would do. Prior to coming to CSU East Bay my eldest son, who suffers from a mental health disorder, had been placed in the juvenile justice system. Afterwards, I was unable to concentrate in school. When I looked through the CSUEB catalog I was attracted to the Human Development Major because of the curriculum that focused on adolescents. I had planned to learn as much as I could about adolescents so I could advocate for them. The Human Development Program allowed me to gain the understanding that I needed to work with the adolescent population.

The HDEV Program is the foundation from which all my current studies and future educational endeavors are drawn. The HDEV Program at CSU East Bay placed me on the path to graduate school. Presently, I am completing the graduate Social Work Program at CSUEB. I will be graduating June 2009 with my Master’s in Social Work with a concentration in Mental Health. In September 2009, I will continue my studies towards a Doctorate Degree in Psychology at The Wright Institute. It is my goal to assist adolescents who are incarcerated with quality mental health services.

-- Toni Lynne Parker

FROM THE CLASS OF 2009:

Lori Walker, a graduating senior, was selected to be one of eight Cal State East Bay students representing our campus at the system wide CSU Student Research Competition held at Cal State Los Angeles on May 1st and 2nd. For her senior research project, Lori conducted qualitative interviews on “Challenges Encountered By Novice Teachers of Young Children.” Lori gave a ten minute presentation on her research, which was followed by a five minute question and answer period that consisted of questions from the judges.

Lori is a veteran infant/toddler teacher, and belongs to the first cohort of HDEV students who are early childhood educators receiving scholarships from First 5 Alameda County. Her presentation at the CSU Student Research Competition was the only one to address early childhood education, and drew attention to the serious problem of why early childhood educators frequently leave the field.
Senior Capstone Courses Spring 2009

The Senior Research Seminars (HDEV 4811 & HDEV 4812) are the capstone courses in the Human Development major. The seminars focus on students’ independent research. They enable students to integrate and build on knowledge of human development and skills in research, analysis, and writing previously gained in the Junior Foundation Courses and other prerequisite courses.

HDEV 4811 and 4812 are designed to be taken in sequence. In HDEV 4811, students choose research topics related to their Senior Options and complete scholarly literature reviews on the topics. On the basis of these reviews, they design their own research projects. They write formal proposals that present the rationale for their research and describe their plans for implementing their projects. In HDEV 4812, the instructor reviews students’ research proposals and may require some revision. Once the instructor approves a proposal, the author implements the research. When s/he has finished collecting and analyzing data, s/he writes a final report on the outcome of the research.

The Senior Research Seminars are practice-oriented courses. Enrollments are limited to 25 students per section. The instructor gives students extensive feedback at different stages of their projects. Each student has the opportunity to conduct empirical research at a site chosen by the student and approved by the instructor. The student may use quantitative, qualitative, or mixed research methods; develops relationships with prospective research participants; obtains permission to collect data; and maintains a detailed record of the research. Depending on the type of data and the specific aims of the research, different students may use different methods for analyzing their data.

The capstone courses deepen students’ knowledge of the field of human development. In the prerequisite courses, students learn to synthesize and interpret existing knowledge of human development. In the capstone courses, students strengthen these abilities and also become proficient in the application of existing knowledge to new problems. By designing their own individual projects and conducting their own empirical research in the field, students gain insights into the process by which new knowledge is created. This is an empowering experience. It serves our graduates well in a wide range of occupations, graduate-school programs, and other future endeavors.

-- Professor Rainer Bauer

The Good and Evil Angels struggling for possession of a child
William Blake (1757-1827)

Tips For A Smooth Ride To A Human Development B.A. Degree

Declare your Major: Make sure you formally declare HDEV as your major. If you cannot locate your major in MyCSUEB, then you have not formally declared your major yet. Please go to first floor of Warren Hall and submit a “change of major form”. See this link for details: [http://www20.csueastbay.edu/students/student-services/student-records/changing-majors.html](http://www20.csueastbay.edu/students/student-services/student-records/changing-majors.html)
Declare your Option: You should also declare your option in HDEV. We offer 5 Options, and you should choose one, so that you can select the courses correctly. You declare your Option the same way as you declare your major.

Consult with a Faculty Advisor: Make sure you have discussed your academic plan with a HDEV faculty advisor at least once as soon as you decide to take HDEV as your major. Also get a HDEV Program Description from the Dept. office, which contains a degree roadmap for course enrollment guidance. Go to this link for advisors’ office hours: http://class.csueastbay.edu/humandevelopment/AdvisingHours.pdf

Major and Upper Division G.E. Units: In addition to 68 upper division HDEV units for the major requirements, you also need to take 3 courses (12 units) for upper division G.E. requirements. Discuss what courses to take for upper division G.E. with a general academic advisor at the Academic Advising and Career Education Center, Warren Hall 509.

For Graduating HDEV Students:

File for Graduation: If you only have two more quarters to finish all your required courses, then you should file for graduation. The deadline for filing graduation is the 2nd week of the quarter before your graduation quarter (if you plan to graduate by the end of Spring, then the deadline to file is 2nd week of Winter). Filing is EASY. Do it in MyCSUEB, filling the information, and pay $45. Then you are a “graduating senior”. You have course enrollment priorities as a graduating senior.

Do your Major Check: You must do a “major check” as soon as you filed for graduation. See a HDEV faculty advisor, fill out the Major Check Form, and it is done. Bring your CSUEB unofficial transcript and a copy of your junior college transcript (computer printout is fine) when you see the advisor.

Commencement (To Walk in June): Regardless whether you have completed all the required courses for the degree, you may WALK at the Commencement in June, as long as 1) you wear the formal regalia, and 2) you have filed for graduation and paid the $45 fee (which guarantees your name to be printed on the Commencement Program. If you have not completed all the courses by then, you just need to take these classes and finish them, and then you will have your degree certificate. For detailed information about graduation, visit this link: http://www20.csueastbay.edu/students/academic-and-studying/graduation-commencement/index.html For complete advising needs and organizations, go to this link: http://www20.csueastbay.edu/students/academic-and-studying/academic-advising.html

Course Enrollment for All Students:

Junior Foundation & Lifespan Survey Courses (HDEV 3101-3304): Those courses are normally offered only ONCE a year. HDEV 3101 & 3201 are normally offered in Fall, HDEV 3102, 3202, & 3302 in Winter, and HDEV 3103, 3203, 3303 in Spring. When you enroll, make sure to take them as your first priority when they are offered. Otherwise you will have to wait for another year. HDEV 3203 also requires successful completion of HDEV 3101, 3102. So plan accordingly. HDEV 3301 and 3304 are offered in most quarters.

HDEV 4811 & 4812: HDEV 4811 requires completion of 16 upper division HDEV courses. HDEV 4812 requires successful completion of HDEV 4811. So plan to take HDEV 4811 in the second to the last quarter before you graduate, and take HDEV 4812 in the last quarter. You cannot take both in the same quarter.
Tips About Asking For Letters Of Recommendation From Faculty:

You might want to think about letters of recommendation from your first day as a student in the Human Development department. When you are taking courses, be aware that every professor might be someone who you may want to write you such a letter when you are nearing the end of your Degree work. Cultivate a relationship with professors from whom you have taken more than one course, in whose courses you have done well, or with whom you feel a particular rapport. That makes your course of study more rewarding, and it makes it easier both for you and for them when the time comes that you need a letter of recommendation.

Please don’t wait until the last minute, the day before your letter is due. Give us at least two full weeks notice. We are sometimes away at conferences or meeting our own deadlines, and we will be grateful for the advance notice to aid us in writing letters for you.

Be sure to provide all necessary information about the requirements for the letter. This ought to include names, institutions, dates due, title of the degree, the scholarship, the position for which you are applying. It is a very good idea to actually come in and see us, bringing a resume and a statement of purpose, in connection with your request for a letter.

If there is a specific form or forms that are required, such as a waiver or a recommendation checklist grid, make sure that you sign it and give it to faculty well in advance of the date the recommendation is due.

If you don’t hear from us after you have given us the forms and information, it is not only acceptable but advisable for you to email us to follow up and politely inquire to make sure that the letter you requested has been sent.

--Professors Christina Chin-Newman and Steven Borish