We welcome Sara Smith

Sara A. Smith is a California native, originally from a little town called Willits in Mendocino County. She completed her undergraduate degree at University of Illinois Urbana-Champaign and decided to leave the cornfields to see the world. After a few years traveling abroad teaching English as Foreign Language, Sara became interested in how young children acquire language. She decided to go back to graduate school and received her Ph.D. in Applied Linguistics from the University of Oxford. Her thesis examined formulaic language and reading comprehension among young English Language Learners. After finishing her doctorate, Sara returned to the United States to work as a postdoctoral researcher in the Brain Experience Education Lab at Harvard Graduate School of Education. She also worked exploring early neural markers for dyslexia with the Gaab Lab, which is located at Boston Children’s Hospital Labs of Cognitive Neuroscience.

This fall she joined California State University East Bay in the Department of Human Development and Women’s Studies as Assistant Professor of Cognitive and Language Development. Her research interests include child language development, assessing young learners, skills that contribute to reading success, the role of formulaic language in reading and language comprehension among young English Language Learners, and the cognitive and educational implications of bilingualism. Above all, Sara wants to work to ensure that all children receive the education and instruction they deserve. Outside of work, Sara likes hiking, the ocean, thinking about elephants, and exploring the Bay Area. She’s grateful for any recommendations!

Farewell to a remarkable scholar, leader and teacher

The Department of Human Development and Women’s Studies has been fortunate to have Dr. Pat Guthrie serving as department chair for the past ten years. This summer Dr. Guthrie decided it was time to retire. During her tenure she worked tirelessly for the department. Her advocacy was second to none and we are all better for it. Every one of us has his or her own individual memories of Dr. Guthrie’s uniquely positive yet direct, insightful, and humorous style. We thank Dr. Guthrie for her leadership, dedication, and commitment to the students, staff, and faculty at CSUEB. We will miss her dearly but wish her well as she embarks on all that life has to offer.

—Professor Keri O’Neal
For the last four years, Professor Lynn Comerford, has been working with children in Stockton, CA, coaching Science Olympiad teams at the local elementary school. She is pictured this year with her co-coach, Virtu Arora, and with three members of the 2014 “Brookside Science Bowl Blue Team” and three members of the “Brookside Science Bowl White Team.” Lynn and Virtu worked with the children throughout the 2013-2014 school year preparing them for the Science Bowl event at the 28th annual San Joaquin County Science Olympiad Competition.

Their hard work paid off, the two Science Bowl teams came in third and fourth place overall.
The Department Sponsors its First Visiting Academic Fellow

This past spring quarter, the Department of Human Development and Women’s Studies was proud to sponsor Thomas Disney, the department’s first visiting Academic Fellow. Tom is a Ph.D. candidate at the University of Birmingham (United Kingdom) in the department of Cultural Geography. Between March and June, 2014, Tom worked with faculty member Dr. Rachael Stryker to begin writing up his Ph.D. thesis, titled, “Geographies of Orphan Care in the Russian Federation.”

During his time at CSUEB, Tom organized his field data based on nine months of recent fieldwork in St. Petersburg, Russia; he also collaborated with Dr. Stryker to complete two chapters of his dissertation. Funded by the Economic and Social Research Council (UK), his thesis “brings together the sub-disciplines of Children’s Geographies and Geographies of Health and Care to examine the ways in which orphaned children display agency within spaces of institutional care, and the ways in which these spaces are socially and culturally constructed by the adults providing the care and the children as recipients of that care.”

Tom chose Dr. Stryker to help supervise his dissertation work on Russian adoptees from among many Russian childhood scholars around the world. Dr. Stryker has written several articles on how adults construct emotion socialization in both Russian children’s homes and in U.S. foster care systems and medical professions. Tom also gave several talks to Human Development and Geography majors on child welfare systems in Russia and orphanages as cultural spaces.

Since returning to Birmingham in July, 2014, Tom has already used some of the material he produced at CSUEB for other projects. He will soon publish a book chapter in the upcoming volume, Public Policy and Children’s Geographies. His chapter is titled, “Children’s Emotions in Policy and Practice: Mapping and Making Spaces of Childhood.” With our first Fellow setting such a successful precedent, the department looks forward to possibly hosting more in the future.

—Professor Rachael Stryker

A Message from an Experienced Graduate

My entire career has been in the Information Technology and Education sectors. Many techies have analytical and computational skills, however I wanted to explore the human aspect as to why people do the things that they do and to become a better computer science instructor at the community college level.

Obtaining a degree in Human Development has bolstered my career immensely. As a community college instructor, I infused the "human aspect" into many of my core courses. I have the honor and privilege of collaborating with fifteen colleges in the Bay Area to close the skills gap and to prepare students to become workforce ready. In addition, I work with an awesome team statewide and industry partners who share the same goals and objectives.

All those group projects have definitely paid off at CSUEB!

All the best to future graduates, your star will shine…

Sandy Jones
ICT/DM Deputy Sector Navigator
Reflections of a Faculty Parent

Longtime readers of the Human Development and Women’s Studies Newsletter may recall that my spouse and I welcomed a baby in 2010. When our daughter joined our family, we squelched questions about if we would ever have a child. However, new questions soon arose:

“How many kids are you thinking of having?” … “If you’re thinking of having another baby, you’d better get moving.” … “Huh... so you might have a second one. Why???”

Spoiler alert: we had another kid. Mira just turned one and she’s spunky, easygoing, and absolutely wonderful. But why did we decide to increase our family size? Our older daughter had turned two and was becoming somewhat easier to care for. Tess was running, conversing, had fewer naps to plan around and was more and more ready for fun adventures (Zoos! Playgrounds! Snow!). Why upend our enjoyable family life for sleepless nights and diapers?

This question can be answered both as a personal choice and as a sociocultural decision. On the personal front, we expanded our family because: (1) we wanted our daughter to have a lifelong buddy; (2) I wanted to increase the odds that we’d have a kid at Thanksgiving dinners when we’re older; and (3) snuggly babies are awfully addictive.

Given these rationales, why stop at two kids? Why not have three or six or nine? There are a number of interrelated reasons for this.

Demographic research can help to explain how personal family size preferences often reflect larger social views. My own preference for two children mirrors a broad view that two children is the ideal family size. According to a 2010 study by the Pew Research Center, 46% of Americans rate having two children as the ideal number for a family to have. Twenty-six percent of Americans view three children as ideal and just six percent view no children or one child as the ideal.

What is really interesting about ideal family size is that it reflects more than individual preference – it is a social trend. We know this because preferences have changed over time. For instance, when Americans were asked what the ideal number of children was in a family, the most popular answer was “four or more” from 1936 (when this data was first gathered) to 1969. It is only since the 1970s that “two” has been the most frequent answer.

What caused this change? Sociologists and historians have long argued that individuals used to desire large families because of high rates of childhood mortality and the economic benefit that many children could provide in agrarian households. Moreover, lack of reliable contraception and some religions’ contraception condemnation often led to a large achieved – if not desired – family size. By 2014, many of these factors had been controlled.

Many adults now state that they prefer smaller families for two central reasons: time and money. Seventy-six percent of U.S. parents under age 50 state that it is “very important” or “somewhat important” to spend significant time with their children (ibid). They are predicting that having more children would negatively impact the amount of time they could spend with each child. Parents of children under age six presently spend two hours directly interacting with their children every day: reading, conversing, feeding, bathing, and performing other primary
childcare activities (Bureau of Labor Statistics, 2014). Parents spend an additional 5.4 hours providing secondary childcare daily; that is, caring for their kids while also engaging in other leisure, household activities, or work-related activities. We all know that there are only 24 hours in a day, and adding focused time for an additional child may seem impossible.

Seventy-two percent of adults state that the costs of raising children is a “very important” or “somewhat important” factor in their decision to limit their family size. According to the U.S. Department of Agriculture, annual per-child childrearing expenses in 2014 range from $9,130 to $25,700, depending on the child’s age and the parents’ income. Yikes! Unless your last name is Duggar (of “19 Kids and Counting” fame) and you have a reality TV show paying your bills, it would be quite hard to afford very many kids.

Socialization and internalization of cultural norms are additional factors influencing ideal family size. This can be seen in notable ways. For example, childless individuals’ ideal family sizes frequently mirror the size of their family of origin; they view the family size they were raised in as typical and desirable … until they have children and reassess their original judgment (Regnier-Loilier, 2006). In an alternate example of cultural norm internalization, as society’s fertility rates fall, individuals’ own fertility ideals adjust downward (Dey & Wasoff, 2010). People become used to seeing and interacting with smaller families; this ultimately affects their personal views of preferred family size.

Of course, these are only a few of the myriad elements that shape individuals’ desired family sizes! Human Development students can certainly look to the fields of women’s studies, psychology, anthropology, social work and sociology to identify many, many more intersecting factors. By delving into academic theories and empirical research findings, we can see how many of our personal choices are influenced by history, family systems, cultural norms, and social structure.

In the future, when I’m asked whether I plan to expand my family, perhaps I will respond by quoting the famed theorist C. Wright Mills: “Neither the life of an individual nor the history of a society can be understood without understanding both.”!

-Professor Patricia Drew

Bison: Yesterday, Today and Tomorrow

Professor Steven Borish co-authored this article for the July 2014 Natural Areas Journal (Kolipinski, Borish, Scott, Kozlowski and Ghosh, pp.365-375). This paper first examines the bison’s pre-history, migrations to North America, relationship with North American Native American cultures, and events leading to 19th century near-extinction. It then discusses early and recent conservation successes including the work of individuals and organizations that made this possible. It focuses as well on the prospects for bison protection today in the face of strong challenges such as bison-cattle interbreeding, and the need to create safe habitats for bison herds to ensure long term protection and survival. The painting below, “Bison Hunt,” which appeared on the cover of the July 2014 issue of NAJ, was done by the Montana-born American artist Elizabeth Lochrie (1890-1981). Dr. Peter Hoag in our department is the grandson of Elizabeth Lochrie!
FROM THE CLASS OF 2014:

I enrolled into the Human Development program without really understanding what it was. I found that while Human Development covers a broad range of theories, challenges and milestones throughout the human lifespan it’s more than just topics discussed but rather a new lens in which the world is seen. For me, majoring in Human Development wasn’t just a program to be completed because of its appealing interdisciplinary study but a philosophy to be applied. I gained a new perspective and became more sympathetic with the people around me. I used to be quick to draw conclusions upon others but have learned to become more analytical of certain behavior and appreciate our differences. I can proudly say the day I walked the stage spring of 2014, I walked not only as a Human Development Major but a Philanthropist as well.

During my last Quarter at CSUEB, I was presented with the challenge of being a full time student and new mom to a 4lb preemie. Elijah made an entrance into the world just right before completing my senior research project. Although he was healthy when he was born, he was very tiny and overwhelmingly needed to be fed every 2 hours! It was tough paddling through the program that last quarter but not impossible. The relevance of studying human development made becoming a new mom just a little easier, in a sense where I could apply material learned to my son.

Today, I work as an HR Assistant for a consumer product goods company but anticipate enrolling into the School Counseling Program at CSUEB. I want to help students tap their learning power and advocate their needs.

-- Jennifer Farias Schmidt

FROM THE CLASS OF 2013:

My warmest hello to my fellow Pioneers!

I’ve always been very passionate about getting a better understanding of what human development was, upon my enrolment into the program and into my first quarter I knew I was right at home! I chose the HDEV program at CSU East Bay because it helped me integrate theory and taught me the mechanics of developmental change across our lifespan but most importantly I was able to explore and evolve my critical thinking skills. I really enjoyed learning everything the department had to offer. I had the most intelligent, caring and resourceful instructors throughout the entire program, it never felt like I took the “wrong teacher” they were all great!

My devotion for women studies has given me the ability to teach other women the passion of social and cultural influences and how they shape our lives and the roles each and every single woman!
have played throughout history and how it can have a profound impact on our lives on a daily basis. My experience that I have gained from HDEV has been an incredible journey and I’m grateful that the value and achievements I have picked up will help me position myself for future success.

If I can do this all over again or encourage anyone to take the HDEV program at CSU East Bay I would definitely do so. I’m proud to say that I’m currently in my final year for the Masters program in Healthcare Administration at CSU East Bay. Without the knowledge and awareness that I learned in the HDEV program it would have been extremely challenging to proceed forward in my endeavors.

Best regards,
-- Hafiza Daliri

FROM THE CLASS OF 2011:

I began the Human Development Program confident that it would develop my job skills as an Early Childhood Specialist. Indeed it did. However, after some years in the field, I sought a career change and found how useful and versatile a degree in Human Development truly was. I am near completion of a Master of Business Administration (MBA) with an option in Human Resources and Organizational Behavior. The Human Development education I gained at CSU East Bay, spans across disciplines and is very translatable within Human Resources and Business topics. I often pull from my Human Development knowledge, as well as text books, in preparing papers while working on my MBA.

Outside of the formal Human Development teachings, I gleaned a great deal of wisdom for everyday life. I currently work at CSU East Bay, for a Vice President, and find that I often use the research skills, theory application, and self-discipline that were refined in in my Human Development courses. In such a diverse work environment, there is great use for my learning in social, emotional, cultural, cognitive, physical, and lifespan development. Knowledge of these varying Human Development contexts informs my experiences with others and I use my option in Early Childhood Development, weekly, as a Sunday School Teacher.

-- Denise Johnson

The Good and Evil Angels struggling for possession of a child
William Blake (1757-1827)
Tips for a smooth ride to a HDEV B.A. Degree

For New and Ongoing HDEV students:

Declare your Major: Make sure you formally declare HDEV as your major. If you cannot see your major in MyCSUEB, then you have not formally declared your major yet. Please go to first floor of SA building, and submit a “change of major form”. See this link for the form and details: http://www20.csueastbay.edu/students/student-services/student-records/changing-majors.html. After you fill out the form, you need to bring the form to the HDEV/WOST Dept. office for a stamp, before Registration can accept it.

Declare your Option: If your MyCSUEB doesn’t show what Option you are in, then 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/WOST faculty advisor at least once as soon as you decided 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://www20.csueastbay.edu/class/departments/humandev/files/docs/pdf/humandev-advising-office-hours.pdf. We are all very student-friendly faculty members, and would love to meet and talk with our students.

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 (B6, C4, and D4). Discuss what courses to take for upper division G.E. with a general academic advisor at AACE (the Academic Advising and Career Education Center), SA 2300. Check details for AACE at this link http://www20.csueastbay.edu/academic/academic-support/aace/.

You can also discuss your G.E. requirements with the General Education Program office at SA 1500, or visit this link http://www20.csueastbay.edu/ge/.

For Graduating HDEV students

File for Graduation: If you have successfully completed 135 units, and only have two more quarters to finish all your degree requirements, then you should file for graduation. The deadline for filing graduation is the 2nd week of the quarter before your graduation quarter (e.g., 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 $51. Then you will become a “graduating senior” once you successfully complete 150 units. You have course enrollment priorities as a graduating senior, and can enroll up to 22 units/quarter without special permission. Check this link for details http://www20.csueastbay.edu/students/academic-and-studying/graduation/graduation-status.html

Do your Major Check: You must do a “major check” as soon as you filed for graduation. Once you file for graduation, Registration will send you an email to your Horizon email account, informing you of the need to do the “major check”. The deadline to submit the major check is the 5th week of the quarter before the quarter of graduation (e.g., if you applied for Spring graduation, you need to submit the major check by the end of Week 5 of Winter). Please contact Michelle Xiong,
HDEV Student Advising

at the Student Services Center to initiate the major check, or contact the Dept. office to check the status of your major check. Although the department will process the paper work, it is YOUR responsibility to see to it that the major check is submitted to Registration, and discuss any possible issues with a faculty adviser. In most situations, this process can be done entirely by email. But in complex situations, you need to work with a faculty advisor closely for detailed advising.

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 academic regalia, and 2) you have filed for graduation and paid the $51 fee by the specified date (which guarantees your name to be printed on the Commencement Program). If you have not completed all the courses by the end of Spring, you simply need to complete these classes in Summer or later, and then you will have your degree diploma.

For detailed information about graduation, visit this link:
http://www20.csueastbay.edu/students/academic-studying/graduation/index.html

Courses Requiring Department Approval:
If a HDEV course requires departmental approval, it means it has some restriction. Please call HDEV Department office (510) 885-3076, and you will be enrolled if our record shows that you are qualified to take that class (e.g., having met the prerequisites, etc.).

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.

Have any other questions or problem?

Call the HDEV Department office (510) 885-3076; or
Email any HDEV faculty advisor or call during their office hours http://www20.csueastbay.edu/class/departments/humandev/files/docs/pdf/humandev-advising-office-hours.pdf.

You can also call Student Services Center of CLASS (College of Letters, Arts, and Social Sciences) (510) 885-4874 for general advising questions (but call the Dept. office if your questions are about course enrollments or complex advising issues).

—Professor Jiansheng Guo
Senior Capstone Courses for HDEV
Spring 2015

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
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