honorsProgram

Human *development*
P R O G R A M

Information Packet
for Human Development Majors

The Human Development Honors Program

Content

Appendices

What is the Human Development Honors Program?

The Honors Program in Human Development is a 3 quarter course sequence in which qualified and motivated students develop an advanced level thesis, or paper, under the supervision of an approved UCSD faculty member. Typically, an honors thesis is a more focused and in-depth look at a research topic that a student may have previously explored during a laboratory class, a 199 experience, or through a research assistantship within a faculty member's lab. The Honors Program is recommended for those students interested in pursuing graduate study in a research area or who plan to work in a research related field after graduation.

Who qualifies for the HDP Honors Program?

The HDP Honors Program is designed for HDP majors who have demonstrated excellence within the major. Eligible students must have met the following minimum requirements to apply: 1) Junior level standing, with at least 90 units completed, 2) a minimum overall GPA of 3.2 and a minimum 3.5 GPA for all courses taken within the major, 3) completion of the lower-division statistics requirement.
It is highly recommended that students interested in the Honors program complete HDP 191, 181, 193 or a 199 course in order to get more exposure to the research environment, and to make connections with possible faculty advisors. All of these requirements must be met by the end of Spring quarter prior to enrolling in the Honors Program in the Fall.

The Honors Program Application Process

Applications for the Honors Program are available at the HDP Student Affairs Office at 5320 AP&M . Interested students must first meet with the Student Affairs Coordinator to discuss the Honors Program in more detail. The application and supporting materials, described below, must be submitted by the end of Spring quarter. Eligibilty will be determined at the end of Spring quarter, and qualified students will be notified in early Summer that they have been authorized to enroll in the first quarter of the Honors sequence.

Along with the Honors Program application, students must submit a 2 page thesis proposal describing and justifying the research project. A complete thesis proposal should include the following areas:
* an introduction of the research topic with a proposed research question and an explaination of the significance of the project;
* a brief survey of current literature on the topic;
* a tentative outline of subjects and methods that might be used;
* a preliminary reference list.

The thesis proposal should be developed with the help of an approved faculty advisor who has agreed to supervise the honors project for all 3 quarters. This faculty member's signature is required on the application form in order to begin the application process.

Obtaining a Faculty Advisor

The Human Development Program boasts an affiliation with numerous faculty from various home departments and programs. Interested students must contact the program's affiliated faculty in to check on availablity and research areas. Affiliated faculty research areas are listed in *Appendix B* at the back of this packet.

Obtaining an appropriate faculty advisor is very important and can affect the outcome of an Honors Thesis. Contacting possible faculty advisors early to discuss their research interests and the thesis proposal is essential to avoid scheduling and availability conflicts. Make certain that that a faculty advisor is available for regular meetings and will be available for a year-long thesis project. A preliminary list of possible faculty advisors should be discussed with the Student Affairs Coordinator during the initial advising appointment and prior to setting up meetings with the faculty to ensure the most appropriate choices for an advisor. Students who are thinking ahead (such as early in the Junior year) about the possibility of becoming an Honors student should consider things like which courses and faculty they have enjoyed the most, which topics were the most interesting, and they should consider participating in a variety of 199 experiences in faculty laboratories to develop relationships with different faculty members.

A faculty advisor acts as an expert in the research area of the thesis and helps the honors student in all phases of the thesis. An advisor helps the honors student decide if a particular thesis topic is too broad and assists in narrowing it down, they may help locate resources and the most appropriate literature for the topic, they may assist in the development of research methods, read outlines and drafts, and assist with theoretical or conceptual problems and issues. A faculty advisor's main responsibility is to provide direction and feedback about the Honors project, but it is the responsibility of the Honors student to set up regular meetings with the advisor to receive this feedback and direction, as well as to work out a schedule for submission of various parts of the thesis such as outlines, drafts, and bibliographies. The advisor will also evaluate the thesis project at the end of each quarter, as well as the final thesis at the end of the year, and provide the Human Development Program with a quarterly and final grade recommendation.

Completing the Honors Program

To successfully complete the Honors Program, students must maintain an overall GPA of 3.2 and a major GPA of 3.25 in all courses until graduation. Honors students must also complete one upper-division course in statistics, experimental design, methods, or laboratory analysis. This course should be completed no later than Winter quarter of the Honors Program. An approved list of possible courses can be found in Appendix C at the end of the packet. Students must also enroll in, and complete, HDP 194A, B, & C. Students must submit an Honors Thesis at the end of Spring quarter. Before final submission and evaluation, Honors students will present a thesis to the executive faculty of the program or, as an alternative, present a thesis at the UCSD Undergraduate Research Conference. Faculty advisors must nominate their honors students as presenters at the Undergraduate Research Conference. The final thesis will be evaluated by both the faculty advisor and the executive faculty of the program. Upon graduation, the level of Honors distinction will be assigned based on the students major GPA and final grade in HDP 194 B & C (which must be a B or higher to qualify).

The Honors Program is divided into 3 quarters, each of which will have a different goal in order to complete the honors thesis. The following is a quarter by quarter description of the goals that must be met each quarter.

Fall Quarter - The Outline

After receiving notification that their Honors application and proposal have been approved, Honors students may register for HDP 194A. This is a 4 unit course in which students meet weekly with their faculty advisor to develop a more detailed outline or description of the thesis project. A comprehensive thesis outline might include some of the following:

* a working title;
* an introduction to the thesis topic, including the research question that will be answered and a statement of the importance of the thesis project;
* a review of relevant literature to set the historical context;
* an outline of the research methods, including subjects and procedures to be used;
* and a detailed reference list.

The outline details and all first quarter requirements should be developed with the faculty advisor. In order to continue in the honors program and be approved to enroll in HDP HDP 194B, student must receive an A– or higher in HDP 194A, and the Introduction section (including the title, research question, and literature review) and the Methods section of the outline will be submitted to the HDP Student Affairs Coordinator with the faculty advisor's signature on it. Again, it is the responsibility of the Honors students to set up meetings with their faculty advisor to develop this oultine.

Winter Quarter - Research

Honors students will be notified at the end of Fall quarter that they have been authorized to enroll in the second quarter of the Honors Program, HDP 194B, based on a review of the students first quarter performance, overall and major GPA, and completion of required course work (*See Appendix C*). During winter quarter, honors students will meet regularly with their faculty advisor and start on the research portion of the thesis. A typical Winter quarter might include some of the following steps:

* Designing research tools (ie. surveys, questionnaires)
* Observing research subjects and collecting data
* Writing field notes
* Reading additional relevant literature

By the end of Winter quarter, students should have collected most of the data neccessary to complete the thesis. Some additional data collection may be neccessary in the Spring. Faculty advisors will be contacted regarding the assignment of an In-Progress (IP) grade for Winter quarter. This IP grade will be in effect until a final grade is assigned at the end of Spring quarter. The Spring quarter grade will then replace the IP grade for Winter quarter.

Spring Quarter - Writing the Thesis

Honors students will be notified at the end of Winter quarter that they have been authorized to enroll in the last quarter of the Honors Program, HDP 194C, based on a review of the students second quarter performance, overall and major GPA, and completion of required course work. During Spring quarter, honors students will meet regularly with their faculty advisor and begin writing the rough draft of the honors thesis, submit drafts to the advisor for feedback, rewrite thesis as needed, and submit a final paper at the end of Spring quarter, during 10th week. Typically, an honors thesis can be 40 - 100 pages in length. The length of the thesis will vary depending on the type of project completed. Students should consult with their faculty advisor about the number of pages that will be required in order to successfully complete the honors project. The final thesis must be submitted early in order to allow time for the HDP executive faculty to review it as well as the student's faculty advisor. The honors thesis may be turned in during or after the oral presentation to the executive faculty of the program or after a presentation at the Undergraduate Research Conference.

The Oral Presentation

All Honors students are required to present their finished thesis during an oral presentation. Students may choose one of two options for this presentation: 1) they may present their thesis to the Executive Faculty of HDP during 10th week, or 2) they may participate in the UCSD Undergraduate Research Conference in April, if nominated by their faculty advisor and approved to participate. Oral presentations for the HDP faculty will last approximately 15 minutes with at least 3 faculty members attending. Honors students should use the following guidelines to present their thesis:

* Give the title of your Honors thesis
* State the research question that your thesis attempts to answer
* Provide a brief review of the current literature on the subject
* Show the data that you have collected
* Comment on your findings or results
* Ask for questions at the end

Remember to speak slowly and clearly, don't read what you are going to say, but look at the audience. If your thesis has more than one experiment and several results, try to focus one or two of those.

Grading & Evaluation of Honors Thesis

A grade will be assigned for Fall quarter (HDP 194A) when a thesis outline is turned in; an IP grade will be assigned for Winter quarter (HDP194B) while data collection and research is on-going; and a final grade will be assigned for Spring quarter (HDP194C) when the finished thesis is turned in and the oral presentation has been completed. This final grade will also replace the IP grade given in Winter quarter.

Three copies of the final Honors thesis will be turned in to the HDP Student Affairs Coordinator during or after the oral presentation to the HDP faculty, which should be scheduled by the end of 10th week, or after the Undergraduate Research Conference. One copy will be sent to the faculty advisor for review and grade recommendation, one copy will be reviewed by the HDP faculty for review and grade recommendation, and one copy will be kept on file in the HDP office.

Awarding Honors Distinction
Honors program students must receive an grade of B or higher for the winter and spring sections of HDP 194 to graduate with Honors. The level of Honors distinction will be given based on the students GPA in all major course work as of Spring quarter and will follow this scale:

3.25 - 3.5   will receive honors with **Distinction**
3.51 - 3.8   will receive honors with **High Distinction***
3.81 - 4.0   will receive honors with **Highest Distinction***
*Student must receive A in 194 A, B, & C

HDP Staff & Faculty Contact Information

Program Office   5320 AP&M
Mailing Address   9500 Gilman Dr., La Jolla, CA 92093-0115
Phone   (858) 534-9919
Web page   hdp.ucsd.edu

HDP Staff

Alia Welch Partida	Student Affairs Coordinator	(858) 822-2514	alia@ucsd.edu
Mariko Cavey	Field Research Coordinator	(858) 534-8489	mcavey@ucsd.edu
Anna Bryson	Business Officer	(858) 534-3602	abryson@ucsd.edu

HDP Executive Faculty

Farrell Ackerman	Linguistics	fackerman@ucsd.edu
Angela Booker	Communication	angelabooker@ucsd.edu
Leslie Carver	Psychology	ljcarver@ucsd.edu
Sarah Creel	Cognitive Science	screel@ucsd.edu
Gedeon Deak	Cognitive Science	deak@cogsci.ucsd.edu
Gail Heyman	Psychology	gheyman@ucsd.edu
Carol Padden	Communication	cpadden@ucsd.edu
Anita Raj	Medicine	anraj@ucsd.edu
Clarissa Reese	Human Development	cjreese@ucsd.edu
Caren Walker	Psychology	cmwalker@ucsd.edu
Alison Wishard Guerra	Education Studies	awishard@ucsd.edu

Faculty Research Areas

Anthropology

Roy D'Andrade, Professor (Ph.D., Social Anthropology, Harvard) - Cognitive anthropology, quantitative methods, national character; general theory. (rdandrad@ucsd.edu)

James Moore, Professor Emeritus (Ph.D., Biological Anthropology, Harvard) - Chimpanzee ecology in western Tanzania is geared towards increasing our understanding of Plio-Pleistocene hominids (and chimpanzee socioecology); use of comparative behavioral data on temperament in nonhuman primates to clarify proximate mechanisms involved with the evolution of social systems. [jjmoore@ucsd.edu)

Katerina Semendeferi, Professor (Ph.D., Anthropology, University of Iowa) - human brain evolution; comparative analysis of brains of humans and apes. (ksemende@ucsd.edu)

Kathryn Woolard, Professor (Ph.D., UCB), - Linguistic anthropology, language and ethnicity, language ideology, bilingual communities, discourse analysis; Catalonia, Spain, U.S. (kwoolard@ucsd.edu)

Communication

Michael Cole, Professor (Ph.D., Psychology, Indiana University) - Elaboration of a mediational theory of mind; cross-cultural research on cognitive development, especially as it relates to the role of literacy and schooling; individual and organizational change within educational activities specially designed for after school hours. (mcole@ucsd.edu)

Carol Padden, Professor (Ph.D., Linguistics, UCSD) - Symbolic development in young children and the interplay of child development and cultural institutions; development of orthographic awareness in young deaf children, different trajectories of reading development across minority children, and how popular notions of culture are translated into classrooms as schools struggle with the ideals of integration. (cpadden@ucsd.edu)

Olga Vásquez, Associate Professor (Ph.D., Education, Stanford University) - The intersection of literacy, language, and culture in intercultural settings; bilingual education, culturally responsive curriculum, and access to educational resources by underrepresented groups; sustainable innovative educational activities that provide a range of literacy activities through computer and telecommunication technology. (ovasquez@ucsd.edu)

Cognitive Science

John Batali, Assistant Professor (Ph.D., Electrical Engineering/Computer Science, MIT) - Evolution of cognition and language, computational linguistics, discourse analysis, and the philosophical foundations of cognitive science; mathematical and computational models of simple animals whose behavior is partly determined genetically and partly the result how they interact with their environments. (jbatali@ucsd.edu)

Gedeon Deak, Assistant Professor (Ph.D., Developmental Psychology, University of Minnesota) - Adaptive problem-solving and its development; how flexible problem-solving changes during early childhood (i.e., 3 to 6 years). Adapting inductive inferences to changing problems requires cognitive skills believed to be immature in young children, such as selective attention to task-relevant stimulus attributes, and inhibition of previous responses. (deak@cogsci.ucsd.edu)

Jeff Elman, Professor - Language processing, parallel distributed processing, computational linguistics, psycholinguistics. (elman@crl.ucsd.edu)

Giles Fauconnier, Professor - Language and cognition, semantic theory, pragmatics and meaning construction. (gfauconnier@ucsd.edu)

Edwin Hutchins, Professor (Ph.D., UCSD) - Cultural and cognitive anthropology, high tech workplaces; Melanesia, Oce-

ania. (ehutchins@ucsd.edu)

Marta Kutas, Professor (Ph.D., University of Illinois) - Human cognition and neuropsychology; electrophysiological and experimental methods of assessing human information processing in control and patient groups; language comprehension and production; how we understand, learn and remember; mechanisms of reading, creativity, humor; unconscious processes; handedness and cerebral specialization; human neuropsychology; attention; cortical functioning and behavior; physiological mechanisms underlying EEG and ERP activity, relation between single unit, multiunit and EEG activity; clinical applications of ERPs; sleep mechanisms. (mkuts@ucsd.edu)

Joan Stiles, Professor (Ph.D., Princeton University) - Relations between early cognitive and brain development; early brain plasticity and processes of dynamic change; development of spatial cognitive development; conceptual development in normal preschool and school-age children; development of spatial analysis; effects of early focal brain injury on the development of spatial cognitive functioning; functional MRI to map patterns of brain activation associated with performance on spatial tasks in both children and adults. (jstiles@ucsd.edu)

Ethnic Studies

Charles Briggs, Professor (Ph.D., University of Chicago) - Discursive construction of race, ethnicity, gender, class and nation, legal and medical discourse, narrative performance; US Southwest, Venezuela, Latin America. (clbriggs@weber.ucsd.edu)

Human Development

Clarissa Reese, Lecturer/Academic Coordinator (Ph.D., Psychology, UCSD) - (cjreese@ucsd.edu)

Maria Tillmanns, Lecturer (Ph.D., Educational Policy Studies, University of Illinois) - The art of philosophy, critical and creative thinking, philosophy for children, collaborative reasoning, philosophical counseling, and international and cultural issues. (mtillman@weber.ucsd.edu)

Linguistics

Farrell Ackerman, Associate Professor - Lexicalist, unification-based approach to the morphology/syntax interface; language acquisition and the basic issue of how children acquire predicates; morphosyntax of prenominal relative clauses in the languages of Eurasia. (fackerman@ucsd.edu)

Literature

Stephen Potts, Lecturer (Ph.D. - American and Popular Literature) (swpotts@ucsd.edu)

Psychology

Mark Appelbaum, Professor (Ph.D., University of Illinois) - Application of quantitative and data analytic methods to a wide variety of problems in psychology and the behavioral sciences; development of quantitative methods for the study of small samples, for dealing with problems of variability, and for understanding growth and change; data structure and analysis in large, multi-site studies. (mappelbaum@ucsd.edu)

Sandra Brown, Professor (Ph.D., Wayne State University) (Psychology and Psychiatry) - Alcohol and drug abuse across the life span; models of clinical course for substance abuse, psychiatric comorbidity and psychosocial factors influencing transitions out of alcohol and drug problems; role of reinforcement expectancies in the etiology and progression of substance abuse, stress, coping and family factors in the recovery from substance abuse, long-term impact of abuse of

multiple substances, and generational differences in substance abuse and treatment outcomes. (s3brown@ucsd.edu)

Leslie Carver, Assistant Professor --The brain basis of cognitive and social developmental change in the transition from infancy to the early toddler years. Changes in the infant brain that allow long-term memory to develop. In addition to developments in cognition, infants at the end of the first year of life form long-lasting relationships with caregivers, and begin to use caregivers as a source of information about how to behave. For example, in the last half of the first year of life, infants begin to look to their parents' facial expressions to understand how to interpret unusual situations that they encounter. Dr. Carver conducts research on changes in the brain that are associated with such changes in social behavior. (ljcarver@psy.ucsd.edu)

Karen Dobkins, Assistant Professor (Ph.D., UCSD, Neuroscience) - Development of visual perception; development of motion, brightness and color sensitivity; effects of practice on a specific visual task, as well as the effects of altered seno experience early in life; neurophysiological experiments in awake behaving monkeys. (kdobkins@ucsd.edu)

Gail Heyman, Assistant Professor (Ph.D., University of Illinois) - Children's thinking about people; development of children's folk beliefs about the self and others, including social development, cognitive development, and anthropology; causes and consequences of children's beliefs about people, and their implications for achievement motivation, self-understanding, and stereotyping; types of inferences children make when they are learning new information about people, and how these inferences compare to those made about non-human entities. (gheyman@ucsd.edu)

Laura Schreibman, Professor (Ph.D., UCLA) - Applied behavior analysis, behavior modification, experimental psycho-pathology in children, developmental disabilities (particularly childhood autism), and discrimination learning; analysis and remediation of attention/learning patterns in autism; analysis and remediation of psychotic language; generalization and maintenance of behavior change; and parent training and clinical assessment of families. (lschreibman@ucsd.edu)

David Swinney, Professor and Chair of the Department (Ph.D., University of Texas) - The "on-line" investigation of language processing in normal adult and language disordered (particularly neurologically-involved) populations; the nature of information integration and interaction taking place during on-going language and cognitive processing; lexical access, speech segmentation, structural processing, non-literal language processing (metaphors, idioms), the role of context on processing, inferential processing, and plausible reasoning. (dswinney@ucsd.edu)

Sociology

Bud Mehan, Professor (Ph.D., UC Santa Barbara) - Social organization of schooling and the construction of identities such as the "competent student," the "learning disabled student," the mentally ill patient" and the "genius." (bmehan@ucsd.edu)

Education Studies

Paula Levin, Lecturer, S.O.E. (Ph.D. UCSD) - Education and culture, family and childhood; Polynesia, Oceania. (plevin@ucsd.edu)

Pediatric Neurology

Doris Trauner, M.D., Professor - Development of specific cognitive skills in children after early brain damage, as well as the impact on cognitive development of early metabolic, genetic, and structural insults to the human nervous system. (dtrauner@ucsd.edu)

Neuroscience

Eric Courchesne, Professor - Attentional processing at the cellular, neurosystems, and behavioral levels. (ecourchesne@ucsd.edu)

Lab of Cognitive Neuroscience

Ursula Bellugi, Professor (Ph.D., Harvard) - Study of the biological foundations of language and cognition; examination of languages in different modalities: comparison of structure, acquisition and processing of spoken and signed languages; neural basis of language and spatial cognition through experimental paradigms with normal speakers and signers and individuals with left- or right-focal lesions of the brain; neural basis of symbolic, linguistic and motor functions; dissociations of language, spatial cognition, and brain organization in selected populations with neurodevelopmental disorders. (bellugi@crl.ucsd.edu)

Ajit Varki, Professor of Medicine, Director - Glycobiology Research and Training Center - Glycobiology, subcellular and cellular trafficking, intercellular adhesion, signaling, and microbial attachment; embryonic development, normal tissue organization, tumor metastasis, and in interactions of cells with components of extra cellular fluids; sialic acids; studies of the biosynthesis of oligosaccharides in intact cells and Golgi compartments; targeted genetic disruption of glycosylation in mice; elucidation of the oligosaccharide ligands mediating cell-cell interactions via the Selectins and the I-type lectins; development of new technologies for studying glycosylation, and selected aspects of comparative glycobiology (particularly studies of glycosylation differences between humans and our closest evolutionary cousins, the great apes). (avarki@ucsd.edu)

Approved Course List for the
Upper-division Statistics, Experimental Design, Lab Analysis, or Methods Requirement

The following courses have been pre-approved by the HDP faculty to satisfy the requirement that Honors Program students complete an upper-division course in statistics, experimental design, lab analysis, or research methods. These courses will be approved for each student's Honors project on a case-by-case basis and will be determined by the type of project students plan to design. Honors students must complete this requirement no later than Winter quarter of the Honors sequence. Some courses are only offered once a year, others are offered more regularly. Please contact the respective departments for enrollment procedures.

It is possible to substitute a select a methods course to fulfill this requirement, but it requires the approval of both the thesis advisor and HDP director.

Psychology 111A: Research Methods I
We recommend this course for Honors students who will be using advanced statistical methods to complete their Honors thesis. This course emphasizes statistical problem-solving, practical computer applications, and scientific report writing.

SOCI 104: Field Research: Methods of Participant Observation
We recommend this course for Honors students who will be using participant observation methods to complete their Honors thesis. This course emphasizes methods for recording observations, description and analysis of field data, and ethics problems in field work.

SOCI 105: Ethnographic Film: Media Methods
We recommend this course for Honors students who will be using ethnographic data collection methods to complete their Honors thesis. This course emphasizes ethnographic recording of field data in written and audiovisual formats.