



CONNECTICUT COLLEGE

STUDENT EXPERIENCE



"I grew up in Bolivia, and I came to Connecticut College thinking I would major in psychology. Then I took a human development class, Language, Society and Culture. It was awesome!

Another class, Individual Differences in Development, helped me understand how teachers can accommodate differences among children. Language, Narrative and Self helped me understand how socialization occurs.

I chose Connecticut College in part because I wanted to play Division III soccer. (I played on the national team in Bolivia.) The coach and the whole team were very welcoming.

Human development has taught me how culture, experience, family and language influence learning and development. The major emphasizes service learning, too. I volunteered in a bilingual third-grade class in New London, and was a student-teacher there the following semester. I was a math tutor for children whose first language is Spanish in math.

The next summer, I interned in a third-grade class in Melbourne, Australia. The principal told me I had made a great impact on the students and offered me a job. I began teaching there in January 2009. I'd like to teach in other places around the world and ultimately set up a school in Bolivia.

Connecticut College's honor code places a lot of trust in the students. As a teacher, I want to place that kind of trust in my students."

— Analisse Rios '08, Human Development major, Psychology minor



Human Development

CHILD AND ADOLESCENT DEVELOPMENT, cultural dynamics of globalization, influence of media on identity, children's rights, family policies, racial identity, and coping and resiliency: You will learn about all these and more as a human development major at Connecticut College.

The human development major is an interdisciplinary study of how people grow and change, from conception through the end of life. Your coursework will touch on anthropology, biology, economics, education, history, medicine, psychology and other subjects. You will study individual differences and group trends within different social and cultural contexts, such as the changing nature of the American family. You'll learn how changing laws affect children and their families. And you will have a chance to study early childhood development in depth through the Connecticut College Children's Program.

We believe a multicultural perspective on human development is essential. Within the major, you will be exposed to a wide range of perspectives and theories. Our faculty members are highly productive researchers, using multiple research methods and being engaged at the leading edge of the discipline, and their research enhances teaching across the department. Some students assist professors with research and co-publish scholarly papers; one recent paper looked at how students come to terms with racial privilege when they are working in settings such as homeless shelters.

Our graduates go on to interesting careers in local, state and federal government, public and private education, law, medicine and allied health fields, communications fields, the arts, and social and community services. Our graduates go on to master's and Ph.D. programs in human development, psychology, education and social work. You can also find our majors conducting graduate research in language, cognition, attachment, SIDS, AIDS and many other fields.

Special Opportunities

We have a very long history of service learning and community engagement in the human development department. Three-quarters of our courses have a service-learning component: You can expect to be out in the community making scholarly links between what you are learning in your textbooks and what you see in the community. The department works very closely with the College's Office of Volunteers for Community Service to develop opportunities for our students in New London and neighboring communities. Some students extend the experience by combining the major with one of the College's interdisciplinary certificate programs. The program of the Holleran Center for Community Action and Public Policy is particularly applicable and offers a wide range of community partnerships and community learning initiatives. You may also earn teaching certification at the elementary or secondary levels.

For more than three decades, our campus has also been home to the Connecticut College Children's Program. The program is a model child- and family-focused early childhood program for about 90 infants and young children from southeastern Connecticut. You will work with children from a wide variety of backgrounds, abilities and special needs, alongside certified early childhood teachers, certified early childhood

special education teachers, teacher aides, therapists and administrators. What you learn at the Children's Program will build on your classroom experience through every semester.

Faculty

Carol Elizabeth Akai, *Martha Bennett '73*
Assistant Professor of Early Childhood and Developmental Disabilities

B.A., University of Kentucky; M.A., University of Missouri; M.A., Ph.D., University of Notre Dame

Parenting in environmentally high-risk families; trajectories of developmental adversity; early intervention for high-risk mothers; child abuse and neglect; risk and resilience

Sunil Bhatia, *Associate Professor of Human Development*

B.A., M.A., University of Pune, India; M.Ed., Ph.D., Clark University

Racial, ethnic and migrant identity in global and transnational cultures; cultural psychology and narrative theory; ethnography and qualitative methods

Beatrice L. DeMitte, *Associate Director of the Connecticut College Children's Program*

B.S., University of Connecticut; M.S., Southern Connecticut State University

Works with children, parents and staff to ensure a successful experience at the Children's Program; places college students in the appropriate Children's Program classroom setting; supports students and teachers throughout service learning

Michelle R. Dunlap, *Associate Professor of Human Development*

B.S., Wayne State University; M.S., Ph.D., University of Florida

Improving college student coping and skills in community service-learning settings; social and personality development; contemporary family issues; multicultural issues and methods for increasing service provider cultural competency

Jennifer A. Fredricks, *Associate Professor of Human Development*

B.A., Columbia College, Columbia University; M.A., The University of Michigan; Ph.D., Combined Program in Education and Psychology

Human development; social policy; educational psychology; youth development and organized activity participation; motivation and urban schools; youth development and organized activity participation; motivation and urban schools

Kathryn M. O'Connor, *Director of the Connecticut College Children's Program*

B.A., Dunbarton College; M.Ed., Duquesne University; Ph.D., University of Connecticut

Play-based interventions for infants, toddlers and preschoolers in children with autism spectrum disorders; infant attachment; promoting positive parenting in high-risk groups; supporting parents

Selected Courses

Children's Rights and Public Policy; Child and Family Policy; The Social World of Children and Families; Children in Learning Environments; Social and Personality Development; Adolescent Development; Media, Self and Society; Children and Families in a Multicultural Society; Social Policy Analysis in Urban America; Developmental Research in Language: Ethnography, Socialization and the Construction of Self and Identity; Development of Black Children and Families

About Connecticut College

Connecticut College is a highly selective residential liberal arts college with 1,900 students from all over the country and the world. The academic program offers more than 50 majors in the arts, sciences, social sciences and humanities, as well as innovative interdisciplinary programs. Students engage with dedicated faculty and each other to create a vibrant social, cultural and intellectual community in which learning is valued for its own sake — and individuals' diverse perspectives enrich the experience of all.



What can you do with a major in human development?

Jessica Marie Phillips '04

Clinical researcher in obstetrics for Brown University School of Medicine.

Earned a master's degree at the University of Chicago and worked as a kindergarten teacher at Sheila Kothavala Institute for the Deaf in Bangalore, India. At Connecticut College, was secretary of the Connecticut College Asian/Asian American Students Association. Planning to return to school to complete her Ph.D.

Vanita Srikanth '07

Candidate for the master's degree in education at Harvard University.

Plans to teach and work in child advocacy. As an undergraduate, volunteered at local elementary and middle schools, worked at a school for autistic children, and did a paid internship at a preschool in India.

For more information, visit
www.conncoll.edu/academics/