

Department: Sociology
 Academic Year: 2014-2015, Term 2
 Course title & number: Parent-child relationships: FMST 312-003
 Course schedule: Tuesday and Thursday, 9:30 am to 11 am
 Location: WOOD 4

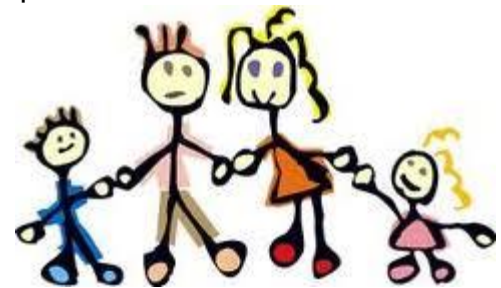
Professor:	James Ponzetti, Ph.D., D.Min., CFLE, CCFE
Office location:	ANSO #2118
Office phone:	604 - 822 – 3778
Office hours:	Tuesday & Thursday, 11 am to noon or by appointment
E-mail:	james.ponzetti@ubc.ca

Course description: Parent-child interaction over the life span.

Prerequisites and/or course restrictions: FMST/SOCI 200, or FMST 210, preferably both.

Course objectives: Upon completion of this course, students should be able to:

1. Describe reciprocal influences & changes that occur in parent-child relations over the life span.
2. Explain & critique scholarly literature on effective parenting.
3. Develop an understanding of research process as applied to parent-child interaction.
4. Identify support systems and other resources available to parents.



Course web site and e-mail: Students access all course content (e.g. course materials, assignments, exams, and grades) through the Blackboard system at <http://connect.ubc.ca> with their UBC Campus-wide login (CWL). The professor may post messages during the term on this site so check it regularly.

The professor may occasionally send students messages if necessary. The Enrollment Services' class list mailing system is used. Students can have Enrollment Services direct emails to whatever account they choose. To do this, log-in to the Student Service Centre and click on Email Address Update. The student's last recorded email address, and the option to change it are at this site.

The e-mail address for the professor is listed above. However, students are not to use e-mail unless absolutely necessary because the professor does not have time to respond to the plethora of electronic inquiries in a timely manner. Accordingly, students are encouraged to communicate with the professor by more conventional means.

About the professor: Dr. James Ponzetti is an Associate Professor of Family Studies in the Department of Sociology. He earned a Doctor of Philosophy degree in Human Development & Family Studies at the Oregon State University and a Doctor of Ministry degree in Advanced Pastoral Studies from the San Francisco Theological Seminary. As a Certified Family Life Educator in both Canada and the United States (C.C.F.E., Family Services Canada, and C.F.L.E., National Council on Family Relations), he is committed to the enhancement and promotion of family life education. On a personal note, he is married and father of four children. His family lives in Vancouver, Washington with their pet basset hound, Leo.

Format of course: Students learn in a variety of ways such as through the exchange of ideas and critical thinking. Interaction between students, along with the professor, is directed at promoting learning and critical thinking skills.

Critical thinking is the process of independent thinking, not just memorizing or reiterating what someone else has written or said about a topic. It involves more than just “reporting.” Critical thinking means evaluating and critiquing information and pondering how different ideas fit together. Students are expected to share ideas and opinions in class and via assignments posted on Blackboard.

The format of this course is based on the premise that *students learn from each other*. Lectures do not promote active learning, and thus are used sparingly. Thus, the success of class depends on students as much as the instructor. The professor is present to encourage and assist students acquire new information and apply it in various contexts. Students are encouraged to make the most of their learning experience!



Required text and additional readings:

Heath, P. (2013). *Parent-child relations* (3rd edition). Upper Saddle River, NY: Pearson Education, Inc.

Additional articles or readings as assigned on the Blackboard course site.

Classes do not meet on

Family Day, February 9

Mid-term break, February 16- 20 inclusive

Good Friday, April 3 or

Easter Monday, April 6.

Class schedule, outline, and assigned reading

<u>Week</u>	<u>Topic</u>	<u>Reading assignments</u>
Jan 6- 8	Introduction & review Blackboard Syllabus check-up	syllabus
Jan 13-15	Voluntary childlessness <i>Do parents matter?</i> Folklore versus expert advice Historical & theoretical influences on childrearing Freud, Bowlby & Attachment theory Strict childrearing and autocratic parenting Parental understanding of children Benjamin Spock, Social Learning, Erik Erikson Attending to children’s learning Maria Montessori, Jean Piaget, Lev Vygotsky Context in child socialization Rudolf Dreikurs, Urie Brofenbrenner Parental role development Ellen Galinsky Bidirectionality	ch. 1
Jan 20-22	Parenting styles & impact of culture & context Diana Baumrind and parenting styles Cultural variation Determinants of Parenting: A Process model--Jay Belsky Personal psychological resources of parent & Families of origin <i>Is the sex/gender of parent important?</i> Characteristics of the child Temperament Contextual sources of stress and support Socioeconomic & religious influences Check-up 1 (chapters 1- 2)	ch. 2
Jan 27-29	<i>Should a license be required to parent?</i> Parenting in varied family structures Adoptive parents, divorced parents, adolescent parents, surrogate parents, parents in gay/lesbian, immigrant, & military families	ch. 3



- Feb 3- 5 The “good enough” parent--Bruno Bettelheim
 Socialization strategies and techniques ch. 4
 Parent-child communication
 Guidance, discipline, & punishment
Should physical punishment be banned?
 Reinforcement and modeling
 Limits, consequences, & conflict resolution
Check-up 2 (chapters 3-4)
- Feb 10-12 Decision to parent ch. 5
 Motivation and readiness to parent
What should parents consider before having a child?
 Pregnancy and childbearing
 Transition to parenthood
 Parents of infants & toddlers: Childrearing from birth to four
 Promotion of health and safety
 Play, autonomy and exploration
 Self-regulation
 Parent-infant/toddler verbal interaction & storytelling
- Feb 17-19 Parenting in early childhood ch. 6
 Initiative and self-esteem
How do parents help establish children’s identity?
 Family routines and rituals
 Sibling relationships
Does parenting get easier as parents acclimate to their child?
 Child care and work outside the home
Check-up 3 (chapters 5-6)
- Feb 24-26 Parents & school-age children ch. 7
 Self-confidence and social skills
 Adaptation to school environment
 Friends and peer group
 Bullying
 Benefits and challenges of media
- March 3- 5 Parent-adolescent interaction ch. 8
 Autonomy and identity formation
How are parents involved in creating “a nation of wimps?”
 Sexual orientation, puberty & sexual behavior
Check-up 4 (chapters 7-8)



March 10-12	Parenting adults Relationships of adult-children, their parents, & their children Intergenerational solidarity—Vern Bengston	ch. 9
March 17-19	Parenting in later life <i>Are adult children responsible to care for elderly parents?</i> Grandparenthood	ch. 10
March 24-26	Parenting children with special needs Check-up 5 (chapters 9-11)	ch. 11
Mar 31-Apr 2 Apr 7- 9	Families at risk Child maltreatment Exposure to parental violence Effects of parental alcoholism Families in recovery Coping with untimely death of a family member	ch. 12
	April 14-29 Final examination period	



Course requirements

Attendance, and participation are essential to learning. The most effective way to **prepare** is to read all assigned material before coming to class. It is stated in the UBC Calendar that students are expected to **attend** all their classes. Attendance means being physically present at the scheduled time when class begins. Students, who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should seriously consider dropping this course before the withdrawal date.

Students must recognize the unpretentious expectation to attend all classes on time. In addition to absence, recurrent tardiness is disruptive to class so make arrangements to arrive on time. Be forewarned, do not miss any class!

Students are responsible for all of the information covered and announcements made in class sessions whether or not they attended. Missing the opportunity to learn in class (through absence or tardiness) is the most typical reason for students' lack of achievement. Marks will be decreased in proportion to lack of attendance or tardiness. Take note that unexcused absences or recurrent tardiness result in a lower course mark regardless of performance on exams. Typically, five marks per unexcused absence may be deducted, and recurrent tardiness may also result in fewer marks dependent on the extent of tardiness.

In the event of an emergency, notify the professor as soon as possible. The professor's phone number and/or e-mail address are on the first page of this syllabus. Emergencies are events like death or severe illness--not routine dental appointments, job interviews, vacations, exacerbated workload and so on. Written notification documenting an emergency is required and must be submitted to the professor within one week of returning to class after the absence; otherwise, the absence will be treated as unexcused. The professor may require verification of the reason for the absence in order to determine whether it is excused. Unless the student is notified otherwise, assume all absences are unexcused and expect marks to be deducted at the discretion of the professor.

Class sessions provide the opportunity to *actively participate* through asking questions, and making thoughtful contributions. *Attentiveness is critical* to student learning. Students are expected to read all the assigned material prior to coming to class in order to raise questions, offer comments, and, in general, discuss material. Participation cannot take place unless each student is consistently present in class. Students must demonstrate active involvement in discussions and activities by verbally sharing their ideas, perceptions, and reactions during class.

Students are expected to focus, be considerate, and respond to class discussion, and not be distracted by other work, daydreaming, engaged in side conversations, or sleeping. Students are expected to engage in learning activities that facilitate comprehending class material (e.g., completing questionnaires, thoughtful discourse, class discussions etc.). Attentiveness and participation provide the professor an indication of interest and engagement in the course.

Class meetings offer an ideal forum to clarify any question or confusion, but only if students take advantage of this time and raise such issues. The professor expects student involvement in all class sessions. Students must realize that five marks per class may be deducted for scarcity of active participation.

Students who do not prepare, attend, and participate receive a lower mark for the course so plan on being present, attentive, and an active participant throughout the term.

It is an *exciting time to study parent-child relations* because there is so much information available. Students are asked to engage in learning activities (e.g., thoughtful discourse, discussion questions, critiquing research etc.). These activities constitute the core of this class and are for students benefit.

2. Discussion questions: Beyond learning the specific facts presented in class readings, students are encouraged to see a broader picture and strive toward higher order educational goals. As the course progresses, students learn critical, analytic, and methodological skills to detect patterns similarities/differences in viewpoints, and compare/contrast sundry perspectives.



Various discussion questions are scheduled each week. Participation in discussion topics through written responses on Blackboard, and substantive class deliberation is expected to occur weekly, and thus worth 10% of the final mark. The first discussion question must be posted by **January 13**. Thereafter, responses to discussion questions must be posted to Blackboard before the first class each week.

3. Article critiques: Critiques are required on topics scheduled during the week submitted. Students are encouraged to critique articles on parent-child relationships (preferably in Canada) from scholarly journals not cited in the textbook.

A critique is not a review!

Definition of critique: an act of criticizing; esp.: a critical estimate or discussion.
 Criticize: 1: to consider the merits and demerits of and judge accordingly: evaluate.--
 Webster's New Collegiate dictionary

At least one article from a scholarly source (such as *Developmental Psychology, Family Relations, Journal of Family Psychology, Child Development, Parenting, Journal of Intergenerational Relationships, Journal of Marriage and Family, Journal of Family Issues, and Journal of Applied Developmental Psychology*) must be cited correctly (i.e., APA style) at the top of the page, and critiqued not reviewed. Students are responsible to check with the professor if there is any question as to whether a topic is appropriate before it is posted.

Each critique must adhere to the following guidelines to earn marks:

- (1) Complete citation following specifications outlined in *Publication manual of the American Psychological Association* (6th edition) of **primary source** material only,
- (2) No more than two typewritten paragraphs (double-spaced, 1" margins), and
- (3) **Critique** merits and demerits of the research for understanding the topic. Focus on ideas **not** authors or articles. Critiques are not summaries of articles or descriptions of what investigators have done. Rather, focus on the veracity of the conclusions offered in response to a research question and provide implications for a particular audience. In other words, discuss the ideas presented, not what the authors said or methodology specifically. Focus on **the implications (i.e., so what?)**.

If a critique is posted on any topic other than those scheduled, then it is simply **not** evaluated. For example, if you choose to complete an article for March 3, then the article must deal with parenting adolescents. All critiques must be typed using a standard font size (e.g. 12 point font), strictly adhere to APA style, and posted no later than the first class period of the week in which the topic is scheduled. No exceptions!

Create a compelling reader to continue.
 the content of a
 short: be concise and
 implications without
 use personal pronouns



introduction that entices the
 Clear topic sentences present
 paragraph. Keep sentences
 succinct. Articulate the
 jargon or technical terms. Do not
 because they are often

ambiguous. This is a great deal of information to present in a couple of paragraphs so anticipate writing and then editing the critique to match above specifications.

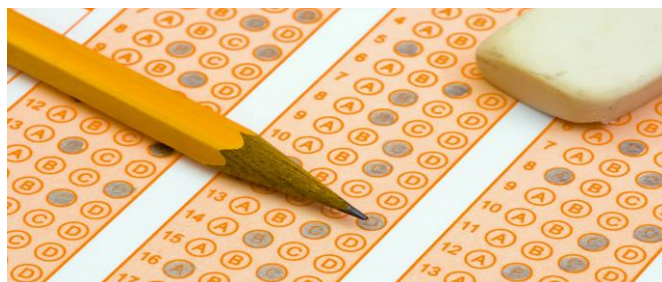
The first research critique must be posted on Blackboard by **January 15**, and before the first class meeting each week thereafter. Critiques are *retained by the professor* so **keep a copy** for personal records. Each critique is worth 1% of final mark (if all critiques are submitted on time then 3 marks are given). Collectively, articles are worth 15% of the final mark.

It takes time to review and mark these assignments, but marks are available on Blackboard once complete. If students have any questions about critiques then they are responsible to meet with the professor to discuss them. Bring a paper copy of any critique presented for discussion.

4. Check-ups: A syllabus check-up on **January 8th**. *Six* reading check-ups are scheduled during class time on **January 22nd, February 5th, February 19th, March 5th, and March 26th**.

All check-ups are administered on the BlackBoard course site. Students must log-in between 12:30pm and 12:45pm.

The format is variable as determined by the professor. These check-ups are collectively worth 65 points of the final mark.



The check-ups cover information from the textbook and class discussions/activities. No study guides are provided. Students are responsible for reading, reviewing, and remembering the assigned reading and lecture material for each check-up. Students often ask: “Do I need to know

the names of the authors whose work is covered in this course?” The professor expects students to know the names of key theorists and leading contributors to the field. Numerous research reports are cited in the text. The authors’ names may be mentioned in exam questions although for the most part students should be able to answer these questions without recognizing the names mentioned.

Unusually, due to unpreventable circumstances or an extraordinary emergency (e.g., illness documented by a physician that explicitly states attendance was not possible), a student is not able to take a check-up. If such an absence occurs, make-ups may be granted and scheduled at the discretion of the professor. Obviously, this is tedious and thus discouraged. Make-ups are costly to administer and can lead to concerns about fairness in grading. Therefore, note that in granting students permission to complete a make-up, the professor may alter the form of the make-up. The professor generally does not allow grades on make-ups to increase students’ averages over what they

obtain in other parts of the course (e.g., if a student has a 70% average on the rest of the course and earns a 75% on a make-up, her/his course average will be 70%.

The final examination is comprehensive and administered at the time scheduled by the professor. At the February 24, 1999 Faculty Senate meeting, procedures for examination hardships were reviewed and the following policy for final exams was established: A student facing an examination hardship, defined as three or more examinations scheduled within a 24-hour period, shall be given an alternative date for the second examination causing hardship by the respective instructor or department. The student must notify the instructor of the second examination no later than one month prior to the examination date. If a student misses the final exam, see the appropriate administrative officer within the Faculty (e.g., the Arts Advising office for students who are Arts majors) to request a “standing deferred.” The final examination is worth 20% of the mark.

If students want to review their completed check-ups for pedagogic purposes, then they must arrange to do so within one month of receiving marks on a particular check-up. All checkups and examinations remain the property of UBC.



Course requirements, due dates, & worth

<i>Requirements</i>	<i>Due date</i>	<i>Worth</i>	<i>Goals addressed</i>
Attendance or tardiness	Ongoing	5/unexcused absence or tardy	1, 2
Active participation	Ongoing	5/inactive class	1, 2
Discussion questions	Weekly (Jan 13-)	12	1, 2
Critiques	Weekly (Jan 15-)	12	2, 3
Syllabus check-up	January 8	6	syllabus
Reading check-up 1	January 22	10	1, 2, 4
Reading check-up 2	February 5	10	1, 2, 4
Reading check-up 3	February 19	10	1, 2, 4
Reading check-up 4	March 5	10	1, 2, 4
Reading check-up 5	March 26	10	1, 2, 4
Final exam	As scheduled by professor—April 14 (tentative)	20	1, 2, 3, 4

Grading criteria: Grading is an involved and difficult process. The professor has been

entrusted with the responsibility to provide a balanced and equitable assessment of students' performance in this class. The grading guidelines provided in the UBC Calendar are the basis for assessment. Students are responsible for reviewing this information. These guidelines can be found at <http://students.ubc.ca/calendar/index.cfm?tree=3,42,96,0>.

Various writing assignments, learning activities, and examinations are used to assess comprehension and integration of class materials. Although all assignments and exams must be completed by the posted due date to pass the course, **competent completion is only evidence of a "C" mark**. In order to earn an A or B mark, students must excel in some way; that is, go beyond simply doing what is required and described in this syllabus.

Further, students who neglect their academic work or assignments may be excluded from the final examination as specified in the UBC Calendar.

As professor, I will do my best to reach out and offer support during the term if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance.

In addition, I may identify any concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides students with the earliest possible connection to resources like academic advising, financial advising, counselling, or other resources and support to help resolve any issues. The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit earlyalert.ubc.ca. However, as with any system, students are not encouraged to expect Early Alert will serve in lieu of their personal responsibility to seek assistance. When in doubt, always ask!

Course policies:



Syllabus. Students are expected to be familiar with all material outlined in this syllabus. Portions of this are subject to change. All changes will be discussed in class or posted on Blackboard. Students are accountable for all changes regardless of their attendance.

Academic Integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by the university and is treated accordingly. Academic dishonesty includes, but is not limited to, cheating, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). In order to provide a learning process and academic environment that permits students to pursue educational goals, it is essential for all students to maintain academic integrity.

Students are expected to exhibit academic honesty in every class at UBC. Students should review and be familiar with the "Academic regulations" section of the UBC Calendar for

university policy on cheating, plagiarism, and other forms of academic misconduct. For further information, the UBC library site (see <http://www.library.ubc.ca/home/plagiarism/>) is excellent. Incidents of academic dishonesty will result in failing this course and referral to the appropriate University officials.

Disability Accommodations: The University accommodates students with disabilities who have registered with the Disability Resource Centre. Students who want special accommodation must notify the professor in writing **within the first week of class**, clearly describing what accommodation is needed and why.

It is not acceptable to request special accommodation later in the term except under extraordinary circumstances. All information regarding disabilities is confidential.



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Attendance: Attendance is mandatory. The UBC Calendar states: "Regular attendance is expected of students in all their classes (including lectures, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations." Bona fide religious obligations that conflict with attendance, submitting assignments on time, or completing scheduled quizzes are considered on a case by case basis. Students must notify their instructors in writing during the first week of classes if they want any accommodation on these grounds. **Marks are deducted for failure to attend all classes.**



University Sanctioned Activities: Students who miss class due to participation in university sanctioned activities must identify themselves *prior to missing class* and make arrangements to complete missed work. In addition, students must provide me with a copy of their travel schedule.

Student marks: Marks are only communicated in person, through Blackboard, or in written form. If students wish to **inquire about their marks**, then **office hours are scheduled** for such discussions. In order to enhance privacy and insure confidentiality, individual student marks are not discussed immediately before, during, or at the end of class.



E-mail does not suffice to address this issue because the professor does not have time to respond to electronic inquiries with adequate detail to clarify questions. Thus, students are **not** encouraged to use e-mail to communicate with the professor unless absolutely necessary; rather, meet with him in person.

Students must arrange to review completed assignments within one month of receiving marks on the assignment. **All assignments must be submitted to pass the course. Yet, realize that doing so is only evidence of a “C” mark.** Examinations and submitted assignments remain the property of UBC.

Late Policy: Late assignments are **not** accepted. Any late work will be given a failing grade.

Incompletes: Incompletes are given at the discretion of the professor and only in extremely unusual circumstances. Further, the student must be passing the course and have a reasonable possibility of completing the material in a timely manner in order to even receive consideration.



Computers and other electronic implements: The Sociology faculty have discussed and concurred that as a general guideline, **no computers** or other electronic devices (especially cell *phones*) **are permitted in class**. Accordingly, using laptops and tablets (i.e., iPads) in class is prohibited unless previous arrangements have been made with the professor which may include a demonstration of how it a) will enhance your learning or b) is an authentic need.



Emergencies: If any student has any emergency that interferes with her/his ability to complete the work required in this course, please **contact** the professor **immediately**. If a student cannot come for a scheduled appointment, please contact the professor ahead of time.

Professorial discretion: The **professor may change the provisions of this syllabus** if circumstances arise that require modification.

Students will be notified of any changes as soon as possible, typically during a class meeting. If students have any questions or concerns about course requirements, or trouble with the course during the term, it is their responsibility to schedule an appointment with the professor immediately to discuss these matters.

