

Department: Sociology  
**Academic Year:** 2011-2012, Term 2  
 Course title & number: **Parent-child relationships:** FMST 312  
**Course schedule:** Monday, Wednesday, & Friday, 9:30 a.m. to 11:00 a.m.  
 Location: Buchanan

<b>Professor:</b>	James Ponzetti, Ph.D., D.Min., CFLE, CCFE
<b>Office location:</b>	ANSO #2118
<b>Office phone:</b>	604 - 822 – 3778
<b>Office hours:</b>	Monday & Wednesday, 10 am to 11 am or by appointment
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**Course Description:** Parent-child interaction over the life span.

**Prerequisites and/or Course Restrictions:** FMST/SOCI 200, *or* FMST 210, preferably both.

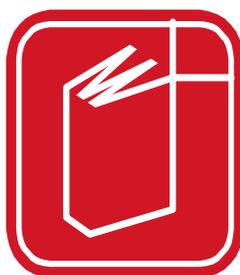
**Course objectives:** Upon completion of this course, students should be able to:

1. Describe reciprocal influences & changes that occur in parent-child relations over the life span.
2. Explain and critique scholarly literature on how effective parents address needs of their children.
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:** There will be a course web site that can be accessed via signing into <http://my.ubc.ca> and then clicking on e-Learning. The webCT VISTA system uses the UBC Campus-wide login (CWL) system, which allows students access by using the same login ID and password for course web sites and Interchange e-mail accounts. The professor may occasionally send students messages during the term. If so, the Enrollment Services' (Registrar's) class list mailing system will be used. Students can have Enrollment Services direct emails to whichever account they indicate. To do this, just login to the Student Service Centre and click on Email Address Update. This is where students' current email address was last recorded, and the option to update it if students' wish.

**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 on webCT VISTA.

The format of this course is based on the premise that *students learn from each other*. Lectures do not promote active learning and thus 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:

Brooks, J. B. (2011). *The process of parenting* (8<sup>th</sup> edition). New York, NY: McGraw-Hill  
Additional articles or readings as assigned.

**Classes do not meet on** Mid-term break February 20-24

**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.

## Class schedule, outline, and assigned reading

<u>Week</u>	<u>Topic</u>	<u>Reading assignments</u>
Jan 4- 6	Infertility versus voluntary childlessness Parenting as a process <i>Should a license be required to parent?</i> <b>Quiz</b> (syllabus & chapter 1)	ch. 1
Jan 9-13	Folklore versus expert advice Child socialization and parenting styles <i>Do parents matter?</i>	ch. 2
Jan 16-20	Contextual influences on parenting <b>To have or not to have: Pronatalism</b> Cultural & religious influences <i>What is the impact of different parenting beliefs &amp; practices?</i> Socioeconomic & personal influences <i>Does how we were parented affect how we parent?</i> <b>Mid-term exam 1</b> (chapters 2-3)	ch. 3
Jan 23-27	The “good enough” parent <b>Motivation and readiness to parent</b> Pregnancy and <b>childbearing</b>  <b>Transition to parenthood</b> <i>Does being a parent affect adult development?</i>	ch. 6



Jan 30-Feb 3	<p>Parenting infants: <b>Childrearing from birth to two</b> ch. 7</p> <p>Process of attachment</p> <p><i>How important are parent-child attachments?</i></p> <p>Temperament</p> <p><b>Mid-term exam 2</b> (chapters 6-7)</p>	
Feb 6-10	<p><b>Nurturing constructive family systems</b> ch. 4</p> <p>Family systems</p> <p><i>What influences the quality of parenting?</i></p> <p>Identifying &amp; dealing with feelings</p> <p>Family routines, rituals, &amp; storytelling</p>	
Feb 13-17	<p><b>Supporting children's growth &amp; development</b> ch. 5</p> <p>Establishing healthy lifestyles</p> <p>Promoting moral development</p> <p>Problem behaviors and discipline</p> <p><i>Should physical punishment be banned?</i></p> <p><b>Mid-term exam 3</b> (chapters 4-5)</p>	
Feb 20-24 Mid-term break		
Feb 27-March 2	<p><b>Parenting in early childhood: From two to five</b> ch. 8</p> <p>Individuation and self-regulation</p> <p>Sibling relationships</p> <p>Exploration of world and Socialization</p> <p>Sexual orientation</p> <p><i>Is the sex/gender of parent important?</i></p>	
March 5- 9	<p><b>Parenting during middle childhood</b> ch. 9</p> <p>Self-confidence and social skills</p> <p>Adaptation to school environment</p> <p>Friends and peer group</p> <p>Bullying</p> <p><b>Mid-term exam 4</b> (chapters 8-9)</p>	
March 12-16	<p><b>Parenting adolescents</b></p> <p>Autonomy and identity formation ch. 10</p> <p>Puberty and sexual behavior ch. 11</p>	
March 19-23	<p><b>Parenting adults</b> ch. 12</p> <p>Adult children and parent interaction</p> <p>Grandparenthood</p> <p><i>Are adult children responsible to provide care for elderly parents?</i></p> <p><b>Mid-term exam 5</b> (chapters 10-12)</p>	
March 26-30	<p><b>Parenting in diverse family structures</b></p> <p>Child care and work outside the home ch. 13</p> <p><i>Is there an optimal family structure?</i></p> <p>single parents adolescent parents, divorced parents ch. 14</p>	
April 2-4	<p>step-parents, gay/lesbian parents, adoptive parents ch. 15</p> <p>abusive parents, foster parents, military families ch. 16</p>	
April 11-25	<p><b>Final examination period</b></p>	

## Course requirements



**1. Preparation, attendance, and participation** are essential to learning. The most effective way to **prepare** is to read all the 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. Tardiness is disruptive to class so make arrangements to arrive on time. Missing the opportunity to learn in class (through absence or tardiness) is the most typical reasons for students' lack of learning/success. Students are responsible for all of the information covered and announcements made in class sessions whether or not they attended. Please note that unexcused absences or recurrent tardiness result in a lower course mark regardless of exam performance.

**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. In addition to absence, recurrent tardiness is disruptive to class. *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. Accordingly, students should focus and pay attention to class discussion and not be distracted by other work, daydreaming, engaged in side conversations, or sleeping.



Class sessions provide an opportunity to *actively participate* through asking questions, and making thoughtful contributions. Students may be asked to engage in short participatory-learning activities (e.g., completing questionnaires, thoughtful discourse, class discussions etc.). These activities are for students benefit. Attentiveness and participation provide the professor an indication of interest and engagement in the course. Class meetings offer the ideal forum to clarify any question or confusion, but only if students take advantage of this time and raise such issues. The professor encourages student involvement in all class sessions.

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. Various writing assignments, learning activities, and examinations are used to assess comprehension and integration of class materials. Although all assignments must be submitted to pass the course, doing so is only evidence of a C mark. Further, students who neglect their academic work or assignments may be excluded from the final examination as specified in the UBC Calendar.

Part of this class (and life in general) is time management. All assignments must be submitted before the beginning of the first class meeting of the week the topic is covered. Exams are completed according to the schedule specified in the syllabus. If students are absent on a day that an assignment is expected, arrangements must be made to submit the assignment *before*

the due date. Generally speaking, late assignments are **not** be accepted.

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, over-work and so on. Written notification documenting such 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 to be unexcused and expect marks to be deducted at the discretion of the professor.

**2. Class activities and 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.

It is an exciting time to study parent-child relations because there is so much information available. Various discussion topics or activities are directed at course content. Students are asked to engage in participatory-learning activities (e.g., completing questionnaires, thoughtful discourse, discussion questions etc.). Either questions or other learning activities are scheduled each week. These activities constitute the heart of this class and thus must be completed and posted on webCT VISTA according to the prescribed schedule. Participation in discussion topics and/or completion of learning activities are expected to occur weekly, and thus worth 13% of the final mark. The first learning activity must be posted by **January 6**, and before the first class each week thereafter.

**3. Article critiques:** Critiques during the week submitted. At scholarly sources such as: *Family Relations*, *Journal of Intergenerational Relationships*, *Journal of Family Issues*, *Psychology*, etc must be are encouraged to find articles Canada from scholarly journals



are required on topics scheduled least one scholarly paper from a *Developmental Psychology*, *Family Psychology*, *Journal of Marriage and Family*, *Journal of Applied Developmental* identified and critiqued. Students on parent-child relationships in not cited in the text.

If a critique is posted on any topic other than those scheduled, then it will simply **not** be evaluated. For example, if you choose to complete an article for March 12, then the article must deal with parenting adolescents. All critiques must be typed using a standard font size (e.g. 12 font), and posted no later than the first class period of the week in which the topic is scheduled. Students are responsible to review this syllabus and/or check with the professor if there is any question as to whether a topic is appropriate before it is posted.

### **A critique is not a review!**

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

**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 research for understanding the subject. Focus on ideas not authors or articles per se. Respond to the question “so what?” in light of the study. Methodology is considered only if such information is needed to discuss implications of research. Create a compelling topic sentence that entices the reader to continue. Do not use personal pronouns. Keep sentences short: be concise and succinct.

Critiques are not summaries of research articles or descriptions of what investigators/authors have done. Focus on the conclusions offered in response to the research question. In other words, discuss the ideas presented, not what the authors said or methodology used. Articulate the results without jargon or technical terms, and then address the implications (i.e., so what?) of the results. 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 webCT by **January 9**, and each week thereafter. Critiques are *retained by the professor* so **keep a copy** for personal records. Each critique is worth 1% of final mark. Collectively, articles are worth 12% of the final mark. It takes time to review and mark these, but marks are available on webCT once complete. If students have any questions about critiques then they are responsible to meet with the professor to discuss them.

**4. Examinations:** *One quiz* (directed primarily at the syllabus and chapter 1) on January 6, and *five mid-term* examinations are scheduled during class time on January 20, February 3, February 17, March 9, and March 23. All exams are administered via webCT VISTA. The exam format is variable as determined by the professor. Exams are collectively worth 55 points of the final mark.



The exams will 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 exam. 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 an exam. If such an absence occurs, make-up exams may be granted and scheduled at the discretion of the professor. Obviously, this is tedious and thus discouraged;

Make-up exams are costly to administer and can lead to concerns about fairness in grading. Therefore, note that in granting students permission to make-up exams, the professor may alter the form of the exam. The professor generally does not allow grades on make-up exams 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 via webCT VISTA 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." It is worth 20% of the final mark.

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



### Course assignments, due dates, and weight given

<i>Assignments</i>	<i>Due date</i>	<i>Worth</i>	<i>Goals addressed</i>
Attendance & participation	Ongoing	Discretion of professor	1, 2
Learning questions	Weekly (Jan 6-)	13	1, 2, 3
Article critiques	Weekly (Jan 9-)	12	2, 3
Quiz	January 6	5	syllabus
Mid-term exam 1	January 20	10	1, 2, 4
Mid-term exam 2	February 3	10	1, 2, 4
Mid-term exam 3	February 17	10	1, 2, 4
Mid-term exam 4	March 9	10	1, 2, 4
Mid-term exam 5	March 23	10	1, 2, 4
Final exam	As scheduled by professor— April 6 (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. These guidelines can be found at <http://students.ubc.ca/calendar/index.cfm?tree=3,42,96,0>.

Students are responsible for reviewing this information.

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.

## Course policies:

**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.

**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.

**Emergencies:** If you have any emergency that interferes with your ability to complete the work in this course, please contact me immediately. If you cannot come for a scheduled appointment, please contact the professor ahead of time.

**Attendance:** *Attendance is mandatory.* The UBC Calendar states: “Regular attendance is expected of students in all their classes (including lectures, laboratories, 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.

**Late Policy:** Late papers and assignments will not be accepted. They will be given a failing grade (0).

**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.*

If students have questions related to the course, or meeting the policies and schedule articulated in this syllabus, then ask in class or during office hours.

**Student marks:** 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 class begins, during class time, or at the end of class.

E-mail does not suffice to accomplish this issue and students are not encouraged to use electronic means to contact the professor; that is, do not expect a timely response to any e-mail by the professor.

All assignments must be submitted to pass the course, doing so is **only** evidence of a C mark. Students must arrange to review completed exams within one month of receiving marks on the exam. All examinations and submitted assignments remain the property of UBC.

**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.