

Department: Sociology  
 Academic Year: 2012-2013, Term 1  
 Course title & number: Parent-child relationships: FMST 312  
 Course schedule: Tuesday and Thursday, 9:30 am to 11:00 am  
 Location: Buchanan B315

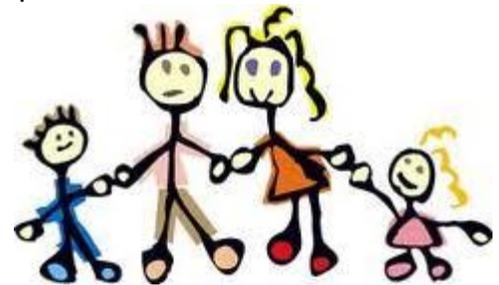
Professor:	James Ponzetti, Ph.D., D.Min., CFLE, CCFE
Office location:	ANSO #2118
Office phone:	604 - 822 – 3778
Office hours:	Tuesday & Thursday, 11 am to noon or by appointment
E-mail:	<a href="mailto:james.ponzetti@ubc.ca">james.ponzetti@ubc.ca</a>

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.

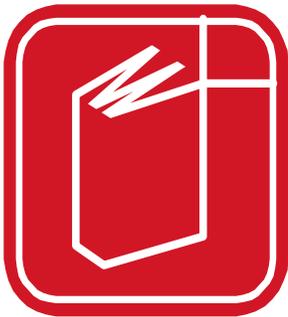
The e-mail address for the professor is listed above. However, students are not to use e-mail unless absolutely necessary because the professor does not have time to respond to the plethora of electronic inquiries in a timely manner. Accordingly, students are encouraged to communicate with the professor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

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 for Thanksgiving, Monday, Oct. 8 or Remembrance Day, Monday, Nov. 12.

Class schedule, outline, and assigned reading

<u>Week assignments</u>	<u>Topic</u>	<u>Reading</u>
Sept 4- 6	Imagine UBC day—no class Introduction & review Blackboard	syllabus

Sept 7	<b>Syllabus check-up</b>	
Sept 11-13	Voluntary childlessness Folklore versus expert advice Historical & theoretical influences on childrearing Strict childrearing and autocratic parenting Parental understanding of children Freud, Bowlby & Attachment theory 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, Family Development theory Parental role development Bidirectionality Ellen Galinsky <i>Do parents matter?</i>	ch. 1
Sept 18-20	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 <b>Check-up 1</b> (chapters 1- 2)	ch. 2
Sept 25-27	Parenting in varied family structures Adoptive parents, divorced parents, adolescent parents, surrogate parents, parents in gay/lesbian, immigrant, & military families <i>Should a license be required to parent?</i>	ch. 3
Oct 2- 4	Socialization strategies and techniques Guidance, discipline, & punishment <i>Should physical punishment be banned?</i> Parent-child communication Reinforcement and modeling Limits, consequences, & conflict resolution The "good enough" parent--Bruno Bettelheim <b>Check-up 2</b> (chapters 3-4)	ch. 4



Oct 9-11	Decision to parent Motivation and readiness to parent <i>What factors should adults consider in deciding to have or not have children?</i> Pregnancy and childbearing Parents of infants & toddlers: Childrearing from birth to four <i>What should parents consider before having a child?</i> Transition to parenthood Promotion of health and safety Play, autonomy and exploration Self-regulation Parent-infant/toddler verbal interaction & storytelling	ch. 5
Oct 16-18	Parenting in early childhood Initiative and self-esteem <i>How do parents help establish children's identity?</i> Family routines and rituals Sibling relationships <i>Does parenting get easier as parents acclimate to their child?</i> Child care and work outside the home <b>Check-up 3</b> (chapters 5-6)	ch. 6
Oct 23-25	Parents & school-age children Self-confidence and social skills Adaptation to school environment Friends and peer group Bullying Benefits and challenges of media	ch. 7
Oct 30-Nov 1	Parent-adolescent interaction Autonomy and identity formation <i>How are parents involved in creating "a nation of wimps?"</i> Sexual orientation, puberty & sexual behavior <b>Check-up 4</b> (chapters 7-8)	ch. 8
Nov 6- 8	Parenting adults Relationships of adult-children, their parents, & their children Intergenerational solidarity—Vern Bengston	ch. 9
Nov 13-15	Parenting in later life Grandparenthood <i>Are adult children responsible to care for elderly parents?</i> <b>Check-up 5</b> (chapters 9-10)	ch. 10
Nov 20-22	Parenting children with special needs	ch. 11
Nov 27-29	Families at risk Child maltreatment Exposure to parental violence Effects of parental alcoholism	ch. 12



Dec 5-19

Families in recovery  
Coping with untimely death of a family member  
**Final** examination period

## Course requirements

**1. Preparation, 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.

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.

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.

Take note that unexcused absences or recurrent tardiness result in a lower course mark regardless of performance on exams. For example, five marks per unexcused absence may be deducted, and recurrent tardiness may also result in fewer marks dependent on the extent of tardiness. **Students must recognize the unpretentious expectation to attend all classes on time.** Otherwise, marks will be decreased in proportion to lack of attendance or tardiness. Be forewarned, do not miss any class!

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 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

**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.

It is an exciting time to study parent-child relations because there is so much information available. Students are asked to engage in participatory-learning activities (e.g., thoughtful discourse, discussion questions, critiquing research etc.). These activities constitute the heart of this class and thus must be completed and posted on Blackboard according to the prescribed schedule.

Various discussion questions are scheduled each week. Participation in discussion topics through written responses and substantive class deliberation is expected to occur weekly, and thus worth 13% of the final mark. The first discussion question must be posted by **Sept 11**, and the second by class time on **Sept 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. 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 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.

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 October 30, then the article must deal with parenting adolescents. All critiques must be typed using a standard font size (e.g. 12 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!

### **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

### **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. 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?)***.

Create a compelling the reader to continue. present the content of a sentences short: be Articulate the implications technical terms. Do not because they are often great deal of information paragraphs so anticipate the critique to match



introduction that entices Clear topic sentences paragraph. Keep concise and succinct. without jargon or use personal pronouns ambiguous. This is a to present in a couple of writing and then editing above specifications.

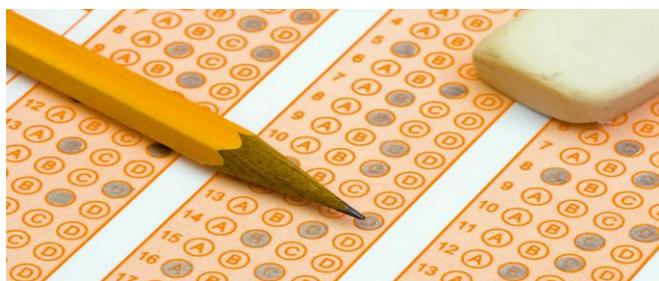
The first research critique Blackboard by **September** class meeting each week *retained by the professor* so **keep a copy** for personal records. Each critique is

must be posted on **13**, and before the first thereafter. Critiques are

worth 1% of final mark. Collectively, articles are worth 12% 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 September 7. Students must log-in between 7:30 am and 9:30 am. *Five* reading check-ups are scheduled during class time on September 20, October 4, October 18, November 1, and November 15.

All check-ups are administered on the BlackBoard course site. The format is variable as determined by the professor. These check-ups are collectively worth 55 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 an 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.” It is worth 20% of the final 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 assignments, due dates, and weight

<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 (Sept 11-)	13	1, 2, 3
Critiques	Weekly (Sept 13-)	12	2, 3
Syllabus check-up	Sept 7	5	syllabus
Reading check-up 1	Sept 20	10	1, 2, 4
Reading check-up 2	Oct 4	10	1, 2, 4
Reading check-up 3	Oct 18	10	1, 2, 4
Reading check-up 4	November 1	10	1, 2, 4
Reading check-up 5	November 15	10	1, 2, 4
Final exam	As scheduled by professor—December 3 (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:



**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 request special accommodation extraordinary circumstances. All 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 (0).

**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.

