

Department: Sociology
 Academic Year: 2012-2013, Term 2
 Course title & number: **Parent-child relationships: FMST 312**
 Course schedule: MWF 11 am to 11:50 am
 Location: ANSO #207

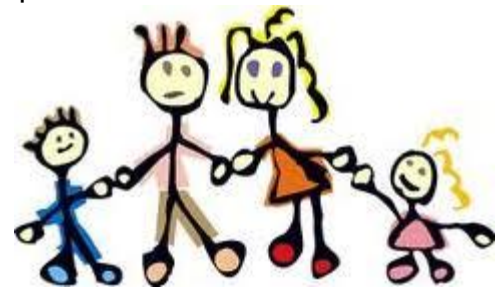
Professor:	James Ponzetti, Ph.D., D.Min., CFLE, CCFE
Office location:	ANSO #2118
Office phone:	604 -822 -3778
Office hours:	Tuesday & Wednesday 10 to 11 a.m. or by appointment
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Course description: Parent-child interaction over the life span.

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 & 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.

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.

Holidays:

February 11, Family day,
 February 18-22 inclusive, Midterm break,
 March 20-24 Pacific Sociological Association meeting,
 March 29 Good Friday,
 April 1, Easter.

Class schedule, outline, and assigned reading



<u>Week</u>	<u>Topic</u>	<u>Reading assignments</u>
Jan 2	Introduction	Review Blackboard & syllabus
Jan 7	Syllabus check-up	Voluntary childlessness Folklore versus expert advice
Jan 14	Historical & theoretical influences on childrearing	Ch. 1
	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	
	Bidirectionality	
	Ellen Galinsky	
	<i>Do parents matter?</i>	
Jan 21	Parenting styles & impact of culture & context	Ch. 2
	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	



Contextual sources of stress and support
Socioeconomic & religious influences
Check-up 1 (chapters 1- 2)

Jan 28 Parenting in varied family structures ch. 3
 Adoptive parents, divorced parents,
 adolescent parents, surrogate parents,
 parents in gay/lesbian, immigrant, & military families

Feb 4 Socialization strategies and techniques Ch. 4
 Guidance, discipline, & punishment
Should physical punishment be banned?
 Parent-child communication
 Reinforcement and modeling
 Limits, consequences, & conflict resolution
 The “good enough” parent--Bruno Bettelheim
Check-up 2 (chapters 3-4)



Feb 11 Decision to parent
 Motivation and readiness to parent
What should parents consider before having a child?



Pregnancy and childbearing Ch. 5

Transition to parenthood
 Parents of infants & toddlers: Childrearing from birth to four
 Promotion of health and safety
 Play, autonomy and exploration
 Self-regulation

Feb 25 Parent-infant/toddler verbal interaction & storytelling Ch. 6
 Parenting in early childhood
 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)

March 4 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 11 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 18 Parenting adults Ch. 9
 Relationships of adult-children, their parents, & their children
 Intergenerational solidarity—Vern Bengston
Check-up 5 (chapter 9)

March 25 Parenting in later life Ch. 10
 Grandparenthood
Are adult children responsible to care for elderly parents?



April 1 Parenting children with special needs Ch. 11
 Families at risk Ch. 12
 Child maltreatment
 Exposure to parental violence
 Effects of parental alcoholism
 Families in recovery
 Coping with untimely death of a family member

April 10-24 **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 when class begins, and staying until the end of the class period. Classroom participation points will only be given to students who arrive at class on time, and stay for the entire class.

Tardiness is disruptive to class so make arrangements to arrive on time. Such interruptions impede the learning process, so do not sign up for a course that does not fit your schedule. Missing the opportunity to learn in class (through absence or tardiness) is the most common reason 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.

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.

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.

Students must recognize the unpretentious expectation to attend all classes on time. Take note that *unexcused absences result in a lower course mark regardless of performance on other course work.* To be specific, five marks per unexcused absence may be deducted at the discretion of the professor. In addition to absence, recurrent tardiness is disruptive to class. Accordingly, tardiness may result in fewer marks dependent on the extent of tardiness. Be forewarned, do not miss class and arrive on time!

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. Marks will be decreased in

proportion to lack of participation. *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. Students must 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 at the discretion of the professor.

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 **Jan. 7**, and the second by class time on **Jan. 9**. 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 March 4, then the article must deal with parenting school-age children. 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 reader to continue. Clear content of a paragraph. concise and succinct. without jargon or technical pronouns because they is a great deal of couple of paragraphs so editing the critique to



introduction that entices the topic sentences present the Keep sentences short: be Articulate the implications terms. Do not use personal are often ambiguous. This information to present in a anticipate writing and then match above specifications.

The first research critique Blackboard by **January 9**, meeting each week *retained by the professor* personal records. Each critique is worth 1% of final mark. Collectively, articles are worth 12% of the final mark.

must be posted on and before the first class thereafter. Critiques are so **keep a copy** for

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 is scheduled on January 7. Five reading check-ups are planned during class time on January 25, February 8, March 1, March 15, and March 22. Students must log-in between 11 and 11:15 a.m.

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 and 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 consider if any options may exist, e.g. “standing deferral.” 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 requirements, due dates, and worth

<i>Requirements</i>	<i>Due date</i>	<i>Worth</i>	<i>Goals addressed</i>
Attendance or tardiness	Ongoing	5 pts. per unexcused absence or tardy	1, 2
Active participation	Ongoing	5 pts. per inactive class	1, 2
Discussion questions	Weekly (Jan 7-)	13	1, 2, 3
Critiques	Weekly (Jan 14-)	12	2, 3
Syllabus check-up	Jan 7	5	syllabus
Reading check-up 1	Jan 25	10	1, 2, 4
Reading check-up 2	Feb 8	10	1, 2, 4
Reading check-up 3	March 1	10	1, 2, 4
Reading check-up 4	March 15	10	1, 2, 4
Reading check-up 5	March 22	10	1, 2, 4
Final exam	As scheduled by professor—April 10 (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. Incomplete grade are typically not given.

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 my 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 you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track. 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.

Course policies:

Syllabus. Students are expected to be familiar with all material outlined in this syllabus. However, this syllabus is subject to change at the discretion of the professor. 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. In order to provide a learning process and academic environment that promote educational goals, it is essential for all students to maintain academic integrity. Students are expected to exhibit academic integrity in every class at UBC.

Students should review and be familiar with the “Academic Misconduct” section of the UBC Calendar (see <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>) 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. 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 one’s own (plagiarism).

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 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 & participate.

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.

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 and merit a mark of 60% or better to pass the course** with a “C” mark or above. Examinations and submitted assignments remain the property of UBC.

Late Policy: Late assignments are **not** accepted. 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, **computers** or other electronic devices (especially cell phones) **are not 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 learning or b) is an authentic need.



Respect for others: Please be considerate of others. Please do not talk while the professor is talking or another student has the floor. Simply raise your hand if you have something to contribute to a discussion. If you prefer to share your thoughts with your friend only, please wait until after class to do so.

Respect others' ideas, even if you disagree. Family Studies courses often require students to examine ideas that may be very different from their own. All course participants are required to examine diverse ideas in a scholarly and respectful fashion. Every student is responsible for making sure that discussions remain respectful and scholarly. If, at any time you feel the discussion is becoming judgmental, please make this clear in class, or approach the instructor after class.

The goal of meeting as a class is to share and increase mutual understanding. Disrespect, or devaluing diverse ideas or any student's contribution to the course does not help us reach this goal. Remember that we can disagreement can occur without disrespect or refusal to listen and learn. Anyone who cannot, or will not, be respectful of others will receive a failing grade for the course.

Monitor your participation. For example, if you are shy, set a goal to speak up in class at least once a week. If you tend to talk a lot, take a breath, count to 10, and wait to see if someone else might like to say something first.

Food and beverage are permitted in class (as long as it is acceptable in the particular room in which meets). Please use common sense regarding foods that are noisy to eat or have a strong odor that may be distracting or unpleasant to others around you.

Learning requires that all students feel safe in their educational environment. Classroom behavior that is not in compliance with expected student conduct will not be tolerated. This includes offensive, sexist, racist or otherwise inappropriate language or comments, any conduct that substantially disrupts or interferes with the learning environment, and any verbal or physical threats or harassment directed toward other students or the professor.

Drugs and Alcohol:

There is an increasing concern about the use and abuse of alcohol and other substances on college campuses. Attending class under the influence of alcohol or other substances is detrimental to academic achievement and effective classroom activities, and it will not be tolerated.

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.

