

Winter 2014
Family Relations & Applied Nutrition
FRHD 3040: Parenting and Intergenerational Relationships

Instructor: Leon Kuczynski lkuczyns@uoguelph.ca
Office: MINS 123
Office Hours: By appointment only.

Class Time: Tues, Thurs 4:00PM - 5:20PM

Classroom: RICH 2520

Teaching Assistants: Saloumeh (Sally) Madani smadani@uoguelph.ca
Ayla Visser avisser@uoguelph.ca

The TA's will not be holding office hours, however they can meet for individually scheduled appointments.

COURSE DESCRIPTION

This course is designed to provide students with an understanding of parent-child relationships, parenting, and socialization across the lifespan (early childhood, adolescence, adulthood). The primary focus is on parent child relationships in the context of North American culture; however cultural assumptions and comparisons will also be examined. Research on high-risk families is also considered.

Theoretical perspectives will emphasize dynamic bidirectional and family systems models of processes in parent-child relationships and socialization. Therefore, we will be interested not only in parental perspectives and actions but also children's perspectives and actions. Parents are assumed to accomplish their influence on children in a close long-term relationship context that also involves the influence of children on parents. Specific objectives include:

- Theoretical approaches of the dynamics of family relationships and interactions
- Perspectives on the parent-child relationship throughout the life-course
- Children's influence on parental development
- Parent's influence on children's development
- Parenting in culture and diverse family contexts

Required Readings

The textbook can be purchased at the Bookstore and will also be placed in the Library on 2-hour reserve. It contains all the required readings for the course

Heath, P., & Bigner, J. J. (2011). *Parenting and Intergenerational Relationships* (Custom Textbook). Boston, MA: Pearson. Contains selected readings from texts by Heath, Bigner, & Kuczynski,

Highly Recommended:

The course requires knowledge of APA style 6th edition – Purdue University provides an excellent summary here: <http://owl.english.purdue.edu/owl/resource/560/01/>

Method of Delivery

- Interactive lectures and discussion
- Course text book reading assignments
- Audio visual presentations
- Small and large group discussions

Evaluation and Due Dates

The course is comprised of two 1 hour and 20 minute weekly lectures that will include content from the textbook, highlights from current research, and incorporate elements of parenting from the media (e.g. movies/audio visual clips). Lectures and discussions will be interactive and create an opportunity for you to explore your attitudes and understanding about parenting and also learn about the perspectives of your peers in the class. Students will be evaluated in this course through the following:

Theoretical Reflection	Thurs Feb 13, 2014	10%
Midterm Exam (1 hr.)	Tues Feb 11, 2014	25%
Theoretical Family Assessment*	Tues March 18, 2014	35%
Final Exam	Tues April 15 2014 11:30-1:30	30%
Total		100%

* Computation of this grade includes peer assessment by team partners – each team member must complete the peer evaluation form available on course website.

NOTE: FINAL EXAM will include:

1. All lectures from entire course
2. All readings after the midterm
3. PLUS The following selected readings prior to the midterm.
 - Bigner Text: Chapters 1, 3
 - Kuczynski, L. (2003). Beyond bidirectionality: bilateral conceptual frameworks for understanding dynamics in parent-child relations (pp.1-24)
 - Kuczynski, L., Marshall, S. & Schell, K. (1997). Value socialization in a bidirectional context (pp. 23-50)

Theoretical Reflection Paper (solo) 10%

The purpose of the theoretical reflection is for you to critically explore one of the theories or selected concepts discussed during Weeks 1-5 and connect them to your personal experiences of either being a parent, being parented, or your experiences with children and parents. This will be a single authored paper. Choose partner and register teams on Line By January 30. Detailed instructions will be posted on courselink.

Theoretical Family Assessment Paper (duo) 35%

The purpose is to carry out an assessment of the family dynamics depicted in the 1994 The Fifth Estate documentary "The Trouble with Evan"
http://www.youtube.com/watch?v=j2EU_2wK5LE (90 minutes)

The assessment will apply theoretical concepts and research on family dynamics covered in the course. This paper will be co-authored by teams of two students. There will be a adjustment of grades for level of contribution based on peer ratings.

Correspondence

Email your assigned TA regarding appointments or questions.

You are expected to read and understand the course outline and the assignment instructions, therefore, questions about information that could be found in the course outline or in the assignment instructions will also not be answered by the instructor. You are encouraged to be active participants in your learning process. However, questions of clarification, inquires, suggestions, feedback and information sharing are always welcomed!

When you cannot meet course requirements

When you find yourself unable to meet in-course requirements due to documented illness or compassionate reasons, please advise the course instructor in writing with name, address and email contact.

Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later.

Note: 1) appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade.

For further information on regulations and procedures for Academic Consideration, please refer to the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Your Responsibilities in the course

1. Be prepared for every class by doing the required reading.
2. Be respectful of other students.
3. Come to class on time and stay until the end of the class period.
4. Check the course website every 48 hours before class for important announcements.
5. Within 2 weeks of grade posting, check the course website and email the professor to question any grades or correct any potential errors (otherwise posted grades will stand).
6. Use the course website to communicate with other students and the instructor.
7. Complete course requirements with integrity.

My Responsibilities

1. Be prepared for every class.
2. Create a course curriculum that exposes students to current, topical issues in early and middle child development.
3. Be available to communicate with students about course content and assignments.
5. Respond to email messages within 48 hours between Monday and Friday.

Academic Misconduct

Academic misconduct, such as plagiarism, is a serious offence at the University of Guelph. I will not tolerate academic misconduct and will follow the disciplinary guidelines set forth by the university should any violations occur. Please consult the Undergraduate Calendar at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>
for offences, penalties, and procedures relating to academic misconduct.

Disabilities Statement

If you are a student who will need academic accommodations due to a disability, register with the Center for Students with Disabilities at the University Centre, 3rd Floor or call 519-8/24-4120, ext. 56208 or 519-837-0993. The Center will authorize accommodations for students with disabilities.

Course Schedule *please note this schedule is subject to change *

Date	Topics Covered	Readings	Important Notices
Week 1 January 7 & 9	Introduction to Course / Theoretical Perspectives/Unilateral Model	Bigner: Chapter 1 & 3	
Week 2 January 14 & 16	Bilateral Models & Social Relational Theory	Kuczynski (2003)	
Week 3 January 21 & 23	What is the Parent-Child Relationship?	Heath: Chapter 2 & 3	
Week 4 Jan. 28 & 30	Socialization: Parental Control and Obedience	Kuczynski & Hildebrandt (1997)	Choose Partner and Register teams on Line By January 30 for Family Assessment Project
Week 5 Feb 4 Feb 6	Socialization: Internalization of Values Parent Education Perspectives	Kuczynski, Marshall, & Schell (1997) Heath: Chapter 4	
Week 6 Feb 11 Feb 13	Midterm exam High risk families & Theoretical Family Assessment Project		Theoretical Reflections due Thurs Feb 13th by 11:59pm
Week 7 February 18 & 20	READING WEEK: NO CLASSES		
Week 8 Feb. 25 & 27	Coercive Family Process & High Risk Families	Bigner: Chapter 15	View Trouble With Evan by Now
Week 9 March 4 & 6	Abusive Families	Bigner: Chapters 11 & 12	
Week 10 March 11 & 13	Parenting and Adolescence	Heath: Chapter 8	
Week 11 March 18 & 20	Parenting and Young Adulthood	Heath: Chapter 9	Family Assessment Paper due Tues March 18th by 11:59pm
Week 12 March 25 & 27	Parenting as Continuing Adult Development , Adult Children and Aging Parents / Grandparents	Bigner Chapter 5 Heath: Chapter 10	
Week 13 April 1 & 3	Parent Development: Cultural Context	Trommsdorff & Kornadt 2003)	