

Winter 2016
Family Relations & Applied Nutrition
FRHD 3040: Parenting and Intergenerational Relationships

Instructor Professor Leon Kuczynski
Office MINS 233

Class Time: Tuesday and Thursday: 4:00 pm to 5:20 pm
Classroom: ALEX 200

Teaching Assistants:

Mohini Patel (mohini@uoguelph.ca)
Johannah Thumb (jthumb@uoguelph.ca)
Emily Tousaw (etousaw@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 and families with a depressed parent 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 2 copies of the textbook will also be placed in the Library on 2-hour reserve.

Parenting and Intergenerational Relationships (2014). Custom Textbook (2nd edition) .
Boston, MA: Pearson.

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 and exercises
- Audio visual presentations

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:

Weekly Quizzes	(Best 7 out of 8 quizzes)	10%
Theoretical Critical Reflection		15%
Midterm Test	Tuesday March 1	20%
Theoretical Family Assessment Paper	Tuesday March 22	30%
Final Exam	Friday April 22 (7:00pm to 9:00 pm)	25%

Total **100%**

****Assignment instructions, guidelines, and marking schemes can be found on the course website. ****

Theoretical Critical Reflection (15%)

The purpose of the reflection is for you to critically explore one of the selected concepts regarding bidirectionality and child agency discussed in lecture and readings 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

Theoretical Family Assessment Paper (30%)

The purpose of this assignment is to promote critical thinking about theory, parent-child relationships, and to critically assess how theory can aid in the understanding of family dynamics. The family assessment will be based on The Fifth Estate documentary “The Trouble with Evan” http://www.youtube.com/watch?v=j2EU_2wK5LE (90 minutes)

Correspondence

Email me using the course website ONLY. I will check emails on week days until 8pm Monday to Friday. I will not be checking my email on the weekends, so be prepared that it may take up to 48 hours to receive an email from me between Friday to Monday.

When you cannot meet course requirements

When you find yourself unable to meet in-course requirements due to 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 parent-child relationships across the lifespan.
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 12 & 14	Introduction to Course / Theoretical Perspectives and Unilateral Models	Bigner: Chapter 1	
Week 2 January 19 & 21	Child Effects, Systems Bilateral Models	Bigner chapter 3 Kuczynski (2003)	Quiz 1
Week 3 January 26 & 28	What is the Parent-Child Relationship?		Quiz 2
Week 4 February 2 & 4	Socialization: Parental Control and Obedience	Kuczynski & Hildebrandt (1997)	Quiz 3
Week 5 February 9 & 11	Socialization: Internalization of Values	Kuczynski, Marshall, & Schell (1997)	Quiz 4
February 15-19	READING WEEK: NO CLASSES		
Week 6 February 23 & 25	Parent Education Perspectives Parenting and Adult Development	Heath: Chapter 4 Bigner: Chapter 5	Quiz 5 Theoretical Critical Reflections due Tues Feb 23 by 11:59pm
Week 7 March 1 & 3	EXAM High Risk Families	Bigner: Chapter 15	Midterm Exam Tues March 1 (Weeks 1-5 only)
Week 8 March 8 & 10	Coercive Family Processes		Quiz 6
Week 9 March 15 & 17	Parenting and Adolescence	Heath: Chapter 8	Quiz 7
Week 10 March 22 & 24	Parenting and Young Adulthood and Beyond	Heath: Chapter 9 Heath: Chapter 10	Quiz 8 Theoretical Family Assessment Paper due Tues March 22th by 11:59pm
Week 11 March 29 & 31	March 29 Guest lecture TBA March 31 One Parent and Step Families	Bigner: Chapters 11 & 12 Heath: Chapter 3	
Week 12 April 5 & 7	Cultural Context of Parenting	HEATH CHAPTER 2	