

University of Guelph

FRAN*6310: Family Relationships Across the Life Span

Tuesdays 4:00 – 6:50 PM

MACS 331

Susan S. Chuang, Ph.D.

Office: MINS 133D

Office hours: By appointment

Phone: 519-824-4120, ext. 58389

Email: schuang@uoguelph.ca

DESCRIPTION

This course provides students with the various theoretical perspectives used in the study of family relationships across the life span. Substantive research issues provide a forum for students to actively engage in discussing the complexities of families in various sociocultural, economic, political contexts, to name a few.

OBJECTIVES

1. Build students' understanding of various theoretical perspectives on family relationships across the life span;
2. Examine a wide range of family and development issues;
3. Critically examine how various factors (individual, family, societal) may impact family relationships over time; and
4. Develop various dissemination of knowledge strategies to inform various stakeholders (peers, academia, and community).

COURSE READINGS

Course readings are listed in this syllabus by week.

Recommended ~

Publication Manual of the American Psychological Association (6th ed.). (2010). Washington, DC: American Psychological Association.

COURSE REQUIREMENTS

Student Participation (20%)

There are two components to student participation.

Part 1 (15%). Students are expected to actively participate in all of the classes. At the end of each class, students will give a “one minute/what’s your point?” presentation.

Part 2 (5%). Having a project/paper reviewed by peers is a very useful process which has two benefits: (1) students build their critical skills by reviewing their peers' work and providing relevant and positive feedback; and (2) when reviewing peers' work, students' own writing style should improve by self-reflection and learning from their peers. In groups of two, students will partner with a classmate and be the reviewer for each other. Students are encouraged to place comments on the project/paper itself. An Evaluation Form will be completed with formal comments to the submitter. The Evaluation Form and comments will be submitted with the final project/paper.

Students must bring the project/paper to the beginning of class on: **NOVEMBER 11**. The exchange of projects and papers will occur in class so that I can make sure that it is given on time. If the project/paper is not a complete full draft, students will be penalized by 1%.

Students must review the work by **NOVEMBER 25** that will be given to their classmates at the beginning of class. Make sure that the Evaluation Form is also submitted.

The evaluation form and comments must be attached to the final project/paper for my review. **DUE: December 11 at 12 PM, MINS 139.**

Student Presentation (40%)

Presentation (30%). Students will choose a topic on the first day of class and be responsible for presenting the readings and other materials (peer-reviewed articles, websites, other sources of information) in class in consultation with the Professor. The presentation will take three forms:

Part 1. Students will present a critical review of ONE of the class readings, focusing on particular aspects of the reading that the students may find interesting, challenging, or needing more attention (weaknesses). Students will pose some questions to engage peers in discussions.

Part 2. It is important for students to be able to disseminate their knowledge to others. This is the part of the presentation where students should be creative, innovative, and fun! Using the class readings, along with at **least three** peer-reviewed academic journals, websites, and other sources of information, students should develop ways to disseminate the knowledge. For example, students can "develop" a 30 minute workshop, class activities, skits, or....? The "audience" can be for academics (students, faculty) or parents, youth, service providers.

Part 3. There should be 30 minutes reserved for questions from classmates and myself, and public feedback. This presentation should help students in formulating their ideas for the final project/paper.

It is strongly encouraged that students provide a one page "Fact sheet" on the information presented in class so that it will serve as a resource for students in the future.

Student Evaluation (5%). It is always a great opportunity to get feedback from your peers. After each class, students will anonymously complete an evaluation form which will be handed in to the Professor for calculation. Then the student will meet with the Professor to discuss the feedback.

Project/Paper (40%)

There are two options for the project/paper.

Option 1: Traditional paper. In consultation with the Professor, the student will individually write a paper on a topic of their choice that focuses on family relationships. The student must include a context for the topic (e.g., at-risk families, ethnic minority, gay, SES) which will demonstrate that the student is able to critically examine how family relationships must take into consideration individual and social factors. The paper should be at least 15 pages (no longer than 25), not including title page, references.

General criteria:

- All papers must be stapled, double-spaced, 12 font
- Follow APA, 6th edition (deductions for not following APA)
- References are required
- Papers will be graded based on both writing style and content

Option 2: Project. Along similar lines of the Presentations, Part 2, students will “create” a website with information that is based on empirical research, or a workshop. The website is not to be active on the internet. For the places of “hyperlinks”, students will provide the texts. This will be explained in class. Students should be as creative as possible. Students should include a summary of the purpose of the “website”, the intended audience, and references of all sourced materials. Students are strongly encouraged to consult with the Professor, especially if they have another innovative way of presenting the information.

General criteria:

- Reader accessibility of the information
- Organization, clarity, content, writing style as intended for the targeted population
- APA does not necessarily have to be followed on the “website” but references of the sources must be in APA
- The “amount of information” and effort should be similar to that of writing a paper
- If the project is on Powerpoint, provide a flash drive which will be returned after the semester

Due date: **DECEMBER 10, 12:00 PM, MINS 133D.**

If you are a student with a disability, there are academic accommodations that can be considered. Please contact: Centre for Students with Disabilities, ext. 56208 or csd@uoguelph.ca or www.uoguelph.ca/csd. See Graduate Calendar (p. 8) at <http://www.uoguelph.ca/registrar/calendars/graduate/current/pdf/files/calendar.pdf>

There will be no tolerance for academic misconduct. See Graduate Calendar (p. 8) at <http://www.uoguelph.ca/registrar/calendars/graduate/current/pdf/files/calendar.pdf>

SCHEDULE & READINGS

September 9 *Introductions*

September 16 *Immigrant Families* Susan Chuang

Bornstein, M. H., & Cote, L. R. (2010). Immigration and acculturation. In M. H. Bornstein & L. R. Cote (Eds.), *Handbook of cultural developmental science* (pp. 531 – 552). New York, NY: Psychology Press.

(Provided by M. Bornstein)

September 23 *Fathering and Father Involvement* Susan Chuang

Lamb, M. E., & Lewis, M. (2010). The development and significance of father-child relationships in two-parent families. In M. E. Lamb (Ed.), *The role of the father in child development* (5th ed., pp. 94 – 153). Hoboken, NJ: Wiley.

September 30 *Attachment and Development*

Roisman, G. I., & Groh, A. M. (2011). Attachment theory and research in Developmental Psychology. In M. K. Underwood & L. H. Rosen (Eds.), *Social development: Relationships in infancy, childhood, and adolescence* (pp. 101 – 126). New York, NY: Guilford Press.

October 7 *Parenting Workshop* Susan Chuang

October 14 **Thanksgiving Holiday! Happy Turkey!**

October 21 *Socialization in Various Contexts*

Conger, R. D., & Dogan, S. J. (2006). Social class and socialization in families. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 433 – 460). New York, NY: Guilford Press.

Grusec, J. E., & Davidov, M. (2006). Socialization in the family: The role of parents. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 284 – 308). New York, NY: Guilford Press.

Patterson, C. J., & Hastings, P. D. (2006). Socialization in the context of family diversity. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 328 – 531). New York, NY: Guilford Press.

OR

Siblings

Dunn, J. (2006). Siblings and socialization. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 309 – 327). New York, NY: Guilford Press.

October 28*Various Family Dynamics & Relationships*

Biblarz, T. J., & Savci, E. (2010). Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, 72, 480 – 497. doi: 10.1111/j.1741-3737.2010.00714

OR

Taking Culture into Consideration

Garcia Coll, C., & Patcher, L. M. (2002). Ethnic and minority parenting. In M. H. Bornstein (Ed.), *Handbook of parenting* (2nd ed., Vol. 4, pp. 1 – 20). Mahwah, NJ: Erlbaum.

November 4*Marital Conflict, Siblings*

Ablow, J. C., Measelle, J. R., Cowan, P. A., & Cowan, C. P. (2009). Linking marital conflict and children's adjustment: The role of young children's perceptions. *Journal of Family Psychology*, 23, 485 – 499. DOI: 10.1037/a0015894.

Volling, B. L., Kennedy, D. E., & Jackey, L. M. H. (2010). The development of sibling jealousy. In B. L. Volling, D. E. Kennedy, & L. M. H. Jackey (Eds.), *Handbook of jealousy: Theory, research, and multidisciplinary approaches* (pp. 387 – 417). Hoboken, NJ: Wiley.

November 11*Young Children and Parenting*

Bornstein, M. H. (2002). Parenting infants. In M. H. Bornstein (Ed.), *Handbook of parenting: Children and parenting* (2nd ed., Vol. 1, pp. 3 – 43). Mahwah, NJ: Erlbaum.

Edwards, C. P., & Liu, W-. L. (2002). Parenting toddlers. In M. H. Bornstein (Ed.), *Handbook of parenting: Children and parenting* (2nd ed., Vol. 1, pp. 45 – 71). Mahwah, NJ: Erlbaum.

November 18*Middle Childhood and Parents*

Collins, W. A., Masden, S. D., & Susman-Stillman, A. (2002). Parenting during middle childhood. In M. H. Bornstein (Ed.), *Handbook of parenting: Children and parenting* (2nd ed., Vol. 1, pp. 73 – 102). Mahwah, NJ: Erlbaum.

Michiels, D., Grietens, H., Onghena, P., & Kuppen, S. (2010). Perceptions of maternal and paternal attachment security in middle childhood: Links with positive parental affection and psychosocial adjustment. *Early Child Development and Care, 180*, 211 – 225. DOI: 10.1080/03004430903415064

November 25*Adolescence and Parents*

Schellenbach, C. J., Leadbeater, B. J., & Moore, K. A. (2004). Enhancing the development outcomes of adolescent parents and their children. In K. I. Maton, C. J. Schellenbach, B. J. Leadbeater, & A. L. Solarz (Eds.), *Investing in children, youth, families, and communities: Strengths-based research and policy* (pp. 117 – 136). Washington, DC: American Psychological Association.

Sternberg, L., & Silk, J. S. (2002). Parenting adolescents. In M. H. Bornstein (Ed.), *Handbook of parenting: Children and parenting* (2nd ed., Vol. 1, pp. 103 – 133). Mahwah, NJ: Erlbaum.

OR

Elderly Caregiving

Suitor, J. J., Sechrist, J., Gilligan, M., & Pillner, K. (2011). Intergenerational relations in later-life families. In R. A. Settersten, Jr., & J. Angel (Eds.), *Handbook of sociology of aging* (pp. 161 – 178). New York, NY: Springer.

~ **Project/Paper Due: December 11 at 12 PM, MINS 133D** ~

Happy Holidays!