

**University of Guelph**  
**Department: Family Relations and Applied Nutrition**  
**FRHD\*3040: Parenting and Intergenerational Relationships**  
**Winter 2019**

Instructor: David S. Green, PhD

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Office Hours: Thursdays 10:30 to 11:30 p.m. or By Appointment

Class Time: Tuesdays and Thursdays 2:30 to 3:50

Class Location: ALEX 200

Graduate Teaching Assistants: Jessica-Lynn Reid ([jessica.reid@uoguelph.ca](mailto:jessica.reid@uoguelph.ca)), Nicole Leibowitz ([nleibowi@uoguelph.ca](mailto:nleibowi@uoguelph.ca)), & Samantha O'Leary ([solear01@uoguelph.ca](mailto:solear01@uoguelph.ca))

**The GTAs will not be holding office hours; however, they are available to meet for individually scheduled appointments as necessary.**

### **COURSE DESCRIPTION**

This course is a study of research concerning parent–child relationships across the lifespan.

#### **Extended Description**

This course is designed to provide students with an understanding of parent–child relationships, parenting, and socialization across the lifespan (e.g., 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.

#### **Learning Outcomes**

At the end of the course, students should be able to:

- Explain how various historical ideas and theoretical perspectives influence family dynamics and childrearing practices;
- Discuss the role of culture and context in influencing parenting patterns and outcomes;
- Critically analyse the strengths and challenges of various types and forms of families across the lifespan;

- Demonstrate in-depth understanding on parent–child relationship across developmental age stages (e.g., childhood, adolescence, and adulthood);
- Identify issues that place families at risk and strategies for coping;
- Appraise and create community resources or programmes that are available to parent educators and parents; and
- Utilize adult learning strategies such as critical reflection and active learning method (e.g., case study) to challenge and/or develop perspectives pertinent to parenting and intergenerational relationships.

## **PREREQUISITES**

Students should have completed 9.50 credits including FRHD\*1020 as well as one of the following: FRHD\*1100, FRHD\*2060, FRHD\*2260, FRHD\*2270, FRHD\*2280, or PSYC\*2450.

## **CLASS ATTENDANCE**

Regular class attendance is expected as lectures will supplement material in the course text. Students are responsible for both textbook and lecture materials. Lectures are designed to augment and clarify the assigned course textbook and will not always review all the materials. Your attendance will facilitate an understanding of the materials. Please be on time for class and refrain from texting or surfing the internet during class. Extra credits may be offered for some active learning activities.

## **COURSE READINGS**

### **Textbook**

The textbook can be purchased at the Bookstore and two copies will also be placed in the Library on two-hour reserve.

Heath, P. (2018). *Parent–child relations: Context, research, and application* (4<sup>rd</sup> ed.). Hudson Street, NY: Pearson.

### **Highly Recommended**

The course requires all assignments to be in APA style 6<sup>th</sup> edition. Please use:

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

### **Recommended**

The recommended readings are available on eReserve on the course website.

Baker, Maureen. (2014). *Choices and constraints in family life* (3<sup>rd</sup> ed., pp. 1-26). Don Mills, ON: Oxford University Press.

Baker, Maureen. (2014). *Choices and constraints in family life* (3<sup>rd</sup> ed., pp. 95-124). Don Mills, ON: Oxford University Press.

- Beaupré, P., Dryburgh, H., & Wendt, M. (2014). Making fathers “count.” Retrieved from <http://www.statcan.gc.ca/pub/11-008-x/2010002/article/11165-eng.htm>
- Chao, R. (1995). Chinese and European American cultural models of the self reflected in mothers' childrearing beliefs. *Ethos*, *23*, 328-354. doi:10.1525/eth.1995.23.3.02a00030
- Chuang, S. S. (2013). Roles and responsibilities: A critical exploration of Chinese fathers in Canada and China. In S. S. Chuang & C. S. Tamis-LeMonda (Eds.), *Gender roles in immigrant families* (pp. 27-42). New York, NY: Springer.
- Chuang, S. S., Green, D. S., & Moreno, R. P. (2018). Culture. In M. Bornstein (Ed.), *The SAGE encyclopaedia of human development* (pp. 502-509). Thousand Oaks, CA: Sage.
- Cohen Konrad, S. (2013). *Child and family practice: A relational perspective*. Don Mills, ON: Oxford University Press.
- Garcia Coll, C., Lamberty, G., Jenkins, R., McAdoo, H., Crnic, K., Wasik, B., & García, H. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, *67*, 1891-1914. doi:10.2307/1131600
- Gazso, Amber. (2014). Parenting young children: Decision and realities. In D. Cheal, & P. Albanese (Eds.) *Canadian Families Today: New Perspectives* (3<sup>rd</sup> ed., pp. 65-84) Don Mills, ON: Oxford University Press.
- Kuczynski, L. (2003). Beyond bidirectionality: Bilateral conceptual frameworks for understanding dynamics in parent–child relations. In L. Kuczynski (Ed.), *Handbook in parent–child relations* (pp. 1-24). Thousand Oaks, CA: Sage.
- Miner, H. (1956). Body Ritual among the Nacirema. *American Anthropologist, New Series*, *58*(3), 503-507. Retrieved from <http://www.sfu.ca/~palys/Miner-1956-BodyRitualAmongTheNacirema.pdf>
- Park, H., Coello, J. A., & Lau, A. S. (2014). Child socialization goals in East Asian versus Western nations from 1989 to 2010: Evidence for social change in parenting. *Parenting*, *14*, 69-91. doi:10.1080/15295192.2014.914345
- Parke, R. D. (2004). Fathers, families, and the future: A plethora of plausible predictions. *Merrill-Palmer Quarterly*, *50*, 456-470. doi:10.1353/mpq.2004.0033
- Parke, R. D. 2013. *Future families: Diverse form, rich possibilities* (pp. 141-159). West Sussex, UK: Wiley.
- Tamis-LeMonda, C. S., Way, N., Hughes, D., Yoshikawa, H., Kalman, R. K., & Niwa, E. Y. (2008). Parents' goals for children: The dynamic coexistence of individualism and collectivism in cultures and individuals. *Social Development*, *17*, 183-209. doi:10.1111/j.1467-9507.2007.00419.x

## COURSE REQUIREMENTS

### Summary of Grades

Components	Grades
Programme Appraisal	20%
Case Studies	35%
Group Case Study	15%
Individual Case Study	20%
Examination	45%
Midterm	20%
Final	25%
<b>Total</b>	<b>100%</b>

### Programme Appraisal (20%)

The aim of this assignment is for students to develop competencies in appraising and creating community resources or programmes for parents. For this assignment, students will perform the role of consultants.

As consultants, students will appraise a community programme (within Canada) that offers support to one of the following families, *with a specific focus on parents*: families at risk, families in poverty, immigrant families, children with disabilities, fathers, or a specific minority group.

Students will gather relevant information on the programme *without directly contacting personnel at the organization*. Using the information collected, students will write an appraisal of the programme. The appraisal should include **FIVE peer reviewed** research articles from academic journals (i.e., empirical studies, not literature reviews, meta-analyses). Some examples of journals include the Journal of Family Psychology, Family Relations, Child Development, and Developmental Psychology. The programme appraisal should be **six to eight pages** (excluding cover page and references), double-spaced, and 12-point Time New Roman. Please see the course website for further instructions.

The programme appraisal is due on **JANUARY 29 at 11:59 PM**. Upload a word document to programme appraisal in Dropbox on Courselink (*Turnitin is activated*) and make sure that your name is on the title page.

### Case Studies (35%)

It is important for students to learn to think intensively and critically, making case study a useful teaching and learning method. Case study method is an active learning strategy that can be used to: (a) promote the development of critical thinking skill, (b) bridge the gap between theory and practice, (c) illustrate how to think professionally, (d) encourage students to use theoretical concepts to highlight a practical problem, and (e) help clinical problem solving. Developing these skills will result in students being “outcome driven, open to new ideas, flexible, willing to change, innovative, creative, analytical, communicators, assertive, persistent, caring, energetic,

risk takers, knowledgeable, resourceful, observant, intuitive, and ‘out of the box’ thinkers” (Ignatavicius, 2001, p. 37). Possessing these characteristics will enable students to become successful at the personal and professional levels. Thus, the purpose of the case study assignments is to engage students in active learning. Also, it will help students to analyze data, apply theory to practice, synthesize course content, use different viewpoints, and practice decision making skills.

Focusing on course materials and academic literature relevant to parenting and intergenerational relationships, students will complete two case studies (**one group (15%) and one individual (20%)**) from case studies provided. The case study should be four to six pages (excluding cover page and references), double-spaced, and 12-point Time New Roman. **For the group case study, students will work in groups of three.** Please see the course website for further instructions.

The group case study is due on **February 28 at 11:59 PM**, and individual case study on **March 19 at 11:59 PM**. Upload a word document to group case study and individual case study, respective in Dropbox on Courselink (*Turnitin is activated*) and make sure that your name(s) is on the title page.

**Student Effort Evaluation (SEE).** A peer evaluation which will assess each individual’s efforts to the report/project, with a maximum of 100%. All of the scores will be averaged and then multiplied by the grade. For example, if the overall effort of the group was 60% and the project received an 8.5/10, your grade is  $60\% \times 8.5 = 510/10 = 51\%$ . SSE will be handed in SEPARATELY. \* If you believe that all team members deserve 100% of the grade, then do not hand in a SEE. Hand in a SEE sheet if you believe that one or more members did not put in 100% effort.

## Examinations

**In-class Tests (45%: 20% & 25%).** There will be TWO non-cumulative in-class tests. The first test will be worth 20% on materials covered in weeks 1-5. The second test will be worth 25% on materials covered in weeks 6-11. The test dates are: **FEBRUARY 12 & MARCH 28.**

## LATE WORK POLICY

Assignments are due at **MIDNIGHT**. Late assignments will receive a deduction of 1% PER DAY (e.g. case study 20% -1% = 19%). To avoid penalties, students **MUST** make arrangements with the instructor along with proper documentation **BEFORE** the day that the assignment is due.

## GRADING POLICY

If you disagree with a grade you have received, you may request to have your assignment reconsidered. However, you must provide clear justification for the area(s) you feel could have been graded differently using evidence from the rubric and from your assignment in the form of a **one-page document** using examples from your assignment. If you wish to submit a re-grade request, **please wait 24 hours** before doing so. You may submit re-grade requests up to **one week** after your grade was posted. Please submit re-grade requests to the TA who graded your

assignment. The instructor will intervene only in extenuating circumstances; the TAs are well-equipped to grade your assignments and respond to re-grade requests.

### **POLICIES REGARDING COMMUNICATION**

Courselink (<http://courselink.uoguelph.ca>) will serve as the primary means of communication outside of class. You are expected to check Courselink regularly. In addition, students are required to regularly check their @mail.uoguelph.ca e-mail as this is the official route of communication between the University of Guelph and its students.

Additionally, the following communication protocol should be utilized for this class:

1. Review the course outline and assignment instructions. If the answer(s) is there, the instructor or TAs will refer you back to these.
2. Read the announcements posted in the News section of the Courselink website. This is where the instructor will post updates and clarifications.
3. If you are still unclear, post your questions in the appropriate area of the Question Forum on Courselink. Questions regarding assignments must be posted online and will not be answered over email.
4. For special accommodations or to schedule an appointment, email the instructor at [dgreen05@uoguelph.ca](mailto:dgreen05@uoguelph.ca). Make sure to use your @mail.uoguelph.ca account and to include FRHD\*2280 in the subject line of your email.\*

*\*The instructor and TAs will check discussion board and email messages on a daily basis from Monday through Friday. You can expect a response within two business days.*

### **EXCERPT FROM UNDERGRADUATE CALENDAR**

#### **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

#### **Drop Date**

The last date to drop one-semester courses, without academic penalty, is Friday, March 8, 2019. For regulations and procedures for Dropping Courses, see the relevant section in the Undergraduate Calendar.

#### **Copies of Out-of-class Assignments**

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact SAS (formerly CSD) at 519-824-4120 ext. 56208 or email [sas@uoguelph.ca](mailto:sas@uoguelph.ca) or see the website: <http://www.uoguelph.ca/csd/>

## **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Undergraduate Calendar](#).

## **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: <https://www.uoguelph.ca/registrar/calendars/>



## CLASS SCHEDULE & READINGS

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DATE	TOPIC	READING
January 8	Course Introduction & Contexts of Parenting & Intergenerational Relationships	Baker (2014, pp. 1-26) Parke (2013, pp. 141-159)
10	Historical & Theoretical Influences of Childrearing	Heath; Chapter 1 Kuczynski (2003)
15	Parenting Goals & Approaches to Socialization	Heath, Chapter 4
17	Child Socialization Strategies and Techniques	Heath, Chapter 4
22	Cultural Perspectives on Parenting	Miner (1956) Heath, Chapter 2 Garcia Coll et al. (1996)
24	Parenting Patterns & the Impact of Culture & Contexts	Heath, Chapter 2
29	Parents and Children in Varied Family Structures	Heath, Chapter 3
	<b>PROGRAMME APPRAISAL DUE</b>	
31	<b>GROUP TIME</b>	
February 5	Becoming Parents and Parenting Infants and Toddlers	Heath, Chapter 5
7	Parent–Preschooler Interactions	Heath, Chapter 6
12	<b>Test 1</b>	
14	Fathering	Beaupre et al. (2014)
19	<b>Reading Week</b>	
26	Fathering	Parke (2004)
28	Parents and Their School-Age Children	Heath, Chapter 7
	<b>Group Case Study Due</b>	
March 5	Parents–Adolescent Interactions	Heath, Chapter 8
7	The Relationships of Young Adults, Their Parents, &	Heath, Chapter 9

## Their Children

- 12 Middle Age & Older Parenthood & Grandparenthood Heath, Chapter 10
- 14 Parenting Children with Special Needs Heath, Chapter 11
- 19 Families at Risk and Families Coping with the Death of a Family Member Heath, Chapter 12

**Individual Case Study Due**

- 21 **TBA**
- 26 Resilience
- 28 **TEST 2**
- April 2 Working with Parents Cohen Konrad (2013)
- 4 Sharing Your Experiences/Parenting and/or Professional Plans
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