

**University of Guelph**  
**Department: Family Relations and Applied Nutrition**  
**FRHD 3040: Parenting and Intergenerational Relationships**  
**Winter 2018**

Instructor: David S. Green (dgreen05@uoguelph.ca)

Office: MINS 115B

Office Hours: Tuesdays 1:30 to 2:30 p.m.

Class Time: Tuesdays and Thursdays 4:00 to 5:20

Class Location: MACN 105

Graduate Teaching Assistants:

Jason Carrasco (carrasco@uoguelph.ca)

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**The GTAs will not be holding office hours; however, they can meet for individually scheduled appointments.**

### **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 (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:

- Understand 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

### 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 and required readings. Students are responsible for both textbook and lecture materials. Lectures are designed to augment and clarify the assigned course textbook and readings and will not always review all the materials in the readings. 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 will be offered throughout the course.

### Required 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. (2013). *Parent–child relations: Context, research, and application* (4<sup>th</sup> ed.). Hudson Street, NY: Pearson.

**Required Supplemental Readings.** The supplemental 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.

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>

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

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>

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.

**Highly Recommended Reading.** The course requires all assignments to be in APA style 6<sup>th</sup> edition, which is available in the Library on two-hour reserve.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### **Additional Readings**

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

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. (in press). Culture. In M. Bornstein (Ed.), *The SAGE encyclopaedia of human development* (11 pp). Thousand Oaks, CA: Sage.

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.

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

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

**In-class Tests (50%: 20% & 30%).** 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 30% on materials covered in weeks 6-11. The test dates are: **FEBRUARY 15 & MARCH 29.**

**Assignment 1 (30%).** For this assignment, students can choose either option A or B.

**Option A, Family Assignment.** As a major agent of socialization, the family has significant influences on individuals' attitudes, beliefs, values, and principles which affect parenting and intergenerational relationships. This assignment is designed to help guide students' reflections on: (a) how family of origin influences understanding of parenting, and (b) how parents socialize their children. For this assignment, you should draw a family map to guide your reflection on factors that influenced parenting in your family. In creating your map, use symbols or pictures rather than words to showcase the most influential factors such as people (e.g., family members, friends), places (e.g., church, synagogue, community), and activities (e.g., religious festivities, holiday celebrations) (in order of importance or chronological) that influenced how you were socialized.

Using your map, critically respond to the items in the grading criteria and provide examples from your family and integrate course materials and **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. Your critical response should be 6-8 pages (excluding title page and references).

If you want to do this assignment but do not want to focus on your own family, arrangements can be made for you to use an example of a family from a film or a book.

**Grading criteria.** The family assignment will be graded on the following criteria:

- Introduction: 1%
- Family map: 2%
- Three factors that were most influential in how you were socialized by your parent(s): 3%
- Three ways in which the factors are interrelated (e.g., things that created positive or negative emotions): 3%
- Three ways in which other family members (e.g., grandparents, uncles, aunts) contributed to how you were socialized: 3%
- Strategies (e.g., control) that were used to promote five values or principles (e.g., compliance, obedience, respect, academic achievement, honesty, integrity, self-esteem): 5%
- An evaluation of yourself based on the influence of parenting and intergenerational relationships on five of the following aspects: (a) communication, (b) individual functioning, (c) self-esteem, (d) role satisfaction, (e) problem-solving, (f) decision-making, (g) intimacy, and (h) provision of support: 5%

- Conclusion and overall evaluation of parenting: 3%
- APA: 2%
- Writing, grammar, organization: 3%

**DUE: FEBRUARY 13 at 11:59 PM.** Upload a word document to assignment 1 dropbox in Courselink (*Turnitin is activated*) and make sure that your name is on the title page.

**Option B, Appraisal Paper.** 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 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, 6-8 pages (excluding title page and references). 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.

**Grading criteria for project.** The appraisal paper will be graded on the following criteria:

- Introduction: 1%
- Programme selection: 1%
- Vision and mission statement: 1%
- Target population: 1%
- General and specific objectives of the programme: 2%
- Strategies and techniques utilized: 2%
- Two strengths and two weaknesses of the programme: 4%
- Identification of theory or model that guides the programme and rationale: 2%
- Four recommendations for improvement or expansion of the programme and rationale: 4%
- Critical appraisal of the programme: 4%
- Conclusion and overall evaluation: 3%
- APA: 2%
- Writing, grammar, organization: 3%

**DUE: FEBRUARY 13 at 11:59 PM.** Upload a word document to assignment 1 dropbox in Courselink (*Turnitin is activated*) and make sure that your name is on the title page.

**Assignment 2, Interview Paper (20%).** The aim of this assignment is for students to demonstrate their ability to critically evaluate parenting practices and beliefs. Students are

expected to reflect on their own parenting experiences with their primary caregiver(s) during childhood or adolescence or a parent with experiences in parenting children. Students will (collectively or individually) develop at least 6-8 interview questions on the parenting topics of their choice. Each student will interview his/her caregiver (or a parent) and document the responses (do not transcribe but provide some quotes). Finally, students will **INDIVIDUALLY** write a critical reflection of 6-8 pages (excluding title page and references) and integrate class textbook and readings.

**DUE: MARCH 15 at 11:59 PM.** Upload a word document to assignment 2 dropbox in Courselink (*Turnitin is activated*) and make sure that your name is on the title page.

***Grading Criteria:***

- Purpose of interview: 1%
- Issues being addressed: 2%
- Links better the parenting issues and class readings (concepts and theories): 3%
- Interview questions: 2%
- Cultural practices that you think informed the caregiver's approach: 2%
- Focusing on one parenting issue, describe the issue and state the approach utilized by the caregiver. State and explain two approaches that would be effective, based on textbook, class readings, and lecture materials: 2%
- Two parenting practices in your culture that you want to embrace and why: 2%
- Parenting strategy that you would use to address two parenting issues, covered in your interview, informed by textbook, class readings, and lecture materials: 2%
- Personal reactions to the caregiver's responses: 2%
- Grammar, organization, APA, presentation: 2%

***NB – You do not need to focus on your own family.***

**Course Evaluation Summary**

<b>Two In-class Tests</b>	<b>50</b>
<b>Assignment 1</b>	<b>30</b>
<b>Assignment 2</b>	<b>20</b>
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<b>Total</b>	<b>100</b>

**NOTE.** Assignments are due 11:59 p.m. Late assignments will receive a deduction of **3% PER DAY (e.g., 25% - 3%)**. To avoid penalties, students **MUST** make special arrangements with the instructor along with proper documentation **BEFORE** the day that the assignment is due. Assignments will not be accepted after 1 week of due date.

## **Excerpt from Undergraduate Calendar**

### **Standard Statements**

The following are standard statements for inclusion on all course outlines (adapted with permission from the College of Arts). Some departments or colleges may also elect to post this information on a common website and link to such sites in the course outline. However, it is strongly recommended that statements on academic misconduct and links to the academic misconduct section of the academic calendars are included on all course outlines.

### **E-mail Communication**

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### **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 9, 2018. 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 READINGS & SCHEDULE

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DATE	TOPIC	READING
January 9	Introduction	
11	Context of Parenting & Intergenerational Relationships	Baker (2014, pp. 1-26) Parke (2013, pp. 141-159)
16	Historical & Theoretical Influences of Childrearing	Heath; Chapter 1 Kuczynski (2003)
18	Parenting Goals & Approaches to Socialization	Heath, Chapter 4
23	Child Socialization Strategies and Techniques	Heath, Chapter 4
25	Cultural Perspective on Parenting	Miner (1956)
30	Cultural Perspective on Parenting	Garcia Coll et al. (1996)
February 1	Parenting Patterns & the Impact of Culture & Context	Heath, Chapter 2
6	Parents and Children in Varied Family Structures	Heath, Chapter 3
8	Becoming Parents and Parenting Infants and Toddlers	Heath Chapter 5
13	Parent–Preschooler Interactions <b>Family Assignment Due</b>	Heath, Chapter 6
15	<b>Test 1</b>	
20	<b>Reading Week</b>	
27	Fathering	Beaupre et al. (2014)
March 1	Fathering	Parke (2004)
6	Parents and Their School-Age Children	Heath, Chapter 7
8	Parents–Adolescent Interactions	Heath, Chapter 8
13	The Relationships of Young Adults, Their Parents, & Their Children	Heath, Chapter 9

	15	Middle Age & Older Parenthood & Grandparenthood <b>Interview Paper Due</b>	Heath, Chapter 10
	20	Parenting Children with Special Needs	Heath, Chapter 11
	22	Families at Risk and Families Coping with the Death of a Family Member	Heath, Chapter 12
	27	Working with Parents	Cohen Konrad (2013)
	29	<b>Test 2</b>	
April	3	Core Concepts	
	5	Sharing Your Experiences/Parenting and/or Professional Plans	

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