Human Development and Family Studies 471
Parent-Child Relationships
Spring 2015

Kristy Burkholder, PhD | 4117 Nancy Nicholas Hall | kburkholder@wisc.edu

CLASS MEETINGS
Tuesdays and Thursdays, 4:00 PM – 5:15 PM, Room 224 Ingraham

OFFICE HOURS
Office hours by appointment (please email me with times that are convenient for you)

COURSE DESCRIPTION
This three-credit course examines parent-child relationships across the life course. We explore how the relationship between parents and children transforms from infancy through old age. We will also examine the individual, family, cultural, and societal influences on the parent-child relationship, as well as practical and public policy implications for promoting positive parent-child relationships. Students are challenged to integrate theory, research findings, and public policy as they consider a variety of issues related to parenting and the parent-child relationship.

COURSE FORMAT
A combination of lecture material, class discussion, case studies, group activities, guest presenters, and videotaped exemplars of parent-child relations across the life course will constitute our class time.

COURSE WEBSITE
Learn@UW will be used to post assignments, announcements, reminders, assigned readings (in addition to textbook readings) and to keep track of students’ grades and progress in the course. Assignments can be submitted electronically to the appropriate dropbox.

Required Readings


Other online readings will be posted on Learn@UW (see Content tab).

Course Purpose and HDFS Learning Outcomes

The content of this course will help students achieve the following learning outcomes:

Knowledge Learning Outcomes

Knowledge of internal family processes, including parenting and parent-child relations, couples and family relationships across generations and family health and well-being. [Learning Outcome 3]
Professional Skills Learning Outcomes
In order to complete the course requirements, students will participate in the following professional and career-related skills:

- Engage in critical reasoning and evaluation of scholarly work related to parent-child relations and a variety of parent-child experiences contextualized by race/ethnicity, class, and gender
- Examine a contemporary component of parent-child relations and communicate those findings clearly and concisely by writing a critical review of a scholarly, research-based book or article related to parenting and parent-child relations
- Use professional interviewing and speaking skills to conduct an interview with parents and/or child-care professionals
- Write a summary of research for a specific audience (e.g., the public, parents, teachers) and orally present its contents

Student Responsibilities and Accommodations
In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. Please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and keep confidential all issues of a personal or professional nature that are discussed in class.

Disability Act Statement
Your success in this class is important. I wish to fully include all students in this course. Please inform me if you need special accommodations in the curriculum, instruction, or evaluation procedures in order for you to participate fully. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

The McBurney Center (www.mcburney.wisc.edu, 608-263-2741, 702 W. Johnson) provides assistance and documentation regarding physical, learning, sensory, or psychological disabilities. If you have a “visa” from the McBurney Center for special accommodations, please provide me with a copy within the first two weeks of the semester.

Academic Integrity
Academic integrity is an expectation in all classes. Academic integrity requires that the work a student presents to an instructor honestly and accurately indicates the student’s own academic efforts. Students in this class have the right to expect that their fellow students and instructors are upholding the academic integrity of this University. Students should become familiar with the University’s policies regarding academic integrity and the Writing Center’s guidelines for citing sources (www.wisc.edu/students/saja/misconduct/UWS14.html and www.writing.wisc.edu/Handbook/AcknowledgingSources).
The Writing Center. The Writing Center offers free classes in writing essay exams and individual help is offered to assist students with written assignments. For information or a listing of services please contact the Writing Center (www.writing.wisc.edu; 263-1992, 6171 Helen C. White Hall). Their website offers detailed information about the Writing Center, descriptions and schedules of classes, handouts on writing, and instruction via email.

Mogridge Center for Public Service. One way to learn more about parent-child relationships is to become a volunteer in a program that serves children and/or families. Although no course credit is given, direct experience with children and/or families will enhance your learning and may help you find a job after you graduate. If you are interested, information is available at the Volunteer Services Office – Morgridge Center for Public Service (located in Room 154 of the Red Gym, 716 Langdon Street). Please call 263-2432 for more information.

DoIT (Division of Information Technology). Employers consistently value applicants who have strong skills in technology. The Division of Information Technology (DoIT) offers free training for technology skills such as database management, desktop publishing, graphics/animation, multimedia use, and web development. Training is also available for programs such as Access, Excel, Google Docs, Illustrator, InDesign, and Powerpoint. A complete listing of classes and training opportunities are available on the DoIT website (www.doit.wisc.edu/training/student/classlist).
Course Requirements

Class attendance and citizenship. Much of what you learn or fail to learn in this course is dependent on the nature of the classroom community we are able to construct collectively. Therefore, each student is a valued citizen of the course and is expected to attend each class, to have read the assigned readings, and to be ready to participate in class discussions. Good citizenship means acquiring knowledge and sharing knowledge with one another in a respectful and exploratory manner. A student's attendance and good citizenship (i.e., active listening and informed, respectful participation) will be considered in assigning a final grade.

Take-home exams (2). You will be given two take-home exams during the semester that require you to integrate information that we will be reading and discussing in class. The exams will consist of essay questions that will enable you to demonstrate your ability to think productively about the course material. The exam questions are "thought questions," not simple fact-finding questions; they are designed to make you think creatively about the material covered in the course. In most instances, these questions will ask you to apply course concepts and material to some practical situations involving parent-child relations. Your written responses to each exam are due two weeks after they are assigned. The first take-home exam will be due by 4:00 PM on Tuesday, March 10. The second take-home exam will be due by 4:00 PM on Monday, May 11.

Book review paper. The ability to integrate and express one's knowledge in written form is crucial to success in nearly all professions. Therefore, students will read a book relevant to parent-child relations and write a review paper that explores how the author(s) uses and/or challenges the issues, perspectives and/or models of parenting discussed in class. The goals of this 6-8 page paper are to become familiar with additional sources of scholarly information about parent-child relations, critically examine the issues involved, and relate them to course material. More detailed information about writing the book review will be given in a separate handout and discussed during class. Books must be approved by the instructor (via email or in class) no later than Tuesday, February 17. The book review paper is due no later than 4:00 PM on Tuesday, April 14.

Interview (with a parent or child care professional) and paper. This assignment is an opportunity to enhance your understanding of parent-child relations by interviewing a parent or child care professional about his or her experiences parenting or caring for a child. It is also an opportunity to relate and apply your knowledge about parent-child relations to the challenges and issues that parents and caregivers face. After completing the interview, you will write a 4–5 page paper that reports on the interview and demonstrates how your understanding of the topic and parent-child relations was enhanced. More detailed information about conducting the interview and writing the paper will be given in a separate handout and discussed during class. The interview paper is due no later than 4:00 PM on Tuesday, March 24.
Evaluation Method and Grading Scale

Grades are based on the number of points earned. Points will be distributed as follows:

- Attendance and citizenship: 10 points
- Take-home exams (2 @ 20 points each): 40 points
- Book review paper: 30 points
- Interview paper: 20 points

Total points: 100 points

The following scale will be used to assign final grades in the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100 %</td>
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<tr>
<td>AB</td>
<td>90-93 %</td>
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<tr>
<td>B</td>
<td>83-89 %</td>
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<tr>
<td>BC</td>
<td>79-82 %</td>
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<tr>
<td>C</td>
<td>70-78 %</td>
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<tr>
<td>D</td>
<td>60-69 %</td>
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<tr>
<td>F</td>
<td>0 - 59 %</td>
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Guidelines for written work (i.e., take-home exams, book review, etc.):

Students’ written and presented work will be evaluated based on:
- understanding of course material and concepts
- critical thinking skills
- completeness
- ability to integrate and apply course material

Written work is due on the designated dates. Extensions may be negotiated, but not guaranteed, if you contact me at least 24 hours in advance. No credit will be given if work is received late without this notice.

Guidelines for class attendance:

Please contact me by email if you will be missing class. Students who miss more than 6 class meetings are not eligible to receive higher than a ‘C’ for the course.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>January 20 &amp; 22</strong></td>
<td>Course Introduction&lt;br&gt;Survey of student knowledge and interests</td>
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<td><strong>January 27 &amp; 29</strong></td>
<td>Ecology of Parent-Child Relations</td>
<td>Text, Chapter 1</td>
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<td><strong>February 3 &amp; 5</strong></td>
<td>Role of Culture and Diversity in Parent-Child Relations</td>
<td>Text, Chapter 2</td>
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<tr>
<td><strong>February 10 &amp; 12</strong></td>
<td>Theoretical Perspectives on Parent-Child Relations</td>
<td>Text, Chapter 3</td>
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<td><strong>February 17 &amp; 19</strong></td>
<td>Parenting Styles &amp; The Transition to Parenthood</td>
<td>Text, Chapters 4 and 5</td>
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<td><strong>February 24 &amp; 26</strong></td>
<td>Pregnancy and Childbirth</td>
<td>Text, Chapter 6</td>
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<td><strong>March 3 &amp; 5</strong></td>
<td>Parenting Infants and Toddlers</td>
<td>Text, Chapter 7</td>
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<td><strong>March 10 &amp; 12</strong></td>
<td>Parenting Preschoolers</td>
<td>Text, Chapter 8</td>
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<tr>
<td><strong>March 17 &amp; 19</strong></td>
<td>Parenting School-Age Children</td>
<td>Text, Chapter 9</td>
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*Due: Book selections for the Book Review Paper must be approved by the Instructor no later than Tuesday, February 17 (via email or in class).*

*Due: First take-home exam is due no later than 4:00 PM on Tuesday, March 10.*
March 24 & 26  
Parenting Adolescents and Young Adults  
Text, Chapter 10

Due: Interview Paper is due no later than 4:00 PM on Tuesday, March 24.

March 31 & April 2  
Spring Recess! (No Class Meetings)

PART III: CHALLENGES FOR CONTEMPORARY PARENTS AND CHILDREN

April 7 & 9  
Parenting in Single-Parent Family Systems  
Text, Chapter 11

April 14 & 16  
Parenting in Blended Family Systems  
Text, Chapter 12

Due: Book Review paper is due no later than 4:00 PM on Tuesday, April 14.

April 21 & 23  
Adolescent Parents  
Text, Chapter 13

April 28 & 30  
Family Formation and Parenting in Same-Sex Couples  
Text, Chapter 14

May 5 & 7  
Parent-Child Relations in High-Risk Families  
Text, Chapter 15

Due: Second take-home exam is due no later than 4:00 PM on Monday, May 11.