

**FIRST YEAR SEMINAR
FAMILIES AND CHILDREN
PSYCHOLOGY 054
FALL 2018
Tuesdays and Thursdays, 3:30pm-4:45pm
301 Dey Hall**

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Office Hours: Tuesdays & Thursdays (1:45pm-3:00pm) or by appointment

COURSE DESCRIPTION:

The goal of this *first-year seminar* course is to familiarize students with a range of topics associated with contemporary families, with a specific focus on familial influences on child and adolescent development. Also, given the increasing diversity among families in contemporary society, this course will increase knowledge of the various domains of diversity as well as help students be attuned to pertinent social issues faced by these families. The overall goals of this course are:

- to bring awareness to current demographic and descriptive trends of contemporary families;
- to increase your knowledge of family influences on child and adolescent development;
- to introduce students to psychological research and provide strategies for critically evaluating studies;
- to connect research on families and children to larger social and/or policy issues

COURSE OBJECTIVES AND LEARNING COMPETENCIES:

Given the breadth of topics covered, depth on each topic is not always possible. It is anticipated that the student will have at least introductory knowledge of the material and some depth in a few other areas upon successful completion of the course. It is anticipated that, following the completion of this course, students will demonstrate the following competencies:

- Awareness of historical and contemporary definitions and conceptualizations of family
- A theoretical and conceptual understanding of family processes
- Knowledge of various domains of family diversity and implications for child outcomes
- Increased awareness of demographic and descriptive trends of families and children
- Consideration of strengths and challenges faced by families
- An introduction to knowledge of public and social policy issues related to families and children
- Locate, analyze, and critique empirical research on topics of importance to families and children

COURSE RESOURCES:

Required Readings: The readings for this *First-Year Seminar* will include a collection of articles, book chapters, news articles and commentaries. All of the course readings will be accessible on the Sakai course site. To access readings, log onto Sakai at: www.sakai.unc.edu. Select "PSYC54.001.FA18", click on "Resources", then on "Course Readings."

Classroom Response System App: To enhance classroom discussion, students will use the *Poll Everywhere* app in class. This application is free and accessible via cell phone, tablet, or computer. Instructions for registering on polleverywhere.com are posted on the Sakai course site in the "Resources" folder.

COURSE REQUIREMENTS:

A maximum of 450 points can be earned in this course

Class Participation/Attendance	= 50 points
Paper 1: Reflect & Response	= 75 points
Paper 2: Reflect & Response	= 75 points
Family History Interview Project	= 100 points
Final Oral Presentation	= 50 points
Midterm Exam	= 100 points
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Total Points	= 450 points

SPECIFIC COURSE REQUIREMENTS

Classroom Participation and Attendance (50 points) The format of this course will be a combination of lecture and discussion. This format is designed to challenge your ideas and augment your critical thinking skills. It is crucial that you read assignments **prior to** coming to class. The assigned course readings will serve as the springboard for class discussions. You are encouraged to ask questions and express honest reactions, while respecting the opinions of others. **Your participation grade will be based on class discussions, in-class activities, and will include answering questions via Poll Everywhere.** Points are earned based on your *presence and quality of involvement* in the activity at the time it is assigned. If you are unable to attend class, please let me know in advance.

Issue and Reflection Papers (IR): Students are assigned **TWO** reflection papers (**75 points each**) throughout the semester. The "issue" will be in response to a corresponding class topic or issue. The "reflection" is the student's reaction to the issue (e.g., reading; video; class discussion). The "Issue" portion of the paper should integrate course readings and lecture material. The "Reflection" portion should provide your insights, reflections, thoughts, reactions, and/or questions to the reading material. End your IR with some type of application: how does this inform your current thinking about the matter? Or, how does this fit with your personal observations and/or experiences?

Due dates for the IR papers are as follows: September 25th and November 15th. The topics for IR papers will be posted on the Sakai site. Each IR paper should be 4 pages (12-point font, double-spaced, with 1 inch side margins and 1.5 margins from the top). These "Reflections" may be shared in class as part of our class discussion. Students should come to class with their "IR Papers" typed (double-spaced, standard – 1 1/2 in margin from top) and ready to hand in. You will receive a maximum of 75 points (poorly written papers will receive fewer points). **Papers should be submitted on the assigned due date and late papers will be penalized. Papers will be graded on integrated content, clear communication of ideas, and writing style (e.g., grammar and syntax).**

Family History Interview Project (100 points): A key goal of this course is to better understand how our family experiences and interactions, both past and current, shape our development and lives. For this assignment, you will interview 2 family members. Interviewed individuals must be from 2 of the following developmental stages: childhood; adolescence; emerging adulthood; middle, and late adulthood. Students will spend at least 30 minutes with each individual and will interact with them informally (e.g., play a game, talk about interests, share a meal) as well as interview them using a set of standard probes/questions (posted on Sakai). In addition, you will develop and ask 4-6 questions based upon your interests. Students will then “analyze” the interview in 8-10 paged paper (double-spaced, not including references). The interview questions will provide the basis for your analysis and assessment regarding 3 key areas: 1) How might your family members’ experiences have impacted their development (e.g., identity development; health and well-being; belief/opinions); 2) What was the role of social and/or developmental context?; and 3) In what ways does this interview connect to larger concepts and/or issues related to children and families? Detailed information regarding the process and content will be provided via Sakai. **The interview project is due November 29, 2018.**

Final Oral Presentation: The final oral presentation is a 7-10 minute, formal presentation (e.g., PowerPoint). This oral presentation will summarize “lessons learned” from the Family History project. Students will be expected to discuss how this project informed their understanding of 2-3 course concepts or theories.

Midterm Exam: There will be a **Midterm** exam given on October 23rd, 2018. This exam will cover assigned readings and material presented in class. This exam will be worth 100 points each and will be a combination of multiple choice and short answer essay. There will not be a final exam for this course.

No make-up final exams will be given unless arrangements are made **prior** to an exam or proof of necessary absenteeism is provided. If you unexpectedly miss the exam due to exceptional circumstances, it is your responsibility to contact the professor to discuss the possibility of a make-up exam. A make-up exam may differ in content and format from the original exam.

Final Exam: First-year seminars at UNC do not require a final exam. For Psychology 54 (FYS: Children and Families), the final paper and presentation will be equivalent to the final exam.

FINAL GRADES

A percentage score out of 100% will be calculated for your final score and grades will be assigned as follows:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	65-67%
F	Below 65%

COURSE POLICIES

Attendance: Attendance is essential to your success in learning, obtaining lecture material that will be covered in class and receiving updates or changes to the syllabus. When you miss class, you miss important information. If you do not attend a class, it is your responsibility to find out what you missed, including any announced changes in the syllabus schedule.

Expectations for Classroom Behavior: Please be respectful of your professor and your fellow classmates. Read the course material prior to class, **not in class**, and come prepared to learn and discuss. **Do not read, listen to music, text your friends, Facebook, or hold side conversations during class.** Laptop use is permitted in class ONLY for the purpose of taking class notes.

Diversity Statement: In order to learn, we must be open to the views of people different than ourselves. Throughout the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each other's opinions and refrain from personal attacks or demeaning comments of any kind. **You don't have to agree. But, you do have to be respectful.** Finally, some of our classroom discussions will rely on our own personal experiences. Please keep all discussed issues, of a personal or professional nature, confidential.

Lecture Notes: The professor will use PowerPoint to present lectures, and these slides will *generally* be posted the evening before class (may be posted after class on occasion). **Please note that posted lecture notes will be outlines of the course lectures and will not provide all content presented in class. Therefore, students must attend class to obtain all necessary content that will be covered on the exam(s) and other assignments.**

Syllabus Modifications: Occasionally, there may be modifications to the syllabus and topic schedule. I reserve the right to change the course schedule (e.g., readings, dates of exams) in accordance with the needs of the class. You will be notified in advance via class announcements, Sakai and e-mail, if any change is necessary.

Missing Assignments: Late assignments will be penalized. Only in cases of emergency or illness can alternate arrangements be made for altering dates of exams and assignments. ALL such arrangements are the full responsibility of the student and must be made PRIOR to the due date.

Course Grades: Final grades are not subject to negotiation or change unless a clerical error has been made.

Academic Integrity: Students are expected to fully comply with the Honor Code (see <https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>). In line with the University Honor Code, it is expected that all submitted coursework will be completed independently and reflect the student's individual contributions. ***The Instrument of Student Judicial Governance requires that you sign a pledge on all written work that says "On my honor, I have neither given nor received unauthorized aid on this assignment."*** This Code applies to all exams, papers, and class projects. Students often study together for exams and quizzes. However, all exams (in-class or via an online format) all exams are to be taken without the assistance of other people, books, notes, or cell phones. When completing course papers, appropriate citations should be included. Ideas or information in your papers or class presentations must be appropriately referenced, whether the original source is written or verbal. Five or more words taken verbatim from any source must be placed in quotation marks. For additional information on appropriate citation use, please visit:

<http://writingcenter.unc.edu/tips-and-tools/>. In the event that plagiarism, cheating, or any other form of academic misconduct is suspected, possible penalties include failure of the course and referral for appropriate university disciplinary action.

Disability Accommodations: The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office (919-962-8300; Email: accessibility@unc.edu). I will work with the Accessibility Resources and Service Office to provide appropriate and approved accommodations. Please let me know during the first week of class if you will need accommodations.

Acknowledgement: A special thanks to Professors Beth Kurtz-Costes and Enrique Neblett for sharing their syllabi.

August 21	COURSE OVERVIEW/INTRODUCTION	
August 23	FAMILY DEFINITIONS/HISTORICAL PERSPECTIVES	Williams, B., Sawyer, S., & Wahlstrom, C. (2017). <i>Marriages, Families and Intimate Relationships</i> , 4th Edition (pp. 7-13; 19-24). New York: Pearson
August 28	THEORETICAL & RESEARCH PERSPECTIVES	Williams, B., Sawyer, S., & Wahlstrom, C. (2017). <i>Marriages, Families and Intimate Relationships</i> , 4th Edition (pp. 46-51). New York: Pearson
August 30	THEORETICAL & RESEARCH PERSPECTIVES	Williams, B., Sawyer, S., & Wahlstrom, C. (2017). <i>Marriages, Families and Intimate Relationships</i> , 4th Edition (pp. 52-56). New York: Pearson
September 4	MARITAL & NON-MARITAL TRENDS: HISTORICAL AND CONTEMPORARY PERSPECTIVES	Amato, P. R. (2010). Research on divorce: Continuing trends and new developments. <i>Journal of marriage and family</i> , 72(3), 650-666. Cohn, D. "Love and Marriage". Pew Research Center. http://www.pewsocialtrends.org/2013/02/13/love-and-marriage/ Henderson, T. (2016). "For many millennials, marriage can wait" Stepler, R. (2017). Number of U.S. adults cohabiting with a partner continues to rise, especially among those 50 and older. Pew Research Center, http://pewrsr.ch/2oMk0aR
September 6	FAMILY STRUCTURE & CONFIGURATION	van Eeden-Moorefield, B., & Pasley, B. K. (2013). Remarriage and stepfamily life. In G. W. Peterson, K. R. Bush, G. W. Peterson, K. R. Bush (Eds.), <i>Handbook of marriage and the family</i> , 3rd ed (pp. 517-546). New York, NY, US: Springer Science + Business Media. doi:10.1007/978-1-4614-3987-5_22. Zinn, M., Eitzen, D., & Wells, B. (2015). Parents and Children. In <i>Diversity in Families</i> , 10 th edition (Chapter 10). New York, NY: Pearson.
September 11	FATHERS & DEVELOPMENT	Cabrera, N. J., Volling, B. L., & Barr, R. (2018). Fathers Are Parents, Too! Widening the Lens on Parenting for Children's Development. <i>Child Development Perspectives</i> .
September 13	SIBLING RELATIONSHIPS AND DEVELOPMENT	McHale, S. M., Updegraff, K. A., & Whiteman, S. D. (2012). "Sibling Relationships and Influences in Childhood and Adolescence."

September 18	GENDER & DEVELOPMENT	<p>Friedman. "Teaching Boys and Girls Separately": http://www.nytimes.com/2008/03/02/magazine/02sex3-t.html</p> <p>Park, Alice. "How Dads Treat Their Daughters Differently Than Sons", 17 May 2017. http://time.com/4793295/fathers-parenting-daughters-sons/</p>
September 20	PARENTING & PARENTING STYLE	<p>Smetana, J. G. (2017). Current research on parenting styles, dimensions, and beliefs. <i>Current opinion in psychology</i>, 15, 19-25.</p> <p>Gershoff, E. T. (2013). Spanking and child development: We know enough now to stop hitting our children. <i>Child Development Perspectives</i>, 7(3), 133–137.</p>
September 25	PARENTING, DEVELOPMENTAL STAGE & TRANSITIONS IR PAPER #1 DUE	<p>Longmore, M. A., Manning, W. D., & Giordano, P. C. (2013). Parent-child relationships in adolescence. In M. A. Fine, F. D. Fincham, M. A. Fine, F. D. Fincham (Eds.), <i>Handbook of family theories: A content-based approach</i> (pp. 28-50). New York, NY, US: Routledge/Taylor & Francis Group.</p> <p>Kamenetz, Anya. Are Parents Ruining Summer Camp? 24 July 2017. http://www.npr.org/sections/ed/2017/07/24/533059271/are-helicopter-parents-ruining-summer-camp</p>
September 27	PARENTING, DEVELOPMENTAL STAGE & TRANSITIONS	<p>Aquilino, W. S. (2006). Family Relationships and Support Systems in Emerging Adulthood. In J. J. Arnett, J. L. Tanner, J. J. Arnett, J. L. Tanner (Eds.), <i>Emerging adults in America: Coming of age in the 21st century</i> (pp. 193-217). Washington, DC, US: American Psychological Association. doi:10.1037/11381-008</p>
October 2	CULTURAL CONTEXT OF PARENTING	<p>Garcia-Coll, C., & Pachter, L. (2002). Ethnic and minority parenting. <i>Handbook of parenting: Vol. 4: Social conditions and applied parenting (2nd ed.)</i> (pp. 1-20). Mahwah, NJ US: Lawrence Erlbaum Associates Publishers.</p>
October 4	CULTURAL CONTEXT OF PARENTING	<p>Choi, Anne. "How cultures around the world think about parenting." http://ideas.ted.com/how-cultures-around-the-world-think-about-parenting/</p>
October 9	IMMIGRANT FAMILIES	<p>Cowden, J. D., & Kreisler, K. (2016). Development in Children of Immigrant Families. <i>Pediatric clinics of North America</i>, 63(5), 775-793.</p>

October 11	FAMILIES & WORK	Zinn, M., Eitzen, D., & Wells, B. (2015). Meshing the worlds of work and family. In <i>Diversity in Families</i> , 10 th edition (Chapter 7, pp. 180-210). New York, NY: Pearson.
October 16	NEIGHBORHOOD & COMMUNITY CONTEXT	Evans, G. W., & Kim, P. (2013). Childhood poverty, chronic stress, self-regulation, and coping. <i>Child Development Perspectives</i> , 7(1), 43-48. Luthar, S., & Latendresse, S. (2002). Adolescent risk: The costs of affluence. <i>Pathways to positive development among diverse youth</i> (pp. 101-121). San Francisco, CA US: Jossey Bass.
October 18	FALL BREAK	
October 23		MIDTERM EXAM
October 25	CONTEMPORARY ISSUES Special Topic: Parenting and Peer Relationships	Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain: Peer influences on adolescent decision making. <i>Current directions in psychological science</i> , 22(2), 114-120. Brown, B. B., & Bakken, J. P. (2011). Parenting and peer relationships: Reinvigorating research on family-peer linkages in adolescence. <i>Journal of research on adolescence</i> , 21(1), 153-165.
October 30	MEDIA & TECHNOLOGY	Strasburger, V. C., Hogan, M. J., Mulligan, D. A., Ameenuddin, N., Christakis, D. A., Cross, C., & Moreno, M. A. (2013). Children, adolescents, and the media. <i>Pediatrics</i> , 132(5), 958-961. Shapiro, L. A. S., & Margolin, G. (2014). Growing up wired: Social networking sites and adolescent psychosocial development, 1-18
November 1	MEDIA & TECHNOLOGY	Hamilton, John. "Heavy screen time rewires young brains.". 19 November 2017. http://www.npr.org/sections/health-shots/2016/11/19/502610055/heavy-screen-time-rewires-young-brains-for-better-and-worse
November 6	FAMILY ROUTINES, SCHEDULING & DEVELOPMENT	Spagnola, M., & Fiese, B. H. (2007). Family routines and rituals: A context for development in the lives of young children. <i>Infants & young children</i> , 20(4), 284-299. Larson, R. W. (2001). How US children and adolescents spend time: What it does (and doesn't) tell us about their development. <i>Current Directions in Psychological Science</i> , 10(5), 160-164.

		Gray, Barbara. "Over-scheduling kids may be detrimental to their development." CBS News. 8 July 2014. https://www.cbsnews.com/news/over-scheduling-kids-may-be-detrimental-to-their-development/
November 8 & 13	LGBTQ FAMILIES: RESEARCH & POLICY	Fisher, S. K., Easterly, S., & Lazear, K. J. (2008). Lesbian, gay, bisexual and transgender families and their children. In T. P. Gullotta, G. M. Blau, T. P. Gullotta, G. M. Blau (Eds.), <i>Family influences on childhood behavior and development: Evidence-based prevention and treatment approaches</i> (pp. 187-208). New York, NY, US: Routledge/Taylor & Francis Group.
November 15	FAMILIES, CHILDREN & HEALTH IR PAPER #2 DUE	Palermo, T. M., Valrie, C. R., & Karlson, C. W. (2014). Family and Parent Influences on Pediatric Chronic Pain: A Developmental Perspective. <i>The American Psychologist</i> , 69(2), 142–152. http://doi.org/10.1037/a0035216 Epstein, Randy. "Love, Anger and Guilt: Coping With a Child's Chronic Illness" 26 June 2001. http://www.nytimes.com/2001/06/26/health/love-anger-and-guilt-coping-with-a-child-s-chronic-illness.html?mcubz=1
November 20	FAMILIES, CHILDREN & HEALTH	Damour. (2016) "Myths about Teenagers and Risk-Taking": http://well.blogs.nytimes.com/2016/07/13/myths-about-teenagers-and-risk-taking
November 22	THANKSGIVING BREAK	
November 27	CONTEMPORARY ISSUES IN FAMILIES Special Topic: Family Functioning and Parenting in the Context of Homelessness FINAL PROJECT PRESENTATIONS	Perlman, S., Cowan, B., Gewirtz, A., Haskett, M., & Stokes, L. (2012). Promoting positive parenting in the context of homelessness. <i>American Journal of Orthopsychiatry</i> , 82(3), 402-412. doi:10.1111/j.1939-0025.2012.01158.x.
November 29	FINAL PROJECT PRESENTATIONS INTERVIEW PROJECT DUE	
December 4	FINAL PROJECT PRESENTATIONS NEXT STEPS IN THE STUDY OF FAMILIES AND CHILDREN	

