**HDFS 2033-005: *Parenting in Diverse Families***

**Spring 2019**

**Department of Educational Psychology**

**University of North Texas**

**M/W/F 11:00 – 11:50 PHYS 115**

**Instructor: Mark Lopez**

**Office: Matthews Hall, 322**

**Email: Mark.Lopez2@unt.edu**

**Office Hours (or by appointment):**

**Wednesday: 12:00pm-3:00pm**

**Thursday: 10:00am-1:00pm**

**The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.**

**Required Textbook:** Holden, G. W. (2015). *Parenting: A dynamic perspective* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

**Required Book:** Hopgood, M. L. (2012). *How do Eskimos keep their babies warm?* *And other adventures in parenting.* Chapel Hill, NC: Algonquin Books of Chapel Hill.

**Course Description:** Commonalities and differences in parenting, caregiving, and family life are addressed using systems, ecological and cross-cultural perspectives.  Parenting and caregiving in diverse family forms and cultures are studied in relation to adult-child interactions, parent/school/community relations, family roles, laws, and parenting skills. Satisfies the Social and Behavioral Sciences requirement of the University Core Curriculum.

**Course Objectives:**

The overall objective of the course is to provide students with an introductory study of the diversity within families, with a specific focus on how parents and culture influence individual development.

Learners will:

1. Cultivate critical thinking skills needed to identify diverse components of parenting across cultures.

2. Explore the relationships among the economic, social, political, environmental, and symbolic systems of societies.

3. Analyze differences and commonalities in parenting across cultures.

4. Consider ethical responsibilities of parents and societies as they raise children.

5. Synthesize and apply empirical evidence to support arguments.

**Course Requirements:**

**1. In-class activities/Attendance: (10 x 10 points = 100 points)**

Attendance is required for this class and students are expected to fully participate in the course. Appropriate participation consists of engaging in class discussions and activities, as well as exhibiting respectful behavior at all times. I recognize that some students may be more comfortable asking questions and contributing ideas to large group discussions than others. Thus, participation will be assessed via a variety of in-class activities (including learning checks) and via a variety of discussion formats (e.g., small group; paired discussions). NO MAKE-UPS will be permitted for any in-class activity.

**Discussion Board Topic and Due Date - POST TO BLACKBOARD**

**2. Parenting License (100 points)** DUE: **March 6th by 10:59am**

(via turnitin link on Blackboard)

What should be required of potential parents?  What if parents were required to have a license before having children?  This assignment will ask you to describe hypothetical requirements for becoming a parent.  Students are required to use APA format for this assignment.  Please see the 6th Edition of the Publication Manual of the American Psychological Association.  An online tutorial is available here: <https://owl.english.purdue.edu/owl/section/2/10/>  LATE PAPERS will be penalized one full letter grade per day late (starting with 8:01am on the due date).

**3. Exams: (100 points each = 400 points total)**

Three in-class exams as well as a final exam will be used to assess student learning. Students will have the option to drop the lowest exam. Each exam will consist of multiple choice, true/false and/or matching questions. If you must miss an exam due to medical, judicial, or serious personal reasons, you must notify the instructor PRIOR to the exam. To take a make-up exam, you must submit appropriate documentation for your absence. Make-up exams are offered only at the discretion of the instructor and may be in an essay/short-answer format.

**Exam 1 February 11th**

**Exam 2 March 18th**

**Exam 3 April 12th**

**Final Exam May 6th**

**Course Grading Scale:**

A 450 – 500 (90% - 100%) B 400 – 449 (80% - 89%)

C 350 – 359 (70 - 79%) D 300 – 349 (60 – 69%)

F Below 300 points (< 59%)

*NOTE: THERE IS NO EXTRA CREDIT AVAILABLE FOR THE COURSE. Borderline grades (e.g., 89.5% or higher; 79.5% or higher, etc. may be rounded up to the next letter grade). If, at any time, you are concerned about your grade in the course, please make an appointment to speak with me. There are many, many resources available at UNT to help you succeed! Be proactive and planful -- ask for assistance.*

**Summary of Course Requirements:**

Attendance \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/100 points

Parenting License \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/100 points

Exam 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/100 points

Exam 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/100 points

Exam 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/100 points

Final Exam \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/100 points

Total Possible Points \_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_/500 points**

*\*Note that one exam will be dropped bringing the total to 500.*

COURSE/UNIVERSITY POLICIES

COURSE TECHNOLOGY POLICY. Refrain from using cell phones during class. Except for students who require audio recordings of course lectures due to documented learning differences, students are not permitted to audio record class without prior approval from the instructor. To maximize in-class learning, students are encouraged to use a pen/pencil and paper for note-taking. If you choose to use your laptop in class and are using it for non-course purposes that detract from the integrity of the learning environment (social media; watching movies, etc.), you will not be permitted to use your computer for the remainder of the semester. Staying focused will help you succeed!

RESPECT FOR OTHERS IN CLASS. The University of North Texas values diversity and individuality as part of advancing ideals of human worth, dignity and academic excellence. Diverse viewpoints enrich open discussion, foster the examination of values and exposure of biases, help educate people in rational conflict resolution, responsive leadership and prepare us for the complexities of a pluralistic society. As such, the University of North Texas is committed to maintaining an open, welcoming atmosphere that attracts qualified students, staff, and faculty from all groups to support their success.

Students are expected to listen to and respect each other’s insights during class. During class sessions, students may be asked to work in pairs or small groups. It is expected that students will work in a collegial manner. Any problems or difficulties should be brought to the course instructor for resolution.

ADDITIONAL UNIVERSITY POLICIES

ACADEMIC DISHONESTY. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR. Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct

ACCESS TO INFORMATION – EAGLE CONNECT. Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your email: eagleconnect.unt.edu/

EMERGENCY NOTIFICATION & PROCEDURES. UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS. Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: essc.unt.edu/registrar/ferpa.html

STUDENT EVALUATION OF INSTRUCTION. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

SUCCEED AT UNT. The University of North Texas endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: **Show up. Find support. Get advised. Be prepared. Get involved. Stay focused.** To learn more about campus resources and information on how you can achieve success, go to success.unt.edu/

**Tentative Course Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date of Class** | **Discussion Topic** | **HOLDEN Reading Assignment (complete BEFORE class)** | **HOPGOOD Reading (complete BEFORE class)** | **ASSIGNMENT/**  **EXAM/LEARNING EXTENSION** |
| 1 | 1/14 | Course Overview - How to Succeed in *Parenting*  What is a Family?  What do we mean by *diverse families*? |  |  |  |
|  | 1/16 | Introduction: From Beliefs to Evidence | Chapter 1 |  |  |
|  | 1/18 | Introduction: From Beliefs to Evidence |  |  |  |
| 2 | 1/21 | MLK Day  No class |  |  |  |
|  | 1/23 | Theoretical Perspectives on Parenting | Chapter 2 |  |  |
|  | 1/25 | Theoretical Perspective on Parenting |  | Chapter 1 |  |
| 3 | 1/28 | Approaches to Parenting Research | Chapter 3 |  |  |
|  | 1/30 | Approaches to Parenting Research |  |  |  |
|  | 2/1 | What Children Eat |  | Chapter 2 |  |
| 4 | 2/4 | How Important are Parents? | Chapter 4 |  |  |
|  | 2/6 | How Important are Parents? & Play without Parents |  | Chapter 9 |  |
|  | 2/8 | Review |  |  |  |
| **Week** | **Date of Class** | **Discussion Topic** | **HOLDEN Reading Assignment (complete BEFORE class)** | **HOPGOOD Reading (complete BEFORE class)** | **ASSIGNMENT/**  **EXAM/LEARNING EXTENSION** |
| 5 | 2/11 |  |  |  | **EXAM 1** |
|  | 2/13 | Determinants of Parenting | Chapter 5 |  |  |
|  | 2/15 | Kenyans Live without Strollers |  | Chapter 3 |  |
| 6 | 2/18 | Becoming a Parent | Chapter 6 |  |  |
|  | 2/20 | Becoming a Parent |  |  |  |
|  | 2/22 | Cherish Pregnancy |  | Chapter 7 |  |
| 7 | 2/25 | Holden |  |  | *Holden Lecture* |
|  | 2/27 | Parenting Infants and Toddlers | Chapter 7 |  |  |
|  | 3/1 | Parenting Infants and Toddlers |  | Chapter 4 |  |
| 8 | 3/4 | Parenting Preschoolers | Chapter 8 |  |  |
|  | 3/6 | Parenting Preschoolers |  |  | **PARENTING LICENSE DUE** |
|  | 3/8 | Let their Children Fight |  | Chapter 8 |  |
| 9 | 3/11 | **SPRING BREAK** |  |  |  |
|  | 3/13 |  |  |  |  |
|  | 3/15 |  |  |  |  |
| 10 | 3/18 |  |  |  | **EXAM 2** |
|  | 3/20 | Parenting during the Middle Childhood Years | Chapter 9 |  |  |
|  | 3/22 | Parenting during the Middle Childhood Years |  |  |  |
| 11 | 3/25 | Parenting in Adolescence | Chapter 10 |  |  |
| **Week** | **Date of Class** | **Discussion Topic** | **HOLDEN Reading Assignment (complete BEFORE class)** | **HOPGOOD Reading (complete BEFORE class)** | **ASSIGNMENT/**  **EXAM/LEARNING EXTENSION** |
|  | 3/27 | Parenting in Adolescence |  |  |  |
|  | 3/29 | Best Fathers |  | Chapter 5 |  |
| 12 | 4/1 | Parenting in Non-Traditional Families | Chapter 11 |  |  |
|  | 4/3 | Parenting in Non-Traditional Families |  |  |  |
|  | 4/5 | Potty Train Early |  | Chapter 4 |  |
| 13 | 4/8 | Parents at Risk | Chapter 12 |  |  |
|  | 4/10 | Review |  |  |  |
|  | 4/12 |  |  |  | **Exam 3** |
| 14 | 4/15 | Cultural Influences on Parenting | Chapter 13 |  |  |
|  | 4/17 | Cultural Influences on Parenting |  | Chapter 11 |  |
|  | 4/19 |  |  |  | *BABIES Documentary* |
| 15 | 4/22 | Child Maltreatment | Chapter 14 |  |  |
|  | 4/24 |  |  | Chapter 10 |  |
|  | 4/26 | Social Policy Issues | Chapter 15 |  |  |
| 16 | 4/29 | Social Policy Issues |  | Chapter 6 |  |
|  | 5/1 | Final Exam Preparation |  |  | Pre-Finals Day: |
|  | 5/3 |  |  |  | Reading Day |
| 17 | **5/6** | **10:30 a.m. – 12:30 p.m.** |  |  | **FINAL EXAM** |

**ALL DATES/ASSIGNMENTS ARE SUBJECT TO CHANGE AT DISCRETION OF INSTRUCTOR. CHANGES WILL BE ANNOUNCED IN CLASS AND ON BLACKBOARD.**

**Important Dates:**

1/29 Beginning this date a student who wishes to drop a course must first receive **written consent** of the instructor.

2/22 Last day for student to receive **automatic grade of W for nonattendance**.

Last day for change in **pass/no pass** status.

Last day to **drop a course or withdraw from the semester with a grade of W** for courses that the student is not passing. After this date, a grade of WF may be recorded.

2/24 Beginning this date instructors may **drop students with a grade of WF** for nonattendance.

4/1 Last day to **drop with either a W or WF**.

Last day for a student to **drop a course with consent** of the instructor.

4/8 Beginning this date, a student who qualifies may **request an Incomplete**, with a grade

of I.

4/19 **Last day to withdraw** (drop all classes).

Last day for an instructor to **drop a student with a grade of WF for nonattendance**.