

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

City College of New York

2020

Parent-Infant Relationships

Lisa Babel

CUNY City College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/cc_oers/350

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).

Contact: AcademicWorks@cuny.edu

PSYCHOLOGY 33700 (Parent-Infant Relationships)
Summer 2020, Session 1
Monday-Thursday, 8:30-11:05AM, Blackboard Collaborate Ultra
Instructor: Lisa Babel
Email: lbabel@gradcenter.cuny.edu
Office Hours: By Remote Appointment

Course Description: Relationships between parents and children are some of the first major interactions we have in life, and these relations can have a profound impact on our lives. The bonds between a parent and child affect the developmental trajectory of the individual, especially when it comes to their social-emotional development. Not only will we learn how parent-child relationships change across the lifespan, we will understand how parent-child relationships are affected in the education system, the medical field, the justice system, etc. Ultimately, students will take what they've learned and reflect on their own interactions with their parents/guardians in-order-to gain a better understanding of parent-child relationships.

Course Materials

All readings can be found on Blackboard, with no cost to the student.

Course Objectives

- Apply critical thinking abilities to the role of parenting, family, community, and cultural factors that may influence a healthy relationship between parent and child
- Integrate developmental concepts, principles and research findings to your own lives and experiences
- Demonstrate effective writing and oral skills relevant to parent-child relationships

Course Format

This course will be a combination of lecture, discussion, and group work relevant to the issues involving parent-child relations. Lectures will be based on the assigned readings for the week. Students are expected to have completed all required readings before class and to come prepared to be an active contributor to class discussions.

Blackboard

An electronic version of this syllabus, readings, attendance/participation, assignments, papers, presentations, announcements, and other pertinent information about this course will be communicated through links to this course on Blackboard. We use Blackboard to ensure privacy in notifying you of your grades and attendance. To log on to Blackboard, you must first register your CUNY Portal account using this address: <http://portal.cuny.edu>. Once inside the portal, you will click on the link for Blackboard. There you will find a listing of all the CCNY courses for which you are currently enrolled. Click on the link for PSY 337 to view the course material. If you have trouble logging onto Blackboard, or viewing the PSY 337 link, visit the computer consultants in NAC 1-506 immediately.

Technology

Research on note taking has shown evidence that handwritten notes facilitate encoding and engagement in students. That said, it is OK to use your laptop to take notes during lectures or for

group work, **BUT** you should not use your laptop for anything other than taking notes and communicating with the class. If I can tell you are surfing the internet on your laptop during class time, I will deduct your participation points for that particular day.

Email

When sending me an email, please include your full name in both the subject heading, and identify yourself in the email. My email is listed on the top of the syllabus. I will respond to your message within 24 hours.

Class Attendance

Attendance is mandatory. Beginning on Monday, June 1st, students will be required to attend all classes during the semester, to arrive on time, and to remain in the virtual classroom for the entire period. Students who fail to attend class when attendance is checked, or leave halfway through with no notice, will be marked absent. Only students with approved documentation will be given an excused absence. You must give your excused documentation to me within 3 days of your absence or it will not be accepted. After 3 excused absences, or 2 unexcused absences, the student's grade will decrease.

In addition, CUNY Policy allows for a WU grade to be given for excessive absences. If you have 3 or more unexcused absences OR 5 or more total absences, whether excused or unexcused, you will receive a WU grade. (NOTE: If you accrue excessive absences prior to the last day to withdraw, you can withdraw with a W grade instead of a WU (which converts to an F grade).

Evaluation Criteria

Your grade will be based on the following:

1) Attendance (16 Points): I would like to stress the importance of coming to class every day and on time. Since this is a 2 ½ hour class, there will be one 15 minute break halfway through each class. Attendance will be recorded at the beginning of class and after break. If you only attend either the first or second half of the class, you will not receive a point for attendance that day. Please note, that being late to class is disruptive, so be on time. If you are late to class three times, it will result in 1 absence. You will receive 1 attendance point per class.

2) Participation (48 Points): While in class, participation is graded, therefore, I encourage questions and discussion from everyone. You can earn up to 3 participation points per class.

3) Discussion Leader x2 (20 points; 10 Points each): You are required to sign up to be a discussion leader for two classes this semester. More specifically, one discussion between W 6/3 – TH 6/11, and one discussion between M 6/15 – TU 6/23. For each discussion, you will do the following:

- Email 4 open-ended questions to me for approval no later than 24 hours before you are scheduled to lead the discussion. I will choose 2 questions for you to pose to the class.
- Give your take on the readings (what you liked/didn't like, what it made you think of, etc.)
- Pose your questions to the class and keep the discussion going for a minimum of 10 minutes.

4) Assignment #1 (10 points): This is about your relationship with your parents/guardians. This assignment should be 2-3 FULL pages. For this assignment, you will address the following:

- Your relationship with each of your parents/guardians as a child and adolescent.
- Why you think you had the kind of relationship you did with each of your parents/guardians.
- Where you fall in the birth order of your family, including your relationship with each of your siblings. If you were an only child, you will write about how that affected you and your relationship with each of your parents/guardians.

5) Assignment #2 (10 points): This is about you considering the course material over the semester and reflecting back on your relationship with your parents/guardians. This assignment should be 2-3 FULL pages. For this assignment, you will address the following:

- How the relationship you had with each of your parents/guardians made you who you are as an adult.
- Hopes and concerns you have about your relationship with your parents/guardians as you get older.
- What kind of parent you want to be (whether you already have children or not).

6) Outline (5 Points): Provide an outline of what your final paper will look like. For this assignment, you will include the following:

- A hypothesis and a brief explanation of why you chose your topic (3-5 sentences).
- Break your paper down by sections, using bullet points.
- List a minimum of 5 scholarly sources you *could* use for your final paper (you will have a lot more than 5 for the final).

7) Outline Appointment (2 Points): You **MUST** send out an email to schedule a 5-10 minute remote meeting with me to go over your outline. All meetings must be done prior to Thursday, June 11th. Appointments are first come, first serve, so please reserve a spot early.

8) Draft (15 Points): You will turn in your draft as if it was the final version of the paper. I will review it, and send it back for you to make revisions. You should have at least 5 FULL pages, excluding the cover page and bibliography.

9) Draft Appointment (3 Points): You **MUST** send out an email to schedule a 5-10 remote meeting with me to go over your draft. All meetings must be done prior to Thursday, June 18th. Appointments are first come, first serve, so please reserve a spot early.

10) Final Paper (50 Points): This will be a paper on a topic of your choosing that involves parent-child relationships. This paper should be 5-7 **FULL** pages. See Final Paper Rubric for further guidelines.

11) Presentation (20 Points): You will give a 10 minute Power Point presentation on your own idea for a research study, stemming from what you wrote about in your final paper.

12) Extra Credit #1: Scholarly Source (5 points): Email me an article from a peer-reviewed, scholarly journal that could go with one of the topics we discuss over the semester. The scholarly source should be from 2015 and onward. For this assignment, you will do the following:

- Email me a PDF (not a Word Doc or a link) of the article.
- Provide a brief explanation of which topic the article could go with and why it is an important article to read (3-5 sentences).

Grading Scale

There are a total of 200 points you can earn throughout the semester. Your grade will be determined by how many points you earn divided by the total amount of points available for the class. Depending on the amount of points you earn, your grade will be the following:

A+: 193~ B+: 173-178 C+: 153-158 D: 129-138
 A : 185-192 B : 165-172 C : 145-152 F : ~128
 A-: 179-184 B-: 159-164 C-: 139-144

Academic Dishonesty will not be tolerated in this course. Dishonesty includes, but is not limited to, (1) plagiarism: using another's words, ideas, or paraphrases and implying that they are your own; (2) having another person fulfill your assignment (e.g., homework and/or paper).

Accommodations for Students with Disabilities are available. The Office of Student Disability Services (SDS) provides a supportive environment for students with disabilities and can be helpful in arranging student accommodations, support services, and academic adjustments. Please contact the office at 212-650-5913 early in the semester to schedule an appointment. If after meeting with SDS it is determined that you would benefit from in-class accommodations, the office will ask you to bring me an Academic Adjustment Memo that specifies the nature of the accommodations. I can work with you to ensure that these accommodations are met.

Late Assignments by more than one day (8:30AM the next day) will not be accepted. If you turn in an assignment late on the day it is due (after 8:30AM), you will receive a deduction in points. If you have a valid documentable excuse for missing class on days that the aforementioned tasks will be due, however, then you should see me immediately in order to seek permission to make up the work.

Writing Format: **All** assignments should be in Times New Roman, 12 inch font, 1 inch margins, and either single or double spaced, depending on the assignments. Bigger font and/or extra spacing will result in a point deduction.

Date	Topic	In class activity/assignment due
Monday June 1	Syllabus	Meet & Greet Assign Discussion Leaders
Tuesday June 2	History and Theory of Childhood & Parenting	
Wednesday	Relations: Infants & Toddlers	

June 3		
Thursday June 4	Relations: Children	DUE: Assignment #1
Monday June 8	Relations: Adolescents	DUE: Outline
Tuesday June 9	Interactions: Play & Leisure Activities	
Wednesday June 10	Interactions: Children w/ Disabilities	
Thursday June 11	Interactions: Diversity	
Monday June 15	Dynamics: Convention on the Rights of the Child	DUE: Draft
Tuesday June 16	Dynamics: Education; Medical Care; Justice System	
Wednesday June 17	Dynamics: Families at Risk	
Thursday June 18		DUE: Assignment #2 Peer Review
Monday June 22	Dynamics: Family Structure	
Tuesday June 23	Relations: Adult Children	
Wednesday June 24		DUE: Student Presentations
Thursday June 25		DUE: Final Paper & Extra Credit Goodbyes

Readings

- Anderson, R. Hussain, S., Wilson, M., Shaw, D., Dishion, T., Williams, J. (2015). Pathways to Pain: Racial Discrimination and Relations Between Parental Functioning and Child Psychosocial Well-Being. *Journal of Black Psychology*. Vol. 41 (6), 491-512.
- Arditti, J., Savla, J. (2013). Parental Incarceration and Child Trauma Symptoms in Single Caregiver Homes. *Journal of Child and Family Studies*. Vol. 24 (3), 551-561.
- Bhargava, S., Witherspoon, D. (2015). Parental Involvement Across Middle and High School: Exploring Contributions of Individual and Neighborhood Characteristics. *Journal of Youth & Adolescence*. Vol. 44 (9), 1702-1719.
- Conway, K., Li, M. (2012). Family structure and child outcomes: a high definition, wide angle “snapshot.” *Review of Economics of the Household*. Vol. 10 (3), 345-374.
- Dereli, E. (2016). Prediction of Emotional Understanding and Emotion Regulation Skills in 4-5 Age Group Children with Parent-Child Relations. *Journal of Education & Practice*. Vol. 7 (21), 42-54.
- Endendijk, J., Groeneveld, M., van der Pol, L., van Berkel, R., Hallers-Haalboom, E., Bakersmans-Kranenburg, M., Mesman, J. (2017). Gender Differences in Child Aggression: Relations With Gender-Differentiated Parenting and Parents’ Gender-Role Stereotypes. *Child Development*. Vol. 88 (1), 299-316.
- Hambacher, E., Frank, M. (2016). Measuring lay theories of parenting and child development. *CogSci*.
- Hutchison, L., Feder, M., Abar, B., Winslet, A. (2016). Relations between Parenting Stress, Parenting Style, and Child Executive Functioning for Children with ADHD or Autism. *Journal of Child and Family Studies*. Vol. 25 (12), 3644-3656.
- Kemp, C., Lunkenheimer, E., Albrecht, E., Chen, D. (2016) Can We Fix This? Parent-Child Repair Processes and Preschoolers’ Regulatory Skills. *Family Relations*. Vol. 65 (4), 576-590.
- Leadbeater, B., Sukhawathanakul, P., Thompson, K., Holfeld, B. (2015). Parent, Child, and Teacher Reports of School Climate as Predictors of Peer Victimization, Internalizing and Externalizing in Elementary School. *School of Mental Health*. Vol. 7(4), 261-272.
- Lewallen, A., Neece, C. (2015). Improved Social Skills in Children with Developmental Delays After Parent Participation in MBSR: The Role of Parent-Child Relational Factors. *Journal of Child and Family Studies*. Vol. 24 (10), 3117-3129.
- Lipstein, E., Brinkman, W., Fiks, A., Hendrix, K., Kryworuchko, J., Miller, V., Prosser, L., Ungar, W., Fox, D. (2015). Emerging Field of Research: Challenges in Pediatric Decision Making. *Medical Decision Making*. Vol. 35 (3), 203-208.
- Lyons, J., Bell, T., Romano, E. (2015). Child-to-Parent Violence: Frequency and Family Correlates. *Journal of Family Violence*. Vol. 30 (6), 729-742.
- Marceau, K., Ram, N., Susman, E. (2014) Development and Lability in the Parent-Child Relationship During Adolescence: Associations with Pubertal Timing and Tempo. *Journal of Research on Adolescence*. Vol. 25(3), 474-489.
- Niehues, A., Bundy, A., Broom, A., Tranter, P. (2015). Parents’ Perceptions of Risk and the Influence on Children’s Everyday Activities. *Journal of Child and Family Studies*. Vol. 24 (3), 809-820.

- Pillemer, K., Munsch, K., Fuller-Rowell, T., Riffin, C., Sutor, J. (2012). Ambivalence Toward Adult Children: Differences Between Mothers and Fathers. *Journal of Marriage and Family*. Vol. 74 (5), 1101-1113.
- Pilyoung, K. Mayes, L., Feldman, R., Leckman, J., Swain, J. (2013). Early Postpartum Parental Preoccupation and Positive Parenting Thoughts: Relationship with Parent-Infant Interaction. *Infant Mental Health Journal*. Vol. 34 (2), 104-116.
- Roopnarine, J., Davidson, K. (2015). Parent-Child Play Across Cultures: Advancing Play Research. *American Journal of Play*. Vol. 7 (2), 228-252.
- United Nations. (1989). Convention on the Rights of the Child.
- Walker, S., Bishop, A., Pullmann, M., Bauer, G. (2015). A Research Framework for Understanding the Practical Impact of Family Involvement in the Juvenile Justice System: The Juvenile Justice Family Involvement Model. *American Journal of Community Psychology*. Vol. 56 (3-4), 408-421.