

**Human Development and Family Studies  
University of Wisconsin, Madison**

**Childhood and the Family (761)  
3 Credits**

Location: HDFS 101

Time: Tuesdays 2:25 – 4:55

Instructor: Janean Dilworth-Bart

Office: SoHE 370A

Office Hours: Mondays 9:15 – 11:15 or by appointment

Office Phone: 262-9770

Email: [jedilworth@wisc.edu](mailto:jedilworth@wisc.edu)

Learn@UW Website: <https://uwmad.courses.wisconsin.edu>

**COURSE DESCRIPTION AND STRUCTURE**

This is a “topics course”. Over the span of the semester, students will examine a variety of interrelated issues impacting the development of young children within the family context. Each week is dedicated to a different aspect of child development (e.g., Cognitive and Emotional Development) or a special population (e.g., Child Disability and Family Functioning). Classes will consist of lecture/discussion and an application exercise. Guest lecturers will lend expertise to and facilitate selected discussion. In addition to these topics, each student will write and present term papers on topics of their own choosing that are related to childhood and the family.

**READINGS**

There is no textbook for this class, but a course pack containing several required readings is available at L&S. Additional readings will be distributed over the semester as part of student presentations and discussion leadership.

**COURSE REQUIREMENTS**

Weekly Discussion Questions and Class Participation (13 @ 10 points each)

Student preparation and participation are vital to the discussion format of this course. To facilitate preparation and participations, students will submit 5 discussion questions for each unit’s readings. Discussion questions should address substantive theory, research, policy or intervention issues related to the assigned readings.

*Discussion questions are to be submitted to the course Learn@UW website drop box by 9am on the Monday before each class. Since discussion questions will be used to shape the direction of class discussions, **late submittals will not be accepted.***

Paper/Presentation Prospectus, Presentation and Discussion Leadership, Term Paper (320 points)

Oral presentation of scholarly work is an important aspect of professional development. Therefore, students will have the opportunity to present their term papers to the class in groups of two to three. Each presentation will last an entire class period and should include both didactic presentation/discussion and application components. Term papers will be 15 to 20 pages long not including references, and should focus on issues related to family context influences on early/middle childhood development. Term paper topics can include (but are not limited to):

- historical views of childrearing practices or public policy related to childcare,
- in depth reports on sociocultural influences parenting behaviors for a specific demographic,
- review of a family based intervention program, or
- report on a current local, state, or federal policy influencing the well-being of higher risk children and families.

Students are encouraged to present opinions as long as the opinions are supported by their references. Additional guidelines can be found on page 5 of this syllabus.

Due Dates:

February 15 – Term paper prospecti are due in the Learn@UW drop box no later than 11:59pm

May 3 – Term papers are due in class.

**GRADING GUIDELINES**

Weekly Discussion Questions and Class Participation (13 @ 10 points each)	130
Term Paper Prospectus	70
Term Paper Presentation and Discussion Leadership	100
Term Paper	150
	<hr/>
	450 pts total

- A = 428 – 450
- A/B = 405 – 427
- B = 383 – 404
- B/C = 360 – 383
- C = 338 – 359

**COURSE POLICIES**

Attendance

Success in this course is strongly related to class attendance, and it will be considered if a student requests reconsideration of his or her grade.

Etiquette

Members of the class are expected to be respectful of each other and each other’s opinions at all times. It is acceptable to disagree, but not to be disagreeable.

Academic Integrity

Academic dishonestly in any form, including cheating on exams, plagiarism, or submitting others’ work as your own is unacceptable. These actions will result in a final course grade of “F” without exception.

Students with Special Needs

Please inform the instructor in advance if you require additional support for testing such as extended exam time or readers. If you have, or suspect you have, a disability that could interfere with your learning and performance in the class, please contact the McBurney Center (263-2741 [phone]; 263-6393 [TTY]; 263-2998 [FAX]).

## Course Schedule\*

<u>Weeks</u>	<u>Topics</u>
1/18	Introduction <ul style="list-style-type: none"><li>• Review syllabus</li><li>• Course overview</li><li>• Chose presentation groups, topics, and dates</li><li>• Review of presentation and term paper guidelines and grading criteria</li></ul>
1/25	Childhood and the Family – Discussion Questions due 1/24 <ol style="list-style-type: none"><li>1. Luthar (2003)</li><li>2. Maccoby (1999)</li><li>3. McLoyd, Cauce, Takeuchi, &amp; Wilson (2000)</li><li>4. Rose, Viken, Dick, Bates, Pulkkinen, &amp; Kaprio (2003)</li><li>5. Scanzoni (2001)</li></ol>
2/1	Social Behavior and Social Competence – Discussion Questions due 3/7 <ol style="list-style-type: none"><li>1. Herrera &amp; Dunn (1997)</li><li>2. McDowell, Parke, &amp; Wang (2003)</li><li>3. Pettit, Brown, Mize, &amp; Lindsey (1998)</li><li>4. Vandell (2000)</li></ol>
2/8	Child Disability and Family Functioning - Discussion Questions due 2/7 Guest Speakers: Susan Heighway, TN, APNP, Nurse Practitioner & Clinical Professor Barabara Lucas, Family Care Coordinator University Center for Excellence in Developmental Disabilities, Waisman Center, UW- Madison <ol style="list-style-type: none"><li>1. Geisthardt, Brotherson, &amp; Cook (2002)</li><li>2. Green (2003)</li><li>3. Keller &amp; Honig (2004)</li><li>4. Risdal &amp; Singer (2004)</li><li>5. <i>Turnbull &amp; Turnbull (1997)</i></li><li>6. Wang, Turnbull, Summers, Little, Poston, Marman, &amp; Trunbull (2004) <i>or</i> Poston &amp; Turnbull (2004)</li></ol>
2/15	Child Development in Gay and Lesbian Families – Discussion Questions due 2/14 Guest Speaker: Janet Wright, <ol style="list-style-type: none"><li>1. Fitzgerald (1999)</li><li>2. Golombok, Tasker, &amp; Murray (1997)</li><li>3. Patterson (2000)</li><li>4. Wright (1998b,c)</li></ol>

***Term Paper Prospecti Due in Learn@UW dropbox no later than 11:59pm***

---

2/22 Family Influences on Theory of Mind Development – Discussion Questions due 2/21

1. Jenkins & Astington (1996)
2. Lewis, Freeman, Kyriakidou, Mridaki-Kassotaki, & Berridge (1996)
3. Peterson & Slaughter (2003)
4. Ross, Siddiqui, Ram, & Ward (2004)
5. Sabagh & Callanan (1998)
6. Welch-Ross (1997)

---

3/1 Multiracial/Multiethnic Families – Discussion Questions due 2/28

*Guest Speaker – Lynet Uttal, Human Development and Family Studies*

1. Khanna (2004)
2. Kerwin (1993)
3. Root (1996)
4. Williams (1996)
5. Tatum (1997)

---

3/8 Parenting and Emotional Development – Discussion Questions due 1/31

1. Belsky, Domitrovich, & Crnic (1997)
2. Cervantes & Callanan (1998)
3. Denham, Mitchell-Copeland, Strandberg, Auerbach, & Blair (1997)
4. *Howe & Rinaldi (2004)*
5. Ramsden & Hubbard (2002)

---

3/15 Families in High Risk Neighborhood Contexts – Discussion Questions due 3/14

1. Burton & Jarrett (2000)
2. Burton, Price-Spratlen, & Spencer (1997)
3. Caughy, O'Campo, & Brodsky (2000)
4. Klebanov, Brooks-Gunn, McCarton, & McCormick (1998)
5. Kupersmidt, Griesler, DeRosier, Patterson, & Davis (1995)
6. South (2001)

---

3/29 Academics and the Home-School Interface – *Discussion Questions due 3/28*

1. Grolnick & Slowiaczek (1994)
2. Hill (2001)
3. Hill & Craft (2003)
4. Hill & Taylor (2004)
5. Huntsinger, Jose, & Larson (1998)

---

4/5 Student Presentation and Discussion Leadership – Discussion Questions due 4/4

---

4/12 Student Presentation and Discussion Leadership – Discussion Questions due 4/11

---

4/19 Student Presentation and Discussion Leadership – Discussion Questions due 4/18

---

4/26 Student Presentation and Discussion Leadership – Discussion Questions due 4/25

---

---

5/3 Student Presentation and Discussion Leadership – Discussion Questions due 5/2  
Term Papers due in class

---

\* Schedule subject to change based on class needs.

## Term Paper/Class Presentation Procedures

All students will complete a term paper proposal, detailed paper outline, and the term paper.

Term Paper Prospectus	70
Term Paper Presentation and Discussion Leadership	100
Term Paper	150
	<hr/>
	320 points

### Prospectus

A term paper prospectus is due in the Learn@UW drop box no later than 11:59pm on February 15. This double spaced, typed paper should specify the paper's title and topic. The proposal should answer the following questions using bulleted points:

- What is the proposed topic?
  - Why is this topic important to our understanding of childhood within the family context? What is the rationale? How can your work contribute to research, policy, or intervention?
  - What are the three specific aims for this paper/presentation?
  - What application exercises will accompany the presentation?
  - What are the responsibilities of each group member? Be sure to note how each group member's term paper and presentation will be unique.

Prospecti should also include a preliminary term paper outline, reference list, and assigned readings.

Each student will turn in their own copy of the proposal. **LATE ASSIGNMENTS WILL NOT BE GRADED!**

Feedback will be available within the course website beginning Tuesday, February 8<sup>th</sup>. Feedback will indicate the approval of the topic or suggestions for revisions. The instructor will also indicate whether revised proposals must be resubmitted for approval.

There is no page requirement for prospecti, but all of the above information must be provided.

### Paper Presentation and Discussion Leadership (100 points)

Oral presentation of scholarly work is an important aspect of professional development. Therefore, students will have the opportunity to present their term papers to the class in groups of two to three. Each presentation will last an entire class period and should include both didactic presentation/discussion and application components.

- **Didactic:** The purpose of the didactic portion of the class period will be to provide the class with a scholarly presentation and discussion of the topic. In addition to disseminating information, presenters should provide time for questions and discussion.
- **Application:** The purpose of the application portion of the class period will be to provide the class an opportunity to apply what they learned from the readings and presentation. The portion can include a wide range of activities including development of a research concept, creation or modification of a theoretical model, or development of a policy statement/amicus brief.

Discussion leaders will provide readings related to their topics at least 7 days prior to their presentations. PDF files are preferred, but please contact the instructor if you need photocopy assistance. Class mates will submit their discussion questions to both the discussion leaders via email and the Learn@UW website by 9am on the Monday before class.

### Term Paper (150 points)

Term papers will be 17 to 20 pages long not including references, and should focus on contemporary issues related to family context influences on early/middle childhood development. Term papers will be written in APA 5<sup>th</sup> Edition writing style using Times New Roman 12 pitch font. Margins should be 1 inch on the top, bottom, and sides of the page. Page limits do not include the references. Not following these guidelines will result in a 10 point reduction in the term paper grade.

Additional term paper grading guidelines will be provided before the May 3<sup>rd</sup> due date. Students are encouraged to utilize the resources provided by the Writing Center [www.wiscm.edu/writing](http://www.wiscm.edu/writing) or 263 - 9305 while preparing term papers.

**Term papers are due in class on May 3, 2004. *LATE ASSIGNMENTS WILL RESULT IN A DEDUCTION OF A LETTER GRADE !***

## References

- Belsky, J., Domitrovich, C., & Crnic, K. (1997). Temperament and parenting antecedents of individual differences in three year old boys' pride and shame reactions. *Child Development, 68*(3), 456-466.
- Burton, L., & Jarrett, R. (2000). In the mix, yet on the margins: The place of families in urban neighborhood and child development research. *Journal of Marriage and the Family, 62*(4), 1114-1134.
- Burton, L., Price-Spratlen, T., & Spencer, M. (1997). On ways of thinking about measuring neighborhoods: Implications for studying context and development outcomes for children. In J. Brooks-Gunn, G. Duncan & J. Aber (Eds.), *Neighborhood Poverty, Policy implications in studying neighborhoods* (Vol. 2, pp. 132-144): Russell Sage Foundation, New York.
- Caughy, M., O'Campo, P., & Brodsky, A. (1999). Neighborhoods, families, and children: Implications for policy and practice. *Journal of Community Psychology, 27*(5), 615-633.
- Denham, S., Mitchell-Copeland, J., Strandberg, K., Auerbach, S., & Blair, K. (1997). Parental contributions to preschoolers' emotional competence: Direct and indirect effects. *Motivation and Emotion, 21*(1), 65-86.
- Elder, G., Eccles, J. S., Ardel, M., & Lord, S. (1995). Inner-city parents under economic pressure, Perspectives on the strategies of parenting. *Journal of Marriage and Family, 57*(3), 771-784.
- Fitzgerald, B. (1999). Children of lesbian and gay parents: A review of the literature. *Marriage and Family Review, 29*(1), 57-75.
- Geisthardt, C., Brotherson, M. J., & Cook, C. (2002). Friendships of children with disabilities. *Education and Training in Mental Retardation and Developmental Disabilities, 37*(3), 235-252.
- Green, S. (2003). "What do you mean 'what's wrong with her'": Stigma and the lives of families of children with disabilities. *Social Science & Medicine, 57*, 1361-1374.
- Grolnick, W., & Slowiaczek, M. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development, 65*, 237-252.
- Herrera, C., & Dunn, J. (1997). Early experiences with family conflict: Implications for arguments with a close friend. *Developmental Psychology, 33*(5), 869 - 881.
- Hill, N. (2001). Parenting and academic socialization as the relate to school readiness: The roles of ethnicity and family income. *Journal of Educational Psychology, 93*(4), 686-697.
- Hill, N., & Craft, S. (2003). Parent-School involvement and school performance: Mediated pathways among socioeconomically comparable African-American and Euro-American families. *Journal fo Educational Psychology, 95*(1), 74-83.
- Hill, N., & Taylor, L. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science, 13*(4), 161-164.
- Howe, N., & Rinaldi, C. (2004). "You be the big sister": Maternal-preschooler internal state discourse, perspective taking, and sibling caretaking. *Infant and Child Development, 13*(3), 217-234.
- Huntsinger, C., Jose, P., & Larson, S. (1998). Do parent practices to encourage academic competence influence the social adjustment of young European American and Chinese American children? *Developmental Psychology, 34*(4), 747-756.

- Jenkins, J., & Astington, J. (1996). Cognitive factors and family structure associated with theory of mind development in young children. *Developmental Psychology, 32*, 70-78.
- Keller, D., & Honig, A. (2004). Maternal and paternal stress in families with school-aged children with disabilities. *American Journal of Orthopsychiatry, 74*(3), 337-348.
- Kerwin, C., Ponterotto, J., Jackson, B., & Harris, A. (1993). Racial identity in biracial children: A qualitative investigation. *Journal of Counseling Psychology, 40*(2), 221-231.
- Khanna, N. (2004). The role of reflected appraisals in racial identity: The case of multiracial asians. *Social Psychology Quarterly, 67*(2), 115-131.
- Klebanov, P., Brooks-Gunn, J., & Duncan, G. (1998). Does neighborhood and family poverty affect mothers' parenting, mental health, and social support? *Journal of Marriage and the Family, 56*(2), 441-455.
- Kupersmidt, J., Griesler, P., DeRosier, M., Patterson, C., & Davis, P. (1995). Childhood aggression and peer relations in the context of family and neighborhood factors. *Child Development, 66*, 360-375.
- Lewis, C., Freeman, N., Kyriakidou, C., Maridaki-Kassotaki, K., & Berridge, D. Social influences on false belief access: Specific sibling influences or general apprenticeship? *Child Development, 67*, 2930-2947.
- Luthar, S. (2003). The culture of affluence: Psychological costs of material wealth. *Child Development, 74*(6), 1581-1593.
- Maccoby, E. (1999). The uniqueness of the Parent-Child relationship. In W. A. Collins & B. Laursen (Eds.), *Relationships as developmental contexts. The Minnesota Symposia on Child Psychology* (Vol. 30, pp. 157-176). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- McDowell, D., Parke, R., & Wang, S. (2003). Differences between mothers' and fathers' advice giving style and content: Relations with social competence and psychological functioning. *Merrill-Palmer Quarterly, 49*(1), 55-76.
- McLoyd, V., Cauce, A., Takeuchi, D., & Wilson, L. (2000). Marital processes and parental socialization in families of color: A decade review of research. *Journal of Marriage and the Family, 62*(4), 1070-1093.
- Patterson, C. (2000). Family relationships of lesbians and gay men. *Journal of Marriage and the Family, 62*(4), 1052-1069.
- Peterson, C., & Slaughter, V. (2003). Opening windows into the mind: mothers' preferences for mental state explanations and children's theory of mind. *Cognitive Development, 18*, 399 - 429.
- Pettit, G., Brown, E., Mize, J., & Lindsey, E. (1998). Mothers' and fathers' socializing behaviors in three contexts: Links with children's peer competence. *Merrill-Palmer Quarterly, 44*(2), 173-193.
- Poston, D., & Turnbull, A. (2004). Role of spirituality and religion in family quality of life for families of children with disabilities. *Education and Training in Mental Retardation and Developmental Disabilities, 39*(2), 95-108.
- Ramsden, S., & Hubbard, J. (2002). Family expressiveness and parental emotion coaching: Their role in children's emotion regulation and aggression. *Journal of Abnormal Child Psychology, 30*(6), 657-667.
- Risdal, & Singer. (2004). Marital adjustment in parents of children with disabilities. *Research and Practice for Persons with Severe Disabilities, 29*(2), 95-103.

- Root, M. (1996). The multiracial experience: Racial borders as a significant frontier in race relations. In M. Root (Ed.), *The multiracial experience: Racial borders as the new frontier* (pp. xiii-xxviii). Thousand Oaks, CA: Sage Publications.
- Rose, R., Viken, J., Dick, D., Bates, J., Pulkkinen, L., & Kaprio, J. (2003). It does take a village: Nonfamilial environments and children's behavior. *Psychological Science, 14*(3), 273-277.
- Ross, H., Siddiqui, A., Ram, A., & Ward, L. (2004). Perspectives on self and other in children's representations of sibling conflict. *International Journal of Behavioral Development, 28*(1), 37-47.
- Sabbagh, M., & Callanan, M. (1998). Metarepresentation in action: 3-, 4-, and 5-year olds' developing theories of mind in parent-child conversations. *Developmental Psychology, 34*(3), 491-502.
- Scanzoni, J. (2001). From the normal family to alternate families to the quest for diversity with interdependence. *Journal of Family Issues, 22*(6), 688-710.
- South, S. (2001). Issues in the analysis of neighborhoods, families, and children. In A. Booth & A. Crouter (Eds.), *Does it take a village? Community effects on children, adolescents, and families* (pp. 87-94). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Tatum, B. (1997). Identity development in multiracial families: "But don't the children suffer?" In *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race* (pp. 167-190). New York, NY.
- Vandell, D. (2000). Parents, peer groups, and other socializing influences. *Developmental Psychology, 36*(6), 699-710.
- Wang, M., Turnbull, A., Summers, J., Little, T., Poston, D., Marman, H., et al. (2004). Severity of disability and income as predictors of parents' satisfaction with their family quality of life during early childhood years. *Research and Practice for Persons with Severe Disabilities, 29*(2), 82-94.
- Welch-Ross, M. (1997). Mother-child participation in conversation about the past: Relationships to preschoolers' theory of mind. *Developmental Psychology, 33*(4), 618-629.
- Williams, T. (1996). Race as process: Reassessing the "What are you?" encounters of biracial individuals. In M. Root (Ed.), *The multiracial experience: Racial borders as the new frontier* (pp. 191-210). Thousand Oaks, CA: Sage Publications.
- Wright, J. (1998a). Outside/Insight: Creating the step mother role and redefining the mother role. In *Lesbian Step Families: An ethnography of love* (pp. 113-141). New York: Harrington Park Press.
- Wright, J. (1998b). We are (normal) family. In *Lesbian step families: An ethnography of love* (pp. 69-96). New York: Harrington Park Press.