# CFS 747: Parenting Research Seminar

## Instructor: Dr. Matthew K. Mulvaney

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## Office Phone: 443-5654

## Office Hours: 1-3PM Wednesdays

## Office Location: Room 144C White Hall.

## **Prerequisite / Co-requisite:**

HFS 631 or equivalent or Instructor Permission.

## **Description:**

This class will provide an overview of relevant theoretical and empirical work that describes the process of parenting. The primary mode of inquiry will be through critical analysis and discussion of relevant literature in the field. Much contemporary research on parenting is informed broadly by a contextual perspective and focuses on understanding how the determinants, processes, and outcomes of parenting manifest within and across contexts. This class will adopt such a lens and examine parenting processes as they occur across diverse contexts. The primary focus of the class will be to develop an understanding of the research process as it applies to the field of parenting. Through evaluating research and developing individual research projects, you will develop a greater understanding of the process of research as it applies to parenting across contexts.

## **Learning Outcomes:**

## **After taking this course, you will be able to:**

## 1. Describe the body of extant literature on parenting processes, including the theoretical perspectives, methodologies, and body of findings on this topic

2. Evaluate and critically examine the methodologies and theoretical perspectives of parenting research.

3. Describe how parenting occurs across contexts, including social class, ethnicity, gender, and sexual orientation.

4. Conduct research projects that extend existing theories of parenting.

## **Bibliography/ Texts /:**

No textbook will be utilized. See attached article list with the calendar for the required readings in the course.

## **Requirements:**

*Weekly Reaction Papers*. Each week, you will develop a mini- research proposal (approximately two pages) that would extend the week’s readings. These papers will serve as a substantial basis for the week’s discussion. The purpose of the papers will be to demonstrate your understanding of the material and to work on developing novel research projects within topical areas of parenting. The papers will briefly describe a research project that reflects and extends the readings from that week and discusses how such a project would extend current the particular topical area of inquiry into the process of parenting. They will change in focus. Initially, they will be research proposals. Beginning in October, they will be brief research results from the Fragile Families data.

## *Parenting Research Project*. In order to understand the research process as it relates to our understanding of the process of parenting, you (along with a partner) will develop and conduct a research project that examines some parenting phenomenon. In order to do so, you will utilize secondary data analysis of the *Fragile Families* dataset (http://www.fragilefamilies.princeton.edu/). This dataset is well-suited to examining parenting across diverse family contexts. For this project, you will write up a 15-page APA style manuscript that describes the outcomes of these secondary data analyses on a parenting topic conducted with this sample. It will represent a fully developed research project in some domain of parenting that extends current research. This research will also be presented in an oral presentation to the class.

*Grant Proposal*. In order to extend further your understanding of how research is developed in the field of parenting, you will develop a grant proposal on some topic of parenting that will represent components of the general format of an NIH grant proposal (The Aims and Research Strategy). In this project, you will develop a hypothetical research project, including a relevant literature review and detailed research plan. As part of it, you will identify why this particular project will extend our understanding of parenting processes, as well as explicating the significance and innovation of the project.

## **Grading:**

Participation/Weekly Research Papers 40%

Parenting Research Project and Presentation 30%

Grant Proposal 30%

Total: 100%

**Course specific policies on attendance, late work, make up work, examinations if outside normal class time, etc.:**

Attendance at all classes is expected. As noted, the primary mode of instruction will be through discussion and it is therefore essential that you attend class. All absences must be discussed with the instructor and more than one unexcused absence will result in a reduction in the overall course grade.

The expectation is that all work will be completed on time and that requests for extensions only come in for exceptional circumstances. Requests for extensions on papers or projects beyond the expected due date will be handled on a case by case basis and penalties may apply for late work. Any discussions for extensions must occur before the due date.

**Academic Integrity**

Syracuse University’s Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. Syracuse University students are required to read an online summary of the University’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check- in on MySlice. For more information and the complete policy, see http://class.syr.edu/academic-integrity/policy/

**Disability-Related Accommodations**

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation.  There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course.  I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Office of Disability Services (ODS) in this process.

If you would like to discuss disability-accommodations or register with ODS, please visit their website at [http://disabilityservices.syr.edu](http://disabilityservices.syr.edu/). Please call (315) 443-4498 or email [disabilityservices@syr.edu](mailto:disabilityservices@syr.edu) for more detailed information.

ODS is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible to begin this process.

**Faith Observances Policy**

Syracuse University’s religious observances policy, found at [*http://supolicies.syr.edu/emp\_ben/religious\_observance.htm*](http://supolicies.syr.edu/emp_ben/religious_observance.htm) recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes for regular session classes and by the submission deadline for flexibility formatted classes. Student deadlines are posted in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification

**Calendar**

**August 26: History and Contemporary Status of Parenting Research**

Crosnoe, R., & Cavanagh, S. E. (2010). Families with children and adolescents: A review, critique, and future agenda. *Journal of Marriage and Family, 72*, 594-611.

Lamb, M. E. (2000). The history of research on father involvement: An overview. *Marriage and Family Review*, *29*, 23-42.

Maccobby, E. E. (1992). The role of parents in the socialization of children: An historical overview. *Developmental Psychology, 1006-1017*.

**September 9: Debate about Parenting Influence**

Belsky, J., & Pluess, M. (2009). Beyond diathesis stress: Differential susceptibility to environmental influences. *Psychological Bulletin, 135*, 885-908.

Harris, J. R. (1995). Where is the child’s environment? A group socialization theory of development. *Psychological Review, 102*, 458-489.

Maccoby, E. E. (2000) Parenting and its effects on children: On reading and misreading behavior genetics. *Annual Review of Psychology*, *51*, 1-27.

**September 16: Parenting Styles**

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, *11*, 56-95.

Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin, 113*(3), 487-496. doi:10.1037//0033-2909.113.3.487

Pinquart, M. (2017). Associations of parenting dimensions and styles with externalizing problems of children and adolescents: An updated meta-analysis. *Developmental Psychology, 53*, 873-932. doi:10.1037/dev0000295

**September 23: Biosocial and Evolutionary Perspectives in Parenting**

Bakermans-Kranenburg, M. J., & van IJzendoorn, M. H. (2008). Oxytocin receptor (OXTR) and serotonin transporter (5-HTT) genes associated with observed parenting. *Social Cognitive and Affective Neuroscience, 3*, 128-134.

Bjorklund, D. F. & Pellegrini, A. D. (2002). All in the family: Parents and others‘relations. In D. F. Bjorklund & A. D. Pellegrini, *The origins of human nature*: *Evolutionary developmental psychology* (pp. 219-259). Washington, D. C.: American Psychological Association.

Bugental, D. B. Olster, D. H., & Martorell, G. A. (2003) A developmental neuroscience perspective on the dynamics of parenting. In L. Kuczynski (Ed.), *Handbook of dynamics in parent-child relations* (pp. 25-48). Thousand Oaks, CA: Sage.

**September 30: Parenting in Fragile Families (Overview of Available Data)**

Carlson, M. J., VanOrman, A. G., & Turner, K. J. (2017). Fathers' investments of money and time

across residential contexts. *Journal of Marriage and Family, 79*, 10-23. doi:10.1111/jomf.12324

Waldfogel, J., Craigie, T., & Brooks-Gunn, J. (2010) Fragile families and child wellbeing. *Future*

*of Children, 20*, 87-112.

Font, S. A., & Berger, L. M. (2015). Child maltreatment and children's developmental trajectories

in early to middle childhood. *Child Development, 86,* 536-556. doi:10.1111/cdev.12322

**October 7: Parenting Across Cultures**

Lansford, J. E., Chang, L., Dodge, K.A., Malone, P.S., Oburu, P., Palmerus, K., et al. (2005). Physical discipline and children’s adjustment: Cultural normativeness as a moderator. *Child Development*, *76*, 1234-1246.

Super, C. M., & Harkness, S. (1986). The developmental niche: A conceptualization at the interface of child and culture. *International Journal of Behavioral Development, 9*, 545-569.

Rohner, R. P., & Britner, P. A. (2002). Worldwide mental health correlates of parental acceptance-rejection: Review of cross-cultural and intracultural evidence. *Cross-Cultural Research, 36*, 16-47.

**October 14: Parenting and Gender**

Dow, D. M. (2016). Integrated motherhood: Beyond hegemonic ideologies of motherhood.

*Journal of Marriage and Family, 78*, 180-196. doi:10.1111/jomf.12264

Doucet, A., & Lee, R. (2014). Fathering, feminism(s), gender, and sexualities: Connections, tensions, and new pathways. *Journal of Family Theory & Review, 6*, 355-373. doi:10.1111/jftr.12051

Hallers-Haalboom, E. T., Mesman, J., Groeneveld, M. G., Endendijk, J. J., van Berkel, S. R., van der Pol, Lotte D, & Bakermans-Kranenburg, M. J. (2014). Mothers, fathers, sons and daughters: Parental sensitivity in families with two children. *Journal of Family Psychology, 28*(2), 138-147. doi:10.1037/a0036004

**October 21: LGBTQ Parenting**

Biblarz, T. J., & Savci, E. (2010). Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family, 72*, 480-497.

Farr, R. H. & Patterson, C. J. (2013). Coparenting among lesbian, gay, and heterosexual couples: Associations with adopted children’s outcomes. *Child Development*, *84*, 1226-1240.

Tasker, F., & Patterson, C. J. (2008). Research on gay and lesbian parenting: Retrospect and prospect. *Journal of GLBT Family Studies, 3*, 9-34. doi:10.1300/J461v03n02\_02

**October 28: Parenting across Neighborhoods and Social Class**

Lareau, A. (2002). Invisible inequality: Social class and childrearing in black families and white families. *American Sociological Review, 67*, 747-776. doi:10.2307/3088916

McLoyd, V.C. (1990). The impact of economic hardship on black families and children: Psychological distress, parenting, and socioemotional development. *Child Development*, *61*, 311-346.

Pinderhughes, E. E., Nix, R., Foster, E. M., Jones, D., and The Conduct Prevention Group (2001). Parenting in context: Impact of neighborhood poverty, residential stability, public services, social networks, and danger on parental behaviors. *Journal of Marriage and Family, 63*, 941-953.

**November 4: Ethnicity and Parenting**

García Coll, C.T. & Pachter, L. (2002). Ethnic and Minority Parenting. In M. H. Bornstein, (Ed.), Handbook of Parenting, Volume 4: Social Conditions and Applied Parenting, (2nd ed.) (pp.1-20). Mahwah, NJ: Lawrence Erlbaum Publishers.

Raver, C.C., Gershoff, E.T., & Aber, J. L. (2007). Testing equivalence of mediating models of income, parenting, and school readiness for White, Black, and Hispanic children in a national sample. *Child Development, 78*, 96-115.

Hughes, D., Rodriguez, J., Smith, E. P., Johnson, D. J., Stevenson, H. C., & Spicer, P. (2006). Parents' ethnic-racial socialization practices: A review of research and directions for future study. *Developmental Psychology, 42*(5), 747-770. doi:10.1037/0012-1649.42.5.747

**November 11: Parenting and Education**

***\*\*\*Grant Proposal due.***

Brooks-Gunn, J. & Markman, L. B. (2005). The contribution of parenting to ethnic and racial gaps in school readiness. *The Future of Children*, *15*, 138-167.

Hill, N. E. (2011). Undermining partnerships between African-American families and schools: Legacies of discrimination and inequalities. In N.E. Hill, T.L. Mann, & H.E. Fitzgerald (Eds.), *African American Children’s Mental Health: Development and Context* (Vol. 1) (pp. 199-230). Santa Barbara, CA: Praeger.

Okagaki, L. & Frensch, P. A. (1998). Parenting and children’s school achievement: A multiethnic perspective. *American Educational Research Journal, 35*, 123-144.

**November 18: Abuse and Neglect by Parents**

Anderson, K. L. (2010). Conflict, power, and violence in families. *Journal of Marriage and Family, 72*, 726-742.

Belsky, J. (1993). Etiology of child maltreatment: A developmental-ecological analysis. *Psychological Bulletin, 114*, 413-434.

Cicchetti, D. & Toth, S. L. (1995). A developmental psychopathology perspective on child abuse and neglect. *Journal of the American Academy of Child and Adolescent Psychiatry, 34*, 541-565.

**December 2: Parenting Interventions**

Bakermans-Kranenburg, M. J., van IJzendoorn, M. H., Juffer, F. (2003). Less is more: Meta-analyses of sensitivity and attachment interventions in early childhood. *Psychological Bulletin, 129*, 195-215.

Cowan, P.A., & Cowan, C. P. (2002). Interventions as tests of family systems theories: Marital and family relationships in children’s development and psychopathology. *Development and Psychopathology, 14*, 731-759.

Forgatch, M. S., & DeGarmo, D. S. (1999). Parenting through change: An effective prevention program for single mothers. *Journal of Consulting and Clinical Psychology, 67*, 71-724.

**December 13**

\*\*\*\*Research Project Due