**Tigers, Helicopters, and Free Rangers: All About Parenting**

**Spring, 2017**

**IDH 2930 Section 101A**

**Date: Thursdays, 7th Period**

**Location: McCarty B, G108**

**Instructors:**

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**Office hours:**

Meetings with course leaders will be by appointment only. Please e-mail to make an appointment.

**Course Description:**

This course should answer the following question: What does it mean to be a successful parent, and how can you reach success? Using Amy Chua’s book Battle Hymn of the Tiger Mother as a starting point, we will explore and compare several approaches to parenting. Research on parenting, as well as contributors to parenting style will be examined. Students will consider what constitutes successful parenting, as well as their own parenting experiences, and the research on parenting in order to better consider the type of parenting approach they might use or recommend to others.

**Course objectives:**

1. Students will gain a better understanding of the many approaches to parenting.
2. Students will become familiar with issues and research related to parenting and child development.
3. Students will examine and discuss their own beliefs and experiences related to parenting, how this compares to what is known, and consider the type of parent he/she might want to be or might recommend to others.

**Required course materials:**

Chua, A. (2011). Battle hymn of the tiger mother. Penguin Books. ISBN 9780143120582.

Other readings and videos will be assigned, and made available through Canvas.

**Class behavior:**

Please show respect for the instructors and for your classmates: turn off your cell phone, laptop, and any other electronics before class, don’t have side conversations during discussions, don’t engage in other activities during class, and speak respectfully to others in the class.

**Course Assignments and Grading:**

1. Pre-class reaction: After doing the reading(s) and/or watching the week’s assigned presentation(s), prepare a 2 paragraph reaction describing your thoughts on the material, and which parts were most interesting – what you liked, agreed with, disagreed with, or just generally found intriguing. What questions do you still have after reviewing the materials? Due in class. (10 points each for 10 classes; total 100 points)
2. Two most important reflection: At the end of each class you will be asked to write about the two most important things that you learned about or reflected on in class (10 points each for 13 classes, 130 points). You MUST be present in class in order to receive credit for these assignments! (total 130 points)
3. Presentation: Students will be allowed to choose a topic (only one person per topic, please) from a list, or can seek approval for a topic of their own choosing. You will be expected to conduct a review of the research literature on this topic, and synthesize findings into a 7-10 minute presentation that will be presented to the class during weeks 13-15 of class. A list of the references (minimum 7 good sources: refereed journal articles, recent book chapter, or government website information) you will use for your presentation will be due on **March 16**. (20 points for the reference list; 50 points for presentation – 30 for thoroughness of the content, 20 for presentation style (clarity, design, enthusiasm, how well you understand the material, etc.); total 70 points).

Total: 300 points

##### Grading Scale

 94% + = A

 90 – 93.9% = A-

 87 – 89.9% = B+

 84 – 86.9% = B

 80 – 83.9% = B-

 77 – 79.9% = C+

 74 – 76.9% = C

 70 – 73.9% = C-

 67 – 69.9% = D+

 64 – 67.9% = D

 60 – 63.9% = D-

 Below 60% = E

**Grades and Grade Points**

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Tentative Timeline (weekly readings and/or videos will be assigned for weeks 2-12):**

* Jan. 5: Introduction, where we come from, and how do we define successful parenting?
* Jan. 12: Discuss part 1 of *Battle Hymn*
* Jan. 19: Discuss part 2 of *Battle Hymn*
* Jan. 26: Discuss part 3 of *Battle Hymn*
* Feb. 2: Authoritative vs. Authoritarian parenting styles
* Feb. 9: Attachment vs. Attachment parenting
* Feb. 16: “Free range” vs. “Helicopter” parenting
* Feb. 23: The role of child development and developmental issues
* Mar. 2: The role of family constellation
* Mar. 9: No class – Spring Break!
* Mar. 16: Culture, values, and religion in parenting; **Presentation reference list due!**
* Mar. 23: How do we define parenting success?
* Mar. 30: Student Presentations
* Apr. 6: Student Presentations
* Apr. 13: Student Presentations

**Attendance and Make-Up Work:**

This course relies heavily on class attendance and discussion, so it is expected that students will attend all scheduled classes. Students will be excused from class only for reasons deemed consistent with university policies, and only with sufficient written documentation. Valid reasons for missing class include death in the immediate family (for which there is written documentation provided), severe illness or injury for which medical attention was sought (and for which there is written documentation provided), or representation of the university at a university sponsored event (such as an athletic team member, and for which there is written documentation). Family travel, non-urgent medical appointments, and other excuses will not be considered excused absences. More information about university policy can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Online Course Evaluation Process:**

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

**Academic Honesty:**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:  “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”  You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code.  Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

**Software Use:**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

**Services for Students with Disabilities:**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, [**www.dso.ufl.edu/drc/**](http://www.dso.ufl.edu/drc/)

**Campus Helping Resources:**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

* *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575,* [**www.counseling.ufl.edu/cwc/**](http://www.counseling.ufl.edu/cwc/)Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, and Wellness Coaching
* *Career Resource Center,* First Floor JWRU, 392-1601, [**www.crc.ufl.edu/**](http://www.crc.ufl.edu/)
* *U Matter, We Care*: Your well-being is important to the University of Flo­­rida.  The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need.  If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress.  A nighttime and weekend crisis counselor is available by phone at 352-392-1575.  The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center.  Please remember that asking for help is a sign of strength.  In case of emergency, call 9-1-1.