



MASARYK UNIVERSITY
FACULTY OF SOCIAL STUDIES

SYLLABUS
PSY221J162 THEORIES AND RESEARCH ON FAMILY SYSTEMS

Spring Semester, 2016

Time & Location: 18:45 – 20:15 on Thursday Room: U23

Instructor: Tomo Umemura, Ph.D.

Office: FSS MU 2.52

Office Hours: Monday 3pm – 5pm and by appointment

E-mail: tomoumemura@mail.muni.cz

Targeted Students:

This course is intended only for bachelor students who are pursuing a degree related to Psychology. The course requires basic knowledge in the field of psychology, interests in developmental psychology, and knowledge of English.

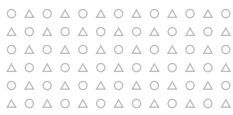
Course Objectives:

The purpose of this course is to acquire the basic knowledge of roles of family, focusing on mother and father, in children and their development. The course emphasizes the following topics: mother-child attachment, father-child attachment, mother-father coparenting, roles of fathers (compared to mothers), maternal gatekeeping, children's preferences for the mother versus the father, etc.

Goals for Students:

1. Students are expected to learn about attachment theory and family systems theories which are important to understand roles of family in children's social/emotional development.
2. Students are expected to be familiar with recent empirical findings on the area of family psychology and related topics.
3. Students will be able to think critically about various roles of families (e.g., direct vs. indirect influences) to understand children in contexts of families.





Course Format:

Course will be conducted in the combined form of lectures (30-45 minutes) and seminars (45-60 minutes). Every week, students are required to read an academic article or a book chapter (depending on the topic of the week), and then to submit their thought question to the instructor (see below more details). During the first half of each class, the instructor will have a lecture. During the second half of the class, he will lead class discussions using students' thought questions.

Class web: be familiar with use of on-line Information System (IS). Check PSY221J162 and look for the course study materials and updates regularly. In addition, check your student e-mail account.

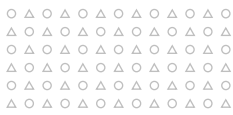
Course Requirements:

1. **Thought questions.** Students need to write one question each week. Your question must be your original based on the reading.
 - a. You need to read the assigned reading every week. Then, you write a question with 2-3 sentences to help you explain your question.
 - b. Throughout the semester, a total of 7 thought questions will be submitted.
 - c. Students need to submit their question via email to the instructor by midnight of the day before each class and **attend the class to get full credits**. All thought questions submitted after this point will be considered late. Late thought questions will be accepted with a penalty of minus 1 point per hour. If you do not attend the class, you will earn 0 point.
 - d. **The lowest thought questions will be dropped in calculating the total points.**

2. **Exam.** Students are also required to take the final exam.
 - a. The final exam consists of 10 multiple-choice questions and 10 short-answer questions. The total points are 80.
 - b. Your short answers should be about 2 or 3 sentences (maximum 5 sentences).
 - c. Questions will be developed by the instructor based on the assigned readings and our class discussions.
 - d. The final exam will be on **April 21** (a week after the last lecture).

3. **Paper.** You are asked to write a paper to demonstrate your understanding of the subject.
 - a. Your paper has to be logical and critical. You need to comprehend assigned readings well and critically think through the core ideas of each reading. (30%)
 - b. To support your ideas, students need to use **at least 1 assigned reading** and **find and use at least 1 more academic journal article**. The papers are cited both in your text and in your reference section using the American Psychology Association (APA) format. Here is a useful website about the APA format: <http://owl.english.purdue.edu/owl/resource/560/01/> (15%)
 - c. Your paper has to follow the rules of English grammar. (5%)
 - d. The main text of your paper must be longer than 800 words. (10%)
 - e. The body of your paper should include:
 - i. One introduction paragraph ending with the purpose of your paper. (10%)
 - ii. Review of at least 1 assigned reading and at least 1 journal article you find. (20%)
 - iii. Your conclusion(s) supported by logic and previous empirical studies, and limitations/future directions should also be included in your conclusion (10%)
 - f. The due will be on **May 21**. Late paper will be accepted with a penalty of minus 5 points per day.





Summary of requirements

The requirements will be weighted according to the following table, based on a course total of 200 points:

Requirements		Points	Total Points	%
Thought questions	7 questions @ 10 pts each	7 times x 10 pts	70	35%
Exam		80 pts	80	40%
Paper		50 pts	50	25%
Total			200	100%

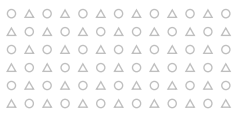
The grading scale for this course will be:

- A: 92% and above
- B: 84% to 91.99%
- C: 76% to 83.99%
- D: 68% to 75.99%
- E: 60% to 67.99%
- F: 59.99% and below

Timetable and topics:

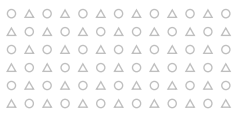
Date	Topic	Important Dates
	The following readings will be changed. Please follow what the instructor says in class. announcement	
Class 1 2.25	About family systems theory No readings Introduction to the Course and Assignments	
Class 2 3.3	About family systems theory (cont.) <i>Cox, M. J., & Paley, B. (2003). Understanding families as systems. Current Directions in Psychological Science, 12, 193-196.</i> N/A	
Class 3 3.10	Roles of parenting styles and discipline in children <i>Aunola, K. & Nurmi, J. (2005). The role of parenting style in children’s problem behavior. Child Development, 76, 1144-1159.</i> N/A	
Class 4 3.17	Fathers’ roles in children and mother-father coparenting <i>Paquette, D. (2004). Theorizing the father-child relationship: Mechanisms and developmental outcomes. Human development, 47, 193-219.</i> N/A	
Class 5 3.24	Children’s hierarchical preference for mother vs. father <i>Umemura, T., Jacobvitz, D., Messina, S., & Hazen, N. (2013). Do toddlers prefer the primary caregiver or the parent with whom they feel more secure? The role of toddler emotion. Infant Behavior and Development, 36, 102-114.</i> Discussions about writing an introduction & body of paper	





Class 6 3.31	Maternal gatekeeping and paternal investment Schoppe-Sullivan, S. J., Altenburger, L. E., Lee, M. A., Bower, D. J., & Kamp Dush, C. M. (2015). Who Are the Gatekeepers? Predictors of Maternal Gatekeeping. <i>Parenting: Science and Practice, 15</i> , 166-186.	
Class 7 4.7	paternal investment Anderson, K. G. (2011). Stepparenting, divorce, and investment in children. In C. Salmon & T. K. Shackelford (Eds.), <i>The oxford handbook on evolutionary family psychology</i> (pp. 97–112). New York: Oxford University Press	
Class 8 4.14	TBA	
Final Exam 4.21	Writing a paper using the American Psychological Association (APA) format	Room: U23 Time: 18:45
Paper		Due: May 21





Please tell me your basic information!

Name: _____

Name you would like to be called: _____

Email: _____

Study Interests: _____

Career goal: _____

Please let me know if you want to tell me something more.

