

**Course Title:** FMST 312: Parent-Child Relationships  
**Course Meetings:** Tuesdays/Thursdays 3:00 to 6:00pm  
**Location:** Buchanan A202

**Instructor:** Maria Weatherby  
**E-mail address:** Maria.Weatherby@ubc.ca  
**Office hours:** Tuesdays/Thursdays 6:00 to 6:30 (after class)

**Course Description:**

This course will examine parent-child relationships throughout the lifespan from a multidisciplinary perspective utilizing both traditional and contemporary theories. Emphasis is placed on the bidirectional processes by which parents and children socialize each other and how these processes are influenced by social conditions and social change.

**Prerequisites:** FMST/SOCI 200 or FMST 210

**Required Readings:**

Course readings consist of a variety of published research papers in peer-reviewed journals. Although it is possible for you to obtain an electronic copy of the research paper from the UBC library, I will email you the research papers using the group email system that UBC has in place for instructors.

**Course Evaluation:**

Date	Details	Weight
<b><i>Jigsaw Activity: Peer-Led Instruction</i></b>		
May 28 or 30 June 4 or 6	On two occasions and in small groups, you will lead a review/summary of one of the required readings (i.e., research papers). I will evaluate the handout/summary that you must provide to your group members.	<b>30%</b>  15% per article
<b><i>Collaborative Inquiry Project</i></b>		
Due on June 20	In small groups (3-6 students), you must identify a question (related to the course material) that you would like to find an answer to. Once you have formulated your group “inquiry” question, each group member must locate and summarize 2 published research papers (from peer-reviewed journals) to help you answer your inquiry question (individual mark). In addition, you are expected to synthesize your individual parts into a coherent whole (group mark).	<b>35%</b>  20% = individual mark 15% = group mark
<b><i>Final Exam</i></b>		
June 27 (3-5:30pm)	Cumulative Exam covering all course material	<b>35%</b>

**Proposed “Agenda” for our Class Meetings:**

Date	Agenda for our class meeting	Required Reading(s)
May 14	<ul style="list-style-type: none"> <li>• Course introduction</li> <li>• Strategies for effectively “summarizing” empirical studies</li> </ul>	
May 16	<ul style="list-style-type: none"> <li>• Culture Dimensions               <ul style="list-style-type: none"> <li>• Proximal – Distal</li> <li>• Individualism – Collectivism</li> <li>• Independence - Interdependence</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. PDF entitled “Jambunathan et al., 2000”</li> <li>2. PDF entitled “Keller et al., 2004”</li> </ol>
May 21	<ul style="list-style-type: none"> <li>• Parenting cognitions: Beliefs &amp; values</li> </ul>	<ol style="list-style-type: none"> <li>1. PDF entitled “Chao, 1995”</li> <li>2. PDF entitled “Kim et al., 2001”</li> </ol>
May 23	<ul style="list-style-type: none"> <li>• Parenting styles</li> <li>• Parenting practices</li> </ul>	<ol style="list-style-type: none"> <li>1. PDF entitled “Chao, 1994”</li> <li>2. PDF entitled “Chao, 2000”</li> <li>3. PDF entitled “Wu et al., 2002”</li> </ol>
May 28	<ul style="list-style-type: none"> <li>• Jigsaw Activity: Parenting Styles/Outcomes</li> </ul>	TBA
May 30	<ul style="list-style-type: none"> <li>• Jigsaw Activity: Parenting Practices/Outcomes</li> </ul>	TBA
June 4	<ul style="list-style-type: none"> <li>• Jigsaw Activity: Parenting Practices/Outcomes</li> </ul>	TBA
June 6	<ul style="list-style-type: none"> <li>• Jigsaw Activity: Parenting Practices/Outcomes</li> <li>• Inquiry “proposal” is due (end of class)</li> </ul>	TBA
June 11 June 13	<ul style="list-style-type: none"> <li>• <b>Assignment:</b> Bring 2 articles for inquiry project to class and share with group members (June 11)</li> <li>• <b>Lecture:</b> Parental agreement on parenting beliefs, values, styles and practices (June 11 &amp; 13)</li> </ul>	
June 18	<ul style="list-style-type: none"> <li>• Transition to parenthood</li> </ul>	1. PDF entitled “Fox, 2001”
June 20	<ul style="list-style-type: none"> <li>• Inquiry project is due</li> <li>• Review for final exam</li> </ul>	

## References

- Chao, R. K. (1994). Beyond parental control and authoritarian parenting style: Understanding Chinese parenting through the cultural notion of training. *Child Development, 65*, 1111-1119.
- Chao, R. K. (1995). Chinese and European American cultural models of the self reflected in mothers' childrearing beliefs. *Ethos, 23*(3), 328-354.
- Chao, R. K. (2000). The parenting of immigrant Chinese and European American mothers: Relations between parenting styles, socialization goals, and parental practices. *Journal of Applied Developmental Psychology, 21*(2), 233-248.
- Fox, B. (2001). The formative years: How parenthood creates gender. *Canadian Review of Sociology and Anthropology, 38*(4), 373-390.
- Jambunathan, S., Burts, D., & Pierce, S. (2000). Comparison of parenting attitudes among five ethnic groups in the United States. *Journal of Comparative Family Studies, 31*(4), 395-406.
- Keller, H., Lohaus, A., Kuensemuller, P., Abels, M., Yovsi, R., Voelker, S., Jensen, H., Papaligoura, Z., Rosabal-Coto, M., Kulks, D., & Mohite, P. (2004). The bio-culture of parenting: Evidence from five cultural communities. *Parenting: Science and Practice, 4*(1), 25-50.
- Kim, B., Yang, P., Atkinson, D., Wolfe, M., & Hong, S. (2001). Cultural value similarities and differences among Asian American ethnic groups. *Cultural Diversity and Ethnic Minority Psychology, 7*(4), 343-361.
- Wu, P., Robinson, C., Yang, C., Hart, C., Olsen, S., Porter, C., Jin, S., Wo, J., & Wu, X. (2002). Similarities and differences in mothers' parenting of preschoolers in China and the United States. *International Journal of Behavioral Development, 26*(6), 481-491.

## UBC Course Policies

### Attendance

The calendar states: “Regular attendance is expected of students in all their classes. Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes”.

### Accommodations

The University accommodates students with disabilities. The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let me know in the first week of class, if you will require an accommodation on either of these grounds. Students who plan to be absent for varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated. Please discuss your commitments with me in the first week of class so that you will know whether an accommodation will be awarded.

### Academic Dishonesty

Please review the “Academic Regulations” from the UBC calendar to learn about university policies on cheating, plagiarism, and other forms of academic dishonesty. If you are caught plagiarizing in an assignment, you will receive zero on the assignment. If you are caught cheating on the final exam, you will receive zero on the exam.

### Missed Assignments and Exams

Make-up assignments and exams are a privilege and will be given to students with a bona fide medical note. Because of concerns about fairness, it is not possible for a makeup assignment or exam to increase your overall course percent. For example, if you earn 80% on a makeup assignment/exam but your average on the other assignments/exam is 70%, then your overall course percent will be 70%.

If you suspect you will miss an assignment, you must:

- (1) Email me no later than 12 hours **before** the assignment is due
- (2) Bring a medical note to the following class

If you miss the final exam (and this is an excused absence), you will need to write a make-up exam in the following term (i.e., Summer, Term 2).

### Late Assignments

Five percent (5%) will be deducted each day an assignment is late.

### Grading Guidelines

<i>Letter Grade</i>	<i>Points or Percent</i>	<i>Letter Grade</i>	<i>Points or Percent</i>	<i>Letter Grade</i>	<i>Points or Percent</i>
A+	90-100	B	72-75	C-	55-59
A	85-89	B-	68-71	D	50-54
A	80-84	C+	64-67	F	0-49
B+	76-79	C	60-63		

### Early Alert

During the term, I will do my best to reach out and offer support if I am concerned about your academic performance or wellbeing. I also encourage you to come and speak with me if you need assistance. In addition, I may identify my concerns using Early Alert. The program allows academic, financial, or mental health concerns to be identified sooner and responded to in a more coordinated way. This provides you with the earliest possible connection to resources like academic advising, financial advising, counseling, or other resources and support to help you get back on track.

The information is treated confidentially and is sent because I care about your academic success and wellbeing. For more information, please visit <http://blog.students.ubc.ca/earlyalert/>