

Course Title: FMST 312-001: Parent-Child Relationships

Course Meetings: Mondays 6:00 to 9:00pm

Location: Buchanan A201,

Instructor: Maria Weatherby

E-mail address: Maria.Weatherby@ubc.ca

Office hours: Mondays 8:45 to 9:30 (in our classroom)

Course Description:

This course will examine parent-child relationships 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 the broader social values and social conditions.

Prerequisites: FMST/SOCI 200 or FMST 210 (preferably 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
1. Student-Led Conference		
October 21, 28 or November 4 (Sign up on Sept. 16)	After selecting one of the three articles/dates, you will create a handout to summary your required reading. Then, you will present your handout to 2-3 of your peers. I will evaluate the handout only.	30%
2. Collaborative Inquiry Project		
December 3	In small groups of 3-6 students, you will identify a <i>question</i> (related to the course material) that you would collectively like to try to answer (using published academic articles). Each group member will search for and summarize two published research studies (individual mark). In addition, each group is expected to synthesize the individual parts into a coherent whole (group mark) – the group project should have an introduction, strong sequencing/transitions between the individual parts, and a cohesive conclusion/answer.	45% 30% = individual mark 15% = group mark
3. Final Exam		
Date to TBA (December 4-18)	A cumulative exam that covers all course material (Open and closed book components)	25%

Date:	Topic/Activity:	To be read (before class):
Sept 9	<ul style="list-style-type: none"> • Course introduction • Student-Led Conference Evaluation Criteria 	
Sept 16	<ul style="list-style-type: none"> • <i>The Influence of Culture</i>: Adaptive Strategies 	Jambunathan et al., 2000
Sept 23	<ul style="list-style-type: none"> • <i>The Influence of Culture</i>: Proximal and Distal Parenting Styles 	Keller et al., 2004
Sept 30	<ul style="list-style-type: none"> • <i>The Influence of Culture</i>: Independent and Interdependent Cultural Values 	Chao, 1995 Kim et al., 2001, (summary provided) Wu et al., 2002 (summary provided)
Oct 7	<ul style="list-style-type: none"> • A Critical Evaluation of Baumrind's Parenting Styles • The History of Autocratic Parenting in the US 	Chao, 1994 (summary provided) Chao, 2000 (summary provided)
Oct 14	University is Closed: Thanksgiving Day	
Oct 21	<ul style="list-style-type: none"> • <i>Student-Led Conference</i> (1) • Measures Used to Assess Baumrind's Three Parenting Styles • DVD: <i>123 Magic</i> (Dr. Thomas Phelan) 	Hulei et al., 2006
Oct 28	<ul style="list-style-type: none"> • <i>Student-Led Conference</i> (2) • Parent-Education 	Chen et al., 1998
Nov 4	<ul style="list-style-type: none"> • <i>Student-Led Conference</i> (3) • Parent-Education (Continued) • DVD: <i>Relationships Matter</i> (Dr. Gordon Neufeld) <p><i>Inquiry "proposal" is DUE (at the end of class)</i></p>	Huntsinger et al., 1998
Nov 11	University is Closed: Remembrance Day	
Nov 18	<ul style="list-style-type: none"> • Parent-Education (Wrap-Up) • Class time to work on the conceptual design of your inquiry project <p><i>Conceptual design is DUE at the end of class.</i></p>	
Nov 25	<ul style="list-style-type: none"> • Transition to Parenting • Review for final exam 	Fox, 2001 (optional reading)

References

Required Readings

- Chao, R. K. (1995). Chinese and European American cultural models of the self reflected in mothers' childrearing beliefs. *Ethos, 23*(3), 328-354.
- 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.

Readings for the Student-Led Conferences

October 21:

- Hulei, E., Zevenbergen, A. A. & Jacobs, S. C. (2006). Discipline behaviours of Chinese American and European American mothers. *The Journal of Psychology, 140*(5), 459-475.

October 28:

- Chen, X., Hastings, P. D., Rubin, K. H., Chen, H., Cen, G., & Stewart, S. L. (1998). Child-rearing attitudes and behavioral inhibition in Chinese and Canadian toddlers: A cross-cultural study. *Developmental Psychology, 34*(4), 677-686.

November 4:

- Huntsinger, C. S., Jose, P. E. & Larson, S. L. (1998). Do parent practices to encourage academic competence influence the social adjustment of young European American and Chinese American children? *Developmental Psychology, 34*(4), 677-686.

Optional Readings

- 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. (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.
- 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.

Late Assignments

If you are unable to present your handout (student-led conference), ten percent (10%) will be deducted from your grade. If you hand-in your handout (student-led conference) late, five percent (5%) will be deducted per day. If you hand-in either the individual or group components of your inquiry project late, five percent (5%) will be deducted per day.

Grading Guidelines

<i>Letter Grade</i>	<i>Points or</i>	<i>Letter Grade</i>	<i>Points or</i>	<i>Letter</i>	<i>Points or</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 well-being. In addition, I may identify any concerns I might have about your academic performance or well-being using the Early Alert program. This program allows academic, financial, or mental health concerns to be identified sooner and to be responded to in a more coordinated way. Any information that I submit will be treated confidentially. Additionally, the information is being sent because I care about your academic success and wellbeing.

For more information, please visit <http://blog.students.ubc.ca/earlyalert/>