

**Course Title:** FMST 210: The Family Context of Human Development

**Location/Day/Time of Lectures:**        **Section 001:** 11:00 to 12:15 (Tues/Thurs) – Wood IRC, Room 3  
**Section 004:** 1:00 to 2:15 (Tues/Thurs) – Wood IRC, Room 4

**Instructor:** Maria Weatherby

**Instructor’s email address:** Maria.Weatherby@ubc.ca

**Office hours:** Email me to set up a time (ideally, before or after class)

**Course Description**

This course examines aspects of human development that influence and are influenced by family interactions and values. We will begin with an overview of research methods and research design strategies intended to minimize threats to validity. Then, we will review and compare theoretical concepts from academic disciplines such as psychology, genetics, epigenetics, neurology and evolutionary theories such as ethology. Finally, we will review, evaluate and synthesize some of the existing empirical literature on topics such as (i) attachment (i.e., interactional patterns that influence the security of infant attachment), (ii) the development of gender knowledge and gender identity in childhood and adolescence, (iii) discipline goals and methods; definitions of physical and emotional abuse in Canada; the influence of family/cultural values on discipline preferences, and (iv) the development of friendships in childhood, including possible causes of and interactional patterns involved in bullying.

**Prerequisites:** None

**Required Text:** Bee, H., Boyd, D., & Johnson, P. (2012). *Lifespan Development (4<sup>th</sup> Canadian Ed.)*. Toronto: Pearson Education.

- I require that you purchase a copy of the 4<sup>th</sup> Canadian Edition (New, Used, or E-Text).
- Regarding the electronic version of the required textbook (e-text), (i) the contents of the e-text are exactly the same as the print version, (ii) the e-text is much cheaper (\$48.25 as of Sept 6 – 8:30am), and (iii) you will be able to copy/paste relevant material from the text into the Word documents that contain the independent questions (IQs), if you prefer to study from print sources, you could print the Word documents or IQs. If you are interested in purchasing an electronic version of the textbook go to [www.coursesmart.com](http://www.coursesmart.com)

**Course Evaluation**

Date	Exam/Assignment Type	Targeted Material	Weight
<b>Midterm Exams</b>			
October 4	Short Answer – Part 1	Chapter 1 Lecture Templates	20%
October 9	Short Answer – part 2	Chapter 2 Lecture Templates	
October 9	Multiple-Choice	IQs: Ch. 1, 2, 3, & 4 (and Ch. 4 Lecture)	20%
<b>Inquiry Assignment</b>			
Due on November 29 (Last day of class)	To be discussed after the midterm exams	Any of the four topics discussed in the lectures after the midterm exams	25%
<b>Final Exam</b>			
TBA	Short Answer and Multiple Choice	All Lecture Templates covered after the Midterm IQs: Ch. 6, 8, 10, & 12	35%

### **Exam Structure: Short Answer Exams versus Multiple-Choice Exams**

The short answer exams have been designed to measure your conceptual understanding of the *lectures*. For example, I expect you to internalize your lecture notes and be able to answer exam questions that will require you to apply or transform the lecture notes in new ways. To be able to apply and transform the lecture notes, lecture attendance is necessary. It is your responsibility to obtain missed lecture notes.

The multiple-choice exams have been designed to measure your ability to critically read the textbook. To help you prepare for the multiple-choice exams, I have created *Independent Questions (IQs)* for each chapter. You will receive the IQs via email. Rather than reading the entire chapter and preparing your own notes, you should prepare and study your responses to the IQs only. Textbook material that is unrelated to the IQs will NOT appear on any of the exams. Consequently, the IQs help you to identify what to review for the multiple-choice exam. You are not expected to hand-in your responses to the IQs. Finally, lecture notes not targeted on the short answer exam will also be targeted on the multiple-choice exam.

### **Collaborative “Inquiry” Assignment**

As an undergraduate student, often I would read or hear things in one of my courses that I wish I had the time to further explore. Unfortunately, I barely had the time to sleep resulting in my initial and genuine interest weakening or waning. This collaborative assignment has been designed to create an opportunity for you to identify and explore something that you found interesting from one of the lectures after the midterm exams (i.e., the lectures on either attachment, gender development, discipline, or the nature of friendships).

To inquire effectively, you must begin with a question that is worth exploring. I will provide time after each of the four lecture topics for you to individually look through your lecture notes to identify potential questions worth exploring/answering. I will also provide time for you to get to know your peers since this is a collaborative inquiry (2-4 people), which means you must share similar or complementary questions with at least one of your peers. Finally, I will provide some class time to help you inquire individually and with your peers in a meaningful way (See proposed lecture schedule). I will also be available in the classroom for support (drop-in or reserve a time to chat).

I will provide more information about this assignment after the midterm exams. Specifically, I will review (i) examples of effective questions appropriate for inquiry, (2) specific criteria that I will use to grade your assignment, and (iii) possible ways to communicate what you found as you tried to answer your question.

### **Lecture Format**

I will email everyone a *Lecture Template* the day before the lecture (~6pm). It is your responsibility to do the following:

1. Read the lecture template BEFORE the lecture.
2. Bring the lecture template to class so you can add lecture notes in an organized way. For example, I will provide elaborations, examples, and additional notes during the lectures.

## Proposed Lecture Schedule

<b>Date</b>	<b>Lecture Topics</b>	<b>Corresponding Textbook Material for the Lectures where Applicable</b> (See these pages if you miss the lecture or if you are having troubles understanding the lectures)
Sept 6	Course Introduction	---
Sept 11, 13, & 18	Research Methods Evaluating Internal and External Validity	Ch. 1 (pp. 16-19) N/A
Sept 20, 25, & 27	Learning Theories: Concepts Cognitive Theories: Concepts	Ch. 2 (pp. 38-42) Ch. 2 (pp. 42-50)
Oct 2	Adaptive Reflexes (In Infancy) <b>Review:</b> Independent Questions on Midterm Exam	N/A ---
Oct 4	<b>Midterm Exam:</b> Short Answer (Part 1)	
Oct 9	<b>Midterm Exam:</b> Short Answer (Part 2) and Multiple-Choice	
Oct 11, 16, 18 & 23	Attachment Theory and Research	Ch. 6 (pp. 149-155)
Oct 25 & 30	Gender Development (In Childhood and Adolescence)	Ch. 8 (pp. 235-241) Ch. 12 (pp. 341-343)
Nov 1, 6 & 8	Discipline Goals and Methods Cultural Values that Influence Discipline Physical and Emotional Abuse Research on Parenting Styles and Behaviours	N/A N/A Ch. 8 (pp. 214-216) Ch. 8 (pp. 212-214; 216)
Nov 13	Friendship Changes (In Early and Middle Childhood)	Ch. 8 (pp. 223-231, 240) & Ch. 10 (pp. 289-297)
Nov 15, 20, & 22	<b>In-Class time for Collaborative Inquiry Assignment</b>	---
Nov 27 & 29	Discuss final exam expectations <b>Review:</b> Independent Questions on the Exam	--- ---

## 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”. Regardless of the reason for your absence, you are responsible for obtaining missed lecture notes. Unfortunately, some of the information I present in the lectures is not discussed in the textbook. Additionally, most of the videos shown in class are not available on-line. Where lecture material is addressed, in whole or part, in the textbook, I have listed this in the far right column of the proposed lecture schedule (See p. 2 of the course outline). To do well in the course, be prepared to attend 100% of the lectures.

### 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 cheating on an exam for this course, you will be asked to leave the classroom and will receive zero on the exam.

### Missed Exams

Make-up 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 exam to increase your overall course percent. For example, if you earn 80% on the makeup exam and an average of 70% on the remaining exams, your overall course percent will be 70%.

If you miss an exam, you must:

- (1) Email me no later than **1 day AFTER** the missed exam (ideally on the day of the missed exam)
- (2) Be able to attend the makeup exam
- (3) Bring your medical note to the make-up exam.

If you miss a final exam, you will need to write a make-up exam in the following term (i.e., in Winter, term 2).

### 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 [earlyalert.ubc.ca](http://earlyalert.ubc.ca)