

Course Title: FMST 312: Parent-Child Relationships

Course Meetings:

Section 002 – Tuesdays/Thursdays – 12:30-1:45, IRC, Lecture 4 (Address: 2194 Health Sciences Mall)

Section 202 – Tuesdays/Thursdays – 2:00-3:15, IRC, Lecture 4 (Address: 2194 Health Sciences Mall)

Instructor: Maria Weatherby - Maria.Weatherby@ubc.ca

Office hours: See me after class or email me to set up an alternative day/time

Course Description:

This course will examine parent-child relationships from a multidisciplinary perspective. Emphasis is placed on the role of income, occupation, culture, parent education programs, and family structure and processes.

Course content aims to answer the following questions:

1. How does income and occupational complexity affect parenting practices and child outcomes?
2. How does culture affect parenting goals, parenting practices, and child outcomes?
3. How does the content and effectiveness of parent education programs differ?
4. How does family structure affect child outcomes?
5. How do family processes affect child outcomes?
6. How have parenting roles stayed the same and changed over time?

Prerequisites: FMST/SOCI 200 or FMST 210

Course Evaluation:

Date	Details	Weight
1. Participation		
Ongoing	Three whole class contributions (1% each)	3%
2. Exams		
Feb 4	Short answer questions. 75 minutes.	32%
March 10	Short answer questions (non-cumulative). 75 minutes	32%
April 7	Short answer questions (non-cumulative). 75 minutes.	33%

Required Readings:

Course readings will consist of one published research study per class (9 in total). I will email you the research studies (and associated questions) using the group email system that UBC provides instructors. You will receive the research study and associated questions approximately five days in advance. It will take you approximately 2-3 hours to complete the questions before each class.

Lecture Material:

Where possible, lecture material will be emailed the day before class (6pm at the latest). Please bring emailed lecture material to class so that you can follow along with the lecture in an organized way. You do not need to review lecture material prior to class – just bring it to class.

Nature of Course Meetings:**Quiz Days (typically Tuesdays)**

1. The first five minutes of class will provide you with an opportunity to review your answers to the assigned questions for the weekly research study.
2. Next, you will complete the quiz independently. The quiz is open book (laptops permitted). The quiz will typically consist of 3-5 questions. The quiz does NOT count for marks rather it is intended to help you prepare for the exams (i.e., to check your understanding of the research study).
3. Next, we will review the answers to the quiz. Participation marks are awarded for answering quiz questions.
4. Next, we will review the answers to the assigned questions for the research study. Participation marks are awarded for answering one of the assigned questions.

Lecture Days (typically Thursdays)

Lecture format will vary from week to week. For example, there may be a structured lecture, handouts to review, a short reading followed by a discussion or questions, a video followed by a lecture or discussion, or an in-class group activity. (Note: I will not provide you with missed lecture material. It is your responsibility to attend class.) Participation marks are awarded for offering comments to lecture discussions, questions or activities.

Participation Marks:

If you participate in class, then you need to sign the participation sheet at the end of class. Remember, you are expected to make a total of three (3) contributions across the term. You can only receive ONE participation mark per class. Please volunteer to answer a question only ONCE per class.

Exams:

- Exams will consist of short answer questions (ranging from one word to 3 sentences).
- Exams are not cumulative.
- Exam questions will target the assigned and quiz questions for three research studies as well as all associated lecture handouts, videos, and discussion questions covered on the 'lecture days' associated with the three research studies.

Proposed Lecture Schedule and Reading List (9)

Date	Details
January 5	Course introduction
Exam 1 Theme: How do socialization goals affect parenting practices	
January 7	“Babies” documentary
January 12-14	(1) Whitbeck et al., 1997: The effects of parents’ working conditions and family economic hardship on parenting behaviors and children’s self-efficacy
January 19-21	(2) Chao, 1995: Chinese and European American cultural models of the self reflected in mothers’ childrearing beliefs
January 26-28	(3) Rao et al., 2003: Links between socialization goals and childrearing practices in Chinese and Indian mothers
February 2	Exam 1 Wrap-up
February 4	Exam 1
Exam 2 Themes: Cultural differences in academic socialization and discipline	
February 9-11	(4) Chua, 2011: Battle hymn of the tiger mom
February 16-18	Midterm Break: Classes are cancelled
February 23-25	(5) Kim et al., 2013: Does “Tiger Parenting” exist? Parenting profiles of Chinese Americans and adolescent developmental outcomes
March 1-3	(6) Hulei et al., 2006: Discipline behaviors of Chinese American and European American mothers
March 8	Exam 2 Wrap-up
March 10	Exam 2
Exam 3 Themes: Cultural differences in childrearing attitudes related to child temperament and social competence; parental sexual orientation and parental roles	
March 15-17	(7) Weisz et al., 1987: Over- and undercontrolled referral problems among children and adolescents from Thailand and the United States: The Wat and Wai of cultural differences
March 22-24	(8) Chen et al., 1998: Childrearing attitudes and behavioral inhibition in Chinese and Canadian toddlers: A cross-cultural study
March 29-31	(9) Farr et al., 2010: Parenting and child development in adoptive families: Does parental sexual orientation matter?
April 5	Exam 3 Wrap-up
April 7	Exam 3

UBC Course Policies

Attendance

The UBC calendar states: “Regular attendance is expected of students in all their classes. Students who neglect their academic work and assignments may be excluded from final examinations.”

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

Students are responsible for informing themselves of unacceptable behaviour during exams (i.e., cheating) <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

If you are caught “cheating” on an exam, you 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. Only one makeup exam is permitted per student. 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 exam mark will be 70%.

If you miss an exam, you must:

- (1) Email me the night before or on the day of the missed exam.
- (2) Be able to attend the single makeup exam
- (3) Bring your medical note to the make-up exam

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 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 well-being.

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