

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

Lecture Times/Location:

Section 002: MWF 10:00 to 10:50 – Woodward IRC, Room 5 (Address: 2194 Health Sciences Mall)

Section 003: MWF 11:00 to 11:50 – Woodward IRC, Room 5 (Address: 2194 Health Sciences Mall)

Section 005: MWF 12:00 to 12:50 – Woodward IRC, Room 4 (Address: 2194 Health Sciences Mall)

Instructor Name/Email: Maria Weatherby Maria.Weatherby@ubc.ca

Office Hours: Mondays 12:50 to 1:30 (Woodward IRC, Room 4)

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, apply and evaluate research and theories related to the following four topics (i) attachment (i.e., what promotes the development of secure infant attachments to caregivers), (ii) gender development and socialization (i.e., general patterns and individual differences in sex-typed behaviour, sex-role-knowledge, and gender identity across childhood and adolescence), (iii) the effectiveness of certain discipline methods and parenting styles, and (iv) patterns and sources of aggression and bullying across childhood and adolescence.

Prerequisites: None

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

- I require that you purchase a copy of the 4th 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 (~\$50), and (iii) you will be able to copy/paste relevant material from the e-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 answered IQs. If you are interested in purchasing an electronic version of the textbook go directly to www.coursesmart.com as this is slightly cheaper than using the link the bookstore provides. Enter the following ISBN (0-205-05575-3) to ensure that you purchase the correct textbook edition.

Course Evaluation

Date	Exam/Assignment Type	Targeted Material	Weight
Midterm Exam			
Part One: Jan 20	Short Answer	Lecture Templates: Chapter 1	10%
Part Two: Feb 7	Multiple-Choice	Lecture Templates: Chapters 2, 3, & 4 Two Required Readings (Epigenetics) IQs: Ch. 1, 2, 3, & 4	30%
Participation			
Multiple Dates	In-Class Responses	Based on Required Readings – See dates below	5%
Final Exam			
Part One: March 21	Short Answer and Multiple-Choice	Lecture Templates: Chapters 6 & 8 (1 of 2) Required Readings (Attachment and Gender)	20%
Part 2: TBA (April 12-30)	Multiple-Choice	Lecture Templates: Chapter 8 (2 of 2) & 10 Required Readings (Discipline & Bullying) IQs: Ch. 6, 8, 10, & 12	35%

Lecture Templates:

Using the faculty group email system, I will email everyone a *lecture template* the day before the lecture (~6pm). Please ensure that your email address on the SSC is correct. To prepare for each lecture, it is your responsibility to do the following two things:

1. Read the lecture template before the lecture. This should take approximately 10-15 minutes.
2. Bring the lecture template to class so that you can fill in the gaps in an organized way. For example, in the lectures, I will provide additional notes, elaborations, examples, practical applications, and answers to questions that typically are not provided in the textbook.

Note: It is your responsibility to attend all lectures. It is not acceptable to contact me to obtain missed lecture notes.

Required Readings:

1. *Epigenetics* – To be discussed on Feb 3
<http://www.bbc.co.uk/news/health-25156510>
<http://www.bbc.co.uk/news/health-13119545>
2. *Attachment* – To be discussed on Feb 28 and March 3 - I will email reading(s)
3. *Gender Development* – To be discussed on March 14 and March 17 - I will email reading(s)
4. *Discipline* – To be discussed on March 31 - I will email reading
5. *Bullying* – To be discussed on April 4 - I will email reading

Independent Questions (Textbook Readings):

Rather than reading the entire textbook and preparing your own notes, you should answer the Independent Questions (IQs) and then study your answers to these questions, to prepare for the exams. You will receive the IQs via the group email system so please ensure that your email address on the SSC is correct. Textbook material that is unrelated to the IQs will NOT appear on any of the exams. Consequently, the IQs help you to identify what material to review for the exams. You are not expected to hand-in your answers to the IQs.

Proposed Lecture Schedule

Date	Lecture Topics	See these pages to help you complete the lecture template <i>IF</i> you miss a lecture:
Jan 6	Course Introduction	
Jan 8-17	Research Methods Evaluating Internal and External Validity	Ch. 1 (pp. 16-19) See websites in the lecture templates
Jan 20	<i>Midterm Exam (Part One)</i> : Short Answer	Lecture Templates: Ch. 1
Jan 22-29	Learning Theories: Concepts Cognitive Theories: Concepts Systems Theory: Concepts	Ch. 2 (pp. 38-42) Ch. 2 (pp. 42-50) Ch. 2 (pp. 50-52)
Jan 31	Adaptive Reflexes Neurological Development	Ch. 4 (p. 96) Ch. 4 (p. 95-96)
Feb 3	*Required Readings (Epigenetics)	
Feb 5	<i>IQ Review</i> : Chapters 1-4	
Feb 7	<i>Midterm Exam (Part Two)</i> : Multiple-Choice	1. Lecture Templates: Ch. 2 & 4 2. Two Required Readings (Epigenetics) 3. IQs: Chapters 1, 2, 3, & 4
Feb 10	<i>No Class</i> : Family Day	
Feb 12-14	Attachment Theory and Research	Ch. 6 (pp. 149-155)
Feb 17-21	<i>No Class</i> : Reading Break	
Feb 24-26	Attachment Theory and Research	Ch. 6 (pp. 149-155)
Feb 28 March 3	*Required Reading (Attachment)	
March 5-12	Gender Development	Ch. 8 (pp. 235-241)
March 14 & 17	*Required Reading (Gender Development)	
March 19	<i>Review</i> : Final Exam (Part One)	
March 21	<i>Final Exam (Part One)</i> : Short Answer and Multiple-Choice	1. Lecture Templates: Ch. 6 & 8 (1 of 2) 2. Required Readings (Attachment & Gender Development)
March 24 - 28	Discipline	Ch. 8 (pp. 212-214; 216) Ch. 8 (pp. 214-216)
March 31	*Required Reading (Discipline)	
April 2	Friendship Changes, Aggression, Bullying	Ch. 8 (pp. 223-231, 240) Ch. 10 (pp. 289-297)
April 4	*Required Reading (Bullying)	
April 7	<i>IQ Review</i> : Chapters 6, 8, 10, & 12	
April 12-30 (Date TBA)	<i>Final Exam (Part Two)</i> : Multiple-Choice	1. Lecture Templates: Ch. 8 (2 of 2) & 10 2. Required Readings (Discipline & Bullying) 3. IQs: Chapters 6, 8, 10, & 12

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”.

Note: 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, some of the videos shown in class are not available on the Internet. Where lecture material is addressed to some degree in the textbook, I have listed the relevant pages in the table above (p. 3). 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. 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 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 the night before or the day of the missed exam)
- (2) Be able to attend the single makeup exam (no excuses)
- (3) Bring your medical note to the make-up exam

If you miss part two of the final exam, you will need to write it during the standing deferred week scheduled in July/August. Speak to an advisor about applying for a standing deferred (SD) if you miss this 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 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/>