

Course Title: FMST 312: Parent-Child Relationships

Course Meetings:

Section 002 – Tues/Thurs – 6:00 to 9:00 - Woodward, IRC, Lecture 4 (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 do family structures affect child outcomes?
5. How do family processes affect child outcomes?

Prerequisites: FMST/SOCI 200 or FMST 210

Course Evaluation:

| Date | Details | Weight |
|-------------------------|--|--------|
| 1. Participation | | |
| Ongoing | Three whole class contributions (1% each) | 3% |
| 2. Exams | | |
| July 25 | Short answer questions. 105 minutes. | 47% |
| August 10 | Short answer questions (non-cumulative). 105 minutes | 50% |

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 (except for the first week of class).

- *It will take you approximately 2 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:

1. There will be an open book quiz at the beginning of each class. Quiz questions will target the assigned reading and associated questions. The quiz will typically consist of 3-6 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).
2. Next, we will review the answers to the quiz. Participation marks are awarded for answering quiz questions.
3. 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.
4. Finally, there will be a lecture.

Participation Marks:

If you participate in class, then you need to sign the participation sheet at the end of class and indicate which question you answered. 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 only ONE question 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 questions and quiz questions for the nine research studies as well as all lecture material (for instance, lecture elaborations on assigned and quiz questions, handouts, videos, and discussion questions covered in class).

Proposed Course Schedule and Reading List

| Date | Details |
|---|---|
| Theme: How do socialization goals affect parenting practices? | |
| July 4 | Course introduction and “Babies” documentary |
| July 6 | (1) <i>Whitbeck et al., 1997</i> : The effects of parents’ working conditions and family economic hardship on parenting behaviors and children’s self-efficacy |
| July 11 | (2) <i>Chao, 1995</i> : Chinese and European American cultural models of the self reflected in mothers’ childrearing beliefs |
| July 13 | (3) <i>Rao et al., 2003</i> : Links between socialization goals and childrearing practices in Chinese and Indian mothers |
| Theme: What are some of the cultural-specific differences in academic socialization and discipline behaviours? | |
| July 18 | (4) <i>Chua, 2011</i> : Battle hymn of the tiger mom |
| July 20 | (5) <i>Kim et al., 2013</i> : Does “Tiger Parenting” exist? Parenting profiles of Chinese Americans and adolescent developmental outcomes |
| July 25 | Midterm Exam (123 Magic Video after midterm exam) |
| July 27 | (6) <i>Hulei et al., 2006</i> : Discipline behaviors of Chinese American and European American mothers |
| Theme: How do parents facilitate and suppress their child’s social competence and temperament? | |
| August 1 | (7) <i>Weisz et al., 1987</i> : Over- and undercontrolled referral problems among children and adolescents from Thailand and the United States: The Wat and <i>Wai</i> of cultural differences |
| August 3 | (8) <i>Chen et al., 1998</i> : Childrearing attitudes and behavioral inhibition in Chinese and Canadian toddlers: A cross-cultural study |
| Theme: How does a parent’s sexual orientation influence parenting goals, parenting practices, and child development? | |
| August 8 | (9) <i>Farr et al., 2010</i> : Parenting and child development in adoptive families: Does parental sexual orientation matter? |
| August 10 | Final Exam |

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 midterm exam but only 70% on the final exam, then your overall mark in the course will be 70%.

If you miss the midterm 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

If you miss the final exam, you will need to see an academic advisor in your department to apply for a standing deferred (SD) in the course. If a standing deferred is approved, then you will write the exam in the standing deferred period (typically in November). See the UBC academic calendar for the exact date.

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 | | |

Note: To pass the course, you need to earn a minimum of 50 points (50%). I do not bump students up (even if you earn 49 points). Additionally, I do not allow students to complete extra assignments to increase their points.

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/>