

**University of British Columbia
DEPARTMENT OF SOCIOLOGY**

**FMST 312-002: Parent-Child Relationships
COURSE OUTLINE - WINTER TERM 2 2019**

Instructor: Robyn Pitman, PhD (robyn.pitman@ubc.ca)

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Office: Anthropology and Sociology building: ANSO 1320

Office hours: Mon / Wed / Fri: 1:30pm to 2:30pm, Ike's Café, Irving K. Barber Learning Centre

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Teaching Assistant(s): Elydah Joyce (elydah@mail.ubc.ca)

Office and office hours: ANSO 108, by appointment only

Class Time: Tuesday / Thursday: 2:00 pm to 3:30 pm

Location: Orchard Commons, Room 4074 (ORCH-4074)

CALENDAR DESCRIPTION

Parent-child interaction over the life span. *Prerequisite:* One of SOCI 200, FMST 210.

COURSE DESCRIPTION

This course explores parent-child relationships, parenting, and socialization across the lifespan. The primary focus is on parent-child relationships in the context of North American culture. This course will explore historical changes and theoretical approaches that help to understand relationships and dynamics within a family, perspectives on the parent-child relationship throughout the life-course, children's influence on parental development, parent's influence on children's development, and parenting in culture and diverse family contexts.

LEARNING OUTCOMES (LOs)

At the completion of the course, successful students will be able to:

1. Identify and discuss the historical changes to the study of parent-child relationships
2. Discuss and apply various theoretical perspectives on parent-child relationships
3. Discuss and apply contextual and cultural factors that affect the parent-child relationship
4. Interpret and apply current research findings about parent-child relationships
5. Develop critical constructive feedback skills through a peer review process
6. Identify and discuss the strengths and challenges of parent-child relationships for varied family structures, periods of development, transition, and change

COURSE STRUCTURE

This course consists of 2 – 1.5-hour lectures per week. Although this course will include a mixture of interactive forms of learning engagement, the focus of the course will be on active learning strategies. The most effective learning takes place through an active and constructive process as opposed to a passive process. Students are therefore expected to do more than simply memorize material presented by the instructor. Instead, the students and instructor will be constructing the course together. Students are invited to bring to class current examples from the media, personal experience, or other courses pertaining to current approaches and contemporary issues in personal relationships.

COURSE READINGS

We are using the eBook version of the textbook. Each eBook is \$29.95 and comes with a special offer to purchase the hard copy for approximately \$15. The eBook version of the textbook is available for purchase at the UBC bookstore.

**Bigner, J. J., & Gerhardt, C. (2019). *Parent-child relations: An introduction to parenting* (10th edition). New York, NY: Pearson.

**Heath, P. (2018). *Parent-child relations: Context, research, and application* (4th edition). New York, NY: Pearson.

**Copies of the full textbook are available at the Kroner library for 2-hour reserves. **

COURSE WEBSITE

There is a course website at <http://about.canvas.ubc.ca/>. All components of this course will be housed on the Canvas site including this course outline, assignments, and links to further resources. Your assignments will be submitted through Canvas. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

COURSE EVALUATION

Assignment	LOs Addressed	Due Date	Percentage
Attendance	1-4, 6		10
Parent Assessment			
Assessment Paper Outline	3, 4, 6	Friday February 1, 2019	8
Working Draft of Paper	3, 4, 6	Friday March 8, 2019	2
Blind Peer Review	5	Saturday March 16, 2019	10
Final Parent Assessment Paper	3, 4, 6	Friday March 29, 2019	25
Midterm Test	1-4, 6	Thursday February 14, 2019	20
Final Exam	1-4, 6	To be announced	25
Total:			100%

OUTLINE OF ASSIGNMENTS

Attendance: Attendance will be taken at random throughout the semester during our scheduled classes. Students have an opportunity to earn 1% per class for a total of 10 classes when attendance is taken. Being present, attentive, and engaged is important for meeting the learning outcomes of the course.

Parent Assessment Paper: Students are required to write a parent assessment paper. This is an individual assignment. Students will choose either a parent / parental-figure or adult child that they have a personal relationship with to interview for their assessment. Students will complete a history of the individual including their early childhood experiences of being parented as well as their current relationship with their parent and their own children (if applicable). Students will be asked to discuss the strengths and challenges of the parent-child relationship as well as areas that may require support in the future. Students will also integrate research and material from the course that addresses how the individual's parent-child relationship and beliefs are influenced by historical, cultural, theoretical, and contextual factors. Students are also required to complete an outline of their proposed paper and submit a working draft of their paper for blind peer review. Full assignment instructions are on Canvas under the *Modules* tab.

LATE ASSIGNMENTS

Late assignments will be accepted for 5 days after the assigned due date with a penalty of 10% EXCEPT under documented grounds for academic concession. Written assignments submitted outside of the assigned late submission deadline without documented grounds will receive a grade of zero.

CORRESPONDENCE

Email me at robyn.pitman@ubc.ca. I will check emails on week days until 8pm Monday to Thursday and until 5pm on Friday. I will not be checking my email on the weekends, so be prepared that it may take up to 48 hours to receive an email from me between Friday to Monday. I would appreciate you using an appropriate greeting followed by the instructor's correct name. For example: Hi Robyn or Professor Pitman.

GRADES

After you receive a grade on Canvas, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to discuss any grade during this time limit, changes to the grade will not be considered. Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0>

TURNITIN SOFTWARE

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic

misconduct on university campuses. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration, or copying.

ACADEMIC MISCONDUCT

Academic misconduct, such as plagiarism, is a serious offence at the University of British Columbia. I will not tolerate academic misconduct and will follow the disciplinary guidelines set forth by the university should any violations occur. For offences, penalties, and procedures relating to academic misconduct, please consult the Undergraduate Calendar:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>

ACCESS AND DIVERSITY

The University accommodates students with learning challenges who have registered with the Access and Diversity Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated. Please discuss your commitments with me *at least one week* in advance of the scheduled assignment or exam. For more information: <https://students.ubc.ca/about-student-services/centre-for-accessibility>

ACADEMIC CONCESSION AND EARLY ALERT

If you cannot meet a course requirement due to illness or compassionate reasons, please advise me as soon as possible prior to the due date. For further information on regulations and procedures for Academic Concession: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>

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, counselling, 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:

<https://facultystaff.students.ubc.ca/systems-tools/early-alert>

COURSE SCHEDULE

Note. This is a tentative schedule. Any changes will be announced in class and posted on the Canvas site.

Week	Topics & Readings	Notes & Due Dates
1 Jan 3	Introduction to the Course	
2 Jan 8 & 10	Historical and Theoretical Perspectives Reading(s): Heath Chapter 1 and Bigner Chapter 4	
3 Jan 15 & 17	Parenting Approaches and Programs Reading(s): Bigner Chapter 2	
4 Jan 22 & 24	Varied Family Structures Reading(s): Heath Chapter 3	
5 Jan 29 and 31	Child Socialization Reading(s): Heath Chapter 4	Paper Outlines are due on Friday February 1st by 11:59pm. Late submissions are accepted until Wednesday February 6 by 11:59pm.
6 Feb 5 & 7	Parent Education and Continuing Adult Development Reading(s): Heath Chapter 4 and Bigner Chapter 6	
7 Feb 12 & 14	February 12: Cultural Context February 14: Midterm (Weeks 2-6) Reading(s): Heath Chapter 2	
Feb 18 – Feb 22	READING WEEK: No Classes Scheduled	
8 Feb 26 & 28	Parents and Adolescents Reading(s) Heath Chapter 8 and Bigner Chapter 10	
9 March 5 & 7	Parents and Young Adults Reading(s) Heath Chapter 9	Working Draft of Papers are due on Friday March 8 by 11:59pm. Late submissions are not accepted. If you do not submit a draft of your paper, you cannot complete the peer review and receive an automatic grade of 0.
10 March 12 & 14	Lone Parents and Blended Families Reading(s): Bigner Chapter 11 & 13	Peer reviews are due on Saturday March 16 by 11:59pm. Late reviews are accepted until Thursday March 21 by 11:59pm.
11 March 19 & 21	Adult Children, Aging Parents, and Grandparents Reading(s): Heath Chapter 10	
12 March 26 & 28	Fragile Families and Special Needs Reading(s): Bigner Chapter 12 and Heath Chapter 11	Final Parent Assessment Papers are due on Friday March 29th by 11:59pm. Late papers are accepted until Wed April 3 by 11:59pm.
13 April 2 & 4	April 2: Parenting in LGBT Contexts April 4: Final Exam Review Class Reading(s): Bigner Chapter 14	