

**Course Title:** FMST 312: Parent-Child Relationships

**Course Meetings: Section 201**

Mondays – 18:00-19:15, CHEM - D200

Wednesdays – 18:00-19:15, CHEM – D200

**Instructor:** Maria Weatherby - [Maria.Weatherby@ubc.ca](mailto:Maria.Weatherby@ubc.ca)

**TA:** Daniella Pettenon - [daniella.pettenon@ubc.ca](mailto:daniella.pettenon@ubc.ca)

**Office hours:** See the instructor 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, differences in parent education programs, and the relative influence of family structure and family processes on child outcomes. Because course readings will consist of understanding and analyzing nine research studies, this course will help you understanding the intricacies of designing research studies as well as the problems that researchers typically encounter in this area of study.

*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
<b>Participation</b>		
<b>Ongoing</b>	Five whole class contributions (1% each)	5%
<b>Exams</b>		
<b>1. January 30</b>	Short answer questions. 75 minutes.	30%
<b>2. March 11</b>	Short answer questions (non-cumulative). 75 minutes	30%
<b>3. April 8-26</b>	Short answer questions (non-cumulative). 150 minutes (2.5 hrs)	35%

### **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 UBC faculty group email system. You will receive all course material (in several group emails) during the second week of class. It will take you approximately 2 hours to complete the questions for each of the nine required readings (one per week).

### **Lecture Material:**

For the most part, lecture material will be emailed in advance (in the group emails during the second week of class). Please bring lecture material to class so that you can follow along with the lecture in an organized way. You do NOT need to read lecture material prior to class – just bring it to class (print or electronic).

### **Exams:**

- Exams will consist of short answer questions (ranging from one concept/word to 3-4 sentences).
- Exams are not cumulative.
- Exam questions will target the assigned and quiz questions for the research studies as well as all lecture handouts, videos, activities, discussions, and questions covered in class.

### **Nature of Course Meetings:**

#### **Quiz Days – First day scheduled for each research study**

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 3-8 questions. The quiz does NOT count for marks.
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. When you answer a quiz or assigned question, remember the number of the question, as you will need to indicate this on the participation sign-up sheet at the end of class. You are expected to answer a total of five questions by the end of the course to earn full participation marks. ***You can only receive ONE participation mark per class. Consequently, please volunteer to answer only one question per class.***

#### **Lecture Days – Second day scheduled for each research study**

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. Participation marks are awarded for offering (i) insightful or critical comments to lecture discussions or for (ii) answering structured questions.

**Note:** I will not provide you with missed lecture material. It is your responsibility to attend class.

## Proposed Course Schedule and Reading List

Date	Details
<b>Theme:</b> How do socialization goals differ? How do socialization goals affect parenting practices?	
January 2	Course Introduction
January 7	<b>Lecture:</b> (i) Handout: Diagramming variables in research questions, (ii) Handout: Babies Documentary, Super and Harkness, LeVine, and Ethnocentrism
January 9	<b>Reading #1:</b> <i>Whitbeck et al., 1997</i> : The effects of parents' working conditions and family economic hardship on parenting behaviors and children's self-efficacy
January 14	<b>Lecture:</b> (i) Wrap up handouts from Jan 7th, (ii) Handout: Seven types of discipline, (iii) Handout: A brief history of changes in parenting in the USA
January 16	<b>Reading #2:</b> <i>Chao, 1995</i> : Chinese and European American cultural models of the self reflected in mothers' childrearing beliefs
January 21	<b>Lecture:</b> (i) Handout: Asian Value Scale, (ii) PDF: Baumrind, 1966, 1967 (1 page), (iii) Handout: Buri, 1991
January 23	<b>Reading #3:</b> <i>Rao et al., 2003</i> : Links between socialization goals and childrearing practices in Chinese and Indian mothers <b>Handouts:</b> (i) PDF: Leung et al, 1998 (abstract of study only) (ii) Handout: Lecture Notes for Leung et al., 1998
January 28	Exam #1 Wrap-Up <b>Handout:</b> Exam#1 details
January 30	Exam #1 (30%)
<b>Theme:</b> What are some of the cultural-specific differences in academic socialization and discipline behaviours?	
February 4	<b>Reading #4a, 4b, 4c:</b> Amy Chua's Op-Ed in the Wall Street Journal (4a), Three writers for the Boston Globe Comment on Amy Chua's Op-Ed in the Wall Street Journal (4b), Chao, 1994 (4c)
February 6	<b>Lecture:</b> (i) Handout: Baumrind - Beyond 1966, 1967, (ii) Handout: Psychological Control, (iii) Handout: Amy Chua Focus Questions
February 11	<b>Lecture:</b> (i) PDF: Book Review of Unequal Childhoods, (ii) Handout: Annette Lareau - parenting styles
February 13	<b>Reading #5:</b> <i>Kim et al., 2013</i> : Does "Tiger Parenting" exist? Parenting profiles of Chinese Americans and adolescent developmental outcomes
February 18 & 20	<b>No Class:</b> Reading Break
February 25	<b>Lecture:</b> (i) PDF: Chen et al., 2001 (abstract of study only), (ii) Handout: Huntsinger et al., 1998, (iii) Huntsinger – Table 2 and 3, and (iv) Handout: Hill, 2001, and (v) Handout: Exam#2 details
February 27	<b>Reading #6:</b> <i>Hulei et al., 2006</i> : Discipline behaviors of Chinese American and European American mothers <b>PDF:</b> Parenting Scale Items
March 4	Exam#2 Wrap-up
March 6 (Lecture targeted on Exam#3)	<b>Lecture:</b> (i) PDF: 123 Magic, (ii) Handout: 123 Magic Questions (Post Video)
March 11	Exam #2
<b>Theme:</b> How do parents facilitate and suppress their child's social competence and temperament?	
March 13	<b>Reading #7:</b> <i>Weisz et al., 1987</i> : Over- and undercontrolled referral problems among children and adolescents from Thailand and the United States: The <b>Wat</b> and <b>Wai</b> of cultural differences

March 18	<b>Lecture:</b> Handout: Parent-Education Analysis and Theory (123 Magic)
March 20	<b>Reading #8:</b> <i>Chen et al., 1998</i> : Childrearing attitudes and behavioral inhibition in Chinese and Canadian toddlers: A cross-cultural study
March 25	<b>Lecture:</b> Handout: Parent-Education - Relationship Matters by Dr. Gordan Neufeld,
March 27	<b>Lecture:</b> (i) Handout: Feldman & Masalha, 2010, (ii) Handout: Wu et al., 2002, (iii) PDF: Case Study - Joey's Problem - short version, (iv) Handout: Analysis of Joey's Problem - Dr. Arlie Hochschild
<b>Theme:</b> How does a parent's sexual orientation influence parenting goals, parenting practices, and child development?	
April 1	<b>Reading #9:</b> <i>Farr et al., 2010</i> : Parenting and child development in adoptive families: Does parental sexual orientation matter?
April 3	<b>Lecture:</b> (i) PDF: Bos et al., 2007 (pp, 44-45 only), (ii) Handout: Bos et al., 2007 <b>Handout:</b> Final Exam Details
April 8-26	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.
- If you are caught being dishonest about participation marks, you will not be awarded the participation mark and your earned course percent will be reduced by 10%.

### 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 but only an average of 70% on non-makeup exams, then your overall course mark will be 70%.

If you miss Exam1 or Exam2, 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

Note: If you miss Exam3, 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 granted, then you will write the exam in the standing deferred period (typically in July or August). 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		

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