

**University of British Columbia  
Department of Sociology  
Winter Term I, 2019**

(This syllabus is tentative. If changes are made, students will be notified via Canvas.)

## COURSE INFORMATION

Course Title	Course Code Number	Course Location	Course Meeting Time	Credit Value
Parent-Child Relationships	FMST 312-102	ANSO 207	Tuesday & Thursday 5:00 pm – 6:20 pm	3

## PREREQUISITES AND COREQUISITES

Prerequisites: Either SOCI 200 or FMST 210. There are no corequisites for this course.

## CALENDAR DESCRIPTION

Parent-child interaction over the life span.

## COURSE DESCRIPTION

Research and theory regarding parenting and parent-child relationships, including parenting styles and practices, discipline, parent-child interactions, attachment, and the family context with an emphasis on professional implications for promoting child health and well-being. Takes a *life course* perspective of parenting across the *life span*.

## CONTACTS

Instructor	Contact Details	Office	Office Hours
Dr. Kathy Greaves Pronouns: She, her, hers	<b>Office Phone:</b> 604.822.8160 <b>E-Mail:</b> <a href="mailto:Kathy.greaves@ubc.ca">Kathy.greaves@ubc.ca</a> (See "Communication Guidelines" below for detailed information regarding e-mail)	ANSOC 139 – Seminar Room This location is temporary and will change in October.	M/W, 2:00pm – 3:00pm, T/R 2:30pm – 4:00pm, and by appointment
Teaching Assistant	Contact Details	Office	Office Hours
Joanna Guo	<b>E-Mail:</b> <a href="mailto:Zihan.guo@alumni.ubc.ca">Zihan.guo@alumni.ubc.ca</a>  Joanna will be marking the Parent Interview, the Parent Education Program Evaluation, and the In-Class Activities. <b>Please direct questions regarding these assignments to her.</b>	ANSO 108	By appointment only

## COMMUNICATION GUIDELINES

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### GENERAL FORUM AT THE “DISCUSSIONS” TAB

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Post to this forum if you have a general question about the course and you feel other students may benefit from knowing the answer. Think of it as a substitute for e-mailing your professor asking for clarification on assignment instructions, timing of grade postings, etc. I check the Discussions General Forum as often as I check my e-mail, so you can expect a response within 24-48 hours Monday through Friday.

### WHEN COMMUNICATING DIRECTLY WITH ME (DR. GREAVES) OR MY TA

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- **I highly recommend that you e-mail us within the Canvas system.** When e-mailing within Canvas, you don't have to tell us who you are or what class you are in – Canvas tells us that ☺
- **We WILL NOT respond to e-mail from personal accounts.** If you do e-mail us outside of Canvas, you must use your UBC email. Put the class in which you are registered [i.e. FMST 210-104] in the subject line of the e-mail and nothing else and include your name and your student ID # at the beginning of the e-mail.
- **Instructor and TA Response Policy:** We will check email frequently and will do our best to respond to course-related questions within the following timeframes:
  - Dr. Greaves will respond in 24-48 hours, Monday through Friday.
  - Joanna, your TA, will respond in within 48 hours, Monday through Friday.
- **Please check the Announcements tab, the course syllabus, and the General Forum at the Discussion tab before you e-mail me** with a general course "housekeeping" question (i.e. “How do I submit the Parent Interview?” or “When is our final exam?”). If you don't see your answer in any of those places, then please post your question in the General Forum at the “Discussion” tab. If your question is of a personal nature, please contact me (Dr. Greaves) directly via Canvas email.
- **Technical Assistance** - If you experience technical difficulties specifically related to Canvas, try looking [here](#). If you need general technical assistance, contact the Learning Technology Support Hub at 827.4775 or [here](#). Please do not expect me or my TA to be able to help with technical problems. I guarantee you, this is not what we know and contacting us will only delay getting the help you need. Folks at the Learning Technology Support Hub are NOT available 24/7, so don't wait until the last minute to try and submit something.

## COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

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I am new to UBC – this is my first term, so please be gentle with me. I am a Lecturer in the Minor in Family Studies within the Department of Sociology. Prior to arriving, I spent 18 years as an Instructor at Oregon State University. I received my BS from the University of Hawaii in Family Resources, and my Master's and PhD from Oregon State University in Human Development and Family Sciences. My teaching interests are life course human development, relationship and family development, and sexuality.

## SCHEDULE OF TOPICS

WEEK	DATE	TOPIC	READING/ASSIGNMENTS DUE
1	9/3	<b>No class – Imagine Day</b>	
	9/5	Course Introduction	
2	9/10	Parents' Rights and Responsibilities; and Stages of Parent Development	Keim, pg 3 "What every growing person needs . . ." Keim pg 83 "Parenting using 'While Activities'"
	9/12	Theories/Perspectives of Child Development	Heath, Chapter 1
3	9/17	Parenting Styles	Heath, Chapter 2
	9/19	Socialization/Discipline Strategies	Heath, Chapter 4; Keim, pg 111 "Avoid nagging . . ."
4	9/24	Influence of Family, Culture, and Context	Heath, Chapter 2 Keim, pg 130 "The Marriage legacy . . ." Keim pg 134 "Couple attachment moments"
	9/26	Influence of Family, Culture, and Context	Heath, Chapter 2
5	10/1	Diversity in Family Structure	Heath, Chapter 3
	10/3	Parenting Infants and Toddlers	Heath, Chapter 5 Keim, pg 151 "Choosing quality child care"
6	10/8	Parenting Preschoolers	Heath, Chapter 6
	10/10	Parenting School Aged Children	Heath, Chapter 7 Keim pg 19 "Did you have fun?" <b>Parent Interview Due (Friday at 11:59pm on Canvas)</b>
7	10/15	Study for Mid-term – or extend your long holiday weekend another day ☺	
	10/17	<b>Mid-term Exam</b>	<b>Covering material from Week 1 – Week 6</b>

## SCHEDULE OF TOPICS (CONT.)

8	10/22	Parenting Adolescents	Heath, Chapter 8 Keim pg 68 "The necessary rules for healthy fighting"
	10/24	Parenting Adults	Heath, Chapter 9
9	10/29	Parenting Aging Parents and Grandparents	Heath, Chapter 10 Keim, pg 136 "The empty nest couple . . ."
	10/31	Parenting in Blended Families and/or from Different Households	
10	11/5	Parenting Special Needs Children	Heath, Chapter 11
	11/7	Parenting in At-Risk Families	Heath, Chapter 12 Keim, pg 49 "Family stress . . . " <b>Family Policy Analysis Due (Friday at 11:59pm on Canvas)</b>
11	11/12	Social Policy and Parenting	Keim pg 25 "Raising sexually healthy children"
	11/14	Social Policy and Parenting	
12	11/19	Effects of Paid Work on Parenting	Keim pg 60 "Commuter marriages with children . . ."
	11/21	Introduction to Parent Education Types of Programs and Participants	
13	11/26	Characteristics of Effective Programs Recruiting and Retaining Participants Training Educators	Keim, pg 39 "Imperfection is perfectly fine"
	11/28	Class wrap-up	
		<b>Final Exam date/time is scheduled by Student Services in Mid-October</b>	<b>Covering material from Week 8 – Week 13 Parent Education Program Evaluation Due (Friday, December 6<sup>th</sup> at 11:59pm on Canvas)</b>

## COURSE STRUCTURE

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While I do rely on traditional lecturing as a means of transmitting information, I also believe interaction in the classroom and the application of information is equally important. Therefore, in addition to listening to me lecture, you will also be expected to complete in-class activities to enhance your learning of course material.

## LEARNING OUTCOMES

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Upon completion of FMST 312, successful students will be able to:

- 1) Describe the historical and theoretical foundations of parenting research and practice.
- 2) Make connections between the familial, cultural, and contextual factors that influence parent-child relationships, including topics such as parenting children with special needs and parenting in the context of various family forms (e.g., single-parent families, teen parents, grand-parent headed families, blended families, and gay and lesbian families).
- 3) Describe the changing nature of parenthood, parenting styles and strategies across developmental stages from pregnancy to adulthood.
- 4) Analyze the current field of parenting, including research on parenting and evidence-based perspectives on parent education.
- 5) Evaluate two evidence-based parenting education programs.

## LEARNING MATERIALS

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### TEXTBOOK

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Heath, P. (2018). *Parent-child relations: Context, research, and application* (4th edition). New York, NY: Pearson. ISBN: 9780134461144. (Etext is okay also – just be sure you have the 4<sup>th</sup> edition)

Keim, R. E. & Jacobson, A. L., Eds. (2010). *Wisdom for parents: Key ideas from parent educators*. Whitby, Ontario, Canada: de Sitter. ISBN: 9781897160572.

### CANVAS

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This course will utilize the Canvas Learning Management System. At the “Modules” tab there will be modules for each week, from Week 1 through Week 13. Under each module heading, you will find instructions for the week as well as links for uploading assignments.

### WEEKLY ANNOUNCEMENTS

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Announcements are posted on Canvas every Monday morning by 8:00 a.m., if not sooner. I *highly* recommend you get in the habit of checking them every Monday to see what the upcoming week has in store for you. These announcements will include information about course content, upcoming assignments that are due, and any changes to the schedule. Please note—though I generally include details about assignment due dates in these weekly announcements, it is ultimately your responsibility to check the Course Schedule at the Syllabus tab and the course calendar to track assignment due dates, and to submit your work on time.

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## LECTURE OUTLINES

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My lectures are presented using PowerPoint overheads in outline form. Outlines are posted on Canvas at the "Lecture Outlines" tab no later than the Saturday before the week in which they will apply. I **highly recommend** that you have these outlines ahead of time and use them to take notes as I **will not** be posting my lecture notes on Canvas. Keep in mind these are *outlines*, not *notes*. Don't rely on them in place of attending lecture.

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## ASSESSMENTS OF LEARNING

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Assignment	Due Date	Points/Percentage of Final Mark
Parent Interview	Friday, 11/10/2019	25 points or 8% of final mark
Mid-term Exam	Thursday, 17/10/2019	50 points or 16.75% of final mark
Family Policy Analysis	Friday, 8/11/2019	75 points or 25% of final mark
In-class Activities	Varied – 12 times over the term	50 points or 16.75% of final mark
Final Exam	To be Determined	50 points or 16.75% of final mark
Parent Education Program Evaluation	Friday, 6/12/2019	50 points or 16.75% of final mark
Total Points Possible:		300 points

Final marks will be assigned as outlined [here at the Student Services Site](#).

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## PARENT INTERVIEW

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You will conduct an interview with a parent who has at least one grown child, 18 or older [this can even be your own parent(s)]. You will turn in your interview questions, a summary of the interviewee's responses, and a short paper (2 full pages double-spaced). Detailed instructions are posted on Canvas.

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## FAMILY POLICY ANALYSIS

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Family policies are – in theory – designed to help caregivers better meet the needs of their family members. Possible policies to analyze include things like health care, poverty, unemployment, maternity leave, paternity leave, subsidized/reduced fee daycare/preschool, and work policies such as vacation and sick leave. For this assignment, you will analyze one particular type of Canadian family policy (NOTE: policy specifics vary across provinces). Using scholarly research, you will then suggest improvements to the policy so that it allows parents to meet the needs of their children in the most ideal way. You will be able to choose the type of policy to evaluate. Detailed instructions will be posted on Canvas by the end of Week 2.

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## PARENT EDUCATION PROGRAM EVALUATION

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For this assignment, you are going to compare/contrast two of the most popular, evidence-based Parent Education Programs in countries around the world, including Canada, *Strengthening Families* and the *Positive Parenting Program (Triple P)*. Detailed instructions will be posted on Canvas by the end of Week 3.

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## IN-CLASS ACTIVITIES

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There will be 12 in-class activities based on your *Wisdom for Parents* book. Therefore, BE SURE to bring that book to class EACH day. These activities will NOT be announced ahead of time. Each activity will be worth up to 5 points and I will drop your two lowest scores for a total of 50 points possible. You must be present in class to complete these activities as they are a measure of your attendance.

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## EXAMS

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There will be two exams - a mid-term exam during Week 7 and a final exam during the final exam period. The final will NOT be comprehensive. These exams will be based upon material presented in class and text reading. Questions will be matching, fill in the blank, and short answer.

The final exam will take place during the designated final exam period which runs from 3/12/19 to 18/12/19. Specific final exam times are typically released in mid-October. It is a UBC expectation that students make no travel plans until they have confirmation of their specific final exam dates/times.

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## POLICIES REGARDING LATE WORK, MAKE-UP EXAMS, MISSED LECTURES

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Late Work: Late work will be accepted for 72 hours after the due date with a 5% penalty per 24-hour period. **The only work that qualifies for the Late Work Policy is the Family Policy Analysis, the Parent Interview, and the Parent Education Program Evaluation.** The only exception to the Late Work Policy is in the case of an academic concession. Students must contact me via email as soon as you are aware you may need an [in-term concession](#). I will adjudicate the request. Please include a Student Self-Declaration form, found on the [Arts Advising website](#). If you require a second concession, you must make your request to your Faculty Advising Office.

Make-up Exams: If you are going to miss the mid-term or the final exam, you must notify me ahead of time via email. Students who take a make-up exam will be given an alternate exam. Student who do not notify me ahead of time will be given an alternate exam AND incur a 20% penalty.

Missed Lecture: If you miss lecture, I will **NOT** go over the material again with you personally. I highly recommend that you get to one of your classmates from whom you can get notes should you miss a lecture.

## POLICIES

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

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## 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 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, please visit [earlyalert.ubc.ca](http://earlyalert.ubc.ca).

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## EXPECTATIONS FOR STUDENT CONDUCT

I take the issue of academic misconduct very seriously. I encourage you to share ideas with your classmates, but the assignments you complete should ultimately be yours alone. The Student Conduct and Discipline portion of the Academic Calendar establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of the University of British Columbia. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For details, please refer to [this section of the Academic Calendar](#).

Academic or Scholarly Dishonesty is prohibited and considered a serious violation. Academic misconduct that is subject to disciplinary measures includes, but is not limited to, engaging in, attempting to engage in, or assisting others to engage, in any of the actions described [here](#).

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## COPYRIGHT

All materials of this course (including lecture slides and all assessments of learning) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Instructor permission is required to record any class.