

**University of British Columbia
DEPARTMENT OF SOCIOLOGY**

FMST 210-206: Family Context of Human Development (3 credits)

COURSE OUTLINE – WINTER TERM 2 2020

Instructor: Robyn Pitman, PhD (robyn.pitman@ubc.ca)
Telephone: 604-827-2051
Office: Anthropology and Sociology building: ANSO 2206
Office hours Wednesday and Thursday: 12:00pm to 1:30pm at the Learning Lounge, Level 3 of the Irving K. Barber Learning Centre

Teaching Assistant(s): Zoe Tomaskova-Redfield (zoe.tomaskova-redfield@ubc.ca)
Office and office hours: ANSO 108, by appointment only

Class Time: Tuesday and Thursday: 2:00pm to 3:30 pm
Location: Woodward IRC-Lecture Room 4 (WOOD-4)

CALENDAR DESCRIPTION

The influence of family dynamics and social conditions on human development. There are no pre-requisites for this course.

OVERVIEW

The focus of the course is to provide students with a greater understanding of how social experiences, both within and outside the family, are associated with human development. This course will focus on development in a North American context during early / middle childhood to mid-late adolescence (i.e., 2-18 years). Areas of development include biological, psychological, social, and cultural issues as well as relevant theoretical perspectives. Challenges and issues that will be addressed include but are not limited to family structure, environment, socio-cultural issues, school, and peer relationships. Students will be provided analytical and applied based learning experiences throughout the course.

LEARNING OUTCOMES (LOs)

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

1. Evaluate and apply theories of development that include but not limited to operant condition, classical conditioning, social cognitive theory, and ecological systems theory.
2. Identify and describe how different periods of development are influenced by various social experiences, interactions, and systems both within and outside the family unit.
3. Interpret and apply current research findings about human development in a family context.
4. Evaluate the appropriateness of strategies, advice, and support for children, adolescents, and their families.
5. Identify and discuss the challenges that children and adolescents experience during various periods of development and the role of the family in supporting them.

COURSE STRUCTURE AND LEARNING ACTIVITIES

This course consists 2 – 1 hour and 20-minute 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 human development and family relationships.

COURSE READINGS

1. Kail, R. V., & Barnfield, A. (2019). *Children and their development, Custom Edition for UBC.*

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

The following articles are available through the Library Online Course Reserves through Canvas

2. Halperin, S. A. (2004). Current immunization practices and their effects on young children's (birth to five years) social and emotional development. Retrieved from <http://www.child-encyclopedia.com/immunization/according-experts/current-immunization-practices-and-their-effects-young-childrens>
3. Olson, K. R., & Fast, A. A. (2018). Gender development in transgender preschool children. *Child Development, 89*, 620-637. DOI: 10.1111/cdev.12758

COURSE WEBSITE

All components of this course will be housed on Canvas (<http://about.canvas.ubc.ca/>) including this course outline, assignments, and other course materials. Your assignments will be submitted on 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.

ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final Grade
Development Advice Critique #1	3,4	Thurs February 6, 2020	10
Development Advice Critique #2	3,4	Thurs March 19, 2020	20
Weekly Online Quizzes (Best 8 out of 9)	1-5	See course schedule	15
Midterm	1-5	Thurs February 27, 2020	25
Final Exam	1-5	To be announced	30
Total:			100%

OUTLINE OF ASSIGNMENTS

Development Advice Critique: This is an individually written assignment. When working with families or family members, they will ask for advice or suggestions to address various issues, challenges, or problems as well as to seek reassurance. However, not all advice is helpful. Students will write two papers in response to articles / videos providing advice about various developmental issues. Students will indicate whether they agree or disagree with the advice provided while integrating two peer-reviewed research articles to support their position. Full assignment instructions are on Canvas under the *Modules* tab.

Weekly Online Quizzes. Quizzes are completed individually, consist of five multiple-choice questions based on lecture material, and are completed on Canvas. Students will have one attempt at each quiz and the lowest mark is dropped for the best 8 out of 9-quiz mark. The schedule of dates for online quizzes is on the course schedule (see page 5). Quizzes are open for a limited time frame to promote memory consolidation of information (see Beaudoin, 2017).

Midterm and Final Exam. The midterm and final exam are comprised of multiple-choice questions and are non-cumulative. Material from weeks 1-6 are tested on the midterm and material from weeks 7-12 are tested on the final exam.

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 5pm Monday to 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. Because Turnitin is not FIPPA compliant (i.e., information is stored outside of Canada), students are strongly urged to protect their privacy by creating an alias. Here are the instructions for creating an alias: <https://isit.arts.ubc.ca/turnitin/>

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>

CENTRE FOR ACCESSIBILITY

The University accommodates students with learning challenges who have registered with the Centre for Accessibility. 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, please visit <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. Please include a Student Self-Declaration form, found on the Arts Advising website: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>. If you require a second concession, you must make your request to your Faculty Advising Office. For further information on regulations and procedures for Academic Concession, please refer to the Undergraduate Calendar at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

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

COURSE SCHEDULE 2020

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

Week	Topics	Assigned Readings	Due Dates
1 Jan 7 & 9	Introduction to Course Theories of Development	No assigned reading	Quiz 1: Jan 9 3:30pm to Jan 10 11:59pm
2 Jan 14 & 16	Health	Halperin (2004)	Quiz 2: Jan 16 3:30pm to Jan 17 11:59pm
3 Jan 21 & 23	Theories of Cognitive Development	Chapter 1	Quiz 3: Jan 23 3:30pm to Jan 24 11:59pm
4 Jan 28 & 30	Language	Chapter 2	Quiz 4: Jan 30 3:30pm to Jan 31 11:59pm
5 Feb 4 & 6	Emotional Development	Chapter 3	1st paper due on Thursday February 6 by 11:59pm. Late papers accepted until Tuesday February 11 by 11:59 pm.
6 Feb 11 & 13	Self and Social Understanding	Chapter 4	Quiz 5: Feb 13 3:30 pm to Feb 14 11:59pm
Feb 17 – 21	READING WEEK: NO CLASSES SCHEDULED		
7 Feb 25 & 27	Feb 25: Media and Technology Feb 27: Midterm (Weeks 1-6)	No assigned reading	
8 Mar 3 & 5	Moral Understanding and Behaviour	Chapter 5	Quiz 6: Mar 5 3:30pm to Mar 6 11:59pm
9 Mar 10 & 12	Gender Development	Fast and Olson (2018)	Quiz 7: Mar 12 3:30pm to Mar 13 11:59pm
10 Mar 17 & 19	Family Relationships	Chapter 6	2nd paper due on Thursday March 19 by 11:59pm. Late papers accepted until Tuesday March 24 by 11:59 pm.
11 Mar 24 & 26	Play, Peers, and Friends	Chapter 6	Quiz 8: Mar 26 3:30pm to Mar 27 11:59pm
12 Mar 31 & April 2	Day Care, Education, and Parenting Programs	No assigned reading	Quiz 9: April 2 3:30pm to April 3 11:59pm
13 April 7	Final Exam Review Class (optional)		