

**University of British Columbia**  
**Department of Sociology**  
**Summer Term 1, 2020**  
(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 312-201	Online	Asynchronous	3

**Calendar Description**

Parent-child interaction over the life span.

**Prerequisites and Corequisites**

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

**Course Structure**

This course will take place exclusively online using Canvas. While I do rely on traditional lecturing as a means of transmitting information, I also believe interaction with and application of information is equally important. Therefore, in addition to listening to me lecture, you will also be expected to complete activities as well as participate in Discussions with your classmates to enhance your learning of course material.

**INSTRUCTOR AND TEACHING ASSISTANT INFORMATION**

Instructor	Contact Details	Office Hours
Dr. Kathy Greaves Pronouns: She, her, hers	<b>Email:</b> Please email Dr. Greaves using the Canvas "Inbox" feature. (See "Contact Details" below for detailed information regarding email)	Office Hours via Collaborate Ultra MWF: 2pm – 3pm Also by appointment (particularly for those in a very different time zone)
<b>Teaching Assistant</b> Rebecca Qin Pronouns: She, her, hers  Anisha Sangha Pronouns: She, her, hers	<b>E-Mail:</b> <a href="mailto:s.qin@alumni.ubc.ca">s.qin@alumni.ubc.ca</a>  <b>E-Mail:</b> <a href="mailto:Anisha98@mail.ubc.ca">Anisha98@mail.ubc.ca</a>	<b>Office Hours</b> Office Hours via Collaborate Ultra by appointment only  TAs will be marking the Activities, the Parent Interview, and the Family Policy Analysis. <b>Please direct questions regarding these assignments to them</b>

## Contact Details

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### Q & A Forum for General Questions 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 emailing your professor asking for clarification on assignment instructions, timing of the release of marks, etc. I check the Discussions General Forum as often as I check my email, so you can expect a response within 24-48 hours Monday through Friday. Weekend responses are more sporadic.

### When Communicating Directly with Dr. Greaves or her TAs

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- **I highly recommend that you email me within the Canvas system.** When emailing within Canvas, you don't have to tell me who you are or what class you are in – Canvas tells me that 😊
- If you do email me outside of Canvas ([Kathy.greaves@ubc.ca](mailto:Kathy.greaves@ubc.ca)) put the class in which you are registered [i.e. FMST 312-801] in the subject line of the email and include your name and student ID # at the beginning of the email.
- **Instructor Response Policy:** I will check email frequently and will do my best to respond to course-related questions within 24-48 hours, Monday through Friday. Weekend responses are more sporadic.
- **TA Response Policy:** Rebecca and Anisha will do their best to respond to course-related questions within 24-48 hours, Monday through Friday. They are students too, so have other responsibilities.
- **Please check the *Announcements* tab, the *Syllabus on the Home page*, and the *Q & A Forum for General Questions at the Discussions* tab on Canvas before you email me** with a general course logistics question. If you don't see your answer in any of those places, then please post your question in the ***Q & A Forum for General Questions***. If your question is of a personal nature, please contact me (Dr. Greaves) directly via Canvas email.

## COURSE DESCRIPTION

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### Course Overview

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Research and theory regarding parenting and parent-child relationships across the lifespan, 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.

### 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.

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## Learning Activities

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All learning activities in this course will be completed online using the Canvas Learning Management System. Each week you will complete one activity and two discussions. You will also write two papers. Finally, there will be a mid-term and a final exam covering lecture material only.

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## Learning Materials

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

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## ASSESSMENTS OF LEARNING

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Assignment	Due Date	Points/Percentage of Final Mark
Activities	Every Sunday	50 points or 16.7% of final mark
Discussions	Multiple days each week	50 points or 16.7% of final mark
Parent Interview	Friday, May 29 <sup>th</sup>	25 points or 8.2% of final mark
Mid-term Exam	Wednesday, June 3 <sup>rd</sup>	50 points or 16.7% of final mark
Family Policy Analysis	Friday, June 12 <sup>th</sup>	75 points or 25% of final mark
Final Exam	To be Determined	50 points or 16.7% of final mark
Total Points Possible:		300 points

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

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## Weekly Activities

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There will be 6 Activities worth up to 10 points each. The lowest mark will be dropped. Activities will be related to course material. Each week you will be instructed on Canvas (within the Weekly Modules) to search the internet for some specific information. Depending on the activity, I may provide a link to something specific or you may be instructed to find material of your choice. You may be perusing a website, reading a specific news article, listening to a podcast, or watching a video. After reading/listening/watching, you will be posting some type of response on Canvas. Please let me know if any link I provide is not working. Each activity will include a rubric upon which marking will be based.

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## Discussions

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There will be 12 Discussions worth 5 points each and the lowest two marks will be dropped. Each week you will be participating in two different discussions – one related to each of the two Lesson topics per week. Detailed guidelines for completing Discussions can be found in the *Course Assessments* Module.

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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 in the *Assignments* Module.

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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/paternity/parental 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 from a list of policies to evaluate. Detailed instructions will be posted in the *Assignments* Module by the end of Week 1.

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## Exams

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There will be two exams - a mid-term exam during Week 4 and a final exam during finals week. The time of the final exam will be determined by the registrar. The final will NOT be comprehensive. These exams will be based upon material presented in lecture only. Format of questions will be matching, listing, and describing/short answer.

Both exams will be administered using Proctorio, an online, remote proctoring service embedded in Canvas. Proctorio is similar to Respondus Lockdown Browser (often used in Canvas Quizzes). Proctorio has the added benefit of accessing and **recording your computer's screen, webcam and microphone** to ensure academic honesty during an online, yet remote, closed book and closed-notes exam. We will do a test run of a practice quiz using Proctorio. This practice quiz is designed to familiarize you with the process and ensure you have a computer that can function in that environment.

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## Lectures

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All lectures for the term will be recorded using Camtasia. Each lecture will be themed according to the topic(s) for each Lesson as laid out in the Course Schedule found in the *Syllabus* Module. I will also post a PDF of each PowerPoint deck used in the lecture in case you would like to take notes directly on the slides.

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## Policies Regarding Late Work and Make-up Exams

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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.

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## 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 and any changes to the schedule, though not likely.

I know most of you have Canvas set up to notify you via your personal email account about announcements posted on Canvas. You may be aware that this past term there were numerous problems with that system, leaving students with no notification of posted announcement. Therefore, I highly recommend you frequently check the announcement tab just in case you are not receiving notifications.

## COURSE SCHEDULE OF TOPICS

WEEK	LESSON	TOPIC	READING	ASSIGNMENTS DUE (Details in the Course Schedule on the Canvas Home Page)
1	1.1	Course Introduction Parents' Rights and Responsibilities; and Stages of Parent Development	"What every growing person needs" pg 3 "Parenting using 'While Activities'" pg 83	Discussion 1.1
	1.2	Theories/Perspectives of Child Development Parenting Styles	"The necessary rules for healthy fighting" pg 68	Discussion 1.2 Week 1 Activity
2	2.1	Socialization/Discipline Strategies Diversity in Family Structure	"Avoid nagging . . ." pg 111	Discussion 2.1
	2.2	Influence of Family, Culture, and Context	"The Marriage legacy . . ." pg 130 "Couple attachment moments" pg 134	Discussion 2.2 Week 2 Activity
3	3.1	Parenting Infants and Toddlers Parenting Preschoolers	"Choosing quality child care" pg 151	Discussion 3.1
	3.2	Parenting School Aged Children Parenting Adolescents	"Did you have fun?" pg 19	Discussion 3.2 Week 3 Activity <b>Parent Interview Due (Friday, May 29<sup>th</sup> at 11:59pm)</b>

## COURSE SCHEDULE OF TOPICS (CONT)

WEEK	LESSON	TOPIC	READING	Assignments Due (Details in the Course Schedule on the Canvas Home Page)
4	4.1	Parenting Adults	<b>Mid-term Covering material from Week 1 – Week 3 Wednesday, May 27<sup>th</sup></b>	Discussion 4.1
	4.2	Grandparenthood and Parenting Aging Parents Parenting Special Needs Children		Discussion 4.2 Week 4 Activity
5	5.1	Parenting in Blended Families and/or from Different Households Parenting in At-Risk Families	“Family stress . . .” pg 49	Discussion 5.1
	5.2	Effects of Paid Work on Parenting Introduction to Parenting Education Types of Parenting Education Programs	“Commuter marriages with children” pg 60	Discussion 5.2 Week 5 Activity <b>Family Policy Analysis Due (Friday, June 12<sup>th</sup> at 11:59pm)</b>
6	6.1	Characteristics of Effective Programs Recruiting and Retaining Participants and Training Educators	“Imperfection is perfectly fine” pg 39	Discussion 6.1
	6.2	Social Policy and Parenting	“Raising sexually healthy children” pg 25	Discussion 6.2 Week 6 Activity
Finals Week	4/27	<b>Final Exam: Date/time to be determined by the Student Services Centre</b>	<b>Covering material from Week 4 – Week 6</b>	

## UNIVERSITY 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.