



COURSE OUTLINE

PANDEMIC CHANGES

Given the COVID-19 pandemic state, the University of British Columbia has directed all UBC programs to be delivered online.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Parent-Child Relationships	FMST 312-102	3 credits
Class Location	Class Time	Session Term
Online Course offered through Canvas	Wednesday 2pm to 5pm PST	2020 Winter Term 1

INSTRUCTOR INFORMATION

Course Instructor(s)	Email & Phone	Office Location	Virtual Office Hours
Robyn Pitman	robyn.pitman@ubc.ca 604-827-2051		Wednesday from 2pm to 5pm PST using Collaborate Ultra
Teaching Assistant(s)	Email & Phone	Office Location	Virtual Office Hours
Monorme Chaudhury	monorme.chaudhury@ubc.ca		By appointment only

CALENDAR DESCRIPTION, PREREQUISITES, AND COREQUISITES

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 a Canadian context. Students will be encouraged to explore their own beliefs about parent-child relationships and what information they will apply into their own lives. Historical changes and theoretical perspectives in the study of parent-child relationships will be explored as well as parenting practices, structure, function, and cultural differences while integrating current research and evidence based-practices. Students will be provided analytical and applied based learning experiences.

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 that include but are not limited to bi-directional and unidirectional theories of parent-child relationships.
3. Discuss and apply contextual and cultural factors that affect parent-child relationships.
4. Interpret and apply current research findings about parent-child relationships.
5. Develop critical constructive feedback skills through an online peer review process and participation in a virtual magazine showcase.
6. Identify and discuss the strengths and challenges of parent-child relationships for varied family structures, periods of development, transitions, and changes.

COURSE STRUCTURE AND LEARNING ACTIVITIES

Our class will consist of a mixture of synchronous and asynchronous learning environments. As a student in this course, you will be asked to do more than just memorize material but to take an active approach to your learning. I invite you to bring yourself to “class” as well as current examples from the media, personal experience, or other courses pertaining to current approaches and contemporary issues in human development and family relationships.

Asynchronous learning will occur every Wednesday during the 1st half (2pm to 4pm PST) of our scheduled class time. Use this time to work through the self-paced micro lectures posted on Canvas. **Synchronous learning** will occur on select Wednesdays during the 2nd half of our scheduled class time (4pm to 5pm PST; see course schedule) ranging from 20 mins to 40 mins in length. Attendance is optional and synchronous lectures will be recorded / posted for those who cannot attend.

LEARNING MATERIALS

All readings are available on the online library course reserve on the Canvas website. See the course schedule (see pages 4-5) for the schedule of readings.

ASSESSMENTS OF LEARNING

Assessment	LOs Addressed	Due dates / Submission Period	% of Final Grade
Parenting Magazine Article			
Working draft of article	#3, 4, 6	Wed October 7	3%
Online Peer Reviews	#5	Thurs Oct 8 to Wed Oct 21	14%
Virtual Magazine Showcase	#5	Tues Nov 10 to Fri Nov 13	8%
Final Magazine Article	#3, 4, 6	Wed Nov 18	25%
Online Discussion Learning Activities (Best 4 out of 5)	#1-4, 6	See course schedule	25%
Test and Apply Your Knowledge Quizzes	#1-4, 6	See course schedule	25%
Total			100%

OUTLINE OF ASSIGNMENTS

****All Assignment Due Dates, Activities, and Synchronous Learning are Pacific Standard Time.****

Parenting Magazine Article and Working Draft of Article. Working individually, students will write one article for an online parenting magazine. Students will bid on a topic to write their magazine article on. Articles are written for the public and use evidence-based research and analysis to support their main

points. Articles are directed to parents of children of any age and / or adult children of parents while addressing timely issues in parent-child relationships. Students will submit a working draft of their parenting article for online peer review to obtain feedback from both their peers and the instructor / TA. At the end of the course, students will submit their finalized magazine article that has incorporated all the feedback (peers, instructor, TA) they have obtained throughout the term. Full assignment instructions are posted on Canvas under the Modules tab.

Online Peer Review. Students are required to complete two online peer reviews where they will provide feedback on visual presentation and content on two working draft magazine articles created by two of their peers in the course. Throughout the course, students will learn how to give and receive constructive critical feedback to their peers. Full assignment instructions are posted on Canvas under the Modules tab.

Virtual Magazine Showcase. Students are required to participate in a 4-day virtual magazine showcase. The virtual showcase is another opportunity for students to obtain feedback from their peers about their magazine articles AND to share and present their work with the entire class. Full assignment instructions are posted on Canvas under the Modules tab.

Test and Apply Your Knowledge Quizzes. Quizzes are completed individually and are based on the material covered in an assigned week. The number of questions on each quiz will vary each week and is dependent on the amount of content being covered in each module. You will be tested on 2 types of questions. Test your knowledge questions test your understanding of the course material and the answers could be found in the lecture material and / or assigned reading. Apply your knowledge questions test your understanding of how to apply the concepts from the course. The answers **cannot** be found in the lecture slides because these are application questions. The schedule of quizzes is on the course schedule (see pages 4-5).

Online Discussion Activities. Students will be required to engage in 5 online group discussions that address the questions in the assigned learning activity for each week. The lowest mark is dropped for the best 4 out of 5 discussion activities. Instructions are on Canvas under the *Modules* tab. Schedule of discussions is on pages 4-5 of the course outline.

LATE ASSIGNMENTS

There are no late submissions accepted during the duration of the course because there is a submission period for many of the assignments. See course schedule (page 4) for submission periods and due dates.

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>

CORRESPONDENCE

Email me at robyn.pitman@ubc.ca. I will check emails on weekdays 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, Hi Dr. Pitman, or Hi Professor Pitman.

SCHEDULE OF TOPICS

*Note. This is a tentative schedule. Any changes will be posted on Canvas.

****All Assignment Due Dates, Activities, and Synchronous Learning are Pacific Standard Time.****

Week	Modules and Assigned Readings	Activities and Due Dates
Week 1 September 9	Introduction to the Course	
Week 2 September 16	<p style="text-align: center;">Historical and Theoretical Perspectives</p> <p><u>Reading(s)</u>: Heath (2018). Chapter 1: Historical and Theoretical Influences of Childrearing</p> <p>Synchronous Learning: Overview of Parent Magazine Article Assignment</p>	<p>Test and Apply Your Knowledge Quiz #1 can be completed between Mon Sept 14 8:00am to Sun Sept 20 11:59pm.</p> <p>Online Discussion Activity #1 opens Mon Sept 14 8:00am and closes Sun Sept 20 11:59pm.</p>
Week 3 September 23	<p style="text-align: center;">The Transition to Parenthood and Being Childfree</p> <p><u>Reading(s)</u>: Almendrala, A. (2016, August 19). 5 things “childfree” people want you to know.</p> <p>Synchronous Learning: Parent Workshop with Laura Pitman-Jamieson.</p>	<p>Test and Apply Your Knowledge Quiz #2 can be completed between Mon Sept 21 8:00am to Sun Sept 27 11:59pm.</p> <p>Last day to sign up for magazine article topics through Canvas is Wednesday September 23 by 11:59pm. On Canvas, click on the People link, click on the Groups tab, and you can self-enroll in the belief you want to do.</p>
Week 4 September 30	<p style="text-align: center;">Child Socialization Strategies</p> <p><u>Reading(s)</u>:</p> <ol style="list-style-type: none"> Carr, S. (2016, July 21). What other cultures can teach parents about raising their children. 	<p>Test and Apply Your Knowledge Quiz #3 can be completed between Mon Sept 28 8:00am to Sun Oct 4 11:59pm.</p> <p>Online Discussion Activity #2 opens Mon Sept 28 8:00am and closes Sun Oct 4 11:59pm.</p>
Week 5 October 7	<p style="text-align: center;">Fathering and Mothering</p> <p><u>Reading(s)</u>:</p> <ol style="list-style-type: none"> Vanier Institute for the family: Dads Play a Greater Role at Home: Family Life Benefits (2016). Vanier Institute for the Family: Modern Mothers in Canada “Making it Work” (2018). <p>Synchronous Learning: Parent Workshop with Tom Poray.</p>	<p>Test and Apply Your Knowledge Quiz #4 can be completed between Mon Oct 5 8:00am to Sun Oct 11 11:59pm.</p> <p>Working magazine article drafts for online peer review are due Wed Oct 7 11:59pm. Late submissions are not accepted. If you do not submit a draft of your magazine article, you cannot complete peer reviews. You will receive an automatic grade of 0 on the draft and both peer reviews.</p> <p>Online Peer Reviews BEGINS Thurs Oct 8 at 12:00am</p>
Week 6 October 14	<p style="text-align: center;">Grandparenthood</p> <p><u>Reading(s)</u>: Alexander, S. (2016, February 15). The health benefits that come with being a grandparent.</p>	<p>Test and Apply Your Knowledge Quiz #5 can be completed between Mon Oct 12 8:00am and Sun Oct 18 11:59pm.</p> <p>Online Discussion Activity #3 opens Mon Oct 12 8:00am and closes Sun Oct 18 11:59pm.</p>
Week 7 October 21	<p style="text-align: center;">Parents and Teens</p> <p><u>Reading(s)</u>: The Canadian Paediatric Society. (2016, June 6). Meeting the needs of adolescent parents and their children.</p>	<p>Test and Apply Your Knowledge Quiz #6 can be completed between Mon Oct 19 8:00am and Sun Oct 25 11:59pm.</p> <p>Online Peer Review ENDS Wed Oct 21 11:59pm</p>

Week	Modules and Assigned Readings	Activities and Due Dates
Week 8 October 28	<p align="center">Parents, Young Adults, and Young Carers</p> <p><u>Reading(s)</u>: Kielburger, C., & Kielburger, M. (2017, June 2). Forced to grow up too fast: Canada's young caregivers face trauma.</p> <p><i>Synchronous Learning</i>: Parent Workshop with Richard Avery.</p>	<p>Test and Apply Your Knowledge Quiz #7 can be completed between Mon Oct 26 8:00am and Sun Nov 1 11:59pm.</p>
Week 9 November 4	<p align="center">Parenting Spotlight: Polyamorous, Military, and Incarcerated Families</p> <p><u>Reading(s)</u>:</p> <ol style="list-style-type: none"> 1. Rockne Corrigan, D. (2018, February 27). "The forgotten society": Family members of prisoner's deal with stigma, isolation. 2. Bielski, Z. (2018, December 4). "Boring and normal": The new frontier of polyamorous parenting. 	<p>Test and Apply Your Knowledge Quiz #8 can be completed between Mon Nov 2 8:00am and closes Sun Nov 8 11:59pm.</p> <p>Online Discussion Activity #4 opens Mon Nov 2 8:00am and closes Sun Nov 8 11:59pm.</p>
Week 10 November 11	<p align="center">4-Day Virtual Magazine Showcase</p> <p align="center">Tues Nov 10 8:00am to Fri Nov 13 5:00pm PST</p> <p align="center">See Canvas for more information.</p>	
Week 11 November 18	<p align="center">Adult Children and Aging Parents</p> <p><u>Reading(s)</u>: Berman, C. (2016, March 4). What aging parents want from their kids?</p> <p><i>Synchronous Learning</i>: Parent Workshop with Laura Pitman-Jamieson.</p>	<p>Test and Apply Your Knowledge Quiz #9 can be completed between Mon Nov 16 8:00am and Sun Nov 22 11:59pm.</p> <p>Online Discussion Activity #5 opens Mon Nov 16 8:00am and closes Sun Nov 22 11:59pm.</p> <p>Final Magazine Article is due Wed Nov 18 11:59pm.</p>
Week 12 November 25	<p align="center">Parenting Spotlight: Abuse and Disabilities</p> <p><u>Reading(s)</u>:</p> <ol style="list-style-type: none"> 1. Moorhead, J. (2013, August 16). The biggest problem for parents of a child with special needs? Other people. 2. Cuciz, S. (2019, April 12). Overcoming abuse: Here's how children can be affected by family violence. 	<p>Test and Apply Your Knowledge Quiz #10 can be completed between Mon Nov 23 8:00am and Sun Nov 29 11:59pm.</p>
Week 13 December 2	<p align="center">Death and Intergenerational Estrangement in Parent-Child Relationships</p> <p><u>Readings(s)</u>: Gilligan, M. (2015, October 16). Why some moms cut ties with their kids.</p> <p><i>Synchronous Learning</i>: Parent Workshop with TBA</p>	<p>Test and Apply Your Knowledge Quiz #11 can be completed between Mon Nov 30 8:00am and Sun Dec 6 11:59pm.</p>

ONLINE LEARNING AND INTERNATIONAL STUDENTS

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender, or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <https://academic.ubc.ca/support-resources/freedom-expression>

UNIVERSITY POLICIES

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](#).

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>