

**Department of Family Relations and Applied Nutrition
University of Guelph
FRAN 6280 Theorizing in Family Relations and Human Development
Spring, 2017**

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COURSE DESCRIPTION:

This course examines the meaning of science and theory in relation to the study of human development. It includes exploration of several major paradigms underlying the study of human development and family relationships. The emphasis is on “theorizing”: the activity of the social scientist as an active consumer and producer of theory. The course will emphasize *critical analysis, using theory, and constructing theory*. This course will encourage students to consider the assumptions and values that inform the development of theory and related methodologies and to develop an understanding of their own theoretical and methodological positioning as an emerging scholar.

COURSE OBJECTIVES

At the end of this course students will be able to:

- Describe dominant theoretical and methodological paradigms underlying the study of human development and family relationships
- Describe some critiques of contemporary theory and methods in human development and family relationships
- Describe the social, cultural and historical contexts for the emergence of dominant theories and methodological approaches in the study of human development and family relationships
- Describe Indigenous ways of knowing and relations with dominant western approaches to social science
- Identify their own epistemological, ontological and methodological positioning
- Identify their own emerging theoretical orientation
- Describe relationships among ideas clearly and succinctly

CLASS FORMAT

The class will be structured as a collaborative learning and work environment, emphasizing an active and collaborative approach to learning. Students will be expected to share their learning process and products with each other and to contribute to supporting and deepening each others' learning. It is expected that students will represent a range of disciplinary backgrounds and theoretical orientations and successful engagement in the course will require a spirit of collaboration, mutual respect, ongoing self-reflection, and openness to understanding and challenging our own assumptions.

READINGS

This course includes a number of books, chapters and articles, which will be available through the Ares Course Reserves system.

Required texts:

Burman, E. (2008). *Deconstructing developmental psychology* (2nd Edition). London: Routledge. **(Note: 3 chapters are required, the rest are recommended reading).**

Daly, K.J. (2007). *Qualitative methods for family studies & human development*. Los Angeles: Sage Publications. **(*Available through library as e-book).**

Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Halifax: Fernwood.

Anderson, K. (2011). *Life stages and Native women: Memory, teachings, and story medicine*. Winnipeg: University of Manitoba Press. **(*e-book available through the library).**

Recommended texts:

Anderson, K. (2016). *A recognition of being: Reconstructing Native womanhood* (2nd Edition). Toronto: Canadian Scholars' Press.

Innes, R. & Anderson, K (2015). *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*. Winnipeg: University of Manitoba Press.

Stanovich, K. (2012). *How to Think Straight About Psychology* (10th Edition). Boston: Allyn & Bacon.

White, J., & Klein, D.M. (2008). *Family theories* (3rd Edition). Los Angeles: Sage Publications.

COURSE REQUIREMENTS

- 1) **Mind-mapping (15%)** We will be using mind-mapping to deepen our understanding of concepts and relations between ideas. You will be submitting and presenting mind maps regularly throughout the semester. A recommended mind-map software package is INSPIRATION. A one-month free trial version can be downloaded. Mind maps are to be submitted BEFORE CLASS BEGINS each day that they are due.
- 2) **In-class participation (10%)** Participation grades will be based on students' contributions to the collaborative work environment throughout the course.
- 3) **Teaching theory (10%)** You will lead a short presentation to teach the class about a major theoretical framework in Family Theory (e.g. Functionalist Frameworks, Social Exchange and Rational Choice Frameworks, Symbolic Interaction Framework, Systems Frameworks, Feminist Frameworks, Bioecological Frameworks, New Materialism, Dialectical Frameworks, Queer Theory.). This will include assigning a reading to the class. Further details will be provided. The Instructor is very happy to meet with students individually in advance of the presentation to provide support and assist with planning.
- 4) **Cumulative mind map demonstrating your theorizing (25%)**. Further details will be provided. This project will be based in your own research, ideally relevant to work you are doing for your thesis.
- 5) **Short ("pecha kucha") presentation on your theorizing (25%)**. Additional details to be provided.
- 6) **Reflective assignment on your learning in the course (15%)**. Additional details to be provided.

May 17th: Class 1: Introductions

Task: In-class Discussion: What's your theory? Who are your theorists? The place of theory in your research.

May 24th: Online Discussion. How does Knowing Happen?

Task: Submit mind maps in online Discussion Forum for this week and in the Dropbox. Submissions should be before 9 am on Wednesday May 24th.

Online discussion: What are your reactions and questions about the readings? What was your experience of mind-mapping? (Please post any time on Wednesday May 24th).

Required Readings:

- Clegg, J.W (2010). Uncertainty as a fundamental scientific value. *Integr Psych Behav* , 44, 245–251. DOI 10.1007/s12124-010-9135-6.
- Vincent, L. (2004). What's love got to do with it? The effect of affect in the academy. *Politikon*, 31, 105-115.

May 31st: What is Theorizing?

Task: Submit mind maps

Required Readings:

- Bengtson, V. L., Acock, A.C., Allen, K.R., Dilworth-Anderson, P., & Klein. (2005). Theory and theorizing in family research: Puzzle building and puzzle solving. In Bengtson, V.L., (Eds.), *Sourcebook of Family Theory and research*. Sage Publications.
- Swedberg, R. (2014). Theorizing in social science: the context of discovery. Chapter 1: From Theory to theorizing. Stanford: Stanford Social Sciences.

Additional Suggested Readings

- Cetina, K.K. (2014). Chapter 2: Intuitionist theorizing. In R. Swedberg (Ed.). Theorizing in social science, the context of discovery. Stanford: Stanford Social Sciences.
- Guttman, B.S. (2004) The real method of scientific discovery: scientists don't sit around in their labs trying to establish generalizations. Instead they engage in mystery-solving essentially like that of detective work, and it often involves a creative, imaginative leap. *Skeptical Inquirer*, 28, 45-47.
- Weick, K.E. (2014). Chapter 8 The work of Theorizing. In R. Swedberg (Ed.). Theorizing in social science, the context of discovery. Stanford: Stanford Social Sciences.

June 7th: Foundations of Developmental Theories

Task: Submit mind maps

Assigned Readings:

- Woolf, L. (2008). Theoretical perspectives relevant to developmental Psychology.
<http://faculty.webster.edu/woolfm/theories.html>
 Read Woolf's webpage describing Organismic, Mechanistic and Contextual World Views.
- Burman, E. (2008). Deconstructing developmental psychology, 2nd Edition. New York: Routledge.
 Chapter 4: Discourses of the Child
 Chapter 6: Familiar Assumptions
 Chapter 7: Bonds of Love, Dilemmas of Attachment

Additional suggested reading: The rest of Burman's (2008) text.

June 14th: Online Discussion: Foundations of Family Theory

Task: Submit mind maps in online Discussion Forum for this week and in the Dropbox. Submissions should be uploaded before 9 am on Wednesday June 14th.

Online discussion: Who are you as a researcher? (Please post any time on June 14th).

Daly, K. (2007). Qualitative methods for family studies & human development.

Chapter 1 in Daly: Qualitative research and the art of learning to see

Chapter 2: Epistemological considerations in qualitative research

Chapter 4: Ontology of the human realm: Theoretical foundations for qualitative inquiry.

June 21st: Foundations of Family Theory

Task: Student-led activity

**Readings to be assigned by students based on presentations

Recommended background reading:

White, J.M. & Klein, D. M. (2008). Family theories, 3rd edition.

June 28th: Presentation: Dr. Kim Anderson

Task: Submit mind maps

Assigned Readings: (specific sections TBD)

Anderson, K. (2011). *Life stages and Native women: Memory, teachings, and story medicine*. Winnipeg: University of Manitoba Press. (e-book available through the library).

Anderson, K. (2016). *A recognition of being: Reconstructing Native womanhood* (2nd Edition). Toronto: Canadian Scholars' Press.

Innes, R. & Anderson, K (2015). *Indigenous Men and Masculinities: Legacies, Identities, Regeneration*. Winnipeg: University of Manitoba Press.

July 5th : Methodologies

Task: Submit mind maps

Required readings:

Wilson, S. (2008). *Research is Ceremony: Indigenous research methods*. Fernwood Press.

Additional recommended readings:

Kovach, M. (2012). *Indigenous methodologies: Characteristics, conversations & contexts*. Toronto. University of Toronto Press.

Baskin, C. (2016). *Strong helpers' teachings: The value of Indigenous knowledges in the helping professions*, 2nd Edition. Toronto. Canadian Scholars Press. (*this will be of particular interest to

students who want to learn more about connecting Indigenous ways of knowing to applied work).

July 12th: Critical Approaches

Task: Submit mind maps

Required readings:

- Moosa-Mitha, M. (2015). Situating anti-oppressive theories within critical and difference-centred perspectives. In S. Strega & L. Brown (Eds.), *Research as resistance: Revisiting critical, Indigenous and anti-oppressive approaches*, 2nd Edition. (pp. 65-95). Canadian Scholars Press
- Fraser, H. & Jarldorn, M. (2015). Narrative research and resistance: A cautionary tale. In S. Strega & L. Brown (Eds.), *Research as resistance: Revisiting critical, Indigenous and anti-oppressive approaches*, 2nd Edition. (pp. 153-175). Canadian Scholars Press.
- Tuck, E. & Yang, K.W. (2014). Unbecoming claims. *Pedagogies of refusal in qualitative research. Qualitative Inquiry*, 20, 811-818.

Recommended readings:

- Prilleltensky, I. (2008). The role of power in wellness, oppression and liberation: The promise of psychopolitical validity. *Journal of Community Psychology*, 36, 116-136.
- Fox, M., & Fine, M. (2013). Accountable to whom? A critical science counter-story about a city that stopped caring for its young. *Children & Society*, 27, 321-335.
- Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79, 409-427.
- Sugarman, J. (2015). Neoliberalism and psychological ethics. *Journal of Theoretical and Philosophical Psychology*. Online First Publication: [http://dx.doi.org/10.1037.a0038960](http://dx.doi.org/10.1037/a0038960)

July 19th: Methodologies

Task: Submit mind maps

Required Readings:

- Rosenbaum, P.J. & Valsiner, J. (2011). The un-making of a method: From rating scales to the study of psychological processes. *Theory & Psychology*, 2(1) 47-65.
- Hesse-Biber, S.H. (2014). *Mixed methods research: Merging theory with practice*. Guilford Publications. Chapter 1: Introduction to Mixed-Method Research.
- Sale, J.E., Lohfeld, L.H. & Brazil, K. (2002). Revisiting the quantitative-qualitative debate: Implications for mixed-method research. *Quality & Quantity*, 36, 43-53.
- Shannon-Baker, P. (2016). Making paradigms meaningful in mixed methods research. *Journal of Mixed Methods Research*, 10, 319-334.

*Highly recommended background reading:

Stanovich, K. (2012). *How to Think Straight About Psychology* (10th Edition). Boston: Allyn & Bacon.

July 26th: Being Theorists

Student Presentations

Readings: TBA

August 2 nd : Being Theorists
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Student Presentations

Readings: TBA

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.uoguelph.ca/csd/>

Class Accessibility Statement

I expect that students in the class will each have unique preferences, needs and ways of learning. We will spend time at the beginning of the semester discussing students' preferred learning styles and desires and needs in terms of optimizing the learning and working environment to support each student. Please note that if you are not comfortable discussing your own preferences and needs in class you are encouraged to meet with me individually and/or contact the Centre for Students with Disabilities at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.uoguelph.ca/csd/>

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students. **Please note that I will respond to emails within 24 hours on weekdays. In general I will not be checking email on weekends.**

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the instructor in writing, with your name and e-mail contact. See the graduate calendar for information on regulations and procedures for Academic Consideration:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

Course Policies on Late Assignments

Assignments will be accepted before or on the due date. Extensions are provided only if students contact the instructor ahead of time or provide documentation of a medical or life emergency. Otherwise, there is a 5% penalty per day for late assignments.

Copies of Out-of-Class Assignments

Keep back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

The last date to drop one-semester courses, without academic penalty, is July 7th. Refer to the Graduate Calendar for the schedule of dates:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. The Academic Misconduct Policy is detailed in the Graduate Calendar:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/>

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources

The Graduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations, which apply to graduate programs:

<http://www.uoguelph.ca/registrar/calendars/graduate/current/>