

Department of Family Relations and Applied Nutrition
University of Guelph
FRAN*6340: Interdisciplinary Perspectives in Family Relations and Human Development

Course Description – Fall 2019
Meeting Time: Tues 08:30AM - 11:20AM
MACS: Room 331
Instructor: Dr. Andrea Breen (She/Her)
MINS 233
abreen@uoguelph.ca

Instructor Office Hours: By appointment

Course Website: Announcements, updated schedules, grades, and other information will be posted on CourseLink: <https://courselink.uoguelph.ca/shared/login/login.html>

Calendar Description: This course acquaints students with the diverse disciplinary perspectives used in the study of family relations and human development. Substantive research issues provide a forum for integrating the separate perspectives and understanding the reciprocal relationship between individual and family growth and development.

Detailed Description:

In this course we will examine some of the disciplinary perspectives used in the study of family relations and human development. We will explore what constitutes a discipline and the meaning and practice of interdisciplinarity, particularly in relation to research in Family Relations and Human Development. We will identify and engage with theoretical perspectives that underlie various approaches to the study of human development and family relationships and we will explore the challenges and possibilities of interdisciplinary approaches. This course serves as an introduction to the Department of Family Relations and Human Development and key goals include developing a supportive community of scholars. Emphasis will also be placed on student exploration of their emerging identities as researchers. Assignments focus on providing opportunities for students to develop scholarly skills relating to oral and written communication.

Learning Outcomes:

The learning outcomes of this course are consistent with the University of Guelph Graduate degree learning outcomes:
<https://www.uoguelph.ca/vpacademic/avpa/outcomes/pdfs/Graduate%20Learning%20Outcomes.pdf>

Through independent and collaborative course work, students will develop knowledge and skills relating to each of the identified learning domains: Critical and Creative Thinking, Literacy, Global Understanding, Communicating, and Professional and Ethical Behaviour.

Learning Outcomes and Activities

Learning Outcome	Tasks and Activities to Support Achievement
Identify and describe various disciplines in Family Relations and Human Development	Faculty presentations, student presentations and course readings
Identify and describe different theoretical orientations that underlie research and theory in Family Relations and Human Development	Faculty presentations, student presentations and course readings
Investigate and explain your own developing scholarly identity, including disciplinary orientations and philosophical foundations (i.e. epistemological, ontological, axiological and methodological orientations)	In-class activities and written assignments
Practice and develop oral and written communication skills	In-class activities, student presentations and written assignments
Identify and describe ethical dimensions of research in Family Relations and Human Development	"Into the Light" and <i>Research and Reconciliation</i> assignments
Demonstrate awareness of cultural constructions of knowledge and your own positionality	"Into the Light" and <i>Research and Reconciliation</i> assignments

Demonstrate collegiality and teamwork	In-class activities, seminar participation and group presentation
Practice and demonstrate academic integrity	Seminar participation and oral and written assignments

Assignments:

1. Family Theory Presentation (with 1-2 other students) (20% of final grade)
2. Reflection on “Into the Light” (Exhibit at Guelph Civic Museum) (15% of final grade)
3. Reflection on *Research and Reconciliation: Unsettling Ways of Knowing through Indigenous Relationships* (15% of final grade)
4. Major Assignment (40% of final grade)
5. Participation (10% of final grade)

Required Readings:

Most of the readings can be found on the CourseLink site for this class (see Ares course reserves list under the Content tab).

There are two required texts:

- (1) Allen, K. R. & Henderson, A.G. (2016). *Family Theories: Foundations and Applications*. John Wiley & Sons.

This text is available through Course Reserves (under Content tab on CourseLink)

- (2) Wilson, S., Breen, A. V. & DuPré, L. (2019). *Research and Reconciliation: Unsettling Ways of Knowing through Indigenous Relationships*. Canadian Scholars Press.

This book is available at the Campus Bookstore. As well, there is a copy available on 4-hour loan at the library Course Reserves desk.

Schedule of Topics, Activities and Readings

Week 1— September 10th: Introductions

Reading:

Hamby, S. (2018, May 22). Know thyself: How to write a reflexivity statement [Blog post]. *Psychology Today*. <https://www.psychologytoday.com/ca/blog/the-web-violence/201805/know-thyself-how-write-reflexivity-statement>

Week 2—September 17th: Identities

Readings:

Hyland, K. (2018). Narrative, Identity and Academic Storytelling. *ILCEA [En ligne]*, 31 DOI : 10.4000/ilcea.4677

McAdams, D. P. & Logan, R.L. (2006). Creative work, love, and the dialectic in selected life stories of academics. In D.P. Adams, R. Josselson & A. Lieblich (Eds.), *Identity and story: Creating self in narrative (pp. 89-108)*. American Psychological Association.

Recommended Additional Reading:

Mathe, L.P. (2018). *Narratives of the construction of academic identities within the Lesotho higher education mileu*. (Unpublished Doctoral Thesis). University of South Africa.

Week 3—September 24th: What is Interdisciplinarity?

Readings:

Klein, J. T. (2017). Typologies of interdisciplinarity: The boundary work of definition. In R. Frodeman (Ed.), *The Oxford handbook of interdisciplinarity (2nd ed.)*. London: Oxford University Press

Turner, S. (2017). Knowledge formulations: An analytic framework. In R. Frodeman (Ed.), *The Oxford handbook of interdisciplinarity (2nd ed.)*. London: Oxford University Press.

Week 4—October 1st: Functionalist Theory, Conflict Theory and Symbolic Interactionist Theory

***Student Presentations (sign up for specific theory topic on CourseLink)**

Readings:

Allen, K. R. & Henderson, A.G. (2016). *Family Theories: Foundations and Applications*. John Wiley & Sons. Please read the following chapters: Family Theories (pp. iii-viii), What is a Theory (pp. 1-19), Functionalist Theory (pp. 20-40), & Conflict Theory (pp.41-60). Symbolic Interactionist Theory (pp. 61-81)

Week 5—October 8th: Family Developmental Theory, Family Systems Theory and Social Exchange Theory

***Student Presentations (sign up for specific theory topic on CourseLink)**

Readings:

Allen, K. R. & Henderson, A.G. (2016). *Family Theories: Foundations and Applications*. John Wiley & Sons. Please read the following chapters: Family Developmental Theory (pp. 82-102) and Family Systems Theory (pp. 103-123), Social Exchange Theory (pp. 124-144).

October 15th: No Class—Reading day!

Assignment Alert: Reflection for “Into the Light” Due to Dropbox October 21st

Week 6—October 22nd: Queer Theory and Sexuality

***Faculty Presentation: Adam Davies**

Readings:

Blaise, M. & Taylor, A. (2012). Using Queer Theory to rethink gender equity in Early Childhood Education. *Young Children*, 67, 88-96.

Greensmith, C. & Davies, A. (2017). Queer and trans at school: Gay-Straight alliances and the politics of inclusion. In X. Chen, R. Raby & P. Albanese (Eds.). *The sociology of childhood and youth in Canada* (pp. 314-324). Canadian Scholars Press.

***Conversation about the exhibit, Into the Light: Eugenics and Education in Southern Ontario:**

Please see the assignment description for further details on the written assignment that is related to this exhibit.

Week 7—October 29th Doing Interdisciplinary Research

***Faculty Presentation: Jess Haines**

Readings:

Chamoun, E., Hutchinson, J. M., Krystia, O., Mirotta, J. A., Mutch, D. M., Buchholz, A., Duncan, A. M., Darlington, G., Haines, J., MA, D., & Guelph Family Health Study (2018). Single Nucleotide Polymorphisms in Taste Receptor Genes Are Associated with Snacking Patterns of Preschool-Aged Children in the Guelph Family Health Study: A Pilot Study. *Nutrients*, 10, 153. doi:10.3390/nu10020153

Nancarrow, S. E., Booth, A., Ariss, S., Smith, T., Enderby, P., & Roots, A. (2013). Ten principles of good interdisciplinary team work. *Human Resources for Health*, 11, 19. doi:10.1186/1478-4491-11-19

Handout: Common Barriers to Interprofessional Healthcare Team Work
(From: Grant, R.W, Finnocchio L. J, and the California Primary Care Consortium Subcommittee on Interdisciplinary Collaboration. (1995). *Interdisciplinary Collaborative*

Teams in Primary Care: A Model Curriculum and Resource Guide. San Francisco, CA: Pew Health Professions Commission).

***Student Presentation: Life Course Theory (sign up for this topic on CourseLink)**

Readings:

Allen, K. R. & Henderson, A.G. (2016). *Family Theories: Foundations and Applications*. John Wiley & Sons. Please read the following chapter: Life Course Theory (pp. 166-186).

Week 8—November 5th: Feminist Theory

***Faculty Presentation: Carla Rice**

Readings:

Rice, C. (2018). The spectacle of the child woman: Troubling girls and the science of early puberty. *Feminist Studies*, 44, 35-56.

***Student Presentation: Feminist Theory (sign up for this topic on CourseLink)**

Readings:

Allen, K. R. & Henderson, A.G. (2016). *Family Theories: Foundations and Applications*. John Wiley & Sons. Please read the following chapter: Feminist Theory (pp. 145-165).

Week 9—November 12th: Indigenous Theories

***Faculty Presentation: Kim Anderson**

**Readings*

Anderson, K & Ball, J (2015). Foundations: First Nations and Metis Families. In D.L. Long & O.P Dickason (Eds.), *Visions of the heart: Issues involving Aboriginal people in Canada* (p 99-125). Toronto: Oxford University Press.

Anderson, K. & Meshake, R. (2019). Kinship as research methodology: Travels to Truth and Reconciliation. In S. Wilson, A. V. Breen & L. DuPré (Eds). *Research and reconciliation: Unsettling ways of knowing through Indigenous relationships*. Canadian Scholars Press.

Week 10—November 19th:

***Faculty Presentation Tuuli Kukkonen**

Topic and readings TBD

Assignment Alert: Discussion Questions and Reflection on Research as Reconciliation: Due in the Dropbox November 25th at 11:59pm.

Week 11—November 26th: Research and Reconciliation

Readings:

Wilson, S., Breen, A.V. & DuPré, L. (2019). *Research and Reconciliation: Unsettling Ways of Knowing through Indigenous Relationships*. Canadian Scholars Press. (Will discuss Introduction to Chapter 9)

Week 12—November 28th: Last Class

Readings:

Wilson, S., Breen, A.V. & DuPré, L. (2019). *Research and Reconciliation: Unsettling Ways of Knowing through Indigenous Relationships*. (Will discuss Chapters 10-16)

Assignment Alert: Final paper due December 15th at 11:59 pm

Assignments:

- 1. Family Theory Presentation.** 20% of final grade (Due dates vary with topic)
This is a pairs or group presentation (depending on numbers). There are a number of foundational family theories that we will be reviewing in class. Students will be responsible for co-teaching the class in a particular theoretical approach. Student presentations will be 40 minutes and will deepen our understanding of theorizing and empirical work in the area of interest. When referring to empirical work please be sure to attend to epistemological, ontological and methodological orientations in the target articles/chapters. Presenters will be required to read beyond assigned readings and to provide a handout for the class on further readings/resources relating to the theoretical area. Handout should be submitted to the Dropbox prior to class on the day of your presentation.
- 2. Written Reflection on “Into the Light: Eugenics and Education in Southern Ontario”.** 15% of final grade. Due to Dropbox October 21st by 11:59pm
You are required to attend this exhibit at the Guelph Civic Museum on your own time. Please see the exhibit website for information about free events, as well regular visitors’ fees and hours (<https://guelphmuseums.ca/event/into-the-light-eugenics-and-education-in-southern-ontario/>). Write a 1000 word reflection on the exhibit referencing your own positionality/experience and learning. It is expected that students will draw on readings, performances, art-works and/or other sources beyond the course content to evidence deep engagement with the subject.
- 3. Research and Reconciliation assignment:** Part 1) Discussion Questions: Due in the Dropbox November 25th at 11:59 pm: 5% of final grade (8 questions, representing different parts of the book). Part 2) 1000 word reflection on readings referencing

your own positionality/experience and learning. 10% of final grade. Due with Discussion questions November 25th.

4. **Final Paper: 40% of final grade.** Due December 15th at 11:59 pm.

The final paper requires you to research and write about your own experience and learning in the course. You will be keeping “process” notes, which record your own experiences, observations, interactions and reactions in relation to course content. The final paper requires you to analyze your own experiences and write a 2000 word essay answering the question, Who am I (at this point) as a Scholar? Be sure to reference your own learning in relation to theoretical orientations, disciplinary training and allegiances, and your understanding of your own ontological, axiological, epistemological and methodological orientations. Students are expected to draw on readings beyond those included in the course syllabus. Please note, you do not need to have “arrived” at a clear definition of your self as a scholar or to have made commitments to certain positions. We expect you to be “a story in progress”. Questioning, pointing out inconsistencies, etc. is all most welcome.

5. **Participation: Active and collegial participation in class.** 10% of final grade.

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

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 course instructor in writing, with your name and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is

required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: www.uoguelph.ca/sasDR

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.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

[The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.