



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6340 Interdisciplinary Perspectives in FRHD COURSE OUTLINE – FALL 2021

1. GRADUATE 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.

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	None
Co-Requisites(s):	None
Restriction(s):	FRAN MSc. and Ph.D.

2. COURSE 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 a number of 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. We will also examine the foundations of western scientific thought and Indigenous world views in order to deepen our understanding of our own epistemological, ontological and axiological orientations. 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 be placed on student exploration of their emerging identities as researchers. Assignments focus on providing supportive opportunities for students to develop scholarly skills relating to oral and written communication.

3. TIMETABLE

Lecture: Class meetings will normally be held in person on Tuesdays, between 8:30-11:20 am. Please check the schedule carefully as there are some class meetings that will be conducted virtually outside of these times.

Location: MACS 331 and Zoom (See Courselink for the link)

4. INSTRUCTIONAL SUPPORT

Course Instructor: Andrea Breen

Email: abreen@uoguelph.ca

Office Hours: By appointment

5. LEARNING RESOURCES

Required Resource(s):

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 through the Campus Bookstore and will also be made available through Course Reserves (ARES)

Other required readings will be available through Course Reserves (ARES).

6. LEARNING OUTCOMES

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

1. Identify and describe different theoretical orientations that underlie research and theory in Family Relations and Human Development
2. Investigate and explain your own developing scholarly identity, including disciplinary orientations and philosophical foundations (i.e. epistemological, ontological, axiological and methodological orientations)
3. Practice and develop oral and written communication skills
4. Demonstrate collegiality and teamwork
5. Identify and describe ethical dimensions of research in Family Relations and Human Development
6. Develop and apply critical thinking skills, including the ability to understand disciplines and begin to integrate knowledge across disciplinary boundaries
7. Practice and develop global understanding with respect to the cultural embeddedness of knowledge and divergent ways of knowing

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Reading/ Guest Speakers
Sept. 14	Introduction to the Course Meeting on Zoom (8:30 – 10:30)	No Assigned Reading
Sept. 21	Defining Interdisciplinarity Meeting on Zoom (8:30 – 10:30)	Cooke, S.J. (et al)., Diverse perspectives on interdisciplinarity from members of the College of the Royal Society of Canada. <i>FACETS</i> , 5(1): 138-165. https://doi.org/10.1139/facets-2019-0044
Sept. 28	Philosophical Underpinnings: Epistemology, Ontology, and Axiology Meeting on Zoom (8:30 – 10:30)	Moon, K., and Blackman, D. (2014). A guide to understanding social science research for natural scientists. <i>Conservation Biology</i> , 28 : 1167-1177
Oct. 5	Queer Theory Meeting on Zoom (7:00 – 8:30 pm) *Note the presentation will be recorded	Presentation by Dr. Adam Davies Blaise, M. & Taylor, A. (2012). Using Queer Theory to rethink gender equity in Early Childhood Education. <i>Young Children</i> , 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.). <i>The sociology of childhood and youth in Canada</i> (pp. 314-324). Canadian Scholars Press.
Oct. 12	Fall Study Break	

Week	Topics	Assigned Reading/ Guest Speakers
Oct. 19	Doing Interdisciplinary Research In-person class meeting (8:30 -11:20)	<p>Presentation by Dr. Jess Haines</p> <p>Nancarrow, S. E., Booth, A., Ariss, S., Smith, T., Enderby, P., & Roots, A. (2013). Ten principles of good interdisciplinary team work. <i>Human Resources for Health</i>, 11, 19. doi:10.1186/1478-4491-11-19</p> <p>Tang, L., Hruska, V., Ma, D.W.L., Haines, J., on behalf of the Guelph Family Health Study (2021) Parenting under pressure: Stress is associated with mothers' and fathers' media parenting practices in Canada, <i>Journal of Children and Media</i>, 15:2, 233-248</p> <p>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). <i>Interdisciplinary Collaborative Teams in Primary Care: A Model Curriculum and Resource Guide</i>. San Francisco, CA: Pew Health Professions Commission).</p>
Oct. 26	Family Theory Project In-person class meeting (8:30-11:20)	Readings TBA (these will be generated by the class)
Nov. 2	Family Theory Project In-person class meeting (8:30-11:20)	Readings TBA
Nov. 9	Family Theory Project In-person class meeting (8:30-11:20)	Readings TBA

Week	Topics	Assigned Reading/ Guest Speakers
Nov. 16	Research and Reconciliation Time TBD (this will be an evening presentation)	Presentation by Dr. Shawn Wilson & Lindsay Dupré Wilson, S., Breen, A. V. & DuPré, L. (2019). <i>Research and reconciliation: Unsettling ways of knowing through Indigenous relationships</i> . Canadian Scholars Press.
Nov. 23	Research and Reconciliation In-person class meeting (8:30-11:20)	Wilson, S., Breen, A. V. & DuPré, L. (2019). <i>Research and reconciliation: Unsettling ways of knowing through Indigenous relationships</i> . Canadian Scholars Press.
Nov. 30	Crossing Boundaries in Interdisciplinary Research In-person class meeting (8:30-11:20)	Doucet, A. (2021). What does Rachel Carson have to do with family sociology and family policies? Ecological imaginaries, relational ontologies, and crossing social imaginaries. <i>Families, Relationships and Societies</i> , 10, 11-31. DOI: https://doi.org/10.1332/204674321X16111320274832
Dec. 2	Wrap up In-person class meeting (8:30-11:20)	No assigned reading

Note: This is a tentative schedule; however, due to various unknown factors there may be changes to readings and/or scheduling. Any changes will be announced during class and an announcement will be posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Family Theory Presentation	1, 3, 4, 6, 7	Oct. 26 – Nov.9	30
Research and Reconciliation Assignment	2, 5, 6, 7,	November 23rd	20
Cumulative Reflective Paper & Presentation	1, 2, 3, 5, 6, 7	December 8th	40

Assessment	LOs Addressed	Due Date	% of Final
Participation	4	N/A	10
Total:			100%

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. 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.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, 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 protest any grade during this time limit, changes to the grade will not be considered.

10. UNIVERSITY STATEMENTS

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g.. final exam or major assignment).

Safety Protocols:

For information on current safety protocols, follow these links: <https://news.uoguelph.ca/return-to-campuses/how-u-of-g-is-preparing-for-your-safe-return/>
<https://news.uoguelph.ca/return-to-campuses/spaces/#ClassroomSpaces>

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email. This includes on-campus scheduling during the

semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

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.

When you cannot meet a course requirement:

When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing with name, ID#, and email contact. [See the graduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop date:

Students have until the last day of classes to drop courses without academic penalty. The regulations and procedures for [Dropping Courses](#) are available in the Graduate 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/sas

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 Graduate 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 Calendar](#) is the source of information about the University of Guelph's procedures, policies and regulations which apply to graduate programs.