



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6340 Interdisciplinary Perspectives in FRHD

COURSE OUTLINE – FALL 2022

1. GRADUATE CALENDAR DESCRIPTION

This course serves as an introduction to graduate studies in Family Relations and Human Development. It examines the epistemological, ontological and axiological foundations of various approaches to the study of family relations and human development, including developmental theories, critical approaches, and Indigenous Ways of Knowing. It explores questions of what constitutes a discipline and the challenges and possibilities of interdisciplinary approaches in research. Emphasis will be placed on student exploration of their own relationships with knowledge and emerging identities as researchers.

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: Th 11:30 -2:20
Location: MACS 331

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Andrea Breen

Email: abreen@uoguelph.ca

*Please note: I will not be checking email evenings or weekends.

Telephone: 519-824-4120 ext. 53967

Office: MINS 233

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).

Recommended Resource(s):

Additional resources will be posted on Courselink.

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 ways of knowing
8. Develop your participation skill set through personal goal setting and reflection
- 9.

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
1 Sept. 8	Introduction to the course	No assigned readings
2 Sept. 15	Reflecting on our relationships with knowledge	<p>Note: this class will be virtual (via Zoom)</p> <p>Kimmerer, R. (2013). <i>Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants</i>. Milkweed Editions. Read chapter “Asters & Goldenrod”.</p>

<p>3 Sept. 22</p>	<p>Introducing Paradigms, Ontologies, Axiologies, and Methodologies</p>	<p><i>Note: this is a lot of articles, but they are all very short.</i></p> <p>Varpio, & MacLeod, A. (2020). Philosophy of science series: Harnessing the multidisciplinary edge effect by exploring paradigms, Ontologies, epistemologies, axiologies, and methodologies. <i>Academic Medicine</i>, 95(5), 686–689. https://doi.org/10.1097/ACM.0000000000003142</p> <p>Park, Y. , Konge, L. & Artino, A. (2020). The positivism paradigm of research. <i>Academic Medicine</i>, 95 (5), 690-694. doi: 10.1097/ACM.0000000000003093.</p> <p>Young, M. & Ryan, A. (2020). Postpositivism in health professions education Scholarship. <i>Academic Medicine</i>, 95 (5), 695-699. doi: 10.1097/ACM.0000000000003089.</p> <p>Rees, C. , Crampton, P. & Monrouxe, L. (2020). Re-visioning academic medicine through a constructionist lens. <i>Academic Medicine</i>, 95 (6), 846-850. doi: 10.1097/ACM.0000000000003109.</p> <p>Ellaway, R. (2020). Postmodernism and medical education. <i>Academic Medicine</i>, 95 (6), 856-859. doi: 10.1097/ACM.0000000000003136.</p> <p>Paradis, E. , Nimmon, L. , Wondimagegn, D. & Whitehead, C. (2020). Critical theory: Broadening our thinking to explore the structural factors at play in health professions education. <i>Academic Medicine</i>, 95 (6), 842-845. doi: 10.1097/ACM.0000000000003108.</p> <p>MacLeod, A. & Ajjawi, R. (2020). Thinking sociomaterially: Why matter matters in medical education. <i>Academic Medicine</i>, 95 (6), 851-855. doi: 10.1097/ACM.0000000000003143.</p> <p>MacLeod, A. , Ellaway, R. , Paradis, E. , Park, Y. , Young, M. & Varpio, L. (2020). Being edgy in health professions education: Concluding the Philosophy of Science Series. <i>Academic Medicine</i>, 95 (7), 995-998. doi: 10.1097/ACM.0000000000003250.</p>
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Week	Topics	Assigned Readings & Guest Speakers
4 Sept. 29th	Defining Interdisciplinarity Introduction to Digital Storytelling	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 Guest instructor: Lindsey Robinson, MA Digital Media Manager
5 Oct. 6th	Theory Project presentations	Readings to be generated by the class
6 Oct. 13	Indigenous Studies Approaches to Research on Family	Guest presentation by Dr. Kim Anderson Materials to be posted on Courselink
7 Oct. 20	Digital Storytelling Workshop Part 2 Theory Project presentations	Guest instructor: Lindsey Robinson, Readings to be generated by the class
8 Oct. 27	Theory Project presentations	Readings to be generated by the class
9 Nov. 3	Doing Interdisciplinary Research	Materials to be posted on Courselink
10 Nov. 10	Indigenous Ways of Knowing	Wilson, S., Breen, A. V. & DuPré, L. (2019). <i>Research and reconciliation: Unsettling ways of knowing through Indigenous relationships</i> . Canadian Scholars Press.
11 Nov. 17	Indigenous Ways of Knowing- Visiting as methodology	Wilson, S., Breen, A. V. & DuPré, L. (2019). <i>Research and reconciliation: Unsettling ways of knowing through Indigenous relationships</i> . Canadian Scholars Press. Virtual visit with Dr. Kim Anderson, Lindsay DuPré, & Dr. Shawn Wilson
12 Nov. 24	Wrap-Up	No assigned readings

Note: This is a tentative schedule; however, due to various unknown factors there may be changes. 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
Participation goals	8	September 16th	3%
Family Theory Presentation	1, 3, 4, 5, 7	Various	25
Indigenous Ways of Knowing Assignment	2,5,6,7	November 23rd	20
Digital Storytelling Assignment	1,2,3,5,6,7	December 12th	40
Participation	4, 8	N/A	12
Total:			100%

9. COURSE STATEMENTS

Land Acknowledgement:

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to past, present and future First Nations, Métis, and Inuit peoples on these lands. We strive to fulfill our responsibilities towards ending the ongoing violence of Colonization. Critical to this is working hard to understand and unsettle white supremacy and Eurocentrism in our ways of thinking and our practices as a community of teachers and learners.

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:

All deadlines have a grace period of 48 hours. This means that there will not be docked marks if you submit before the extra 48 hours period expires. Please, do not treat the grace period as the deadline, because it is not. The deadline is a hard deadline, and the grace period is in place to account for potential difficulties and life events that can occur at the time of the hard deadline.

Emails asking for late submission during the grace period are not needed and will not be answered: just submit within the grace period. CourseLink will say that it is late, but if it is within 48 hours of the deadline is within the grace period and it is not late.

No extensions over the grace period will be given. You can submit the assignment after the grace period has expired; however, your mark will be docked 10% per day including weekends 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. This policy is in place to guarantee fairness for all students.

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.

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS

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 an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate 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 last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. 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 make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

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

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.

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).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

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