COLLEGE *of* **SOCIAL AND APPLIED HUMAN SCIENCES**

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6280 Theorizing in Family Relations and Human Development
COURSE OUTLINE – FALL 2023

1. GRADUATE CALENDAR DESCRIPTION

An examination of the meaning of science and theory in relation to the study of families and human development. Included is a discussion of the major social science paradigms including positivism, critical theory, social constructionism and post-modernity. This course is designed for doctoral students.

Credit Weight: 0.5 credits
Course Hours: 3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):
Co-Requisites(s):
Restriction(s):

2. COURSE DESCRIPTION

This course concerns theorizing in the study of human development and family relationships. The term "theorizing" is used rather than "family theories" or "theories of human development" because we are interested in the activity of the social scientist as a consumer and producer of theory. The course is focused on four main objectives: to promote the basic skills of describing theories succinctly, evaluating theory, using theory, and extending, integrating or creating theory. The class is largely based on discussions that students contribute to the class based on the readings. Students are expected to share their scientific knowledge and raise questions through a collaborative learning environment.

3. TIMETABLE

Lecture: Wednesdays 11:30 am to 2:20om
Location: MACS 331

4. INSTRUCTIONAL SUPPORT

Course Instructor: Michèle Preyde, PhD
Email: mpreyde@uoguelph.ca
Telephone: 519-824-4120 ext. 58599
Office: MINS 133

Office Hours: **by appointment**

5. LEARNING RESOURCES

Required Resource(s):

Readings available in Ares Course Reserve via Library. Readings may be added to enhance learning experience.

Recommended Resource(s):

6. LEARNING OUTCOMES

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

1. Understand science and theory (Critical and Creative Thinking)
2. Describe the development of a theory (Literacy and Communication)
3. Understand evaluation and usage of theories
4. Understand research methodology and methods for theory development
5. Understand theory extension, integration and creation
6. Describe a research specialization succinctly
7. Understand methodologies and their uses

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Topics	Assigned Readings & Guest Speakers
1	Introduction and Research specialization	Please See Below
2	Science	
3	Review research specializations, Paradigms	
4	Methodology	
5	Theory introduction	
6	Science and theory	
7	Theorizing	
8	Examples of Contexts of Theories Human Development / Theorizing	
9	Evaluating theories	
10	Presentations	
11	Theoretical logic	
12	Conclusions	

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.

Routine seminar contribution 20%

The grade for routine seminar contribution is designed to reflect the quality of your contribution to class discussion on a weekly basis. Although it is recognized that students come to the class with a range of communication styles, the articulation of thoughts and critiques is an important skill to be developed as part of your academic program (10 seminars x 2% each, no mark for Weeks 1 and 12). Note: when you are presenting, contribution will be based on your questions posed to the other presenters (i.e., you do not have to submit a paragraph and questions on the day of your class presentations).

Evaluation will be based on two kinds of contributions.

1) Contribution to class discussion. This contribution includes preparation of a paragraph based on weekly readings that forms the basis of your contribution to the class discussion. Demonstration in class that the readings have been read and are based on relevant scientific or professional perspectives and experiences. For example, you may present a concept from the readings that you think is important and provide a rationale. Please email the paragraph to the instructor before class.

2). Creating discussion questions for weekly readings and Creating discussion questions for the presentations of the other class members*. These questions should be based on the readings(one question for each of your class members) and should be posted to the Discussion on courselink by midnight the day before each class except the week you are presenting. Please do not duplicate questions; if someone has posted the question you would like to discuss, you must submit a different question. You may need to indicate the reading, page number and paragraph. Class discussions will be based on these questions. Be prepared to contribute to the discussion when asking your question (s).

Research Specialization Paper 5% Due September 27, 2023

Prepare a brief overview of a research topic of on a population of interest to you. Review the research literature principally research such as describing or defining the population, prevalence and etiology, and identifying the problem. We will review your research topics of interest in the first class. Please use a referencing format and submit ~ 2 pages in Word not including references to Dropbox in CourseLink.

Methodology Paper 10% Due October 11, 2023

Each class member will prepare a brief overview of one major methodology (overarching strategy or broad approaches, justification for design choices) such that each member prepares a paper on a methodology different from each other and different than the methodology utilized for their master's thesis. Provide example research questions that can be addressed with the methodology and note the limitations. Please use a referencing format and submit ~ 3-4 pages in Word to Dropbox in CourseLink.

Theoretical Paper/Overview in Preparation for the Presentation 10% Due October 25

The purpose of this paper is to develop the writing and communication skills of presenting an overview of the important developments of a theory of human development and describing how the theory has

been revised or extended. Choose one main theory of human development: Attachment theory (Bowlby; Ainsworth etc.), ecological systems theory (Bronfenbrenner), a theory of cognitive development (e.g., Piaget), psychosocial development (Erikson), social cognitive theory (Bandura), or biopsychosocial or behavioural theory. The intent is that each person will choose a different theory. Succinctly review the origin and early development and then locate a recent application or extension of the theory and describe how this theory was applied, extended or integrated with another theory. Please send the recent article to the instructor (and class members); there can be no duplicates in articles (i.e., first sent article secures choice; or first submitted, first allocated). Other details will be reviewed in class. Please submit the paper through Dropbox and Turnitin in Word (i.e., not PDF). Final due date Oct 11, about 4 pages double-spaced.

Theorizing Presentation 15% Present Nov 15
The purpose of this assignment is to practice evaluating a theory. You may use the theory on which your theoretical paper was based and apply evaluative criteria to a theory and prepare a presentation. Submit an abstract of your presentation to the instructor before class on the day of your presentation. Choose one key article for the class to read as background and distribute this article to the class one week prior to your presentation; class members will submit questions to the Discussion feature of Courselink based on this article as noted above*. (Please be kind –no more than 15-20 pages). Participants will provide a 20-minute presentation, followed by a 10-minute discussion. A theorizing exercise for the class based on the readings and presentation may be incorporated in the discussion. Submit PPT to Dropbox (Turnitin) before your presentation.

Theorizing Paper (40%) Due December 4, 2023

For this final paper, choose a theory or set of theories different than the one you used for the previous assignments. Write an eight to 10-page paper (APA format) in which you succinctly summarize a theory [or theories] and the empirical support for the theory, evaluate the theory and present preliminary theorizing activity such as a theoretical extension or integration. Submit via CourseLink Dropbox and Turnitin in Word (i.e., not PDF) by December 4, 2023.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final
Participation	1-5	Weeks 2-11	20
Research Specialization Paper	6	Sept 27	5
Methodology Paper	7	October 11	10
Theoretical Paper	1-5	October 25	10
Theoretical Presentation	1-5	November 15	15
Final Paper	1-5	December 4	40

Readings

Science

Krauss, LM. We should all take a lesson in humility from science. G&M (taken from epilogue The Edge of Knowledge)

Sears A & Cairns J. Chapter 3 But How do you Know. In A Good Book, In Theory, available online via U of G library

Chalmers A. Chapter 3 Experiment. What is This Thing Called Science? available online via U of G library

Clegg, J.W (2010). Uncertainty as a Fundamental Scientific Value. Integr Psych Behav (2010) 44:245–251 DOI 10.1007/s12124-010-9135-6

Paradigms

Ryan G. Introduction to positivism, interpretivism and critical theory

Kivunja C . Understanding and Applying Research Paradigms in Educational Contexts. International Journal of Higher Education Vol. 6, No. 5; 2017

Moon, K., & Blackman, D. (2014). A guide to understanding social science research for natural scientists. Conservation biology : the journal of the Society for Conservation Biology, 28(5), 1167–1177. https://doi.org/10.1111/cobi.12326

Weaver, K., & Olson, J. K. (2006). Understanding paradigms used for nursing research. Journal of advanced nursing, 53(4), 459–469. https://doi.org/10.1111/j.1365-2648.2006.03740.x

Erzin G, Gülöksüz S. The exposome paradigm to understand the environmental origins of mental disorders. Alpha Psychiatry. 2021;22(4):171-176.

Methodology

Mayo, N. E., Ow, N., Asano, M., Askari, S., Barclay, R., Figueiredo, S., Hawkins, M., Hum, S., Inceer, M., Kaur, N., Kuspinar, A., Mate, K. K. V., Moga, A. M., & Mozafarinia, M. (2022). Reducing research wastage by starting off on the right foot: optimally framing the research question. Quality of life research : an international journal of quality of life aspects of treatment, care and rehabilitation, 31(10), 2889–2899. https://doi.org/10.1007/s11136-022-03117-y

Barroga, E., & Matanguihan, G. J. (2022). A Practical Guide to Writing Quantitative and Qualitative Research Questions and Hypotheses in Scholarly Articles. Journal of Korean medical science, 37(16), e121. https://doi.org/10.3346/jkms.2022.37.e121

Turner, T. L., Balmer, D. F., & Coverdale, J. H. (2013). Methodologies and study designs relevant to medical education research. International review of psychiatry (Abingdon, England), 25(3), 301–310. https://doi.org/10.3109/09540261.2013.790310

Baxter H. Understanding research: 1. Methodologies used to answer research questions. J Wound Care. 2001 Jul;10(7):269-72. doi: 10.12968/jowc.2001.10.7.26102. PMID: 12964346.

Beckman, T. J., & Cook, D. A. (2007). Developing scholarly projects in education: a primer for medical teachers. Medical teacher, 29(2-3), 210–218. https://doi.org/10.1080/01421590701291469

Hayes SPECIAL SERIES: GUIDANCE FOR YOUNG INVESTIGATORS: Forming research questions. Journal of Clinical Epidemiology 59 (2006) 881e886

Theory introduction

Sears A & Cairns J. Chapter 1 An Interesting Idea, in Theory available online via U of G library

Sears A & Cairns J. Chapter 2 Theory Matters. In A Good Book, In Theory (Post-modernism, theoretical pluralism, pp 25 to 44)

Davidoff, F., Dixon-Woods, M., Leviton, L., & Michie, S. (2015). Demystifying theory and its use in improvement. BMJ quality & safety, 24(3), 228–238. https://doi.org/10.1136/bmjqs-2014-003627

Polsby NW (1998) Social Science and Scientific Change: A Note on Thomas S. Kuhn's Contribution Annual Review of Political Science, 1, 199-210

Science and theory

Kashima Y. Causal and meaning-based explanation chpt 3 pp 41-62. In B. Gawronski and GV Bodenhausen, Theory and Explanation in Social Psychology, The Guildford Press; NY, 2015

White JM   Science and its critics chpt 3. In White Advancing Family Theories Sage, 2005.

Park, Y. S., Konge, L., & Artino, A. R., Jr (2020). The Positivism Paradigm of Research. Academic medicine : journal of the Association of American Medical Colleges, 95(5), 690–694. https://doi.org/10.1097/ACM.0000000000003093

Jaccard J. and Jacoby J. Theory Construction and Model-Building Skills Chapter 3 Science as an approach to understanding; especially Characteristics of a Good Theory, page 31 http://eprints.qums.ac.ir/788/1/Theory%20Construction%20and%20Model%20%20Building%20Skills.pdf   and available via Uof G library

Theorizing

Markosky B & Webster JR. Theory construction. Forthcoming. Blackwell Encyclopedia of Sociology

McDonald D & Scheberger S. Scientific Inquiry: Theory construction A Primer. Pro ISECON

Swedberg, R. (2012) Theorizing in sociology and social science: turning to the context of discovery. Theoretical Sociology 41:1-40

Haig, B. D. (2005). An abductive theory of scientific method. Psychological Methods, 10, 371-388

Examples of Contexts of Theorizing or Theories involving Human Development

Dooris, M., Wills, J., & Newton, J. (2014). Theorizing healthy settings: a critical discussion with reference to Healthy Universities. Scandinavian journal of public health, 42(15 Suppl), 7–16. https://doi.org/10.1177/1403494814544495

Rimal, R. N., & Lapinski, M. K. (2021). Attribute-centred theorizing to address behavioural changes. Bulletin of the World Health Organization, 99(11), 828–833. https://doi.org/10.2471/BLT.20.285363

Weiner B. J. (2009). A theory of organizational readiness for change. Implementation science : IS, 4, 67. https://doi.org/10.1186/1748-5908-4-67

Helfrecht, C., & Dira, S. J. (2023). The Sidama Model of Human Development. Human nature (Hawthorne, N.Y.), 34(2), 202–228. https://doi.org/10.1007/s12110-023-09449-z

Barker, DJP. The origins of the developmental origins theory. Journal of Internal Medicine, 2007, 261(5):412-417

Lanjekar, P. D., Joshi, S. H., Lanjekar, P. D., & Wagh, V. (2022). The Effect of Parenting and the Parent-Child Relationship on a Child's Cognitive Development: A Literature Review. Cureus, 14(10), e30574. https://doi.org/10.7759/cureus.30574

Evaluating theories

Fletcher G. Evaluating Scientific Theories. Psychological Inquiry, Vol. 11, No. 1 (2000), pp. 29-31.

Redmond G "Theory Development and Evaluation" (2015). English Technical Reports and White Papers. 6. http://lib.dr.iastate.edu/engl_reports/6 not yet added to ares

Sears A & Cairns J. Chapter 2 Theory Matters. In A Good Book, In Theory, Formal theories, Five characteristics (pp 44 to 51).

White JM Functions and Types of Theories chpt 5 In White Advancing Family Theories Sage, 2005.

Theoretical logic
Antley MW Toward a Metatheoretical Integration of Developmental Paradigms (also review mechanistic, organismic and context.)

Ludwig Relating traditional and academic ecological knowledge Biology and Philosophy

Oberauer, K., & Lewandowsky, S. Addressing the theory crisis in psychology. Psychonomic Bulletin & Review (2019) 26:1596–1618

Colombo, M., Bucher, L., & Sprenger, J. (2017). Determinants of Judgments of Explanatory Power: Credibility, Generality, and Statistical Relevance. Frontiers in psychology, 8, 1430. https://doi.org/10.3389/fpsyg.2017.01430

Conclusions
Grant, C and Osanloo, A (2014) "Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your "house". Administrative Issues Journal: Vol. 4 : Iss. 2 , Article 4.

Readings available in Course Reserve via Library. Readings may be added to enhance learning experience.

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 our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

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.

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 Academic Misconduct Policy is outlined in the Graduate Calendar.

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.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity

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

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