



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3040 PARENTING AND INTERGENERATIONAL RELATIONSHIPS

COURSE OUTLINE – WINTER 2020

1. CALENDAR DESCRIPTION

Credit Weight:	0.5 credits
Course Hours:	3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):	9.5 credits, including FRHD*1020 (1 of FRHD*1100, FRHD*2060, FRHD*2270, FRHD*2280, PSYC*2450)
Co-Requisites(s):	None
Restriction(s):	This is a priority access course

2. COURSE DESCRIPTION

This course examines research concerning parent-child relationships and intergenerational relationships. The course is designed to provide students with foundational knowledge of research on parent-child relationships from a family studies and human development lens. Throughout the course we will be considering the influence of culture in parent-child and other intergenerational family relationships. We will also introduce critical perspectives on family roles and relationships.

3. TIMETABLE

Lecture:	Tuesday and Thursday, 5:30 – 6:50 pm
Location:	MACN, Room 105
Final Exam:	April 20, 2020

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Dr. Andrea Breen
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Office:	MINS 233
Office Hours:	By appointment

Teaching Assistant: Kaitlyn Avery

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Teaching Assistant: Tasha Falconer
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Office Hours: **By appointment**

5. LEARNING RESOURCES

Required Resource(s):

There is one required textbook for this course. It is available at the University book store.
Heath, P. (2018). *Parent-child relations: Context, research, and application*.

Recommended Resource(s):

Additional assigned readings will be available through Courselink.

6. LEARNING OUTCOMES

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

1. Describe the development of parent-child relationships across the lifespan
2. Identify and summarize cultural influences on parent-child and other intergenerational relationships within families
3. Identify and summarize research on child socialization strategies and techniques
4. Describe present realities of parent-child relationships and other intergenerational relationships in Canadian contexts
5. Describe critical approaches to parent-child relationships, socialization and intergenerational relationships
6. Access and apply scholarly research and theory to evaluate popular parenting media
7. Demonstrate effective written communication skills

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Week 1	Introductions Historical and Theoretical Influences of Childrearing	Heath (2018). Chapter 1.	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Week 2	Parenting Patterns and the Impact of Culture and Context	Heath (2018). Chapter 2. Watts, V. (2018). Indigenous families. In P. Albanese (Ed.). <i>Canadian Families Today: New Perspectives</i> (pp. 245 – 266).	
Week 3	Child Socialization Strategies and Techniques	Heath (2018). Chapter 4. Lollis, S., & Kuczynski, L. (1997). Beyond one hand clapping: Seeing bidirectionality in parent-child relations. <i>Journal of Social and Personal Relationships</i> , 41, 441-461.	In class movie on January 23 rd (<i>Babies</i>)
Week 4	Becoming Parents and Parenting Infants and Toddlers	Heath (2018). Chapter 5. Dombrosky, K. (2018). Learning to be affected: Maternal connection, intuition, and “elimination communication”. <i>Emotion, Space, and Society</i> , 26, 72-79.	Assignment 1 due January 31 st in dropbox by 11:59 pm.
Week 5	Parent-Preschooler Interactions	Heath (2018). Chapter 6. Doupleff, M. & Greenhalgh, J. (2019, March 13). <i>How Inuit parents teach their kids to control their anger</i> . NPR: Goats and Soda.	
Week 6	Parents and School-age Children	Heath (2018). Chapter 7.	
Reading week—No Class			
Week 7	Parent-Adolescent Interactions	Heath (2018). Chapter 8.	In-Class midterm exam February 25 th .

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Week 8	Young Adults Relationships with Parents and Grandparents	<p>Heath (2018). Chapter 9.</p> <p>Pratt, M. & Matsuba, K. (2018). <i>The life story, domains of identity, and personality development in emerging adulthood: Integrating narrative and traditional approaches</i>. Oxford University Press. (Chapter 7: Parent and grandparent relationships in emerging adulthood).</p>	
Week 9	Middle Aged and Older Parenthood and Grandparenthood	<p>Heath (2018). Chapter 10.</p> <p>Vanier Institute of the Family (2019). In Focus 2019: Grandparents in Canada. https://vanierinstitute.ca/in-focus-2019-grandparents-in-canada/</p>	
Week 10	Feminist and Queer Theorizing in Parenting and Family Relationships	<p>Rossetto, K.R. & Tollison, A.C. (2017). Feminist agency, sexual scripts, and sexual violence: Developing a model for postgendered family communication. <i>Family Relations</i>, 66, 61-74.</p> <p>Fish, J. & Russell, S.T. (2018). Queering methodologies to understand queer families. <i>Family Relations</i>, 67, 12-25.</p>	

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
Week 11	Conceptualizing Risk	Heath (2018). Chapter 12 (pp. 342-352). Maynard, R. (2017). <i>Policing black lives: State violence in Canada from slavery to the present</i> . Fernwood Press. (Read the chapter, Destroying Black families: Slavery's afterlife in the child welfare system).	Assignment 2 due March 26 th in Dropbox by 11:59 pm
Week 12	Special Topic: Young Caregivers and wrap-up	Charles, G., Stainton, T., & Marshall, S. (2012). <i>Young carers in Canada: The hidden costs and benefits of young caregiving</i> . Vanier Institute of the Family.	

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
Assignment 1	1,2,4,8	January 30	15%
Midterm exam	1,2,3,4,5	February 26	30%
Assignment 2	3,5,7,8	March 26	25%
Final exam	1,2,3,4,5,6	April 20	30%
Total:			100%

Assignment 1 will require students to view the film, *Babies*, and apply concepts covered in the course to the film. The written assignment will be 500 words. A detailed assignment guide and rubric will be provided in the first week of class.

The midterm exam will consist of multiple choice and short answer questions covering readings and other course content from weeks 1 to 6.

Assignment 2 will require students to use scholarly research on parenting to review either a currently popular parenting book or a parenting podcast. The written assignment will be 1000 words. A detailed assignment description and rubric will be provided.

The final exam will consist of multiple choice and short answer questions covering readings and other course content from weeks 7 through 12.

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 deducted 10% per day and not accepted after 5 days. If you find yourself unable to meet course requirements due to illness or compassionate reasons (including caregiving responsibilities), please advise the course instructor in writing. This should be done in advance of the missed work or event, or as soon as possible after the due date, and **NO LONGER THAN ONE WEEK LATER**. If no contact is made with the instructor within one week, the student will receive a grade of "0%" on that specific course assignment/requirement.

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. [Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.](#)

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 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 undergraduate 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 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/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 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.