



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3040 PARENTING AND INTERGENERATIONAL RELATIONSHIPS COURSE OUTLINE – WINTER 2021

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: N/A Lectures will be recorded and posted on CourseLink. Students are encouraged to attend optional virtual meetings/office hours on Tuesdays and Thursdays from 5:30-6:30. These meetings will not be recorded.

Location:

Final Exam: None

4. INSTRUCTIONAL SUPPORT

Course Instructor: Dr. Andrea Breen

Email: abreen@uoguelph.ca

Telephone: 519-824-4120 ext. 53967

Office: MINS 233

Office Hours: Available for Virtual informal discussions and online group office hours on Tuesdays and Thursdays 5:30-6:30 pm.

Teaching Assistant: Tasha Falconer
Email: tfalcone@uoguelph.ca
Office Hours: **By appointment**

Teaching Assistant: McKaylah Nurse
Email: mnurse@uoguelph.ca
Office Hours: **By appointment**

Teaching Assistant: Rsha Soud
Email: rsoud@uoguelph.ca
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* (4th Edition). Pearson.

Recommended Resource(s):

Additional assigned readings and materials will be available through the course reserves link on 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
1	Historical and Theoretical Influences of Childrearing	Heath (2018). Chapter 1	Review posted materials and complete readings

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
2	Parenting and the Impact of Culture	<p>Heath (2018). Chapter 2</p> <p>Keller, H. (2018). Universality claim of attachment theory: Children's socioemotional development across cultures. <i>Proceedings of the National Academy of Sciences - PNAS</i>, 115(45), 11414–11419. https://doi.org/10.1073/pnas.1720325115</p> <p>Recommended viewing: Balmès, T., Chabat, A., Billot, A., Rouxel, C., McKay, C., Bertrand, R., & Coulais, B. (2014, August 10). <i>Babies</i>. Alliance Films</p>	Review posted materials and complete readings
3	Parenting and the Impact of Culture	<p>Muir, B. (2019). Indigenous Parenting. In <i>Handbook of Parenting</i> (3rd ed., pp. 170–197). Routledge. https://doi.org/10.4324/9780429398995-5</p>	<p>Complete Test 1 (Covering 1st 2 weeks) between January 25th and 30th</p> <p>Complete reading</p>
4	Parents and Children in Varied Family Structures	Heath (2018). Chapter 3	Review posted materials and complete readings
5	Child Socialization Strategies and Techniques	Heath (2018). Chapter 4	Review posted materials and complete readings
Reading Week			
6	Parenting in multispecies households	<p>Breen (2020). 6 ways to make sure your dog gets along with your kids. <i>Today's Parent</i>. https://www.todayparent.com/family/family-life/6-ways-to-make-sure-your-dog-gets-along-with-your-kids/</p>	<p>Complete assigned reading and review posted materials</p> <p>Complete Test 2 (Covering weeks 4 and 5) between February 22nd and 26th</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
7	Becoming Parents and Parenting Infants	Heath (2018). Chapter 5.	Review posted supplemental materials, and complete readings
8	Parenting Children	Heath (2018). Chapters 6 & 7	Review posted supplemental materials, and complete readings
9	Parenting Adolescents	Heath (2018). Chapter 8	Review posted supplemental materials, and complete readings
10	Parenting and Children's Sexual Development	TBD (Tasha Falconer to present)	Review posted supplemental materials, and complete readings Complete Test 3 (Covering weeks 6-9) between March 22nd and 27th
11	Adult Relationships and Grandparents	Vanier Institute of the Family (2019). In Focus 2019: Grandparents in Canada. https://vanierinstitute.ca/in-focus-2019-grandparents-in-canada/ Heath (2018). Chapter 9.	Review posted supplemental materials, and complete readings
12	Complete Quiz 4	No Assigned Reading	Complete Test 4 (Covering weeks 10 & 11) between April 2nd and 6th

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
Test 1	1, 2,3,4,5	January 30th	15%
Test 2	1,2,3,4,5	February 26th	15%
Test 3	1,2,3,4,5	March 27th	25%
Test 4	1,2,3,4,5	April 6th	15%
Final Assignment	1,2,3,5,6,7,8	April 13th	30%
Total:			100%

Tests

Tests will be a combination of multiple choice, short answer and long answer. These will be “open book” tests that will require students to synthesize and apply knowledge.

Final Assignment

The final assignment will be a 1500 word essay on Parenting and the Covid-19 Pandemic. Instructions will be provided early in the semester.

9. COURSE STATEMENTS

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website <https://news.uoguelph.ca/2019-novel-coronavirus-information/> and circulated by email.

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.