



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRHD*3040 Parenting and Intergenerational Relationships

COURSE OUTLINE – WINTER 2022

1. CALENDAR DESCRIPTION

This course is a study of research concerning parent-child relationships across the lifespan

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:	Tuesdays, 5:30 – 8:20.
*Please follow the course schedule carefully.	
Location:	via Zoom and THRN Room 1200
Final Exam:	No Final Exam

4. INSTRUCTIONAL SUPPORT

Course Instructor:	Dr. Andrea Breen; pronouns she/her
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Office:	MINS 233
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Teaching Assistant: Stephanie Martin

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Teaching Assistant: Julia Linares-Roake

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Teaching Assistant: Bibina (Bea) Mathew

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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 bookstore.
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 examining parent-child relationships, socialization and intergenerational relationships
6. Demonstrate effective written communication skills

7. TEACHING AND LEARNING ACTIVITIES

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
1	Historical and Theoretical Influences on Childrearing	Heath (2018). Chapter 1 Additional materials will be posted on Courselink	Asynchronous class. Materials will be posted on January 11 th .
2	Parenting and the impact of culture	Heath (2018). Chapter 2 Additional materials will be posted on Courselink	Asynchronous class. Materials will be posted on January 18 th . Students may choose to work independently on this week's materials. An optional class meeting will be held January 18 th from 5:30 to 6:30 pm to discuss readings from Week 1. Students may choose to attend, but are not required to do so. This class meeting will not be recorded.
3	Attachment	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 Carr, S. (July 1, 2019). Parenting practices around the world are diverse and not all about attachment. <i>The Conversation</i> . Additional materials will be posted on Courselink	Asynchronous class. Materials will be posted on January 25 th . An optional class meeting will be held January 25 th from 5:30 to 6:30 pm to discuss reading from Week 2. Students may choose to attend, but are not required to do so. This class meeting will not be recorded.

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
4	Child socialization strategies and techniques	Heath (2018) Chapter 4 Additional resources will be posted on Courouselink.	Class meeting on February 1 st location TBD Online Test 1 Covering weeks 1-3 to be taken between January 31st and February 6th.
5	Transitions to parenting	Heath (2018). Chapter 5 Additional materials will be posted on Courouselink. Guest presentation on postpartum depression by Stephanie Martin.	Asynchronous course delivery. Optional class meeting on February 8 th 5:30 -6:30.
6	Parenting Young Children	Heath (2018) Chapter 6 Additional materials will be posted on Courouselink.	Asynchronous course delivery. Optional virtual class meeting February 15 th Stephanie Martin joining Q & A
7	Parenting adolescents & young adults	Heath (2018) Chapters 8 & 9 Additional materials will be posted on Courouselink	Class meeting on March 1 st location TBD

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
8	Parenting in interspecies households	<p>Owens, & Grauerholz, L. (2019). Interspecies parenting: How pet parents construct their roles. <i>Humanity & Society</i>, 43(2), 96–119. https://doi.org/10.1177/0160597617748166</p> <p>Temesi, Bunford, N., & Miklósi, Á. (2020). Associations among attitudes towards motherhood, pet-keeping, and postpartum depression symptoms. <i>Biologia Futura</i>, 71(1-2), 153–164. https://doi.org/10.1007/s42977-020-00007-7</p> <p>Additional materials will be posted on Courselink.</p>	<p>Class meeting on March 8th location TBD</p> <p>Online Test 2 Covering weeks 4-7 to be taken between March 7th and 13th</p>
9	Family caregiving	<p>Guest presentation by Julia Linares-Roake</p> <p>Readings TBA</p>	<p>Class meeting on March 15th to be held via Zoom</p>
10	Grandparenting	<p>Vanier Institute of the Family (2019). In Focus 2019: Grandparents in Canada. https://vanierinstitute.ca/in-focus-2019-grandparents-in-canada/</p> <p>Heath (2018). Chapter 10</p> <p>Additional materials will be posted on Courselink</p>	<p>Class meeting on March 22nd location TBD</p>

Week	Topics	Assigned Readings & Guest Speakers	Notes & Due Dates
11	Gender diverse and trans youth and their families	<p>E., Dolan, C. V., & Israel, T. (2021). "I am fortunate to have a transgender child": An investigation into the barriers and facilitators to support among parents of trans and nonbinary youth. <i>Journal of GLBT Family Studies</i>. Advance online publication. https://doi.org/10.1080/1550428X.2021.1991541</p> <p>Pullen Sansfaçon, A., Kirichenko, V., Holmes, C., Feder, S., Lawson, M. L., Ghosh, S., Ducharme, J., Temple Newhook, J., & Suerich-Gulick, F. (2020). Parents' journeys to acceptance and support of gender-diverse and trans children and youth. <i>Journal of Family Issues</i>, 41(8), 1214–1236. https://doi.org/10.1177/0192513X19888779</p> <p>Additional materials will be posted on CourseLink</p>	Class meeting on March 29 th location TBD.
12	Wrap up Topic TBD (based on class interest)		Class meeting April 5 th Location TBD Online Test 3: Covering weeks 8-11

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		20%
Test 2	1,2, 3		20%
Test 3	1,2,3,4,5		25%
Final Project	1,2,3,4,3,5, 6		35%
Total:			100%

Final Assignment

The final assignment will be a presentation-based assignment on the topic of “Parenting and the Covid-19 Pandemic”. Detailed instructions will be posted to Courselink.

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:

Please note that extensions will not be given for the 3 tests. If you find yourself unable to complete a test within the test window, please contact the course instructor as soon as possible.

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

Universal Design

This course was developed using a Universal Design approach (<https://wellness.uoguelph.ca/accessibility/audience/info-faculty/universal-design-assessments>). The tests are designed so that all students have lots of time to comfortably complete the tests. The final

assignment is designed to be flexible in order to accommodate various learning styles, strengths, and ways of knowing.

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 Undergraduate 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 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 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 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.

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.

