

Brescia University College
Family Studies 4220A
Theoretical Perspectives in Family Studies Research
Sept.-Jan. 2018
M 12:30-1:30, W 12:30-2:30, St. James 302

Professor: Dr. Lara Descartes

Phone: 432-8353 ext. 28059 (e-mail is better)

Office hours: M. after class and by appt.

Prerequisite: A 3000-level Family Studies class.

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Course Description:

Students will be introduced to the major theoretical frameworks used by social scientists to explain variation in family life including life span, life course, developmental, social learning, social exchange, social conflict, symbolic interactionist, ecological, family systems and feminist theory perspectives. This is a rigorous course and students are expected to demonstrate advanced work.

Course Objectives and Competencies:

1. Students will review what theory is, and how theory aids family studies research and practice (critical thinking level 3, inquiry and analysis level 3).
2. Students will become familiar with some of the main bodies of theory used in family studies (critical thinking level 3, inquiry and analysis level 3).
3. Students will become aware of how these bodies of theory have developed in family studies over time (critical thinking level 3, inquiry and analysis level 3).
4. Students will demonstrate their research, analytic, and critical thinking skills through comparing different theories' applicability and usefulness for a selected social issue (critical thinking level 4, inquiry and analysis level 4, problem solving level 4).
5. Students will show that they can synthesize and apply theory (critical thinking level 4, inquiry and analysis level 4, problem solving level 4).
6. Students will create a new analytic approach to a selected social issue (critical thinking level 4, inquiry and analysis level 4, problem solving level 4).
7. Students will create a class session to teach others about a specific theory's application (critical thinking level 4, communication level 4, inquiry and analysis level 4).
8. Students will demonstrate their transferable skills through clearly communicating their work in written (paper, exams) and oral forms (leading class, participation) (problem solving level 4, communication level 4, critical thinking level 4, inquiry and analysis level 4).

Required Text:

Smith, S. R., Hamon, R. R., Ingoldsby, B. B., & Miller, J. E. (2017). *Exploring Family Theories, 4th Ed.* New York: Oxford University Press.

Articles are available through the library's website.

Evaluation and Grading:

Participation	10%		
Group teaching	20%	Exams	
Term paper	20%	midterm	20%
		final	30%

Participation

This includes: Attendance. Attention. Doing the main and sample readings ahead of time so that you can participate in classes in an informed way.

Group teaching and term paper

We'll go over a chapter on Weds. (the 2 hr. block). Students will guide us through the chapter's sample reading (or the assigned article) on Mon. (the 1 hr. block). There will be ~2-3 students per group, depending on class enrolment. We will incorporate a student feedback process into group teaching marks. Your group teaching chapter will form the basis for your term paper. Term papers are written individually. There is a separate handout on this. Any powerpoint you produce for student teaching can be sent to me for posting. Papers get submitted through Turnitin by class time on Dec. 7, and also via a hard copy in class.

Exams

Two exams, one in class and one during finals. Multiple choice and long answer questions. Everything will be covered; main chapters, sample readings, articles, lectures, group teaching, etc. Cumulative final with more weighting on the material after the midterm. We'll also do a little syllabus quiz on Owl for some extra credit marks.

Course Policies:

This course has an Owl site where marks will be posted, and where we will have a discussion board open. This discussion board can be used for questions, comments, and observations by any of us during any part of the term. All of us should feel free to contribute, to comment on others' postings, etc. As you're doing a week's readings for example, feel free to post questions on anything that's unclear, any observation you want to share, etc. This syllabus may be amended by the professor if needed.

Assignments/Grades: The policies governing requests for accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline. Late assignments get 5 points off per day otherwise, where the day ends at 4 pm.

A+ 90-100	One could scarcely expect better from a student at this level
A 80-89	Superior work which is clearly above average
B 70-79	Good work, meeting all requirements, and eminently satisfactory
C 60-69	Competent work, meeting requirements
D 50-59	Fair work, minimally acceptable
F below 50	Fail

Course Calendar: Read the main chapter by Weds. For Mon., read the sample reading.

Date	Topic	Readings and assignments
Sept. 10	Course introduction	Syllabus
Sept. 12	What is theory?	Introduction of Smith, Hamon, Ingoldsby, & Miller
Sept. 17	Critiquing family theories	Daly, K. (2003). Family theory versus the theories families live by. <i>Journal of Marriage and Family</i> , 65, 771-784.
Sept. 19	Symbolic interactionism theory	C1
Sept. 24		Group 1 C1 Sample reading
Sept. 26	Structural functionalism theory	C2
Oct. 1		Group 2 C2 Sample reading
Oct. 3	Family development theory	C3
Oct. 8, 10	Fall Reading Week	
Oct. 15		Group 3 C3 Sample reading
Oct. 17	Family stress theory	C4
Oct. 22		Group 4 C4 Sample reading
Oct. 24	Midterm Exam, multiple choice and long answer	Midterm Exam (Intro., C1-4, sample readings 1-4, Daly)
Oct. 29	Ambivalence theory	Connidis, I., & McMullin, J. (2002). Sociological ambivalence and family ties: A critical perspective. <i>Journal of Marriage and Family</i> , 64, 558-567.
Oct. 31	Family systems theory	C5
Nov. 5		Group 5 Bacallao, M. L., & Smokowski, P. R. (2007). The costs of getting ahead: Mexican family system changes after immigration. <i>Family Relations</i> , 56, 52-66.
Nov. 7	Human ecological theory	C6
Nov. 12		Group 6 C6 Sample reading
Nov. 14	Conflict theory	C7
Nov. 19		Group 7 Petrocelli, M., Piquero, A. R., & Smith, M. R. (2003). Conflict theory and racial profiling: An empirical analysis of police traffic stop data. <i>Journal of Criminal Justice</i> , 31, 1-11.
Nov. 21	Social exchange theory	C8
Nov. 26		Group 8 C8 Sample reading
Nov. 28	Feminist theory	C9
Dec. 3		Group 9 C9 Sample reading
Dec. 5	Biosocial theory	C10
		Term Papers Due at beginning of class
Dec. 10-21	Final Exam, multiple choice and long answer	Final Exam, TBD by registrar (cumulative, but heavier weighting on the material after the midterm)

2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=>). You should

consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20 .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, http://uwo.ca/health/mental_wellbeing/index.html, for information about how to obtain help for yourself or others.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be

tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.