



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

Renison University College
Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2020

Course Code: SDS 354R

Course Title: Values and the Contemporary Family

Class Times/Location: on Learn

Instructor: Theresa Romkey

Office Hours: by appointment

Email: tromkey@uwaterloo.ca

Course Description

An exploration of how religious, economic, political and other social institutions shape values in our society, and what impact society's changing values are having upon marriage and the family.

Course Objectives and Learning Outcomes

- Explore relationships between societal values and social institutions
- Explore the role of social institutions in defining contemporary families
- Investigate shifting constructions from 'the family' to 'families'
- Challenge constructions of the idealization of the heterosexual nuclear family
- Examine the shifting relationships between institutions, values and families
- Investigate theoretical frameworks for studying values, institutions and families

Required Texts

Albanese, P. (Ed.). (2018). *Canadian Families Today: New Perspectives*. (4th ed.) Don Mills: Oxford University Press.

Daum, M. 2015. *Selfish, Shallow, and Self-absorbed: Sixteen writers on the decision to not have kids*. New York: Picador.

Course Requirements and Assessment

1. Online discussion participation (15%)

Class discussions are a key component of this course. This term we will shift our class discussions to online discussions (via Learn). Students are expected to read all weekly course material and be prepared for class discussions. The criteria for evaluating class participation will be based on a student's understanding of class material and the ability to actively contribute to the online class discussions. Given our weeks run Tuesday to Monday, the discussion topics will be posted by Tuesday morning and will close after Monday evening. In order to have a robust discussion, it is very helpful to post your comments throughout the week rather than waiting until late on Monday evening. I will grade your participation from weeks 1-4 (5%), weeks 5-8 (5%) and weeks 9-12 (5%). You will be graded for each week and an average of the 4 weeks will be your participation grade for each unit. The criteria for grading will be based on your critical analysis, links to course readings/material, responses to your classmates, and timely postings.

2. Critical examination of childlessness paper (25%)

There are two parts to this assignment. The first is your individual paper (worth 20%) and the second is your feedback to your classmates (worth 5%).

2 a. Individual paper:

In this course we examine the various constructions of families and various routes to family formation. In this assignment you will critically examine a chapter from the book *Selfish, Shallow, and Self-absorbed: Sixteen writers on the decision to not have kids*. You will be assigned one chapter from this text (there will be a sign up sheet available online) and you will write a paper summarizing the key points but also critically engaging with the issues raised in the chapter. You are to integrate course material in to your

analysis (at least 3 articles or textbook chapters). You can also use TED talks in your analysis but these do not count as articles. Your paper should be 7 to 8 pages (double spaced, APA citations) and is due on October 5 (11:59 pm via the Learn discussion board and the Learn dropbox).

2 b. Peer feedback:

After the papers are posted on the discussion board, you are to provide written feedback to at least 3 different classmates. You might want to ask questions or make connections to course material. You will be graded on the quality of your feedback as well as your responses to any questions raised about your paper. You will have until October 19 (11:59 pm) to provide your peer feedback and respond to any questions.

3. You have the choice of writing 6 shorter Critical Reflection papers or one longer Critical Book Review

Critical Reflection Papers (30%)

Length: approximately 2-2.5 pages (double spaced) for each paper

Each paper is worth 5% each (6 papers for a total of 30%)

The objective of this assignment is for students to engage with, or respond to, an issue raised in course readings or the TED talk. Your grade will be based on the *quality* of the argument/analysis (i.e. depth, insight and persuasiveness), and not on the breadth or *quantity* of information presented.

The critical reflection papers are due Tuesday by 11:59 pm in the Learn dropbox. You need to complete 6 Critical Reflection papers over the term and each paper is due on the designated Tuesday. You select when you wish to submit each paper but please note you can't submit more than one paper per week and you can't submit them all at the end of the term.

A few tips:

- Begin with a brief (one or two paragraph) summary of the article/TED talk (thesis, key ideas, key findings)
- Focus on one or two ideas from the reading that you find interesting
- Engage with and/or respond to this idea thoroughly and clearly
- Write in a clear, direct and concise manner (using first-person/I is

- fine)
- Use of course material is encouraged
 - Cite your information using APA and provide a References list

Critical Book Review (30%)

Due Date: November 9

- Marking rubric is posted on Learn
- The books are on reserve at the Renison library
- 10 to 12 pages
- 4 peer-reviewed journal articles (external sources) required
- APA citation

You are to select one of these four books:

1. Stephanie Coontz 2000 The Way We Never Were.
2. Karen Dubinsky 2010 Babies without Borders: Adoption and Migration across the Americas.
3. Elisabeth Badinter 2010 The Conflict: How Modern Motherhood Undermines the Status of Women.
4. Emily Matchar 2013 Homeward Bound: Why Women are Embracing the New Domesticity.

For this assignment, you are to read and critically engage with a selected book. Your essay needs to include a brief (about two pages) summary of the book. You are expected to not only understand the central arguments, but to position the work in relation to ongoing arguments concerning shifting values, institutions and contemporary families. You will need to include 4 external peer-reviewed academic sources (journal articles). You are encouraged to use course material in your analysis but these articles will not count towards your 4 required sources.

4. Online tests (30%)

At three points in the term, there will be a test. The tests will be online (via Learn) and you will have 80 minutes. The test will be made up of 4 short essay questions and will be based on a combination of course readings, TED talks, lecture material and online class discussions.

Here are the test dates:

Test one (10%) is scheduled from October 7 at 6:00 pm. It will consist of questions about course material from September 8 up to and including October 5.

Test two (10%) is scheduled from November 11 at 6:00 pm. It will consist of questions about course material from October 6 up to and including November 9.

Test three (10%) is scheduled from December 9 at 6:00 pm. It will consist of questions about course material from November 10 up to and including December 7.

Course Outline

Introduction

September 8-14

1. Albanese, P. (2018). Introduction to Diversity in Canada's Families: Variations in Forms, Definitions, and Theories. In P. Albanese (Ed.) *Canadian Families Today* (pp. 2-24). Don Mills, ON: Oxford University Press.
2. Giseler, C. (2018). Gender-reveal parties: performing community identity in pink and blue. *Journal of Gender Studies* 27(6), 661-671
3. Schwartz, B. (2005, July). Barry Schwartz: The paradox of choice [Video file]. Retrieved from https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice?language=en

What is a family?

September 15-21

1. Madibbo, A., & Frideres, J. (2018). The Settlement of Refugee Families in Canada: Pre-migration and Post-migration Trajectories and Location in Canada. In P. Albanese (Ed.) *Canadian Families Today* (pp. 225-244). Don Mills, ON: Oxford University Press.
2. Comacchio, C. (2018). Canada's Families: Historical and Contemporary Variations Institutions, values and family formation. In P. Albanese (Ed.) *Canadian Families Today* (pp. 25-50). Don Mills, ON: Oxford University Press.
3. Chibanda, D. (2017, November). Dixon Chibanda: Why I train grandmothers to treat depression [Video file]. Retrieved from https://www.ted.com/talks/dixon_chibanda_why_i_train_grandmothers_to_treat_depression?

Critically examining the construction of 'the family'

September 22-28

1. Dierckx, M., & Platero, R. (2018). The meaning of trans* in a family context. *Critical Social Policy* 38(1), 79-98.
2. Kerr, D., & Michalski, J. (2018). Family Poverty in Canada: Correlates, Coping Strategies, and Consequences. In P. Albanese (Ed.) *Canadian Families Today* (pp. 201-224). Don Mills, ON: Oxford University Press.
3. Provoost, V. (2016, June). Veerle Provoost: Do kids think of sperm donors as family? [Video file]. Retrieved from https://www.ted.com/talks/veerle_provoost_do_kids_think_of_sperm_donors_as_family?

Dating

September 29-October 5

1. Séguin, L. (2019). The good, the bad, and the ugly: Lay attitudes and perceptions of polyamory. *Sexualities* 22(4), 669-690.
2. Heath, M. (2018). Intimacy, Commitment, and Family Formation. In P. Albanese (Ed.) *Canadian Families Today* (pp.73-94). Don Mills, ON: Oxford University Press.
3. Orenstein, P. (2016, October). Peggy Orenstein: What young women believe about their own sexual pleasure [Video file]. Retrieved from https://www.ted.com/talks/peggy_orenstein_what_young_women_believe_about_their_own_sexual_pleasure

Getting Married (or not)

October 6-19

1. Fumia, D. (2018). Same Sex Marriage in Canada. In P. Albanese (Ed.) *Canadian Families Today* (pp.51-70). Don Mills, ON: Oxford University Press.

2. van den Hoonaard, D. (2018). Marriage and Death Rituals. In P. Albanese (Ed.) *Canadian Families Today* (pp.163-182). Don Mills, ON: Oxford University Press.
3. Milan, T. & Milan, K. (2016, October). Tiq Milan and Kim Milan: A queer vision of love and marriage [Video file]. Retrieved from https://www.ted.com/talks/tiq_milan_and_kim_katrin_milan_a_queer_vision_of_love_and_marriage

Family formation and the State

October 20-26

1. Watts, V. (2018). Indigenous Families. In P. Albanese (Ed.) *Canadian Families Today* (pp. 245-266). Don Mills, ON: Oxford University Press.
2. Herrera, F. (2013). "Men always adopt": Infertility and reproduction from a male perspective. *Journal of Family Issues* 34(8), 1059-1080.
3. Sissay, L. (2012, June). Lemn Sissay: A child of the state [Video file]. Retrieved from https://www.ted.com/talks/lemn_sissay_a_child_of_the_state

Having children (or not)

October 27-November 2

1. Nordqvist, P. (2012). 'I don't want us to stand out more than we already do': Lesbian couples negotiating family connections in donor conception. *Sexualities* 15 (5/6), 644-661.
2. Gazso, A. (2018) Parenting Young Children: Decisions and Realities. In P. Albanese (Ed.) *Canadian Families Today* (pp.95-114). Don Mills, ON: Oxford University Press.
3. Winkler, T. (2016, May). Tara Winkler: Why we need to end the era of orphanages [Video file]. Retrieved from https://www.ted.com/talks/tara_winkler_why_we_need_to_end_the_era_of_orphanages

Balancing work (paid and unpaid) and family

November 3-9

1. Krull, C., & Mohsin Khan, M. (2018) Investing in Families and Children: Family Policies in Canada. In P. Albanese (Ed.) *Canadian Families Today* (pp.313-340). Don Mills, ON: Oxford University Press.
2. Doucet, A. (2018). Families and Work: Connecting Households, Workplaces, State Policies, and Communities. In P. Albanese (Eds.) *Canadian Families Today* (pp. 183-200). Don Mills, ON: Oxford University Press.
3. Stitt, D. (2017, November). Dwight Stitt: One Dad's mission to rebuild bonds between kids and fathers [Video file]. Retrieved from https://www.ted.com/talks/dwight_stitt_one_dad_s_mission_to_rebuild_bonds_between_kids_and_their_fathers

Examining some of the challenges with family life

November 10-16

1. Elliott, S., & Bowen, S. (2018). Defending motherhood: Morality, responsibility, and double binds in feeding children. *Journal of Marriage and Family* 80 (April), 499-520.
2. Greyson, D., Chabot, C. & Shoveller, J. (2019). Young parents' experiences and perceptions of 'Teen Mom' reality shows. *Journal of Youth Studies* 22(8), 1150-1165.
3. El-Khani, A. (2016, February). Aala El-Khani: What it's like to be a parent in a war zone [Video file]. Retrieved from https://www.ted.com/talks/aala_el_khani_what_it_s_like_to_be_a_parent_in_a_war_zone

Examining some of the challenges with family life (II)

November 17-23

1. McKie, C. (2018). Separation and Divorce: Fragmentation and Renewal of Families. In P. Albanese (Ed.) *Canadian Families Today* (pp. 115-138). Don Mills, ON: Oxford University Press.
2. Owen, M. (2018) Lack of Support: Canadian Families and Disabilities. In P. Albanese (Ed.) *Canadian Families Today* (pp.267-290). Don Mills, ON: Oxford University Press.
3. Burke Harris, N. (2014, September). Nadine Burke Harris: How childhood trauma affects health across a lifetime [Video file]. Retrieved from https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?

Elderly couples and families

November 24-30

1. Kobayashi, K., & Martin-Matthews, A. (2018). Families in the Middle and Later life: Patterns and Dynamics of Living Longer, Aging Together. In P. Albanese (Ed.) *Canadian Families Today* (pp.139-160). Don Mills, ON: Oxford University Press.
2. Holtman, C. (2018). Violence in Families. In P. Albanese (Ed.) *Canadian Families Today* (pp. 293-312). Don Mills, ON: Oxford University Press.
3. Applewhite, A. (2017, April). Ashton Applewhite: Let's end ageism [Video file]. Retrieved from https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism

The demise of 'the family' or embracing new frameworks?

December 1-7

1. Eichler, M. (2018). The Past of the Future and the Future of the Family. In P. Albanese (Ed.) *Canadian Families Today* (pp. 341-362). Don Mills, ON: Oxford University Press.
2. Zartler, U. (2014). How to deal with moral tales: Constructions and strategies of single-parent families. *Journal of Marriage and Family* 76(June), 604-619.
2. Adichie, C. (2009, July). Chimamanda Adichie: The danger of a single story [Video file]. Retrieved from https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Late Work

The penalty for a late submission is 5% per day. This includes holidays and weekends.

Information on Plagiarism Detection

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

For Fall **2020**, the established examination period is **Dec 9-23**. The schedule will be available early in the fall. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [Final Examniation Schedule](https://uwaterloo.ca/registrar/final-examinations) <https://uwaterloo.ca/registrar/final-examinations>)

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic](#)

[Integrity \(https://uwaterloo.ca/academic-integrity\)](https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity Office (uWaterloo):
<http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454

- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)
Download [UWaterloo and regional mental health resources \(PDF\)](#)
Download the [WatSafe app](#) to your phone to quickly access mental health support information

A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.