



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 Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Re-storying Steering Committee and Anti-Racism and Decolonization SpokesCouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

Fall 2023

Course Code: SDS 354R

Course Title: Values and the Contemporary Families

Class Times/Location: 1:00-2:20 pm in REN 2106

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 families.

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 Text

Albanese, P. (Ed.). 2022. *Canadian Families Today: New Perspectives*. (5th ed.). Oxford University Press.

Grading:

Participation	10%
Midterm exam (October 26)	25%
5 Critical Reflection papers	25%
Final exam	40%

Course Requirements and Assessment

1. Participation (10%)

The criteria for evaluating class participation will be based on a student's understanding of material and the ability to actively contribute to class discussions. Attendance (arriving on time, staying for the whole class) is worth 50% and participation is worth 50% of the grade.

2. Midterm Exam (25%)

There will be an 80 minute in-person midterm exam on October 26. The exam will consist of concepts and short answer essay questions.

3. Five Critical Reflection papers (25%)

Length: approximately 2-2.5 pages (double spaced) for each paper
Each paper is worth 5% each (5 papers for a total of 25%)

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 Thursday at 1:00 pm on Learn. You need to complete five Critical Reflection papers over the term and each paper is due on the designated Thursday. You select when you wish to submit each paper (e.g. the specific readings/TED talk for that week) but you can't submit more than one paper per week or submit them all at the end of the term.

A few tips:

- Begin with a brief (one or two paragraph) summary of the article (thesis, key ideas, key findings)
- Focus on two or three 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)
- Inclusion of other course material is encouraged
- Cite your information using APA and provide a References page

4. Final Exam (40%)

The final exam will be a 2.5 hour, in-person cumulative exam consisting of concepts, short essay, and long essay questions. Generally, the university will announce the final exam schedule by week six of term.

Introduction

September 7 and 12

1. Albanese, P. (2022). Introduction to diversity in Canada's families: Variations in forms, definitions, and theories. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 3-22). 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.
3. Schwartz, B. (2005, July). *The paradox of choice* [Video]. TED Conferences. https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice?language=en

What is a family?

September 14 and 19

1. George, U. (2022). Immigrant and refugee families. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 233-257). Oxford University Press.
2. Comacchio, C. (2022). Canada's families: Historical and contemporary variations. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 23-45). Oxford University Press.
3. Chibanda, D. (2017, November). *Why I train grandmothers to treat depression* [Video]. TED Conferences. https://www.ted.com/talks/dixon_chibanda_why_i_train_grandmothers_to_treat_depression?

Critically examining the construction of 'the family'

September 21 and 26

1. Dierckx, M., & Platero, R. (2018). The meaning of trans* in a family context. *Critical Social Policy* 38(1), 79-98.
2. Gibson, M. & Gruson-Wood, J. (2022). 2SLGBTQI+ families in Canada. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 46-69). Oxford University Press.
3. Provoost, V. (2016, June). *Do kids think of sperm donors as family?* [Video]. TED Conferences. https://www.ted.com/talks/veerle_provoost_do_kids_think_of_sperm_donors_as_family?

Dating

September 28 and October 3

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. (2022). Intimacy, commitment, and family formation. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp.73-93). Oxford University Press.
3. Orenstein, P. (2016, October). *What young women believe about their own sexual pleasure* [Video]. TED Conferences. https://www.ted.com/talks/peggy_orenstein_what_young_women_believe_about_their_own_sexual_pleasure

Getting Married (or not)

October 5 and 17

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. van den Hoonaard, D. (2022). Marriage and Death Rituals. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp.165-186). Oxford University Press.
3. Milan, T. & Milan, K. (2016, October). *A queer vision of love and marriage* [Video]. TED Conferences. https://www.ted.com/talks/tiq_milan_and_kim_katrin_milan_a_queer_vision_of_love_and_marriage

Family formation and the State

October 19 and 24

1. Watts, V. (2022). Indigenous families. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 258-280). 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). *A child of the state* [Video]. TED Conferences. https://www.ted.com/talks/lemn_sissay_a_child_of_the_state

Midterm exam

October 26

Having children (or not)

October 31 and November 2

1. Giseler, C. (2018). Gender-reveal parties: performing community identity in pink and blue. *Journal of Gender Studies* 27(6), 661-671
2. Wall, G. (2022). Children and parenting: Cultural expectations and social realities. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 94-111). Oxford University Press.
3. Winkler, T. (2016, May). *Why we need to end the era of orphanages* [Video]. TED Conferences. https://www.ted.com/talks/tara_winkler_why_we_need_to_end_the_era_of_orphanages

Balancing work (paid and unpaid) and family

November 7 and 9

1. Krull, C., & Maki, K. (2022) Investing in Families and Children: Family Policies in Canada. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 327-354). Oxford University Press.
2. Doucet, A. (2022). Paid and unpaid work: Connecting households, workplaces, state policies, and communities. In P. Albanese (Eds.) *Canadian Families Today* (5th ed., pp. 187-205). Oxford University Press.
3. Henry, G. (2017, October). *What I have learned about parenting as a stay-at-home dad* [Video]. TED Conferences. https://www.ted.com/talks/glen_henry_what_i_ve_learned_about_parenting_as_a_stay_at_home_dad

Examining some of the challenges with family life

November 14 and 16

1. Holtman, C. (2022). Violence in Families. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 307-326). Oxford University Press.
2. Kerr, D. & Michalski, J. (2022). The correlates and coping strategies of families experiencing poverty in Canada. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 206-232). Oxford University Press.
3. El-Khani, A. (2016, February). *What it's like to be a parent in a war zone* [Video]. TED Conferences. 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 21 and 23

1. Michalski, J. & Kerr, D. (2022). Separation and Divorce: Fragmentation and Renewal of Families. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 112-139). Oxford University Press.
2. Owen, M. (2022) Lack of Support: Canadian families and disability. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 281-304). Oxford University Press.
3. Burke Harris, N. (2014, September). *How childhood trauma affects health across a lifetime* [Video]. TED Conferences. https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?

Elderly couples and families

November 28 and 30

1. Kobayashi, K., & Martin-Matthews, A. (2022). Families in the Middle and Later life: Patterns and Dynamics of Living Longer, Aging Together. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp.140-161). Oxford University Press.
2. Ayalon, L. & Rapoliene, G. (2022). Changes in attitudes toward aging, older people and elder care from the perspective of former migrant care workers. *Research on Aging* 44(7-8), 611-618.
3. Applewhite, A. (2017, April). *Let's end ageism* [Video]. TED Conferences. https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism

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

December 5

1. Eichler, M. (2022). Predicting the future of the family: A look back, a look forward. In P. Albanese (Ed.) *Canadian Families Today* (5th ed., pp. 355-379). Oxford University Press.
3. Adichie, C. (2009, July). *The danger of a single story* [Video]. TED Conferences. https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Course Guidelines

- You must keep a copy of all assignments.
- The penalty for late case study papers is 5% per day including weekends.
- APA citation style is required.
- Assignments will be submitted and marked online only (on Learn).

This course includes the independent development and practice of specific skills, such as application of theory to a case study. Therefore, the use of generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of [Policy 71](#) (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage ([ICAI](#), n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or to provide explanations to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee: <https://uwaterloo.ca/copyright-at-waterloo/teaching/generative-artificial-intelligence>

Turnitin.com: Text matching software (Turnitin®) may 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.

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class.

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”...

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: Policy 71 - Student Discipline.

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 at uwaterloo.ca/copyright-guidelines/fair-dealing-advisory Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

Final Examination Policy

For **Fall 2023**, the established examination period is **December 8 - 21**. The schedule will be available early October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule](#).

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 [Accommodation due to illness](#).

Accommodation Due to Religious Observances

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds](#).

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: 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](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

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](#) website 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 or academic advisor. 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](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, 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 is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Academic Integrity Office (UWaterloo): The website can be found at uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and 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 AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

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 / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: 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
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [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. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

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.

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.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.