



ST. JEROME'S
UNIVERSITY

in the University of Waterloo

Department of Sexuality, Marriage, & Family Studies (SMF)

SMF 101: Relationships & Families
Spring 2019

Wednesdays 11:20 a.m.-2:20 p.m.

PAS 2083 (Psychology, Anthropology, Sociology Building)

Instructor: Carm De Santis

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Office Hours: Wednesdays 2:30-3:30 or By Appointment (please email me).

WELCOME to SMF 101! Regardless if this is among your first or last set of courses, I hope you will find this course meaningful beyond academic necessity. You are encouraged to be active in your learning and know that you already come with knowledge and lived experiences of "family life" and "relationships". As one of my colleagues has stated: "The topics of relationships and families are necessarily complicated, contested, and deeply personal¹."

Email is generally answered within 24-36 hours between Monday to Friday (In the spirit of family/work balance I will not respond to email over the weekend). If you have not heard from me within 48 hours during the week days, please resend your email in case I did not receive or it got lost among other emails I receive.

Course Description

Welcome to SMF 101! This course provides an overview of relationality from a broad, interdisciplinary perspective. This is an introductory course designed to introduce first-year students to some critical theories and diverse perspectives that underpin the interdisciplinary study of relationships and families. At the core of this class is the development and application of critical thinking in the study of families and relationships. Various topics of relationships and families will be covered to that will be attuned to diversity, dominant discourses, power relations, class, race, dis/abilities to name a few.

This class has several components that have been designed to work together for an integrated learning experience. They are all important for the successful completion of the course. These include: lectures, documentaries, large and small group discussions, and readings. All of them are important and all of them may be used as test material.

Course Goals and Learning Outcomes

Your participation (engaged listening, note taking, reflection, speaking, critical thinking, and other modes) is essential to ensuring your own best learning experience. Please be an active participant in your own learning.

With regular class attendance, completion of course readings, participation in discussion, and diligent study, upon completion of this course, students should be able to:

1. Articulate key theoretical ideas related to the study of relationships and families
 - Identify ideas from key theories in readings
 - Reflect on and build from ideas from key theories in class discussion
 - Apply theoretical concept to the construct of relationality
2. Describe how historical developments have shaped, and current state of affairs continue to shape particular ideas about familial and intimate relationships
 - Explain the historical origin of commonly held family ideals
 - Identify and explain popular domestic ideologies of the nineteenth and twentieth centuries
 - Identify a range of roles, power and relational dynamics that impact relationships
3. Identify how social, political, economic, and cultural factors shape families and relationships
 - Articulate the importance of social expectations
 - Articulate how certain families are advantaged or disadvantaged by these factors
4. Develop critical thinking skills through reading and discussion of course material
 - Engage peers in scholarly discussion in the classroom
 - Analyze academic and popular sources in a logical and critical fashion

LEARN: I use LEARN to keep in contact with my students and to provide course updates, class cancellations, and to share little news items or other things that I think you might find interesting. **Please access this daily. In the event of a cancellation due to various reasons e.g. weather I will post in News and send an email to all students in the course.**

T.A. Information: To Be Announced (TBA)

Communication: Please be professional in your emails and include the following:

- A personal address: For example, Dear Carm or if you are more comfortable, Dear Professor De Santis.
- In the Subject line please note the course you are in: SMF 101 (I have many students this semester)
- Your request/question
- A signature line. For example, Sincerely Sarah; Kind Regards, Tom; Best, Frankie

I will not respond to emails without a greeting, YO, Hey or any other variations. Please contact me/come to see me if you are having medical/psychological issues that are compromising your ability to complete the course successfully. Generally, tackling these issues earlier, rather than later in the course, allows for more options.

Mental Health Services

On Campus

- Counseling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counseling Services
- Health Services Emergency service: located across the creek from the Student Life Centre and across the street from St. Jerome's University.

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. Extended Assessment Unit Phone: 519-749-4300 x6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

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

Course Description

This course provides an overview of couple, marital, and family relationships from a broad, interdisciplinary perspective. [Note: Formerly SMF 206]
 Antireq: SMF 206

Required Text

McDaniel, S.A., Tepperman, L. & Colavecchia, S. (2019). *Close Relationships: An Introduction to the Sociology of Families, 6ed.* Toronto: Pearson.

**This book is available through the UWaterloo Bookstore in both hard copy (paper) and as an Electronic EBook. You may select EITHER version for your use.

***There is also ONE copy available on Course Reserves at the St. Jerome's Library available for 3-hour intervals.

Additional Readings Available on LEARN and through the UWaterloo Library

- I have deliberately included journal article citations in the required readings section that will necessitate that you access the online UWaterloo library database to locate. If you don't know how to do that you are encouraged to seek out help at the library and learn how to do this. This effort will help acquaint you with journal articles and databases for accessing research for papers and other types of learning that you will encounter in upper year courses.
- Where noted I have provided other readings in the Content section of LEARN. These are listed in the required readings section.

Course Requirements and Assessments

Assessments	Date of Evaluation	Weighting
Test 1	Wednesday, June 5th	35%
Test 2	Wednesday, July 3rd	35%
Test 3	Wednesday, July 24th	25%
2 memes	As assigned	5%
Total		100%

See Course Outline/Schedule below for what material will be covered in each test.

TESTS

There will be 3 in-class tests for total of 95% (Test 1 35%, Test 2 35%, Test 3 25%). Format to be announced and discussed in class.

FINAL EXAM – there is no final for this course

To be scheduled during final exam period. Format to be announced

NEED TO MISS A TEST OR EXAM due to illness or other issues?

Tests & Exams will only be rescheduled under VERY limited conditions; it is your responsibility to read and abide by the following:

1. You must notify me prior to the test if you are unable to write at the scheduled time due to medical (or at minimum on the day of the test/exam) or religious

circumstances (for midterm within one week of the start of class, for the final exam within one week of the exam schedule being posted). Students who fail to do so will receive a grade of ZERO on the test/exam.

2. You must provide appropriate documentation (see UW Policy Regarding Illness and Missed Tests* - a UW Verification of Illness Form (VIF) must be submitted) in order to have a test/exam rescheduled. See <https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>

3. Rescheduling is at the discretion of the course instructor. Verification of Illness Form (VIF) dates will weigh heavily in this decision to permit the student to write a make-up.

4. Make-ups are typically scheduled for the Friday (1-4 pm) immediately following the missed test. An experienced proctor at St. Jerome's administers these.

The Relationship and Family Meme Project 5%

Criteria

- The memes must be your own creations.
- You could create a meme about any topic raised in class/text or about my class in general.
- Students must submit at least 2 (each worth 2.5%) on different topics (at least one needs to be submitted by week 6 and the second by week 10). You could submit up to 4 if creativity takes over and you are compelled to contribute to all our learning out of good will.
- You must submit your creations in dropbox by both due dates.
- I support humour, however, there is no room or acceptance of hate, discrimination, and/or prejudice oriented/leaning memes.
- There is a good possibility if the meme does what it is intended to do, it will be used in the future and made public

Creating memes

- You may use one of the many FREE meme-creation tools available to make an original meme.
- The task of creating memes is simple once you find the right tool. Meme-creation apps are easy to find for laptops, tablets or smartphones. Search "meme-creation program" in the Apple App Store, Google Play or on your laptop, and many options will come up, including Meme Creator, Meme Generator and Quick Meme.

Warnings: It's important to preview any meme program before using to avoid fees or inappropriate content. Most meme-creation programs are free but some charge a small fee for an ad-free version. Also, some meme-creation programs show other users' creations, some of which may be intended for a mature audience.

Course Outline / Class Schedule

Other than test dates which are firm, this is a tentative schedule. I do my best to stick to the schedule but modifications to required readings or topic coverage may be made throughout the semester.

Week	Date	Topic	Readings Due
1	May 8	Welcome & Introduction to Course What is the family?	Buy the textbook! Chapter 1
2	May 15	Historical Perspectives on Canadian Families (and American) Instead of lecture all learners will view on line the following: The Birth of a Family – CBC Stephanie Kain: Alternative Families	Chapter 2 Handa, A. (2018). The hall of shame: Lies, masks, and respectful femininity. In <i>Gender and Women's Studies in Canada: Critical Terrain</i> (pp. 282-289) Simmons, C. (2015) "I Had to Promise Not to Ask 'Nasty' Questions Again": African American Women and Sex and Marriage Education in the 1940s" In <i>Journal of Women's History</i> , (pp.110-135) (available through SMF 101 Course Reserves)
3	May 22	Creating Families and Defining Relationships. Memes	Chapter 3
4	May 29	Types of Intimate Relationships Compulsory heterosexuality, "gay" marriage, and critical disability studies	Chapter 4 Rochilin, "The Heterosexual Questionnaire" in <i>Sex, Gender, and Sexuality</i> Sassler, S. & Miller, A. (2011). Waiting to be asked: Gender, power, and relationship progression among cohabiting couples. <i>Journal of Family Issues</i> , 32(4), 482-506. WATCH: "It Happened to Us, 1983" https://www.youtube.com/watch?v=wXkjRyb0TWs
5	June 5	TEST 1 = 35% Relational	TEST content: Chapters 1-4, assigned readings and visual media. Chapter 5

Week	Date	Topic	Readings Due
		wellbeing. Happiness, intimacy, connection, and satisfaction	Muise et al (2018) Sexual need fulfillment and satisfaction in consensually non-monogamous relationships. Journal of Social and Personal Relationships, 1-22 Wood et al (2018). Reasons for sex and relational outcomes in consensually non-monogamous and monogamous relationships: A self-determination theory approach, Journal of Social and Personal Relationships, 632-654
6	June 12	Parenting & Pets	Chapter 6 Power, E. (2008). Furry families: Making a human-dog family through home. Social and Cultural Geography, 9 (5), 535-555.
7	June 19	Work and Family Life	Chapter 7 Doucet, A. (2004) "It's almost like I have a job, but don't get paid: Fathers at home reconfiguring work, care and masculinity. Fathering, 2(3), 277-303.□
8	June 26	Stress & Violence	Chapter 8
9	July 3	TEST #2 = 35% Divorce and Ending Relationships	TEST content: Chapters 5-8, assigned readings and visual media. Chapter 9 Whitehead, D. (2015). Is shared custody the alchemy of family law? Canadian Family Law Quarterly, 35(1), 1-29.
10	July 10	Family Transitions and Diversity	Chapter 10
	Tuesday July 16	Drop, Penalty 1 Period ends	<i>WD (Withdrew, no credit granted) grade assigned for course(s) dropped</i>
11	July 17	A Glimpse into the Future Re-defining family	Chapter 11
12	July 24	Final Test 3 = 25%	TEST content: Chapters 9-11 assigned readings and visual media.

Late Work

STUDENTS WHO FAIL TO SUBMIT MEMES WILL RECEIVE A GRADE OF ZERO FOR EACH MISSED MEME

Electronic Device Policy

I work very hard to come to class prepared and to be engaged. You are welcome to use a computer or electronic device to type your notes during class.

If you are not in that frame of mind and will be checking your phone or otherwise engaged in non-course activities on your computer I will voice my concerns - publicly. This isn't just about your education, it is also about every other student around you who, according to research, is even more negatively affected than the student who is not fully engaged. If I judge you to be violating this expectation I will ask you to leave the class. I owe this to the students around you who can't voice their objections.

IMPORTANT: Lectures and PowerPoints may NOT be digitally recorded or photographed. Furthermore, no class materials may be posted online. This includes comments about other students in the course.

Attendance Policy

Your education is your responsibility. In that vein, to get the most for what you paid for you are expected to attend classes. If choose to miss a class for any reasons, you are responsible for the material covered. You will need to obtain notes from a willing classmate. My lecture notes are not available (unless I have chosen to post some).

¹ Dr. Jane Nicholas

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. 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 the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [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 the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (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 AS office at the beginning of each academic term.