



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

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

SMF 207: Parents, Children, and Family Relations

Winter 2022

Remote Asynchronous (all on LEARN)

INSTRUCTOR INFORMATION

Instructor #1 (until February 27, 2022): Angela Underhill (pronouns: she/her)

Office: SH 2219

Email: angela.underhill@uwaterloo.ca

Instructor #2 (beginning February 28, 2022): Dr. Denise Whitehead (pronouns: she/her)

Office: SH 2217

Email: denise.whitehead@uwaterloo.ca

Student Drop-in Hours: By appointment (we can find something that works for you and for us via phone or Zoom).

Note: ALL course inquiries should be directed to Angela Underhill until February 27, 2022. Beginning February 28, 2022, all course inquiries should be directed to Dr. Denise Whitehead.

WELCOME AND COMMUNICATION

WELCOME TO SMF 207! Dr. Denise Whitehead and I are thrilled that you are taking this class. As noted above, I (Angela Underhill) will be the instructor until February 27, 2022 – at which point I will transition the course to Dr. Whitehead. The best way to reach me (and later, Dr. Whitehead) this term is via email (see above), or through the Ask the Instructor discussion board. You are also welcome (encouraged!) to email me to arrange a mutually convenient time to meet. Our job is to support you this term, so please know we are very happy to hear from you and schedule one-on-one time.

Emails will be responded to within 24 business hours (i.e., Monday to Friday), and at other times when your instructor is able. If you haven't heard back from your instructor within 24 hours during the business week, please resend your email in case it was not received. Always use your UWaterloo email address when reaching out.

MENTAL HEALTH SERVICES

We are all human, and we all need support sometimes – I think now more than ever. Please

contact me if you are having medical/psychological/personal concerns that are compromising your ability to complete the course successfully. Informing me of these concerns earlier, rather than later in the course generally allows for more options. For your convenience, please refer to the list below for a list of mental health services.

On Campus

- Counseling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655.
- MATES: peer support program offered by Federation of Students (FEDS) and Counseling Services.
- Health Services Emergency service: 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 examines parent-child relationships from a broad interdisciplinary perspective. Topics may include parenting practices, voluntary childlessness, the transition to parenthood, parental separation, gay and lesbian parenting, and care of aging parents.
Prerequisite: SMF 101, or previous SMF 206.

COURSE OVERVIEW

This course provides an interdisciplinary perspective of parent, child and family relations over the lifespan, drawing on family studies, psychology, social psychology, sociology and more. The course is comprised of recorded lectures, readings, multimedia resources, online discussions, and other activities to 1) orient you to the language(s) of various historical, psychological, sociological, anthropological, cultural, and critical theories of parent and child relations and families, 2) facilitate the critical thinking that is required for reading and critiquing research literature, and 3) enable you to apply theories in a variety of ways.

One of the cornerstones of this course is the opportunity to raise a Virtual Child from birth to age 18, allowing you to consider and apply your own parenting philosophies and relate your experiences and decisions of virtual parenting to the course readings and lecture materials. Participating in My Virtual Child (MVC) is designed to give you some insights into the extent of

the challenges and choices that parents face. There is no expectation that people enrolled in this course must or will become parents, but rather that we all develop compassion, insights, and understanding for caregiving roles and the work they entail so we can apply this as citizens and as professionals that work with families and children. Even if you do not work directly with parents and children, your future colleagues and/or friends will likely appreciate your understanding and empathy on these topics.

COURSE OBJECTIVES

This course has been designed so that you will be able to:

- Summarize and understand theories of childrearing.
- Describe and analyze social, cultural and socio-economic influences on parents and children and the impact on childrearing and development across the life span.
- Describe and analyze various family formations and their strengths and challenges.
- Apply critical thinking and self-reflective skills (written, oral, and/or otherwise) to the analysis of parenting theory and practice.
- Engage in raising a Virtual Child from birth to 18 years to learn about the impact of parenting practices and other socio-economic factors on child development and socialization.
- Articulate the bidirectional process of the parent-child relationship.
- Continue to develop academic writing skills by 1) effectively utilizing academic sources in your assignments as part of your analysis, and 2) demonstrating high APA compliance when referencing.

REQUIRED TEXTS [AND OTHER REQUIRED/SUGGESTED RESOURCES]

- **TEXTBOOK:** Bigner, J.J. & Gerhardt, C. (2019). *Parent-child relations: An introduction to parenting*. New York: Pearson. Available through the bookstore as a hard copy or EBook
- ****MY VIRTUAL CHILD (NO Textbook)** (ISBN 9780205690336). Available through the Bookstore Website
- **NOTE:** The Bookstore offers a PACKAGE DEAL that includes the textbook and the My Virtual Child program. If you purchase this package, you should **not** buy the other textbook or My Virtual Child program on top of this.
- ****In lieu of completing the My Virtual Child activities (see below), students may choose the NO COST option of 3 papers.**



COURSE REQUIREMENTS AND ASSESSMENT

Assessments	Date of Evaluation	Weight
Parenting/Caregiving Wellness Discussion, Log and Reflection	2 Parts	10%
Meet and Greet Discussion	Open from January 5 at 12:01 am – January 16 at 11:59 pm	(2.5%)
Log and Reflection	Log should be completed weekly; log and reflection (see assignment guidelines) due Sunday, Apr. 3 by 11:59 pm in Dropbox	(7.5%)
My Virtual Child Simulation (MVC)	3 Assignments	55%
MVC#1 (Infancy, Toddler, Preschooler)	Friday, Feb. 18 th by 11:59 p.m. in Dropbox	(10%)
MVC#2 (Middle Childhood)	Friday, Mar. 18 th by 11:59 p.m. in Dropbox	(20%)
MVC#3 (Adolescence)	Friday, Apr. 8 th by 11:59 p.m. in Dropbox	(25%)
OR No Cost Alternative to MVC	See below for details; due dates align with MVC paper due dates Deadline to inform instructor: Jan. 16	(55%)
Tests		35%
Test #1 (weeks 1-5)	Open in LEARN Quizzes from February 28 at 12:01 a.m. to March 6 at 11:59 p.m.	(17.5%)
Test #2 (weeks 6-10)	Open in LEARN Quizzes from March 21 from 12:01 a.m. to March 27 at 11:59 p.m.	(17.5%)
		100%

PARENTING/CAREGIVING WELLNESS DISCUSSION, LOG AND REFLECTION (10%)

The complete details for the Parenting/Caregiving Wellness Discussion, Log and Reflection are contained in a separate document and posted on LEARN. As noted above, most (if not all) students in the class will be participating in a 'parenting/caregiving' exercise; even for those

who do not, you will be learning about the caregiving process and the importance of self- and collective-care (and resources). This exercise will have you participate in a discussion in Weeks 1-2 of the course, fun activities each week (chosen by you!) that you will document, and a final (short!) reflection. Whether or not you complete the weekly fun activities is up to you; the discussion, log (which you can note that you did not complete an activity) and reflection will be what is graded.

MY VIRTUAL CHILD (MVC) ASSIGNMENTS (55%; GRADE BREAKDOWN IN ABOVE TABLE)

The complete details and questions for these assignments are contained in a separate document and posted on LEARN.

There will be THREE assignments related to the MVC online simulation and the material in the text, readings, lectures and other course material that we will be covering. I have aimed to time these assignments so that we can cover the material in a timely fashion and leave you sufficient time to complete the assignments (and receive feedback before completing the next). Raising your virtual child and being able to integrate your course learning as part of your analysis is a critical aspect to successful completion of this course. You demonstrate this integration through appropriate use of citations (APA).

All assignments are to be submitted on the noted due date by 11:59 p.m. in Dropbox.

NO COST OPTION TO MY VIRTUAL CHILD: THREE RESEARCH PAPERS

In accordance with [Guidelines Pertaining to Fees for Third-Party Learning Resources Used for Academic Assessment](#) students are NOT required to make any purchase for a course where the item is over \$50 or worth more than 20% of the student's grade. Although the MVC assignments have received approval from the Associate Vice-President at the University of Waterloo, these assignments exceed the 20% threshold and therefore students have the option of completing alternative assignments that do NOT involve any cost.

First, please contact me privately if the cost of MVC is prohibitive – there may be some ways I can help. One option we can explore is whether some students can work together as “parents” to share the cost of the program. Write-ups for the assignments would be done individually, but the parenting can be shared. This has been done very successfully in the past. Some students have done this in the past and found they have had more to reflect on (differences in values when making decisions!), so this can be a really fun, insightful option.

For those students who wish a NO COST option you may choose to complete THREE (3) written research papers that will carry the same percentage weight and due dates as the MVC assignments (your topic will be discussed with the professor). You will write three research papers on each of the age groupings profiling: infancy, toddler & preschool (Birth – 5 years), school age (6-11), and adolescence (12-18). Each paper is expected to provide an accurate and illustrative understanding of parenting at each of these stages. Each paper must be 4-5 pages, double-spaced, 12 pt Times New Roman font, and include 3 academic references (one of which is the course textbook, and two of which are journal articles, academic book chapters, or other

assigned readings). Each paper must conform to APA citation and referencing.

YOU MUST notify me by email by January 16th of your decision to elect the research paper option. We will then arrange to connect and discuss the alternate assignment details.

TESTS (35%)

The tests will be multiple choice and fill-in-the-blank. All required course readings, materials, lectures, films, etc. will be considered testable material. The first test (17.5%) will cover material from weeks 1-5. The second test (17.5%) will cover material from weeks 6-10. Tests will be completed online via the LEARN Quizzes tool.

COURSE SCHEDULE

Readings are primarily from the Bigner and Gerhardt text and additional readings may be made available through LEARN/Course Reserves via LEARN (found under the heading "Library Resources"). The outline below is a preliminary list of the readings. I will continue to add readings, podcasts, videos, etc. as we progress through the course and want to explore new themes and territory. You are responsible for all material that is assigned in this course (unless it is noted as "optional" or "not testable"). All material will be posted to the week it is assigned on the Monday of each week (under Table of Contents -> Week xx). If there are any changes or updates to the planned processes, I will post in the Announcements section of LEARN to alert you. I suggest that everyone subscribe to the Announcements to receive these updates directly to their email.

This syllabus may be subject to change at the discretion of the instructor (e.g., some topics may come up that require further attention in a future week).



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Week	Topics	Assigned Readings/Content	Notes/Action Items
1: Jan. 5 – Jan. 9	<ul style="list-style-type: none">Welcome!Introduction to the course	<ul style="list-style-type: none">Week 01 Content on LEARNSyllabusAll assignment instructions (see LEARN)	<ol style="list-style-type: none">Complete “Help your instructor...” survey by 11:59 pm Jan. 9: https://forms.gle/EkBpS9RPoUvTfVhbAPurchase MVC code (online via UW bookstore), sign in and complete preliminaries – welcome to virtual parenthood! ALTERNATELY, if you are opting for the no cost assignments in lieu of MVC, please email Angela by Jan. 16 to notify herDEADLINE: Meet and Greet Discussion open beginning January 5 at 12:01 am
2: Jan. 10 – Jan. 16	<ul style="list-style-type: none">The Evolving Context of ParentingParenting Approaches	<ul style="list-style-type: none">Week 02 content on LEARNBigner & Gerhardt: Ch. 1 + 2Read Pediatric Statement (click here)	<ol style="list-style-type: none">Begin Parenting Wellness LogDEADLINE: Meet and Greet Discussion closes (for grading purposes) January 16 at 11:59 p.m.
3: Jan. 17 – Jan. 23	<ul style="list-style-type: none">Historical & Cultural ApproachesTheoretical Perspectives on Parent-Child Relations	<ul style="list-style-type: none">Week 03 content on LEARNBigner & Gerhardt: Ch. 3 + 4	<ol style="list-style-type: none">Continue Parenting Wellness Log
4: Jan. 24 – Jan. 30	<ul style="list-style-type: none">Parenting: Rights and ResponsibilitiesTransition to Parenthood	<ul style="list-style-type: none">Week 04 content on LEARN(OPTIONAL) Bigner & Gerhardt: Ch. 5Bigner & Gerhardt: Ch. 6	<ol style="list-style-type: none">Continue Parenting Wellness Log
5: Jan. 31 – Feb. 6	<ul style="list-style-type: none">Parenting Infants and Toddlers	<ul style="list-style-type: none">Week 05 content on LEARNBigner & Gerhardt: Ch. 7	<ol style="list-style-type: none">Continue Parenting Wellness LogTIP: complete course content up until this point (incl. ch. 1-7) and raise your virtual baby to 3 years; begin MVC#1
6: Feb. 7 – Feb. 13	<ul style="list-style-type: none">Parenting Preschoolers (3-5 years)	<ul style="list-style-type: none">Week 06 content on LEARNBigner & Gerhardt: Ch. 8	<ol style="list-style-type: none">Continue Parenting Wellness LogTIP: Complete assigned course content and raise your virtual child to 4 years, 11 months; submit MVC#1 earlyTIP: Prepare final study notes/flash cards for your test

Week	Topics	Assigned Readings/Content	Notes/Action Items
7: Feb. 14 – Feb. 18	<ul style="list-style-type: none"> Catch-up Special Topic (Student Choice) 	<ul style="list-style-type: none"> Week 07 Content on LEARN 	<ol style="list-style-type: none"> DEADLINE: MVC #1: Infants, Toddlers & Preschoolers DUE Feb. 18 by 11:59 p.m. in Dropbox Continue Parenting Wellness Log NOTE: LAST IN-PERSON CLASSES
READING WEEK FEBRUARY 19 – FEBRUARY 27 (ENJOY!)			
REMINDER: DR. DENISE WHITEHEAD IS NOW THE INSTRUCTOR FOR THE COURSE			
8: Feb. 28 - Mar. 6	<ul style="list-style-type: none"> Family Composition and Dynamics 	<ul style="list-style-type: none"> Week 8 Content on LEARN Bigner & Gerhardt: Ch. 11 	<ol style="list-style-type: none"> DEADLINE: Complete Test #1 in LEARN Quizzes (open from February 28 at 12:01 am to March 6 at 11:59 pm) Continue Parenting Wellness Log
9: Mar. 7 – Mar. 13	<ul style="list-style-type: none"> Parenting in Middle Childhood 	<ul style="list-style-type: none"> Week 08 Content on LEARN Bigner & Gerhardt: Ch. 9 	<ol style="list-style-type: none"> Continue Parenting Wellness Log TIP: complete assigned course content and raise your virtual child to 11 years, 11 months. Begin MVC#2
10: Mar. 14 – Mar. 20	<ul style="list-style-type: none"> Parenting Adolescents 	<ul style="list-style-type: none"> Week 09 Content on LEARN Bigner & Gerhardt: Ch. 10 	<ol style="list-style-type: none"> DEADLINE: MVC #2: Middle Childhood DUE Mar. 18th by 11:59 p.m. in Dropbox Continue Parenting Wellness Log TIP: complete assigned course content (and MVC #2), then raise your virtual child to 18 years. Begin MVC #3
11: Mar. 21 – Mar. 27	<ul style="list-style-type: none"> Blended and Intergenerational Family Systems 	<ul style="list-style-type: none"> Week 11 Content on LEARN Bigner & Gerhardt: Ch. 13 	<ol style="list-style-type: none"> DEADLINE: Complete Test #2 in LEARN Quizzes (open from 12:01 a.m. on March 21 to 11:59 p.m. on March 27) Continue Parenting Wellness Log
12: Mar. 28 – Apr. 3	<ul style="list-style-type: none"> Toward Better Outcomes 	<ul style="list-style-type: none"> Week 12 Content on LEARN Bigner & Gerhardt: Ch. 15 	<ol style="list-style-type: none"> DEADLINE: Parenting Wellness Log/reflection DUE Apr. 3 by 11:59 pm in Dropbox
EXAM PERIOD	MVC#3 Assignment		DEADLINE: MVC#3: Adolescence DUE Apr. 8 at 11:59 pm in Dropbox



POLICY ON LATE WORK, MISSED ASSIGNMENTS

There will be a grace period of 48 hours for all assignments submitted to the Dropbox. This means if your assignment is due on a Friday at 11:59 pm, you may submit it up until the following Sunday at 11:59 pm without penalty. Please do not email the instructor for this; just submit it within the 48 hours. All assignments are due in Dropbox on the date and time noted in the syllabus. Any assignment submitted after the Dropbox due date/time will be subject to a 10% penalty per day (including weekends) EXCEPT under documented grounds for compassionate consideration. Time starts to run as soon as the paper misses the date AND time following the grace period. **Assignments submitted 4 days or more later than the deadline (NOT the grace period) will receive a grade of zero EXCEPT under documented grounds for compassionate consideration.**

RECEIPT OF GRADES

We will do our best to return all assignments and feedback in a timely manner. After you receive a grade on LEARN, please review your feedback. If you have questions or concerns, please wait 24 hours following the release of grades to contact the course instructor. 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.

OTHER IMPORTANT INFORMATION

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. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as his or her own, may experience disciplinary action in the form of academic penalties.

In order to avoid plagiarism, a student must adhere to the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently, requires a reference to the literature being used.
2. All direct quotations (i.e., text taken directly from the source) must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented and single-spaced. Students should use direct quotations sparingly, as they do not adequately demonstrate understanding of the material.
3. Every quotation requires a reference, including page number.
4. In summarizing another person's words, a student would need to use different words and change the sentence structure of the original statements. Such paraphrases must also, of course, be referenced (but no page numbers).

PLEASE NOTE: Professors are required to report suspected cases of plagiarism to the appropriate Dean's office for investigation and, if guilty, an assessment of penalty. Proper APA referencing and appropriate use of quotation marks often goes a long way in avoiding plagiarism.

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, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ 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 instructor, 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, <https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>. For typical penalties, check the Guidelines for the Assessment of Penalties, <https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>

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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, 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, www.uwaterloo.ca/accessability-services/.

INTELLECTUAL PROPERTY. Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Turnitin

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. 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 the alternate assignment.