



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo
Department of Sexuality, Marriage, and Family Studies (SMF)

SMF 496 Seminar
Intersecting Identities in Relationships
Fall 2020: Online Delivery

INSTRUCTOR [AND TA] INFORMATION

Instructor: Dr. Toni Serafini
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Office Hours: by appointment
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Correspondence with Instructor:

The University has adopted an online-only, remote-teaching framework in response to the COVID-19 pandemic; therefore, our main point of contact will be email.

My standard email protocol still applies: When emailing, please include your first & last name and the course code in the subject line. Please use a salutation and closing to open and close all emails.

Email responses: If you do not hear back from me within 48 hours (excluding weekends), please resend your message. This is NOT an indication that I am ignoring you; more likely, this suggests that I did not receive your email or I accidentally marked it as 'read' before responding. Please use your Waterloo email for academic correspondence (emails from other accounts are sometimes flagged as spam).

Teaching Assistant (TA): N/A

COURSE DESCRIPTION

(From the UW Undergraduate Calendar):

This seminar allows students to integrate their knowledge in the domains of couples, marriages, and family studies.

Topics reflect current issues from a theoretical and research perspective.

Prerequisites: SMF 230, 310; One of SMF 306, 307, 366, PSYCH 354; Level at least 3B

Who am I? What (and who) defines who I am? What socio-cultural and other factors have influenced my development of self? How do relationships shape my identity? How do my intersecting social locations shape who I am in relationship with others?

This seminar course critically examines the ways in which diverse factors - social, cultural, historical - shape how our identities are constructed and reconstructed over time and through relationships with others.

Various theoretical models of understanding identity formation exist; however, this course focuses on those that view personal identity as constructed within the context of social relationships and interactions with others. The

person-in-context perspective places identity as inextricably linked with gender, race, class, ethnicity, dis/ability, sexuality, religion, and other social locations. For example, many social narratives dictate how we conduct ourselves as gendered and sexual beings and serve as a significant force in shaping our identities and experiences in relationship with others.

The aim of this course is to draw attention to, and critically unpack, how identity and our intersecting social locations shape and are shaped by close relationships in social-historical contexts. We will consider ways in which identity is constructed/reconstructed and performed from an intersectional theoretical perspective. As such, we will explore how power and privilege operate in creating and maintaining oppressive social structures and their impact on our close relationships.

Central to the learning experience is critical self-reflection – we will be invited to process our own participation in maintaining practices that come out of interlocking systems of oppression of gender, race, class, sexuality, age, ability, religion (etc.) that shape people's experiences and access to power. How have we been recruited into such practices? What impact have these practices had on our emerging sense of self and our family and romantic relationships?

COURSE GOALS AND LEARNING OBJECTIVES

One of the central goals for this course is to create a learning environment wherein you may develop your skills in critical thinking, writing, discussion, and self-directed learning. My personal goal as an instructor is to facilitate a supportive class environment, to guide you to unpack course material in both critical and applied ways, and to encourage you to learn by communicating with each other directly through discussion and debate.

Upon completion of this course, you should be able to:

1. Comprehend, critique, and apply various theories of identity and an intersectional framework for understanding diverse identities in their social and relational contexts
2. Critically analyze a variety of interdisciplinary sources to develop your own interpretation of a topic
3. Engage in critical self-reflective analyses regarding your processing of the material covered in this course.
4. Critically analyze/process your role in maintaining and perpetuating various structural and systemic inequalities that shape people's creation and performance of self (identity) in and through relationships with others
5. Apply your analytic, research, and communication skills (oral and written) through the completion of various course assignments.

REQUIRED TEXTS [AND OTHER REQUIRED/SUGGESTED READINGS]

All of the assigned readings will be made available electronically either via web links or citation information that you may use to access the reading via the Tri-Library databases.

Additional Resource: American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: Author.

COURSE REQUIREMENTS AND ASSESSMENT

<u>Assessment</u>	<u>Weight</u>
Weekly Processing Logs	25%
Online Discussions	20%
Research Paper*	20% - 35%
Facilitation/Interactive Learning Activity*	20% - 35%
<i>* You may choose the weight of each whereby the total weight of these two assessments combined is 55%</i>	
<hr/> Total	<hr/> 100%

Research Paper (20%-35% total)

Your assignment is to present a well-researched critical analysis of a topic of your choice that deals with identity in the context of relationships and that draws upon the concept of intersectionality as a key feature of the analysis. Strong research papers will offer an in-depth analysis of the topic utilizing an intersectionality framework to critically examining the topic. You may explore in more depth a topic we cover in the course, or you may choose to analyze one of the myriad of issues that is not covered. Papers should reveal the extent to which you have mastered the art of structuring an argument as well as demonstrate your understanding and critical analysis of the research literature on the topic. The paper should include an ‘applied’ focus – that is, applying theory and research to the context of a relationship (e.g., romantic or family relationship).

For a paper that is 10-15 pages in length, I expect a minimum of the same number of sources consulted (i.e. 10-15). These should be a combination of scholarly books and articles on the topic.

Note that in order to support your learning process (and provide an avenue for formative feedback), some of the weekly processing logs will be geared towards your work on this research paper in that a general proposal for the paper topic/structure will be invited and I will respond with feedback/comments. The date for this will be negotiated with the class.

Facilitation/Interactive Learning Activity (20%-35%)

As we discussed as a group, this is an opportunity for each of you to choose a design delivery format that fits for you – and creative approaches are welcome! Each student will submit a proposal for review and feedback. I will work with each of you individually to ensure that the topic and format you choose address the course learning goals and provide a strong learning experience for your fellow peers.

As part of this facilitation assignment, you should be prepared to select 1-2 readings for the class to review in advance of your facilitation activity. You should present them to me for review/approval, and make them available to the class electronically (provide the permanent URL and article information) at least one week prior to the facilitation date.

These facilitations will occur during our scheduled synchronous meeting time. Students will have approximately 45minutes to facilitate the discussion and learning activities. Student facilitators will manage the class time and ensure that space is made for all voices in the room to have an opportunity to be heard. You will be evaluated on your selection of readings and your ability to facilitate an engaging and dynamic class discussion about the readings and their critical application to family, romantic, or other close relationships.

As discussed among the group, the following components would be valuable for students’ learning experience:

- Hands-on, application – try things out as a group
- Agenda/framework – list of key points/areas, use of visual and/or tactile methods to engage the material

- Key points and key terms to be provided in advance – acts as a roadmap
- Focus on engaging with one another around the material rather than the facilitator solely summarizing key points (assuming folks have read the material beforehand)
- Hand-out posted in advance (for personal use, helps students to stay on track)

As discussed among the group, the following components will be considered in the evaluation of this assignment:

- Ability to lead a discussion – facilitation skills
- Good understanding of the material, where it could go, making connections
- Quality and relevance of sources to the overall topic
- Appropriate time management during facilitation
- Quality over quantity
- Critical analysis
- Acknowledge of biases at the outset
- Communication skills

Weekly Processing Logs (25%)

This assignment is intended to provide you an opportunity to process course material on an ongoing basis. The processing log will be 2-3 pages in length (double-spaced) and submitted to a dropbox in LEARN. I will provide prompts for several of these logs. For others, you will be free to process any part of the course content (e.g., online discussions, virtual weekly meeting content, readings, and/or your work on course assignments). You will each submit approximately 10 processing logs over the course of the term. Each will be evaluated on a number of areas: critical thought, reflexivity, clarity (writing), and depth of processing. At the end of the term, your top 8 logs will be included in the final grade.

Due: Tuesdays midnight

Online Discussion Forums (20%)

These will take shape as the term unfolds. Some discussion groups will be geared towards preparing for and processing the student-run facilitations (with associated prompts). Others will be created by me to invite reflections on course content and application. Again, all discussion threads will begin with a prompt of some sort.

Specific details regarding the timing and number of posts per person will be provided as the term unfolds and may change from week-to-week in order to meet the group's evolving learning goals.

Discussion Agreement – Assumptions Concerning Class Discussions

1. Prejudices exist in many forms, including, but not limited to: racism, classism, sexism, heterosexism, ageism, able-bodyism, etc. These various "isms" affect the way we experience family life, relationships, and education; thus, they are important to keep in mind in the context of this course.
2. We all carry misinformation about our own group(s) as well as about members of other groups. This extends to what we are taught about individuals and families of various groups and the relationships within and between families and individuals.
3. We cannot be blamed or blame ourselves for carrying this misinformation, but we need to accept responsibility for actively pursuing new information, critically examining new information, and not perpetuating misinformation once we have learned otherwise.
4. It will be helpful if we agree not to blame others for the conditions of their lives. Assume that people, both in the families and groups we study and the members of this class, do the best they can with the resources they have.
5. We can share information about ourselves and our families with other members of the class to the degree we feel comfortable. We will not demean, devalue, or put down people for their experiences or perspectives.
6. We agree to actively combat stereotypes and myths about our own group(s) and other groups so that we can break down those things that stand in the way of group cooperation and understanding.

7. We agree to create an atmosphere of open discussion. This means that we will each actively contribute to creating an environment/place where people can feel free to express their ideas, even if others do not agree with their perspectives; a place where people can engage in dialogue about their differences; and a place where individuals can expect that comments they make be held in confidence and with care and respect.
8. As much as possible, we shall try to use the pronoun "I" when discussing our own beliefs and opinions. Be careful not to generalize comments to all members of a group, whether yours or someone else's group.

(Adapted from materials by Dr. Carolyn Tubbs and Dr. Lisa Albrecht)

COURSE SCHEDULE

Week	Date	Topic	Readings
1	Sept 9	Survey to structure course	Introduction to Intersectionality. Material provided on LEARN.
2	Sept. 16	<ul style="list-style-type: none"> • First synchronous class meet. • Focus on structure of course and desired assignments 	<p>Identity Theory Readings made available:</p> <p>Stets, J.E. & Burke, P.J. (2000). Identity and social identity theory. <i>Social Psychology Quarterly</i>, 63, 224-237. https://voidnetwork.gr/wp-content/uploads/2016/09/Identity-Theory-and-Social-Identity-Theory-by-Jan-E.-Stets-and-Peter-J.-Burke.pdf</p> <p>Stryker, S. & Burke, P.J. (2000). The past, present, and future of an identity theory. <i>Social Psychology Quarterly</i>, 63, 284-297. http://kulturiskvleebi.weebly.com/uploads/1/8/3/7/18376403/burke_pastpresent...of_identity_theory.pdf</p> <p>Jones, M.K., & McEwan, S.R. (2000). A conceptual model of multiple dimensions of identity. <i>Journal of College Student Development</i>, 41(4), 405-414. http://faculty.sfasu.edu/munromicha/leadership573/Conceptual-Model-of-Multiple-Dimensions-of-Identity.pdf</p>
3	Sept. 23	<ul style="list-style-type: none"> • Review course structure and assignments. • Consider dates for Facilitation assignment. • Discuss readings and prepare online discussion prompts as a group. 	
4	Sept. 30	<ul style="list-style-type: none"> • Discussion of readings • Finalize Facilitation Assignment Dates 	
5	Oct. 7	Facilitation	Kareana
	Oct. 14	FALL READING WEEK: No Classes	
6	Oct. 21	Facilitation	Julia
7	Oct. 28	Facilitation	Janine
8	Nov. 4	Facilitation	Nic
9	Nov. 11	Facilitation	Adrianna

Week	Date	Topic	Readings
10	Nov. 18	Facilitation	Nicholas
11	Nov. 25	Facilitation	Lilly
12	Dec. 2	Facilitation	Jasper

IMPORTANT DATES TO REMEMBER

As negotiated among the group, we will have weekly synchronous classes on Wednesdays from 1pm to 2:30pm. This time will also be used for student facilitations, as scheduled.

POLICY ON LATE WORK, MISSED ASSIGNMENTS, AND MAKE-UP TESTS

Any assignment submitted after the due date/time will be subject to a **10% penalty per day**, including weekends.

RULES FOR GROUP WORK IN ASSIGNMENTS

Not applicable for this course

When working on a group assignment, a Group Assignment Checklist must be completed and submitted with the assignment:

https://uwaterloo.ca/arts/sites/ca.arts/files/uploads/files/group_assignment_disclosure.pdf

ATTENDANCE POLICY

Simple attendance will not be directly evaluated. That said, everyone is expected to make every effort to attend the synchronous meets and to participate fully in the discussions and activities.

Diversity and Inclusion: As discussed on September 16, 2020, we all understand that people vary in their processing timelines; therefore, the opportunity to participate will be extended to various online discussion forums. These online discussion groups are intended to provide students with time to consider and reflect on ideas/issues before sharing their reflections with the group. They do not replace the synchronous meets; however, they do provide the opportunity for additional reflection prior to 'participating' in discussions.

ELECTRONIC DEVICE POLICY

Please keep your electronic devices silenced or at a distance when engaging in the weekly synchronous meetings so that your full attention can be directed towards your fellow learners and your own learning process 🙏

A Note on Plagiarism

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.

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).

OTHER IMPORTANT INFORMATION [REQUIRED LANGUAGE APPROVED BY SJU SENATE COUNCIL]

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.]

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, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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/.