

FCHD 4230: FAMILY AND SOCIAL POLICY
Spring Semester 2006
T/Th 10:30 – 11:45, FL 206

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Required Texts and Materials:

Mason, M. A., Skolnick, A., & Sugarman, S. D. (Eds). (1998). *All our families: New policies for a new century*, (2nd ed.). New York: Oxford University Press.

Additional Required readings are on Electronic Reserve – see calendar for Titles. (To access E-Res, go to <http://eres.usu.edu/> and choose Jana Darrington’s FCHD 4230. The password is DAR 4230.)

Course Overview:

The purpose of this course is to give you an overview of theoretical and substantive issues related to the development and implementation of family policies. Emphasis is given to the connections among family policies, social welfare, family well-being, and political culture. We will examine current economic and political forces that influence federal and state governments in development and enforcing key areas of legislation, and the impact of such policy on citizens and their families.

Course Objectives:

Disciplinary Knowledge

1. An understanding of the needs of individuals and families of various ethnic/socioeconomic backgrounds, and their relationships to larger social institutions
2. An understanding of social, economic, and governmental policies and their implications for individuals and families
3. An understanding of the internal dynamics of the family, including family strengths and weaknesses

Skills & Career Competencies

4. The ability to communicate effectively in written form including the understanding and correct use of APA style
5. The ability to use skills necessary for participation in the policy making process and to engage in informed advocacy for individuals, families, and the profession
6. The development of oral presentation skills, interpersonal skills, and ability to engage in continuous, collaborative learning

Course Requirements

A. General:

- **Course Conduct.** I expect you to display professional behavior in class. This means regular on-time attendance, taking good notes, and refraining from small group (“insider”) discussions, unless directed. Participation in general class discussions will be an important part of your learning experience; be respectful of others’ views as you contribute to discussion. It is enriching to have a variety of opinions expressed on the topics we will cover.

- **University Honor Code.** The honor code will be strictly enforced in this course; any suspected violations will be promptly reported. For more info, go to “Discipline” on the following USU website: <http://www.usu.edu/policies/PDF/R-MainPolicyBody-January-03.pdf>
- **Academic Crimes.** In a nutshell: Do not **cheat!!** Do not **plagiarize!!** And do not **falsify information!!** If you don’t know what these terms mean, consult the instructor. Ignorance is no excuse, and evidence of these crimes will warrant **extreme penalty** and possible dismissal from the course.
- **APA Format.** The use of APA (5th ed.) is **REQUIRED** for all written assignments.
- **Readings.** Complete assigned readings **before** the day they are scheduled to be discussed in class. You will have an entirely different (and richer) learning experience if you discipline yourself to do so.
- **Electronic Devices.** Please remember to turn off cell-phones and pagers during class. Disruption of class because of electronic devices will require the offender to provide **treats** for the entire class at the next class period. ☺
- **Protect your work.** Protect and backup each of your assignments as you work on them. Mark and **keep** hard copies of everything you turn in to me. Keep graded copies of work until the semester is complete. Electronic failures or crashed disks will **not** be accepted as a reason for turning in assignments late.
- **Physical Impairments.** If a student has any physical disabilities or other problems that may require some accommodation by the instructor, these must be made known to the instructor during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor prior to completion of the fifth day of the course. In cooperation with the Disability Resource Center, course materials can be provided in alternative forms – large print, audio, and Braille.
- **Grievance Process.** Students who feel they have been unfairly treated... may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdg/student_code.pdf (Article VII. Grievances, pages 25-30)

B. Components of Final Grade: ^(superscript #s refer to course objectives)

- I. **Quizzes^{1,2,3,5} (120 points; 27% of grade).** Instead of large tests, there will be seven 20-point quizzes given during the semester. The purpose of these quizzes is to test for an understanding of the lecture & reading material as well as an ability to apply concepts. Quiz format is most often multiple choice & true/false, but may also contain matching, fill-in-the-blanks, and short answer questions. Only the highest 6 quizzes will count towards the final grade. In other words, you may **drop your lowest score**.

Quizzes will be given during the **first 15 minutes** on the day scheduled unless otherwise announced. **Do not request to take quizzes on an alternate day – this is not an option.** If you miss a quiz day, it counts as a zero and there are **no** make up quizzes given in this class. Bring a full size blue Scantron sheet and a #2 pencil to class on each quiz day.

- II. **Current Policy Reports^{1,2,3,4,5} (100 points; 22% of grade).** Purpose of assignment is to see policy at work regularly and make application to what we’ve learned in class. Keep it Current (2000-2006) – article must be 2+ pages long. **[NOTE: you can (and should) use these policy reports to help you investigate current policy issues of interest to you. These PRs can be utilized as resources for your policy project & poster presentation in this class.]** Due Fridays by 5pm. If submitting via WebCT, you must submit the **entire** article (copy/paste if necessary) with your 1-page report online. If, for example, you are using a newspaper or magazine article cut out, you must turn in a hard copy of your report along with the hard copy of the article together. In other words, don’t submit part of your policy report online and hand in part of it as a hard copy. Use APA manual to write reference correctly.

- PR 1: Daily Television broadcast (local or national; submit notes of broadcast with report)
PR 2: Academic Journal article
PR 3: Attend meeting of local, state, or federal government (take notes of proceedings)
PR 4: Academic Journal article
PR 5: Weekly news magazine (*Time*, *Newsweek*, *U.S. News & World Report*)
PR 6: Academic Journal article
PR 7: Daily newspaper (local, state, New York Times)

Write 1-2 page (typed, single-spaced; See example on WebCT)

No points if article/notes not attached to PR.

- (a) Name, date, PR # – 1 points
- (b) Source of information in **correct** APA format – 3 points
- (c) Brief summary of article (1-2 paragraphs) – 3 points
- (d) Explain how or why the article relates to family policy – 3 points
- (e) Your own reactions to article/policy – incorporate other class readings and your own experiences or beliefs (1-2 paragraphs). – 3 points
- (f) Attach copy of article OR your handwritten/typed (LEGIBLE) notes. 2 points

Total of 7 (15 points each).

III. Policy Project (worth 100 points; 22% of grade)

Possible Topics for either project – see instructor for other project ideas:

- | | | |
|--------------------|----------------------|------------------------|
| 1. work and family | 6. juvenile justice | 11. homosexual rights |
| 2. elderly care | 7. health care | 12. special education |
| 3. homelessness | 8. domestic violence | 13. childcare |
| 4. teen pregnancy | 9. gambling | 14. defining marriage |
| 5. mental illness | 10. poverty | 15. war and the family |

Choose one of the following two options:

- a. **(Option 1) Policy Paper.^{1,2,3,4} (you can work in small groups of 3-4 persons).** Your paper should be approximately 6-8 typewritten, double-spaced pages. You are required to use **8 professional references** (academic books, academic research journals, news articles such as *Newsweek*, *Time*, *U.S. News & World Report* [no *Reader's Digest*], approved websites), citing in-text appropriately and handing in a Reference List in APA format (10 points). Use the following as a guide for your paper:
 - i. Introduction: (10 points)
 1. present the issue or problem.
 2. a discussion of the seriousness of the issue the policy addresses, why it is important to address, how does it relate to or affect children, youth, or families, **NEED REFERENCES IN THIS SECTION**
 3. a brief statement about current interest by media/legislators or citizens
 - ii. Discuss any controversy that surrounds the issue, especially the conservative and liberal views. Present the arguments (pro and con) about the problem, **NEED REFERENCES THIS SECTION**. Then explain your own position(s) on the issue. What do you think is correct, right, or should be done? (10 points)
 - iii. What are the current policies, programs, and laws that are now in place to deal with the problem or issue? Consider liberal and conservative solutions. Are the current policies/programs working? Why or why not? Are they effective in dealing with the problem? **NEED REFERENCES THIS SECTION** (15 points)
 - iv. What could be done to improve upon the policies, programs or laws? Consider all solutions (15 points) **NEED REFERENCES**

- v. Conclusion: What role can you play as a family professional? What can be done to influence or advocate for changes? (10 points)
- vi. Grading for Paper (rubric will be provided later)
 - 1. Outline (including at least 4 resources) - 20
 - 2. Format – APA – 10
 - 3. Introduction– 10
 - 4. Body of Paper – 40
 - 5. Conclusion – 10
 - 6. Writing Style – 10

b. **(Option 2) Policy in Action^{1,2,3,5,6} (you can work in small groups of 3-4 persons).**

Select a topic and work with a small group – 4 is the max!!

- i. Resource Materials:
 - 1. Talk to 3 people who work on the specific child/family problem
 - 2. Talk to 3 people who have real-life experience with this specific problem
 - 3. Use 5 professional references related to this policy issue (book chapters, journal articles, approved websites, news magazines).
- ii. PowerPoint Presentation: Create 15-20 slides (use size 30 font or larger; no more than 6 bullets per slide), and take approx. 15 minutes for your presentation. Practice before you present, so timing is correct. Use the following as a guide for your presentation
 - 1. Identify policy area to investigate
 - 2. Present facts and statistics on this problem in the U.S. and Utah
 - 3. Identify the federal, state, and local programs, policies or laws that currently exist that address this problem
 - 4. Identify several new or improved policies, programs, or laws that could further help with this problem.
 - 5. Discuss internships and jobs that are available in local agencies that work on this problem

Note: Incorporate your interviews when answering the above 5 questions.
- iii. Grading for Presentation:
 - 1. Outline (incl. summaries of interviews & at least 3 resources) (20)
 - 2. Overall organization, easy to understand and follow (10)
 - 3. Visual quality of slides (10)
 - 4. Clearly identify policy area (10)
 - 5. Present Facts & statistics (10)
 - 6. Explain existing programs and policies (10)
 - 7. Explain new or improved programs or policies (10)
 - 8. Jobs related to this topic (10)
 - 9. Individual participation points (5)
 - 10. Post PPTs on WebCT (5) – Be sure to do this before you Present!

IV. Attendance and Activity Points^{1,2,3,6} (50+ points, 11% of grade). During the semester you will have the opportunity to earn attendance points through participation in a variety of activities. Not all activities will be worth points, but participation in them will benefit you, regardless. Activities are designed with an effort to aid in learning and applying concepts presented in class. These activities may require individual or group work, with some including time spent on the activity outside of class. Other activities will require you to be present and participate in the class activity that day in order to obtain points. Activities will occur many times during the semester and participation in additional activities will earn you bonus points towards your final grade. **The specific dates will not be given in advance, so you must be present and participate fully in**

activities, in order to obtain points. If you are absent on the day an activity is assigned in class, you will earn **no points for it (no make-ups allowed).**

- V. **FINAL: Poster Presentation^{1, 2, 3, 4, 5, 6} (80 points; 18% of grade).** The purpose of this assignment is to give you some practical and professional experience in researching a topic, creating a poster on the issue, and presenting it in a semi-formal situation. For this assignment, you need to prepare a **PROFESSIONAL** looking poster collage on a social issue for which policy is made (or should be made in your opinion). This policy can be an issue of your choice, but should have a different focus from the policy project options. The collage should be on standard size poster board and can include drawings, newspaper/magazine clippings, text, poetry, and other appropriate media (and your name, of course ☺).

Using your creativity (I give bonus points for unique and creative topics!!) (1) clearly depict through pictures and/or words the issue or policy and (2) indicate why change or attention is needed **NEED REFERENCES THIS SECTION.** (3) Offer three possible solutions for change **NEED REFERENCES THIS SECTION,** and (4) indicate some real or potential ‘stumbling blocks’ to the enactment of policy changes in this area **NEED REFERENCES THIS SECTION.** You can design your poster any way you want, but it should logically lead the viewer to understand the policy, your position, and options for change. The poster should be a professional and creative display of the issue and solutions. Please provide five academic references (on the back of your poster) and cite them as per APA on the front of your poster. You may work with one other classmate and submit the poster together for one grade. We will exhibit posters on the day of your Final (see calendar) and invite other students and faculty to attend, so be prepared to answer any questions others may have concerning your presented issue.

Posters will be graded on the following: Information = 48 (12 points for each of the 4 items listed above), Professionalism (poster & personal dress/manner) = 10 points, Creativity = 10 points, Correct APA = 12 points. Total = 80 points.

Approved Websites for Assignments:

1. **www.clasp.org**
Center for Law and Social Policy (CLASP) policy analysts and lawyers are experts on a host of family policy issues, including welfare reform, workforce development, education and training, child care, child welfare, child support, reproductive health/teen parents, and couples and marriage policy. This site offers full-text articles on all the subjects mentioned above.
2. **www.urban.org**
The Urban Institute is a nonprofit nonpartisan policy research and educational organization established to examine the social, economical, and governance problems facing the nation. It provides information and analysis to public and private decision makers to help them address these challenges and strives to raise citizen understanding of these issues and tradeoffs in policy making.
3. **www.policymanc.org**
This website claims to have “Comprehensive, unbiased background information and links on major U.S. public policy issues.” They cover everything from criminal justice to social welfare. There are many links to conservative and moderate to liberal sites on several issues.
4. **www.mdrc.org**
MDRC is a nonprofit, nonpartisan social policy research organization. It is dedicated to learning how to improve the well-being of low-income people. This site has full-text articles about public policy. The subjects include education, family and children, welfare reform, working poor, and community initiatives.
5. **www.afc.hhs.gov/programs/cb/index.htm** and the site is connected to **www.ncfy.com/Resources.htm**
The Children’s Bureau (CB) is the oldest federal agency for children and is located within the United States Department of Health and Human Services’ Administration for Children and Families, Administration on Children, Youth and Families. It is responsible for assisting states in the delivery of child welfare services – services designed to protect children and strengthen families. The site also has full text of recent policy legislation. The section on laws and policies is especially impressive.
6. **www.cffpp.org/index.html**

The Center on Fathers, Families, and Public Policy is a nationally-focused public policy organization conducting policy research, technical assistance, litigation, and public education in order to focus attention on the barriers faced by never-married, low-income fathers and their families. CFFPP seeks to foster public policies at entry level that promote and contribute to the well-being of children, parents, and families.

7. www.childrensdefense.org
Children’s Defense Fund (CDF) provides a strong, effective voice for *all* the children of American who cannot vote, lobby, or speak for themselves. They pay particular attention to the needs of poor and minority children and those with disabilities. CDF educates the nation about the needs of children and encourages preventive investment before they get sick or into trouble, drop out of school, or suffer family breakdowns
8. www.span-online.org Social Policy Action Network (SPAN)
9. www.cssp.org Center for the Study of Social Policy
10. www.utahmarriage.org Utah’s Marriage Information Resource
11. www.nccpr.org National Coalition for Child Protection Reform
12. www.cpr4womenandfamilies.org Nation Center for Policy Research (CPR) for Women and Families
13. www.frc.orgThe Family Research Council
14. www.childpolicyintl.org International Child Policy Website

C. Evaluation of Student Performance:

Make-up assignments and extra credit are **not** options in this course. Attend class regularly, plan your time wisely, and turn in all work on the **due** date. In general, the only way to fail a particular assignment is to fail to attend class, participate actively, turn in required assignments, or take the tests. Students who approach the course professionally – attend, participate, and complete all assignments and exams – pass the course, and *most* receive a grade of B or better.

419 – 450	A	329 – 346	C	Quizzes	120 points
405 – 418	A-	315 – 328	C-	Weekly Policy Reports (PR)	100 points
392 – 404	B+	302 – 314	D+	Policy Project	80 points
374 – 391	B	270 – 301	D	Attendance & Activity	50 points
360 – 373	B-	Below 270	F	Final: Poster Presentation	80 points
347 – 359	C+			TOTAL possible	450 points

I suggest you use the following table to keep track of your points this semester:

Quiz 1 _____/20	Quiz 5 _____/20	PR – Wk 1 _____/20	PR – Wk 5 _____/20
Quiz 2 _____/20	Quiz 6 _____/20	PR – Wk 2 _____/20	PR – Wk 6 _____/20
Quiz 3 _____/20	Quiz 7 _____/20	PR – Wk 3 _____/20	PR – Wk 7 _____/20
Quiz 4 _____/20	(drop lowest score)	PR – Wk 4 _____/20	
	Quiz Subtotal: _____/120	Policy Reports Subtotal: _____/100	
Atvty 1 _____	Atvty 4 _____	Atvty 6 _____	Policy Paper or Policy in Action _____/100
Atvty 2 _____	Atvty 5 _____	Atvty 7 _____	
Atvty 3 _____	Atvty Subtotal: _____/50		Final (Poster Presentation): _____/80

TOTAL POINTS: _____/450

Final Grade: _____

FCHD 4230 WEEKLY ASSIGNMENT CALENDAR

* NOTE: Calendar Subject to Change *

WEEK	DATES	Assignments and Due Dates	TOPIC	Reading Assignments
1	T Jan 9 Th Jan 11		What is Family Policy Intro to class/ syllabi, etc. Policy Development	<u>*Reserve Reading - Politics and Social Welfare Policy</u>
2	M Jan 15	Martin Luther King Jr. Day – NO CLASSES		
	T Jan 16 Th Jan 18		Policy Development *Guest Speaker*	<u>*Reserve Reading - Policy Players</u>
3	T Jan 23 Th Jan 25	Quiz 1 – Fam Policy/Policy Dev <i>PR 1 – due Fri, 1-26, 5pm</i>	Policy Development New Families	Mason, Chpt 9
4	T Jan 30 Th Feb 1		Work & Families *Film*	Mason, Chpt 10
5	T Feb 6 Th Feb 8	Quiz 2 – New Fams & Work/Fam <i>PR 2 – due Fri, 2-9, 5pm</i>	Divorce	Mason, Chpt 4
6	T Feb 13 Th Feb 15		Child Custody *Film*	Mason, Chpt 13
	M Feb 19	President’s Day – NO CLASSES		
7	T Feb 20 Th Feb 22	Attend Monday Schedule		
		<i>PR 3 – due Fri, 2-23, 5pm</i>	Child Education - *Guest*	
8	T Feb 27 Th Mar 1	Quiz 3 – Divorce, Custody & ChEd <i>Policy Project Outlines due</i>	Teen Issues – Pregnancy, Eating Disorders, Juvenile Justice	Mason, Chpt 3 <u>Reserve Readings</u> <i>-Whose rights...?</i>
9	T Mar 6 Th Mar 8	Quiz 4 @ end of class – Teen Preg, Eating Dis, JuveJustice <i>PR 4 – due Fri, 3-9, 5pm</i>	Teen Issues – Pregnancy, Eating Disorders, Juvenile Justice	<u>Reserve Readings</u> <i>-Bio & Env Factors... -Juv in adult court</i>
10	T Mar 13 Th Mar 15	<u>SPRING BREAK – NO CLASSES</u>		
11	T Mar 20 Th Mar 22	Policy Paper Due <i>PR 5 – due Fri, 3-23, 5pm</i>	Special Family Issues	Mason, Chpt 2 Mason, Chpt 5 Mason, Chpt 7 (opt)
12	T Mar 27 Th Mar 29		Child Welfare *Field Trip*	Mason, Chpt 12
13	T Apr 3 Th Apr 5	Quiz 5 – SpFamIs, ChWelfare <i>PR 6 – due Fri, 4-6, 5pm</i>	Substance Abuse & Barriers to Convicts	<u>Reserve Readings</u> <i>-Drug Policy #1 -Drug Policy #2</i>
14	T Apr 10 Th Apr 12		Welfare Reform - *Guest* *Film	<u>Reserve Readings</u> <i>-Social Welfare</i>
15	T Apr 17 Th Apr 19	Quiz 6 – SubAb & Welfare <i>PR 7 – due Fri, 4-20, 5pm</i>	Strengthening Marriages & Families *Guest*	<u>Reserve Readings</u> <i>-Should gov’t promote... -Hope focused marriage...</i>
16	T Apr 24 Th Apr 26	Presentations: Policy in Action		
	T May 1	Quiz 7 – SFM & Pres <u>FINAL: Poster Presentation</u>	9:30-11:20, FL 206	