

FCHD 4230: Family and Social Policy

Instructor: Darcy Keady MS, LMFT

Office: FL 217

Phone: 435-797-8396

E-mail: darcy.keady@usu.edu (best one)

Office hours: T/Th 1:30 – 2:30 or by appointment

Textbook: Jenson, J.M., & Fraser, M.W. (2011). Social policy for children and families. (2nd edition). Los Angeles: Sage. *** start skimming the textbook early, don't wait until we start the chapters!

Course description and objectives:

1. This course is an overview of general family policies and the political process.
2. We will review policymaking, specific policies, and social influences affecting the political process and families.
3. Students will understand the connection between good family research and the policymaking process.
4. Students will understand the challenges associated with policy making, and examine a variety of belief systems influencing the political process
5. Students will improve their collaboration and oral presentation skills through a series of in-class team exercises.

Assignments and Testing:

- A. 4 mini papers: (25 points each)
- B. 3 presentations:
 1. "Our Town" project and presentation (50 points)
 2. Group presentation (90 Points)
 3. Hot Seat presentation (10 points)
- C. One fact sheet on a specific policy (40 points)
- D. Random attendance points (40 points)
- E. 4 quizzes: (on canvas)
 - Quiz 1: Brief history
Bills process
Gov't details, policymakers
 - Quiz 2: Chapters 1, 10
Chapters 2, 3
Chapter 4
 - Quiz 3: Chapter 5
Chapters 6, 7
Chapters 8, 9
- F. Homework assignment (announced in class) (15 points)

Grading: Grades are based on total points earned. There is one extra credit opportunity offered in this class (in-class evaluation: 5 points). **I do not curve your final grade.**

A 100 – 94%, A- 93 – 90%, B+ 89 -87%, B 86 – 84%, B- 83-80%, C+ 79 – 77%, C 76 – 74%, C- 73 – 70%, D 69 – 60%, F 59% or lower

Class Policies:

Students are expected to follow all academic policies and regulations of the college. A complete set of policies for this academic year can be found online/canvas. Please be aware of all add/drop deadlines and procedures: that information is your responsibility. Students with documented disabilities need to make the instructor aware of any accommodations that are required. Students in the military or on sports teams who need to miss class must give **completed** documentation to the teacher **before** the day you are going to miss: I expect to receive a game or military training schedule signed by your coach or officer-in-charge by the 2nd week of class, with departure times, name, and phone number of coach or military officer included.

- 1. PUT AWAY cell phones and electronic devices as they are distracting to you, the instructor, and others.** You won't need them during class unless I ask you to use them. **If you are using a phone in class (without prior permission), you will be asked to put it away.** **If your phone use continues to be a problem, then I will take it from you for the duration of the class.** For those students who have permission to use an electronic device for disability purposes, I expect the device to be used for FCHD 4230 class notes only. **You will not need your computer or phone for most classes; however, when we do have a class that requires notetaking, you may use your computer to take notes - there are outlines on canvas to download for note taking.** **If you use your computer for other things besides notes, class will become a "no electronics" situation.**
- 2.** If you need to leave the classroom for any reason, please do so quietly (and return quietly).
- 3.** Attendance will not be taken regularly; however, **it is expected that you attend class.** Students who do well in this course come to class, take good notes, read the text, do the assignments, and participate. Students who rarely come to class will forfeit attendance points, which will affect your grade at the end of the semester. Your attendance will be tracked by attendance points, my knowledge of who you are at the end of the semester, and occasional attendance taking. **Consistently being late to class will also impact your final grade by 10 points. If you sleep through the class, you will be counted as absent.**
- 4. Assignments are due on or before the last scheduled due-dates. You may turn-in assignments early if you wish, but they will not be graded until the due date.** Late assignments will be accepted, but you will automatically lose 20% for each late assignment. All out-of-class assignments must be typed. No assignments will be accepted after the last class of the semester.
- 5. If you miss class, please get notes from a class member.** You are responsible for the missed information. I do not give students my power-points or notes.
- 6. Emails sent to me in the morning of a class day will usually be received, but they might not be read until after class. Please be aware that I am not available 24/7, so I may not respond right away if you ask me questions after 6pm and on weekends.**
- 7. If you have to miss class due to illness or a family emergency (or your car broke down), send me an email.** ****If you are going to be absent for an extended period of time, let me know so we can make arrangements for make-up work. You must have a doctor's note for extended absences (breaking up with a significant other is not a reason to have an extended absence from class).**
- 8.** If you have concerns about course work during the semester, please talk to the instructor outside of class (sooner than later).
- 9. This is a lecture, discussion, and activity class.** Please raise your hand if you have a comment and do not monopolize the class time. Personal questions should be asked in reaction papers or outside of class. **Respect for the instructor and other students is expected at all times.**
- 10.** All assignments will be graded within 2 weeks, usually within a week. Emailed questions or concerns will be responded to within 24 hours, except weekends. If you do not understand an assignment, please get instruction clarification from me **ahead of time**, not the day before it is due. I will review assignment requirements in class as they come due.

Tentative Class Schedule:

Class 1: Jan 10: Syllabus review, class discussion

Class 2: Jan 12 : Get to know each other **activity**; Break into groups for “Our Town” project

Class 3: Jan 17 “Town project”

Class 4: Jan 19: “Town project” continued

Class 5: Jan 24: Presentations of Towns, and a vote; *Hand-in Town paperwork; sign-up for all presentations

Class 6: Jan 26: Vote results and class discussion; Sign-ups, **Mini-paper 1 due (our town)**

Class 7: Jan 31: Brief history, homework assigned in class (due next class)

Class 8: Feb 2: **Homework due**, Bill process

Class 9: Feb 7: Gov’t details and policy makers, tour DC, **Quiz 1 opens on canvas**

Class 10: Feb 9: Class discussion, **Mini-paper 2 due (ask 3 people)**

Class 11: Feb 14: Chapters, 1 and 10;

Class 12: Feb 16: Chapters 2 and 3; **Mini-paper 3 due (websites)**

Class 13: Feb 23: Chapters 2 and 3, **Mini-paper 4 due (State of the Union)**

Class 14: Feb 28: Chapter 4,

SPRING BREAK: Mar 6 – 10,

Class 15: Mar 16: Chapter 4, **Quiz 2 opens on canvas**

Class 16: Mar 21: Chapter 5,

Class 17: Mar 23: Chapters 6 and 7; movie and discussion

Class 18: Mar28: Chapters 8 and 9, discussion, **Quiz 3 opens on canvas**

Class 19: Mar 30: Forced choice activity

Class 20: April 4: **HOT SEAT** presentations; **Fact sheet due**

Class 21: April 6: **Presentations:** Immigration policies; Consumer Protection policies

Class 22: April 11: **Presentations:** Marriage policies/benefits; Divorce and Stepfamily policies

Class 23: April 13: **Presentations:** National and International adoption; Reproductive technology

Class 24: April 18: **Presentations:** Older Americans/grandparent policies; Family-Friendly Workplaces

Class 25: April 20: **Presentations:** National/International Security; Marijuana policies and legalization;

Class 26: April 25: Citizenship; in-class evaluation

ASSIGNMENT INFORMATION: check canvas for detailed instructions!

A. 4 Mini-Papers: (25 points each): Please use correct grammar, punctuation, and spelling, etc! Size 12 font, and double spaced. You will be graded on content, length, and “good writing”!

Paper 1: You will write a thoughtful reaction paper about your group experience for the “Our Town” project (21 lines minimum – up to 2 pages max). What was it like for you to work with so many people and make decisions? Did someone dominate the group? Did you dominate the group? Were you able to voice your opinions and thoughts, why or why not? Did you compromise on issues/decisions? Did people get along, and was everyone respectful? Did you behave respectfully? Were you happy with the final product? If you were to do this again, would you act the same or would you change something about yourself?

Expand your answers beyond “yes” or “no” or 1 sentence. I will grade you on your thorough consideration of your project experience.

Paper 2: You will ask 3 different people the following 4 questions each:

1. Can you explain how a bill is passed? What is the process?
2. What was the Constitutional Convention?
3. What are the 3 branches of government and what do they do?
4. Can you name 3 family policies and explain what they are?

Then, you will write a 1 or 2 page paper describing the experience. Could the 3 people answer the questions? What answers did they give? Did they answer as you expected? What is your reaction to their answers and the overall experience? Do you think people know much about our history and gov’t? Do people care about gov’t? Do you care?

You do not need to write about every response given to your questions – just give me a general sense of how your 3 people did and what the experience was like for them and you. (Awkward? Embarrassing? Easy? etc etc) What did you learn by doing this assignment?

Paper 3: You will look at 2 websites and make comments about what you discover. Spend a few minutes exploring each site; I want to see that you spent time looking at these websites. You may want to use the information on these sites for your group presentation.

Websites: 1) Urban.org 2) Bipartisanpolicycenter.org

Paper 4: This is a 1 - 3 page paper. You will watch the “State of the Union” address from this year. You can watch the actual address on the day, or you will watch the re-run on the internet. You will:

- A. List all the issues that the President addresses and discuss how each issue directly or indirectly impacts families – You will list these: each issue will be bolded and then you will write a brief 1 – 3 sentences describing the impact on families (see example)
- B. Then you will write a short reaction to what you saw and heard during the address – at least 21 lines

EXAMPLE:

1. **Immigration** - blah, blah, blah
2. **Employment** – blah, blah, blah
3. **ISIS** – blah, blah, blah
4. **Etc.**

B. 3 Presentations:

1. “Our Town” project and presentation (50 points)

This is an in-class project. You will work in a large group to create a town that functions well for its citizens by creating laws and policies etc. Guidelines for this project will be given in class.

2. Group presentation (85 Points) You will work in a group to understand and present a policy. Sign-ups for a policy will be in class (see schedule). Further instructions are found on canvas and below.

You will be given some class time to work together throughout the semester. You will provide the instructor with an outline or power-point of your presentation. Presentations will be 30 minutes long. You will each provide a confidential report of your group experience, and each group member will get the same grade unless there is a discrepancy in group member reports. **Please follow your “Group Presentation Information” and “Presentation Evaluation” outlines (found at the end of the syllabus and on canvas) to ensure that you understand and have met the requirements for this project.** You will be graded on the amount and quality of information presented, not on gimmicky presentations. NO CANDY, FOOD, OR DRINKS ALLOWED!

Presentation Topics: 10

Immigration Policies; Consumer protection policies; Older American/grandparent policies; Marriage Policies and Marriage Benefits; Divorce and Remarriage Laws; Marijuana legalization and policies; National and International Adoption Policies; National/International Security policies; Reproductive Technology laws and policies; Family-Friendly Workplace policies

3. Fact Sheet/Hot Seat on a specific policy (50 points) You or you and a classmate (one) will choose a policy from the list provided below, and create a fact sheet about your topic (1 -2 pages max). You will also get a “hot seat” opportunity in which you will present your policy to the class in 2 minutes or less. The Fact Sheet is also **due on the day you present**. Please include references. Sign-ups for your policy selection will be in class (see schedule).

Fact Sheet Guidelines: 40 points (If 2 people are in a group, you will each hand-in a fact sheet on canvas)

- Your name(s):
- Your policy name and brief description:
- The historical background of the policy. What happened to make this policy necessary (historical event? social need?), what were the circumstances that brought about this policy? Who is the targeted population? What is the evolution of this policy, if any (how has it changed over time)?
- Is there a person/group who was mostly responsible for championing this policy? Who are the key players?
- What are the main components of this policy and what is it intended to do? What issue(s) does it address?
- Which agency in the government is responsible for carrying out this policy/law/program? Is it a federal, state, or both policy - and what are their responsibilities/ authorities? Who’s funding this policy?
- If this policy is controversial, what are the many viewpoints of the American people regarding this policy or issue?
- What is your opinion about the matter? Do you think the policy is good? Do you think the policy will be/is successful, or will it be changed? Why?

**You will be graded on the quality of your answers and your writing: 5 points each question (8 questions). Use a reference list – I need to know your sources

Hot Seat Guidelines: (10 points) You will present your policy to the class in 2 minutes or less. Use the following 3 questions as your presentation format: You are only using these questions for your hot seat presentation – do not give us a report of your policy for the hot seat.

- 1 What is the name of your policy? (**make a sign that can be seen from the back of the room**)
- 2 What is it about, and who does it impact?
- 3 Why should we care, and how does it relate to families?

Fact Sheet/Hot seat Policy choices:

Child Abuse Prevention and Enforcement Act
Child Support Recovery Act
Intercountry Adoption Act
International Parental Kidnapping Crime Act
Children's Health Act
National Child protection Act
Strengthening Abuse and Neglect Courts Act
Educate America Act
Economic Growth and Tax Relief Reconciliation Act
Balanced Budget Act
Consolidated Appropriations Act
Telecommunications Reform Law
Revised Elementary and Secondary Education Act
Deadbeat Parents Act
Promoting Safe and Stable Families Amendments
Prosecutorial Remedies and Other Tools to End the Exploitation of Children Today Act
Jobs and Growth Tax Relief Reconciliation Act
Keeping Children and Families Safe Act
Partial-Birth Abortion Ban Act
Service-members Civil Relief Act
Amended Individuals with Disabilities Education Improvement Act
Bankruptcy Abuse Prevention and Consumer Protection Act
Higher Education Reconciliation Act
Violence Against Women and Department of Justice Reauthorization Act
Deficit Reduction Act
Safe and Timely Interstate Placement of Foster Children Act
Adam Walsh Child protection and Safety Act
Child and Family Services Improvement Act
Esther Martinez Native American Languages Preservation Act
Combating Autism Act
Sober Truth on Preventing Underage Drinking Act
Lifespan Respite Care Act
Prematurity Research Expansion and Education for Mothers who Deliver Infants Early Act
College Cost Reduction and Access Act
Improving Head Start for School Readiness Act
Food, Conservation, and Energy Bill Act
Protecting Our Children Comes First Act
Higher Education Opportunity Act
Fostering Connections to Success and Increasing Adoptions Act
Prenatally and Postnatally Diagnosed Conditions Awareness Act
Children's Health Insurance Program Reauthorization Act

American and Recovery and Reinvestment Act
Protecting Incentives for the adoption of Children with Special Needs Act
Helping Families Save Their Homes Act
Family Smoking Prevention and Tobacco Control Act
Military Spouses Residency Relief Act
Visitation Rights Enforcement Act

Group Presentation Information:

You and your group members will create and provide a **30 minute class presentation** on an assigned topic. You may use different formats to present your topic: media, power point, charts, graphs, props etc. Make it interesting, but very informative and concise. **Please keep within the time limit!** On the day you present, your group will hand-in your presentation information (one outline or power-point) with references: typed, with all group members' names on it. **Also, you**, individually, will **hand-in an evaluation** of everyone's contribution to the group (see below). I expect the group information and the evaluations to be handed to me (all-together) on the day you present. I have also provided a group worksheet below for you to use if you want to organize yourselves (I suggest you fill out the worksheet when you meet for the first or second time). You will be graded on the amount and quality of information presented, not on gimmicky presentations. NO CANDY, FOOD, OR DRINKS ALLOWED! There are topic guidelines on canvas to help you focus your presentation.

You will be graded on the following: 85 points

Outline, power-point, Information (teacher judged): 30 points
Presentation quality and information (peer judged): 30 points
Group participation and contribution (peer judged): 15 points
Within time limit, following directions, and paperwork completed and turned-in on time: 10 points

Topics: 10

Immigration laws	National and International Adoption policies
Consumer protection laws	National/International Security policies
Older American/grandparent policies	Reproductive Technology laws
Marriage Policies and Benefit policies	Family-Friendly workplace policies
Divorce and Remarriage laws	
Marijuana legalization and policies	

****NOTE:**

Each member of your group will get the same grade (same amount of points), unless it becomes obvious that someone did not contribute or show up. You will have an opportunity to grade yourself and your group members by name on their contributions to the presentation. All evaluations are confidential!! Be honest about your group experience. If someone got stuck with all the work, say so. If one or two people monopolized the group, say so. We want the work to be shared and everyone to contribute equally. Everyone has good ideas, so listen to each other and have fun together.

Evaluation Form (Print this out, or copy and paste; required)

****Please complete the following evaluation form and hand it in to the instructor on the day you present.**
All answers are confidential: BE HONEST

Your name: _____

Topic: _____

Group members: (include last names)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Do you think everyone contributed fairly to the group? Yes No, please explain (use names) _____

What problems did you encounter working in this group? (use names)

Do you think everyone should get the same grade? Yes No, please explain (use names) _____

What grade would you give yourself? A A- B+ B B- C+ C C- D

What grade would you give the group? A A- B+ B B- C+ C C- D

Other comments:

***Presentation Worksheet:** (not required)

Your Name: _____ Your Topic _____

Group members:

1. _____ phone: _____ email: _____
2. _____ phone: _____ email: _____
3. _____ phone: _____ email: _____
4. _____ phone: _____ email: _____
5. _____ phone: _____ email: _____
6. _____ phone: _____ email: _____
7. _____ phone: _____ email: _____

Requirements before the presentation: (check when completed)

___ I know the date of our presentation: _____

___ Here is what I am responsible for in the group, my assignments:

- 1.
- 2.
- 3.
- 4.

___ I completed my assignments

****Requirements on the day of the presentation:**

___ We, as a group, handed in one outline/powerpoint of our presentation with a reference list

___ I handed in my group evaluation sheet