

Family Studies 2252B Comparative Family Policy
Brescia University College, Western University
Winter 2015

Instructor: Dr. Paul Barker
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Class: Tues. 2:30-4:30 + Thurs. 2:30-3:30 Room 302
Office Hours: Tues. 4:30-5.30 or by appointment

Course Description

This course is an introduction to the study of government policies and programs affecting families in different countries. Parental leave in Sweden, targeted income assistance for low-income families in Australia, the one-child policy in China, child care in various industrialized nations, and the *Troubled Families* initiative in England are some of the policies and countries considered. Also examined is the case of Japan where family policy is essential to the survival of the country. The overall intent of the course is to examine the efforts of countries to assist families in facing challenges and exploring opportunities.

The pre-requisite for this course is any Family Studies 1000-level course or permission of the instructor.

Learning Objectives

By the end of the course, students will be able to do the following:

- ✓ Identify the different ways countries attempt to address problems of family life.
- ✓ Understand that family policy is important to individual families and to society as a whole.
- ✓ Assess the appropriateness of a country's family policy for other countries wishing to introduce more effective policies for families.

Grading

Quizzes @ (Jan. 13, Feb. 10)	10%
Participation #	10%
Assessment Report (Mar. 31) +	20%
Test (Mar. 3)	20%
Final exam (final exam period)	40%

@ Each quiz asks five questions relating to two assigned readings (Readings 1 & 9)

Participation mark reflects attendance in class and participation in class discussions.

+ Report evaluates one of the family policies discussed in class. More details provided in class.

Books

The course relies on articles and materials made available through the class website.

Weekly Outline

Week 1

Jan. 6, 8 Introduction + what is comparative family policy?

Week 2

Jan. 13, 15 What in the world is happening in Japan?

Reading 1: Nick Eberstadt, "Japan Shrinks," *Wilson Quarterly* (Spring 2012)

Reading 2: Leonard Schappa, "Exit, voice, and family policy in Japan: limited change despite broad recognition of the declining fertility population," *Journal of European Social Policy* 20:5 (2010)

Week 3

Jan. 20, 22 What in the world ... (cont'd)

Reading 3: Anne Gauthier, "Family policy and fertility: do policies make a difference?" A. Buchanan and A. Rotkirch, eds., *Fertility Rates and Population Decline* (London: Palgrave, 2013)

Reading 4: English 302, *How to Write a Briefing Note* (University of Victoria)

Week 4

Jan. 27 South Africa + Income Support

Reading 5: Zitha Mokomane, "Family Policy in South Africa," in M. Robila, ed., *Handbook of Family Policies Across the Globe* (New York: Springer, 2014) + *Social Relief of Distress*

Jan. 29 Brazil + Family Policy

Bila Sorj and Andrea Gama, "Family Policies in Brazil," in Robila, ed., *Handbook of Family Policies Across the Globe*

Week 5

Feb. 3, 5 Sweden and Maternity/Parental Leave (and OECD)

Reading 6: *Notes on Sweden's Parental Leave Program* + Michael Wells and Anna Sarkadi, "Do Father Friendly Policies Promote Father-Friendly Child-Rearing Practices?" *Journal of Child and Family Studies* 21 (2012)

Reading 7: Olivier Thevenon and Anne Solaz, *Labour Market Effects of Parental Leave Policies in OECD Countries* (OECD Publishing, 2013)

Week 6

Feb. 10, 12 Australia and telling some people how to spend government assistance

Reading 8: “Income Management,” Social Security Law

Reading 9: L. Buckmaster and Carol Ey, “Is income management working?” Parliament of Australia, June 2012

Reading 10: Matthew Thomas and Luke Buckmaster, “Paternalism in social policy – when is it justiciable?” Parliament of Australia, Dec. 2010

Week 7

Feb. 24, 26 China and the One-Child Policy

Reading 11: Barbara Settles et al., “The One-Child Policy and Its Impact on Chinese Families,” in C. Kwok-bun, ed., *International Handbook of Chinese Families* (New York: Springer, 2013)

Reading 12: Yijia Jing, “The One-Child Policy Needs an Overhaul” *Journal of Policy Analysis and Management* 32 (2) (2013)

Reading 13: “Chinese Communist Party Announces Revision to Population Planning Policy” Dec. 16, 2013

Week 8

Mar.3 **TEST**

Mar. 5 Child Care and the World

Reading 14: Maegan Lokteff and Kathleen Piercy, “Who Cares for the Children? Lessons from a Global Perspective on Child Care Policy,” *Journal of Child and Family Studies* 21 (2012)

Week 9

Mar. 10, 12 Cash/Allowances for Child Care in Norway and Finland

Reading 15: *Cash/ Allowances for Child Care in Norway and Finland*

Reading 16: Anne Ellingsaeter, *Cash for Childcare: Experiences from Finland, Norway and Sweden*, April 2012

Reading 17: Katja Repo, “Family, Work and Home Care: Assessing the Finnish child home care allowance,” 2010

Week 10

Mar. 17, 19 United States

Reading 18: Karen Bogenschneider, *Family Policy Matters: How Policymaking Affects Families and What Professionals Can Do 3rd ed.* (New York: Routledge, 2014), ch. 6

Week 11

Mar. 24, 26 United States (cont'd)

Reading 19: US Department of Labor, *Fact Sheet #28: The Family and Medical Leave Act*

Reading 20: Center on Budget and Policy Priorities, *Policy Basics: Introduction to SNAP*, June 2014 +
Policy Basics: The Earned Income Tax Credit, January 2014

Reading 21: US Internal Revenue Service, *Child and Dependent Care Expenses*

Week 12

Mar. 31 England and “Troubled Families”

Reading 22: Government of UK, *Helping Troubled Families turn their lives*, May 1, 2014 + Department
of Communities and Local Government, *Working with Troubled Families*, December 2012

Reading 23: *Criticisms of Troubled Families Program*

Apr. 2 Family Policy in the Caribbean Community

Reading 24: Robila, ed., *Handbook of Family Policies Across the Globe*, ch. 26

Week 13

Apr. 7 Summary

Details on Evaluation

- **Quizzes**

There will be two quizzes with each asking five questions about an assigned reading. The two assigned readings are Reading 1 and Reading 9. Answers will require only about two or three sentences and each quiz will take about 20 minutes to complete.

- **Participation**

The participation mark will be based on attendance and contribution to class discussions. Attendance will be taken on a random basis and contribution to class discussions will be determined by the instructor. Each of the two components will be marked out of ten and then the sum of these two marks will be divided by two to determine the final participation mark.

- **Application Report**

Each student will write a report which evaluates a family policy or program discussed in class. The evaluation will include a consideration of the appropriateness of the program for other countries. The report will be about five pages in length and include an introduction, an analysis section, and a conclusion summarizing the analysis. Three criteria will be used to assess the reports: good writing, sound organization, and thorough and insightful analysis.

- **Test and Final Exam**

The test will be 90 minutes in length and consist of three parts. The first two parts consist of short-answer questions of varying length. The last part consists of short-essay questions. Each part offers students a degree of choice. The final exam has the same format as the test, but is twice as long (three hours). Also, the exam is cumulative but weighted towards material covered after the first test.

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2014/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she

may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.