

Course Outline: Comparative Family Policy 2252A

School of Behavioral and Social Sciences

General Information

Course #: Family Studies and Human Development, Comparative Family Policy 2252A
Section #: 530
Term: Fall
Year: 2020/2021
Delivery: Online asynchronous and synchronous
Course Day/Time: TBA

Instructor Information

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Course Description

A course that compares government policies for families in North America, Europe, and other parts of the world. Policies for childcare, parental leave, income support, pensions and other areas are considered. Course shows how international comparisons can lead to better family policies in Canada and elsewhere.

Prerequisite(s): Any Family Studies and Human Development 1000-level course or a former Family Studies 1000-level course or permission of the instructor

Required Course Materials

The course relies on articles and materials made available through the class website at owl.uwo.ca. The readings are outlined later in the outline. There is no textbook for the course.

Learning Outcomes

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

1. Identify the types of policies both proposed and adopted to address major problems facing families throughout the world.
2. Use provided criteria to assess the quality and effectiveness of family programs and policies.
3. Compare the ways countries choose to confront family problems and challenges.
4. Demonstrate writing skills appropriate to drafting government papers that decide on family policies.
5. Reflect on the pressures and moral conflicts that face both makers of policies and the families requiring assistance from public authorities.

The learning outcomes associated with the evaluation assignments specified below will be designated by number. For example, the number 1 would be given to the assignment dealing with quizzes. Sometimes more than a single number is assigned to an activity.

Brescia Competencies

The seven Competencies outlined below are Brescia's institution-level learning outcomes. These are the qualities which Brescia hopes to develop and encourage in students. Course content, activities, and assignments assist students in developing the Competencies. The activities and requirements of a course can be associated with one or more Competency. For instance, a written report or essay in a course may represent an activity consistent with communication, critical thinking, and problem solving (and will be identified by their assigned number). More precisely, the activities of the course will allow students to move up through the four levels of achievement connected with each of the Competencies. The level attained with the successful completion of Comparative Family Policy will be between Levels 2 and 3.

1. *Communication*: The ability to exchange information and meaning effectively across cultures, space and time through appropriate modes of communication. Includes oral, written, and interpersonal or group communication, as well as the ability to use current or innovative media.
2. *Critical Thinking*: The ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.
3. *Inquiry and Analysis*: The ability to reach informed decisions by breaking down complex issues, exploring evidence, demonstrating information literacy, and describing relationships among persons, things, or events.
4. *Problem Solving*: The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a

strategy among several alternatives, and decide when an acceptable outcome has been reached.

5. *Self Awareness and Development*: The ability to draw meaning, knowledge and value from honest and fair reflection and self evaluation. Students can recognize their values and their impact on others, and make a commitment to personal growth.
6. *Social Awareness and Engagement*: The ability to respect and be open to diversity (e.g. cultural, religious, political). Students take personal responsibility to actively engage in and contribute to creating positive change in local, regional, national, or global communities and societies.
7. *Valuing*: The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions

Teaching Methodology and Expectations of Students

Though Family Studies 2252A is an online course, some of the approaches to teaching will be like those employed with in-person courses – albeit, with a twist. Weekly slides provide the backbone of the course, but the accompanying audio will replace the lectures. The class discussions build upon the slides. However, submissions through OWL will substitute for in-class consideration of the course material. And more generally individual interaction with the instructor will be face-to-face at times (through Zoom or something comparable like email address or phone) and at other times less personal. The key to a successful class is remaining engaged, a goal that requires substantial effort from both students and professor.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, list of readings, in-class activities, assignment guidelines and other components of course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting of course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

The following provides the evaluation components for the course. The purpose of evaluation is to gauge the efforts of students and to suggest ways to improve upon competencies considered to be essential to learning and achievement. Additional information on the assignments will be provided in class.

Component	Weight	Date/Deadline	Learning Outcome	Brescia Competencies
Class participation	10%	5 th , 6 th , 8 th , 10 th 12 th weeks Three to four sentence comment on assigned reading	1, 2, 5	1,2, 3, 7
Quizzes (five)	10%	5 th , 6 th , 8 th 10 th 12 th weeks 5 question quiz on designated reading	1, 2	1, 2, 4
Briefing Notes	30%	4 th , 7 th , and 11 th weeks Two to three page assessment of issue examined in class	1,2, 3	1-7
Report	5%/15%	3 rd and 13 th weeks Five-page report on one of the cases discussed in Week 3; overview of approach submitted in Week 3 (5%) and final report submitted Week 13 (15%)	1, 2, 3, 4	2, 4, 5
Examination	30%	Exam Period	1, 2, 3	2-7

Academic Accommodation

For course components worth 10% or more of the total course grade, please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar.

For course components worth less than 10% of the total course grade, documentation is not required. Whenever possible students should provide notification in advance of due dates or absence. If advance notification is not possible, the course instructor should be contacted within two business days.

Topics, Description, Readings, and Assignments:

The following provides a brief review of the content of the course. It specifies the topic, date, description, readings, and assignments. More detail on these matters will be given in class. With a few exceptions, the dates listed refer to the Monday of the cited week. The exceptions are Week 1 (Wednesday) and Week 6 (Tuesday due to Thanksgiving Monday).

Class/Topic	Date	Description	Assignments and/or Readings Due
1. Intro to Comparative Family Policy	Sept 9	<i>Weeks 1-3 introduce comparative family policy</i> What is comparative family policy and outline/course content documents	Nothing for first class
2 Basics of family policy	Sept 14	Types of family policies, tools for analysis, and briefing notes – and case (see reading)	Reading 1: <i>Progress of a Sort</i> Assignment: <u>Practice Class Participation (CP)</u> /Quiz
3 Quick cases in family policy	Sept 21	A fast look at some issues affecting families and possible responses	Reading 2: <i>Quick Cases in Family Policy</i> Assignment: Report
4 China and fertility rates	Sept 28	<i>Weeks 4-8 give instances of the four types of family policies, and suggest improvement and lessons for other nations</i> China's low fertility rate, increasing # of seniors, and past legacy of high fertility rates – and implications	Reading 3: <i>Does China Have an Aging Problem; People and Labor Green Paper</i> Assignment: Briefing Note (BN)

5 Brazil, Bolsa Familia (Family Grant), and challenge of poverty	Oct 5	Consideration of one of best-known family policies in the world – good or not so good?	Readings 4 & 5: <i>Bolsa Familia Program</i> ; Brazil’s admired anti-poverty programme, is flailing Assignments: CP/Quiz
6 Donald Trump and Family Policy	Oct 13	Two of the largest social policies in the US: Earned Income Tax Credit & the Supplemental Nutrition Assistance Program (SNAP)	Readings 6 & 7: <i>The Earned Income Tax Credit and the Child Tax Credit</i> ; <i>SNAP program</i> Assignments: CP/Quiz
7 David Brooks and the end of the Nuclear Family	Oct 19	US ponders the disappearance of the modern family	Reading 8: David Brooks, <i>The Nuclear Family Was a Mistake</i> Assignment: BN*
8 England and the Troubled Families program	Oct 26	An ambitious program which relies on people to provide the policy, not grants, tax breaks or the law	Reading 9: <i>Troubled Families Program (3 parts)</i> Assignment: CP/Quiz
9 Reading Week	Nov 2		
10 Gold Standard + Wrong Standard?	Nov 9	<i>Weeks 10-12 offer instances of successful family policies and not so successful – and lessons learned</i> Look at Sweden’s parental leave program + COVID19 approach	Reading 10: <i>Sweden Parental Leave</i> Assignments: CP/Quiz
11 Indigenous Families in Australia	Nov 16	Far from the Gold Standard	Readings 11 & 12: Dunstan et al, <i>Indigenous family life in Australia</i> ; Government of Australia, <i>Close the Gap</i> Assignment: BN
12 Mystery of Nordic countries?	Nov 23	Explaining the high quality of Sweden, Norway, Finland,	Reading 13: Unicef, <i>Are the World’s Richest Families Friendly</i>

		Denmark, and Iceland family policies	Assignment: CP/Quiz
13 Childcare in Canada (and elsewhere)	Nov 30	<i>Week 13 considers the most serious issue in comparative family policy and what can be done</i> Consequences of lack of Childcare– coming home to Canada	Reading 14: Parents. Trapped, <i>Globe and Mail</i> Assignment: Final Report
14 Exam Review	Dec 7	Review of material for final exam	Summary slides

2020-21 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 for illness 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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](http://brescia.uwo.ca/academics/registrar-services/), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

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.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

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 and warranted.

It is important to note that the Academic 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

(http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 (<http://www.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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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 prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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.
