

**Family Studies 2252B Comparative Family Policy**  
**Brescia University College, Western University**  
**Winter 2018**

Instructor: Dr. Paul Barker  
Office: Merici Wing, Room 212  
Tel: 519432-8353 ext., 28278; email: [pfbarker@uwo.ca](mailto:pfbarker@uwo.ca)  
Class: Tues, 2:30-4:30 and Thurs. 2:30-3:30 Room 302  
Office Hours: Tues, Thurs. 1:30-2:30 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, the one and two-child policies in China, pay equity in the world, the Donald Trump effect on US family policy, and the *Troubled Families* initiative in England are some of policies and countries considered. The course commences with a quick look at such topical concerns as high fertility rates in Africa and American teens seemingly victimized by smart phones. The overall intent of the course is to examine the efforts of countries to assist families in facing challenges and exploiting opportunities.

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

### **Learning Outcomes (and accompanying competencies)**

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

- ✓ Identify the different and sometimes risky ways countries attempt to address problems of family life (critical thinking).
- ✓ Understand that family policy is important to both individual families and to society (social awareness).
- ✓ Assess the value and appropriateness of a country's family policy for the country itself and other nations wishing to introduce more effective policies for families (inquiry and analysis).
- ✓ Apply the moral notions of right and wrong to the actions of government which emphasize effectiveness over all else (valuing).

The bracketed terms after each of the learning outcomes are competencies recognized and developed in courses at Brescia. The seven Brescia competencies are communication, critical thinking, inquiry and analysis, problem solving, self-awareness and development, social awareness and engagement, and valuing.

### **Books**

The course relies on articles and materials made available through the class website at [owl.uwo.ca](http://owl.uwo.ca). There are no core textbooks for this course.

## Grading

Quizzes@ (Jan. 23, Feb. 6 Mar. 6, Mar. 27)	10%
Participation #	10%
Policy Memorandum+ (Apr. 3)	20%
Test (Feb. 13)	20%
Final exam (final exam period)	40%

@ Each quiz asks five questions relating to designated readings.

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

+ Memorandum evaluates one of the family policies discussed in class. More details follow in class.

## Weekly Outline

### Week 1

Jan. 9, 11                      Introduction + what is comparative family policy?

### Week 2

Jan. 16, 18                    Quick Look at Family Problems and Policies

Reading 1: *Family Policy Problems and Issues Throughout the World*

### Week 3

Jan. 23, 25                    What is happening in Japan?

Reading 2: Nick Eberstadt, "Japan Shrinks," *Wilson Quarterly* (Spring 2012)

Reading 3: Tani Sadafumi, *Japan's Coming Population Implosion*, 2017

### Week 4

Jan. 30, Feb. 1                Brazil + Bolsa Familia ('Family Bag')

Reading 4: Jonathan Tepperman, *The Fix: See How Nations Survive and Thrive in a World in Decline* (New York: Crown Publishing, 2016), ch. 2.

Reading 5: Brian Winter, "Brazil's Never-Ending Corruption Crisis," *Foreign Affairs* May/June 2017

## Week 5

Feb. 6, 8                      Sweden and Maternity/Parental Leave (and OECD)

Reading 6: Ann-Aofie, Linda Haas, and C. Philip Hwang, “Sweden country note,” in S. Blum, A. Koslowski, and P. Moss, *13th International Review of Leave Policies and Related Research 2017*

Reading 7: Marie Evertsson, “Parental leave and careers: Women’s and men’s wages after parental leave in Sweden,” *Advances in Life Course Research* 29 (2016)

## Week 6

Feb. 13                      TEST

Feb. 15                      South Africa

Reading 8: Marlize Rabe, “Family Policy for all South African Families,” *International Social Work* 60: 5 (2016)

## Week 7

Feb. 27, Mar. 1              Australia and Income Management

Reading 9: L. Buckmaster, Carol Ey, and Michael Klapdor, *Income management: an overview*, 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

Sidebar: Vaccinations, paternalism and the bystander effect

## Week 8

Mar. 6, 8                      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: Yi Zeng and Therese Hesketh, “The effects of China’s universal two-child policy,” *The Lancet* 388 (October 15, 2016)

Reading 13: Viewpoint: The End of the One-Child Policy – Therese Hesketh v. Stephen Barrows, *Journal of the American Medical Association*, June 7, 2016

## Week 9

Mar. 13, 15                      Pay Equity in the World

Reading 14: Economist, 'The gender gap,' October 17, 2017 & 'Are women paid less than men for the same work' and New York Times, 'The Gender Pay Gap is Largely Because of Motherhood,' May 13, 2017

Reading 15: Korn Ferry, *The real gap: fixing the gender pay divide*, May 2016

## Week 10

Mar. 20, 22                      United States

Reading 16: Karen Bogenschneider, *Family Policy Matters: How Policymaking Affects Families and What Professionals Can Do 3<sup>rd</sup> ed.* (New York: Routledge, 2014), ch. 6

## Week 11

Mar. 27, 29                      United States (cont'd)

Reading 17: Center on Budget and Policy Priorities, *Policy Basics: Introduction to SNAP*, June 2016 + *Policy Basics: The Earned Income Tax Credit*, January 2016 + *Child Tax Credit*

Reading 18: US Internal Revenue Service, *Child and Dependent Care Expenses*

Reading 19: Center on Budget and Policy Priorities, *Trump Budget Gets Three-Fifths of Its Cuts from Programs for Low and Moderate Income People* May 30, 2017

## Week 12

Apr. 3, 5                          England and "Troubled Families"

Reading 20: Department of Communities and Local Government, *Working with Troubled Families*, December 2012

Reading 21: Alex Bate, *The Troubled Families Programme (England)* (London: House of Commons Library, 2016).

Reading 22: Helen Bewley et al., *National Evaluation of the Troubled Families Programme: National Impact Study Report*, October 2016

## Week 13

Apr. 10                              Family Policy in the Caribbean Community + Exam Review

Reading 23: Robila, ed., *Handbook of Family Policies Across the Globe*, ch. 26

## 2017-18 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 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 her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation 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. 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 from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf). 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.

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 policy on requesting accommodation due to illness can be viewed at: <http://westerncalendar.uwo.ca/2017/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, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). 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 (<http://westerncalendar.uwo.ca/2017/pg130.html>)

### 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](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 (<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 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 Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

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 ([http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/evaluation\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf) and [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/finalgrades.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf)).

## 6. PREREQUISITES

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 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/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### 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 learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/>. 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.

### 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.

