

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: FCS PROPOSED EFFECTIVE SEMESTER: Fall 2017 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- ☐ New degree*
☐ New major*
☐ New curriculum*
☐ New concentration*
☐ New certificate
☐ New minor
☐ Revised major
☐ Revised minor
☐ Admission requirements
☐ Graduation requirements
☐ Deletion ☐ Transfer
☐ Other (explain**)

Substantive Course Changes

- ☒ New course
☐ Pre or Co-requisites
☐ Deletion (required by others)
☐ Course #, different level
☐ Credit hours
☐ Enrollment restriction
☐ Course-level restriction
☐ Prefix ☐ Title and description
 (attach current & proposed)
☐ General education (select one)
 Not Applicable
☐ Other (explain**)

Misc. Course Changes

- ☐ Title
☐ Description (attach current & proposed)
☐ Deletion (not required by others)
☐ Course #, same level
☐ Variable credit
☐ Credit/no credit
☐ Cross-listing
☐ COGE reapproval
☐ Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #: Proposed course prefix and #: FCS 4120 Credit hours: 3

Existing course title:

Proposed course title: Family Policy

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites? C

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Family Policy

b. Multi-topic course: ☒ No ☐ Yesc. Repeatable for credit: ☒ No ☐ Yesd. Mandatory credit/no credit: ☒ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☒ Lecture
 2. ☐ Lab or discussion
 3. ☐ Lecture/lab/discussion
 4. ☐ Seminar or ☐ studio
 5. ☐ Independent study
 6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date

Chair, College Curriculum Committee

Date

Dean

Date: 10/23/16

Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

Create course: FCS 4120 Family Policy

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

The new course will help align the curriculum with the requirements of the National Council on Family Relations (NCFR). The Family Studies and Child & Family Development degrees have approval from NCFR based on 10 content areas. Content area # 8 (Family Law and Public Policy - An understanding of legal issues, policies, and laws influencing the well-being of families) will be satisfied by the new course.

Currently the Family Studies and Child & Family Development undergraduate students take three courses to obtain the necessary content.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

No effect

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The proposed course will be required by the undergraduate majors (Family Studies, Child & Family Development, and Youth and Community Development [proposed]).

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Although the proposed course is a new requirement for the undergraduate majors, three courses are being removed from requirements (refer to CEHD proposals 764 and 766) to allow for the addition of the needed family policy knowledge base. The new course will be offered 2-3 times per year. Having the Family Policy course will allow the Family Studies and Child & Family Development major, and Family Life Education minor to require fewer courses while maintaining the CFLE approval status and providing the detailed knowledge about family policy needed.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

All students in the Family Studies, Child & Family Development and Youth and Community Development (proposed) majors will take the course.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The proposed course will be taught by appropriate part-time faculty (Ph.D, Family Studies; Public Policy Specialization, University of Kentucky, employed by the USDA) who has been contacted and has expressed strong interest, or by current family science faculty. No new library holdings are needed.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

NA

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

In this course, students are expected to:

- Critically examine theoretical orientations for conceptualizing family policy and for connecting research and policymaking.
- Gain an understanding of how policy is influenced by demographic changes, values, attitudes, and perceptions of the well-being of children and families.
- Apply the family impact lens to policy analysis by assessing current policy issues in terms of their sensitivity to and supportiveness of diverse contemporary families.
- Explore the roles professionals can play in conducting family policy research, and in formulating and implementing policies that strengthen and support children and families across the life cycle.
- Examine how these roles can be implemented using an educational or advocacy approach.
- Think critically and learn communication skills for developing and expressing clear logical arguments for policymakers, professionals, and the public.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

The proposed course will impact two of the six core competency outcomes in the family science program area (Family Studies and Child & Family Development majors) assessment plan: 1. Content Knowledge – Family Law and Public Policy - An understanding of legal issues, policies, and laws influencing the well-being of families, and 2. Critical Thinking.

The NCFR requires family policy knowledge to maintain CFLE approval status.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

No expected affect on current articulation agreements.

CATALOG COPY

FCS 4120 – Family Policy

This course will explore the reciprocal linkages between family functioning and public and private policies in this country and across the globe. Students will explore in what ways families contribute to social problems, how families are affected by these problems, and whether families should be involved in policy solutions. Students will assess the consequences policies may have for family well-being. The course will include theoretical frameworks for conceptualizing family policy, roles professionals can play in building family policy, and approaches professionals can use in implementing these roles.

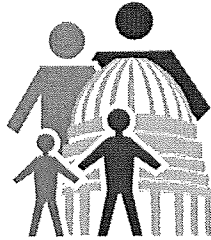
Credits: 3 hour

See syllabus attached

Family Policy

FCS 4120

Online Course



The only way in which a human being can make some approach to knowing the whole of a subject is by hearing what can be said about it by persons of every variety of opinion and studying all modes in which it can be looked at by every character of mind. No wise man ever acquired his wisdom in any mode but this.

- John Stuart Mill

Instructor:
Office:
Email:
Office hours:

*****Note:** Email is my preferred way of communicating with students, and is always the best/fastest way to reach me. I check email during business hours, and as I am able. I will answer emails within 48 "business hours." If I plan to be away from my computer for more than a couple of days, I will let you know in advance.
Please do not expect a reply after 5:00 p.m. or on weekends.

When emailing me:

- **Please sign your name**, as I don't necessarily recognize people from their ID numbers.
- **Please let me know which class you're in**, as it expedites my answer to you (I teach more than this course – the answer to "when is the exam" or "what should go in our papers" may differ by course, and this saves me from looking up which one you're in).
- **Be professional.** You are writing a business letter whenever you email a professor or professional.
- **Emails** referring this course **MUST** have the following in the subject line: course number, few words about the topic of the email (e.g. FCS 4120 Policy Analysis Paper).
- Remember **I'm not online 24/7**, so if you have questions about an assignment, ask them in **ADVANCE** of the due date.

COURSE DESCRIPTION

This course will explore the reciprocal linkages between family functioning and public and private policies in this country and across the globe. Students will explore in what ways families contribute to social problems, how families are affected by these problems, and whether families should be involved in policy solutions. Students will assess the consequences policies may have for family well-being. The course will include theoretical frameworks for conceptualizing family policy, roles professionals can play in building family policy, and approaches professionals can use in implementing these roles.

REQUIRED TEXTS

- Bogenschneider, K. (2014). *Family policy matters: How policymaking affects families and what professionals can do* (3rd ed.). New York, NY: Routledge and Taylor & Francis.
- Assigned readings as noted in the schedule

COURSE OBJECTIVES

In this course, students are expected to:

- Critically examine theoretical orientations for conceptualizing family policy and for connecting research and policymaking.
- Gain an understanding of how policy is influenced by demographic changes, values, attitudes, and perceptions of the well-being of children and families.
- Apply the family impact lens to policy analysis by assessing current policy issues in terms of their sensitivity to and supportiveness of diverse contemporary families.
- Explore the roles professionals can play in conducting family policy research, and in formulating and implementing policies that strengthen and support children and families across the life cycle.
- Examine how these roles can be implemented using an educational or advocacy approach.
- Think critically and learn communication skills for developing and expressing clear logical arguments for policymakers, professionals, and the public.

COURSE PHILOSOPHY

My intent is to encourage students to consider policies from the perspective of families, rather than individuals. To encourage students to examine ideas critically, some of the course readings are included because of their insensitivity to family well-being or conceptual inconsistencies. The course purposefully includes writings from across the political spectrum. The intent of this course is, not to have the students complete the class espousing the instructor's political views, but rather to explore more fully a range of political perspectives in an attempt to determine their own views on current family policy issues. In keeping with this philosophy, there is no right or wrong answer on some of the assignments. Instead, students are evaluated on their ability to articulate a particular view, identify its theoretical underpinnings, support it with empirical findings, and refute alternative views.

COURSE REQUIREMENTS

Computer Hardware

- In order to participate in any WMU online course, you should have easy access to a computer less than 5-years old and a high-speed internet connection (DSL, LAN, or cable connection desirable).
- You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.
- For this course in particular you will also need the following to complete the course:
 - Microphone
 - Webcam
 - Speakers

Computer Software

- The following internet browsers are suggested:
 - [Firefox](#)
 - [Google Chrome](#)
 - Internet Explorer

- Safari
- Always use the **Browser Check** located on the right-hand side of the navigation bar at the top of your online course or “My Home” page before beginning the course. Always use this check as your first attempt to solve software, browser problems.
- The following media software will be required to access course materials contained in this online course:
 - [Adobe’s AdobeReader](#)
 - [QuickTime Player](#) or [Microsoft’s Windows Media Player](#)
 - [Flash Player](#)
 - Microsoft Word (if using Pages, please submit papers in .doc or .docx format)
 - Microsoft PowerPoint or Keynote

COURSE STRUCTURE

This ELearning course will be delivered entirely online through the course management system Desire 2 Learn (D2L). You will use your BroncoID account to login to the course from the [ELearning Login page](#) or from GoWMU.

The course is organized into topics of instruction, called Learning Modules, as outlined in the Course Schedule and Due Dates. Each learning module is listed by its main topic and contains required readings, videos, mini lectures, discussions, assignments, and collaborative group work.

If you need technical assistance at any time during the course or to report a problem with ELearning you can contact the [WMU Help Desk](#) [here](#).

Back-up Plan If Something Goes Wrong-

If you find that some part of our online course is not working, please follow these steps until the issue is resolved:

1. Don't panic! We will solve the problem and make adjustments.
2. First check to see if you have missed an availability date. Some course items may only be available during a certain window of time.
3. Check your settings by using **Browser Check** located in the navigation bar on the upper right part of the course shell
4. Try checking the Problem Solver discussion to see if any of your classmates are experiencing the same issue.
5. Check to see if I have posted any announcements in the course News on the course homepage or emailed the class.
6. If you still have difficulties, contact the help desk at 269.387.HELP (4357), help.desk@wmich.edu, or <http://www.wmich.edu/helpdesk/>. They will attempt to identify the problem and route your concern for the quickest resolution. They will contact me if necessary.
7. Send me an email with the course number and issue name in the subject line and a description of the issue in the body **before the due date** of an assignment.
8. **Do not automatically email your assignments** if technology is not working. I can make adjustments to the course in various ways to accommodate an issue. You will be able to complete the course requirements.
9. Continue to watch for email or postings in the News widget on the course homepage for adjustments to the normal course procedures.

COURSEWORK

1. **Discussions & Activities (200 points- 10 pts. each)** - Each week students are assigned readings from the texts or the reading packet. These assignments should be read prior to discussion and activity due dates so students can participate fully in the discussions. The class will be structured much like a study group or policy board that one might encounter in business, education, or the legislature, in which a group of people grapple with ideas. Each

student is responsible for assuming responsibility for locating resources, finding answers to questions that arise, and being prepared for discussions as part of an obligation to one's own learning and that of others.

2. **Paragraph Update on Two Policy Meetings (5 points)** – In a Word Document, detail specific plans (dates, times, and locations) to attend two meetings in which policy issues will be discussed. One of the meetings must be a 1) hearing of the state legislature (check this web page for upcoming hearings: ([http://www.legislature.mi.gov/\(S\(ayk2mjupspwk15aatj44p12\)\)/mileg.aspx?page=committeemeetings](http://www.legislature.mi.gov/(S(ayk2mjupspwk15aatj44p12))/mileg.aspx?page=committeemeetings)) and the 2) other can be a) another hearing or a government meeting (e.g., county board of supervisors, city council, school board meeting), b) judicial proceedings (i.e., Supreme Court trial), c) advocacy meeting (e.g., Institute for Children, Youth, and Families, Michigan's Children, etc. Visit <http://www.mlpp.org/kids-count/108-2> for more family-related advocacy organizations), d) political forum (e.g., political party caucus, candidate speech), or e) nonprofit organization (i.e., child care center board, church, synagogue, or religious council). Submit via Dropbox
3. **Family Policy Issue Analysis (20 points)** - Students are expected to read and listen to news coverage to keep up-to-date on current policy issues being debated or decided in local, state, or federal government; businesses; advocacy groups; or nonprofit organizations in newspapers (i.e., *The New York Times* or *The Wall Street Journal*) or a weekly magazine (i.e., *Time*, *Newsweek*, or *U.S. News & World Report*). **Do not read anecdotal or human interest articles for this assignment.** Submit via Dropbox

Write a 3- to 4-page summary using this format (assignment can be revised and resubmitted):

- title and source of the article (the news story must be attached for grading);
 - brief summary of the article that is accurate, but does not plagiarize (5 points);
 - policy implications for families (5 points); and
 - your own reaction based upon class readings, and your personal experiences or values (5 points).
4. **Letter to the Editor or Government Official (15 points)** - Write a 200-word letter to the editor or a government official expressing your view on a current family policy issue. This assignment should be written in journalistic style and can be revised and resubmitted. If a letter to the editor is published, the student will receive 5 points of extra credit. Submit Letter via Dropbox.
5. **Paper and Presentation on Policy Meetings (40 points)** - Attend two meetings in which policy issues are being discussed. One of the meetings must be a 1) hearing of the state legislature (check this web page for upcoming hearings: ([http://www.legislature.mi.gov/\(S\(ayk2mjupspwk15aatj44p12\)\)/mileg.aspx?page=committeemeetings](http://www.legislature.mi.gov/(S(ayk2mjupspwk15aatj44p12))/mileg.aspx?page=committeemeetings)) and the 2) other can be a) another hearing or a government meeting (e.g., county board of supervisors, city council, school board meeting), b) judicial proceedings (i.e., Supreme Court trial), c) advocacy meeting (e.g., Institute for Children, Youth, and Families, Michigan's Children, etc. Visit <http://www.mlpp.org/kids-count/108-2> for more family-related advocacy organizations), d) political forum (e.g., political party caucus, candidate speech), or e) nonprofit organization (i.e., child care center board, church, synagogue, or religious council).
- a) Write a 3- to 5-page paper that includes the names of meetings as well as the place, date, number and types of people in attendance, and the total time you attended both meetings. For one of the meetings, summarize:
- what happened, how decisions were made or will be made, and what you learned about the policymaking process (10 points);
 - the implications for family policy (10 points); and
 - what you learned drawing upon class readings and your own experiences (10 points). Submit paper via Dropbox.
- b) Record and post an 8-minute presentation in the e-learning discussion area summarizing your paper, along with an accompanying Powerpoint attached with your video in the same discussion area. Review the Presentation Critique form prior to recording as a rubric and guide to ensure you receive full points for your presentation (10 points). Submit Presentation and Powerpoint in Discussion Area

- 6. Two Critiques of Peer Policy Meetings Reports (10 points)**- Students will watch 2 peers' presentations in the discussion and reply that they have watched their presentation in the discussion area. Only 2 views per student are allowed. Once a person has been watched twice, please seek out another students presentation to watch. The goal is to have two observations each per student. After watching 2 peers' presentations on policy meetings, critique the 2 observed presentations using the Presentation Critique form. Assign points and be sure to comment and justify points in each of the 10 sections. Be sure to submit one form for each of the 2 peer critiques. Submit 2 Critiques via Dropbox.
- 7. Views of a Controversial Family Policy (40 points)** - Write an 8- to 10-page paper on a policy issue of your choice. For this assignment, use only class readings. Submit via Dropbox.
- Describe the problem that you will address, what policies already exist, and what policy options are being considered (10 points).
 - Contrast how the concerned, satisfied, and impatient perspectives would approach this issue (10 points each).
 - Using the theory of paradox, discuss whether and how the issue could benefit from each of these perspectives (10 points).
 - Explain why the issue has been controversial and what it would take to move the issue forward (10 points).
- 8. Open-Book Quizzes (105 points- 15 pts. each)** – Quizzes will consist of 15 short answer and true/false questions that will be taken directly from the course text. The lowest quiz score will be dropped. Utilize the Quizzes tool under the Assessments tab in eLearning to access each of the Quizzes.
- 9. Open-Book Final Exam (85 points)** - The final exam questions will cover the entire course. 6 multiple choice questions will be taken directly from covered chapters (42 questions total). Utilize the Quizzes tool under the Assessments tab in eLearning to access the Final Exam.

All written assignments should be well-organized, demonstrate critical thinking, and apply concepts learned in the course or from other sources. Assignments should be professional in appearance—typed, 12 pt., Times New Roman font, double-spaced, and proofread for correct grammar, spelling, and punctuation. Assignments will be graded primarily on what is said (e.g., thoughtful analysis and application of course content), but also on how it is said (e.g., grammar, clarity, organization). Some assignments will be assessed based on their accessibility for lay audiences (i.e., consistency with the journalistic style used to write for policymakers). Paper should be written in APA style. The number of points and due date of each assignment are given below.

Table 1. Course Assignment Summary

Points	Assignment	Due Date
200	Discussions & Activities	
5	Paragraph Update Describing Two Policy Meetings	
20	Family Policy Issue Analysis	
15	Letter to the Editor or Government Official	
40	Paper and Presentation on Policy Meetings	
10	Critiques of Two Policy Meeting Presentations	
40	Views of a Controversial Family Policy	
105	Quizzes	
85	Final Exam	
520	Total Points	

COURSE POLICIES

Assignment Policy: Format Rules & Late submission

- Unless otherwise specified, all written assignments must be typed, 12 point, Times New Roman font, double-spaced, 1" margins and a cover page with your Name, Assignment Title and Date (on the following pages, please insert page number and your names as a running headers. Hand-written work will not be accepted, therefore NO credit. All work must be submitted in Dropbox by the due date.
- All assignments are **expected on the due dates by midnight (11:59pm) on the day they are due.** **NOTE: I do not accept e-mail submissions.** Some assignments such as the discussions will be closed after a given time frame.
- **Paper assignments turned in after the due date & time are also considered a day late.** Late work will automatically lose 5% of the total point for each day late.
 - **After one week past the due date, work will not be accepted for credit, but will count as still turned in.**
- If you find yourself missing a significant number of assignments, remember you always have the option to drop the course.
- Missed quizzes: If for some reason you miss a quiz, a grade of zero (0) will be assigned.

Academic Honesty/Integrity: It is my goal to create and maintain an open, honest, trusting relationship with you and do not want to jeopardize the development of mutual trust by having to deal with suspicions of dishonesty. Let's practice academic integrity so our mutual trust is not shattered.

Plagiarism

From the Office of Student Conduct, plagiarism is defined as "intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, are common knowledge."

Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering work of someone else as one's own work is plagiarism. Any student who does not give credit for ideas or materials taken from another source (books, periodicals, speeches, or the writings of other students) is guilty of plagiarism. You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. **These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse.** [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.]

If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. For further information and details on academic policies, please refer to: <http://osc.wmich.edu> and <http://www.wmich.edu/registrar> to access the Code of Honor and general academic policies on such issues as diversity, religious observance, student disabilities.

*****Adobe Connect Meetings- Guidelines:** If you schedule an Adobe Connect appointment with me, please be sure you are on time. If you are running late or need to cancel, Please email me. Send me an email before the meeting with a brief description of what the meeting is about (e.g., concerns, class questions, assignments...). This will make the meeting more productive.

Incomplete Policy: Incomplete grades may be awarded to students who are delayed in completing their work due to a personal or family crisis and who, at the time of the crisis, had completed a significant amount of the work required for the course (about 3 quarters of the requirements) while having earned a passing grade. Documentation of the personal or family crisis and an appointment with the instructor to discuss the situation are required but may not be sufficient to warrant the assignment of an incomplete grade.

When an incomplete grade is decided upon, the deadline for completion of assignments/activities will also be determined and noted on the incomplete grade document that is sent to WMU's registrar in lieu of a final grade. The student is responsible for remembering and meeting this deadline. Students, who stop completing course assignments without dropping the course, will earn a failing grade.

If a crisis occurs early in the semester or before a majority of the work has been completed for the course, and the crisis will affect continued engagement and quality of submitted work, it is recommended that the student drop the course. It is important to understand that the alternative is the course grade will be affected and perhaps greatly.

If you remain in this course after the first week, you are indicating that you have carefully considered the workload of this course and the work required; understand the consequences of not meeting deadlines; understand the consequences of missing hybrid sessions, arriving late, leaving early, and coming and going during hybrid sessions; understand there are no "excused" absences; and have decided your personal schedule (regardless of the number of other courses you are taking) and personal circumstances support your continuation in this course.

Students with Disabilities: If you require accommodations due to a disability, please contact me the first week of class. You will need to provide documentation from the Office of Disabled Student Resources and Services (269)- 387-2116 or www.dsrs.wmich.edu.

Resources

Because of the intensive writing requirements in this course, it is mandatory that you use the following APA resources:

- **Publication Manual of the American Psychological Association, 6th edition.**
- <http://www.wmich.edu/casp/writingcenter/>
- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://owl.english.purdue.edu/> (***** helpful website *****)

WMU Writing Center:

I encourage you to use the Writing Center. This class is writing intensive and you may want to harness your resources to assist you with many of the tasks necessary for successful completion. Even if you think that you are a good writer, it is beneficial to have someone to proofread your work. In fact, some of the best writers often credit their editors for helping them avoid common pitfalls. The website information for the Writing Center is <http://www.wmich.edu/casp/writingcenter/>.

Additional Resources:

- <http://wfnetwork.bc.edu/> (public and family policy website)
- <http://kff.org/> (health care studies and data)
- <http://www.pewtrusts.org/> (economic, environmental, and education policy)
- <http://www.pewcenteronthestates.org/> (economic and state policy)
- <http://www.michigan.gov/mdch> (Michigan department of community health)

Once you have learned how to ask questions—relevant and appropriate and substantial questions—you have learned how to learn and no one can keep you from learning whatever you want or need to know.

- Neil Postman and Charles Weingartner

*****Note: The instructor has the right to alter the syllabus, assignments, and quizzes during the course. Any changes will be announced in the News Section and via email.***

TENTATIVE SCHEDULE AND IMPORTANT DATES

SEPTEMBER 7- MODULE 1

Pt. 1-Family Policy Introduction

RESPONSE(S)

- Group Video Discussion: Meet & Greet- Due *(must complete before Syllabus and Module 1 can be seen)*

READINGS

- Course Syllabus
- Bostian, L. (n.d.). *How to be your own editor*. University of Wisconsin-Madison: Department of Agricultural Journalism.
- Quiney, R. G. (1992). *How to create superior briefings* (read only pp. 5-15). Ottawa, Canada: Canadian Centre for Management Development.

VIDEO(S)

- The Role of Citizens in a Democracy
- Keli Carender, Originator of the Tea Party (2 videos)

Pt. 2-From Reluctant Student to Passionate Proponent: How Youth Have Used Family Policy to Change the World

READINGS

- Bogenschneider, K. (2014). Chapter 1.
- *Barbara Johns & the Civil Rights Movement*, Virginia
- *Ira Sharenow and Cigarette Smoke*, Wisconsin

RESPONSE(S)

- Video Discussion: Family Policy and Me- Due

ACTIVITY

- Discussion: How Much Have Families Changed in Your Lifetime- Due

Pt. 1-Why We Should Focus on Families in Policymaking, and Why We Don't

READINGS

- Bogenschneider, K. (2014). Chapter 2.
- *Six Disruptive Demographic Trends: What Census 2010 Will Reveal*

VIDEO(S)

- Presidential Candidates in 2008 Speaking to the Important Functions Families Fulfill (2 videos)

Pt. 2-Families: The Way We Were and the Way We Are

READINGS

- Hernandez, D. J. (2005). Changes in the demographics of families over the course of American history. In J. Heymann & C. Beem (Eds.), *Unfinished work: Building equality and democracy in an era of working families* (pp. 13-35). New York, NY: The New Press.
- Coontz, S. (1997). What we really miss about the 1950's. In *The way we really are: Coming to terms with America's changing families* (pp. 33-50). New York, NY: Basic Books.

RESPONSE(S)

- Video Discussion: The Way We Were (Coontz, 1997)

ASSIGNMENT(S)

- Dropbox: Paragraph Update Describing Plans to Attend Two Policy Meetings- Due

ASSESSMENT(S)

- Quiz 1 on Chapter 2 of Bogenschneider (2014)- Due

OTHER

- Individual States Assigned to Students this Week for Module 4 Activity

Pt. 1-Defining Family Policy: An Identity of Its Own

READINGS

- Bogenschneider, K. (2014). Chapter 3.

VIDEO(S)

- Robert Bellah Discusses the Link between Individualism and Politics (view intro through 12:40)
- Robert Bellah's Views on Family and the Future of Family Policy (view 23:48 through 26:26)

Pt. 2- How Do Children Fare in Public Policy Decisions?

READINGS

- Hewlett, S. A. (1991). *When the bough breaks: The cost of neglecting our children* (pp. 138-167). New York, NY: Basic Books.

VIDEO(S)

- Theodora Oom's Evaluation of Policies to Reduce Unnecessary Divorce (view 32:00 through 40:00)

ACTIVITY

- Video Discussion and Survey: "Developing an Elevator Speech for Family Policy"- Due

ASSIGNMENT(S)

- Dropbox: Family Policy Issue Analysis Due

Pt. 1 Policies and Practices Biased Toward Individual Rights Over Family Responsibilities

READINGS

- Bogenschneider, K. (2014). Chapter 4.

VIDEO(S)

- Bronfenbrenner's Ecological Systems Theory

Pt. 2- Digging Deeper: How Individuals Trump Families

READINGS

- Doherty, W. J. (1994). I'm O.K., you're O.K., but what about the kids? *The Family Therapy Networker*, 17, 46-53.
- Melnick, R. S. (2005, April). *Welfare policies and the strategy of rights*. Paper presented at the Institute for Research on Poverty conference on "Making the Politics of Poverty and Inequality: How Public Priorities Are Reshaping American Democracy," Madison, WI. [available from Karen Bogenschneider (kpbogens@wisc.edu) with permission of the author].
- Whitehead, B. D. (1992). Crossing the cultural divide: A new familism? *Family Affairs*, 5 (1-2), 1-5.

VIDEO(S)

- What is Marriage Friendly Therapy?
- Top 100 Companies with Family-Friendly Policy and Culture (watch first 4 minutes)

RESPONSE(S)

- Group Discussion Post: "How Family-Friendly is the National Organization for Women?"

ACTIVITY

- Discussion: "Elections, Candidates, and Family Issues"

ASSESSMENT(S)

- Quiz 2 on Chapters 3 & 4 of Bogenschneider (2014)- Due

Pt. 1-How Families Support Society and How Societies Support Families: A Global View

READINGS

- Bogenschneider, K. (2014). Chapter 5.

VIDEO(S)

- Making a Difference: A European Perspective on Research to Policy (watch from intro to 4:40)

Pt. 2-How Families Support Society and How Societies Support Families: A U.S. View

READINGS

- Strach, P. (2006). The politics of family. *Polity*, 38, 151-173. doi: 10.1057/palgrave.polity.2300033

WEB RESOURCE

- Doing Better for Families (browse this resource)

RESPONSE(S)

- Video Discussion: "Culture Clash" Due

ASSIGNMENT(S)

- Dropbox: Letter to the Editor or Government Official

Pt. 1-How Society Shapes Families: A U.S. View

READINGS

- Bogenschneider, K. (2014). Chapter 6.

VIDEO(S)

- Marriage as a Status Symbol

Pt. 2-How U.S. Society Shapes Families and What We Can Do

READINGS

- McLanahan, S., & Sandefur, G. (1994). *Growing up with a single parent: What hurts, what helps* (pp. 1-18). Cambridge, MA: Harvard University Press.
- Hewlett, S. A., & West, C. (1998). *The war against parents: What we can do for America's beleaguered moms and dads* (pp. 88-97). New York, NY: Houghton Mifflin.

WEB RESOURCE(S)

- The Education of Sara McLanahan

ACTIVITY

- Written Discussion: "Which Country is This: The Influence of Values in Family Policy"- Due

RESPONSE(S)

- Video Discussion: "Growing Up with a Single Parent"- Due

ASSESSMENT(S)

- Quiz 3 on Chapters 5 & 6 of Bogenschneider (2014)- Due

Pt. 1-Families as a Legitimate Focus of Public Policy: What it Looked Like Yesterday

READING(S)

- Bogenschneider, K. (2014). Chapter 7.

VIDEO(S)

- Black Poverty 50 Years Ago and Today (Audio)

Pt. 2- Families as a Legitimate Focus of Public Policy: What it Looks Like Today

READING(S)

- Corbett, T. (1993). Child poverty and welfare reform: Progress or paralysis? *Focus*, 15(1), 1-17. University of Wisconsin-Madison: Institute for Research on Poverty.

VIDEO(S)

- Using Kids Count Data to Inform Family Policy Decisions
- The Truly Disadvantaged (view the first 8 minutes)

DISCUSSION

- Written Discussion: "Understanding Disparate Impact"

ASSIGNMENT(S)

- Video Discussion: Video Presentation and Powerpoint on Policy Meetings- Due
- Dropbox: Paper on Policy Meetings- Due

Pt. 1-How Current Policy Issues Can Benefit from the Family Impact Lens

READINGS

- Bogenschneider, K. (2014). Chapter 8.

VIDEO(S)

- A Family Test Applied to All Domestic Policy
- Any Excuse But Family

Pt. 2-How Can Policymakers Apply the Family Impact Lens to Parenting

READINGS

- Wisensale, S. K. (2001). California's paid leave law: A model for other states? In S. K. Wisensale & L. Haas (Eds.), *Families and social policy: National and international perspectives* (pp. 177-195). Binghamton, NY: Haworth Press.
- Reich, R. B. (1996, November 8). My family leave act [Op-ed]. *The New York Times*, p. A33. Retrieved from <http://legacy.library.ucsf.edu/documentStore/f/c/g/fcg32d00/Sfcg32d00.pdf>

VIDEO(S)

- Impact of Long-term Care on Family Life

ACTIVITY

- Video Discussion: "Grandma's Assets"

ASSESSMENT(S)

- Quiz 4 on Chapters 7 & 8 of Bogenschneider (2014)- Due

Pt. 1-Bridging Controversy and Building Consensus: The Theory of Paradox

READINGS

- Bogenschneider, K. (2014). Chapter 9.
- Orthner, D. K. (1990). The family in transition. In D. Blankenhorn, S. Bayme, & J. B. Elshtain (Eds.), *Rebuilding the nest: A new commitment to the American family* (pp. 93-118). Milwaukee, WI: Family Service America.

VIDEO(S)

- David Popenoe as a Proponent of the Concerned View
- Former Congresswoman Pat Schroeder as a Proponent of the Satisfied View

Pt. 2- Bridging Controversy and Building Consensus: The Theory of Paradox

VIDEO(S)

- Judith Stacey as a Proponent of the Impatient View
- President Barack Obama on the Need to Reach Common Ground (view 6:57 to 17:00)

WEB RESOURCE

- 2010 Survey Data on Marriage and Families by the Pew Research Center

RESPONSE(S)

- Written Discussion: "How Demographic Changes in Families Affect One's Political Views: Three Thought Experiments"

ACTIVITY

- Written Discussion: "My Political Compass"

ASSESSMENT

- Written Discussion: Watch 2 Videos Posted in the *Video Presentation and Powerpoint on Policy Meetings* Discussion Area. Briefly reply to videos posted by stating, "I watched your presentation and viewed your Powerpoint" No more than 2 observations per video. Watch another video if 2 persons have already viewed it and posted replies.- Due
- Dropbox: Presentation and Critique Form- Critiques of Two Peer Video Presentations & Powerpoints on Policy Meetings (submit 2 forms for each presentation) - Due

Pt. 1- Looking Back to Move Forward: Lessons from the History of Family Policy

READINGS

- Bogenschneider, K. (2014). Chapter 10.

VIDEO(S)

- The Political Agenda of the Progressives

WEB RESOURCES(S)

- The Activism of Florence Kelley Before Women Had the Right to Vote

Pt. 2- What Policymakers and the Policy Process Are Really Like

READINGS

- Bogenschneider, K. (2014). Chapter 11.

VIDEO(S)

- How a Bill Becomes a Law
- Three Branches of Government

ACTIVITY

- Written Discussion: Legislator and Family Values- Due

ASSESSMENT(S)

- Quiz 5 on Chapters 9, 10 & 11 of Bogenschneider (2014)- Due

Pt. 1- What Policymakers and the Policy Process Are Really Like cont.

READINGS

- Ross, R., & Staines, G. L. (1972). The politics of analyzing social problems. *Social Problems*, 20, 18-32, 37-38. (Note page numbers that are assigned.)

VIDEO(S)

- Academics and Policymakers: The Role of Research

Pt. 2- Approaches for Getting Involved in Family Policy: Advocacy or Education

READINGS

- Bogenschneider, K. (2014). Chapter 15.

VIDEO(S)

- Using Evidence to Advance Advocacy Efforts

WEB RESOURCES(S)

- Presenting Unbiased Information on Both Sides of an Issue

RESPONSE(S)

- Video Discussion: "Moving Course Concepts from the Ivory Tower to the Real World" - Due

ACTIVITY

- Written Discussion: "Getting the Question Right: The Role of Professionals in Reframing Policy Debate"- Due

Pt. 1-Building Family-Focused Policy: The Family Impact Toolkit

READINGS

- Bogenschneider, K. (2014). Chapter 12.

VIDEO(S)

- Carl Dunst on the Characteristics and Consequences of Family-Centered Practices on Parent, Family, and Child Outcomes (view 13:18 to 14:57; 36:30 to 39:36; and 49:23 to 52:12).

Pt. 2- Critiquing a Family Impact Analysis

READINGS

- *The family impact guide for policymakers: Viewing policies through the family impact lens*. This two-page guide is available at the website of the Family Impact Institute www.familyimpactseminars.org under the family impact section.
- Family Impact Checklist PDF

VIDEO(S)

- Focusing on Families in Congress

ACTIVITY

- Group Discussion: Military Spouse Employment Policy: A Family Impact Analysis Case Study- Due

ASSESSMENT(S)

- Quiz 6 on Chapters 12 & 15 of Bogenschneider (2014)- Due

Pt. 1-Building Evidence-Based Family Policy: Insights from the Family Impact Seminars

READINGS

- Bogenschneider, K. (2014). Chapter 13.
- Shulock, N. (1999). The paradox of policy analysis: If it is not used, why do we produce so much of it? *Journal of Policy Analysis and Management*, 18, 226-244.

VIDEO(S)

- Translating Research in Ways People Can Understand

Pt. 2- Deciding What You Can Do: Career Contexts in Family Policy

READINGS

- Bogenschneider, K. (2014). Chapter 14.
- Handout: Communicating Effectively with Policymakers: Secrets for Success

VIDEO(S)

- The Role of Social Capital in Moving Citizens from Passion to Action (view 31:38 to 38:45)

RESPONSE(S)

- Written Discussion: Linking Political Involvement- Due

Making Family Policy Matter: Moving from Analysis to Action

READINGS

- Bogenschneider, K. (2014). Chapter 16.

VIDEO(S)

- The Call for Political Engagement
- Ask What You Can Do
- The Value of Youth Engagement (view from 20:00 to 26:00)
- Youth Speak Out Around the World
- What It Takes to Get Involved (view the first 4:18 minutes)

DISCUSSION

- Video Discussion: Course Review- Due

ASSESSMENT(S)

- Quiz 7 on Chapters 13, 14, & 16 of Bogenschneider (2014)- Due

DECEMBER 14- MODULE 15

FINALS WEEK

ASSIGNMENT(S)

- Dropbox: Views of a Controversial Family Policy- Due

ASSESSMENT(S)

- Final Exam