

Term Information

Effective Term Autumn 2026

General Information

Course Bulletin Listing/Subject Area Human Dev and Family Science
Fiscal Unit/Academic Org Department of Human Sciences - D1251
College/Academic Group Education & Human Ecology
Level/Career Undergraduate
Course Number/Catalog 3600
Course Title Citizenship and Family Policy
Transcript Abbreviation CtznsHP Fam Policy
Course Description Families are influenced by policies that can either improve citizens' lives or cause harm. We will examine the supportive role of family policies and areas in which families have been adversely impacted using social science research. This course will also provide students with knowledge on how to be engaged citizens in areas of family policy in the United States and globally.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 19.0701
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Goal 1: Successful students will analyze the role of family policy in the attainment or hinderance of full formal and social citizenship in order to advocate for the betterment of families of diverse backgrounds.
- ELO 1.1: Describe how the policies of one's residential nation shape families' experiences of social citizenship.
- ELO 1.2: Analyze the role of local, state, national, and global policies on many aspects of family life.
- ELO 1.3: Examine how variations in policy across diverse contexts shape families' experiences and practices of citizenship.
- ELO 1.4: Appraise the efficacy of family policy for improving families' access to full social citizenship.
- ELO 1.5: Develop an understanding of how to advocate for or against a policy related to a specific family issue that is grounded in research to create a just world.

Content Topic List

- Defining Citizenship
- Family Policy
- Intersectionality and Family Policy
- Impact of Policy on Family Life
- Advocacy
- Family Engagement in Citizenship
- Immigration
- Marriage and Divorce
- Parenting
- Health and Healthcare
- Education
- Employment
- Family Violence and Abuse
- Social Class

Sought Concurrence

No

Attachments

- HDFS 3600 LOS.pdf: 11.14.25 Letter of Support
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)
- HDFS 3600 Cover Letter.pdf: 11.14.25
(Cover Letter. Owner: Tackett, Kimberly Ann)
- HDFS 3600 Memo Response.pdf: 02.03.26 Memo Response
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)
- HDFS 3600 GE Submission Form.pdf: 02.03.26 GEN Submission Form
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)
- HDFS 3600 Syllabus.pdf: 02.03.26
(Syllabus. Owner: Tackett, Kimberly Ann)
- Families and Citizenship Semester Project.pdf: 02.03.26 Course Project
(Other Supporting Documentation. Owner: Tackett, Kimberly Ann)

Comments

- Updated course description.
GEN Submission form and Course Project show highlighted areas of revision.
Memo response includes what revisions were made to the syllabus including page numbers. - Tackett, 02-03-26 *(by Tackett, Kimberly Ann on 02/03/2026 02:28 PM)*
- Please see feedback email sent to department 12-23-2025 RLS *(by Steele, Rachel Lea on 12/23/2025 02:07 PM)*
- Need updated syllabus *(by Locascio, Peter J. on 11/20/2025 01:19 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Tackett, Kimberly Ann	11/14/2025 01:13 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	11/14/2025 01:13 PM	Unit Approval
Revision Requested	Locascio, Peter J.	11/20/2025 01:19 PM	College Approval
Submitted	Tackett, Kimberly Ann	11/20/2025 02:16 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	11/20/2025 02:16 PM	Unit Approval
Approved	Locascio, Peter J.	11/21/2025 11:04 AM	College Approval
Revision Requested	Steele, Rachel Lea	12/23/2025 02:07 PM	ASCCAO Approval
Submitted	Tackett, Kimberly Ann	02/04/2026 02:02 PM	Submitted for Approval
Approved	Tackett, Kimberly Ann	02/04/2026 02:25 PM	Unit Approval
Approved	Locascio, Peter J.	02/04/2026 02:56 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Wade, Macy Joy Steele, Rachel Lea	02/04/2026 02:56 PM	ASCCAO Approval

Revisions to HDFS 3600 Memo

Thank you for your feedback. I believe that I have addressed all the necessary components. Changes to the GE Submission Form and the Families and Citizenship Semester Course Project document are highlighted in yellow. The corresponding page numbers to my edits are listed in my response here.

Of note, I have made revisions to the course description/rationale (p. 1).

The Subcommittee asks that the department incorporate into the syllabus activities that require students to demonstrate their “developing sense of self as a learner” (ELO 2.2) in an assessable manner. While the Subcommittee notes and appreciates the presence of some reflection on family policy and other topics covered by the weekly readings, this ELO is focused on students’ awareness of their own learning and reflection on/analysis of the ways that they learn and how their thinking *about learning* has changed over the duration of the course. While the Subcommittee acknowledges that there are many methods for assessing this ELO (including the potential for integrating this type of reflection into some of the course’s existing assignments), they offer the friendly suggestion that asking students to complete a graded reflection at the beginning, mid-point, and end of the semester can be a simple and effective way to meet this ELO.

I have moved the original “post-test” (as a follow up to week 1) in week 2 and added a “midpoint reflection post-test” to week 7 as well as a “final reflection post-test” in week 14 to allow students to reflect on their understanding of family policy at multiple points throughout the semester. I included these changes in both the Reading and Activities and Assignments and Assessments subheadings. I have also updated the corresponding ELOs (p. 7, p. 14).

The Subcommittee asks that the department amend the course’s activities to include a stronger engagement with ELO 3.1. While they appreciate the comparative nature of the Course Project, each individual student will only engage in a comparison with a single country, and it is unclear how or if students will be presenting on or “sharing out” their results with their peers.

I have added a response component to the course project, where students will post their policy papers for their peers. Students will then be asked to write a short response analyzing the similarities and/or differences with the country that they have chosen for the assignment in Week 8-15. These reflections will be due the following week. This allows students the opportunity to engage with policy from multiple countries across the semester. I have added this information to the course assignment document as well as to both the Reading and Activities and Assignments and Assessments subheadings in the syllabus (pp. 10-16).

The Subcommittee asks that the department amend the courses activities and/or topics to include a stronger engagement with ELO 3.2. Specifically, they would like to see further evidence that students will be compelled to *apply* the “knowledge, skills, and dispositions required for intercultural competence as a global citizen” via the course’s assessments.

I have added information on the pre- and post-test reflection gauging the changes in students’ comfort level with and knowledge of how to apply their policy knowledge in an advocacy setting across the course of the semester. I have indicated this in the course ELOs, Reading and Activities and Assignments and Assessments subheadings in the syllabus (p. 7, p. 14). I have also added a component to the Recommendations assignment due in Week 6 that requires students to develop and propose a way that these recommendations might be used in advocacy settings. The ELO for the project has been updated on the syllabus (p. 4) and has been added to the Course Project document.

November 12, 2025
Pete Locascio
Executive Director of Undergraduate Education
EHE Office of Undergraduate Education

Dear Pete:

I am writing to express my support for the proposed new course request and an update to the curriculum as a result, effective Autumn 2026:

1. **HDFS 3600 Citizenship and Family Policy (3cr)**

Proposal: New course, GE Theme (Citizenship for a Just and Diverse World), In-person modality

2. **HDFS, B.S.**

Update: Add new course to Group B

Attached you will find the necessary documentation outlining proposal details. Review of and approval from the Human Development and Human Sciences faculty and the Department of Human Sciences Undergraduate Studies Chair Committee has been obtained. There are no negative budgetary implications and no additional funds or human resources necessary for the execution of this new course request. If you have any questions or need additional information, do not hesitate to contact me.

Sincerely,



Sue Sutherland, PhD

Pronouns: she/her/hers

Professor, Associate Department Chair

College of Education and Human Ecology



Dr. Sue Sutherland
Associate Chair
Department of Human Sciences
Office of Academic Program Services and Innovation (OAPSI)

October 6, 2025

Dear Sue,

On April 24, 2025, a vote was taken to approve a new course proposal, HDFS 3600 (Citizenship and Family Policy). Of the 18 faculty members in HDFS, 12 who voted all approved the new GE themes course.

Dr. Bermea made additional revisions considering feedback from Kim Tackett, Sue Sutherland, Sarah Lang, and Deanna Wilkinson. We believe the course proposal will be successful going forward through the GE theme curriculum review process.

The course provides a needed addition to our HDFS undergraduate curriculum while also serving as an excellent option for the GE citizenship theme requirement.

We look forward to your feedback. Let us know if you have questions or concerns regarding this new course.

Sincerely,

Deanna

Deanna Wilkinson, Ph.D.

Co-Chair, HDFS Undergraduate Studies Committee

Associate Professor
HDFS Program
Department of Human Sciences
wilkinson.110@osu.edu; 614-247-4004

HDFS 3600 – CITIZENSHIP AND FAMILY POLICY

TERM 202X, 3 Credit Hours, UG

Instructor: TBD

Email: TBD

Office Hours: TBD

Course Information

Course time and location: TBD

Mode of delivery: In-person

Course Overview

Description/Rationale

Families are influenced by policies at the local, state, national, and global levels. However, not all families are influenced by policies in an equitable way. Families holding various statuses, such as social class, geography, and/or cultural, may be penalized by policies in ways. Policies at all levels also have unintended outcomes in addition to their intentional outcomes that prohibit them from helping all families equally. Because family policies have direct impact on individuals and families, they can either improve the lives of citizens, such as by increasing equitable access to resources, or cause harm, such as by depriving citizens of justice. In this course, we will examine both the positive and supportive role of family policies as well as the areas in which families have been adversely impacted. Therefore, to shape social behaviors and improve health and wellness for individuals and communities, it is important to analyze and understand the importance of policy as it pertains to families' wellbeing, functionality, and social citizenship in their communities. This course will examine not only specific policies, but how those policies specifically impact the experiences of those at the family level using social science research. As part of improving health and wellness, this course will also provide students with knowledge on how to apply notions of justice in policy for families across various facets.

Prerequisites: None.

Prerequisite Knowledge: None.

Learning Objectives

Course Goals and Expected Learning Outcomes

Goals

Goal 1: Successful students will analyze the role of family policy in the attainment or hinderance of full formal and social citizenship in order to advocate for the betterment of families of diverse backgrounds.

Expected Learning Outcomes

ELO 1.1: Describe how the policies of one's residential nation shape families' experiences of social citizenship.

ELO 1.2: Analyze the role of local, state, national, and global policies on many aspects of family life.

ELO 1.3: Examine how variations in policy across diverse contexts shape families' experiences and practices of citizenship.

ELO 1.4: Appraise the efficacy of family policy for improving families' access to full social citizenship.

ELO 1.5: Develop an understanding of how to advocate for or against a policy related to a specific family issue that is grounded in research to create a just world.

General Education, Theme: Citizenship for a Diverse and Just World Goals and Expected Learning Outcomes

Goals

Goal 1: Citizenship for a Just and Diverse World: “Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.”

Goal 2: Citizenship for a Just and Diverse World: “Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.”

Goal 3: Citizenship for a Just and Diverse World: “Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.”

Goal 4: Citizenship for a Just and Diverse World: “Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.”

Expected Learning Outcomes

Successful students are able to:

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2: Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

ELO 3.1: Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

ELO 3.2: Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

ELO 4.1: Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

ELO 4.2: Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

In this course, students will explore what it means to be a social citizen around the world while considering the role of justice in how policies differentially impact family structures that are diverse. In course readings, class discussions, and individual assignments, students will engage with a range of perspectives on how families are supported, or are not supported, by a number of policy topics (e.g., foster care and adoption, parental leave, domestic violence). Course assignments will require students to engage with relevant literature, analyze and critique existing policy from around the world, and apply course knowledge to develop recommendations for policies that support families.

Course Materials

Required

There is no formal textbook for this course. In order to engage with the most cutting-edge research findings, you will instead read published research that is the most up to date in the field. You are responsible to complete all reading

assignments and other materials prior to the class for which they are assigned (i.e., read before you come to class). Class participation will be impossible without some preparation. On average, you should expect approximately:

- Read 2 research papers for each class.
- Access supplemental websites and/or documents as required.

All required material will be available through Carmen. A complete list of all readings is provided at the end of the syllabus.

Course Requirements/Evaluation

Grades

Assignment/Category	Points or Percent
Attendance	
In-Class Attendance Activities	125
Quizzes	
Orientation Quiz	10
Reading Quizzes (10pts. x 4)	100
Course Project	
“Selecting a Focus” Assignment	10
Topic Research Papers (25pts x 3)	75
Recommendations Assignment	15
Country Policy Papers (20pts. x 5)	100
TOTAL	435

Late Assignments

All assignments are due at the beginning of class on specific due dates unless instructed otherwise. Unless you have a legitimate excuse with advance notice to Dr. Bermea, 25% of the allocated points per assignment will be taken off per day for work turned in after the deadline – no exceptions. Assignments will NOT be graded if turned in 3 days or more past the due date. These late assignments will receive an automatic ‘0’ except in the case of verified and documented emergencies.

Grading Scale

A	93-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	D	60-66.9
		B-	80-82.9	C-	70-72.9	E	Below 60

Assignment Descriptions

Attendance:

In class attendance activities (125 points) (GE ELO 1.2, 2.2, 3.2, 4.1, Course ELO 1.1, 1.2, 1.3)

Students will maintain regular attendance to be successful in this course. Students will be required to complete a short in-class activity each class meeting that will involve, either individually or in small groups, reflecting on the course material and applying it. Students will be given a completion grade, with half points deducted if the prompts were not responded to.

Each class will be worth 5 points with 3 absences dropped with no questions asked.

Quizzes:

Orientation Quiz (10 points)

Students will complete 1 Orientation Quiz by the start of the second week of classes. The quiz will be a total of 10 questions pertaining to the course syllabus, policies, and Carmen site. Students will be able to take the quiz as many times as needed to get a perfect score.

Reading Quizzes (100 points) (GE ELO: 1.2, 2.2, 3.1, Course ELO: 1.1, 1.3)

Students will complete a total of 10 quizzes to evaluate their comprehension of the weekly readings. Each quiz will be open-book and comprised of 10 questions pertaining to the week's learning materials and be worth a total of 10 points each. Students will be given 90 minutes to complete the quiz, with extensions given as needed to students with accommodations on file with SLDS.

Students will complete 10 of the 12 total quizzes offered. Each quiz will be worth 10 points with the lowest quiz grade dropped.

Course Project:

Students will be required to complete and submit a course project in the form of a policy brief. Across the semester, students will submit a series of smaller projects designed to culminate in the brief at the end of the semester.

Grading rubrics for all assignments will be found on Carmen.

Part 1: Selecting a Focus (10 points) (GE ELO: 3.1, 3.2)

By the end of Week 2, students will select the country they would like to consider from a family policy perspective across the entirety of the semester. Students will be given a list of countries from a variety of world regions. Students will then select a policy topic from the list of topics we cover across the semester. Students will have the opportunity to select another country and/or topic that is not listed. However, it must be approved by the instructor *prior* to submission.

No more than 2 students will be able to research the same country. Please plan accordingly.

Part 2: Topic Research (75 points) (GE ELO: 1.1, 2.1)

In Weeks 3-5 students will gain experience in locating, reading, and applying empirical articles, literature reviews, and/or meta-analyses on the topic of their choice. Each week, students will use the OSU library to locate and submit a scholarly article on the topic they have chosen in the Selecting a Focus assignment. Students are encouraged to find a study located in the country they have selected as well, although exceptions will be made. In their submission, students will be required to turn in a copy of the article in .pdf format and a summary that includes an (1) an overview of the study that is not the abstract, (2) 2-4 key takeaways from the article's findings related to the topic of choice, and (3) a citation in APA format.

Each paper will be worth 25 points.

Part 3: Recommendations (15 points) (GE ELO: 1.2, 2.1, 3.2, Course ELO: 1.5)

In Week 6, students will apply the knowledge they gained from the research articles in the Topic Research assignments by developing practical applications that are empirically supported. In this assignment, students will provide a synthesis of the key findings across research articles. Based on these findings, the students will develop 2-4 recommendations that can be used in advocacy efforts. All recommendations must be specific and justified using research.

Part 4: Country Policy Papers (100 points) (GE ELO: 1.2 3.1, 3.2, 4.1, 4.2, Course ELO: 1.1, 1.2, 1.3, 1.4)

In Weeks 7-14, students will conduct a policy analysis of a policy from the country selected in the Selecting a Focus assignment that aligns with the course topic of that week. In their analysis, students will provide (1) an overview of the policy of their choice, (2) a comparison to a related U.S. policy, (3) a completed Family Impact Checklist

Students will choose to complete 5 of the 8 possible weeks. Each paper will be worth 20 points, with the scores from lowest three papers dropped.

Course Policies

Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty/staff will use their OSU email when emailing students.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- *Writing style:* While there is no need to participate in online class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- *Tone and civility:* Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- *Citing your sources:* When we have academic discussions, please cite your sources to back up what you say. For the course materials, list at least the title and page number. For online sources, use a link.
- *Backing up your work:* Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. Remember you can call 614-688-HELP or use 8help@osu.edu at any time if you have a technical problem.

Grading and Feedback: For large weekly assignments, you can generally expect feedback within 7-14 school days. This may be subject to change.

Email: In an effort to promote students' professional development, I will not respond to any e-mails that do not include a name, subject title, course section and/or a proper greeting or salutation (e.g., Hi / Dear Dr. Bermea). Doing so will help me get back to students in a timely manner. In addition, any questions that can be answered by referring to the course materials, announcements, or the syllabus will not be prioritized.

Your e-mails will be replied as soon as possible, usually within 24-72 hours. I will only check e-mail during business hours (8am-5pm, Monday-Friday).

Please be aware that although I check my Carmen messages, you will receive a faster response from me via email.

Course Etiquette

It is your responsibility to exhibit professional behavior and decorum in all modes of communication.

Your active participation in this course is key to the success of this class. Be prepared for discussions and engagement of ideas. No topic is off the table; students are welcome to express their opinions on the various issues we will discuss in class. At the same time, students may not necessarily agree with others, but should be mindful of the diversity of thought and backgrounds among peers. We all identify with different genders, races and ethnicities, religions, political affiliations, classes, nationalities, etc. – kindness and tolerance should be emulated here. If disrespectful comments/behaviors are made during this class or in your work, you will be issued an informal warning. If this behavior persists, you will receive a deduction on your grade.

Respond to peers honestly but thoughtfully, respectfully, and constructively.

Part of respecting others is also recognizing that this class will cover a range of sensitive and difficult issues. It is important that you process any information you find emotionally difficult— with Dr. Bermea, a classmate, or with family members or friends. However, do understand that there are topics, such as students’ personal experiences, that should not be discussed outside of this course.

Be professional; use language that is not considered foul or abusive.

As it pertains to discussion posts:

- Avoid writing in all caps – it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Do not distribute copyrighted materials, such as articles and images; most things online are not licensed as “fair use.” Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Course Assignments and Course Academic Integrity

All students are expected to abide to the Ohio State University’s Code of Student Conduct. Any infraction as defined by the Students’ Code of Conduct (e.g., cheating, plagiarism, etc.) will be met with serious consequences - including the grade of F for the course. You are strongly encouraged to familiarize yourself with the policy: <https://trustees.osu.edu/bylaws-and-rules/code>. In addition to Ohio State’s Academic Integrity Policy, listed below, please review my course-specific policies:

Quizzes and exams: You must complete the weekly learning quizzes without any external help or communication. You may, however, use your notes and/or course readings and materials.

Written assignments: Your written assignments should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.

Reusing past work: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

Falsifying research or results: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Collaboration and informal peer-review: While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://it.osu.edu/help>, and support for urgent issues is available 24 hours and 7 days a week.

Self-Service and Chat Support: <https://osuitsm.service-now.com/selfservice/>

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TTY: 614-688-8743

Baseline technical skills necessary for online/hybrid courses: Basic computer and web-browsing skills

- Navigating Carmen (Canvas)

Student Resources

TECHNOLOGY

[EHE Tech Help](#)

[OSU Tech Support](#)

ACADEMICS

[EHE Homepage](#)

[EHE Advising Resource Guide](#)

[OSU Advising](#)

[OSU Thompson Library](#)

[Dennis Learning Center](#)

EHE Office of Research

OSU Office of Research

STUDENT LIFE

OSU Student Health Services

EHE Office of Undergraduate Education

OSU Student Life

OSU Student Advocacy Center

OSU Student Financial Aid

EHE Career Services

EHE Office of Diversity, Inclusion, and Community Engagement

OSU Office of Diversity and Inclusion

Course Schedule

Week	Date	Topic	Learning Objectives	Readings & Activities	Assignments & Assessments
1		<p>Introduction and Defining Citizenship</p> <p>Citizenship Lesson</p> <p>Defining social citizenship and how citizenship is more than nationality or legal status</p> <p>What citizenship means for families at the local, state, federal, and global levels in a just and diverse world</p>	1.1, 2.2, 3.1, 3.2	<p>Activities:</p> <ul style="list-style-type: none"> • Review the course and syllabus • Engage in student introductory activities led by the instructor • In lecture format, define concepts related to citizenship including both legal definitions and active involvement in one's community and socio-political engagement. The lecture will also include a brief discussion of how families are agents of socialization for children's understandings of citizenship. • Small group work examining global definitions of citizenship • Individual work reflecting on definitions and understandings of family policy, including an assessment of their comfort level with and understandings of how they might apply their understanding of policy in an advocacy setting. <p>Readings:</p> <ul style="list-style-type: none"> • Course syllabus 	<ul style="list-style-type: none"> • Reflection "Pre-test": What does family policy mean to you?

				<ul style="list-style-type: none"> • Carmen page • Liebenberg (1999) 	
2		<p>What is Family Policy?</p> <p><u>Citizenship Lesson:</u></p> <p>How family policy structures access to social citizenship in an American context and how this differs in other countries</p>	<p><u>GE</u> 1.1, 1.2</p> <p><u>Course</u> 1.1</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Students will attend a lecture discussing what family policy is and how it differs from other forms of policy. We will also trace the role of family policy as a sub-discipline within the broader Human Development and Family Science discipline • In small groups, students will reflect on what realms of family policy discussed in the semester are the most meaningful to them and why. This might be for professional reasons or personal reasons. <p>Readings:</p> <ul style="list-style-type: none"> • Berger & Carlson (2020) • Ooms (2019) 	<ul style="list-style-type: none"> • Complete course orientation quiz • Complete “Selecting a Focus” for Country Policy Assignment
3		<p>Intersectionality and Family Policy</p> <p><u>Citizenship Lesson:</u></p> <p>How intersectionality and family policy intersect to shape diverse forms and experiences of citizenship in the U.S. and globally.</p>	<p><u>GE</u> 1.1, 1.2, 4.1, 4.2</p> <p><u>Course</u> 1.1, 1.2, 1.3</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Discuss Crenshaws work and introduce Intersectionality as a legal theory • Apply exemplars to discuss who is regulated by family policy, including: <i>Loving. v. Virginia</i>, <i>Lawrence v. Texas</i>, <i>Obergefell v. Hodges</i> • Watch and discuss <i>Explaining the Moynihan Report</i> (American Masters, 2024) <p>Readings:</p> <ul style="list-style-type: none"> • Havinsky & Cormier (2011) 	<ul style="list-style-type: none"> • Intersectionality Reading Quiz • Topic Research: Article 1
4		<p>Impact of Policy on Family Life</p> <p><u>Citizenship Lesson</u></p> <p>Examine justice, difference, and citizenship through how formal policy</p>	<p><u>GE</u> 1.1, 1.2, 4.2</p> <p><u>Course</u> 1.1, 1.2, 1.3, 1.4</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Students will attend a lecture discussing the ways that policy is impactful beyond the individual, but rather as a family system. Lecture will also include a discussion of both intended and unintended outcomes of policy 	<ul style="list-style-type: none"> • Impact of Family Policy reading quiz • Topic Research: Article #2

		influences the processes of social citizenship for families, both intentionally (manifest policy goals) and unintentionally (latent policy goals)		<ul style="list-style-type: none"> In small groups, students will engage with the Family Impact Checklist using example policies chosen by the instructor <p>Readings:</p> <ul style="list-style-type: none"> McWey et al. (2006) Oliver et al. (2019) Zeng & Hesketh (2016) 	
5		<p>Advocacy</p> <p><u>Citizenship Lesson</u></p> <p>Strategies for practicing active citizenship through a variety of advocacy efforts</p>	<p><u>GE</u></p> <p>1.1, 1.2, 3.1, 3.2, 4.2</p> <p><u>Course</u></p> <p>1.5</p>	<p>Activities:</p> <ul style="list-style-type: none"> Attend a lecture discussing different forms of advocacy including methods such as engagement with communities, activism, and educating policymakers through family impact seminars Watch and discuss <i>Four Steps for Effectively Emailing Your Members of Congress</i> (APA, 2020) Review family policy engagement recommendations from the National Council on Family Relations and apply it in small groups <p>Readings:</p> <ul style="list-style-type: none"> Bogenschneider (2020) Leqtieq & Anderson (2017) 	<ul style="list-style-type: none"> Advocacy reading quiz Topic Research Article #3
6		<p>Family Engagement in Citizenship</p> <p><u>Citizenship Lesson</u></p> <p>Family's role in socialization for citizenship across political affiliations and communities</p> <p>Continued strategies for practicing active citizenship by developing recommendations to research informed policy</p>	<p><u>GE</u></p> <p>1.1, 1.2, 2.2, 3.1, 3.2</p> <p><u>Course</u></p> <p>1.5</p>	<p>Activities:</p> <ul style="list-style-type: none"> Attend lecture on how families socialize children on the meaning of citizens, including political affiliation and community engagement In small groups, students will reflect on their own family experiences of citizenship socialization <p>Readings:</p> <ul style="list-style-type: none"> Diemer (2012) Patterson & Pahlke (2022) 	<ul style="list-style-type: none"> Family Engagement Reading Quiz Recommendations Assignment
7		Immigration	<u>GE</u>	<p>Activities:</p>	<ul style="list-style-type: none"> Immigration Reading Quiz

	<p><u>Citizenship Lesson</u></p> <p>How formal citizenship is attained by people in the U.S. both historically and presently, as well as in other countries globally</p>	<p>1.1, 1.2, 2.2, 3.1, 3.2, 4.1, 4.2</p> <p><u>Course</u> 1.1, 1.2, 1.3, 1.4</p>	<ul style="list-style-type: none"> Attend a lecture on immigration policy in the United States and how citizenship status impacts families specifically In small groups analyze how policy has, both historically and currently, differed by groups (e.g., the Chinese Exclusion Act of 1882, banning HIV+ people from entering the country until 2010) In policy papers, compare their selected country’s immigration policy to the United States Individual work reflecting on if and how students’ understanding of family policy as changed from Week 1 <p>Readings:</p> <ul style="list-style-type: none"> Aranda et al (2021) Miyawki & Hooyman (2023) <p>Optional Information and Resource:</p> <ul style="list-style-type: none"> Ohio State Office of International Affairs website 	<ul style="list-style-type: none"> Immigration Country Policy Paper (Compare/Contrast) Midpoint Reflection “Post-test”: What does family policy mean to you?
<p>8</p>	<p>Marriage and Divorce</p> <p><u>Citizenship Lesson</u></p> <p>How both formal and social citizenship status can be understood through marriage and marital status</p> <p>How marriage impacts access to social citizenship through the denial or granting of rights</p> <p>How marriage and citizenship are intertwined in other countries</p>	<p><u>GE</u> 1.1, 1.2, 2.2, 3.1, 4.1, 4.2</p> <p><u>Course</u> 1.1, 1.2, 1.3, 1.4</p>	<p>Activities:</p> <ul style="list-style-type: none"> Attend a lecture on marriage and divorce policy in the United States In groups, discuss marriage, including how citizenship is related to marriage (e.g., Green Cards), how marriage is incentivized in the United States (e.g., taxes, health insurance), and how the United States has historically regulated the ability to marry for groups who are minoritized (e.g., anti-miscegenation laws, the Defense of Marriage Act) In groups, students will discuss divorce, including tracing the history of divorce laws (e.g., “no fault divorce”) in the United 	<ul style="list-style-type: none"> Marriage and Divorce Reading Quiz Marriage and Divorce Country Policy Paper (Compare/Contrast) Immigration Country Policy Paper Response

				<p>States as well as their impact on marriage.</p> <ul style="list-style-type: none"> • In policy papers, compare their selected country’s marriage or divorce policy to the United States • In response papers, students will analyze the similarities and/or differences between Immigration policy in their own selected country and one of their peers’. <p>Readings:</p> <ul style="list-style-type: none"> • Chauveron et al. (2017) • Falleson (2021) 	
9	<p>Parenting <u>Citizenship Lesson</u></p> <p>Place parenting status in the context of social citizenship</p> <p>How both formal and social citizenship influences parenting processes (e.g., the ability to become a parent, engaging in active parenting practices)</p> <p>Contrast how the intersection of parenting family policies parenting processes varies by country</p>	<p><u>GE</u> 1.1, 1.2, 2.2, 3.1, 4.1, 4.2</p> <p><u>Course</u> 1.1, 1.2, 1.3, 1.4</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Attend a lecture on parenting policy in the United States. This will include discussions related to how differences in parent-child citizenship status can impact the family. Lecture information will also include the incentivization of parenthood (e.g., tax regulations) as well as the presence and absence of policy enacted supports for parents. Lecture content will also include information about how many groups who are racially minoritized are disproportionately involved in the foster system • In groups, students will discuss how different types of parents are regulated by policy, including foster families, adopted families, and same sex headed families • In policy papers, students will compare their selected country’s parenting policy to the United States • In response papers, students will analyze the similarities and/or differences between marriage and divorce policy in their own 	<ul style="list-style-type: none"> • Children and Parenting Reading Quiz • Children and Parenting Country Policy Paper (Compare/Contrast) • Marriage and Divorce Country Policy Paper Response 	

				<p>selected country and one of their peers’.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Goldberg & Abreu (2024) • Schofield et al. (2024) 	
10		<p>Health & Healthcare</p> <p><u>Citizenship Lesson</u></p> <p>How formal citizenship status in the United States is connected to healthcare access policies</p> <p>How access to healthcare is connected to one’s ability to be a social citizen and how this impacts the family</p> <p>Contrast how these connections vary by country</p>	<p><u>GE</u></p> <p>1.1, 1.2, 2.2, 3.1, 4.1, 4.2</p> <p><u>Course</u></p> <p>1.1, 1.2, 1.3, 1.4</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Attend a lecture on health and healthcare policy in the United States. Lecture topics will include how citizenship status impacts one’s ability to receive quality healthcare as well as policy (e.g., The Affordable Care Act) and programming (e.g., Medicare, Medicaid) granting access to healthcare • In groups, students will identify and analyze healthcare policies related to family life (e.g., Family Medical Leave Act; Healthy, Hunger-Free Kids Act of 2010) • In policy papers, students will compare their selected country’s healthcare policy to the United States. • In response papers, students will analyze the similarities and/or differences between children and parenting policy in their own selected country and one of their peers’. <p>Readings:</p> <ul style="list-style-type: none"> • Bullinger & Meinhofer (2021) • Krings et al. (2022) 	<ul style="list-style-type: none"> • Health and Healthcare Reading Quiz • Health and Healthcare Country Policy Paper (Compare/Contrast) • Children and Parenting Country Policy Paper Response
11		<p>Education</p> <p><u>Citizenship Lesson</u></p> <p>What visas are needed to be a student in the United States</p> <p>How citizenship status is influential on the ability to</p>	<p><u>GE</u></p> <p>1.1, 1.2, 2.2, 3.1, 4.1, 4.2</p> <p><u>Course</u></p> <p>1.1, 1.2, 1.3, 1.4</p>	<p>Activities:</p> <ul style="list-style-type: none"> • Attend a lecture on educational policy in the United States. In this lecture, we will discuss education ranging from early childhood education programming (e.g., Head Start) through K-12 (e.g., public school fundings and school voucher programs) and into secondary education (e.g., Family 	<ul style="list-style-type: none"> • Education Reading Quiz • Education Country Policy Paper (Compare/Contrast) • Health and Healthcare Country Policy Paper Response

		<p>receive formal education within the United States.</p> <p>How educational related polices can hinder or promote social citizenship for people with marginalized identities</p> <p>Contrast how the connection between educational policies and citizenship varies by country</p>		<p>Educational Rights and Privacy Act).</p> <ul style="list-style-type: none"> In groups, students will examine the role of policy in university admissions, including the role of the Civil Rights Act of 1964, the Higher Education Act of 1965, Title IX of the Education Amendments of 1972, Affirmative Action and its legal challenges, and F-Visas for international students In policy papers, students will compare their selected country’s educational policy to the United States. In response papers, students will analyze the similarities and/or differences between health and healthcare policy in their own selected country and one of their peers’. <p>Readings:</p> <ul style="list-style-type: none"> Choi et al. (2024) Salmi & D’Addio (2021) 	
<p>12</p>		<p>Employment</p> <p><u>Citizenship Lesson</u></p> <p>The types of visas needed to gain employee status in the United States</p> <p>How policies related to employment intersect with immigration and formal citizenship policy to influence family members’ ability to work</p> <p>How protective employment related polices can promote full social citizenship in the workplace for</p>	<p><u>GE</u></p> <p>1.1, 1.2, 2.2, 3.1, 4.1, 4.2,</p> <p><u>Course</u></p> <p>1.1, 1.2, 1.3, 1.4</p>	<p>Activities:</p> <ul style="list-style-type: none"> Attend a lecture on employment policy in the United States. This lecture will include information on how employment-related policy has a direct impact on the family system. The lecture will include policy related to gender-based anti-discrimination employment protections during pregnancy and parental/adoption leave. In groups, students will assess the role of citizenship status in employment policy, including the multiple forms of temporary visas needed to work as well as permanent immigrant worker Visas. Students will then apply their work to discuss family impact 	<ul style="list-style-type: none"> Employment Reading Quiz Employment Country Policy Paper (Compare/Contrast) Education Country Policy Paper Response

		<p>people with marginalized identities</p> <p>Contrast how the connection between employment policies and citizenship varies by country</p>		<ul style="list-style-type: none"> In policy papers, students will compare their selected country’s employment policy to the United States. In response papers, students will analyze the similarities and/or differences between healthcare policy in their own selected country and one of their peers’. <p>Readings:</p> <ul style="list-style-type: none"> Castellanos-Serrano et al. (2024) Yavorsky et al (2021) 	
<p>13</p>		<p>Family Violence and Abuse</p> <p><u>Citizenship Lesson</u></p> <p>How governmental intervention against family violence does or does not advance experiences of social citizenship for diverse family forms and individuals across the lifespan</p> <p>How violence victimization and access to American citizenship intersect in the case of the U-Visa</p> <p>Contrast how these processes vary by country</p>	<p><u>GE</u> 1.1, 1.2, 2.2, 3.1, 4.1, 4.2,</p> <p><u>Course</u> 1.1, 1.2, 1.3, 1.4</p>	<p>Activities:</p> <ul style="list-style-type: none"> Attend a lecture on family violence and abuse. Content for this lecture will include information tracing the history of family violence policy in the United States (e.g., the criminalization of physical spousal abuse in 1871; the Child Abuse Prevention and Treatment Act, the criminalization of spousal rape in the <i>People v. Liberta</i> (1984), the Violence Against Women Act). We will also specifically cover the role of U-Visas and the Victims of Trafficking and Violence Protection Act, which allow victims of violence to gain a temporary U.S. visa and a path to permanent citizenship In groups, students will analyze the original and subsequent re-authorizations of the Violence Against Women Act to identify changes in legal definitions of domestic violence over time (e.g., the “boyfriend loophole”) and its inclusivity (e.g., the recognition of Tribal sovereignty in domestic violence cases and resources) In policy papers, students will compare their selected country’s family violence policy to the United States. 	<ul style="list-style-type: none"> Family Violence and Abuse Reading Quiz Family Violence and Abuse Country Policy Paper (Compare/Contrast) Employment Country Policy Paper Response

				<ul style="list-style-type: none"> In response papers, students will analyze the similarities and/or differences between employment policy in their own selected country and one of their peers’. <p>Readings:</p> <ul style="list-style-type: none"> Goodmark (2022) Htun & Jensenius (2022) 	
<p>14</p>		<p>Social Class</p> <p><u>Citizenship Lesson</u></p> <p>How both formal and social citizenship and welfare policy intersect to influence the availability (or unavailability) of certain resources</p> <p>Contrast how this process varies by country</p>	<p><u>GE</u> 1.1, 1.2, 2.2, 3.1, 3.2, 4.1, 4.2</p> <p><u>Course</u> 1.1, 1.2, 1.3, 1.4</p>	<p>Activities:</p> <ul style="list-style-type: none"> Attend a lecture on policy and programming related to social class in the United States. This information will include those designed specifically to aid low-income families, such as Temporary Assistance for Needy Families (TANF), Special Supplemental Nutrition Program for Women, Infants, and Children (WIC), the Housing Act of 1937. In groups, students will analyze the requirements needed to attain various social welfare resources. For example, this may include documented immigration status for recipients of the Supplemental Nutrition Assistance Program (SNAP), lawful permanent residency status to attain Section 8 housing, no citizenship limitations based for WIC. Students will also analyze other barriers to assessing resources, such as criminal convictions limiting access to Section 8 Housing, child’s age requirements to receive WIC, and reduction or ineligibility for disability social security benefits due to spousal income Individual work reflecting on if and how students’ understanding of family policy as changed from Weeks 1 and 7 	<ul style="list-style-type: none"> Social Class Reading Quiz Final Reflection “Post-test”: What does family policy mean to you? Social Class Country Policy Paper (Compare/Contrast) Family Violence and Abuse Country Policy Paper Response

				<ul style="list-style-type: none"> In policy papers, students will compare their selected country’s social class policy to the United States. In response papers, students will analyze the similarities and/or differences between family violence and abuse policy in their own selected country and one of their peers’. <p>Readings:</p> <ul style="list-style-type: none"> Barns et al. (2023) Zagel & Van Lancker (2022) 	
15		Makeup Day (if needed)	<u>GE</u> 3.1	<ul style="list-style-type: none"> In response papers, students will analyze the similarities and/or differences between social class policy their own selected country and one of their peers’. 	<ul style="list-style-type: none"> Social Class Country Policy Paper Response

The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen.

Institutional Policies

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes as academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- [COAM: The Committee on Academic Misconduct](#)
- [Ten Suggestions for Preserving Academic Integrity](#)
- [Eight Cardinal Rules of Academic Integrity](#)

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording:** Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the *Code of Student Conduct*.
- **Student Generated Materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course Materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course, but this does not apply to uses outside of the course.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning such as: strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the [Office of Student Life's Counseling and Consultation Service](#) (CCS) or calling 614-292-5766. CCS is located on the 4th floor of the Younkun Success Center and 10th floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766- and 24-hour emergency help is also available 24.7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

Trigger Warning: Contents of this course may involve media that may be triggering to students due to discussions of physical or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Military-Connected Students

The [Military and Veterans Services](#) (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; veterans.osu.edu/; 185 Student Academic Services Building, 281 W. Lane Avenue.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office.

Policy: [Religious Holidays, Holy Days and Observances](#)

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the Weather or Other Short-Term Closings website to learn more about preparing for potential closings and planning ahead for winter weather.

Reading List

Week 1: Introduction and Defining Citizenship

Course syllabus and Carmen

Liebenberg, S. (1999). Social citizenship: A precondition for meaningful democracy. *Agenda: Empowering Women for Gender Equity*, 40, 59-65. <https://doi.org/10.2307/4066019>

Week 2: What is Family Policy?

Berger, L. M., & Carlson, M. J. (2020). Family policy and complex contemporary families: A decade in review and implications for the next decade of research and policy practice. *Journal of Marriage & Family*, 82(1), 478-507. <https://doi.org/10.1111/jomf.12650>

Ooms, T. (2019). The evolution of family policy: Lessons learned, challenges, and hopes for the future. *Journal of Family Theory & Review*, 11(1), 18-38. <https://doi.org/10.1111/jftr.12316>

Week 3: Intersectionality and Family Policy

Hankivsky, O., & Cormier, R. (2011). Intersectionality and public policy: Some lessons from existing models. *Political Research Quarterly*, 64(1), 217-229. <https://doi.org/10.1177/1065912910376385>

Week 4: Impact of Policy on Family Life

McWey, L. M., Henderson, T. L., & Tice, S. N. (2006). Mental health issues and the foster care system: An examination of the impact of the adoption and safe families act. *Journal of Marital and Family Therapy*, 32(2), 195-214. <https://doi.org/10.1111/j.1752-0606.2006.tb01600.x>

Oliver, K., Lorenc, T., Tinkler, J., & Bonell, C. (2019). Understanding the unintended consequences of public health policies: The views of policymakers and evaluators. *BMC Public Health*, 19, 1057. <https://doi.org/10.1186/s12889-019-7389-6>

Zeng, Y., & Hesketh, T. (2016). The effects of China's universal two-child policy. *The Lancet*, 388(10054), 1930-1938. doi: 10.1016/S0140-6736(16)31405-2.

Week 5: Advocacy

Bogenschneider, K. (2020). Positioning universities as honest knowledge brokers: Best practices for communicating research to policymakers. *Family Relations*, 69(3), 628-643. <https://doi.org/10.1111/fare.12339>

Letiecq, B. L., & Anderson, E. A. (2017). From education to advocacy and activism: Alternative approaches for translating family science to policy. *Family Relations*, 66(4), 729-740. <https://doi.org/10.1111/fare.12274>

Week 6: Family Engagement and Citizenship

Diemer, M. A. (2012). Fostering marginalized youths' political participation. Longitudinal roles of parental political socialization and youth sociopolitical development. *American Journal of Community Psychology*, 50(1-2), 246-256. <https://doi.org/10.1007/s10464-012-9495-9>

Patterson, M. M., & Pahlke, E. (2022). The elephant (and donkey) in the room: Parents' approaches to political socialization surrounding the 2020 US election. *Analyses of Social Issues and Public*, 21(1), 121-148. <https://doi.org/10.1111/asap.12260>

Week 7: Immigration

Aranda, E., Vaquera, E., & Castañeda, H. (2021). Shifting roles in families of Deferred Action for Childhood Arrivals (DACA) recipients and the implications for the transition to adulthood. *Journal of Family Issues*, 42(9), 2111-2132. <https://doi.org/10.1177/0192513X20967977>

Miyawaki, C. E., & Hooyman, N. R. (2023). A systematic review of the literature on transnational caregiving: Immigrant adult children to ageing parents in home country. *Journal of Family Studies*, 29(1), 453-470. <https://doi.org/10.1080/13229400.2021.1908908>

Week 8: Marriage and Divorce

Chauveron, L. M., Alvarez, A., & van Eeden-Moorefield, B. (2017). The co-evolution of marriage and parental rights of gays and lesbians. *Journal of GLBT Family Studies*, 13(2), 114-136. <https://doi.org/10.1080/1550428X.2016.1187105>

Falleson, P. (2021). Who reacts to less restrictive divorce laws? *Journal of Marriage and Family*, 83(2), 608-619. <https://doi.org/10.1111/jomf.12722>

Week 9: Children and Parenting

Goldberg, A. E., & Abreu, R. (2024). LGBTQ parent concerns and parent-child communication about the Parental Rights in Education Bill ("Don't Say Gay") in Florida. *Family Relations*, 73(1), 318-339. doi: <https://doi.org/10.1111/fare.12894>

Schofield, G., Larsson, B., Neil, E., & Young, J. (2024). Making decisions about longterm foster family care as a permanence plan in England: An investigation of the implementation of the first government regulations and guidance for long-term foster care. *Adoption & Fostering*, 48(3-4). <http://dx.doi.org/10.1177/03085759241295782>

Week 10: Health and Healthcare

Bullinger, L. R., & Meinhofer, A. (2021). The Affordable Care Act increased Medicaid coverage among former foster youth. *Health Affairs*, *40*(9), 1430–1439. : [10.1377/hlthaff.2021.00073](https://doi.org/10.1377/hlthaff.2021.00073)

Krings, M. F., van Wijngaarden, J. D. H., Yuan, S., & Huijsman, R. (2022). China's elder care policies: A narrative document analysis. *International Journal of Environmental Research and Social Policy*, *19*(10), 6141. doi: [10.3390/ijerph19106141](https://doi.org/10.3390/ijerph19106141).

Week 11: Education

Choi, J-Y., Betancur, L. C., & Rouse, H. L. (2024). Head Start children's dual enrollment in state pre-K: Prevalence and child outcomes. *AERA Open*, *10*(1), 1-17. DOI: <https://doi.org/10.1177/23328584241255612>

Salmi, J. & D'Addio, A. (2021). Policies for achieving inclusion in higher education. *Policy Reviews in Higher Education*, *5*(1), 47-72. <https://doi.org/10.1080/23322969.2020.1835529>

Week 12: Employment

Castellanos-Serrano, C., Escot, L., & Fernandez-Cornejo, J. A. (2024). Parental leave system design impacts on its gendered use: Paternity leave introduction in Spain. *Family Relations*, *73*(1), 359-378. <https://doi.org/10.1111/fare.12875>

Yavorsky, G. E., Qian, Y., & Sargent, A. C. (2021). The gendered pandemic: The implications of COVID-19 for work and family. *Sociology Compass*, *15*, e12881. <https://doi.org/10.1111/soc4.12881>

Week 13: Family Violence and Abuse

Goodmark, L. (2022). Assessing the impact of the Violence Against Women Act. *Annual Review of Criminology*, *5*, 115-131. <https://doi.org/10.1146/annurev-criminol-030920-095322>

Htun, M., & Jensenius, F. R. (2022). Expressive power of anti-violence legislation: Changes in social norms of violence against women in Mexico. *World Politics*, *22*(1), 1-36. doi:10.1017/S0043887121000186

Week 14: Social Class

Barnes, C., Halpern-Meehin, S., & Hoiting, J. (2023). "I used to get WIC . . . but then i stopped": How WIC participants perceive the value and burdens of maintaining benefits." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, *9*(5): 32–55. DOI: [10.7758/RSF.2023.9.5.02](https://doi.org/10.7758/RSF.2023.9.5.02)

Zagel, H., & Van Lancker, W. (2022). Family policies' long-term effects on poverty: A comparative analysis of single and partnered mothers. *Journal of European Social Policy*, *32*(2), 166-181. DOI: [10.1177/09589287211035690](https://doi.org/10.1177/09589287211035690)

Families and Citizenship Course Project

ELOs:

GE ELO:

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2: Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.

ELO 2.2: Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

ELO 3.1: Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

ELO 3.2: Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

ELO 4.1: Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

ELO 4.2: Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

Course ELO:

ELO 5.1: Describe how families are impacted by their citizenship in the nations in which they reside.

ELO 5.2: Analyze the role of local, state, national, and global policies on many aspects of family life.

ELO 5.3: Compare the differential impacts of policy on diverse populations.

ELO 5.4: Appraise the efficacy of family policy for improving the lives of the citizens it impacts.

ELO 5.5: Develop a way to advocate for or against a policy related to a specific family issue that is grounded in research.

PART 1: SELECTING A FOCUS

DUE: End of Week 2

10 Pts.

Selecting a Country: Students will select a country that they would like to consider from a family policy perspective across the semester (Max 2 students per country)

Afghanistan	Egypt	Jamaica	Norway	Sweden
Brazil	Germany	Japan	Pakistan	Syria
Cambodia	Haiti	Mexico	Philippines	United Kingdom
China	India	The Netherlands	Russia	Venezuela
Columbia	Iraq	Nigeria	South Korea	Vietnam

*Students will also be able to select another country not listed here. This list was compiled to be intentional about including countries from different regions and to be inclusive of non-Western cultures. Must be approved by the end of Week 2.

Selecting a Policy Topic: Students will select a policy topic they would like to consider as their final project. They will be given the option to work with:

Immigration	Education
Marriage and Divorce	Employment
Parenting	Family Violence and Abuse
Health and Healthcare	Social Class

ELOs Met:

Course ELO:

ELO 3.1: Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

ELO 3.2: Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

PART 2: TOPIC RESEARCH

DUE: WEEKS 3-5

25 Pts each

Purpose: The purpose of this assignment is to prepare students to locate, read, and apply empirical articles, literature reviews, and/or meta-analyses on the topic of their choice.

Instructions:

1. Locate a scholarly, peer reviewed article on the topic of your choosing through the [OSU Library](#). This article can be:
 - a. An empirical study
 - b. A literature review
 - c. A meta-analysis
2. Provide a copy of the article in .pdf format
3. In a summary, be sure to include:
 - a. A summary of the article (this cannot be the abstract)
 - b. 2-4 key takeaways from the article's findings related to your topic of choice
 - c. A citation in APA format

ELOs Met:

GE ELO:

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

PART 3: RECOMMENDATIONS

DUE: WEEK 6

15 Pts.

Purpose: The purpose of this assignment is to gain experience developing practical applications of research articles that will help students to effectively engage in advocacy efforts.

Instructions:

1. Provide an overview of the key findings from all three of the research articles found in Part 2. These articles must be synthesized, meaning you should not just reiterate a summary of each articles' individual findings.
2. Based on the findings, provide recommendations for use in advocacy efforts. There should be 2-4 recommendations. In each recommendation, be sure to include:
 - a. The recommendation itself.
 - b. A justification of why you are recommending that. It must be specific and supported by your findings. This should be a paragraph minimum.
3. Develop and propose method to share the recommendations that you have developed in an advocacy setting. Consider the different forms of advocacy we discussed in Week 5 for ideas.

ELOs Met:

GE ELO:

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2: Engage in advance, in-depth, scholarly exploration of the topic or idea of the theme.

ELO 2.1: Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 3.2: Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

Course ELO:

ELO 1.5: Develop a way to advocate for or against a policy related to a specific family issue that is grounded in research.

PART 4: COUNTRY POLICY PAPERS

DUE: WEEKS 7-14

20 pts. Each (Choose 5)

Instructions: Each week (7-14), students will select a policy from their country of choice related to the topic that week. They will provide a policy analysis that includes:

- An overview of the policy of their choice
- A comparison to a related policy in the US. If there is no comparable policy, what are the impacts of this?
- A completed [Family Impact Checklist](#) from The Family Impact Institute at Perdue University
- A comparison to a policy from a country different than their country of choice from a peer. Students are strongly encouraged to engage with a different country each week, when possible (due the following week).

Assignment Reference:

The Family Impact Institute. (n.d.). *Family impact checklist: Using evidence to strengthen families*. https://trestlelink.org/wp-content/uploads/2024/02/fi_checklist_0712.pdf

ELOs Met:

GE ELO:

ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

ELO 3.1: Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

ELO 4.1: Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

ELO 4.2: Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

Course ELO:

ELO 1.1: Describe how families are impacted by their citizenship in the nations in which they reside.

ELO 1.2: Analyze the role of local, state, national, and global policies on many aspects of family life.

ELO 1.3: Compare the differential impacts of policy on diverse populations.

ELO 1.4: Appraise the efficacy of family policy for improving the lives of the citizens it impacts.

GE Theme course submission worksheet: Citizenship for a Diverse and Just World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Across the globe, families are regulated by policy that is highly dependent on the country or countries in which they reside and/or hold citizenship. Using an intersectional perspective to analyze how policies differentially impact individuals and families, this course will examine the role of policy and citizenship in family life, both within the United States and globally, as well as engage students to consider how they can be active citizens through engagement with policy.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

<p>GE ELO 1.1 Engage in critical and logical thinking.</p>	<p>Students will engage in critical and logical thinking about family policy and citizenship through lectures, weekly class discussions, and individual work.</p> <p>In Class Activities: In both large and small groups, students will think critically about the course readings each week. Students will be asked to work in groups to reflect and think critically about the impacts of family policy based on the country of citizenship.</p> <p>Course Project Part 3: Recommendations: Students will also engage in critical logical thinking as they work through locating, reading, and applying research articles that they must synthesize to provide policy recommendations.</p> <p>In Class Activity Example: Following a lecture tracing immigration policy history in the United States, students will work in small groups to analyze how policy has, both historically and currently, differed by groups (e.g., the Chinese Exclusion Act of 1882, banning HIV+ people from entering the country until 2010)</p>
<p>GE ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>Students will meet this learning objective by completing all assignments across the course of the semester. This includes:</p> <p>Reading quizzes: The quizzes are designed to ensure that students will attend in-person meetings having engaged with the course material. Course material will be readings from scholarly articles, rather than textbook overviews, that require a more in-depth understanding of family policy and its impacts.</p> <p>Course Project Part 3: Recommendations: Students will develop</p>

	<p>recommendations based on existing social sciences literature on the policy topic of their choice. This will require them to engage in their chosen topic in greater depth and apply it to policy than what is given in the assigned readings each week.</p> <p>Course Project Part 4: Country Policy Papers: Students will explore and identify family policies in their chosen country outside of a United States context and provided material.</p> <p>Course Project Part 5: Policy Brief: Students will engage with the course material in an in-depth way by synthesizing material covered across the semester, both assigned and discovered in their independent work.</p>
<p>GE ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students will identify, describe, and synthesize approaches to analyzing existing family policies and advocating for/against new ones across the semester.</i></p> <p>Course Project Part 2: Topic Research: In Weeks 2-5, students will locate and submit social science journal articles related to their topic of choice. By completing this assignment, they will identify and describe families' experiences related to their policies of choice in diverse contexts.</p> <p>Course Project Part 3: Recommendations: In Week 6, students will synthesize the research findings from the articles that they uncovered in Part 2.</p> <p>Course Project Part 5: Policy Briefs: Students will synthesize all parts of the course project into a policy brief. This will allow them to synthesize multiple approaches to creative inquiry as it relates to family policy, including conducting a policy analysis and advocating for empirically supported policies. They will also synthesize existing research to provide the recommendations needed as part of this assignment.</p> <p>Readings: The readings for this course are articles that cover the topic of interest for each respective module. This allows students to read material that covers multiple authors' perspectives. In Weeks 2-6, students will engage with course readings that lay the groundwork for policy and citizenship concepts (e.g., family policy, intersectionality, assessing policy impact, advocacy, citizenship socialization). Students will be required to synthesize these concepts with the family policy areas covered in Weeks 7-17. For example, students will apply information about intended/unintended policy impacts (Week 4) alongside Goodmark's (2022) article "Assessing the Impact of the Violence Against Women Act" (Week 13). Further, in weeks 7-14, students will read an article that covers a United States-based policy as well as an article that features a policy from a non-United States Country. This will allow students to identify and describe multiple, global approaches to family policy.</p>

<p>GE ELO 2.2 <i>Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</i></p>	<p>Students will gain a sense of self as a learner across a variety of methods.</p> <p>In-Class Activities: Students will have the opportunity to reflect on themselves and their perspectives related to family policy across multiple in-class activities.</p> <p>Reading Quizzes: Students will complete weekly reading quizzes each week prior to attending class. This will allow them to individually assess their comprehension of the course material.</p> <p>Course Project Part 5: Policy Briefs: Students will complete a policy brief at the end of the semester. The successful completion of this brief will result in a creative work that builds on previous assignments. This policy brief will be on a policy in a non-United States context. This will allow students to build on what they already know about policy in the United States to a new, global context.</p> <p>In Class Activity Example: In Week 1, students will be asked to complete a “pre-test” reflecting on what family policy means to them and how they would define it, and their knowledge and comfort level on how to apply their knowledge about policy in advocacy settings. At the end of Weeks 7 and 14, students will take a mid-semester and final post-test to document how those have changed over the course of the semester. (Module title: What is Family Policy?)</p>
---	---

Goals and ELOs unique to Citizenship for a Diverse and Just World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

<p>GE ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>Citizenship is at the core of family policy given that one’s citizenship dictates the policies in place to govern family life.</p> <p>Readings and Reading Quizzes: The readings, and the quizzes designed to assess students’ comprehension of the readings, include readings from both a United States and a global context, allowing students to examine how perspectives of citizenship differ across political, cultural, and global communities.</p>
--	--

	<p>Course Project Part 1: Selecting a Focus: Students will select a country that they wish to analyze a policy topic from them. This project lays the groundwork for students to consider how citizenship in the form of family policy differs by one's country.</p> <p>Course Project Part 4: Policy Papers: In Weeks 7-14, students will complete papers that analyze a family policy from the country chosen in Part 1. As part of these papers, students will be asked to discuss a comparable policy within the United States. If there is no comparable policy, students will be asked to reflect on why that is or the potential ramification of not having a policy in place. Students will also post their reflections and will be required to, in the following week (Weeks 8-15), submit a reflection that compares the policy in their chosen country to that of a peer. Each week, students will be encouraged to engage with a country that they have not before, when possible.</p>
--	--

<p>GE ELO 3.2 <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p>In class activities: Students will participate in in-class activities that facilitate reflection on intercultural competence related to family policy. Prior to small groups, students will receive examples of skills needed in a lecture format. Following this, students will reflect on and apply this knowledge in small groups.</p> <p>Students will also be required to reflect upon both their comfort level with and knowledge of how to engage in advocacy using their knowledge of family policy at multiple points across the semester using pre and post-tests.</p> <p>Readings: Students will read articles that identify strategies for the development of intercultural competence. These will include readings on intersectionality that provides students with examples of how family policy differentially impacts people from a variety of backgrounds and cultural contexts. Students will also read articles that demonstrate how families socialize children on how to be citizens, which they will use to reflect on their own perspectives on what it means to be a citizen, and how they might apply this knowledge. They will also read articles that identify skills needed to be involved citizens through advocacy.</p> <p>Course Project Part 1: Selecting a Focus: This part of the project will lay the groundwork for students to begin considering the global contexts they wish to reflect on in greater depth in a way that will require students to compare various family policies across nations and their cultures.</p> <p>Course Project Part 3: Recommendations: Students will be required to submit recommendations for impacting family policy via advocacy developed using empirical research. Students will be required to also propose a method on how to share this information using various forms of policy discussed in class discussion.</p> <p>Course Project Part 4: Country Policy Papers: In this project, students will be required to analyze a policy in their</p>
---	--

	<p>chosen project. As part of the assignment, students will identify how the policy varies across countries, thus taking a global perspective. Students will also apply the knowledge gained in lectures related to how policy impacts people of diverse social locations and cultures to their analysis of this policy. Because students will complete a policy paper each week in weeks 7-14, and receive feedback each time, they will have the opportunity to continuously develop their skills.</p> <p>Course Project Part 5: Policy Briefs: Students will continue to apply the skills gained in the policy papers in their final policy brief. Being able to both understand and advocate for or against a specific policy is a key skill in citizenship. Students will demonstrate their ability to do so through the development of their brief.</p> <p>In Class Activity Example: In small groups, students will review family policy engagement recommendations from the National Council on Family Relations. Because understanding and advocating for policy is a key citizenship skill, they will apply the lecture material on different forms of advocacy alongside information to propose potential ways to advocate for a family policy they select.</p>
<p>GE ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p>Expressions and implications of diversity, equity, and inclusions are at the core of the course. Therefore, students will achieve this learning objective across the course of the entire semester.</p> <p>Readings: Students will examine various expressions of diversity within family policy. This will include readings on intersectionality as a legal theory, how policy differentially impacts families (e.g., LGBTQ+ headed families, foster families) and backgrounds (e.g., varying citizenship status, low-income families, families of color).</p> <p>Lectures: A key component of the lectures will provide students with examples of both equity and inequity in family policy as well as the outcomes of inclusion as well as a lack of inclusion for diverse family structures backgrounds.</p> <p>In Class Activities: Students will apply the information gained from the readings and the lectures to evaluate and critique how diversity is or is not represented in family policy.</p> <p>Course Project Part 4: Country Policy Papers: In students' country policy papers, students will examine family policy with an eye towards diversity, equity, and inclusion. One way is through a comparison of their country of choice and the United States. Therefore, they will examine policies across multiple lived experiences.</p> <p>Course Project Part 5: Students will continue to build on the skills they gained in the country policy papers.</p> <p>In Class Activity Example: In small groups, students will work together to examine the original and subsequent re-authorizations of the Violence Against Women Act, including changes in the legal</p>

	<p>definitions of domestic violence as well as how it has evolved in terms of inclusivity (e.g., the non-discrimination provision that recognized domestic violence between same-sex couples, the inclusion of U-Visas to provide a pathways to United States citizenship for victims of violence, and the recognition of tribal sovereignty in domestic violence cases and resources for indigenous populations.</p>
--	---

<p><i>GE ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</i></p>	<p>Course Project Part 4: Country Policy Papers: Students will analyze who is affected by a policy and how. They will consider how people of diverse cultural backgrounds are differentially impacted within structures of power. Part of this will encompass critiquing how some policies help to facilitate justice and inclusion (e.g., paid parental leave, anti-discrimination policy) or create inequities (e.g., prohibiting of same-sex marriage, removal of disability social security based on spousal income). Students will further analyze these differences based on citizenship through a comparison between their country of choice and the United States.</p> <p>Course Project Part 5: Policy Brief: Students will continue to build on the skills they gained in the country policy papers as they integrate feedback into the final project. They will further analyze how the findings from their critique intersect with advocacy for social change by providing recommendations for how to make policy more just and facilitatory for family wellbeing across cultural backgrounds and diverse structures.</p>
--	---

ELOs unique to HDFS 3727: Families and Citizenship

Goal 1: Successful students will analyze how families as a unit are uniquely impacted by family policies based on the countries in which they are citizens in order to advocate for the betterment of diverse families.

<p>Course ELO 1.1: Describe how families are impacted by their citizenship in the nations in which they reside.</p>	<p>Lectures: During the course lectures, the instructor will present materials that specifically identifies some of the impacts that policy topics have on families. This will first be identified in Week 4 (topic title: Impact of Policy on Family Life), which will discuss how families, as a whole, are impacted by specific policies. Each policy topic lecture will also contain this information specific to the policy topic being discussed each week.</p> <p>In-Class Activities: In Week 4, students will work in small groups to engage with the Family Impact Checklist</p> <p>Readings and Reading Quizzes: In weekly reading quizzes, based on the assigned readings for the week, students will be able to describe the results of the papers they have read. The readings have been specifically selected to convey information related to the impact</p>
--	---

	<p>of one's citizenship in selected countries on families through specific policies.</p> <p>Course Project Part 4: Country Policy Papers: As part of the Country Policy Papers, students will be required to complete a Policy Impact Checklist. This checklist is a guide for students to be able to identify and subsequently describe how families are impacted by country-specific policies.</p> <p>Course Project Part 5: Policy Brief: The policy brief builds upon the work that students have completed in the Country Policy Papers assignment using the Policy Impact Checklist and, in this assignment, students will describe, in depth, how families are impacted by country-specific policies.</p>
<p>Course ELO 1.2: Analyze the role of local, state, national, and global policies on many aspects of family life.</p>	<p>In class activities: In small groups, students will work together build off of the information describing the impact of policy provided in the lecture to analyze the role of policies on family life.</p> <p>Course Project Part 4: Country Policy Papers: Using the results from the Family Impact Checklist, students will analyze the direct impact of policy on families.</p> <p>Course Project Part 5: Policy Brief: Students will build off the work they did for the Country Policy Paper to describe in greater depth how policies impact families.</p> <p>In Class Activity Example: Students will trace the history of divorce policies (such as “no fault divorce”) and analyze their roles on various aspects of family life, including marriage trends as well as divorce rates and reasons provided for divorce.</p>
<p>Course ELO 1.3: Compare the differential impacts of policy on diverse populations.</p>	<p>In Class Activities: The in-class activities will prompt students to consider how policies impact families in different ways.</p> <p>Course Project Part 4: Country Policy Papers: Students will use the family policy checklist in analyzing their chosen policies. Part of this is examining how the policy is intended to, or inadvertently does, differentially impact various families.</p> <p>Course Project Part 5: Policy Brief: Students will build off the work they completed in the Country Policy Paper in the development of their Policy Brief.</p> <p>In Class Activity Example: In small groups, students will work together to apply exemplars to discuss who is regulated by family policy, including: <i>Loving. v. Virginia</i> (the federal repeal of anti-miscegenation laws), <i>Lawrence v. Texas</i> (the federal repeal of anti-sodomy laws and decriminalization of same-sexual behaviors), <i>Obergefell v. Hodges</i> (the federal recognition of same-sex marriage).</p>
<p>Course ELO 1.4: Appraise the efficacy of family policy for improving the lives of the citizens it impacts.</p>	<p>In Class Activities: In Week 4, students will work in small groups to gain experience completing the Family Impact Checklist</p> <p>Course Project Part 4: Country Policy Papers: In each of the Family Policy Papers, students will complete a checklist analyzing the efficacy of a related to that week's module. Using the checklist, students will score their policy as</p>

	<p>“strong,” “adequate,” or “limited” on indicators of family responsibility, family stability, family relationships, family diversity, and/or family engagement.</p> <p>Course Project Part 5: Policy Brief: Students will build off the work they completed on the Family Impact Checklist in the Country Policy Paper in the development of their Policy Brief.</p>
<p>Course ELO 1.5: Develop an understanding of how to advocate for or against a policy related to a specific family issue that is grounded in research.</p>	<p>In-Class Activities: In Week 5, students will, in the large group, review the National Council on Family Relation’s policy engagement recommendations and then apply them in smaller groups by applying them to a policy chosen by the instructor.</p> <p>Course Project Part 3: Recommendations: Students will use empirical literature identified in Part 2 to develop recommendations for advocacy efforts, such as legislative strategies that might be effective</p>