

FHS 213

ISSUES FOR CHILDREN AND FAMILIES

4 CREDITS

CRN: 12320

COURSE PURPOSE, GOALS THEME & OUTCOMES

This is a general issues course (as opposed to a professional development course) and covers a representative cross section of key issues, perspectives and analyses related to children and families living in the United States. This course satisfies the group requirement for social sciences. This course is a foundation for other FHS courses (i.e. FHS 215, FHS 216). The purpose of this course is to examine specific issues and problems confronting children and families in modern society. The goals for the course include helping students.



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- Know the major milestones of human development and family lifecycle.
- Know the factors that contribute to poverty, child abuse and neglect, racism, addiction, youth delinquency, and interpersonal violence.
- Know the impact of risk and protective factors on families within an ecological framework.
- Recognize current issues facing families in regards to family wellness and navigating social systems.
- Recognize the outlets and capacity of the media in transmitting information about a range of human service issues and policies.
- Become aware of the influence of family, peers and community in their own lives.

Required Texts

1. Karasik, P. & Karasik, J. (2004). *They Ride Together: A Brothers and Sister's Memoir of Autism in the Family*. Washington Square Press.
2. Grande, R. (2013). *The Distance Between Us*. Washington Square Press
3. Backman, F. (2018). *Beartown*. Washington Square Press.f
4. Moore, W. (2011). *The Other Wes Moore: One Name, Two Fates*. New York: Spiegel & Grau Trade Paperbacks
5. Duron, L. (2013). *Raising my Rainbow: Adventures in Raising a Fabulous, Gender Creative Son*. Broadway

HOW TO SUCCEED IN THIS COURSE:	PARTICIPATION	READINGS	ASSESSMENTS
<p>1. COME TO CLASS</p> <p>2. PARTICIPATE IN CLASS DISCUSSIONS</p> <p>3. KEEP UP WITH READINGS</p> <p>4. DO WELL ON EXAMS</p> <p>5. DON'T NEGLECT YOUR TERM PROJECT</p> <p>6. COME TO OFFICE HOURS!</p>	<p>ATTENDANCE: YOU HAVE 2 ABSENCES TO USE FOR HEALTH OR EMERGENCY PURPOSES. ANY ABSENCES BEYOND 2 WILL RESULT IN A LOSS OF 5 POINTS FOR EACH ADDITIONAL ABSENCE. IF YOU LEAVE CLASS EARLY OR ARRIVE LATE YOU WILL BE MARKED ABSENT.</p> <p>ACTIVE PARTICIPATION: PARTICIPATE IN CLASS AND ASK QUESTIONS. MAKE SURE TO KEEP UP WITH THE READINGS AS WE WILL DISCUSS THESE IN CLASS</p>	<p>A LOT OF READINGS!! WE 5 NOVEL - TO DO WELL IN THE COURSE, YOU WILL NEED TO KEEP UP WITH THE READINGS</p> <p>TEXTS:</p> <ol style="list-style-type: none"> 1. THEY RIDE TOGETHER 2. THE DISTANCE BETWEEN US 3. BEARTOWN 4. THE OTHER WES MOORE 5. RAISING MY RAINBOW 	<p>BOOK CLUB FORUM ON CANVAS, YOU ARE REQUIRED TO POST TWO LONG FORUM DISCUSSION ENTRY (300-350 WORDS) AND AT LEAST FOUR RESPONSES WITHIN EACH BOOKS THREAD (150-200 WORDS EACH).</p> <p>EXAMS: 2 ONLINE MULTIPLE CHOICE/ SHORT ANSWER/ ESSAY EXAMS WILL BE GIVEN (midterm and a final)</p> <p>ECO PROJECT: THIS PROJECT CAN BE A POWERPOINT, BOOK, GRAPHIC NOVEL, VIDEO, OR WEB-BASED PROJECT WHICH EXPLORES THE ROLE THAT THE ECOLOGICAL MODEL HAS PLAYED IN YOUR OWN LIFE.</p>

INSTRUCTOR

KARRIE P WALTERS, PH.D
KWALTERS@UOREGON.EDU
OH: THURS 2:00 pm – 3:00 pm
HEDCO 3rd Floor OR BY APPT

GE and TEACHING ASSISTANT

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Course Requirements

ENGAGEMENT: PREPARATION AND PARTICIPATION

You are expected to come to class thoroughly **prepared**. “Thoroughly prepared” is defined as, “having all materials needed for the class, or test before entering the classroom; having read the reading sufficiently to verbally discuss ideas, concepts, issues, and practices from the readings. You are also required to **participate** and be actively engaged. There are three levels of engagement:

- **Behavioral Engagement:** Display behaviors that are associated with concentration, attention and the creation of a respectful, collaborative learning environment
- **Emotional Engagement:** Be intentional about putting forth an attitude of interest, respect and value for the learning occurring in the course.
- **Cognitive Engagement:** Treat each class discussion as a conversation in which you are an active participant. During class, relate current information to that previously learned/discussed and apply this information to problem situations.

CLASS ASSIGNMENTS

1. **Attendance Assignments:** Each day of class attendance will be documented by the completion of an attendance assignment. These assignments will vary in nature and often be composed of multiple parts. Failure to complete an attendance assignment in its entirety will result in your being marked absent from that day's class. It is your responsibility to ensure that these assignments are completed and turned in daily. Arriving to class late or leaving will also constitute an absence.
2. **Book Club Assignment:** You are required to respond to one of the novel reflection questions, through both original entries and responses to your peers. Your first entry must be between 300-350 words and should *discuss critically, and in detail*, your thoughts regarding the question you chose. Your forum post must end with an additional question that invites others to continue this line of thought. You are also responsible for responding to the other student post entries from your group, at least two replies within that week's discussion thread. Your responses to each respective discussion post must be between 150-200 words and reflect thoughtful, and respectful responses to the discussion questions posted by your peers. Your second original entry can occur anytime within the two weeks we are reading the book, and can be either a written or visual response. First main entry due by Friday at midnight of the first week the book is assigned and your other main post and response posts are due by the following Friday at midnight.
3. **EXAMS:** Two online multiple choice/ short answer/essay exams will be given to evaluate

your understanding of the material presented during class, in discussion groups and in the readings.

4. **Issues-based Ecological Model Project:** The term project will provide an opportunity for you to connect one of the issues discussed in class to the ecological model and your own life. The purpose of this project is to help you explore some of the issues brought up in this course in greater depth and reflect upon how both the ecological model and these issues impact your personal life. The project can be a PowerPoint, video, or web-based project which follows the guidelines presented in class.

EXTRA CREDIT

Class Films: Students can choose one film off of a list of approved class films (posted on Canvas) and write an 800-1000 word reflection paper about the film for 5 extra credit points. This paper must include both a summary of your reaction to the film and a description of how content in the film was linked to information covered in class. Students can only submit a maximum of one movie reflection for these extra credit points. If you have missed more than two classes in the quarter, this assignment can be used as a makeup assignment for one absence instead of the additional 5 points of extra credit. Therefore, you are only eligible for the extra credit points if you have missed 2 or less classes. Detailed instructions for the extra credit assignment will be posted on Canvas.

GRADING SCALE AND CONTACT HOURS

Grading for the course will be determined by performance on class quizzes, discussion board posts, attendance, and the extra credit paper. Please keep in mind that plusses/minuses (+/-) are not used in this course. Each of these activities will contribute to part of the overall course grade. The points for each activity is:

Discussion group posts (5 X 12 pts):	60 points
Exams (2 x 40 pts):	80 points
Eco project:	60 points

Total points for class = 200 points

A = 90% of total possible points = 180 - 200 points

B = 80% of total possible points = 160 - 179 points

C = 70% of total possible points = 140 - 159 points

D = 60% of total possible points = 120 - 139 points

F = less than 60% of total possible points = < 120 points

EDUCATIONAL FORMAT	UG HOURS	EXPLANATION/JUSTIFICATION
CLASSROOM BASED CONTENT HOURS	40 HOURS	
LECTURES	40 HOURS	20 LECTURES @ 2 HOURS
OUTSIDE READINGS/PODCASTS	50 HOURS	
THE RIDE TOGETHER	5 HOURS	(~200 PAGES, graphic novel)
THE DISTANCE BETWEEN US	10 HOURS	(~323 PAGES)
BEARTOWN	12 HOURS	(~415 PAGES)
THE OTHER WES MOORE	9 HOURS	(~250 PAGES)
RAISING MY RAINBOW	9 HOURS	(~288 PAGES)
FILMS	3 HOURS	
Podcasts	2 HOURS	
OUTSIDE ASSIGNMENTS	30 HOURS	
BOOK FORUMS	8 HOURS	5 FORUMS @ 1.5 HR EACH
EXAMS	10 HOURS	STUDY AND PARTICIPATION IN Midterm and Final exam
TERM PROJECT	12 HOURS	

COURSE SCHEDULE

W K	CLASS	DATE	TOPIC	READINGS/ASSIGNMENTS
1	1	9/30	No class – Rosh Hashana	
	2	10/02	Introduction to FHS 213 & conceptualizing family within a multicultural context	Start - They Ride Together
2	3	10/07	An ecological framework for understanding family risk and protective factors.	They Ride Together
	4	10/09	Human development within the family life cycle	They Ride Together - finish Book Club Forum Due
3	5	10/14	Introduction to family as a system, with a special focus on individual (health) and microsystemic (divorce) stressors.	Start Bear Town
	6	10/16	Family functioning: The impact of microsystems, including family, mentors and peers.	Bear Town
4	7	10/21	Impact of social norms, with a focus on gender socialization and body image	Bear Town
	8	10/23	Impact of interpersonal violence	BearTown – finish Book Club Forum Due
5	9	10/28	Impact of addiction	Start The Distance Between Us
	10	10/30	Impact of childhood trauma	Watch: Kanopy neglect/abuse series (link on canvas) The Distance Between Us
Midterm. Opens Thursday, October 30 th at 5:00 and closes Monday, Nov. 3 rd at midnight				
6	11	11/04	Family functioning and immigration within an ecological framework	The Distance Between Us
	12	11/06	Family functioning: Navigating affordable housing and income/resource insecurity	The Distance Between Us

W K	CLASS	DATE	TOPIC	READINGS/ASSIGNMENTS
				Book Club Forum Due
7	13	11/11	Family functioning: Impact of poverty	Start – The Other Wes Moore
	14	11/13	Navigating the education system	Start- The Other Wes Moore
8	15	11/18	Impact of neighborhoods and community trauma	The Other Wes Moore
	16	11/20	Impact of systemic oppression and institutional bias	The Other Wes Moore Book Club Forum Due
9	17	11/25	Family Functioning: Impact of social media and bullying	Start – Raising my Rainbow
	18	11/27	“Putting it all together” class activity.	Eco project due. Class presentations
10	19	12/02	Navigating parenting in modern society	Raising my Rainbow
	20	12/04	Parenting gender-variant and transgender kiddos	Raising my Rainbow – finish Book Club Forum Due
EXTRA CREDIT FILM REFLECTION ASSIGNMENT DUE BY MIDNIGHT THURSDAY , December 4 th .				
Final Exam OPENS 9AM Monday 12/09; CLOSSES TUESDAY 12/10 AT MIDNIGHT				

THE FINE PRINT

CLASS GROUND RULES

The following ground rules have been established to help you navigate this course successfully. The rules target those areas in which students in large classes, especially students new to the university, have had difficulty in the past and for which set expectations have proved helpful.

ATTENDANCE

The information fundamental to this class will be delivered during class meetings; you are encouraged to attend all class sessions. Arriving to class late or leaving class early can result in being marked as absent for that day's class.

Guidelines for Successful Class Attendance

To ensure a positive learning environment for all students in the class, please **DO NOT**:

- Arrive late to class
- Talk privately with other class participants while the class is in session unless instructed to do so as part of a group discussion
- Leave the class before the end of the session
- Engage in behavior that detracts from the learning environment, such as accessing non-educational websites (i.e. Facebook), sending or receiving phone calls or text messages, playing games on your computer

Attendance

The information fundamental to this class will be delivered during class meetings; regular attendance is essential. You are given two absences to use **for health or emergency purposes**. Any **absences beyond 2 will result in a loss of 5 points for each additional day you are absent**. If you email the instructors 24 hours in advance of an unavoidable absence, additional assignments *may* be assigned (usually a 2-3 page paper on the topic missed) in order to make up the absence, depending on the nature of your situation. There is no guarantee an exception will be made. If you miss a significant proportion of the class for any reason, the instructor may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with make-up work at the instructor's discretion.

Late assignments

Life happens unexpectedly, so plan for this when preparing your assignments and give yourself a bit of leeway so you do not have to turn things in late. Assignments will be deducted points for every day the assignment is late unless **prearranged** a different due date with the instructor, and only for *unique, unusual or unforeseeable* circumstances.

Ethics and Academic Standards

This course may involve opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are also required to report information about sexual assaults, regardless of when or where they occurred. Participation in this class does not confer confidentiality.

Diversity, Equity and Inclusion

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

Indigenous Recognition Statement

The University of Oregon is located on Kalapuya Ilihi, the traditional indigenous homeland of the Kalapuya people. Today, descendants are citizens of the Confederated Tribes of the Grand Ronde Community of Oregon and the Confederated Tribes of the Siletz Indians of Oregon, and they continue to make important contributions in their communities, at UO, and across the land we now refer to as Oregon.

Using Pronouns and Personal Preference

The College of Education is always working to include and engage everyone. One way we can do this is to share our pronouns, or the words we want to be called when people aren't using our name. Like names, pronouns are an important part of how we identify ourselves. Because we recognize that assuming someone's gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary this practice can assist in promoting respectful communication. As a community, we are all learning together about the importance of pronouns and being better allies to the trans community on campus. If you would like to ensure clarity around pronouns, please feel free to share any pronouns you would prefer me to use when referring to you to help me be aware of how to address you respectfully. Please visit this university website for more information.

<https://studentlife.uoregon.edu/pronouns>

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

Reporting Title IX Experiences

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at <https://respect.uoregon.edu/> or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

Both the instructor and the teaching assistants of this course are student-directed employees. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#). Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on safe.uoregon.edu, respect.uoregon.edu, titleix.uoregon.edu, or aaeo.uoregon.edu or contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity, [Lillian Duran](mailto:LillianDuran@uoregon.edu), 541-346-2502, LillianDuran@uoregon.edu. Outside the College, you can contact:

- UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
- Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance->

procedures) and/or consult with the College Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu).

In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page at <https://www.uoregon.edu/>. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>