

**University of Wisconsin - Madison
School of Social Work**

**Social Work 950, Proseminar in Comparative Family Policy
(Also Public Affairs 974-03)
Fall 2012 Syllabus**

Wednesday 8:30-11:00, 114 Social Work

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Office hours: Monday 8:30-9-30, Social Work, and by appointment

I. Description

This seminar focuses on family policy, broadly defined, with an international comparative emphasis. It fulfills a social policy seminar requirement for the PhD in social welfare, is cross-listed with Public Affairs, and is open to advanced MSW students and interested graduate students from other departments. The focus is on policy research and advanced policy analysis. No previous coursework is explicitly required, although to take maximum advantage of the course, a student should have some introductory background in social policy analysis. Moreover, many readings will employ neoclassical microeconomic theory, use quantitative methods, or use statistical techniques common in demography, so familiarity with these would be useful.

II. Objectives and Content

The following objectives for this course are consistent with all Proseminars in Social Policy in the Social Welfare program:

1. to gain understanding of selected U.S. social policies and policy issues
2. to increase students' ability to critically analyze social welfare policies and the effects of various policies
3. to improve fluency in writing about and discussing social welfare policy issues and the substantive and methodological issues involved in related research
4. to assist the student in identifying topics to pursue for their own future research and/or policy related work;

In addition, the following objectives are specific to this proseminar:

1. to increase understanding of the social policies of other countries
2. to increase students' knowledge of methodological problems and issues faced in comparative policy research

The course provides a selective survey of comparative family policy. Family policy is defined broadly: we will cover traditional areas including child care, income support for children, family leave, divorce/paternity, etc., as well as more general social policies on income support for elders, policy domains that clearly affect family functioning. Some of the topics covered will depend on student interests. As a graduate-level seminar, students are partners in the educational journey, so the course content after the first 4 weeks may change somewhat depending on the interests and skill levels of the students involved.

III. Texts and reading materials

Required readings include all or portions of the following book:

Gosta Esping-Andersen. 1990. *The Three Worlds of Welfare Capitalism*. Princeton, NJ: Princeton University Press..

Required readings after the first four weeks are tentative and will be finalized at least one week in advance. Readings will either be available on the web or posted on the class web site at Learn@UW. Other course materials are also available at Learn@UW.

IV. Assignments and evaluation of student outcomes

Grades: 20% policy description paper; 20% structuring and leading class session; 25% policy evaluation paper; 15% critiques of readings; 20% class participation. This is a graduate seminar; the expectation is that the seminar will provide a collaborative learning environment. Students consistently completing the assignments at the expected graduate level will receive a grade of AB. Students completing outstanding assignments will receive an A. Students generally completing assignments, with some but not all meeting graduate-level standards will receive a B; students not completing assignments and those consistently not working at graduate level will receive lower grades. Academic honesty is a central requirement for graduate study. Please review the School of Social Work guidelines on plagiarism – (p. 32-33 of <http://socwork.wisc.edu/files/PhDProgramGuidelines.pdf>) . If a student intentionally misrepresents another's work as their own, the student will receive no credit for the assignment and a final semester grade no higher than a C.

The Comparative Policy Project: The three main assignments for this course are based on a single family policy topic as it is experienced in three different countries. The topic and countries will be selected by the student and approved by the instructor. For example, a student could select: (a) affordability of child care in the US, Japan, and Norway; (b) income support for low-income elders in South Korea, Denmark, and Argentina; (c) access to contraception in the US, Sweden, and the Philippines; or (d) out-of-home placement policies when child maltreatment occurs in Australia, Poland, and the US. A proposal for a policy area and the countries to be studied is due at the beginning of class **September 19**.

- **Policy Description Paper.** This will be a 10-15 page paper that compares the need for social policy (the extent of the social problem) in the three countries and describes (but does not evaluate) current policy approaches in the three countries. An outline of the paper is due at the 9:00 a.m. **October 8**. The paper itself is due 9:00 a.m. **November 2**, although arrangements may be made to turn in this paper simultaneously with the policy evaluation paper, with the deadlines below.
- **Structuring and Leading Class Session:** Each student will be responsible for leading a portion of a class session, including selecting readings, presenting material, and leading discussion. The presentation builds off the policy description paper but also includes a presentation of key aspects evaluating policy in each country. If two individuals are working in the same policy area, with instructor approval they can co-lead a collaborative session, though the papers are required to represent individual work.
- **Policy Evaluation Paper:** The final product will be a 10-15 page paper that proposes criteria for evaluating policy and then evaluates policy within the three selected countries. An outline is required at 9 a.m. on **November 19**. The paper is due at 9 a.m., **December 17**. Turning in a paper after this date will probably cause you to receive an incomplete. Papers may be turned in without grade penalty until 9:00 a.m., **January 3** (papers turned in after January 3 will accrue significant penalties).

If a student prefers, it may be possible to submit an empirical research paper instead of the policy description and evaluation papers; see instructor for more information.

Critiques of Readings: Critiques focusing on the weekly readings are due at 9 a.m. the Monday before the class in which they are to be discussed. Each student is required to do 4 critiques; the weeks for each student will be determined by a sign-up process that ensures that all weeks have multiple students assigned. These will be graded as outstanding, meets expectations, or below expectations. Maximum length: 1.5 single-spaced pages. Required format: (a) summary of the author's major arguments (maximum one-half page); (b) critical appraisal of the central argument, and (c) 2 potential discussion questions for the class. If there is more than one required reading the week, the summary of each reading will be quite short (total of one-half page for all readings put together), the critique can be either of individual readings or the package as a whole, and the discussion questions should be constructed so that all readings would be useful.

Class Participation: Because much of the learning occurs during the class time, students are required to attend every class or to receive approval in advance for not attending. In addition, students are expected to have carefully and critically read all assigned readings, and to be prepared to discuss them.

V. Expectations of Students and Instructor

Students are expected to:

- attend each class session (or receive approval in advance for non-attendance), actively participate in the in-class discussions. (If you cannot attend class, you are responsible for knowing what occurred and for getting any handouts).
- carefully and critically read all required readings before coming to class,
- complete all assignments by the due dates and times (thus you are expected to plan your life so that you can make the required deadlines in the course).
- inform the instructor during the first week of the semester of any special accommodations needed for meeting class expectations (as approved by the McBurney Center);
- be respectful of other class members--a diversity of views and opinions may be articulated during discussions.

The instructor is expected to:

- assure that course objectives are being met;
- hold regular office hours and be available to students to answer questions through email during business hours;
- give reasonable guidance on preparing for assignments;
- be open to discussing concerns about the course;
- evaluate and return assignments in a timely manner.

VI. Specific course content and required readings

Week 1, Sept 5: Designing Family Policies for the New Reality. Guest Speaker: Professor Maria Cancian

Week 2, Sept 12: Social Policy Framework, Overview of Course

Ralph Dolgoff and Donald Feldstein. 2009. "Examining a Social Welfare Program within the Context of Social Justice: Structural Components, Alternative Program Characteristics, and Evaluation." Chapter 7 in *Understanding Social Welfare: A Search for Social Justice*. Boston: Allyn and Bacon, 8th edition.

Week 3, Sept 19: Family change: What is the context for family policy?

Ron Lesthaeghe and Johan Surkyn. 2008. "When History Moves On: the Foundations and Diffusion of a Second Demographic Transition." Chapter 4 in *International Family Change: Ideational Perspectives*, Rukmalie Jayakody, Arland Thornton and William Axinn, eds. New York: Lawrence Erlbaum.

Therese Locoh and Myriam Mouvagha-Sow. 2008. "An Uncertain Future for African Families." Chapter 3 in *International Family Change: Ideational Perspectives*, Rukmalie Jayakody, Arland Thornton and William Axinn, eds. New York: Lawrence Erlbaum.

OECD. 2011. Chapter 1: "Families Are Changing" in *Doing Better for Families*.
<http://www.oecd.org/els/familiesandchildren/47701118.pdf>

PROPOSAL FOR POLICY TOPIC DUE

Week 4, Sept 26: Social policy regimes: a modern classic

Gosta Esping-Andersen. 1990. Chapters 1-5 and 9 of *The Three Worlds of Welfare Capitalism*. Princeton, NJ: Princeton University Press.

Wil Arts and John Gelissen. 2002. "Three Worlds of Welfare Capitalism or More? A State-of-the-art Report." *Journal of European Social Policy*, 12(2):137-58.

Week 5, Oct 3: Family policy approaches: overviews, descriptions and criteria-based evaluations

United Nations Department of Economic and Social Affairs. 2012. "Good Practices in Family Policy Making: Family Policy Development, Monitoring and Implementation: Lessons Learnt."
<http://www.un.org/esa/socdev/family/docs/egm12/EGM2012FINALREPORT.pdf>

Juan Antonio Fernandez Cordon. 2009. "Policy Issues for Reconciling Work and the Family." Paper presented to the UN Expert Group Meeting on Family Policy in a Changing World.
<http://www.un.org/esa/socdev/family/docs/egm09/Cordon.pdf>

Olivier Thévenon. 2011. "Family Policies in OECD Countries: A Comparative Analysis." *Population and Development Review* 17(1):57-87.

OUTLINE FOR POLICY DESCRIPTION PAPER DUE 9 a.m. OCTOBER 10

Week 6, Oct 10: Family policy: Providing income support to children

Francesca Bastagli. 2009. "From Social Safety Net to Social Policy? The Role of Conditional Cash Transfers in Welfare State Development in Latin America." IPC Working Paper Number 60.
<http://www.ipc-undp.org/pub/IPCWorkingPaper60.pdf>

Save the Children UK, HelpAge International and Institute of Development Studies. 2005. *Making Cash Count: Lessons from Cash Transfer Schemes in East and Southern Africa for Supporting the Most Vulnerable Children and Households*.
<http://www.helpage.org/Resources/Researchreports/Makingcashcount>

Hicham Ait Mansour. 2012. "Policy Implications of Multidimensional Poverty Measurement in Morocco." Chapter 20 in Alberto Minujin and Shailen Nandy, eds. *Global Child Poverty and Well-Being*. Bristol (UK): Policy Press.

Week 7, Oct 17: Family policies focused on lone parents

Laura Cuesta and Daniel R. Meyer. 2012. "Child Support Receipt: Does Context Matter? A Comparative Analysis of Colombia and the US." *Children and Youth Services Review*. 34:1876-83.

Mia Hakovirta and Minna Rantalaiho. 2011. "Family Policy and Shared Parenting in Nordic Countries." *European Journal of Social Security*, 13(2): 247-66.

Jing-Houng Kuo, Yung-Yi Tang, and Kueiling Chiu. 2009. "The Implementation of Social Welfare Policy in Taiwan: Regarding Single Parent Families." *Asian Social Science* 5:118-32.

Daniel R. Meyer, Christine Skinner, and Jacqueline Davidson. 2012. "Privileging Biological or Residential Relationships: Family Policy on Obligations to Children in 12 Countries." Paper presented at the European Network of Social Policy Analysis Annual Meetings.

Week 8, Oct 24: Family policies focused on elders, mostly income supports

World Bank. "The World Bank Pension Conceptual Framework." http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/10/01/000334955_20081001055436/Rendered/PDF/457280BRI0Box31Concept1Sept20081.pdf.pdf

Nanak Kakwani and Kalanidhi Subbarao. 2005. "Ageing and Poverty in Africa and the Role of Social Pensions." IPC Working Paper 8. <http://www.ipc-undp.org/pub/IPCWorkingPaper8.pdf>

Costanzo Ranci, Emmanuele Pavolini, Francesca Carrera and Alessia Sabbadini. 2012. "Long-term care systems in comparative perspective: care needs, informal and formal coverage, and social impacts in European countries." Paper presented at the European Network of Social Policy Analysis Annual Meetings.

Week 9, Oct 31: Family policies: Reconciling parenthood and employment, continued, mostly focusing on issues of gender equality

Michelle J. Budig, Joya Misra & Irene Bockmann. 2012. "The Motherhood Penalty in Cross-National Perspective: The Importance of Work-Family Policies and Cultural Attitudes." *Social Politics* 19(2):163-93.

Nancy Folbre. 2008. "Reforming Care." *Politics and Society* 36:373-87.

Jody Heymann and Kristen McNeill. 2012. "Families at Work: What We Know about Conditions Globally." Policy Brief prepared for the United Nations Department of Economic and Social Affairs. <http://www.un.org/esa/socdev/family/docs/egm12/HEYMANN&MCNEILL-PAPER.pdf>

POLICY DESCRIPTION PAPER DUE 9 a.m., NOVEMBER 2

Week 10, Nov 7: INDIVIDUAL MEETINGS WITH INSTRUCTOR

Week 11, Nov 14: Family policies affecting fertility.

OECD. 2011. Chapter 3: "Fertility Trends: What Have Been the Main Drivers?" in *Doing Better for Families*.

October 2012

Miho Sato. 2007. "Challenges and Successes in Family Planning in Afghanistan." Management Sciences for Health Occasional Paper No. 6.

Kathryn M. Yount, Nafisa Halim, Kayla LaVilla, and Sarah Zureick-Brown. 2011. "Fertility Regimes, Women's Well-Being and Gender Gaps in Well-Being: A Cross-National Time-Series Analysis." Paper presented at the 2012 Population Association of America meetings.

Maureen Baker. 2008. "Restructuring Reproduction: International and National Pressures." *Journal of Sociology* 44:65-81.

OUTLINE FOR POLICY EVALUATION PAPER DUE, 9 a.m. NOVEMBER 19

WEEKS 12-14 FEATURE STUDENT PRESENTATIONS, WITH STUDENT-SELECTED READINGS

Week 12, Nov 21: Student Presentations I

Leah Gjertson: policies that support (small-dollar) savings in Germany, UK & US
Lauren Lewis: aging out of foster care in New Zealand Poland, & US
Emily Warren: policies related to affordable housing for renters in Italy, Norway & US

Week 13, Nov 28: Student Presentations II

Kristy Anderson: home-leaving policies for those with developmental disabilities in Korea, UK & US
Fei Men: food security policies in Brazil, China & South Africa
June Paul: out-of-home placement for indigenous children in Australia, Canada, & US

Week 14, Dec 5: Student Presentations III (note class time differs)

Susan Cosgrove: policies for those who are unemployed, (focusing on UI) in Finland, France & US
Andrea Larson: treatment of psychotic disorders in Denmark, Indonesia, & US
Eun Ha Namkung: grandparent caregiver support policies in the Denmark, South Korea & US
Vanessa Rios Salas: teen childbearing prevention in Peru, UK & US

Week 15, Dec 12 (optional) Brunch at 1141 Elizabeth (9 a.m.)

9 a.m., December 17, POLICY EVALUATION PAPER DUE