

September 2, 2016

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

**Social Work 950, Proseminar in Comparative Family Policy
Fall 2016 Syllabus**

Wednesday 8:30-11:15, 114 Social Work

Professor: Dan Meyer

Email: drmeyer1@wisc.edu

Offices: 212 Social Work (263-6335) and 3434 Social Science (262-7336).

Office hours: Monday, 1:30-2:30, 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 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, 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 5 weeks may change somewhat** depending on the interests and skill levels of the students involved.

III. Texts and reading materials

Required readings include a portion of the following book:

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

Required readings after the first five 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, found at <https://socwork.wisc.edu/files/Plagiarism-rev.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 Kenya. A proposal for a policy area and the countries to be studied is due to the dropbox at 8 am **September 19**.

- Policy Description Paper. This will be a 10-15 page double-spaced 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 8:00 a.m. **October 11**. The paper itself is due 8:00 a.m. **October 31**.
- 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. Further instructions will be distributed.
- Policy Evaluation Paper: The final product will be a 10-15 page double-spaced paper that proposes criteria for evaluating policy and then evaluates policy within the three selected countries. An outline is required at 8 a.m. on **November 14**. The paper is due at 8 a.m., **December 16**. Turning in a paper after this date will probably cause you to receive an incomplete. Papers may be turned in without grade penalty until 8:00 a.m., **January 3** (papers turned in after this time 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 8 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

September 2, 2016

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.

October 5 has a guest speaker, so there will be no critiques for that week. Instead, each student is required to submit 2 potential discussion questions.

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).
- 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).

Both students and instructor are expected to:

- carefully and critically read all required readings before coming to class.
- be respectful of others in the class.
- handle controversy with civility -- 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 7: Introduction and Overview of Course

Week 2, Sept 14: Social Policy Analysis

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.

September 2, 2016

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>

Daniel R. Meyer, Christine Skinner and Jacqueline Davidson. 2011. "Complex Families and Equality in Child Support Obligations: A Comparative Policy Analysis." *Children and Youth Services Review* 33: 1804-12.

June Paul. 2016. "Child Protection in Federalist Countries: Recommendations for Increasing Effectiveness and Re-establishing Self-determination within Indigenous Communities." *Journal of Policy Practice* 15(3): 188-211.

PROPOSAL FOR POLICY TOPIC DUE SEPTEMBER 19, 8 am

Week 3, Sept 21: Family change: What is the context for family policy?

Ron Lesthaeghe. 2014. "The Second Demographic Transition: A Concise Overview of Its Development." *Proceedings of the National Academy of Sciences* 111(51):18112-18115.

Hania Sholkamy. 2013. "What are the Implications of Inevitable Changes in the Family?" *DIFI Family Research and Proceedings*. <http://dx.doi.org/10.5339/difi.2013.arabfamily.6>

Göran Therborn. 2014. "Family Systems of the World: Are They Converging?" Chapter 1 of Judith Treas, Jacqueline Scott, and Martin Richards, eds. *The Wiley Blackwell Companion to the Sociology of Families*. Malden, MA: John Wiley & Sons.

Week 4, Sept 28: 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.

Curt J. Pankratz. 2009. "Cross-National Comparisons of Family Policies: The Relevance of National Approaches to Social Welfare." *Journal of Comparative Family Studies* 40(3):493-511.

Week 5, Oct 5: Guest Speaker, Professor Maria Cancian: Immigration policy and children

Aycan Celikaksoy and Eskil Wadensjo. 2016. "Mapping Experiences and Research about Unaccompanied Refugee Minors in Sweden and Other Countries." Bonn: IZA Discussion Paper No. 10143

Dennis Stinchcomb & Eric Hershberg. 2014. "Unaccompanied Migrant Children from Central America; Context, Causes, and Responses." Washington, DC: American University Center for Latin American & Latino Studies Working Paper Series No. 7.

In addition, review several short pieces on current US policy:

<http://www.acf.hhs.gov/orr/about/what-we-do>

<http://www.acf.hhs.gov/orr/programs/ucs/about>

<http://www.acf.hhs.gov/orr/about/ucs/facts-and-data>

<http://www.acf.hhs.gov/orr/about/ucs/sponsors>

OUTLINE FOR POLICY DESCRIPTION PAPER DUE 8 a.m. OCTOBER 11

Week 6, Oct 12: Family policy approaches: overviews and recommendations

September 2, 2016

Mary Daly, Rachel Bray, Zlata Bruckauf, Jasmina Byrne, Alice Margaria, Ninoslava Pećnik, and Maureen Samms-Vaughan. 2015. "Family and Parenting Support: Policy and Provision in a Global Context." Florence: UNICEF Office of Research. Executive Summary and Chapter 1.

Maddalena Honorati, Ugo Gentilini, and Rustan G Yemtsov. 2015. "Inventory of Social Safety Net Programs" p. 6-17 in *The State of Social Safety Nets 2015*. Washington, D.C. : World Bank Group.

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>

Week 7, Oct 19: Family policy: Providing income support to children

Ariel Fiszbein and Norbert Schady. 2009. Conditional Cash Transfers: Reducing Present and Future Poverty. Washington, D.C.: The World Bank Online: http://siteresources.worldbank.org/INTCCT/Resources/5757608-1234228266004/PRR-CCT_web_noembargo.pdf. Read: Overview (pp 1-27) and Chapter 2 (pp 45-66)

Maxine Molyneux. 2008. Conditional Cash Transfers: A 'Pathway to Women's Empowerment'? Read: Chapter 7 (pp. 26-41), Chapter 8 (pp. 41-48) and Chapter 9 (pp. 48-57)

James Riccio et al. 2010. Executive Summary. Toward Reduced Poverty Across generations: Early findings from New York City's Conditional Cash Transfer Program. New York: MDRC. <http://www.mdrc.org/sites/default/files/Toward%20Reduced%20Poverty%20Across%20Generations%20ES.pdf> Read: Executive Summary (pp. 1-18)

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> Read: Chapter 1 (pp. 1-6) Chapter 2 (pp. 7-19), Chapter 4 (26-35) and Chapter 6 (pp. 43-49)

Week 8, Oct 26: Family policies focused on lone parents

Shelley Clark and Dana Hamplova. 2013. "Single Motherhood and Child Mortality in Sub-Saharan Africa: A Life Course Perspective." *Demography* 50:1521-1549.

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

Shabnam Ishaque and Muhammad Mustafa Khan. 2015. "The Best Interests of the Child: A Prevailing Consideration within Islamic Principles and a Governing Principle in Child Custody Cases in Pakistan." *International Journal of Law, Policy and the Family* 29:78-96.

Daniel R. Meyer and Christine Skinner. 2016. "Privileging Biological or Residential Relationships: Family Policy on Obligations to Children in 12 Countries." *Families, Relationships and Societies*. 5(1):79-95

POLICY DESCRIPTION PAPER DUE 8 a.m., OCTOBER 31

Week 9, Nov 2: Family policies focused on elders

September 2, 2016

Masa Higo and Hafiz TA Khan. 2015. "Global Population Aging: Unequal Distribution of Risks in Later Life between Developed and Developing Countries." *Global Social Policy* 15(2): 146-166.

Charles Knox-Vydmanov. 2012. "Social Protection Floors and Pension Systems: The Role of a 'Citizen's Pension.'" HelpAge International Pension Watch Briefing No. 9.

Monika Riedel and Markus Kraus. 2016. "Differences and Similarities in Monetary Benefits for Informal Care in Old and New EU Member States." *International Journal of Social Welfare* 25:7-17.

World Bank. 2008. "The World Bank Pension Conceptual Framework." http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/10/01/000334955_20081001055436/Rendered/PDF/457280BRI0Box31Concept1Sept20081pdf.pdf

Week 10, Nov 9: Family policies focused on gender equality

Esther Yin-Nei Cho. 2014. "Defamilization Typology Re-examined: Re-measuring the Economic Independence of Women in Welfare States." *Journal of European Social Policy* 24(5)442-454.

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

Katherine Gilchrist, Laura Addati, and Naomi Cassirer 2014. "Maternity and Paternity at Work: Law and Practice across the World." International Labour Office Policy Brief. Geneva
Walter Korpi, Tommy Ferrarini and Stefun Englund. 2013. "Women's Opportunities under Different Family Policy Constellations: Gender, Class, and Inequality Tradeoffs in Western Countries Re-examined." *Social Politics* 20(1):1-40.

OUTLINE FOR POLICY EVALUATION PAPER DUE, 8 a.m. NOVEMBER 14

Week 11, Nov 16: Do policies fit today's families?

Nora Sanchez Gassen and Brienna Perelli-Harris. 2015. "The Increase in Cohabitation and the Role of Union Status in Family Policies: A Comparison of 12 European Countries." *Journal of European Social Policy* 25(4): 431-449.

Daniel R. Meyer and Marcia J. Carlson. 2014. "Family Complexity: Implications for Policy and Research". *The ANNALS of the American Academy of Political and Social Science*, 654: 259-277

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

Week 12, Nov 23: Student Presentations I

Week 13, Nov 30: Student Presentations II

Week 14, Dec 7: Student Presentations III

Week 15, Dec 14 Wrap-up and Brunch at 1141 Elizabeth

8 a.m., December 16, POLICY EVALUATION PAPER DUE