

GRADUATE COURSE SYLLABUS

Family Policy

Human Development and Family Studies 230-766

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

- John Stuart Mill

COURSE DESCRIPTION

This course will explore the reciprocal linkages between family functioning and public/private policies at the local, state, and federal levels. Students will explore in what ways families contribute to social problems, how families are affected by these problems, and whether families should be involved in policy solutions. Students will assess the consequences policies may have for family well-being with special attention to selected family policy issues. The course will include theoretical frameworks for conceptualizing family policy, roles professionals can play in building family policy, and approaches professionals can use in implementing these roles.

COURSE OBJECTIVES

In this course, students are expected to:

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

REQUIRED TEXTS

Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (1996). *Habits of the heart: Individualism and commitment in American life*. Berkeley, CA: University of California Press.

Bogenschneider, K. (2006). *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed.). Mahwah, NJ: Erlbaum.

Ooms, T., & Preister, S. (Eds.) (1988). *A strategy for strengthening families: Using family criteria in policymaking and program evaluation*. Washington, D.C.: The Family Impact Seminar. Available for \$20 through the Policy Institute for Family Impact Seminars Web site (<http://familyimpactseminars.org/suppreports.htm>) or by calling (608) 263-2353.

These texts have been ordered at the University Book Store and the Underground Textbook Exchange.

COURSE PHILOSOPHY

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

COURSE REQUIREMENTS

- 1. Participating in Class Discussion (15 points)** - Regular class attendance and participation is expected. Each week students are assigned readings from the texts or the reading packet. These assignments should be read before class so students can participate fully in the discussion. The class will be structured much like a study group or policy board that one might encounter in business, education, or the legislature, in which a group of people grapple with ideas. Each student is responsible for teaching others in the class, assuming responsibility for locating resources, finding answers to questions that arise, and being prepared for class as part of an obligation to one's own learning and that of others.
- 2. Individualism and Familism in American Culture (30 points)** - Based on the text by Bellah, write a 5 - 7 page paper focusing on the following:
 - Is American culture focused more on individualism or commitment to others? What evidence can you provide? Can you think of examples from your personal experience? (10 points)
 - Do families influence American individualism? If so, how and why? What other factors play a role? (10 points)
 - Is a cultural shift toward individualism or familism possible? How would this happen? (10 points)
- 3. Family Policy Issue Analysis and Letter to the Editor or Government Official (25 points)** - Students are expected to keep up-to-date on current policy issues being debated or decided in local, state or federal government; executive, legislative, or judicial branches of government; businesses; advocacy groups; or nonprofit organizations from a daily newspaper (i.e. state paper, *The New York Times*, *The Wall Street Journal*) or a weekly magazine (i.e. *Time*, *Newsweek*, *U.S. News & World Report*). **Do not read anecdotal or human interest articles to fulfill this assignment.**

For this assignment, write a 3- to 4-page summary using this format:

- Title and source of the article (the news story must be attached for grading)
- Brief summary of the article that is accurate, but does not plagiarize (5 points)

- Policy implications for families (5 points)
- Your own reaction based upon class readings, and your personal experiences or values (5 points)
- A 200-word letter to the editor or a government official expressing your view (10 points); if published, 5 points extra credit.

This assignment can be revised and resubmitted to raise the grade.

4. Views of a Controversial Family Policy (40 points) - Prepare a typed 8- to 10-page paper on a policy issue of your choice.

- Describe the problem that you will address, what policies already exist, and what policy options are being considered (10 points)
- Contrast how the concerned, sanguine, and impatient perspectives would approach this issue (10 points each)
- Using the theory of paradox, discuss whether and how the issue could benefit from each of these perspectives (10 points)
- Explain why the issue has been controversial and what it would take to move the issue forward (10 points)

5. Report on Policy Meetings (40 points) - Attend two meetings in which policy issues are being discussed. One of the meetings must be a hearing of the state legislature and the other can be another legislative hearing or a government meeting (e.g. county board of supervisors, city council, school board meeting), judicial proceedings (i.e. Supreme Court trial), advocacy meeting (e.g. Wisconsin Council on Children and Families, Children's Trust Fund), political forum (i.e. League of Women Voter's debate, political party caucus, candidate speech), or nonprofit organization (i.e. child care center board, church or religious council).

Write a 3- to 5-page paper that includes the names of both meetings as well as the place, date, number, and types of people in attendance, and the total time you attended. For one of the meetings, summarize:

- What happened, how decisions were made or will be made, and what you learned about the policymaking process (10 points)
- The implications for family policy (10 points)
- What you learned drawing upon class readings and your own experiences (10 points)

Be prepared to give an 8-minute report in class in Week 10, 11, 12, or 13 (10 points). A one-paragraph summary of the policy meetings you plan to attend is due in Week 4. The oral report can be given in collaboration with another student in the class, but each person must submit their own written report on the day of their oral report.

6. Family Impact Analysis (50 points) - This is a two-part assignment.

1. Write a 6- to 8-page family impact analysis of an issue, a specific law, a legislative proposal, or program, according to the following format.
 - Using the family impact principles, how can or are families being supported in this issue, law, legislation, or program? (10 points)
 - Using the family impact principles, how can or might families be undermined by this issue, law, legislation, or program? (10 points)
 - Are there beneficial effects that might have been overlooked without family impact analysis? Are there harmful effects that a family impact analysis might help avoid? (10 points)
2. Write a 2-page (500 word) brief for policymakers summarizing your findings. Explain to policymakers how this issue might be approached from a family perspective or what family considerations policymakers might want to take into account when developing their views on this issue. This assignment can be approached from either an education or advocacy perspective. Please explain which approach you decided to use and why (20 points).

COURSE GRADING

You should be familiar with the University's standards for academic honesty as described in the pamphlet, *Academic Misconduct: Rules and Procedures*, published by the Dean of Students' Office. For individual assignments, you are expected to work alone. You can consult books, articles, and class notes but ideas from these sources must be cited. Failure to cite the source of ideas other than your own is plagiarism. Materials incorporated from the Internet also require proper citation.

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

Table 1. Course Assignment Summary

Points	Assignment	Due Date
15	Class Participation	
30	Individualism and Familism in American Culture	Week 3
	Paragraph on the Two Policy Meetings You Will Attend	Week 4
25	Issue Analysis and Letter to the Editor or Government Official	Week 4, 5, 6, or 8
40	Views of a Controversial Family Policy	Week 7
40	Report on Policy Meetings	Week 10, 11, 12, or 13
50	Family Impact Analysis	Week 14 or 15 or during final exam period
200	Total Points	Assigned time during exam period.

I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will try to maintain confidentiality of the information you share with me.

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

- Neil Postman and Charles Weingartner

Section 1

OVERVIEW OF THE COURSE

If a nation expects to be ignorant and free, it expects what never was and never will be.

- Thomas Jefferson

WEEK 1: COURSE OVERVIEW

Why Take a Course in Family Policy

Guiding Questions

- What expectations does the instructor have for the students? What expectations do the students have for the instructor?
- What can students expect to learn in the class and how can they expect to learn it?
- What philosophy of education undergirds the course?
- What collective experience on policy do the instructor and students bring to the class?
- What are the dimensions and consequences of changes in families during the past quarter century?
- Why has family policy been so controversial and difficult to move forward?

Class Activity

- How Demographic Changes in Families Affect One's Political Views: Three Thought Experiments for Introducing Family Policy
- Why Family Policy is so Controversial and Difficult to Move Forward

Assignments

- Reminder that individualism and familism assignment is due in Week 3

Section 2

THE CONDITION OF AMERICAN FAMILIES

Historical and Contemporary Perspectives

WEEK 2: THE HISTORY OF FAMILY POLICY

The Way We Were and the Way We Are

...there has been a dramatic transformation in the perception of the family. Consequently, we are at a crossroad between what the family was in the past, what it is now, and what it will and should be in the future.

- Henry J. Sokalski, Secretariat for the
International Year of the Family

Guiding Questions

- Does the United States have family impact statements?
- What has interfered with the development of family impact statements? Are they a good idea or not?
- What is the history of family policy in the United States? Were its roots apparent in the 1800s?
- What changes have occurred in the lives of children and families in the last 150 years?
- In a 1996 poll, why did more Americans choose the 1950s over any other decade as the best time for children to grow up? What aspects of life in the 1950s could or should be reinstated?
- Should children or families be the unit of analysis in policy debate?

Class Readings

Text: Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (1985/1996). *Habits of the heart: Individualism and commitment in American life*. Berkeley, CA: University of California Press.

Tocqueville, A. (1945). *Democracy in America, Vol. 2*, (pp. 104-106, 109-113, 114-118). New York: Vintage Books.

Hernandez, D. J. (2005). Changes in the demographics of families over the course of American history. In J. Heymann & C. Beem (Eds.), *Unfinished work: Building equality and democracy in an era of working families* (pp. 13–35). New York: The New Press.

Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families* (pp. 33-50). New York: Basic Books.

Chapter 10 of Text: Bogenschneider, K., & Corbett T. (2006). What can we learn from the roots of American social policy about building enduring family policies in the 21st century. In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 141-159). Mahwah, NJ: Erlbaum.

Class Activity

- How Much Have Families Changed in Your Lifetime?

Assignments

- Reminder that the first assignment on individualism and familism in American culture is due next week

WEEK 3: THE RATIONALE FOR FAMILY POLICY

What is it and Why are we Focusing on it?

Perhaps because of the dominance of individualism in our country, we tend to split the individual from the family, just as we have tended to split the mind from the body.

- (Doherty, 1993, p. 98)

Guiding Questions

- What is policy? What is family policy?
- What is a family?
- Is American culture focused more on individualism or commitment? On what evidence do you base your view?
- Does this cultural emphasis matter?
- Is a cultural shift toward familism possible? How would this happen?

Class Readings

Chapter 3 of Text: Bogenschneider, K. (2006). What is family policy? What is a family perspective in policymaking? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 29-37). Mahwah, NJ: Erlbaum.

Chapter 4 of Text: Bogenschneider, K. (2006). Do families matter and what is their value in policymaking? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 39-52). Mahwah, NJ: Erlbaum.

Ooms, T. (1995, October). *Taking families seriously: Family impact analysis as an essential policy tool*. Paper presented at expert meeting on family impact in Leuven, Belgium.

Doherty, W. J. (1994). I'm O.K., you're O.K., but what about the kids? *The Family Therapy Networker*, pp. 46-53.

Skocpol, T. (1997). A partnership with American families. In S. B. Greenberg & T. Skocpol (Eds.), *The new majority: Toward a popular progressive politics* (pp. 104-129). New Haven, CT: Yale University Press.

Class Activity

- What is a Family and What is Family Policy?

Assignments

- Individualism and familism in American culture assignment due

WEEK 4: THE CONCERNED VIEW OF FAMILY CHANGE

The Values, the Evidence, the Policy Responses

Caring for and educating children are the cheap defense of nations.

- Edmund Burke (1729 - 1797)

Guiding Questions

- Do Americans believe in social protection, in government investing in social policies, in doing things for one another through government? Has the U.S. been a social policy laggard?
- What is the view of the “concerned” regarding family change? What social trends and values underlie this view? What alternatives for social action do the concerned propose?
- What is the policymaking process like?

Class Readings

- Daly, K. J. (2001). Deconstructing family time: From ideology to lived experience. *Journal of Marriage and Family*, 63(2), 283-294.
- McLanahan, S., & Sandefur, G. (1994). *Growing up with a single parent: What hurts, what helps* (pp. 1-18). Cambridge, MA: Harvard University Press.
- Kamerman, S. B., & Kahn, A. J. (2001). Child and family policies in an era of social policy retrenchment and restructuring. In T. Smeeding & K. Vlemincks (Eds.), *Child well-being, child poverty, and child policy in modern nations: What do we know?* Bristol, UK: The Policy Press.
- Whitehead, B. D. (1992). Crossing the cultural divide: A new familism? *Family Affairs*, 5 (1-2), 1-5.
- Popenoe, D. (1990). Family decline in America. In D. Blankenhorn, S. Bayme, & J. B. Elshtain (Eds.), *Rebuilding the nest: A new commitment to the American family* (pp. 39-51). Milwaukee: Family Service America.
- Bogenschneider, K., Kaplan, T., & Morgan, K. (Eds.) (1993). *Single parenthood and children's well-being* (Wisconsin Family Impact Seminar Briefing Report No. 2) Madison, WI: University of Wisconsin Center for Excellence in Family Studies. Also available on the Web site of the Policy Institute for Family Impact Seminar at <http://familyimpactseminars.org/fis02toc.htm>.

Class Activity

- Identifying the Trade-Offs Policymakers Face

Assignments

- Paragraph describing two policy meetings due
- Possible due date for family policy issue analysis and letter to the editor or government official

WEEK 5: THE SANGUINE AND IMPATIENT VIEWS OF FAMILY CHANGE

The Values, the Evidence, the Policy Responses

It is culture, not politics, that determines the health of a society. That is the conservative's truth. But, politics can influence culture. That is the liberal's truth.

- Daniel Patrick Moynihan

Guiding Questions

- What kind of changes do the sanguine see in society?
- How do the sanguine define family policy? What data support this argument?
- What is the impatient view of family changes? What values underlie this view?
- What alternatives for social action do the sanguine and impatient propose?
- What are American values? Would the concerned, sanguine, and impatient perspectives view values as stable or in flux?
- What family policies exist in Western Europe, Sweden, Japan, and the United States? What values underlie these policies?

Class Readings

Schroeder, P. (1984). *Champion of the great American family* (pp. 87-114). New York: Random House.

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

Stacey, J. (1993). Good riddance to "the family": A response to David Popenoe. *Journal of Marriage and the Family*, 55, 545-547.

Smith, D. E. (1993). The standard North American family: SNAF as an ideological code. *Journal of Family Issues*, 14(1), 50-65.

National NOW Conference Resolutions (1995). Retrieved July 25, 2006, from <http://www.now.org/organization/conference/1995/resoluti.html>

Class Activity

- Which Country is This: The Influence of Values in Family Policy
- How Family-Friendly is the National Organization for Women?

Assignments

- Possible due date for family policy issue analysis and letter to the editor or government official

Section 3

FAMILY POLICY

Theoretical, Research, and Process Perspectives

WEEK 6: THEORETICAL APPROACHES FOR BRIDGING THE CONTROVERSY

Frameworks for Fostering Family-Friendly Policy

As Governor, I can tell you that about 80 percent of the problems that hit my desk you can trace back to the breakdown of family structure in our society, and I think anyone who doesn't want to admit that is kidding themselves.

- Illinois Governor Jim Edgar, November, 1995

As a family sociologist, I can tell you that about 70 percent of the problems that hit my desk you can trace back to the breakdown of the economic and social structure in our society (the other 30 percent are probably indelible features of the human condition), and I think anyone who doesn't want to admit that is not only kidding themselves but also is shirking a personal portion of our collective responsibility in the name of the Family.

- Judith Stacey, 1996

Guiding Questions

- What theoretical perspectives exist to help overcome the polarization that often stymies the development of family policy?
- How can the concerned, sanguine, and impatient views benefit family policy?
- How can issues be framed and what strategies can professionals use to move family policy forward?

Class Readings

- Chapter 9 of Text:** Bogenschneider, K. (2006). How can we bridge the controversy and move family policies forward? The theory of paradox. In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 115-139). Mahwah, NJ: Erlbaum.
- Bronfenbrenner, U., & Weiss, H. B. (1983). Beyond policies without people: An ecological perspective on child and family policy. In E. F. Zigler, S. L. Kagan, & E. Klugman (Eds.), *Children, families, & government: Perspectives on American social policy* (pp. 393-414). Cambridge, England: Cambridge University Press.
- Hewlett, S. A., & West, C. (1998). *The war against parents: What we can do for America's beleaguered moms and dads*. (pp. 88-97). New York: Houghton Mifflin.
- Seeley, D. (1985). *Education through partnership*. Washington, DC: American Enterprise Institute Public Policy Research.
- Walljasper, J. (November/December 1991). The American political landscape. *Utne Reader*, 48, 287-289. Minneapolis: LENS Publishing Co.

Class Activity

- Constructing a Family Policy Map based on Walljasper's American Political Landscape

Assignments

- Possible due date for family policy issue analysis and letter to the editor or government official
- Reminder that assignment on views of a controversial family policy is due next week

WEEK 7: POLICY PROCESSES AND RESEARCH PRACTICES

Generating and Disseminating Relevant, Useful Research

The research evidence reveals that Head Start and similar efforts achieve their constructive effects in two ways. First, they do so directly, by providing children with certain kinds of expertise that foster their psychological growth. But there is a second, indirect effect that is equally if not more powerful. Programs like Head Start also succeed because they enable families to function—to work the magic feat that families do best—making and keeping human beings human.

- Urie Bronfenbrenner

Guiding Questions

- What are the processes whereby policies affect individual and family well-being?
- Can research influence the development of family policies? What kinds of data are most useful to policymakers?
- What are the limitations of data analysis for answering policymakers' questions?
- How useful is research in setting national priorities?
- How can research be disseminated in ways that meet policymakers' information needs?
- Can economic models explain behavior as complex as marriage and parenting?

Class Readings

Rist, R. C. (1994). Influencing the policy process with qualitative research. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 545-558). Thousand Oaks, CA: Sage.

Scott, K. G., Mason, C. A., & Chapman, D. A. (1999). The use of epidemiological methodology as a means of influencing public policy. *Child Development*, 70(5), 1263-1272.

Duncan, G. J., & Magnuson, K. A. (2002). Economics and parenting. *Parenting Science and Practice*, 2(4), 437-450.

Deloria, D., & Brookins, G. K. (1982) The evaluation report: A weak link to policy. In J. R. Travers & R. J. Light (Eds.), *Learning from experience: Evaluating early childhood demonstration programs* (pp. 254-271). Washington, DC: National Academy Press.

Assignments

- Views of a controversial family policy assignment due

Section 4

THE ROLE OF PROFESSIONALS IN FAMILY POLICY DEVELOPMENT

WEEK 8: CONNECTING RESEARCH AND POLICYMAKING

Can it Be Done and What Theories Can Guide Us?

Knowing is not enough; we must apply. Willing is not enough, we must do.

- Johann Wolfgang von Goethe

Guiding Questions

- What pragmatic approaches have emerged to connect research and policymaking?
- How successful have we been in bringing research to bear on policymaking? How is success measured?
- What are Family Impact Seminars? How effective have they been in connecting research and policymaking?
- Why do reports have to be written differently for policymakers?
- How can reports be written to be more useful to policymakers?

Class Readings

Chapter 12 of Text: Bogenschneider, K., Olson, J. R., Mills, J., & Linney, K. D. (2006). How can we connect research with state policymaking? Lessons from the Wisconsin Family Impact Seminars. In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 245-276). Mahwah, NJ: Erlbaum.

Shulock, N. (1999). The paradox of policy analysis: If it is not used, why do we produce so much of it? *Journal of Policy Analysis and Management*, 18(2), 226-244.

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

Normandin, H. & Bogenschneider, K. (2006, March). Getting Your Point Across to Policymakers. *Family Focus*, FF29, F1-F2.

Bronfenbrenner, U. (1989). *Early childhood education programs: Needs and dangers*. Testimony presented at a hearing of the Subcommittee on Education and Health of the Joint Economic Committee of the House and Senate of the Congress of the United States.

Miss Dee Point Testimony.

Class Activity

- Communicating Effectively With Policymakers: Secrets for Success

Assignments

- Last date for issue analysis and letter to the editor or government official

WEEK 9: GETTING INVOLVED IN POLICY EFFORTS

Advocacy or Education?

Scientific knowledge, the wisdom of the university, cannot be used to determine the correct policy choice for society because science cannot supply the value judgements that rank the interests of one group as more important than the interests of another.

- Barrows, 1994

Guest Lectures

- “The Role of Educators in Influencing Policy” by Richard Barrows, Associate Dean, College of Agricultural and Life Science, UW-Madison
- “The Role of a Lobbyist in Influencing Policy” by Roger Cliff, Lobbyist for the Wisconsin Farm Bureau.

Guiding Questions

- What roles can the professional play in building family policy?
- Is it ever appropriate to insert our values into our work as professionals?
- Is the education model a passive approach? Is it a politically neutral act?
- What is the process whereby bills actually become laws?

Class Readings

Barrows, R. (1994). *Public policy education*. Cooperative Extension Service: NCR Extension Publication. Available at <http://cecommerce.uwex.edu/pdfs/NCR203.PDF>

Chapter 13 of Text: Bogenschneider, K. (2006). Which approach is best for getting involved in family policy: Advocacy or education? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 227-243). Mahwah, NJ: Erlbaum.

Guither, H. D., Edelman, M. A., & Yoho, C. B. (1991). *Making your views count on public policy issues*. Cooperative Extension Service: NCR Extension Publication.

Class Activity

- Flinchbaugh’s Worm Exercise: The Role of Facts, Myths, and Values in Public Policy

Assignments

- Reminder that reports on policy meetings start next week

WEEK 10: POLICYMAKING IN THE PRIVATE SECTOR

Government of and by the People

Sometimes when I get home at night in Washington I feel as though I had been in a great traffic jam. The jam is moving toward the Hill where Congress sits in judgment on all the administrative agencies of the Government. There are all kinds of conveyances that the Army can put into the street—tanks, gun carriers, trucks...There are the hayracks and the binders and the ploughs and all the other things that the Department of Agriculture manages to put into the streets...the handsome limousines in which the Department of Commerce rides...the barouches in which the Department of State rides in such dignity...I stand on the sidewalk watching it become more congested and more difficult, and then because the responsibility is mine and I must, I take a very firm hold on the handles of the baby carriage and I wheel it into the traffic.

- Grace Abbott, Chief, United States
Children's Bureau, 1921-1934

Guiding Questions

- What policies could address such youth issues as substance use, juvenile crime, early unprotected intercourse, and school failure? How can the best alternatives be selected?
- Should the policies and programs be delivered by professionals or citizens? If we rely primarily on professionals, does this limit citizen participation?
- Is Boyte (1993) right in his contention that government is no longer “of the people and by the people,” but rather “for the people?” (p. 173)
- Do citizens see themselves as “creators and producers of politics?” (p. 173)
- What does it take for community approaches to be successful?
- What benefits does social capital bring to society?

Class Readings

Chapter 14 of Text: Bogenschneider, K. (2006). How can professionals team up with communities to influence local policymaking? Guidelines from Wisconsin Youth Futures. In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 277-290). Mahwah, NJ: Erlbaum.

Doherty, W. J. (2000). Family science and family citizenship: Toward a model of community partnership with families. *Family Relations*, 49(3), 319-325.

Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of Democracy*, 6(1), 65-78.

Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community* (pp. 402-414). New York: Simon & Schuster.

Class Activity

- The Ecology of Family Policy: How it Affects Human Development

Assignments

- Ask each student to sign up for a family impact analysis case study to discuss next week
- Possible due date for report on policy meetings

WEEK 11: FAMILY IMPACT ANALYSIS

Analyzing Policies for their Impact on Family Well-Being

... for all who believe that a strong family is necessary for a decent society.

- Bellah, 1990, p. 228

Guiding Questions

- What is family impact analysis? What is its primary purpose?
- What strengths does it bring to policy analysis? What are its limitations?
- In what ways could family impact analysis be used?
- Can families be totally self-sufficient in carrying out their responsibilities?

Class Readings

Text: Ooms, T., & Preister, S. (Eds.) (1988). *A strategy for strengthening families: Using family criteria in policymaking and program evaluation* (pp. 1-30). Washington, DC: The Family Impact Seminar.

Examples of Family Impact Analyses are available at <http://familyimpactseminars.org/analyses.htm>.

Chapter 11 of Text: Bogenschneider, K. (2006). What can we learn from the past about methods for moving family policy forward in the future? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 161-173). Mahwah, NJ: Erlbaum.

Chapter 12 of Text: Bogenschneider, K. (2006). What roles can family professionals play to build family policy? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 201-208). Mahwah, NJ: Erlbaum.

Appendix B in Text: Gross, E., Bogenschneider K., & Johnson C. (2006). How to conduct a family impact analysis. In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 305-311). Mahwah, NJ: Erlbaum.

Class Activity

- Critique of the Family Impact Analysis Case Studies

Assignments

- Possible due date for report on policy meetings

WEEK 12: WHOSE RESPONSIBILITY IS FAMILY POLICY?

The Role of Advocates, the Courts, the Non-Profit Sector, and the Work Place

I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education.

- Thomas Jefferson

Guiding Questions

- Which companies provide family-friendly policies? Which benefits do families prefer?
- What strategies can we use to promote family policy through intergenerational coalitions?
- Why is the nonprofit sector expanding? How effective are nonprofits in supporting families?
- Under what conditions have courts been most effective in bringing about change?
- How can we promote the well-being of our seniors without jeopardizing the development of our children?
- Is there a way to get work and family into balance?

Class Readings

Weisbrod, B. A. (1997). The future of the nonprofit sector: Its entwining with private enterprise and government. *Journal of Policy Analysis and Management*, 16(4), 541-555.

Melnick, R. S. (2005, April). *Welfare policies and the strategy of rights*. Paper presented at the Institute for Research on Poverty conference on Making the Politics of Poverty and Inequality: How Public Priorities Are Reshaping American Democracy, Madison, WI [available from Karen Bogenschneider (kpbogens@wisc.edu) with permission of the author].

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

Reich, R. B. (1996, November 8). My family leave act [Op-ed]. *The New York Times*, p. A33. Retrieved July 8, 2006, from <http://proquest.umi.com/pqdweb?did=10381401&sid=3&Fmt=3&clientId=15482&RQT=309&VName=PQD>

Class Activity

- Getting the Question Right: The Role of Professionals in Reframing Policy Debate

Assignments

- Possible due date for report on policy meetings

Section 5

THE CONTENT OF FAMILY POLICY

WEEK 13: POVERTY

Theoretical Models and Policy Alternatives

I once believed that we were all masters of our fate—that we could mould our lives into any form we pleased... I had overcome deafness and blindness sufficiently to be happy, and I supposed that anyone could come out victorious if he threw himself valiantly into life's struggles. But as I went more and more about the country, I learned that I had spoken with assurance on a subject I knew little about...I learned that the power to rise in the world is not within the reach of everyone.

- Helen Keller

Guiding Questions

- What are the major theoretical approaches that explain the causes of poverty?
- Why does Wilson say that the increases in inner city poverty are due to desegregation?
- What are the inherent conflicts in designing welfare reform?
- What are the consequences of universal and means-tested programs?

Class Readings

Rank, M. R. (2004). The disturbing paradox of poverty in American families: What we have learned over the past four decades. In M. Coleman & L. H. Ganong, *Handbook of contemporary families: Considering the past, contemplating the future* (pp. 469-489). Thousand Oaks, CA: Sage Publications.

Wilson, W. J. (1987). *The truly disadvantaged: The inner city, the underclass, and public policy* (pp. 140-164). Chicago: The University of Chicago Press.

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

Class Activity

The Diversity of the Poor Requires Different Policy Responses

Assignments

Last date for report on policy meetings

WEEK 14: FAMILY POLICY ISSUES

The Contemporary Political Landscape for Families

If a community values its children, it must cherish their parents.

- John Bowlby

Guiding Questions

- What are some of the family policy issues that are likely to be ongoing topics of debate in the new millennium?
- Why is family often a shorthand for the relationship of the parent and the child with less attention to the relationship of the adults through marriage or other partnerships?
- When we speak of family, why do we often mean the mother and child with little attention to the father?
- Are the elderly part of the family policy picture?
- What role do family relationships and family interactions play in health and illness?
- Why do we so often speak of children with no mention of the family they are growing up in?
- Is parenting a proper issue for public policy or is it a private issue?
- Should family leave policies be designed to provide leave for child care only or also for elder care?

Class Readings

Marshall, W., & Sawhill, I. V. (2004). Progressive family policy in the twenty-first century. In D. P. Moynihan, T. M. Smeeding, & L. Rainwater (Eds.), *The future of the family* (pp. 198–230). New York: Russell Sage Foundation.

Chapter 6 of Text: Riley, D., & Bogenschneider, K. (2006). Do we know what good parenting is? Can public policy promote it? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 67-84). Mahwah, NJ: Erlbaum.

Chapter 7 of Text: Doherty, W., & Anderson, J. (2006). Can a family-focused approach benefit health care? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 85-95). Mahwah, NJ: Erlbaum.

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Assignments

- Possible due date for submitting family impact analysis

Section 6

THE FUTURE OF FAMILY POLICY

WEEK 15: ROLES PROFESSIONALS PLAY IN THE FAMILY POLICY ARENA

What Role Will You Play in the Future of the Field?

If you look at the amount of need, we didn't get the law we wanted. If you look at the amount of effort, we got what we deserved.

- Sid Johnson, Executive Director,
American Public Welfare Association

Guiding Questions

- Did family policy come of age in the 1990s? Where do we go from here?
- What evidence emerged in the last decade to support the rationale that policymaking should aim to strengthen families? Have family issues been a legitimate focus of policymaking in the decade?
- What strategies can help us be more effective in communicating with policymakers?
- How would you explain the rationale for family policy to a friend?

Class Readings

Bogenschneider, K. (2000). Has family policy come of age? A decade review of the state of U.S. family policy in the 1990s. *Journal of Marriage and the Family*, 62(4), 1136-1159.

Chapter 16 of Text: Bogenschneider, K. (2006). Is it time to take family policy seriously? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 291-297). Mahwah, NJ: Erlbaum.

Chapter 12 of Text: Bogenschneider, K. (2006). What roles can family professionals play to build family policy? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 177-226). Mahwah, NJ: Erlbaum.

Assignments

- Possible due date for submitting family impact analysis; announce last date for submitting family impact analysis

*What we call the beginning is often the end.
And to make an end is to make a beginning.
The end is where we start from.*

- T.S. Eliott

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- Text:** Bogenschneider, K. (2006). *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 39-52). Mahwah, NJ: Erlbaum.
- Text:** Bogenschneider, K., & Corbett, T. (2006). What can we learn from the roots of American social policy about building enduring family policies in the 21st century. In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 141-159). Mahwah, NJ: Erlbaum.
- Text:** Bogenschneider, K., Olson, J. R., Mills, J., & Linney, K. D. (2006). How can we connect research with state policymaking? Lessons from the Wisconsin Family Impact Seminars. In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 245-276). Mahwah, NJ: Erlbaum.
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- Text:** Gross, E., Bogenschneider K., & Johnson C. (2006). How to conduct a family impact analysis. In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 305-311). Mahwah, NJ: Erlbaum.
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- McLanahan, S., & Sandefur, G. (1994). *Growing up with a single parent: What hurts, what helps* (pp. 1-18). Cambridge, MA: Harvard University Press.
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