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Rutgers, The State University of New Jersey
Course Number: 833:591
Office Hours: Tuesdays, 11am-1pm
And By Appointment

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Tuesdays, 1:10-3:50pm
Classroom 369

Gender, the Family, and Public Policy

Gender is one of the most important ways through which American life, both private and public, is defined. This course will primarily explore the historical evolution of women's role in both the family and the labor market, following a life course approach. In addition, in recent years policymakers have also paid more attention to men and their needs within the family; their role and responsibilities will therefore also be covered.

The goal of the course is to encourage you to think about the ways in which gender informs and defines daily life, and the effects of gender on an individual's life chances. You will also learn to think critically about the ways in which public policies can and cannot be used to improve these life circumstances.

Course Requirements:

Class sessions will be organized as follows. During the first hour, I will lecture on the topic scheduled for that day. The second hour will be devoted to class discussion/group projects.

All papers must conform to the style sheet attached to this syllabus. There are also 2 documents on Sakai that will help you format your paper formally: one related to the passive voice, and one related to APSR/APSA citation style. Please read them carefully.

Short Research Paper: Theories of the welfare state that incorporate gender—specifically those advanced by Ann Orloff (1993)—argue that countries should be evaluated on the basis of whether women can form and maintain economically autonomous households, independent of the labor market engagement or marriage. Setting aside the normative issues involved in this claim, select a reproductive health issue (such as abortion, birth control, sex education, non-marital births, Medicaid funding for abortion, etc.) where you make the case that American public policies currently help women achieve this goal or prevent women from achieving this goal overall. Be sure to discuss Orloff's general critique of the power resource school of welfare states. Use class readings, peer-reviewed articles, books, and other approved sources. This paper should be 7-9 pages, not including the bibliography.

Long Research Paper: Write a 13-15 page paper (not including the bibliography) on a topic related to work/family/care and gender that has the potential to be addressed by public policy. Present both sides of the debate around the issue, identify the ways in which race and class are highlighted in these debates, and articulate what questions future research should address on the issue.

Mid-term Exam: This will test your knowledge of the readings and lectures.

Grades will be calculated based on points as follows:

- A. Class Participation: 10 points total
- B. 1 Short Research Paper: 20 points
 - 1 Mid-term: 20 points
 - 1 Long Research Paper: 40 points
 - 1 Oral presentation based on this long paper: 10 points

GRADING POLICY: 90-100:A; 87-89:B+; 80-86:B; 77-79:C+; 70-76:C; 69 and below is a failing grade. Plagiarism is the outright copying of someone's words, or the use of someone's ideas, writings, or data without proper attribution. University policy states that plagiarism of any kind can result in an F for the class; plagiarism is also considered a Level 4 separable offense from the University. You are responsible for reading and understanding all policies related to academic integrity at Rutgers University. Please consult <http://academicintegrity.rutgers.edu/> to review these policies. All students must upload their papers to the Assignments box on Sakai where they will be scanned for plagiarism using Turnitin.com. Unless requested, all assignments must also be turned in via hard copy.

Late Penalties: There will be a 3 point penalty per day for late writing assignments. Papers must be turned in within the first 5 minutes of class or they are considered late.

The following required books must be purchased at the bookstore on Albany Street. All other readings and cases will be available on Sakai: <http://sakai.rutgers.edu/> EXCEPT cases from the Harvard JFK School Case program. These cases must be purchased individually from the website: <http://www.ksgcase.harvard.edu/>. **All cases and their associated worksheets must be printed out, read, and brought to class.**

Required Books:

- Williams, Joan. 2010. *Reshaping the Work-Family Debate*. Cambridge: Harvard University Press.
- Gornick, Janet.C. and Marcia K. Meyers. 2003. *Families that Work: Policies for Reconciling Parenthood and Employment*. New York: Russell Sage Foundation Press.
- Meyer, Madonna Harrington and Pamela Herd. 2007. *Market Friendly or Family Friendly? The State and Gender Inequality in Old Age*. New York: Russell Sage Foundation.

I. Introduction: Course Overview. The Social Construction of Gender and its Relationship to the Family. Week 1 (January 18)

II. Theories of Gender, the Family, and the State: Week 2 (January 25).

- Orloff, Ann. 1993. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." *American Sociological Review* 58 (June):303-328.
- Orloff, Ann Shola and Renee Monson. 2002. "Citizens, Workers, or Fathers? Men in the History of US Social Policy." In *Making Men into Fathers: Men Masculinities, and the Social Politics of Fatherhood*, ed. Barbara Hobson. Cambridge: Cambridge University Press.
- Williams, Introduction.

CASE: "HEW and Title IX: The Elimination of Sex Discrimination in Education"-Kennedy School Case 155.

II. To Have Children, or not to Have Children: That is the Question

A. Reproductive Rights, Birth Control, Sex Education, and Abortion: Week 3 (February 1).
Tone, Andrea, ed. 1997. *Controlling Reproduction*. Wilmington, DE: Scholarly Resources. Parts V. and VI.

Strickler, Jennifer and Nicholas L. Danigelis. 2002. "Changing Frameworks in Attitudes Toward Abortion." *Sociological Forum* 17(2): 187-201.

Roback Morse, Jennifer. 2001. *Love and Economics: Why the Laissez-Faire Family Doesn't Work*. Dallas: Spence, Chp. 5.

Williams, Chp. 1

CASE: "Cocaine Mothers"-Kennedy School Case C16-90-944.0

B. Nonmarital Births: Week 4 (February 8).

Ciabattari, Teresa. 2006. "Single Mothers and Family Values: The Effects of Welfare, Race, and Marriage on Family Attitudes." In *Families and Social Policy: National and International Perspectives*, Edited by Linda Haas and Steven K. Wisensale. New York: Haworth.

Roback Morse, Jennifer. 2001. *Love and Economics: Why the Laissez-Faire Family Doesn't Work*. Dallas: Spence., Chp. 6.

Wu, Lawrence L., Larry L. Bumpass, and Kelly Musick. 2001. "Historical and Life Course Trajectories of Nonmarital Childbearing." In *Out-of-Wedlock*, Edited by Lawrence L. Wu and Barbara Wolfe. New York: Russell Sage Press.

Williams, Chp. 2.

CASE: "Buying Time-The Dollar a Day Program"-Kennedy School Case C16-90-961.

III. Gender and Parenting Challenges in America: Paper #1 Due (short paper)

A. Women and Work: A Brief History: Week 6 (February 15).

Gornick and Meyers, Chapters 1, 2, and 4.

Williams, Chp. 3.

CASE: "Women in the Navy" –Kennedy School Case C16-88-853.0

B. Household Labor. Week 7 (February 22).

Bianchi, Suzanne M., Robinson, John P. And Melissa A. Milkie. 2006. *Changing Rhythms of American Family Life*. New York: Russell Sage Foundation. Chapters 1, 3, 4, and 10.

Williams, Chapter 4.

CASE: Chapter 8 from Hochschild, Arlie Russell. 2003. *The Second Shift*. New York: Penguin Books. (available on Sakai)

C. Workplace Flexibility and Family Leave: Week 8 (March 1).

Roback Morse, Jennifer. 2001. *Love and Economics: Why the Laissez-Faire Family Doesn't Work*. Dallas: Spence, Chp. 7.

Williams, Chp. 5.

Gornick and Meyers, Chapter 5.

CASE: "Proving Leo Durocher Wrong: Driving Work/Life Change at Ernst and Young" (available on Sakai)

D. Child Care, Early Preschool Education, and After School Care. Week 9 (March 8).
Williams, Chp. 6.
Gornick and Meyers, Chapter 7.
Roback Morse, Jennifer. 2001. *Love and Economics: Why the Laissez-Faire Family Doesn't Work*. Dallas: Spence, Chp. 8.
CASE: "The Georgia Early Learning Initiative"-Kennedy School Case 1683.

E. When Families Dissolve: Child Support and Child Custody: Week 10 (March 22).
Williams, Conclusion.
Crowley, Jocelyn Elise. 2003. *The Politics of Child Support in America*. New York: Cambridge University Press. Chapter 2.
Crowley, Jocelyn Elise. 2006. "Organizational Responses to the Fatherhood Crisis: The Case of Fathers' Rights Groups in the United States." *Marriage and Family Review*. 39(1/2): 99-120; Reprinted in *Families and Social Policy: National and International Perspectives*, edited by Linda Haas and Steven K. Wisensale. 2006. New York: Haworth Press.
CASE: GAO Report 98-168: "Child Support an Uncertain Income Supplement for Families Leaving Welfare" (available on Sakai)

Mid term: March 29

IV. Women, Aging, and the Family

A. Women and Retirement from Paid Work: Week 11 (April 5).
Williams, Chp. 8.
Meyer and Herd, Chp. 1-4.
CASE: GAO Report 08-105: "Retirement Security: Women Face Challenges in Ensuring Financial Security in Retirement" (available on Sakai)

B. Women's Health as They Age and Carework for the Aged: Week 12 (April 12).
CASE: GAO Report 02-1131T: "Long Term Care" (available on Sakai)
Meyer and Herd, Chp. 5-7.

V. What are we Going to Do About it? Week 13 (April 19).
Gornick, Janet C. and Marcia K. Meyers. 2009. "Institutions that Support Gender Equality in Parenthood and Employment." In *Gender Equality: Transforming Family Divisions of Labor*, Edited by Janet C. Gornick and Marcia K. Meyers. New York: Verso Press.

WEEK 14. CLASS PRESENTATIONS –Second Long Paper Due (April 26)

WRITING A PAPER: Style Sheet

“Tell me what you are going to tell me. Tell me. Tell me what you told me.”

1. Understand the Question. Make sure you are prepared to answer the question.
2. Make an Argument: This involves taking a stand on an issue and marshalling evidence to support the stand.
3. Outline
 - A. First paragraph- I should know what your argument is. Hit me over the head with it. Also, provide me with a road map of your paper.
 - B. The body of paper should include your points of proof. Please transition between paragraphs.
 - C. Last Paragraph-Make sure you include a solid conclusion. Repeat thesis. Add to thesis.

STYLE

1. Avoid run-on sentences, general reflections, and the passive voice (see Sakai for examples of the passive voice).
2. Follow basic format requirements exactly. This means 10/12 pt font, one inch margins, page numbers, and double-spaced.
3. Always spell check, spell out numbers less than ten, and keep to the paper's length (except tables and graphs should be called Table 1 and Graph 1, for example).
4. Always include an alphabetized bibliography.
5. CITATIONS: You must cite your sources within the text in the following format (Author Year, Page Number) or (Author Year)-if no page number is appropriate. EXAMPLE: “I love the word Blah” (Brown 1999, 56). Note that the period comes *after* the parentheses. Please consult 1998 or later version of the *American Political Science Review (APSR)* for appropriate format (also known as APSA Style). You can examine articles with their citation styles by accessing *APSR* through the JSTOR online journal database available at the Rutgers University Libraries website. Cite ideas that are not your own, quotes, statistics, etc. You should include the complete citation for Brown in the alphabetized bibliography. See Sakai for examples of proper citation style.
6. Do not string together a series of quotes. Use your own words. If you must use quotes, follow these guidelines. If the quote is under 3 lines, use quotation marks. Example: “If I do not use quotation marks correctly, Prof. Crowley will go crazy.”
More on quotes: If the quote is more than 3 lines, indent it, single space it, and do *not* use quotation marks. Example:

The meaning of Blah is simple. You simply need to address all aspects of the word. Blah can be used in a variety of different circumstances. Most of us would like to use the word Blah all of the time because it is better than Yada, Yada, Yada (Brown 1999, 56).
7. Avoid contractions, informal language, and weak words like “feel,” “says,” “believe,” “seem,” “get,” and “appear.”
8. Identify interest groups as having a particular political leaning if they have one (i.e., the Heritage Foundation, a conservative think tank,..)
9. Underline or italicize book, journal, and newspaper titles in the text, footnotes, and bibliography.

10. Members of Congress should be identified the first time they appear in your paper as follows: Robert Torricelli (D-NJ), and thereafter as simply Torricelli or Senator Torricelli.
11. Do not identify scholars as professors, but rather as a member of their field. (i.e., political scientist John Kingdon, NOT Professor John Kingdon)
12. Use footnotes to cite statistics, explain data, and to provide the reader with more info. Footnotes should be placed at the end of the sentence.
13. Always capitalize Congress, President, House, House of Representatives, and Senate.
14. Do not end sentences with a preposition.

RESOURCES:

Rutgers University Learning Center: This Center will help you edit and rewrite your papers. Contact: Shawn Taylor in room 205A at the Regina B. Heldrich Science Bld. on Douglass Campus. Email him at sktaylor@rutgers.edu or call him at 732-932-2732.