Course Objectives
As women’s, and particularly mothers’, workforce participation rose significantly in the second half of the twentieth century, the male breadwinner family on which the welfare state was predicated could no longer be considered the norm, presenting an urgent challenge to polities to find ways to make it possible for men and women to both work and provide care for children and other dependents. Not surprisingly, different countries have responded differently to this challenge, but all have implemented policies that influence how families function. The policy tools that affect how parents reconcile work and family obligations include provisions for child care, parental leave benefits and rights, the regulation of work time, and taxes and transfers designed to allow or encourage certain types of care and work. The goals of policymakers in designing these policies are as various as the policies themselves, sometimes encompassing gender equality and child welfare but at least as often including less obvious goals such as reducing unemployment, raising birthrates, or reducing the need for immigrant labor.

This course has three objectives. The first is to acquaint students with existing policies aimed at reconciling work and family obligations. The second is to give students an improved understanding of the creation of public policy and ability to assess possibilities for future change. The third is to encourage students to think about the consequences – both intended and unintended -- of public policies. Students whose geographical interests lie outside of the scope of the course will have the opportunity to apply the concepts introduced in the course to their country or region of choice in the research paper. Additionally, they are warmly encouraged to expand the scope of the seminar discussion by introducing information about other countries’ experiences.
Course Requirements

25% Class participation – informed, reasoned, constructive participation in the weekly seminar discussions.

25% Weekly discussion questions – each week you are expected to send me by e-mail before 8:00 Wednesday morning three or more questions or observations that you have derived from the week’s reading. The purpose of this is to induce you to think carefully about what you have read before coming to class so that the quality of your participation in class is high. Your lowest grade will be dropped, so you can miss one week without penalty.

50% Research paper of about 20 pages on a topic related to the course. I will hand out a list of suggested topics in class, but you are free to develop your own in consultation with me. **You are welcome to focus your research on a country or region not considered in this course.**

Books to Purchase

The following books are available for purchase at the Columbia bookstore and are on reserve at either the Lehman or the Social Work Library:


Week 1 (1/23): Introduction to the Course

Readings will be handed out in class if you haven’t already seen them.


Rana Foroohar, “Myth and Reality: Forget all the talk of equal opportunity. European Women can have a job—but not a career.” Newsweek February 27, 2006.

“Women and the world economy: A guide to womenomics,” *The Economist* April 15, 2006, p. 73


**Recommended**


**Week 2 (1/30): Welfare States and Changing Gender Roles**


**Week 3 (2/6): Reconciling Work and Family**


**Week 4 (2/13): Family Leave Policy**

Gornick and Meyers, pp. 112-146

Kimberly J. Morgan and Kathrin Zippel, “Paid to Care: The Origins and Effects of Care Leave Policies in Western Europe” *Social Politics* (Spring 2003), pp. 49-85


Week 5 (2/20): Labor Market Policy and the Regulation of Work Time

Janet C. Gornick and Alexandra Heron, “The Regulation of Working Time as Work-Family Reconciliation Policy: Comparing Europe, Japan, and the United States,” Journal of Comparative Policy Analysis (Vol. 8, No. 2 June 2006), pp. 149-166


Joan Williams, Unbending Gender: Why Family and Work Conflict and What to Do About It (New York: Oxford University Press, 2000), pp. 64-100


“Japan Slips in Gender Rankings,” The Herald, November 12, 2007

Week 6 2/27): The Public Provision of Child Care

Paper proposals are due this week at the beginning of class.

Gornick and Meyers, pp. 185-236


Christina Bergquist and Anita Nyberg, “Welfare State Restructuring and Child Care in Sweden,” in Michel and Mahon, eds., pp. 287-308

**Week 7 (3/5): Childcare, continued**

Kimberly Morgan, “Does Anyone Have a “Libre Choix”? Subversive Liberalism and the Politics of French Child Care Policy,” in Michel and Mahon, eds., pp. 143-167


Ito Peng, “Gender and Generation: Japanese Child Care and the Demographic Crisis,” in Michel and Mahon, eds., pp. 31-53

One more chapter from Michel and Mahon, to be determined based on the geographic interests of the class.

**Week 8 (3/12): The Participation of Fathers in Family Life: The Critical Variable**


Gender Divisions and Working Time in the New Economy (Northhampton, MA: Edward Elgar, 2006), pp. 148-161


Gornick and Meyers, pp. 236-267


**Week 10 (4/2): Historical Origins of Family Policy**


**Week 11 (4/9): Forces for Change and Institutional Constraints**


Care Policy at the Crossroads: Gender and Welfare State Restructuring (New York: Routledge, 2002), pp. 113-142


Recommended


Week 12 (4/16): The European Union and the Reconciliation of Work and Family

Gornick and Meyers, pp. 309-313


Week 13 (4/23): The European Union, cont’d, and the OECD


Charlotte Bretherton, “Gender Mainstreaming and EU Enlargement: Swimming Against the Tide?” *Journal of European Public Policy*, vol. 8 no. 1 (February 2001), pp. 60-81


**Week 14 (4/30): What Might/Should the Future Hold?**

Gornick and Meyers, pp. 268-303


**Papers are due Thursday, May 8.** Please submit them by e-mail. Late papers will be penalized with a lower grade (one step down per day late) unless an extension has been worked out with the instructor well in advance.

**ACADEMIC INTEGRITY STATEMENT**

The School of International & Public Affairs does not tolerate cheating and/or plagiarism in any form. Those students who violate the Code of Academic & Professional Conduct will be subject to the Dean’s Disciplinary Procedures. The Code of Academic & Professional Conduct can be viewed online at:
Please familiarize yourself with the proper methods of citation and attribution. The School provides some useful resources online; we strongly encourage you to familiarize yourself with these various styles before conducting your research:

http://sipa.columbia.edu/resources_services/student_affairs/academic_policies/code_of_conduct.html

Violations of the Code of Academic & Professional Conduct should be reported to the Associate Dean for Student Affairs.