

PA 5690 / PA 8690
Gender and Welfare Policy in Global Perspective
Humphrey School of Public Affairs
Spring 2022
Class Meetings: Tuesdays and Thursdays 2:30-3:45PM

Professor Christina Ewig

Office Hours: Tuesdays and Thursdays 3:45-4:45PM, Humphrey 255

Contact: cewig@umn.edu; (612) 625-1884 (voicemail)

What lessons can we draw from Sweden’s parental leave policy? Or Bolivia’s pension system which compensates women for their care for children? Or the guaranteed income experiment in Stockton, CA? Welfare policies around the globe offer many lessons – not only for how to address basic needs, but also for building more gender- and race- equitable societies. This course provides conceptual and historical grounding for understanding the origins and impacts of social welfare policies, and how these policies serve as crucial arbiters of gender, race and class relations. We will compare historical and contemporary social policy “regimes” and their impacts on individuals and societies in Europe and the Americas. The course centers on four questions: **1) How are social policies “gendered”, “raced” and “classed”?** We will consider multiple feminist perspectives and approaches which show how social policies are based on specific assumptions about gender and its intersections with race, class and immigrant status and in turn create or reinforce a particular social order. **2) Why do welfare policies in different countries look so different?** We will analyze the historical development of welfare policies with specific attention to interactions between states, political parties, unions, firms, and social movements – including women’s movements. Understanding the historical political determinants of current policies can provide clues to appropriate strategies for change. **3) What lessons can we glean from other countries to promote equity across gender and other forms of inequality?** We will dive into research that measures the impact of specific social policies on equity and consider the appropriateness and transferability of policy ideas across borders. **4) What are the contemporary challenges to social welfare systems and their ability to promote gender equity?** We will consider stagnating birth rates that threaten the economic solvency of social policy systems; the pressures of refugees and mass migration; and how the global COVID-19 pandemic has both revealed and exacerbated underlying deficiencies in social policy systems.

Learning Objectives:

- Develop a deeper understanding of the sometimes-hidden ways social policies create, alleviate, or reinscribe gender, race, and class inequalities
- Evidence-based lessons from around the world on what policies have worked best to reduce gender inequalities and their intersections with other forms of inequality

- Clarity on the major contemporary challenges to social welfare systems and their gendered impacts – from influxes of refugees to the COVID-19 pandemic
- Lessons from history for thinking analytically and strategically about opportunities for pragmatic and transformational social policy change

Canvas Course Website: All assignments will be turned in and graded on the Canvas course website (canvas.umn.edu). We will also set up an informal discussion board on Canvas for students to share resources, advice, and to chat informally to foster community and connection. I will send out announcements about class via Canvas – therefore, please make sure you set course settings to receive course announcements and course conversations (emails) at least the same day. You may change your display name and pronouns in Canvas by following these steps in settings: <https://it.umn.edu/services-technologies/how-tos/canvas-set-your-preferred-name-in-your>

Class Assignments and Evaluation:

1) Response Papers (30%). You are required to post a response paper to the readings for 6 of class meetings that entail readings (except Jan 18 and March 3), with at least one response paper in each of the six parts of the course. Papers should be about 600 - 900 words (two to three double-spaced pages) and written in the format of an essay. Papers should include the following components: 1) **understand descriptively** the major points of each reading. This should not be a re-statement of all the arguments, but rather a summary that focuses on the threads that tie the pieces together with emphasis on those points that are most interesting or compelling. DO show that you are working with all (not just one or two) of the readings; 2) **critically engage** with the readings (e.g. does the author present a convincing argument? Is the evidence sound? Is the methodology appropriate? Is there a blind spot in the author's reasoning?); 3) **relate the argument** of at least one reading to the other readings for the day or from previous class meetings (e.g. how does it build on or respond to the other readings?) OR relate to another policy instance– for example the same policy in another time or place or a similar pattern for a different policy; 4) **raise 3 effective questions** for discussion. These may include one *clarification* question (e.g. what is meant by decommodification?) and two or three *substantive* questions that can serve as the basis for discussion (e.g. Do Esping-Anderson's regime types capture gender distinctions among regimes?). Papers should be posted by *8AM the day of class* as an attachment in the discussion thread for the day. Please read your peers' postings prior to class.

2) In-class participation (20%). This course will be run seminar-style. Discussion will be our primary mode of learning in our weekly meetings. For this to work well, students are expected to carefully read each of the assigned readings before class and come prepared to contribute to discussion. Your response papers will help you to prepare, but active participation goes beyond what you have prepared prior to class – including being ready to change your mind, considering alternative viewpoints, and helping to create a respectful environment where everyone feels they have something to contribute, no matter their background or ideological persuasion.

3) Design an ideal work-family policy (20%) (5690 students). Choose a U.S. state or a country with work-family policies that you believe can be improved. Draw on course readings and additional research to design a work-family policy, or set of policies, that best addresses key dimensions of well-being covered in the course (e.g. decommodification, defamilialization, demothering). See Canvas for full instructions.

4) Policy Brief: How has COVID changed or impacted social policy? (20%) (5690 students). Choose a country or a U.S. state and focus on one or more related social policies. How these have been impacted by COVID-19? What have been the implications of the pandemic for broader societal relations of gender, race, class and other structural inequalities in this policy area? Develop a proposal for policy avenues forward towards greater equity. See Canvas for full instructions.

5) Video Pitch (10%) Develop a Flip Grid video pitching the recommendations of your policy brief to the class. Full instructions on Canvas.

Alternative assignments for doctoral students in 8690:

- 1) Response papers, as above (30%)
- 2) Participation in class, as above (20%)
- 3) Research paper on a topic related to gender and welfare (50%) (20-25 pages, full details on Canvas).

Assignment Due Dates:

Feb 17: Selection of state/country and policy(ies) for Policy Design paper by 1PM on Canvas.

March 3: Introduction & Outline of Policy Design paper due by 8AM on Canvas.

(8690 students to submit 1-2 paragraphs on topic and plan for research paper)

March 16: Final Policy Design paper due by Noon, on Canvas.

March 31: Submit place and policies of focus for COVID Policy Brief by 1PM on Canvas.

April 19: Draft COVID Policy Brief due to workshop paper partner(s) by 5PM on Canvas.

(8690 students to submit research paper drafts)

April 27: Flip Grid video pitch by 5PM.

May 4: Final COVID Policy Brief due at Noon on Canvas. Research papers due for those in 8690.

Attendance: It should go without saying that you are expected to attend every class.

Attendance is especially important in small discussion-based classes like this one. We cover a lot of information each week and much of what we learn comes from in class interactions. That said, I do understand that emergencies happen.

Course Readings: The course reading load will range from between 100 and 150 pages a week, generally four to five book chapters or journal articles per week, split into two days. The course materials blend feminist theory with empirical case studies of policy implementation and formulation.

Two required books are available at the university bookstore:

Pierson, Christopher, Francis G. Castles, and Ingela K. Naumann. 2014. *The Welfare State Reader*. Third edition. Cambridge: Polity.

Mettler, Suzanne. 1998. *Dividing Citizens: Gender and Federalism in New Deal Public Policy*. Ithaca: Cornell University Press

All other readings are on library electronic reserve, with direct links on the course Canvas site. You can access our Canvas site through your MyU portal (<http://www.myu.umn.edu>).

Grading: This course uses the Humphrey School grade definitions, which are as follows:

A = superior work

B = satisfactory graduate-level work

C = below Graduate School standards, but worthy of graduate credit

D = unsatisfactory work; no graduate credit

F = fail/no credit given

S = satisfactory (grade of S must be level of C- or above)

N = non-satisfactory/no credit given

Individual assignments will be graded on the following grading scale: A: 100-94 | A- 93-90 | B+ 89-87 | B 86-84 | B- 83-80 | C+ 79-77 | C 76-74 | C- 73-70 | D+ 69-67 | D 66-64 | D- 63-60 | F Below 60

Late Policy: Unless prior arrangements have been made with me, late work will be penalized by a three-point deduction immediately, followed by an additional 3 points for every additional 48 hours late after the due date.

Student Honesty and Academic Integrity: Students are responsible for upholding and maintaining academic and professional honesty and integrity per the Student Conduct Code, available at:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf If you are unsure how to avoid plagiarism, cheating or academic misconduct, please see me and we can talk about ways to avoid these and succeed in this course.

Universal Access: It is important to me that all students are able to participate fully in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or evaluation procedures in order for you to participate fully. The Disability Resource Center <https://disability.umn.edu/> might be a source of support to you. *If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. You can also learn more about the broad range of confidential mental health services available on campus at: <http://www.mentalhealth.umn.edu>.*

COVID Concerns and Policies: If you need specific accommodations related to COVID, please contact the Disability Resource Center. Our classroom will follow [university guidelines](#) with regard to COVID, which currently includes a mask mandate. It is advisable that you remain physically spread out in the room. Should we need to pivot to online format, a Zoom link for the course is available on Canvas. I will do my best to accommodate students that may need greater flexibility during the semester should illness occur, but unfortunately Zoom access to a discussion-based course is technologically very difficult, so will not be offered.

Tennessee Warning Notice Pursuant to MN Department of Administration's Data Practices
Should we need to pivot to an online format: To make this class more accessible to all enrolled students, I may record class lectures and discussions. Since your audio/video may be part of those recordings we are informing you. These recordings will be shared with only the students enrolled in the class during this semester, in accordance with FERPA regulations.

Course Schedule:

I. Conceptual Foundations

Jan 18: Introduction to the Course: Gender, Intersectionality and Social Policy
(No Response Papers Today)

Introduction by Béland et al. In Béland, et. al. eds. 2021. *Oxford Handbook of the Welfare State*. Oxford: Oxford University Press.

Introduction by Shaver In: Shaver, Sheila, ed. 2018. *Handbook on Gender and Social Policy*. Cheltenham and Northampton: Edward Elgar Publishing.
<http://www.elgaronline.com/view/edcoll/9781785367120/9781785367120.xml>.

Jan 20: Classical Approaches and Left/Right Debates
(Start response papers today if you wish)

Marshall, T.H (1950) "Citizenship and Social Class" In *The Welfare State Reader* pp. 28-37.

Titmuss, Richard (1967) "Universalism versus Selection" In *The Welfare State Reader* pp. 38-45.

Offe, Claus (1982) "Some Contradictions of the Modern Welfare State" In *The Welfare State Reader* pp. 60-69.

Meade, Lawrence (1991) "The New Politics of the New Poverty" In *The Welfare State Reader* pp. 89-99.

Jan 25: Feminist Approaches

Pateman, Carole (1989) "The Patriarchal Welfare State" In *The Welfare State Reader* pp. 102-119.

Helga Hernes "The Welfare State and Women Power." In *The Welfare State Reader* pp. 120-128.

Fraser, Nancy. 1994. "After The Family Wage: Gender Equity and the Welfare State." *Political Theory* 22 (4): 591–618. <https://doi.org/10.1177/0090591794022004003>.

Boris, Eileen. 1995. "The Racialized Gendered State: Constructions of Citizenship in the United States." *Social Politics: International Studies in Gender, State & Society* 2 (2): 160–80. <https://doi.org/10.1093/sp/2.2.160>. (COULD MOVE TO A RACE SECTION)

Suggested for further reading (not required):

Fraser, Nancy and Linda Gordon. 1994. "A Genealogy of Dependency: Tracing a Key Word in the US Welfare State." *Signs*. 19(2): 309-336.

Fraser, Nancy. 1997. "From Redistribution to Recognition? Dilemmas of Justice in a 'Postsocialist' Age" In: *Justice Interruptus: Critical Reflections on the "Postsocialist" Condition*. New York: Routledge. Pp. 11-39.

II. Origins of early social policy systems

Jan 27: Traditional Theories

Manow, Philip and Kees van Kersbergen, "Religion and the Welfare State" In *The Welfare State Reader* pp. 151-163.

Korpi, Walter. 1980. "Social Policy and Distributional Conflict in the Capitalist Democracies." *West European Politics* 3: 296–316.

Segura Ubiergo, Alex. 2007. *The Political Economy of the Welfare State in Latin America*. New York: Cambridge University Press. (Ch 2, Pgs. 24-76).

Suggested for further reading (not required):

Piven, Frances Fox and Richard A. Cloward. 1971. *Regulating the Poor: The Functions of Public Welfare*. New York: Vintage Books.

Huber, Evelyne, 1996. "Options for Social Policy in Latin America: Neoliberal Versus Social Democratic Models." In *Welfare States in Transition: National Adaptations in Global Economies*, ed Gøsta Esping-Andersen, 141–191. London, UK: Sage Publications.

Mesa-Lago, Carmelo, 1978. *Social Security in Latin America: Pressure Groups, Stratification, and Inequality*. Pittsburgh, PA: University of Pittsburgh Press.

Kelly, Nathan J. 2005. "Political Choice, Public Policy, and Distributional Outcomes." *American Journal of Political Science* 49 (4): 865–80. <https://doi.org/10.2307/3647702>.

Feb 1: Gender, Maternalism and Early Welfare states: Europe and Latin America

Sonya Michel and Seth Koven, "Womanly Duties: Maternalist Politics and the Origins of the Welfare State in France, Germany, Great Britain and the United States, 1880-1920." *American Historical Review* 95(1990):1076-1108.

Roseblatt, Karin Alejandra. 2001. "Charity, Rights, and Entitlement: Gender, Labor, and Welfare in Early-Twentieth-Century Chile" *Hispanic American Historical Review*. 81(3-4): 555-585.

Feb 3: A Deeper Dive into Gender and Social Policy Histories: The USA

Suzanne Mettler. 1998. *Dividing Citizens: Gender and Federalism in New Deal Public Policy*. Ithaca: Cornell University Press. Preface; Ch1, Ch 2, Ch 4, Ch 5, Ch 9.

Suggested for further reading (not required):

Europe

Bock, Gisela & Pat Thane, eds. 1991. *Maternity and Gender Policies: Women and the Rise of European Welfare States: 1880s-1950s*. London: Routledge.

González, María José, Teresa Jurado and Manuela Naldini. 2000. *Gender Inequalities in Southern Europe: Women, Work and Welfare in the 1990s*. London: Frank Cass.

Koven, Seth and Sonya Michel, eds. 1993. *Mothers of a New World: Maternalist Politics and the Origins of Welfare States*. London: Routledge.

Kimberly Morgan, *Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policies in Western Europe and the United States* (Stanford, CA: Stanford University Press, 2006).

USA

Linda Gordon. 1994. *Pitied but Not Entitled: Single Mothers and the History of Welfare 1890-1935*. New York: The Free Press.

Theda Skocpol. 1992. *Protecting Mothers and Soldiers: The Political Origins of Social Policy in the United States*. Cambridge: The Belknap Press of Harvard University Press.

Mink, Gwendolyn. 1995. *The Wages of Motherhood: Inequality in the Welfare State, 1917-1942*. Ithaca, NY, Ithaca, N.Y.: Cornell University Press.

Latin America

Ehrick, Christine. 2005. *The Shield of the Weak: Feminism and the State in Uruguay, 1903-1933*. Albuquerque: University of New Mexico Press.

Guy, Donna. 2009. *Women Build the Welfare State: Performing Charity and Creating Rights in Argentina, 1880-1955*. Durham, NC: Duke University Press.

Roseblatt, Karin Alejandra. 2000. *Gendered Compromises: Political Cultures & the State in Chile, 1920-1950*. Chapel Hill, NC: University of North Carolina Press.

III. Types of Welfare Regimes

February 8: (Class)ifying European Welfare Regimes

Esping-Andersen, Gøsta. "Three Worlds of Welfare Capitalism" In *The Welfare State Reader* pp. 136-150.

Ferrera, Maurizio. 2021 "The South European Countries," In Béland, et. al. eds. 2021. *Oxford Handbook of the Welfare State*. Oxford: Oxford University Press.

Suggested for further reading (not required):

Chapters 46, 47, and 49 (on Nordic Countries, Continental Europe and English-Speaking Countries) In Béland et. al. eds. 2021. *Oxford Handbook of the Welfare State*. Oxford: Oxford University Press.

February 10 Gendering Welfare Regimes

Lewis, Jane, 1992. "Gender and the Development of Welfare Regimes." *Journal of European Social Policy* 2 (3, August): 159–173.

Daly, Mary. "What Adult Worker Model? A Critical Look at Recent Social Policy Reform in Europe from a Gender and Family Perspective." In *The Welfare State Reader* pp. 348-360.

Mathieu, Sophie. 2016. "From the Defamilialization to the 'Demotherization' of Care Work." *Social Politics: International Studies in Gender, State & Society* 23 (4): 576–91.

<https://doi.org/10.1093/sp/jxw006>.

Suggested for further reading (not required):

Wright, Erik Olin, Janet C. Gornick, and Marcia Meyers. 2009. *Gender Equality: Transforming Family Divisions of Labor*. Real Utopias Project (Series) ; v. 6. London ; New York: Verso.

Korpi, Walter. 2000. "Faces of Inequality: Gender, Class, and Patterns of Inequalities in Different Types of Welfare States." *Social Politics: International Studies in Gender, State & Society* 7 (2): 127–91. <https://doi.org/10.1093/sp/7.2.127>.

Leitner, Sigrid. 2003. "Varieties of Familialism: The Caring Function of the Family in Comparative Perspective." *European Societies* 5 (4): 353–75.

Lewis, Jane. 2001. "The Decline of the Male Breadwinner Model: Implications for Work and Care." *Social Politics: International Studies in Gender, State & Society* 8 (2): 152–69. <https://doi.org/10.1093/sp/8.2.152>.

Orloff, Ann Shola. 1993. "Gender and the Social Rights of Citizenship: The Comparative Analysis of Gender Relations and Welfare States." *American Sociological Review* 58 (3): 303. <https://doi.org/10.2307/2095903>.

O'Connor, Julia S, Ann Shola Orloff, and Sheila Shaver. 1999. *States, Markets, Families: Gender, Liberalism, and Social Policy in Australia, Canada, Great Britain, and the United States*. Cambridge, U.K. ; New York: Cambridge University Press.

Sainsbury, Diane. 1996. *Gender, Equality, and Welfare States*. Cambridge ; New York: Cambridge University Press.

Saxonberg, Steven. 2013. "From Defamilialization to Degenderization: Toward a New Welfare Typology1." *Social Policy & Administration* 47 (1): 26–49. <https://doi.org/10.1111/j.1467-9515.2012.00836.x>.

February 15: Global South Welfare Regimes

Gough, Ian and Geof Wood, 2004. *Insecurity and Welfare Regimes in Asia, Africa and Latin America*. Cambridge: Cambridge University Press, Chapter 1 (pp. 15-48 by Gough) and Ch 4 (pp. 121-168 by Barrientos)

Razavi, Shahra, and Silke Staab. 2018. "Rethinking Social Policy: A Gender Perspective from the Developing World." *Handbook on Gender and Social Policy*, <http://www.elgaronline.com/view/edcoll/9781785367120/9781785367120.00010.xml>.

Suggested for further reading (not required):

Hassim, Shireen. 2008. "Global Constraints on Gender Equality in Care Work", *Politics & Society* 36: 388-403.

Martínez Franzoni, Juliana. 2008. "Welfare Regimes in Latin America: Capturing Constellations of Markets, Families, and Policies." *Latin American Politics & Society* 50 (2): 67–100.

Blofield, Merike, and Juliana Martínez Franzoni. 2015. "Maternalism, Co-Responsibility, and Social Equity: A Typology of Work–Family Policies." *Social Politics: International Studies in Gender, State and Society* 22 (1): 38–59.

IV. What Policies Work Best? Work-Family Policies

February 17: Family Policy: Women in the Labor Force

Choose the state/country and policy(ies) upon which you plan to focus your work-family policy design paper. Submit on Canvas.

Collins, Caitlyn. 2019. "Sweden: 'It Is Easy in Sweden to Work and Have Kids.'" In *Making Motherhood Work*, 27–68. How Women Manage Careers and Caregiving. Princeton University Press. <https://doi.org/10.2307/j.ctvc7730x.6>.

Ferragina, Emanuele. 2019. "Does Family Policy Influence Women's Employment?: Reviewing the Evidence in the Field." *Political Studies Review* 17 (1): 65–80. <https://doi.org/10.1177/1478929917736438>.

Kaufman, Gayle, and Anna-Lena Almqvist. 2017. "The Role of Partners and Workplaces in British and Swedish Men's Parental Leave Decisions." *Men and Masculinities* 20 (5): 533–51. <https://doi.org/10.1177/1097184X17727570>.

Suggested for further reading (not required)

Aisenbrey, S., M. Evertsson, and D. Grunow. 2009. "Is There a Career Penalty for Mothers' Time Out? A Comparison of Germany, Sweden and the United States." *Social Forces* 88 (2): 573–605. <https://doi.org/10.1353/sof.0.0252>.

Boeckmann, I., J. Misra, and M. J. Budig. 2015. "Cultural and Institutional Factors Shaping Mothers' Employment and Working Hours in Postindustrial Countries." *Social Forces* 93 (4): 1301–33. <https://doi.org/10.1093/sf/sou119>.

Daly, Mary. 2020. "Children and Their Rights and Entitlements in EU Welfare States." *Journal of Social Policy* 49 (2): 343–60. <https://doi.org/10.1017/S0047279419000370>.

Daly, Mary, and Emanuele Ferragina. 2018. "Family Policy in High-Income Countries: Five Decades of Development." *Journal of European Social Policy* 28 (3): 255–70. <https://doi.org/10.1177/0958928717735060>.

Dobrotić, Ivana, and Sonja Blum. 2020. "Inclusiveness of Parental-Learn Benefits in Twenty-One European Countries: Measuring Social and Gender Inequalities in Leave Eligibility." *Social Politics: International Studies in Gender, State & Society* 27 (3): 588–614. <https://doi.org/10.1093/sp/jxz023>.

Duvander, Ann-Zofie. 2014. "How Long Should Parental Leave Be? Attitudes to Gender Equality, Family, and Work as Determinants of Women's and Men's Parental Leave in Sweden." *Journal of Family Issues* 35 (7): 909–26. <https://doi.org/10.1177/0192513X14522242>.

Erhel, Christine, and Mathilde Guergoat-Larivière. 2013. "Labor Market Regimes, Family Policies, and Women's Behavior in the EU." *Feminist Economics* 19 (4): 76–109. <https://doi.org/10.1080/13545701.2013.842649>.

Misra, Joya, Michelle Budig, and Irene Boeckmann. 2011. "Work-Family Policies and the Effects of Children on Women's Employment Hours and Wages." *Community, Work & Family* 14 (2): 139–57. <https://doi.org/10.1080/13668803.2011.571396>.

Morgan, Kimberly J. 2005. "The 'Production' of Child Care: How Labor Markets Shape Social Policy and Vice Versa." *Social Politics: International Studies in Gender, State & Society* 12 (2): 243–63. <https://doi.org/10.1093/sp/jxi013>.

Moss, Peter, and Fred Deven. 2019. "Leave Policies in Europe: Current Policies, Future Directions." *International Journal of Sociology and Social Policy* 40 (5/6): 429–40. <https://doi.org/10.1108/IJSSP-04-2019-0063>.

Nieuwenhuis, Rense, Ariana Need, and Henk Van der Kolk. 2017. "Is There Such a Thing as Too Long Childcare Leave?" *International Journal of Sociology and Social Policy* 37 (1/2): 2–15. <https://doi.org/10.1108/IJSSP-07-2015-0074>.

Palme, Joakim, and Maria Heimer. 2021. "A Taxonomy of Child Policies: Conceptualizing the Missing Step in Defamilization of Social Policy." *Social Politics: International Studies in Gender, State & Society* 28 (2): 405–27. <https://doi.org/10.1093/sp/jxz016>.

Pettit, Becky, and Jennifer Lynn Hook. 2009. *Gendered Tradeoffs: Family, Social Policy, and Economic Inequality in Twenty-One Countries*. New York: Russell Sage Foundation.

Thévenon, Olivier. 2016. "Do 'Institutional Complementarities' Foster Female Labour Force Participation?1." *Journal of Institutional Economics* 12 (2): 471–97. <https://doi.org/10.1017/S1744137415000399>.

February 22: Family Policy: Men and Work

Altintas, Evrim, and Oriel Sullivan. 2017. "Trends in Fathers' Contribution to Housework and Childcare under Different Welfare Policy Regimes." *Social Politics: International Studies in Gender, State & Society* 24 (1): 81–108. <https://doi.org/10.1093/sp/jxw007>.

Cha, Youngjoo. 2010. "Reinforcing Separate Spheres: The Effect of Spousal Overwork on Men's and Women's Employment in Dual-Earner Households." *American Sociological Review* 75 (2): 303–29.

Suggested for further reading (not required)

Cha, Youngjoo. 2013. "Overwork and the Persistence of Gender Segregation in Occupations." *Gender and Society* 27 (2): 158–84.

Cortes, Patricia, and Jessica Pan. 2017. "Cross-Country Evidence on the Relationship between Overwork and Skilled Women's Job Choices." *The American Economic Review* 107 (5): 105–9.

Hook, Jennifer L. 2010. "Gender Inequality in the Welfare State: Sex Segregation in Housework, 1965–2003." *American Journal of Sociology* 115 (5): 1480–1523.
<https://doi.org/10.1086/651384>.

Thébaud, Sarah. 2010. "Masculinity, Bargaining, and Breadwinning: Understanding Men's Housework in the Cultural Context of Paid Work." *Gender and Society* 24 (3): 330–54.

February 24: Family Policy in the United States

Collins, Caitlyn. 2019. "The United States: 'We Can't Figure Out How to Do It All at the Same Time.'" In *Making Motherhood Work, 196–245*. How Women Manage Careers and Caregiving. Princeton University Press. <https://doi.org/10.2307/j.ctvc7730x.10>.

Ramanathan, Kumar. 2021. "From Civil Rights to Social Policy: The Political Development of Family and Medical Leave Policy." *Studies in American Political Development* 35 (2): 173–93.
<https://doi.org/10.1017/S0898588X21000018>.

Williamson, Sarah, and Matthew Carnes. 2013. "Partisanship, Christianity, and Women in the Legislature: Determinants of Parental Leave Policy in U.S. States." *Social Science Quarterly* 94 (4): 1084–1101. <https://doi.org/10.1111/j.1540-6237.2012.00882.x>.

March 1: Family Policy in Latin America

Hawley, Marisa, and Matthew E. Carnes. 2021. "Explaining New Patterns in Family Leave Policies in Latin America: Competing Visions and Facilitating Institutions." *Latin American Politics and Society* 63 (2): 100–121. <https://doi.org/10.1017/lap.2021.7>.

Filgueira, Fernando, and Juliana Martínez Franzoni. 2019. "Growth to Limits of Female Labor Participation in Latin America's Unequal Care Regime." *Social Politics: International Studies in Gender, State & Society* 26 (2): 245–75. <https://doi.org/10.1093/sp/jxz015>.

Suggested for further reading (not required)

Blofield, Merike and Michael Touchton. 2020. "Moving Away from Maternalism? The Politics of Parental Leave Reforms in Latin America" *Comparative Politics* 53(1) 1-24.

Pérez-Hernández, Cándido, and Anna Escobedo. 2019. "Mexico: Leave Policy, Co-Responsibility in Childcare and Informal Employment." In *Parental Leave and Beyond*, edited by Peter Moss, Ann-Zofie Duvander, and Alison Koslowski, 1st ed., 129–46. Bristol ; Chicago, IL: Bristol University Press. <https://doi.org/10.2307/j.ctvfrxng.14>.

Martinez Franzoni, Juliana, and Diego Sanchez-Aconchea. 2019. "Overcoming Segmentation in Social Policy? Comparing New Early Education and Childcare Efforts in Costa Rica and Uruguay." *Bulletin of Latin American Research* 38 (4): 423–37. <https://doi.org/10.1111/blar.12850>.

Staab, Silke. 2010. "Social Investment Policies in Chile and Latin America: Towards Equal Opportunities for Women and Children?" *Journal of Social Policy* 39 (October): 607–26. <https://doi.org/10.1017/S0047279410000243>.

March 3: Innovations in Work Family Policy

No response papers today please. But do read the article for today. Introduction and outline of Work-Family Policy Design paper due on Canvas by 8AM. Be prepared to discuss in class.

Merla, Laura, and Fred Deven. 2021. "The Time Credit System:" In *Parental Leave and Beyond: Recent International Developments, Current Issues and Future Directions*, edited by Peter Moss, Ann-Zofie Duvander, and Alison Koslowski, 17. Bristol ; Chicago, IL: Bristol University Press and Policy Press.

SPRING BREAK – MARCH 8 and 10 No Class

V. What Policies Work Best? Gender, Poverty and Inequality

March 15: Cross National Variation in Poverty and Inequality, OECD and USA

Misra, Joya, Stephanie Moller, Eiko Strader, and Elizabeth Wemlinger. 2012. "Family Policies, Employment and Poverty among Partnered and Single Mothers." *Research in Social Stratification and Mobility, Inequality across the Globe*, 30 (1): 113–28. <https://doi.org/10.1016/j.rssm.2011.12.001>.

Orloff, Ann Shola. 2002. "Explaining US Welfare Reform: Power, Gender, Race and the US Policy Legacy." *Critical Social Policy* 22 (1): 96–118. <https://doi.org/10.1177/02610183020220010801>.

Suggested for further reading (not required)

Collins, Jane Lou, and Victoria Mayer. 2010. *Both Hands Tied: Welfare Reform and the Race to the Bottom in the Low-Wage Labor Market*. Chicago: The University of Chicago Press.

Hancock, Ange-Marie. 2004. *The Politics of Disgust: The Public Identity of the Welfare Queen*. New York: University Press.

Moller, Stephanie, and Joya Misra. 2013. "Inequality." In *Oxford Handbook of U.S. Social Policy*, Edited by Daniel Béland, Kimberly J. Morgan, and Christopher Howard. Vol. 1. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199838509.013.014>.

Policy Design papers due tomorrow, Wednesday March 16 by noon.

March 17: The Promise of Universal Basic Income?

Koslowski, Alison, and Ann-Zofie Duvander. 2018. "Basic Income: The Potential for Gendered Empowerment?" *Social Inclusion* 6 (4): 8–15.

Gonalons-Pons, Pilar, and David Calnitsky. 2021. "Exit, Voice and Loyalty in the Family: Findings from a Basic Income Experiment." *Socio-Economic Review*, January, mwaa050. <https://doi.org/10.1093/ser/mwaa050>.

March 22 Cash Transfers in Brazil

Sugiyama, Natasha Borges, and Wendy Hunter. 2020. "Do Conditional Cash Transfers Empower Women? Insights from Brazil's Bolsa Família." *Latin American Politics and Society* 62 (2): 53–74. <https://doi.org/10.1017/lap.2019.60>.

Delgado, Josimara, and Márcia Tavares. 2020. "The Bolsa Família Program in Bahia: Intersections of Class, Gender, Race, and Generation." In *Women, Gender, and Conditional Cash Transfers*. New York: Routledge.

Suggested for further reading (not required)

Holland, Alisha C., and Ben Ross Schneider. 2017. "Easy and Hard Redistribution: The Political Economy of Welfare States in Latin America." *Perspectives on Politics* 15 (4): 988–1006. <https://doi.org/10.1017/S1537592717002122>.

Arza, Camila, and Juliana Martínez Franzoni. 2018. "A Long Decade of Gendering Social Policy in Latin America: Transformative Steps and Inequality Traps." *Handbook on Gender and Social Policy*, September. <http://www.elgaronline.com/view/edcoll/9781785367120/9781785367120.00031.xml>.

March 24: Guaranteed Income in the USA: Stockton and St Paul

West, Stacia, Amy Castro Baker, Sukhi Samra, and Erin Coltrera. 2021. "Preliminary Analysis: SEED's First Year." Stockton, ACA: stocktondemonstration.org.

https://static1.squarespace.com/static/6039d612b17d055cac14070f/t/6050294a1212aa40fdaf773a/1615866187890/SEED_Preliminary+Analysis-SEEDs+First+Year_Final+Report_Individual+Pages+.pdf

Watch on YouTube: Webinar with St. Paul Mayor Melvin Carter: "Can Guaranteed Income Advance Gender Equity?" <https://www.youtube.com/watch?v=GzLACFOX99E&feature=youtu.be>

March 29: Gender and Pension Policies

Herd, Pamela. 2005. "Reforming a Breadwinner Welfare State: Gender, Race, Class, and Social Security Reform*." *Social Forces* 83 (4): 1365–93. <https://doi.org/10.1353/sof.2005.0067>.

Arza, Camila. 2017. "Non-Contributory Benefits, Pension Re-Reforms and the Social Protection of Older Women in Latin America." *Social Policy and Society* 16 (3): 361–75.

<https://doi.org/10.1017/S1474746416000208>.

Suggested for further reading (not required)

Karl Hinrichs and Julia F. Lynch. 2021. "Old-Age Pensions" In Béland, et. al. eds. 2021. *Oxford Handbook of the Welfare State*. Oxford: Oxford University Press. (gives a general overview and current challenges)

Arza, Camila. 2015. *The Gender Dimensions of Pension Systems: Policies and Constraints for the Protection of Older Women*. United Nations.

<https://doi.org/10.18356/31959a6d-en>.

Dion, Michelle L. 2008. [Pension Reform and Gender Inequality](#), In *Lessons from Pension Reform in the Americas*, Stephen Kay and Tapen Sinha, eds. Oxford University Press/

VI. Current Social Policy Challenges

March 31: COVID 19 and Women's Labor

Submit place and policies of focus for COVID Policy Brief on CANVAS by 1PM today.

Bariola, Nino, and Caitlyn Collins. 2021. "The Gendered Politics of Pandemic Relief: Labor and Family Policies in Denmark, Germany, and the United States During COVID-19." *American Behavioral Scientist* 65 (12): 1671–97. <https://doi.org/10.1177/00027642211003140>.

Cook, Rose, and Damian Grimshaw. 2021. "A Gendered Lens on COVID-19 Employment and Social Policies in Europe." *European Societies* 23 (sup1): S215–27.

<https://doi.org/10.1080/14616696.2020.1822538>.

April 5: COVID 19 and Childcare

Sevilla, Almudena, and Sarah Smith. 2020. "Baby Steps: The Gender Division of Childcare during the COVID-19 Pandemic." *Oxford Review of Economic Policy* 36 (Supplement_1): S169–86. <https://doi.org/10.1093/oxrep/graa027>.

Zamarro, Gema, and María J. Prados. 2021. "Gender Differences in Couples' Division of Childcare, Work and Mental Health during COVID-19." *Review of Economics of the Household* 19 (1): 11–40. <https://doi.org/10.1007/s11150-020-09534-7>.

April 7: NO CLASS TODAY

Asynchronous time to work on COVID Policy Brief

April 12: COVID in Latin America

CARE, and UN Women. 2020. "Latin America and the Caribbean Rapid Gender Analysis for COVID-19." New York: CARE, UN Women. <https://reliefweb.int/report/brazil/latin-america-and-caribbean-rapid-gender-analysis-covid-19>.

April 14: Moving beyond Gender Binaries?

Ferree, Myra Marx. 2021. "Democracy and Demography: Intersectional Dimensions of German Politics." *Social Politics: International Studies in Gender, State & Society* 28 (3): 532–55. <https://doi.org/10.1093/sp/jxab016>.

Monro, Surya, and Janneke Van Der Ros. 2018. "Trans* and Gender Variant Citizenship and the State in Norway." *Critical Social Policy* 38 (1): 57–78. <https://doi.org/10.1177/0261018317733084>.

APRIL 19: Falling Birth Rates

Draft COVID Policy Brief due to workshop paper partner(s) by 5PM today

McDonald, Peter. "Very Low Fertility: Consequences, Causes and Policy Approaches." In *The Welfare State Reader*, pp. 244-253.

Goldscheider, Frances, Eva Bernhardt, and Trude Lappegård. 2015. "The Gender Revolution: A Framework for Understanding Changing Family and Demographic Behavior." *Population and Development Review* 41 (2): 207–39. <https://doi.org/10.1111/j.1728-4457.2015.00045.x>.

Cohen, Philip N. 2021. "Hard Times and Falling Fertility in the United States." SocArXiv.
<https://doi.org/10.31235/osf.io/pjf3n>.

Suggested for further reading (not required)

Brinton, Mary C., Xiana Bueno, Livia Oláh, and Merete Hellum. 2018. "Postindustrial Fertility Ideals, Intentions, and Gender Inequality: A Comparative Qualitative Analysis." *Population and Development Review* 44 (2): 281–309.
<https://doi.org/10.1111/padr.12128>.

Esping-Andersen, Gøsta, and Francesco C. Billari. 2015. "Re-Theorizing Family Demographics." *Population and Development Review* 41 (1): 1–31.
<https://doi.org/10.1111/j.1728-4457.2015.00024.x>.

Bagavos, Christos. 2019. "On the Multifaceted Impact of Migration on the Fertility of Receiving Countries: Methodological Insights and Contemporary Evidence for Europe, the United States, and Australia." *Demographic Research* 41: 1–36.

Sánchez-Barricarte, Jesús J. 2017. "The Long-Term Determinants of Marital Fertility in the Developed World (19th and 20th Centuries): The Role of Welfare Policies." *Demographic Research* 36 (April): 1255–98.
<https://doi.org/10.4054/DemRes.2017.36.42>.

April 21: Workshopping of COVID Policy Briefs In class today

April 26: Challenges of Migration

Schierup, Carl and Stephen Castles. "Migration and Minorities in Welfare States." In *The Welfare State Reader* pp. 254-272.

Keskinen, Suvi. 2017. "Securitized Intimacies, Welfare State and the 'Other' Family." *Social Politics: International Studies in Gender, State & Society* 24 (2): 154–77.
<https://doi.org/10.1093/sp/jxx002>.

Flip Grid Videos Due Wednesday, April 27 by 5PM.

April 28: Video Presentations in Class today

Final COVID Policy Brief due Wednesday, May 4th at Noon.