

UNDERGRADUATE COURSE SYLLABUS

A Family Perspective in Policymaking

Human Development and Family Studies 230-535

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 how 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 what roles professionals can play in building family policies that support families across the life cycle.
- Explore how these roles can be implemented using either an educational or advocacy approach.
- Think critically and improve their ability to develop and express clear logical arguments to policymakers, practitioners and the public.

REQUIRED TEXTS

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 DC: The Family Impact Seminar. Also available through the Policy Institute for Family Impact Seminars Web site or by calling (608) 263-2353.

These texts are available at University Book Store and the Underground Textbook Exchange.

Additional readings for each week have been assembled in a reading packet available at the L & S copying center in 6120 Social Science Building. The hours are 7:45 to 4:10. The bibliography of the required readings for the course is attached to this syllabus.

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 (10 points)** - Regular class attendance and participation is expected. Each week students are assigned readings from the text 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. Views of a Controversial Family Policy (45 points)** - Prepare a typed 5- to 8-page paper on a policy issue of your choice. Summarize how this issue would be viewed from the concerned, sanguine, and impatient views as discussed in Chapter 9 of the Bogenschneider (2006) text. For this assignment, use only the readings from the class. Contrast the concerned, sanguine, and impatient perspectives of recent changes that have occurred in the family. For each view, summarize:
 - their view of the issue that you select (10 points),
 - their policy agenda on this issue (10 points), and
 - the values that underlie their argument on your issue (10 points).

Using the theory of paradox, explain how each view can contribute to our understanding of or response to your issue. (15 points)

- 3. Analysis of a Current Family Policy (20 points)** - Students are expected to keep up-to-date on current family 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)
- Critical assessment of the article indicating how much confidence you can have in its accuracy and objectivity (5 points)
- Policy implications for families (5 points)
- Your own reaction based upon class readings and, when appropriate, your personal experiences or values (5 points)

This assignment should be written in journalistic style. It can be revised and resubmitted to raise the grade. You have a choice of when to submit this assignment—Class 15, 16, 17, 18, or 19.

- 4. Letter to the Editor or Government Official (15 points)** - Write a 200-word letter to the editor or a government official expressing your view on a current family policy issue you analyzed for Assignment 3 or another issue of your choice. This assignment must be written in journalistic style and can be revised and resubmitted before mailing. If a letter to the editor is published, 5 points of extra credit will be assigned.
- 5. Case Study of Family Impact Analysis (30 points)** - Write a 5- to 6-page analysis of one of the case studies (selections will be made in class) in the Ooms and Preister text using the following format. This assignment must be submitted by Class 21; **no late assignments accepted**. Use the family impact checklist in Appendix A of the Bogenschneider (2006) text.

Use the following format:

- Using the family impact principles, what are the supportive effects of the policy or program? What are the undermining or nonsupportive effects? List each principle and indicate if the principle is supported, nonsupported, or not relevant for the issue. Under each principle, use only those questions that seem appropriate for your case study. (10 points)
- Are there beneficial effects that might have been overlooked without family impact analysis? Are there harmful effects that a family impact analysis could help avoid? Summarize the conclusions of your analysis. (10 points)
- How well was the particular case study done? Are there family impact principles that the writer overlooked? Point out specifically the strengths and shortcomings of the analysis. (10 points)

- 6. Report on Policy Meetings (45 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 a 5-minute report in Class 25, 26, 27, 28, or 29 (15 points). A one-paragraph summary of the two policy meetings you plan to attend is due in Class 6. 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.

- 7. Exam (35 points)** - The questions for the final exam will be drawn from the discussion questions used throughout the semester. The final exam is scheduled for Friday, May 28, at 10 a.m.

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 Web 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 some points will also be given for how it is said (e.g., grammar, clarity, and consistency with 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 in Table 1 (below).

Table 1. Course Assignment Summary

Points	Assignment	Due Date
10	Class Participation	
	Paragraph on the Two Policy Meetings You Will Attend	Class 6
45	Views of a Controversial Family Policy	Class 13
20	Analysis of a Current Family Policy Issue	Class 15, 16, 17, 18, or 19
	Select Case Study for Family Impact Analysis	Class 18
15	Letter to the Editor or Government Official	Class 15, 16, 17, 18, or 19
30	Case Study of Family Impact Analysis	Class 21
45	Report on Policy Meetings	Class 25, 26, 27, 28, or 29
35	Final Exam	Assigned time during exam period.
200	Total Points	

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

CLASS 1: 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?

Class Activity

- How Demographic Changes in Families Affect One's Political Views: Three Thought Experiments for Introducing Family Policy

CLASS 2: WHY IS THERE A FAMILY VOID IN POLICYMAKING? WHY IS FAMILY POLICY SO CONTROVERSIAL?

All my life in politics, I have striven to make the necessary working compromise between the ideal and the practical.

- Theodore Roosevelt, Letter to his son,
Kermit, January 17, 1915

Guiding Questions

- How much attention have families received in policymaking?
- How would you explain the family void in policymaking?
- Why has family policy been so controversial and difficult to move forward?

Class Activity

- Why Family Policy is so Controversial and Difficult to Move Forward

Class Readings

Chapter 1 in Text: Bogenschneider, K. (2006). Do we need a family perspective in policymaking? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 3-14). Mahwah, NJ: Erlbaum.

Section 2

THE RATIONALE FOR FAMILY POLICY

CLASS 3: WHAT IS FAMILY POLICY? IS IT FOCUSED MORE ON INDIVIDUALS OR FAMILIES?

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?
- In what ways have professionals contributed to the lack of family-sensitive policies and programs?
- Does it matter if we focus too much on individualism? Is too much familism possible?

Class Readings

Chapter 2 in Text: Bogenschneider, K. (2006). Do we need a family perspective in policymaking? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 15-28). Mahwah, NJ: Erlbaum.

Class Activity

- What is a Family and What is Family Policy?

CLASS 4: WOULD POLICIES BE MORE EFFECTIVE IF THEY FOCUSED ON FAMILIES?

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

- Bellah, 1990, p. 228

Guiding Questions

- What qualities does a family impact perspective bring to policymaking?
- What evidence exists regarding whether policies and programs can strengthen families?

Class Readings

Chapter 3 in 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 in 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.

Section 3

THE CONDITION OF AMERICAN FAMILIES

Historical and Contemporary Perspectives

...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

CLASS 5: THE HISTORY OF FAMILY POLICY—THE WAY WE WERE AND THE WAY WE ARE

Those who cannot remember the past are condemned to repeat it.

- George Santayana (1863-1952)

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?

Class Readings

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

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.

Bogenschneider, K., Kaplan, T., & Morgan, K. (Eds.) (1993). *Single parenthood and children's well-being*. (Wisconsin Family Impact Seminar Briefing Report No. 2) University of Wisconsin-Madison: Center for Excellence in Family Studies. (Also available at <http://familyimpactseminars.org/fis02toc.htm>)

Class Activity

- Identifying the Trade-offs Policymakers Face

CLASS 6: HOW ARE FAMILIES SIMILAR AND DIFFERENT THAN IN THE PAST?

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

- Edmund Burke

Guiding Questions

- 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 than any other decade as the best time for children to grow up? What aspects of life in the '50s could or should be reinstated?
- Should children or families be the primary unit of analysis?

Class Readings

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.

Class Activity

- How Much Have Families Changed in Your Lifetime?

Assignments

- Paragraph is due indicating the two policy meetings that you will attend. You may not be able to identify a specific legislative hearing, but you should be able to specifically identify one policy meeting.

CLASS 7: ARE FAMILIES A LEGITIMATE FOCUS OF POLICYMAKING?

Our society can never be stronger than the children we raise or the families in which we raise them.

- Office of the Press Secretary (1997)

Guiding Questions

- What evidence exists regarding whether families are a legitimate focus of policymaking?
- Would a family focus in policymaking result in more or less government?

Class Readings

Chapter 5 in Text: Bogenschneider, K. (2006). Are family issues a legitimate focus of policymaking? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 53-64). Mahwah, NJ: Erlbaum.

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.

CLASS 8: WHY SHOULD WE BE CONCERNED ABOUT FAMILY CHANGE?

*Ah! What would the world be to us,
If the children were no more?
We should dread the desert behind us,
Worse than the dark before.*

- Henry Wadsworth Longfellow

Guiding Questions

- What are the dimensions and consequences of changes in the family during the past quarter century?
- What evidence does the concerned camp cite about why we should be concerned about families? What alternatives for social action does this camp propose?

Class Readings

McLanahan, S., & Sandefur, G. (1994). *Growing up with a single parent: What hurts, what helps* (pp. 1-18). Cambridge, MA: Harvard University Press.

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.

Class Activity

- Which Country is This: The Influence of Values in Family Policy

CLASS 9: WHY SHOULD WE BE SANGUINE ABOUT FAMILY CHANGE?

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 alternatives for social action does the camp propose?

Class Readings

Schroeder, P. (1984). Changing life cycles: Homemaking and the displaced housewife. *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.

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

Class Activity

- How Family-Friendly is the National Organization for Women?

CLASS 10: SHOULD WE BE IMPATIENT WITH THE FAMILY CHANGES THAT HAVE OCCURRED?

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 values underlie the impatient view of family change?
- Would the impatient view these values as stable or in flux?

Class Readings

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*, 4(1), 50-65.

Class Activity

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

CLASS 11: HOW CAN WE OVERCOME THE CONTROVERSY AND MOVE FAMILY POLICY FORWARD?

A national family agenda is “neither liberal nor conservative... the core issues facing the American family...will fit the strategic need of either party. Thus, it is twice blessed, good policy and good politics.”

- Blankenhorn, 1998a, p. 2

Guiding Questions

- What theoretical perspectives exist to help overcome the polarization that often stymies the development of family policy?

Class Readings

Chapter 9 in 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.

Class Activity

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

CLASS 12: WHAT CAN WE LEARN FROM PAST U.S. SUCCESSES TO GUIDE FAMILY POLICY INTO THE FUTURE?

Those who don't remember the past are condemned to repeat the eleventh grade.

- James W. Loewen

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 approaches exist for moving family policy forward?

Class Readings

Chapter 10 in 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.

Chapter 11 in 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.

Section 4

THE ROLE OF PROFESSIONALS IN FAMILY POLICY DEVELOPMENT

CLASS 13: HOW CAN PROFESSIONALS GET INVOLVED IN PUBLIC POLICY— ADVOCACY OR EDUCATION?

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

- Johann Wolfgang von Goethe

Guest Lectures

- “How Educators Can Influence State Policy” by Richard Barrows, Associate Dean, College of Agricultural and Life Sciences, UW-Madison
- “How to Represent the University to Policymakers” by Mark Lederer, former legislative liason, University of Wisconsin-Extension

Guiding Questions

- Which approach is best for getting involved in policy: advocacy or education?
- Should policy decisions be turned over to experts?

Class Readings

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

Assignments

- Views of controversial family policy due

CLASS 14: THE ADVOCACY APPROACH

The intent of the advocate is “*self-consciously to shape and influence the debate in line with a preconceived set of ideas or principles rather than simply pursue research questions in whatever directions they may lead.*”

- J. Smith, 1991, p. 206

Guest Lectures

- “How Lobbyists Influence State Policy,” by Roger Cliff, Lobbyist for the Wisconsin Farm Bureau

Guiding Questions

- Is the education model a passive approach?
- Is the education model a politically neutral act?
- What is the process whereby bills become law?

Class Readings

Chapter 13 in 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 15: THE ADVOCACY APPROACH (CONTINUED)

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

Guiding Questions

- What roles can the professional play in building family policy?
- What is the role of the professional in implementation?

Class Readings

Chapter 12 in 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. 177-178, 183-187). Mahwah, NJ: Erlbaum.

Class Activity

- Case Studies of Advocacy (e.g., The Special Morning Milk Budget Amendment and Wisconsin’s Learnfare Program)

Assignments

- One due date for analysis of current policy issue and/or letter to the editor or government official

CLASS 16: ROLES PROFESSIONALS CAN PLAY IN BUILDING FAMILY POLICY —RESEARCH AND EVALUATION

The good we secure for ourselves is precarious and uncertain until it is secured for all and incorporated into our common life.

- Jane Addams

Guiding Questions

- What is the role of the professional in research and evaluation?
- What are the limitations of data analysis for answering policymakers' questions?
- How useful is research in setting national policy priorities?

Class Readings

- Chapter 12 in 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. 178-183, 187-193). Mahwah, NJ: Erlbaum.
- 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.

Class Activity

- Case studies of evaluations like Wisconsin's Learnfare Program

Assignments

- One due date for analysis of current policy issue and/or letter to the editor or government official

CLASS 17: ROLES PROFESSIONALS CAN PLAY IN BUILDING FAMILY POLICY —INTEGRATION, DISSEMINATION, AND TEACHING

If the methods of social science were utilized, we could develop more scientific lawmaking. Legislatures could operate like laboratories with laws enacted as a “series of exhaustive experiments.”

- Lester Ward, 1893 (cited in Smith, 1991)

The place of [experts] was “advisors to the leaders”...and politicians were free to use or reject that advice as they saw fit. “They were leaders”...[and] “I was an intellectual.”

- John Commons, 1934 (cited in Smith, 1991)

Guiding Questions

- What is the role of the professional in integration, dissemination, and teaching?
- What lessons have the organizers learned about working with state policymakers through the Wisconsin Family Impact Seminars? What implications do these lessons have for theory and practice?

Class Readings

Chapter 12 in 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. 193-201, 208-212). Mahwah, NJ: Erlbaum.

Chapter 14 in 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.

Assignments

- One due date for analysis of current policy issue and/or letter to the editor or government official

CLASS 18: COMMUNICATING RESEARCH TO POLICYMAKERS

We are well past the time when it is possible to argue that good research will, because it is good, influence the policy process.

- Ray Rist (1994, p. 596)

Guiding Questions

- Why do reports have to be written differently for policymakers?
- How can reports be written to be more useful to policymakers?

Class Readings

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

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.

Class Activity

- Communicating Effectively With Policymakers: Secrets for Success

Assignments

- Select case study for family impact analysis
- One due date for analysis of current policy issue and/or letter to the editor or government official

CLASS 19: ROLES PROFESSIONALS CAN PLAY IN BUILDING FAMILY POLICY —FAMILY IMPACT ANALYSIS

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

- Bellah, 1990, p. 228

Guiding Questions

- What is the role of the professional in family impact analysis?
- How does family impact analysis differ from program evaluation?
- Why might an agency conduct a family impact analysis?

Class Readings

Text: Ooms, T., & Preister, S. (Eds.) (1988). *A strategy for strengthening families: Using family criteria in policymaking and program evaluation* (pp. 5-15). Washington, DC: The Family Impact Seminar.

Chapter 12 in 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

- Last due date for analysis of current policy issue and/or letter to the editor or government official

CLASS 20: ROLES PROFESSIONALS CAN PLAY IN BUILDING FAMILY POLICY—FAMILY IMPACT ANALYSES (CONTINUED)

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

- John Bowlby

Guiding Questions

- Can families be expected to be totally self-sufficient in performing their responsibilities?
- What public and private institutions help families carry out their functions?

Class Readings

Text: Ooms, T., & Preister, S. (Eds.) (1988). *A strategy for strengthening families: Using family criteria in policymaking and program evaluation* (pp. 16-22, 33-44). Washington, DC: The Family Impact Seminar.

Examples of Family Impact Analyses are available at <http://www.uwex.edu/ces/familyimpact/analyses.htm>

CLASS 21: ROLES PROFESSIONALS CAN PLAY IN BUILDING FAMILY POLICY —UNIVERSITY AND CITIZEN ENGAGEMENT

If the world were merely seductive, that would be easy. If it were merely challenging, that would be no problem. But I rise in the morning torn between a desire to improve (or save) the world and a desire to enjoy (or savor) the world. This makes it hard to plan the day.

- E.B. White

Guiding Questions

- Why should universities be involved in family policymaking?
- What contemporary examples exist of individualism in the United States?

Class Readings

- Chapter 12 in 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. 212-218, 218-224). Mahwah, NJ: Erlbaum.
- 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

- Case study of family impact analysis due

CLASS 22: ROLES PROFESSIONALS CAN PLAY IN BUILDING FAMILY POLICY —CITIZEN ENGAGEMENT

If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality.

- Bishop Desmond Tutu

Guiding Questions

- How does public problem solving differ from advocacy?
- What does it take for community approaches to be successful?
- How can we promote government that is not “for the people” but “by the people?” How can we engage citizens as producers of family policy? What principles and theories can guide us?

Class Readings

Chapter 12 in 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. 212-218). Mahwah, NJ: Erlbaum.

Chapter 15 in 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.

CLASS 23: HOW CAN A FAMILY PERSPECTIVE AID UNDERSTANDING OF CONTEMPORARY PUBLIC ISSUES?

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 (1989)

Guiding Questions

- How do families contribute to problems?
- How are families affected by problems?
- Would policies be more effective if families were involved in the solution?

Class Readings

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 in 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.

Section 5

THE CONTENT OF FAMILY POLICY

CLASS 24: HOW CAN WE ADDRESS FAMILY POVERTY?

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 inherent conflicts in designing welfare policies?
- What needs to be done to counter growing income inequity?

Class Readings

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.

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.

Class Activity

- The Diversity of the Poor Requires Different Policy Responses

CLASS 25: DO WE NEED UNIVERSAL OR TARGETED POLICIES?

Bad officials are elected by good citizens who do not vote.

- George Jean Nathan, (1882-1950)

Guiding Questions

- Why does Wilson say that increases in inner city poverty are due to desegregation?
- What are the consequences of universal and means-tested programs?

Class Readings

Chapter 8 in Text: Bogenschneider, K. (2006). What current policies and proposals are changing the political landscape for families? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp.101-104). Mahwah, NJ: Erlbaum.

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

Assignments

- One due date for report on policy meeting

CLASS 26: WHAT CURRENT POLICIES AND PROPOSALS ARE CHANGING THE POLITICAL LANDSCAPE FOR FAMILIES?

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

- 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?
- Why do we so often speak of children with no mention of the family they are growing up in?

Class Readings

Chapter 8 in Text: Bogenschneider, K. (2006). What current policies and proposals are changing the political landscape for families? In K. Bogenschneider, *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed., pp. 97-100, 104-111). Mahwah, NJ: Erlbaum.

Wisensale, S. K. (in press). California's paid leave law: A model for other states? In S. K. Wisensale & L. Haas (Eds.), *Families and Social Policy: National and International Perspectives* (pp. 177-195). Binghamton, NY: Haworth Press.

Assignments

- One due date for report on policy meeting

Section 6

BUILDING FAMILY POLICY

Whose Responsibility is it?

CLASS 27: THE ROLE OF EMPLOYERS, ADVOCATES, AND PROFESSIONALS IN BUILDING FAMILY POLICY

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

- What are the processes whereby policies affect families?
- Is there a way to get work and family into balance?
- How can we support the well-being of our seniors without jeopardizing the development of our children?

Class Readings

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. (1991). *When the bough breaks: The cost of neglecting our children* (pp. 138-167). New York: 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

- One due date for report on policy meeting

CLASS 28: THE ROLE OF NONPROFITS IN BUILDING FAMILY POLICY

Science considers what is true... Politics considers what is right... Art is the development of what is beautiful... It has been humanity's persistent hope that these three ideals should be consistent with each other.

- Edward Teller, Science, May 1998

Guiding Questions

- Why is the nonprofit sector expanding? How effective are nonprofits in supporting families?

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.

Assignments

- One due date for report on policy meeting

Section 7

THE FUTURE OF FAMILY POLICY

CLASS 29: HAS FAMILY POLICY COME OF AGE?

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?

Class Readings

Chapter 16 in Text: Bogenschneider, K. (2006). It is 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.

Assignments

- Last day for report on policy meeting
- Final exam given on assigned day and time during exam period

*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

COURSE READINGS

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- Text:** Bogenschneider, K. (2006). *Family policy matters: How policymaking affects families and what professionals can do* (2nd ed.). 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.
- Bogenschneider, K., Kaplan, T., & Morgan, K. (1993). *Single parenthood and children's well-being* (Wisconsin Family Impact Seminar Briefing Report No. 2). University of Wisconsin-Madison: Center for Excellence in Family Studies. (Also available at <http://familyimpactseminars.org/fis02toc.htm>)
- 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.
- 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.
- Coontz, S. (1997). *The way we really are: Coming to terms with America's changing families* (pp. 33-50). New York: Basic Books.
- 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.
- 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.
- Doherty, W. J. (2000). Family science and family citizenship: Toward a model of community partnership with families. *Family Relations*, 49(3), 319-325.
- Text:** Doherty, W., & Anderson, J. R. (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.
- 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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- 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.
- Hewlett, S. A. (1991). *When the bough breaks: The cost of neglecting our children* (pp. 138-167). New York: Basic Books.
- 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.
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- Normandin, H. & Bogenschneider, K. (2006, March). Getting Your Point Across to Policymakers. *Family Focus*, FF29, F1-F2.
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- Office of the Press Secretary. (1997, February 1). The President's weekly radio address. Washington, DC: The White House.
- 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.
- Text:** Ooms, T., & Preister, S. (Eds.) (1988). *A strategy for strengthening families: Using family criteria in policymaking and program evaluation*. Washington DC: The Family Impact Seminar. Also available through the Policy Institute for Family Impact Seminars Web site or by calling (608) 263-2353.
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- 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.
- Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of Democracy*, 6(1), 65-78.
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- 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.
- 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.
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