

Instructor: Matty Lichtenstein  
402 Barrows Hall  
M/W: 12-3

Office Hours: Thursdays, 12-2pm, Barrows 473.  
Sign-up mandatory at: <https://www.wejoinin.com/sheets/xqvys>

## Regulating the American Family

What does it mean to be an American family? How has that changed over time? This course will examine how social and economic forces have shaped the American family, from private charities in the colonial and industrial era, to state-run welfare services beginning in the Progressive Era, culminating in the policies of recent decades. We will track how historical American institutions and policy changes have influenced the development of current policies regulating American families. We will consider how those policies may differently affect families of varying economic, social, and racial backgrounds.

### Course Objectives

- To develop an understanding of the basic concepts that underlie state regulation of the family: the private/public divide, and the legal and cultural definitions of marriage, family and children.
- To develop an understanding of how social and political institutions continue to shape the daily lives of American parents and children.
- To learn how to research policy questions through collaborative discussion, individualized research work, and interactive feedback. As part of this process, we will seek to better understand the role of theory in shaping and resolving research puzzles.

### Course Requirements and Grading

**Attendance:** This is an intensive class, and as a result, you are required to attend every class. Absences will only be excused in case of emergency; documentation is required. **Each unexcused absence is 10 points off of your final grade.** Four = automatic failure. Up to two late entries (of less than 10 minutes) are excused only if a good reason is given in writing.

### *Reading Memos (15%):*

- Students must complete all readings by the evening before class. I strongly recommend that for each reading, you write notes that include a summary of the main argument and bullet points for the facts and claims supporting it. Please do not leave all readings for the night before class. Establish specific hours every week to work through the readings, so that you have plenty of time to post the short memo and work on your research assignment. Good time management is key to success in this class.
- Every **Sunday and Tuesday evening at 8pm**, students must post a reading memo of approximately 100 words on the next day's readings to the correctly dated group discussion section on Bcourses. For example, post your 100-word memo on the reading for 5/23 under the "Discussions" thread labeled '5/23 – Reading Memo.' You may skip one memo out of the 11 classes. These memos must contain a question – either what you think is the main question of the reading, or a question that critiques the reading or points out issues that it doesn't cover. Please print or handwrite a copy for reference during class discussion.

### *Participation (25%):*

- Class time will usually comprise three elements: 1) Lecture; 2) Class discussion; 3) Collaborative research work. As part of discussion (#2), students will be assigned to co-lead a class discussion with

one or two other students. Discussion leaders are expected to meet before class to discuss how they will lead the discussion, and they should draw on memos that other students post in bcourses.

- The discussion will be organized as follows: discussion leaders will present for five-ten minutes, during which they will identify at least two primary sociological questions from the week's readings. Students will then break into groups of 3-4 for 10 minutes to discuss the questions, relating it to your own memos. Each group will report back to kick off a full class discussion.

**Research Paper (35%):** You will write one 10-page research paper on one of three topics. The list of topics, guidance on how to develop a question, and suggested readings are listed in the document entitled "Research Paper" saved under "assignments" in Bcourses. The following assignments related to the paper are due throughout the semester in both hard and electronic versions:

- Paper memo #1 (1 page) - research question and reading list - due **Thursday, May 31, 11am**. (5%)
- Paper memo #2 (3 pages) – literature and argument outline– due **Monday, June 18, 11.45am**. (10%)
- Final paper (10 pages max.) due **Thursday, June 28, 9am**. (20%)

**Final (25%):** The 3-hour final will take place on **Friday, June 29, 1-4pm**. You may bring an outline of notes that is no more than 1 (8.5x11 inch) page (up to two sides) to the exam. The final will be based on information we learned in readings and class. If you have taken clear reading notes for all readings, you will have a much easier time studying for this final.

### Course Policies

**Late assignments.** Please contact me well before the deadline if there is a problem. I will not accept unexcused late papers.

**On writing.** Clear written expression is the companion of clear thinking. For resources on improving your writing, please see UC Berkeley Sociology Department's guide at ([sociology.berkeley.edu/undergraduate-writing-resources](http://sociology.berkeley.edu/undergraduate-writing-resources)), or the UC Berkeley Student Learning Center ([slc.berkeley.edu](http://slc.berkeley.edu)).

**Academic Integrity.** Read and familiarize yourself with UC Berkeley's Code of Student Conduct regarding academic dishonesty at <http://students.berkeley.edu/osl/sja.asp?id=1143>. Note that using quotes without properly citing them or using ideas without acknowledging their source constitutes plagiarism. Any form of cheating and plagiarism will lead to a zero on the exam or assignment and to disciplinary action.

**Electronic devices and food.** A successful class requires your full attention and active participation. You may use laptops during the lecture portion of the lecture, but I will ask you to put those away during the general discussion section. Use of phones is forbidden, as is the use of internet. Please download any materials you don't have in print in advance of the class. Please feel free to bring non-disruptive snacks and drinks to class.

**Email policy.** I can be reached at [mlicht@berkeley.edu](mailto:mlicht@berkeley.edu). Please reserve substantive questions about the course material for classroom discussions and office hours. Otherwise, you may expect email responses within 48 hours on weekdays.

**Accommodations for students with disabilities.** If you have been issued a letter of accommodation from the Disabled Students Program (DSP), please see me as soon as possible to make the necessary arrangements. If you need an accommodation and have not yet seen a Disability Specialist at the DSP, please do so as soon as possible (visit [dsp.berkeley.edu](http://dsp.berkeley.edu) for more information). Retroactive exceptions to stated course and section requirements and policies will not be granted.

### Course Readings

#### Required Textbook:

Abramowitz, M. (1996). *Regulating the Lives of Women: Social Welfare Policy from Colonial Times to the Present*. South End Press. Second edition. There is a backup copy of the book on Moffitt course reserves.

**Reader:** Purchase at Copy Central, located at 2411 Telegraph Avenue. If a link is provided in the syllabus, that reading is not in the reader. There is a back-up copy of the reader on Moffitt course reserves.

#### ***Week 1: Family and Children in the Historical Imagination***

-Monday 5/21 – Course Introduction. Note: Class materials online in Bcourses – Modules – Week 1 – 5/21.

- Watch online lecture; take notes on lecture and associated reading excerpts by Max Weber, Pierre Bourdieu, and Mara Loveman, all posted on Bcourses.
- Carefully review syllabus and ‘Research Paper’ document.
- Assignment answers due in hard copy **Monday 5/21, 3.30pm**, in my box in Barrows 410.

-Wednesday 5/23: *Consent, Privacy, and the Family in the 18<sup>th</sup>-19<sup>th</sup> Centuries* -

- Abramowitz, *Regulating the Lives of American Women*, (1996), pp. 52-60, 75-100.
- Brewer, *By Birth or Consent*, (2012) - pp. 1-8.
- Grossberg, *Governing the Hearth*, (1985) - pp. 234-244.

#### ***Week 2: The Progressive Era***

-Mandatory makeup class: (Tuesday, 5/29, 1-3pm, Barrows 402) – The Public/Private Divide in Welfare

- Katz, *In the Shadow of the Poorhouse*, (1996) - pp. 60, 72-74, 107-113, 117-119, 128-150.
- Esping-Anderson, *Three Worlds of Welfare Capitalism*, (1990) - pp. 26-33.
- Skocpol, *Protecting Soldiers and Mothers*, (1992) - pp. 1-11.
- Orloff, “Political Origins of America’s Belated Welfare State,” (1988) - pp. 37-45, 65-69.

-Wednesday 5/30: *Children in a New Welfare State:*

- Zelizer, *Pricing the Priceless Child*, (1985) - pp. 3-12, 22-32, 43-55
- Costin, *The Politics of Child Abuse*, (1996) - pp. 48-73

\*\*Paper memo 1 – research question and readings - due Thursday 5/31, 11am in Barrows 402. Please upload a second digital copy to the Bcourses assignment folder labeled ‘Paper Memo #1.’

#### ***Week 3: Consolidation of the American Semi-Welfare State -***

-Monday 06/04: *Centralizing/Fragmenting State Regulation –*

- Morgan and Campbell, *The Delegated Welfare State*, (2011) - pp. 56-65.
- Abramowitz, *Regulating the Lives of Women*, (1996) - pp. 215-235, 313-342.

-Wednesday 06/06: *Shifts in Child Welfare*

- Costin et al., *Politics of Child Abuse*, (1996) - pp. 82 – 101.
- Frame, “Suitable Homes,” (1999) - pp. 719-737.
- Lindsey, *Welfare of Children*, (2004) - pp. 91-106

**Week 4: Transformation of Child Welfare**

-Monday 06/11: *How Child Welfare became Child Protection*

- Nelson, “Making an Issue of Child Abuse,” (1984) - pp. 9-19, 126-137.
- Lindsey, *Welfare of Children*, (2004) - pp. 119-127, 143-158.
- Public Law 93-247 - CAPTA 1974.

-Wednesday 6/13: *Regulating the Family in a Neoliberal Age*

- Grossberg “Liberation and Caretaking,” (2011) - p. 19-37.
- Adoption Assistance and Child Welfare Act 1980 - pp. 1-4.
- Abramowitz, *Regulating the Lives of Women*, (1996) - pp. 349-381.

**Week 5: Regulating Women’s Bodies**

-Monday 06/18: *Regulating Reproduction*

- Gordon, “Why 19<sup>th</sup> Century Feminists Did Not Support “Birth Control” and Twentieth Century Feminists Do: Feminism, Reproduction and Family,” (1982) - pp. 40-49.
- Seigel, “Roe’s Roots” (2010).

**\*\*Paper memo #2 – Literature review and argument outline – due 6/18 11.45am, in both hard copy in my box in Barrows 402, and on Bcourses in the assignment folder labeled ‘Paper Memo #2.’**

-Wednesday 06/20: *Regulating Pregnancy*

- Dubow, *Ourselves Unborn*, (2010) - pp. 153-183.
- Flavin, *Our Bodies, Our Crimes*, (2009) – pp. 95 – 118.
- Nina Martin, “[The Last Person You’d Expect to Die in Childbirth](#),” 2017.
- Listen to “[A Life-or-Death-Crisis for Black Mothers](#),” 2018, minutes 9-17.

**Week 6: Where We Stand: Family and State Today**

-Monday 06/25: *The Financial Costs of Childhood*

- Edin and Lein, *Making Ends Meet*, (1997) - pp. 20-59.
- Koball and Jiang, “Basic Facts about Low-Income Children.” 2018.
- Childcare costs: <https://www.epi.org/publication/child-care-affordability/>
  - Check for CA and compare to one other state here: <https://www.epi.org/child-care-costs-in-the-united-states/>

-Wednesday 06/27: *The Emotional Costs of Childhood*

- Hays, *Cultural Contradictions of Motherhood*, (1996) - pp. 39-50, 97-115.
- Dept. of Labor, “Family Leave,” (2014) - pp. 2-13, 17-19.

**June 28, 2018, 9am: Final paper due in box in Barrows 410, along with a digital copy on Bcourses, Assignments folder.**

**June 29, 2018, 1pm: Final Exam, Barrows 402.**