



2019-2020 Academic Year—Fall 2019

DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS

**POLI 554 – Women and Public Policy**  
**POLI 653– Gender and Public Policy**

INSTRUCTOR: Dr. Susan Franceschet

EMAIL: sfrances@ucalgary.ca

TELEPHONE: (403)-220-5931

OFFICE: SS 736

OFFICE HOURS: Tuesdays 1:30-2:30pm; Wednesdays 1:30-2:30pm, or by appointment

COURSE DAY/TIME: Mondays 12-2:45pm

COURSE LOCATION: SS 729

COURSE PRE-REQUISITES: POLI 357; 359; OR 453

### **COURSE DESCRIPTION**

This course examines how ideas about gender, and the appropriate roles of men and women in the family, the workplace, and the political realm, shape policymaking and the public policies adopted by governments around the world. Throughout the course, we examine a range of public policies, some of which are geared explicitly toward women (like maternity leave and gender-based violence) and others not (like social policy). We pay particular attention to how public policies affect men and women differently and also explore the different effects that policies have on differently situated groups of women.

### **LEARNING OBJECTIVES**

The main goal of the course is to deepen students' understanding about the gendered origins and effects of public policies. We accomplish this goal by adopting a comparative, cross-national approach that allows students to learn how things like cultural understandings of motherhood and family, the scope and nature of women's organizing, and different ways of organizing political power shape policy outcomes for women.

### **REQUIRED TEXTBOOK**

Mala Htun and S. Laurel Weldon, *The Logics of Gender Justice: State Action on Women's Rights Around the World* (Cambridge University Press, 2018).

Additional readings are available through the Taylor Family Digital Library (TFDL) or placed on D2L.

### **COURSE WORK AND EVALUATION CRITERIA**

This is a **seminar** rather than a lecture course. Students are therefore expected to demonstrate a high level of engagement. Students are expected to come to each class with a firm grasp of the material covered in

the readings in order to participate actively in the class discussion with regular and thoughtful contributions.

In-class participation and **weekly** submission of brief written answers (maximum 1 page) to questions based on the week's required readings are worth 20% of each student's final grade. Students must answer the following questions to be submitted **each week at the beginning of class**.

- What is the main issue or question that the readings, taken together, address? Why does it matter?
- List the central argument of each reading.
- For each reading, identify the kind of evidence is used to support argument (empirical data? what kind/how was it collected? logical/analytical reasoning?)
- Identify at least one implicit or underlying assumption in each reading
- Overall impressions: What did you learn from the readings or what did you find either most interesting or most problematic?

Participation grades are based on the **quality** not the **quantity** of students' contributions to class discussion. Students will be evaluated on their familiarity and understanding of the assigned readings as demonstrated through their classroom contributions combined with their written answers.

#### Assignments:

Each student will complete one short assignment (max. 5 pages and a 5-7-minute oral presentation). Students will also write one research essay: for students in POLI 554, the maximum page length is 12 pages and for students in POLI 653 the maximum page length is 20 pages. All students will complete a take-home final exam (5 pages, questions to be distributed on December 2). Detailed instructions and grading rubrics for these assignments are posted on D2L. All written assignments will be submitted electronically through D2L.

#### Grade Allocation and Due Dates:

Assignment #1 (various deadlines) *	20%
Research essay (November 19 <sup>th</sup> )	35%
Class Participation & reading summaries	20%
Take-home exam (DUE December 6 <sup>th</sup> )	25%
Total	100%

\*This assignment involves a **written and an oral component**. A schedule for the oral presentations will be created by the 2<sup>nd</sup> week of the course and posted to D2L.

#### Late penalties:

Grades for late assignments will be reduced at a rate of 3% per day. Research essays submitted after **November 29<sup>th</sup> will not be graded**. Late take-home exams **will not be accepted**.

Please note that all written work for the course will be evaluated on the basis of both **content** and **style**: clarity, precision, grammar, and proper spelling all help to determine your grade. Good research papers are based on solid and extensive research, and are clear, well organized, and precise, while also advancing a thoughtful and original perspective on the topic.

“Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards

required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Centre in the Effective Writing Office can be utilized by all undergraduate and graduate students who feel they require further assistance.”\*

\* “Writing Across the Curriculum” statement, available at <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

### Grading Scale

A+ (95-100)	B+ (77-81)	C+ (67-69)	D+ (55-59)
A (88-94)	B (73-76)	C (63-66)	D (50-54)
A- (82-87)	B- (70-72)	C- (60-62)	F (0-49)

### Schedule of Topics and Required Readings

NOTE: this schedule is subject to revision

#### September 9: Gender and the study of public policy

Htun and Weldon, pp. 1-4.

Mary Hawkesworth, Policy Studies within a Feminist Frame, *Policy Sciences* 27 (2/3) 1994, pp. 97–118. (Available through TFDL)

#### September 16: Basic Concepts: Gender equality, difference, and justice

Nancy Fraser, *Justice Interruptus: Critical Reflections on the Postsocialist Condition* (Routledge 1997) chapter 1. (Available electronically through TFDL)

Iris Marion Young, *Justice and the Politics of Difference* (Princeton University Press, 1990), chapter 2. (Available electronically through TFDL)

Georgia Duerst-Lahti and Rita May Kelly. On Governance, Gender, and Leadership. *Gender Power, Leadership, and Governance*. Georgia Duerst-Lahti and Rita May Kelly (eds) (Ann Arbor: University of Michigan Press, 1995). PDF posted on D2L

#### September 23<sup>rd</sup>: Gender and the welfare state

Deborah Stone, Work and the Moral Woman, *American Prospect* November/December 1997. (Available electronically through TFDL)

Ann Orloff. 1996. Gender in the Welfare State. *Annual Review of Sociology* 22: 51-78. (Available electronically through TFDL)

Dorit Geva, Not Just Maternalism: Marriage and Fatherhood in American Welfare Policy. *Social Politics* 18 (1): 2011, 24–52. (Available electronically through TFDL)

September 30<sup>th</sup>: Family leave and childcare policy

Htun and Weldon, Chapter 5

Kimberly Morgan, Path Shifting of the Welfare State: Electoral Competition and the Expansion of Work-Family Policies in Europe. *World Politics* 65 (1): 2013. (Available electronically through TFDL)

Ito Peng, Social and Political Economy of Care in Japan and South Korea. *International Journal of Sociology and Social Policy* 32 (11/12): 2012, pp. 636–649. (Available electronically through TFDL)

October 7<sup>th</sup>: Gender and care work

Margarita Estévez-Abe and Barbara Hobson, Outsourcing Domestic (Care) Work: The Politics, Policies, and Political Economy, *Social Politics* 22(2): 2015, 133–146. (Available electronically through TFDL)

Merike Blofield, *Care Work and Class: Domestic Workers' Struggle for Equal Rights in Latin America*, The Pennsylvania State University Press, 2012, Chapter 1 (Available electronically through TFDL)

Pei-Chia Lan. Maid or Madam? Filipina Migrant Workers and the Continuity of Domestic Labour” *Gender & Society* 17 (2): 2003, pp. 187–2008. (Available electronically through TFDL)

October 14<sup>th</sup> THANKSGIVING. **NO CLASS**

October 21<sup>st</sup>: Gender wage gap and inequality in the workplace

Readings:

Htun and Weldon, Chapter 3.

Mary Ellen Guy and Meredith A. Newman, 2004. Women’s Jobs, Men’s Jobs: Sex Segregation and Emotional Labour. *Public Administration Review* 64 (3): 289–298. (Available electronically through TFDL)

The Gender Wage Gap and Public Policy, Briefing Paper, Institute for Women’s Policy Research, February 2016.

<https://iwpr.org/publications/the-gender-wage-gap-and-public-policy/>

October 28<sup>th</sup>: Policymaking and violence against women

Htun and Weldon, Chapter 2

Kara Ellerby, *No Shortcut to Change: An Unlikely Path to a More Gender Equitable World*, New York University Press, 2017. Chapter 6, “The ‘Problem’ with Protecting Women from Violence,” pp. 160–185. (Available electronically through TFDL)

Celeste Montoya and Lise Rolandsen Agustín. 2013. The Othering of Domestic Violence: The EU and Cultural Framings of Violence against Women. *Social Politics* 20 (4): 534–557. (Available electronically through TFDL)

November 4<sup>th</sup>: ESSAY WRITING WORKSHOP

No readings. Students must bring brief outlines of research questions and ideas for their research essays.

**NOVEMBER 11-15<sup>TH</sup> FALL TERM READING WEEK: NO CLASSES**

November 18<sup>th</sup>: Gender and family law

Htun and Weldon, Chapter 4; and Appendix B.

Ayelet Shachar, Should Church and State Be Joined at the Altar? Women's Rights and the Multicultural Dilemma. In *Citizenship in Diverse Societies*, Edited by Will Kymlicka and Wayne Norman. Oxford University Press, 2000. (Available electronically through TFDL)

Valentine Moghadam, 2005, Gender and Social Policy: Family Law and Women's Economic Citizenship in the Middle East, *International Review of Public Administration* 10 (1): 23-44. (Available electronically through TFDL)

November 25<sup>th</sup>: Gender and reproductive rights

Htun and Weldon, Chapter 6

Additional readings TBA

December 2<sup>nd</sup>: Review class and distribution of take-home exam

### INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or during office hours. Should you wish to meet outside of office hours, please make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication, but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

Students may use laptops and other electronic note-taking devices in this course. However, it is crucial to be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

### IMPORTANT POLICIES AND INFORMATION

#### Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](http://ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

*Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.*

#### Absence from a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative

arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

#### Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

#### Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

#### University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

#### Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

#### Plagiarism and Other Forms of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

#### Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.” <https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

**Freedom of Information and Protection of Privacy (FOIP):**

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

**Evacuation Assembly Points:**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at [www.ucalgary.ca/emergencyplan/assemblypoints](http://www.ucalgary.ca/emergencyplan/assemblypoints) and note the assembly point nearest to your classroom.

**Faculty of Arts Program Advising and Student Information Resources:**

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

**Important Contact Information:**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)  
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives  
Phone: 403-220-6551  
Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)  
Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association  
Phone: 403-220-5997  
Email: [askgsa@ucalgary.ca](mailto:askgsa@ucalgary.ca)  
URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman  
Phone: 403-220-6420  
Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Campus Mental Health Resources:**

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>  
Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>