

PA5690: Topics on Women and Public Policy: Gender across the Curriculum

Spring 2012

TTh 4 – 5:15 p.m.

Room 280B Humphrey Center

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Office Hours: Wednesdays 3-4 p.m.

Course Description:

The course explores gender issues across the public policy spectrum and includes 13 faculty members from the Humphrey School, as well as Political Science, Education and Human Development, Psychology and other disciplines, with each teaching a one week section on gender dimensions of their scholarship.

Course Objectives:

After completing the course, students should be able to:

- summarize gendered aspects of a wide range of public policy contexts;
- compare and contrast the framing of problems and solutions across contexts using a gender-based analysis;
- investigate, construct and generate a gender analysis of a specific area of policy;
- make connections with faculty that bring a gender analysis to their substantive areas of expertise.

Course structure:

Most weeks, the Tuesday and Thursday sessions will be taught by the same faculty member. Visiting faculty members will leave for the last 15 minutes of our Thursday sessions when we will consolidate our learning for the week and connect to prior sessions.

Students are expected to attend class regularly.

To encourage timely reading of the articles and to ensure that you think about what you are reading, a very short **reaction paper** for each set of readings will be due by Monday at 5 p.m. You will post reaction papers on the class Moodle website. You are expected to read the

reactions posted by your classmates *before* class on Tuesday. Reaction papers will be required for Weeks 2, 4–14, except that each student may choose two other weeks in which she/he will not turn in reaction papers. Thus, you will write 9 reaction papers

One **longer paper, a gender analysis** will be due: a topic proposal is due in the 3rd week of class; a rough draft is due to peer reviewers by Monday, March 19; and the final paper is due Friday, April 27th by 5 p.m. Your paper must be fairly concise: no more than 15 pages of text plus a one-page executive summary. The bibliography and tables, graphs and figures will not be counted as part of the 15 pages. You are encouraged to include graphs and figures that clarify your points. The paper must be double-spaced type or at least space-and-a-half type and the font size should be a minimum of 12 point. It should have page numbers.

Lateness at any of the deadlines will be penalized. Content, structure, grammar, and spelling are taken into account in the paper's grading. Any final paper with a substantial number of grammatical problems will receive a grade no higher than a B, no matter how good the content. If in doubt, ask a friend to proof-read your paper. Your paper should end up being good enough to show to a potential employer or, for HHH students, to use as part of a Professional Paper.

A process of peer reviewing will be used to improve your final papers and facilitate the paper-writing process. Students will comment on other students' proposed paper topics and drafts. Timely participation in this process is expected and will be graded. A hand-out will describe expectations for the peer review process.

Each student will **present a brief summary of their gender analysis** to the class during the last week of the course.

A **final test** will cover the foundational text *Feminist Legal Theory* and highlights from each faculty member topic area.

Grading:

Reactions should be posted to the Web before class time on the due date. Reaction papers not turned in will be given zeros. These will be graded with a check or check plus.

The test, the paper and peer reviews will receive letter grades based on the following scale:

A 4.00 **94-100** Represents achievement that is outstanding relative to the level necessary to meet course requirements.

A- 3.67 **90-93**

B+ 3.33 **87-89**

B 3.00 **84-86** Represents achievement that is significantly above the level necessary to meet course requirements.

B- 2.67 **80-83**

C+ 2.33 **77-79**

C 2.00 **74-76** Represents achievement that meets course requirements.

C- 1.67 70-73

D+ 1.33 67-69

D 1.00 64-66 Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

Class participation— being there, being on-time, and being an alert participant in class—will be rewarded.

These weights in percentages are approximate:

1. Posted reactions on weekly readings (15%)
2. Peer Review of Gender Analysis (15%)
3. Gender Analysis Paper and Presentation (30%)
4. Participation (15%)
5. Final Exam (25%)

Required Text Books/Materials

Chamallas, Martha. 2003. *Introduction to Feminist Legal Theory. Second Edition.* Aspen Publishers.

Chasing Freedom Video <http://www.amazon.com/Chasing-Freedom-Juliette-Lewis/dp/B0009XT8VA>

Lawless, Jennifer L., and Richard L. Fox. 2010. *It Still Takes a Candidate: Why Women Don't Run for Office.* Cambridge University Press.

Electronics in class.

You may use your laptop computer in class for note-taking or (rarely) looking up answers to questions that come up in class. You may not use it for checking email or Facebook or anything else. It's very tempting – and also very rude, not to mention detrimental to your education. First offenders are asked to turn off the computer for the class. Second offenders are required to keep computers put away for the rest of the semester. Similarly, **cell phones and Blackberries** and the like may kept on and visible by people with small children or similar responsibilities (but tell the instructor); everyone else is expected to keep their electronics out of sight and out of hearing.

Incompletes:

Incompletes are rarely given. I have designed the course so that you can complete the work during the semester. Documented family crises or medical emergencies may result in you needing to negotiate an incomplete. In that case, the Humphrey Institute's policy on incompletes will be followed. First, I only grant incompletes or make-up exams if you have requested them in advance. Second, by finals week you must have submitted in writing a description of what work remains to be done and the date by which you will have completed

the work — use the HHH form for incompletes. Failure to submit the work in that time will result in a 0 for that assignment, and may lead to a failing grade for the course. I do not allow students to submit additional work for extra credit.

Mental Health:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>

Disabilities:

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the instructor early in the semester to discuss their individual needs for accommodations.

Other Resources for Success:

Center for Writing's Student Writing Support.

Student Writing Support provides free writing instruction for all University of Minnesota students - graduate and undergraduate - at all stages of the writing process. They help students develop productive writing habits and revision strategies via in-person consultations. See <http://writing.umn.edu/sws/index.htm> .

Guidelines and suggestions for reaction papers:

- _ Refer to readings by the last name of the first author.
- _ For full credit, mention each reading.
- _ Be brief! Three sentences per reading should be plenty. In this case, longer does not necessarily mean better.
- _ Comments on the different readings do not need to be separated into different paragraphs; if you want to make a comparison, that is fine.
- _ DO NOT SUMMARIZE the readings. I've read them too!
- _ It is acceptable (but not necessary) to discuss current events or personal experiences to illustrate a point.
- _ Part of your reaction may be a response to previously posted reactions of your classmates, as long as what you write also reflects your own perspective on the readings.

Suggestions for the paper:

- _ Pick a topic in which you are really interested.
- _ If the topic is big, focus on a very small part of it. I can help you narrow it down.

_ The deadlines are for your benefit, not mine. The more opportunities you have to get input on your paper and to revise it, the better it will be.

WEEKLY TOPICS AND ASSIGNMENTS

WEEK ONE – Gender Analysis, Feminist Legal Theory, Queer Theory and Allied Movements with Debra Fitzpatrick

Tuesday, January 17 and Thursday, January 19

Readings:

Chamallas, Martha (2003). *Introduction to Feminist Legal Theory*. Introduction, Chapters 1, 2, 5 and 6.

Wilchins, Riki. (2004) *Queer Theory Gender Theory*. Chapters 4, 6 and 9.

Allan, Elizabeth, Iverson, Susan, & Ropers-Huilman, Rebecca. (Eds.) (2010). Chapter 2: "Feminist Poststructuralism Meets Policy Analysis," *Reconstructing Policy in Higher Education: Feminist Poststructural Perspectives*. New York: Routledge.

WEEK TWO – Social Cognition and Implicit Bias: Debra Fitzpatrick and Eugene Borgida

Tuesday, January 24 and Thursday, January 26

Assignment:

Take the Harvard Implicit Association Tests for Gender-Science, Sexuality, and Gender-Career at <https://implicit.harvard.edu/implicit/demo/>

Print out or write down your results and bring them to class (for reference, no one will be required to share).

Required Readings:

David Faigman, Nilanjan Dagnupta and Cecilia Ridgeway. "A Matter of Fit: The Law of Discrimination and the Science of Implicit Bias," *Hastings Law Journal*. Vol. 59: 1389-1434)

Susan T. Fiske and Eugene Borgida. "Providing Expert Knowledge in an Adversarial Context: Social Cognitive Science in Employment Discrimination Cases," *Annu. Rev. Law Soc. Sci.* 2008: 4:123-148

Eden King, et. al. "Discrimination in the 21st Century: Are Science and the Law Aligned?" *Psychology, Public Policy and Law* 2011, Vol 17, No 1, 54-75

Recommended Readings:

Kristin A Lane, Jerry Kang and Mahzarin Banaji. "Implicit Social Cognition and Law," *Ann. Rev. Law. Soc. Sci.* 2007 3:427-451.

Anthony Greenwald and Linda Hamilton Krieger. "Implicit Bias: Scientific Foundations," *California Law Review*, July 2006, Vol 94, No 4: 945-967.

WEEK THREE -- Paper Introduction (Debra Fitzpatrick) and Identity and Interaction (Cryss Brunner)

Tuesday, January 31

Gender analysis expectations and discussion with Debra Fitzpatrick

Assignment:

Brainstorm five gender analysis topics and discuss in your reaction paper

Readings (gender analysis examples):

Popkin, Susan, et. al. "Girls in the 'Hood: How Safety Affects the Life Chances of Low-income Girls," (2010) Urban Affairs Review

Meyer, Elizabeth (2009). *Gender, Bullying and Harassment*. Chapters 1 and 2. "The Effects of Gender on Bullying and Harassment." Teachers College Press.

Thursday, February 2

Identity and Interaction with Cryss Brunner

Assignment:

Show up with an open mind

WEEK FOUR – Inter-sectionality and Welfare Policy: Joe Soss

Tuesday, February 7

Constructed Identities and the Politics of Poverty & Welfare

Readings:

Linda Gordon. 2001. "Who Deserves Help? Who Must Provide?" *Annals of the American Academy of Political and Social Science*. 577: 12-25.

Julie Ann White. 2007. "The Hollow and the Ghetto: Space, Race, and the Politics of Poverty." *Politics & Gender*. 3(2): 271-80.

Ange-Marie Hancock. 2004. *The Politics of Disgust: The Public Identity of the Welfare Queen*. New York, NY: New York University Press. pp.1-64

Thursday, February 9

Challenges and Possibilities for Advocacy and Activism

Readings:

Dara Z. Strolovitch. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the

Intersections of Race, Class, and Gender." *Journal of Politics*.68(4): 894-910.

Mimi Abramovitz. 2001. "Learning from the History of Poor and Working-Class Women's Activism" *Annals of the American Academy of Political and Social Science*. 577: 118-30.

Cathy J. Cohen. 1997. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ: A Journal of Lesbian & Gay Studies*. 3: 437-65.

WEEK FIVE -- Identity as a resource in social policy implementation: Jodi Sandfort

Tuesday, February 14 and Thursday, February 16

Readings:

Casa de Esperanza Case, Part A

WEEK SIX – Women in Science and Engineering: Jennifer Kuzma

Tuesday, February 21

Readings:

NSF *Science and Engineering Indicators 2010*. Chapter 3. Science and Engineering Labor Force. Pp 3-1 to 3-60 (*skim only*, focusing on tables/figures related to women in STEM)

Remarks at NBER Conference on Diversifying the Science & Engineering Workforce: Lawrence H. Summers Cambridge, Mass. January 14, 2005

Handelsman, J. et al. "More Women in Science" *Science* 309:1190-1191 (2005)

Barres, B. "Does Gender Matter," *Nature* 442: 133-136 (2006)

Sismondo, Sergio (2010) Feminist Epistemologies of Science. In: *An Introduction to Science and Technology Studies*. Chap. 7, pp 72- 80, Wiley-Blackwell, Sussex, UK

Thursday, February 23

Readings:

National Research Council (2006). Beyond Bias and Barriers: Fulfilling the Potential of Women in Academic Science and Engineering (students will be assigned groups to read a chapter and present on it. All should read executive summary and conclusions and recommendations)

National Research Council (2010). Gender Differences at Critical Transitions in the Careers of Science, Engineering, and Mathematics Faculty. (students should read executive summary and conclusions and recommendations, skim rest based on interests)

WEEK SEVEN – Migration: Kathy Fennelly

Tuesday, February 28 and Thursday, March 1

Readings:

Mireya Navarro, “The Most Private of Makeovers.”

“‘What about Female Genital Mutilation’ and Why Understanding Culture in the First Place Matters” in “Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies.” R. Schweder, M. Minow, & H. Markus, Eds (2002). New York: Russell Sage Foundation Press

“Do They Hear You When You Cry” Part 1, 2 and 3, Fauziya Kassindja

View outside class:

Chasing Freedom <http://www.amazon.com/Chasing-Freedom-Juliette-Lewis/dp/B0009XT8VA>

WEEK EIGHT – Pay Equity and Mid-course Review: Debra Fitzpatrick

Tuesday, March 6

Readings:

Chamallas; Chapter 7 “Applied Feminist Legal Scholarship – Economic Subordination of Women”

Lo Sasso A.T, et. al. “The \$16,819 Pay Gap for Newly Trained Physicians: The Unexplained Trend of Men Earning More Than Women,” Health Affairs 30. No 2 (2011) 193-201

Thursday, March 8

Mid-course review and discussion

SPRING BREAK

WEEK NINE – Gender and Data Collection and Peer Review of Papers: Deborah Levison

Monday, March 19 Paper draft due to reviewers

Tuesday, March 20

Readings:

Thursday, March 22

Paper Peer Review Session in Small Groups

WEEK TEN – International child abduction: Sudha Shetty

Tuesday and Thursday, March 27 and 29

Readings:

“Adult Domestic Violence in Cases of International Parental Child Abduction,” Sudha Shetty and Jeffrey Edleson, *Violence Against Women*, Vol. 11 No. 1, January 2005 115-138

Hague Convention Cases Involving Allegations of Domestic Violence: Testimony of Professor Jeffrey Edleson, US Department of State, March 4, 2011

Multiple perspectives on battered mothers and their children fleeing to the United States for safety *A study of Hague Convention cases*, Executive Summary, Jeffrey L. Edleson, Ph.D.

U.S. Judicial Implementation of the Hague Convention in Cases Alleging Domestic Violence

By William M. Vesneski, Taryn Lindhorst, and Jeffrey L. Edleson, *Juvenile and Family Court Journal* 62, no. 2 (Spring)

International Child Abduction and the Escape from Domestic Violence Merle H. Weiner, 2000 *Fordham Law Review*

The Unmet Needs of Domestic Violence Victims and their Children in Hague Child Abduction Convention Cases, Carol S. Bruch, 2004 *American Bar Association Family Law Quarterly* Fall, 2004

The Hague Convention and the Flight from Domestic Violence: How Women and Children are being Returned by Coach and Four, Miranda Kaye, *International Journal of Law, Policy and the Family*, 13 (1999), 191-212

WEEK ELEVEN - Domestic and International Care-giving: Greta Friedemann-Sanchez

Tuesday, April 3

Readings:

The 10/66 Dementia Research Group. 2004. "Care Arrangements for People with Dementia in Developing Countries." *International Journal of Geriatric Psychiatry* 19: 170–177.

Vo, Phoung H., Kate Penrose, and Jody Heymann. 2007. "Working to Exit Poverty while Caring for Children's Health and Development in Vietnam." *Community, Work and Family* 10(2): 179–199.

Folbre, Nancy. 1994. *Who Pays for the Kids?* London: Routledge. Chapter 7

Thursday, April 5

Readings:

Benería, Lourdes (2008) "The crisis of care, international migration, and public policy." *Feminist Economics*, 14(3), 1-21.

View in class:

Movie *Chain of Love*

WEEK 12 -- Gender in Education: National and International Issues: Joan Dejaeghere and Rebecca Ropers-Huilman

Tuesday, April 10 and Thursday, April 12

Readings:

Chapter 2: "Feminist Poststructuralism Meets Policy Analysis," Allan, Elizabeth, Iverson, Susan, & Ropers-Huilman, Rebecca. (Eds.) (2010). *Reconstructing Policy in Higher Education: Feminist Poststructural Perspectives*. New York: Routledge.

Ropers-Huilman, Rebecca, & Winters, Kelly. (2011). "Feminist methodology in higher education." *Journal of Higher Education*, 82 (6): 667-690.

Dancy, T.E (2011). "Colleges in the Making of Manhood and Masculinity: Gendered Perspectives on African American Males." *Gender and Education*, 23 (4), July 2011, 477-495.

Chapter 1 "The Intersection of Public Policies and Gender: Understanding the State Action in Education," Mary Ann Maslak (Ed) (2007). *The Structure and Agency of Women's Education*. Albany: Suny Press.

Aikman, S. and Unterhalter, E. " Fragmented Frameworks? Researching women, gender, education and development." *Beyond Access: Transforming Policy and Practice for Gender Equality in Education* (2005) Oxfam.

Chisamy, G., DeJaeghere, J. Kendall, N. and Khan, MA. "Gender and Education for All: Progress and Problems in Achieving Gender Equity." Forthcoming *International Journal of Educational Development*.

WEEK 13 – Women and Politics: Kathryn Pearson and Debra Fitzpatrick

Tuesday April 17 and Thursday, April 19

In Class Viewing: *14 Women*

Readings:

Lawless, Jennifer L., and Richard L. Fox. 2010. *It Still Takes a Candidate: Why Women Don't Run for Office*. Cambridge University Press.

Gerrity, Jessica C., Tracy Osborn, and Jeanette Morehouse Mendez. 2007. "Women and Representation: A Different View of the District?" *Politics & Gender* 3: 179–200.

Carroll, Susan, Ed. 2001. *The Impact of Women in Public Office*. Indiana University Press. Intro, Chapter 1 "Representing Women" and Chapter 4 "Local Elected Women and Policymaking."

WEEK 14 – Leadership: Laura Bloomberg

Tuesday, April 24 and Thursday, April 26

Readings:

Hill Collins, Patricia (2000). *Toward a Politics of Empowerment*. Chapter 12 "Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment." New York: Rutledge.

Friday, April 27 5 p.m. final paper due

WEEK 15 – Student Presentations

Tuesday, May 1 and Thursday, May 3