

Political Science 222: Women, Politics, and Public Policy

Summer 2017 (online)

Instructor: Summer N. Forester

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Office Hours: By appointment

Course Description:

In this course we will explore the different ways that gender (both male and female) structures the world in which we live. We will examine how the status of women has changed overtime, paying close attention to how it compares to the status of men at the same time. We will analyze the policymaking process and develop a comprehensive understanding of how governments, social movements, and individual citizens influence public policy in the US and in countries around the world. We will consider a wide range of issues such as reproductive rights, family law, violence against women, labor policies, women's movements, global security threats, and women in politics. For each of these issue areas we will consider women vis-à-vis men as well as how differences among women affect both our analysis and policy outcomes.

Course Objectives:

Substantively, in this class you will have the opportunity to learn the basics of gender-based analysis. Gender-based analysis is now required of policy analysts and administrators of all types. This is because many governments, businesses, organizations, and schools are recognizing that designing and administering good policies and programs requires understanding the context in which they operate. An important element of this context is gender. Through a discussion of gender issues, we will also explore the basics of policy analysis. Policy analysis is a technique for analyzing public problems with an aim to suggesting solutions to those problems. In researching and writing a policy analysis papers, students will acquaint themselves with some of the basic concepts.

More generally, this class aims to provide students with a view of the world from women's diverse perspectives. The problems and priorities often called "women's issues" were seldom the priority of the academic disciplines as they were traditionally organized. Although universities are changing, women's concerns and perspectives are seldom equally integrated into curricula. Classes like this one act as a partial corrective to this problem by providing a focus on women's issues and concerns.

This course is designed to introduce students to some of the most pressing global gender policy issues and the different ways that analysts, activists, and academics have started to address these issues. Students should cultivate their own critical perspectives on global gender problems by critically reading and engaging with the course materials and evidence presented. Students should engage with their colleagues and the instructor to facilitate fruitful discussions and to produce a more meaningful learning experience for everyone. Weekly discussion boards and writing assignments will help you hone your critical analysis and writing skills. I will work hard to help you become a more articulate and informed person.

Assignments:

• Weekly Discussion Boards	30%
• Midterm Assignment	20%
• Policy Brief	35%
• Final Exam	15%
Total:	100%

Weekly Discussion Boards:

At the end of each week, I will post questions regarding the week’s readings and lectures on blackboard. Students should respond to the posted question and comment on two other students’ responses.

“Letter to the Editor” Midterm Assignment:

Students will write a 500 word “letter to the editor” regarding a national gender policy issue. I will provide the prompt with an introduction to the policy issue along with some brief details about recent debates on the policy. Students should further research the issue and then take a position on it. In your letter you should explain your position and, as a gender-policy expert, offer a thoughtful and informed prescription for the policy. These letters should be coherent, concise, and well researched. I will provide a separate handout covering this assignment in more detail.

Policy Brief:

In this paper, students will identify a gender policy issue, learn about the policy’s history, generate policy alternatives, analyze the alternatives, and then select a final policy recommendation for the issue. These papers will be due in stages: first, you will submit your topic along with five academic sources that address this topic. Then, you will submit an outline of your policy brief. Then, you will submit a rough draft of your brief before finally submitting the final draft during week 7. I will provide a detailed description of this assignment, and each stage of the project, in a separate handout.

Final Exam:

The final exam will include a series of short essay questions that seek to bring together the major concepts, theories, and issues that we cover during the class.

Participation:

Students are expected to contribute to our online discussion board each week. Even though our course takes place outside of the confines of the traditional classroom, I still expect us to have lively debates about the course topics. Students should prepare for the class discussions by actively reading (that is, taking notes; highlighting points that you do not understand or perhaps disagree with; preparing questions) the course material and respectfully engaging with the other students.

Note that not all participation is quality participation. Students cannot simply “score points” for the weekly discussions by posting comments that are vague, ill-informed, or reveal unfamiliarity with the reading. Students should challenge themselves to think deeply about the various subjects and pose thoughtful responses and high-quality questions for the class discussions.

Information that is essential for succeeding in the class will be provided via blackboard and will also be covered during the weekly lectures (available on blackboard).

Grading:

All grades will be scaled to a 100-point system.

97-100	A+	87-89	B+	77-79	C+	67-69	D+
93-96	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
						<60	F

Office Hours:

I am available to meet in-person at the West Lafayette campus (BRNG 2229) or we can arrange to meet remotely via Skype or another platform. Please correspond with me via email to make an appointment (sforeste@purdue.edu).

Books:

There is one required textbook for this course:

Runyan, Anne Sisson and V. Spike Peterson, 2014. *Global Gender Issues in the New Millennium, 4th Edition*. Boulder: Westview Press.

Academic Integrity:

Students are expected to adhere to Purdue University standards concerning academic integrity.

A word on plagiarism: stealing someone else's words and arguments is not ethically wrong, it reflects an intellectual laziness that is antithetical to the goal of a university education. Produce original work that reflects your own position and thinking. If you plagiarize, you will receive a failing grade on the assignment and may be subject to more severe consequences such as failing the course and referral to the Dean of Students for further disciplinary action.

Resources for ensuring proper citation:

Purdue's Online Writing Lab on citing sources:

<https://owl.english.purdue.edu/owl/section/2/9/>

American Political Science Association Style Manual:

<http://www.apsanet.org/Portals/54/APSA%20Files/publications/APSAStyleManual2006.pdf>

Late Assignments

Assignments turned in late without an extension will be lowered one letter grade for each day – for example, an A- paper that is one day late will become a B+. Extensions must be requested in advance, and not the day the paper is due. No extensions will be granted unless there is a documented medical or personal emergency.

Exam Make-Ups

Only students who miss an exam for a documented medical or personal emergency, or who have an official final exam conflict are eligible for a make-up test. Others will be given a score of zero on that particular test if they are not present at the exam.

Civility and Diversity

Purdue is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views and socioeconomic statuses. Please be respectful of different experiences, beliefs, and values expressed by your peers in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

Weekly Topics, Readings, and Assignments

Each week I will provide you with lectures that cover some of the most pertinent points from the readings. I will also endeavor to bring in other debates and materials that are not covered in the text. As such, you should plan to watch each of the lectures and read all of the material. Articles and book chapters that separate from the textbook will be provided in the weekly folders.

I will announce any changes to the schedule via blackboard.

Week 1, June 12 - 16: Introduction to Gender, Politics, and Public Policy

Readings:

Global Gender Issues, chapter 1

Hankivsky, Olena. 2014. "Intersectionality 101"

(https://www.sfu.ca/iirp/documents/resources/101_Final.pdf)

Lecture 1: Course Introduction
What is Gender?
So, What's the Point?

Lecture 2: Gendering Public Policy
What is Gender Based Analysis?

Assignment:

Discussion Board (posts and comments due by Sunday, June 18 at 9PM)

Week 2, June 19 - 23: The Policymaking Process

Readings:

Birkland, Thomas A. 2011. *An Introduction to the Policy Process*...pp. 1-11.

Selected readings from *Women and Politics in a Global World* (see BB folder)

Lecture 3: Gender, Power, and the Policymaking Process

Lecture 4: Structures, Institutions, and Gender Policies

Assignments:

Discussion Board (posts and comments due by Sunday, June 25 at 9PM)

Policy Brief Topic and Five Sources (due by Sunday, June 25 at 9PM)

Week 3, June 26 - 30: Women in Politics

Readings:

Global Gender Issues, chapter 3

Dahlerup, Drude. "Introduction," pp. 1-21 in *Women, Quotas, and Politics*

2016 US Election article, to be determined (see BB folder for final document)

Lecture 5: Gender and the 2016 Election

Lecture 6: Women's Quotas and Legislative Politics

Assignments:

Discussion Board (posts and comments due by Sunday, July 2 at 9PM)

Policy Brief Outline Due (due by Sunday, July 2 at 9PM)

Week 4, July 3 - 7: Gender and Security

Readings:

Global Gender Issues, chapter 4

Young, Iris Marion "The Logic of Masculinist Protection: Reflections on the Current Security State"

Lecture 7: Gendering Security
Feminist Foreign Policy

Lecture 8: Gender and the Armed Forces

Assignments:

Discussion Board (posts and comments due by Sunday, July 9 at 9PM)

Midterm Due (due by Sunday, July 9 at 9PM)

Week 5, July 10 - 14: Women, Work, and Public Policy

Readings:

Global Gender Issues, chapter 5

Razavi, Shahra. 2007. "The Political and Social Economy of Care in a Development Context" Summary (pp iii-iv) and Introduction (pp 1-3)

Gender Basics Hochschild, "The Second Shift" (463-469)

"Welfare: Exploding the Stereotypes" (505-510)

Lecture 9: Global Economy and Gendered Divisions of Labor

Lecture 10: Work, Poverty, and Dependency

Assignments:

Discussion Board (posts and comments due by Sunday, July 16 at 9PM)

Week 6, July 17 - 21: Women's Movements

Readings:

Global Gender Issues, chapter 6 (pp. 237-255)

Moghadam, Valentine. 2005. "The Women's Movement and Its Organizations: Discourses, Structures, Resources" in *Globalizing Women: Transnational Feminist Networks*

Lecture 11: Transnational Feminist Networks & Global Activism

Lecture 12: When Protest Makes Policy

Assignments:

Discussion Board (posts and comments due by Sunday, July 23 at 9PM)

Policy Brief Draft Due (due by Sunday, July 23 at 9PM)

Week 7, July 24 - 28: Violence Against Women

Readings: All available as PDFs on BB

Weldon, S. Laurel. 2002. "Introduction: From Protest to Policy" in *Protest, Policy and the Problem of Violence Against Women* (pp. 1-19)

Hlavka, Heather. 2014. "Normalizing Sexual Violence: Young Women Account for Harassment and Abuse" *Gender & Society* 28(3): 337-358.

Harding, Kate. 2015. "Reasons for Hope" in *Asking for It: The Alarming Rise of Rape Culture – And What We Can Do About It* (pp. 205-222)

(optional: History of the Violence Against Women Act:

<https://www.legalmomentum.org/history-vawa>

Gender Basics VII.5: Dziech and Weiner, "The Lecherous Professor" p. 343-351)

Lecture 13: Intersectionality and VAW

Lecture 14: VAW in Institutions: Universities, Militaries, and Businesses

Assignments:

Discussion Board (posts and comments due by Sunday, July 30 at 9PM)

Policy Brief Final Due (due by Sunday, July 30 at 9PM)

Week 8, July 31 - August 4: Reproductive Rights & Family Law

Readings: All available as PDFs on BB

Gender Basics IX.3: Marquis "Why Abortion is Immoral" p. 398-401

Gender Basics IX.4: Thomson "A Defense of Abortion" p. 402-410

Gender Basics IX.5: Sherwin "Abortion" p.410-419

The Center for Women's Global Leadership: "Influences of Religious Fundamentalism on Sexual and Reproductive Health and Rights of Women"

Reiss, Fraidy. October 13, 2015. "America's Child Marriage Problem" from *The New York Times*

Lecture 15: Reproductive Rights: Abortion, Contraception, and Pregnancy

Lecture 16: Family Law: Global and Domestic Issues

Assignments:

Final Exam: Questions released on Thursday, August 3. Exam answers due by Friday, August 4 at 9PM.