

**University of Toronto**  
**Department of Political Science**  
**POL 300 H1(Y) Topics in Comparative Politics**  
**Gender and Public Policy: Canadian and Comparative Approaches**

**Summer 2012**

**Wednesdays 12-2**

**May – August**

**SS1087**

Instructor: Ethel Tungohan

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**Course Overview**

This course introduces students to how gender functions in the policy arena. The use of “gender” as an analytical category will be assessed critically. Students will explore how public policies have divergent impacts on men, women, and other social groups. They will also examine the different ways in which public policies can be made more responsive to gender and diversity concerns. In addition, students will discuss and debate different methods of gender policy analysis. Various policy issues will be considered throughout the course, with special attention placed on policies on welfare provision, immigration, and reproductive rights. The empirical focus of the course will be cross-national, with readings taken from Canadian and international sources. Throughout the course, students will be encouraged to consider notions of justice and inequality as theoretical tools to analyze public policy.

**Course Pre-requisites**

Students must have previously completed a course in Political Science at the 200-level. Alternatively, students may enroll if they have the permission of the instructor.

**Course Requirements**

**Critical Reflections of the Readings – 15% (Should be posted on Blackboard on Tuesday at 12 pm)**

During the first class, students will select the readings that they will be responsible for reviewing. These reviews must be posted on Blackboard no later than the Tuesday before each lecture by 12 pm. Hard copies of these reviews must also be submitted at the

beginning of the lecture the next day. It is important that students post their reviews as early as possible to give their colleagues ample time to read their reviews because these will form the basis of the class discussions that will take place. These should briefly summarize the week's required readings; identify concerns regarding a particular reading, argument, or concept; raise questions about the theory and/or substance of the reading; and relate the readings to the broader issues addressed in the class. Students are also encouraged to consider linkages between the readings, both in terms of questions asked and answers provided; critique the authors' positions, logic, style and analysis; complement the authors' analysis with something they may have missed; and contemplate how these readings can be used to explore the larger questions posed by this course. These reviews will be assessed on the basis of your ability to substantively engage with the readings and to reflect on themes that are addressed in class. These reviews should be 3 pages double-spaced.

### **Policy Brief – 25% (Due June 20)**

Policy analysts working for the government and international organizations frequently have to write policy briefs that will allow them to provide senior policy analysts more information on key issues. A policy brief is a short paper that succinctly informs decision-makers on key issues. For this assignment, you will be required to evaluate a certain policy area using one of the perspectives we have learned in class. You can choose from a list of policy areas that will be distributed in class. The mechanics of how to write a policy brief will be discussed in the first three classes. The policy brief should be between 750 to 1000 words, excluding references and bibliography.

### **Essay Outline and Annotated Bibliography – 15% (Due July 18)**

In preparation for the analytical essay, students will be required to provide a detailed outline of their arguments, no more than 3 pages double-spaced (excluding bibliography). Their bibliography should include at least six academic sources, with a short summary of the main arguments presented by each of these sources. Academic sources include peer-reviewed academic journal articles and books. Newspaper articles, text books, government and NGO reports, blog posts, and other media reports will not count as part of your six academic sources.

### **Analytical Paper– 35% (Due August 1)**

A list of possible research topics will be circulated in class although students may select a research topic that is not listed, provided that they get prior approval from me. Students are expected to provide a literature review in their papers, as well as a clear argument supported by evidence and examples. Citations can be in any style, provided that they are used correctly and consistently throughout the paper. This paper should be 3000 words in length, excluding references and bibliography.

### **Participation – 10% (On-going)**

Students are expected to attend class regularly. They will be required to do all of the required readings critically and thoughtfully, and will be expected to contribute

meaningfully to the class. Class participation marks will be based on attendance and on students' active participation in class discussion and group exercises. Students who regularly show up late to each class or who leave early without prior permission from the instructor risk having their participation marks lowered.

## **Course Policies**

### **Electronic Devices**

Students are prohibited from using their cell phones in class.

### **Formatting bibliographies, references**

The University of Toronto's writing center has ample resources that help students with their writing. Please consult the following website:

<http://www.writing.utoronto.ca/advice>

In completing the written assignments, students must cite all facts and figures that are not common knowledge and must cite all ideas that are borrowed from other authors. Students should note that all arguments, concepts, facts, and ideas derived from external sources must be cited. In addition, students should be aware of the difference between paraphrasing and direct quotations. Merely changing one or two words in a passage taken from an external source does not constitute paraphrasing and requires the use of quotation marks. If passages are taken directly from external sources, providing an endnote, a foot note or an in-text citation is insufficient; quotation marks have to be included in all of these cases. A failure to do so puts students at risk of plagiarism. Please consult the following pages for more information:

Proper use of quotations: <http://www.writing.utoronto.ca/advice/using-sources/quotations>

Proper use of paraphrasing: <http://www.writing.utoronto.ca/advice/using-sources/paraphrase>

Students must use a recognized standard format correctly in their bibliographies, references, and footnotes. Failure to do so will result in substantial penalty in calculating your assignment grade. Cornell University provides useful online guides to the APA and MLA citation styles:

[http://campusgw.library.cornell.edu/newhelp/res\\_strategy/citing/apa.html](http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html)

[http://campusgw.library.cornell.edu/newhelp/res\\_strategy/citing/mla.html](http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/mla.html)

### **Late assignments**

Late submission of all written assignments will incur a 5% penalty for the first day, and 1% for each additional day thereafter, including weekends. Only hard copies of written assignments will be considered. Assignments cannot be submitted electronically.

### **Appeals**

Appeals will only be considered after the student provides a one page explanation of the basis of the appeal. Although grades can increase upon appeal, grades can also decrease.

### **Plagiarism**

Plagiarism is a serious offence and will be dealt with accordingly. For clarification and information, see the University of Toronto's policy on Plagiarism at <http://www.utoronto.ca/writing/plagsep.html>. For this class, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in Turnitin. Terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. Students who wish to opt out of Turn It In need to inform me via email a week before all written work is due. Students opting out of Turn It In need to provide me with complete photocopies of all of the sources they are using for their papers, as well as research notes and essay drafts. These documents need to be handed in along with the papers.

### **Accessibility Needs**

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

## **Course Materials**

The course reader will have all of your required readings. This can be picked up at the University of Toronto Book Store located at 214 College Street, Toronto, ON M5T 3A1.

## **Course Schedule and Required Readings**

**(R): Denotes Required Readings**

**(F): Denotes Further Readings**

**May 16 (Class 1): Introduction to the Course: What is Public Policy? Why should we study Gender and Public Policy?**

**May 23 (Class 2): Gender and Public Policy**

(R) Hawkesworth, Mary (1994). "Policy Studies within a Feminist Frame." Policy Sciences 27 (2/3): 97-118.

(R) Johnson, Cathy Marie, Duest-Lahti, Georgia & Norton, Noelle H (2007). "Making Gender, Making Policy." Making Gender: The Sexual Politics of Welfare Policy. Boulder, Colorado: Lynne Rienner Publishers, pp. 1-31.

(F) Vickers, Jill (1995). "What Women Want: Women-Centred Approaches to Public Policy." Reinventing Political Science. Halifax: Fernwood Publishing, Chapter Six.

### **May 30 (Class 3): Women's "Empowerment" and Public Policy**

(R) Kabeer, Naila (1999). "Resources, Agency, Achievements: Reflections on the Measurements of Women's Empowerment." Development and Change 30: 435-464.

Policy brief workshop

### **June 6 (Class 4): Intersectionality and Public Policy**

(R) Hancock, Ange Marie (2007). "When Multiplication does not Equal Quick Addition: Examining Intersectionality as a Research Paradigm." Perspectives on Politics 5 (1): 63-79.

(R) Nash, Jennifer (2008). "Rethinking Intersectionality." Feminist Review 89: 1-15.

(F) Hankivsky, Olena & Cormier, Renee (2011). "Intersectionality and Public Policy: Some Lessons from Existing Models." Political Research Quarterly 64: 217-229

### **June 13 (Class 5): Care Ethics and Public Policy *Kara Santokie, Guest Lecturer***

(R) Robison, Fiona (2011). "Care Ethics and the Transnationalization of Care: Reflections on Autonomy, Hegemonic Masculinity, and Globalization" in R. Mahon & F. Robinson (eds.) Feminist Ethics and Social Policy: Towards a New Global Political Economy of Care Vancouver: UBC Press, pp. 127-144.

(R) Hankivsky, Olena (2011). "The Dark Side of Care: The Push Factors of Human Trafficking." in R. Mahon & F. Robinson (eds.) Feminist Ethics and Social Policy: Towards a New Global Political Economy of Care Vancouver: UBC Press, pp. 145-161.

### **June 20 (Class 6): Race, Indigeneity, and Public Policy**

**\*\*\*Policy briefs due\*\*\***

(R) Abu-Laban, Yasmeen (2007). "Political Science, Race, Ethnicity, and Public Policy" in M. Orsini & M. Smith (eds.) Critical Policy Studies Vancouver: UBC Press, Chapter Seven.

(R) Lawrence, Bonita (2003). "Gender, Race, and the Regulation of Native Identity in Canada and the United States." Hypatia 18 (2): 3-31.

(R) Fleras, Augie & Maaka, Roger (2010). "Indigeneity Grounded Analysis (IGA) as Policy (Making) Lens, New Zealand Models, Canadian Realities." The International Indigenous Policy Journal 1(1): Article 4.

(F) McGrath, Ann & Stevenson, Winona (1996). "Gender, Race, and Policy: Aboriginal Women and the State in Canada and Australia." Journal of Canadian Labour Studies 37-53.

### **June 27: No Class (University course break)**

## **July 4 (Class 7): Gender Mainstreaming in Nation-States and in International Organizations**

(R) United Nations (2001). Supporting Gender Mainstreaming. Geneva, Switzerland: 1-7.

(R) Hankivsky, Olena (2007). "Gender Mainstreaming in the Canadian Context: One Step Forward, Two Steps Back," in M. Orsini & M. Smith (eds.) Critical Policy Studies Vancouver: UBC Press, Chapter Six.

(R) True, Jacqui (2003). "Mainstreaming Gender in Global Public Policy." International Feminist Journal of Politics 5 (3): 368-396.

(F) Charlesworth, Hilary (2005). "Not Waving But Drowning: Gender Mainstreaming and Human Rights in the United Nations." Harvard Human Rights Journal 18: 1-18.

## **July 11 (Class 8): Sex Work v. Prostitution Cheryl Auger, Guest Lecturer**

(R) Lakeman, Lee (2009). "Abolishing Prostitution through Economic, Political, and Physical Security for Women." Frontline Knowledge Vancouver, BC: Rape Relief Shelter, pp. 1-38.

(R) Shaver, Frances, Lewis, Jacqueline & Maticka-Tyndale, Eleanor (2011). "Rising to the Challenge: Addressing the Concerns of People Working in the Sex Industry." Canadian Review of Sociology 48 (1): 47-65.

## **July 18 (Class 9): The Welfare State**

### **\*\*\* Annotated Bibliographies Due \*\*\***

(R) Bashevkin, Sylvia (2000). "Rethinking Retrenchment: North American Social Policy during the Clinton and Chretien Years." Canadian Journal of Political Science 33 (1): 7-36.

(R) Morrow, Marina, Hankivsky, Olena & Varcoe, Colleen (2004). "Women and Violence: The Effects of Dismantling the Welfare State." Critical Social Policy 24 (3): 358-384.

## **July 25 (Class 10): Immigration**

(R) Abu-Laban, Yasmeen (1998). "Keeping 'Em Out: Gender, Race, and Class Biases in Canadian Immigration Policy" in V. Strong-Boag, et al (eds.) Painting the Maple: Essays on Race, Gender, and the Construction of Canada. Vancouver: UBC Press, pp. 69-82.

(R) Abu-Laban, Yasmeen & Stasiulis, Daiva (2000). "Constructing 'Ethnic' Canadians: The Implications for Public Policy and Inclusive Citizenship." Canadian Public Policy 26 (4): 477-487.

(R) Thobani, Sunera (2000). "Closing Ranks: Racism and Sexism in Canadian Immigration Policy." Race and Class 42 (1): 35-55.

(F) Carens, Joseph (2008). "Live-in Domestic, Seasonal Workers, and Others Hard to Locate on the Map of Democracy." Journal of Political Philosophy 16 (4): 419-445.

### **August 1 (Class 11): Reproductive Rights**

#### **\*\*\*Analytical Essay Due\*\*\***

(R) Gupta, Jyotsna (2012). "Reproductive Bio-crossings: Indian Egg Donors and Surrogates in the Globalized Fertility Market." International Journal of Feminist Approaches to Bio-Ethics 5 (1): 25-51.

(R) Haussman, Melissa (1996). "Of Rights and Power: Canada's Federal Abortion Policy 1969-1991" in D. Stetson & D. McBride (eds.) Abortion Politics, Women's Movements and the Democratic State: A Comparative Study of State Feminism. Oxford: Oxford University Press, pp. 63-86.

(F) Dixon-Mueller, Ruth (1993). "The Elusive Woman Question in United States International Population Policy." Population Policy and Women's Rights: Transforming Reproductive Choice. Westport, CT: Greenwood Publishing Group.

### **August 8 (Class 12): Gender and Public Policy in Times of Neo-Liberal Restructuring – Are New Frameworks Necessary?**

(R) Simon-Kuman, Rachel (2011). "The Analytics of Gendering the Post Neo-Liberal State." Social Politics 18 (3): 441-468.

(R) Rai, Shirin (2006). "Gendering Global Governance." International Feminist Journal of Politics 6 (4): 579-601.

(F) Cohen, Marjorie & Pulkingham, Jane (2009). "Going Too Far? Feminist Public Policy in Canada." Public Policy for Women: The State, Income Insecurity, and Labour Market Issues. Toronto: University of Toronto Press, pp. 3-31.

(F) Banaszak, Lee Ann, Beckwith, Karen & Rucht Dieter (2003). "When Power Relocates: Interactive Changes in Women's Movements and States" in L. Banaszak, et al. (eds.) Women's Movements Facing the Reconfigured State Cambridge: Cambridge University Press, Chapter One.