UNIVERSITY OF TORONTO
DEPARTMENT OF POLITICAL SCIENCE
WINTER 2024

POL 351HS
GENDER, POLITICS, AND PUBLIC POLICY IN COMPARATIVE PERSPECTIVE

Thursdays 11:00 am – 1:00 pm EST

Instructor:	Professor Linda A. White (pronouns she/her)
Email:	linda.white@utoronto.ca
Course Delivery Mode:	In-person
Office Hours:	Thursdays 1:30-3:00 pm EST; or by appt
Course website:	Quercus

COURSE OVERVIEW AND OBJECTIVES

This course is designed as a gender and public policy "solutions lab". The goals of this course are to use a comparative politics and public policy lens to critically examine some of the gender-based and intersectional inequalities faced by different communities of women, girls, and 2SLGBTQI+ people, and to reflect on the role that political institutions and public policies play in both creating and overcoming those inequalities.

Some of the most intractable policy challenges around the globe centre around gender.

The World Bank gender data portal and other data repositories note that on a number of dimensions of gender inequality — including economic structures and access to resources; education; health and related services; public life and decision-making; and human rights – women are still disadvantaged in relation to men. While data are scarcer, BIPOC women, as well as two-spirit, lesbian, gay, bisexual, transgender, queer or questioning and other groups (2SLGBTQ+) face even more disadvantages compared to both white men and women. There are vastly different human rights regimes around the world and constitutional provisions that permit discrimination on the basis of gender, sex, sexuality, and sexual orientation. Even in those countries where women have made gains economically, they may remain underrepresented in political office and other political institutions.

What makes these problems intractable is that gender inequality is multidimensional. Inequality manifests on the basis of multiple aspects of identity and in multiple structures, institutions, and organizations. Issues of intersectionality – of gender, sexuality and sexual orientation, race, class, indigeneity, religion, ethno-national group so on – along with global power imbalances between North and South, political regimes, and welfare state traditions make gender inequality in all its aspects challenging to overcome.

Drawing on a variety of political science and other social science research, the first part of the course focuses on examining various aspects of gender-based inequality; the second part critically examines some contemporary policy solutions. Canada, at points, provides an anchor

point for comparative discussion but, as much as possible, the comparative lens is used to critically reflect on the varieties of lived experiences (and thus positions of advantage and disadvantage) of women, girls, and 2SLGBTQI+ people around the world.

By the end of this course students will:

- Gain a broader and deeper understanding of the role that gender plays in politics and policymaking, and in particular how institutions and policies position people in hierarchies of power that contribute to or reduce inequality;

- Examine how gendered constructs can systematically be used to disadvantage women, girls and 2SLGBTQI+ people and understand the challenges faced by these groups in a number of policy areas, including health, education, labour, and reproductive justice;

- Apply political science theory and analysis (such as intersectional analysis, structural analysis, and institutional analysis) to understand multiple aspects of gender based inequality;

- Develop critical analytic skills and techniques and, using multiple lens, analyze policies and reflect on possible policy solutions to ameliorate gender-based inequalities.

Please note that the course material addresses subject matter that some students may find disturbing and/or traumatizing or may evoke strong emotional reactions. If you believe that you will find a particular subject matter disturbing/traumatizing, you may choose not to participate in the discussion. You will still, however, be responsible for material that you miss, and you should arrange to get notes from another student or see me individually. I encourage you to familiarize yourself with the syllabus and prepare yourself emotionally beforehand.

I ask all students to keep in mind that we all come from different lived experiences, and we will approach this material from those different perspectives and lived experiences. I encourage the cultivation of an atmosphere of mutual respect and sensitivity throughout the course, and I hope we can engage in collaborative learning.

STATEMENT ON ACKNOWLEDGEMENT OF TRADITIONAL LAND

The sacred land on which the University of Toronto operates has been a site of human activity for 15,000 years and is the traditional lands of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit River. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

For more information see: https://www.studentlife.utoronto.ca/fnh

COURSE FORMAT AND DELIVERY MODE

The course will be delivered in person only in the Winter 2024 semester. In-person classes begin at 10 past the hour and end on the hour. I do not plan to record the lectures. Unfortunately, we are still experiencing waves of the COVID-19 virus which may at some point in the semester disrupt in-person learning. If circumstances arise where we need to switch to some form of hybrid or remote learning, we will do so. In that instance, the course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

COMMUNICATION

Quercus will be used for sharing important information and announcements. It is your responsibility to log on to Quercus regularly and obtain relevant information for the course. I strongly suggest changing your settings to receive emails of any announcements and updates.

I am available for weekly office hours as specified above or "as needed" by appointment – just email me at linda.white@utoronto.ca and we can set up a mutually convenient time. I check my email regularly during working hours (weekdays from 9 a.m. to 5 p.m. EST) and I will try my best to respond within 24 hours. Response times will be longer on evenings and weekends.

Note that other email addresses (e.g. gmail) can end up in email spam. It is thus important for all students to use a valid UTOR email address for communication.

For anything other than straightforward questions which can be answered in a sentence or two via email, I encourage students to speak with me about any of the material covered in the course and the assignments. If the response requires more than one sentence, email is not the appropriate medium for discussion of course materials.

REQUIRED COURSE MATERIALS

This course is designed to be an introduction to the topic of gender, politics, and public policy in comparative perspective. It cannot cover everything related to these topics; we can merely scratch the surface on these issues. I hope students are inspired to go beyond the course material and continue their learning well beyond this 12-week introductory course. To that end, in addition to the required weekly readings, the syllabus lists a number of *non-mandatory* additional readings and other resources should you want to explore a topic in further depth and that may be helpful in writing the final essay. Those readings are easily accessible via the University of Toronto library system. On the U of T library home page, just enter the article title in the search box and the search system will take you to the article.

The required readings provide the foundation for the learning in the course and provide the basis for the course assignments. They comprise a mix of academic journal articles, book chapters, and shorter pieces. All the readings and other relevant course information are available on Quercus or as otherwise indicated.

Students should complete all the required readings *before* class each week as that will better facilitate your learning.

Course materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download materials from Quercus for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

CLASS ATTENDANCE

Students are expected to attend every class. Attendance will be taken via Quercus ("Quizzes function").

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should **report their absence through the online absence declaration**. The declaration is available to students through ACORN under the Profile and Settings menu. Starting in the 2023-2024 school year, students may use the ACORN Absence Declaration Tool to declare an absence once per academic term (e.g., the fall term) for a maximum period of seven (7) consecutive calendar days. The seven-day declaration period can be retroactive for up to six (6) days in the past, or proactive, up to six (6) days in the future. For more information, please see:

https://www.artsci.utoronto.ca/current/academics/student-absences

Students should also advise their instructor of their absence. Instructors will not be automatically alerted when a student declares an absence. It is a student's responsibility to let instructors know that they have used the Absence Declaration so that you can discuss any needed consideration, where appropriate.

You may be asked to provide a Verification of Student Illness or Injury (VOI) form as well. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (such as a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number).

For more information on the VOI, please see http://www.illnessverification.utoronto.ca. For information on Absence Declaration Tool for A&S students, see https://www.artsci.utoronto.ca/absence.

For more severe and extended absence requests, you should register with Accessibility Services as soon as possible and/or contact your College Registrar. See below re: University resources.

EVALUATION

The final course grade reflects your level of demonstrated achievement of the course learning objectives listed above. Evaluations provide feedback on your progress towards the final course grade. **Ouriginal** *will be used in this course* and can be used via Quercus. You do not need to sign in to Ouriginal separately.

Your final grade will be determined by your performance in these areas:

Component	Weight/Value	Due Date
Class participation	8%	Each lecture
One-on-one meetings	2%	Sign up via Quercus for a 15 min slot in the first six weeks of the course during office hour times
Reading engagements (3)	3 x 5 = 15%	Wednesdays BEFORE the lecture 11:59 pm EST; TWO must be completed before the mid-term on 29 February
Discussion posts (5)	1 x 5 = 5%	Weeks 1-12
In-class mid-term exam	30%	February 29
Final essay proposal and draft bibliography	10%	March 13, 11:59 pm EST
Final essay	30%	April 5, 11:59 pm EST

Class participation (8%)

Students are expected to attend every class, and actively participate in class discussions. Active participation involves 1) preparing for each class in advance by doing the readings, taking notes, and formulating questions; 2) bringing course materials (readings, notebooks) with you to class; 3) actively listening to class discussion; 4) sharing your own insights; 5) posing questions, drawing connections between concepts, or raising weaknesses in an argument; 6) seeking the opinion of others or drawing others into discussion; 7) participating in in-class work. I will keep track of these aspects of your class participation and engagement. If participation in class discussions is difficult for you, you must come see me during my office hours.

Please note that I am committed to creating and fostering a positive learning environment based on open communication, mutual respect, and inclusion. In this course, each voice in the classroom has something of value to contribute. I thus encourage in all forms of course communication, both within and outside the classroom, to respect the different experiences, beliefs and values expressed by fellow students, faculty, and the graduate teaching assistant.

I also encourage students to observe some basic rules of etiquette in the classroom, such as arriving on time, avoiding the use of electronic devices other than for note taking, and so on.

Please let me know if the name on the official course registration list does not for any reason match the name by which you would like to be addressed. If you have pronouns by which you would like to be addressed, please let me know.

One-on-one meetings (2%)[1]

Given that there are no tutorials in the course, I have reserved times via Quercus Calendar for one-on-one meetings (running Thursdays January 18-February 15 from 1:30 – 5 pm). I invite you to sign up for one of these slots (instructions below). There is no pressure to do so; this is just an opportunity to learn a bit more about you, your interests, background, and so on. As a crude incentive, 2 per cent of the final course mark will turn on meeting with me. Because these slots overlap with office hours in the early weeks of the course, you can receive the 2 per cent credit just by coming to chat about the course material or to ask questions.

Instructions on how to sign up for an appointment:

1. Log in to Quercus and navigate to Calendar (the left-hand side navigation panel)
2. Select POL351 Calendar on the right side of the page.
3. Select an Appointment Slot. A pop-up or a new page with details about the appointment will appear.

If you have any questions or issues with signing up for the meeting with Professor White, please contact Nikola: n.milicic@utoronto.ca.

Reading engagements (3 @ 5% = 15%):

In order to help you keep up with the readings and practice reading critically, you will submit three (3) reading engagements over the course of the term (from weeks 2-12). **At least two must be completed before the date of the mid-term.**

The reading engagements are designed to help you learn to map the arguments in the required readings and to integrate those arguments.

Each reading engagement should be a **maximum** of 700 words (anything longer will be marked as 0) and it include the following:

1. Thesis of each reading, that is, the question(s) the author is trying to answer or the issue(s) with which the author is grappling (1-2 sentences);

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[1] My thanks to colleague Rob Vipond for sharing this assignment idea.

2. Description of 1-2 arguments made in support of the thesis or answers to the questions (1-2 sentences each);

3. Description of the evidence the author uses to support their arguments (1-2 sentences each);

4. The main findings.

Then, you will write an **integration paragraph** that identifies common themes or contradictions among the readings, establishes connections with previous discussions in class and other readings, expresses agreement or disagreement with the arguments being presented, or applies concepts and ideas learned to date. You are encouraged to share the ideas in your engagement during class.

Submission dates and process: To receive credit for a reading engagement, you must submit it before class meets (late engagements will not be graded). The engagements for a given week are due 11:59 pm the night before that class on Quercus.

Grades: Your response to each reading will be graded out of 5: 2 points for the reading summaries (with an average score taken if the summaries are widely varying in quality) and 3 points for the integration paragraph.

Grading criteria: 1) familiarity with *all* the assigned material; 2) engagement with the assigned material at a level of abstraction higher than summarizing, e.g., evaluating arguments, analyzing connections and implications, applying concepts and theories; 3) organization and clarity of presentation.

The reading engagements are designed to integrate your learning while also demonstrating your knowledge of the course material. Each assignment submission, therefore, must be supported with evidence drawn directly from ALL the week's required course material. You must paraphrase and directly quote the readings in meaningful ways that support your analysis/reflections.

Discussion posts (5 @ 1% = 5%)

This class will use the Discussion function on Quercus to encourage students to share news stories, reports, data, and so on related to the course themes. **Five (5)** times in the semester (with a maximum of one post per week's themes but which can be posted at any time during the semester), students are required to post either: a story from a reputable newspaper (including online newspaper); a recently released government or non-governmental organization/ international organization report; new data repository; newsworthy video; or relevant social media thread **that relates to the week's themes**. THESE ARE EASY MARKS TO ACHIEVE. Each posting earns one (1) point. Irrelevant posts (that is, ones that do not relate to the week's themes) or those from disreputable websites and sources earn 0. This assignment allows us to contribute collectively to knowledge accumulation and to keep up with current events related to gender, politics, and public policy.

The University of Toronto library services has a number of links re: how to evaluate news sources e.g.: "How do I spot fake news?" https://onesearch.library.utoronto.ca/faq/how-do-i-spot-fake-news ; and W. Brock MacDonald's "Researching Using the Internet": http://advice.writing.utoronto.ca/researching/research-using-internet/

In-class midterm exam (30%)[2]

For this assignment, students will prepare three (3) 5-6 paragraph argumentative essays in response to questions that will be handed out a few weeks before the mid-term. These essays will serve as the study guide. For each essay, you must advance an argument that directly addresses the question. This argument must be clear and coherent and supported by evidence from at least four (4) required readings in the course. You may not use the exact same readings for each question. Each required article or book chapter counts as one reading. The essays must be organized and demonstrate university-level writing. Then, by the day of the in-class mid-term, students MUST submit their study guides to Quercus and write TWO of the three essays without notes or readings at their disposal (just like a normal in-class exam). You will not know in advance which 2 questions I will pick for you to respond to in class.

Note that I will not grade the content of study guides, only that you submitted them. Failure to submit the study guide results in a 10% deduction from your exam grade.

Grading criteria:

- Clear definitions – Does each essay clearly define and accurately utilize terms found in the readings and discussed in class?
- Thesis – is there a clear statement of the thesis in the first sentence/paragraph with the subsequent material built logically around that thesis?
- Argumentation - Is the argument reasonable, coherent, and convincing and does it engage with the literature in adequate depth and detail?
- Evidence Base - Is there good marshalling of evidence from the requisite number of sources including articles, chapters, and relevant data?
- Organization and quality of writing – is the essay well-organized with good flow from one idea to the next?

Final essay proposal and draft bibliography (10%) AND Final essay (30%)

The final essay builds on the learning you have done over the course of the semester to critically examine a particular aspect of gender in/equality in more depth.

The topic of the final essay is as follows:

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[2] My thanks to colleague Julie Moreau for sharing this assignment idea.

Choose ONE policy challenge that relates to gender inequality and the range of policy solutions that have been proposed to deal with the challenge. How, and how well do the policy solutions address the problem that you have identified? See below for more information about the specific components of the paper.

The final essay should conform to the learning goals of the course: that is, it must theoretically grounded in the core themes of the course; engage with the theoretical material; be explicitly comparative; and be policy oriented.

The final essay is comprised of two components: a proposal and draft bibliography; and the final essay.

The **proposal** (due March 13, 11:59 pm EST) should be one-page (double-spaced) submitted in Word ONLY to Quercus and must contain the following components:

- Your name and a title for your essay;
- A statement of your research topic (that is, what problem, and tentatively, what solution(s));
- A tentative thesis statement (that is, your position or answer to the essay question), with some reference to the jurisdictions you are thinking of including including your rationale for the choice of cases;
- A brief description of the theories and the approaches you will draw on to advance your argument;
- A brief description of the sources of evidence you will use to make your argument;
- A draft bibliography in addition to the one-page proposal of possible sources (academic articles, books, government reports, data sets).

The **final essay** (due April 5, 11:59 pm EST) should be between 10-12 double spaced pages, use 12-point font, with 1-inch margins and include page numbers. Please submit your assignments in Word ONLY to Quercus. It MUST contain the following components:

- Clear identification of the policy challenge as well as a clear rationale for the choice (e.g. some might choose to focus on a problem that is easily addressed and thus the rationale is this is "low hanging fruit"; others might focus on a policy challenge because it has proven to be intractable);

- A clear statement about scope of the policy challenge, backed up with empirical evidence (is this a global challenge; pertinent to only some countries, regions; highly localized);

- A clear articulation of the social as well as political institutional context, that is, which levels/branches of governance are responsible (international; national; regional; local; legislative; executive; judicial; non-governmental), which civil society organizations, and so on;

- A clear statement of the range of policy solutions that have been proposed, and the criteria you use to assess the effectiveness and appropriateness of the policy solutions that have been attempted;

- A bibliography that lists all the sources you have used in your essay. Please be sure to cite all sources using a consistently applied citation system.

Grading criteria:

The following criteria will be used to assess the paper:

• Clear definitions – Does the paper clearly define and accurately utilize terms encountered in the reading and in the course?

• Does the paper connect the course learning to the topic in relevant and thoughtful ways?

• Evidence base - Is there good marshalling of evidence from reputable sources including articles, chapters, and relevant data?

• Argumentation/analysis - Is the analysis reasonable, coherent, and convincing and does it engage with the literature in adequate depth and detail?

• Thesis – is there a clear statement of the goal of the assignment and summary of the argument in the first sentence/paragraph with the subsequent material built logically around that thesis?

• Organization and quality of writing – is the assignment well-organized with good flow from one idea to the next?

All written work should be submitted in Word format (permitted extensions .doc, .docx, .rtf).

Some helpful tips:

State the thesis clearly at the outset of your essay and use the remainder of your essay to present evidence that supports this thesis. Your thesis and the evidence that you provide should be logical, persuasive, and well-reasoned.

Write the paper in your own words. Do not rely on lengthy quotations, closely paraphrased passages, or a series of pasted-together quotes from several sources. Instead, synthesize the arguments that others make into a single central thesis of your own creation.

Cite sources using a consistently applied citation system.

Include a **bibliography** that lists all of the sources you have used in your essay.

Proofread your essay. It should be free of grammatical and typographical errors.

Include a title, your name and your student number at the top of your essay or on a separate cover page.

GENERAL RULES FOR ASSIGNMENTS

Citations:
All written work and presentations must be properly referenced with clear source citations. If you are quoting directly from a source, indicate as such with quotation marks; otherwise, be sure to paraphrase appropriately and **always** provide sources for your information even when paraphrasing, including page numbers for any information that is drawn from source material. **Any information that is not common knowledge must have source citations and any specific information or specific arguments must include page references.**

Please use a social science in-text citation system (Author, year of publication, page number) – please do not use footnote/endnote style for source citations – and provide a works cited page at the end of the assignment.

Please note that Generative Artificial Intelligence (AI) tools such as ChatGPT are proliferating. There are now hundreds of these systems that are readily available that can be used for a variety of purposes including language translation, article summarization, and thematic analysis. Students may choose to use generative artificial tools as they work through course assignments. BUT use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used (e.g. what prompts were used to generate content), and how the results from the AI were incorporated into the submitted work. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: https://style.mla.org/citing-generative-ai/).

Students are strongly advised to keep rough and draft work and hard copies of their assignments. These should be kept until the marked assignments have been returned. All graded assignments are to be kept by students until the grades have been posted on ACORN.

Late Penalties:
I expect students to turn in assignments on time and to present on the dates scheduled. No exceptions are made except in the case of an appropriately documented emergency.

If you do miss an assignment deadline, your grade for this component will be reduced by 2 **per cent per day**, including weekends. Late assignments will not be accepted after 7 days.

Grade Appeals:
The teaching assistant and I are happy to discuss evaluation criteria on any assignment as well as strategies for improvement. If you judge a received grade to be inaccurate (with respect to the grading guidelines outlined by the Faculty of Arts and Science and the assignment instructions given) and would like your assignment to be re-graded, you may appeal the assigned grade. The process by which to appeal the grade is to submit in writing (via email within one week of receiving the graded assignment to the person who graded the assignment) a paragraph

explaining the basis of the appeal, as well as the original graded assignment. Please note decisions on appeals are ultimately at the instructor's discretion. Once an appeal is submitted, the entire assignment (and not specific questions/parts) will be examined. Please note that your grade may go down, go up or remain unchanged after this process.

Academic Integrity:
Academic integrity is essential to the pursuit of learning and scholarship in the university. The university treats cases of cheating and plagiarism very seriously. Assignments and all other deliverables must be original work, giving credit to the work of others where appropriate. This applies to individual and group deliverables. You are encouraged to consult the following websites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the University of Toronto Academic Integrity and the UofT Writing Centre Resources websites for further detail and help on the proper use of citations.

Plagiarism and other academic offences: "are in direct opposition to the University's mission to foster internationally significant research and excellent programs—a mission that can be realized only if members of the University appropriately acknowledge sources of information and ideas, present independent work on assignments and examinations, and complete and submit group projects in accordance with the standards of the discipline being studied."

Examples of academic offences include (but are not limited to):

- Representing someone else's work or words as your own
- Falsifying documents such as a medical note
- Purchasing an essay or other assignment
- Submitting someone else's work – in whole or in part - as your own
- Submitting the same assignment in more than one course (without permission)
- Making up sources or facts for an essay or report.

Plagiarism – presenting others' thoughts, ideas, or other material without properly acknowledging the source - is a serious academic office and will be dealt with accordingly.

If you are unclear about what constitutes plagiarism or how to properly acknowledge sources, please visit the University of Toronto Academic Integrity and the UofT Writing Centre Resources websites for further detail and help on the proper use of citations.

If you have questions on these matters, please ask me or the teaching assistant in the course. It is the responsibility of each student to be able to demonstrate the originality of their work.

Ouriginal:
Normally, students will be required to submit their course essays to the University's plagiarism detection tool 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 the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that

apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faqLinks to an external site.).

Students may opt out of submitting through Ouriginal. If you choose to do so, you must inform me of your intention to do so. You must also provide electronic copies of all rough notes (typed and/or handwritten), library/Google searches conducted in the course of your research, and day/time stamped electronic versions of previous saved versions of your assignment with track changes enabled.

Code of Behaviour on Academic Matters
Please read the University's Code of Behaviour on Academic Matters. It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

UNIVERSITY RESOURCES

Occasionally students will need to apply for an academic accommodation due to disability, illness, religious observance, or personal emergency.

Academic accommodations are provided when you experience disability-related barriers that prohibit demonstration of your knowledge and skills. Accommodations are provided to level the playing field upon which you can establish your success. You are encouraged to inform yourself about options in this regard at the website for Accessibility Services. All requests for an academic accommodation are handled by the University of Toronto's Accessibility Services, not the instructor. For disability-related accommodations, Accessibility Services staff will determine suitable accommodations on a case-by-case basis based on recommendation from health providers and with student input.

Students should be aware of the new divisional policy on academic consideration for non-disability related requests for accommodation. Please review that information here: https://registrar.utoronto.ca/policies-and-guidelines/absence-declaration/. See above re: class and tutorial attendance for more information.

If a non-disability related accommodation request is made along with an absence declaration on ACORN, a resolution will be determined by the instructor. This may take the form of any alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution deemed appropriate by the instructor. If an accommodation request is not made along with an absence declaration, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

Mental Health and Wellness

Feeling distressed? Are you in crisis? There's help. You can access **U of T Telus Health Student Support** (formerly U of T My SSP) 24/7 by calling **1-844-451-9700**. Outside of North America, call **001-416-380-6578**. See more information at https://mentalhealth.utoronto.ca/telus-health-student-support/.

Are you in immediate danger? For Personal Safety – Call 911, then Campus Community Police*
UTSG Police: 416-978-2222 | U of T Mississauga Police: 905-569-4333 | U of T Scarborough Police 416-978-2222 |
Centre for International Experience Safety Abroad 416-946-3929.
*24/7/365; Campus Community Police can direct your call to the right service.
You can also contact the Community Safety Office at 416-978-1485.

WHAT YOU NEED TO READ IN ADVANCE OF EACH WEEK'S LECTURE:

Week 1 – January 11 - Introduction: situating gender-based policy challenges in a global context and using various metrics

Required readings:

Read the syllabus.

United Nations Foundation. 2023. *50 of the World's Most Sexist Laws, Policies, and Norms: A Snapshot of Gender Inequality*. Gender Inequality Fact Book 2023. UN Foundation.

Additional resources:

Celis, Karen et al., "Gender and Politics: A Gendered World, A Gendered Discipline." In *The Oxford Handbook of Gender and Politics*. Eds. Georgina Waylen et al. Oxford: Oxford UP: 1-26. https://academic.oup.com/edited-volume/34874?login=true.

Additional data resources:

Council on Foreign Relations. Women Around the World: https://www.cfr.org/blog/women-around-world

Inter-Parliamentary Union. Women in Parliament: *https://www.ipu.org/impact/gender-equality/women-in-parliament*

International Labour Organization. Gender equality initiative: *https://www.ilo.org/global/topics/equality-and-discrimination/gender-equality/lang--en/index.htm*

OECD Gender Equality Data Portal: *https://www.oecd.org/gender/data/*

Oxfam Canada. Feminist Scorecard: *https://www.oxfam.ca/publication/feminist-scorecard-2023/*

Statistics Canada, Women in Canada: A Statistical Report:
https://publications.gc.ca/site/eng/9.506267/publication.html

United Nations Development Programme. Gender Inequality Index:
http://hdr.undp.org/en/composite/GII

United Nations Statistics Division. The World's Women 2020:
https://unstats.un.org/unsd/gender/worldswomen.html

UN Women. Global Gender Equality Constitutional Database:
http://constitutions.unwomen.org/en

UN Women. Women and the Sustainable Development Goals (SDGs):
https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs

World Bank. Gender Data Portal: http://datatopics.worldbank.org/gender/

World Economic Forum. Global Gender Gap Report 2023:
https://www.weforum.org/publications/global-gender-gap-report-2023/

WORLD Policy Analysis Center (laws and social policies around the globe):
https://www.worldpolicycenter.org/

Week 2 – January 18 – Theorizing gender inequality: identity, intersectionality, and the complexities of different lived experiences

Required readings:

Hawkesworth, Mary. 2013. "Sex, Gender, and Sexuality: From Naturalized Presumption to Analytical Categories." In *The Oxford Handbook of Gender and Politics*. Eds. Georgina Waylen et al. Oxford: Oxford UP: 31-56.

Collins, Patricia Hill. 2019. *Intersectionality as Critical Social Theory*. Duke University Press: chapter 1 (21-53).

Davis, Heath Fogg. 2014. "Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique." *Perspectives on Politics* 12, 1: 45-60.

Additional resources:

Ainsworth, Claire. 2015. "Sex Redefined." *Nature* (18 February).

Crenshaw, Kimberlé. 2019. "Unmasking Colorblindness in the Law: Lessons from the Formation of Critical Race Theory." In *Seeing Race Again*. Berkely: University of California Press: 52-84.

Fogg Davis, Heath. 2017. *Beyond Trans: Does Gender Matter?* New York University Press.

Ray, Victor. 2022. *On Critical Race Theory: Why It Matters and Why You Should Care*. New York: Random House.

Wuest, Jo. 2019. "The Scientific Gaze in American Transgender Politics: Contesting the Meanings of Sex, Gender, and Gender Identity in the Bathroom Rights Cases." *Politics and Gender* 15: 336-360.

Week 3 – January 25 – Structural and cultural barriers to gender equality: poverty, access to education, health care, and related services

Required readings:

Heise, Lori et al. 2019. "Gender Inequality and Restrictive Gender Norms: Framing the Challenges to Health." *The Lancet* 393: 2440-2454.

Kabeer, Naila. 2015. "Gender, Poverty, and Inequality: A Brief History of Feminist Contributions in the Field of International Development." *Gender and Development* 23, 2: 189-205.

Rafferty, Yvonne. 2013. "International Dimensions of Discrimination and Violence Against Girls: A Human Rights Perspective." *Journal of International Women's Studies* 14, 1: 1-23.

Additional resources:

Arthur, Megan et al. 2018. "Child Marriage Laws around the World: Minimum Marriage Age, Legal Exceptions, and Gender Disparities." *Journal of Women, Politics and Policy* 39: 51-74.

Hendriks, Sarah E. and Keshet Bachan. 2015. "Because I am a Girl: The Emergence of Girls in Development." In *The Oxford Handbook of Transnational Feminist Movements*. Eds. Rawwida Baksh and Wendy Harcourt. Oxford University Press 895-918.

Heymann, Jody, Aleta Sprague and Amy Raub. 2023. "Education" (ch. 8). In *Equality Within Our Lifetimes: How Laws and Policies Can Close – or Widen – Gender Gaps in Economies Worldwide*. University of California Press.

Htun, Mala and Laurel Weldon. 2018. *The Logics of Gender Justice: State Action on Women's Rights Around the World*. New York: Cambridge University Press: chapter 4: "doctrinal politics: religious power, the state, and family law."

UNICEF. 2023. Is an End to Child Marriage Within Reach? Latest Trends and Future Prospects. https://data.unicef.org/resources/is-an-end-to-child-marriage-within-reach/

UNESCO. 2022. *Deepening the Debate on Those Still Left Behind*. Global Education Monitoring Report. https://www.unesco.org/gem-report/en/2022-gender-report

Week 4 – February 1 – Organizational norms, political institutional, and constitutional barriers to gender equality

Required readings:

Htun, Mala and S. Laurel Weldon. 2010. "When Do Governments Promote Women's Rights? A Framework for the Comparative Analysis of Sex Equality Policy." *Perspectives on Politics* 8: 207-216.

Lowndes, Vivien. 2020. "How are Political Institutions Gendered?" *Political Studies* 68: 543-564.

Wood, Elisabeth Jean. 2009. "Armed Groups and Sexual Violence: When Is Wartime Rape Rare?" *Politics and Society* 37, 1: 131-161.

Additional resources:

Cassola, Adèle, Amy Raub, Danielle Foley, and Jody Heymann. 2014. "Where Do Women Stand? New Evidence on the Presence and Absence of Gender Equality in the World's Constitutions." *Politics and Gender* 10: 200-235

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

Lambert, Priscilla A. and Druscilla L. Scribner. 2023. *Gender, Constitutions, and Equality: A Global Comparison*. Routledge, chapter 2 ("Why Constitutions Matter for Gender Equality") 15-37.

Raub, Amy, Adèle Cassola, Isabel Latz, and Jody Heymann. 2016. "Protections of Equal Rights Across Sexual Orientation and Gender Identity: An Analysis of 193 National Constitutions." Yale Journal of Law and Feminism 28: 149-169.

Shachar, Ayelet. 2001. *Multicultural Jurisdictions: Cultural Differences and Women's Rights*. Cambridge University Press.

Week 5 – February 8 – The problem of political representation: How politics and political leadership affect gender equality

Required readings:

Sevi, Semra, Vincent Arel-Bundock, and André Blais. 2019. "Do Women Get Fewer Votes? No." *Canadian Journal of Political Science* 52: 201-210.

Davidson-Schmich, Louise K., Farida Jalalzai, and Malliga Och. 2023. "Crisis, Gender Role Congruency, and Perceptions of Executive Leadership." *Politics and Gender* 19: 900-907.

Hessami, Zoha and Mariana Lopes da Fonseca. 2020. "Female Political Representation and Substantive Effects on Policies: A Literature Review." *European Journal of Political Economy* 63: 1-9.

Additional Resources:

Bateson, Regina. 2020. "Strategic Discrimination." *Perspectives on Politics* 18, 4: 1068-1087.

Bernard, Rachel, Shauna Shames, and Dawn Langan Teele. 2020. "To Emerge? Breadwinning, Motherhood, and Women's Decisions to Run for Office." *American Political Science Review* 15, 2: 379-394.

De Geus, Roosmarijn et al. 2021. *Women, Power, and Political Representation: Canadian and Comparative Perspectives*. University of Toronto Press.

Piscopo, Jennifer. 2019. "The Limits of Leaning In. Ambition, Recruitment, and Candidate Training in Comparative Perspective." *Politics, Groups, and Identities* 7,4: 817-828.

Saha, Sparsha, and Ana Catalano Weeks. 2022. "Ambitious Women: Gender and Voter Perceptions of Candidate Ambition." *Political Behavior* 44: 779-805.

Sanbonmatsu, Kira. 2020. "Women's Underrepresentation in the U.S. Congress." *Daedelus* (Winter): 40-55.

Teele, Dawn Langan, Joshua Kalla, and Frances Rosenbluth. 2018. "The Ties That Double Bind: Social Roles and Women's Underrepresentation in Politics." *American Political Science Review* 112, 3: 525-541.

Week 6 – February 15 – Labour market challenges: wage gaps, occupation segregation, workplace harassment, and employment discrimination

Required readings:

Ferguson, Lucy. 2013. "Gender, Work, and the Sexual Division of Labor." In *The Oxford Handbook of Gender and Politics*. Eds. Georgina Waylen et al. Oxford: Oxford UP: 337-363.

Collins, Lauren. 2018. "How the BBC Women are Working Toward Equal Pay." The New Yorker (July 16). Online: https://www.newyorker.com/magazine/2018/07/23/how-the-bbc-women-are-working-toward-equal-pay.

Alfrey, Lauren and France Winndance Twine. 2017. "Gender-Fluid Geek Girls: Negotiating Inequality Regimes in the Tech Industry." *Gender and Society* 31, 1: 28-50.

OR

Twine, France Winndance. 2018. "Technology's Invisible Women: Black Geek Girls in Silicon Valley and the Failure of Diversity Initiatives." *International Journal of Critical Diversity Studies* 1: 58-79.

Additional resources:

Barzilay, Arianne Renan and Anat Ben-David. 2017. "Platform Inequality: Gender in the Gig-Economy." *Seton Hall Law Review* 47: 393-431.

Bishu, Sebawit G. and Mohamad G. Alkadry. 2017. "A Systematic Review of the Gender Pay Gap and the Factors That Predict It." *Administration and Society* 49: 65-104.

Htun, Mala and Laurel Weldon. 2018. *The Logics of Gender Justice: State Action on Women's Rights Around the World*. New York: Cambridge UP: Chapter 3 "Governing Women's Legal Status at Work."

Winndance Twine, France. 2022. *Geek Girls: Inequality and Opportunity in Silicon Valley*. New York/London: New York University Press.

READING WEEK – February 22 – NO CLASS

Week 7 – February 29 - MID-TERM

CRITICAL EXAMINATION OF POLICY SOLUTIONS

Week 8 - March 7 – Social policies to overcome the enduring issue of care

Required readings:

Collins, Caitlin. 2019. *Making Motherhood Work: How Women Manage Careers and Caregiving*. Princeton University Press: chapter 1 (1-26).

Tungohan, Ethel. 2013. "Reconceptualizing Motherhood, Reconceptualizing Resistance." *International Feminist Journal of Politics* 15: 39-57.

Detraz, Nicole and Sursun Peksen. 2018. " 'Women Friendly' Spending? Welfare Spending and Women's Participation in the Economy and Politics." *Politics and Gender* 14: 137-161.

Additional Resources:

Hartley, Gemma. 2017. "Women Aren't Nags – We're Just Fed Up." *Harper's Bazaar* (Sept 27) (online https://www.harpersbazaar.com/culture/features/a12063822/emotional-labor-gender-equality/)

Hochschild, Arlie Russell and Anne Machung. 2012. *The Second Shift: Working Families and the Revolution at Home*. Penguin.

Lutz, Helma. 2018. "Care Migration: The Connectivity between Care Chains, Care Circulation and Transnational Social Inequality." *Current Sociology* 66, 4: 577-89.

Tungohan, Ethel. 2023. *Care Activism: Migrant Domestic Workers, Movement-Building, and Communities of Care*. University of Illinois Press.

Winddance Twine, France. *2015. Outsourcing the Womb: Race, Class and Gestational Surrogacy*, Second expanded edition. New York/London: Routledge.

Week 9 – March 14 - The role of IOs, transnational policy actors/advocates, and political regime effects

Required readings:

Englehart, Neil A. and Melissa K. Miller. 2014. "The CEDAW Effect: International Law's Impact on Women's Rights." *Journal of Human Rights* 13:1, 22-47.

Sanders, Rebecca. 2018. "Norm Spoiling: Undermining the International Women's Rights Agenda." *International Affairs* 94: 271-291.

Bjarnegård, Elin and Pär Zetterberg. 2022. "How Autocrats Weaponize Women's Rights." *Journal of Democracy* 33: 60-75.

Additional Resources:

Goetz, Anne Marie. 2020. "The New Competition in Multilateral Norm-Setting: Transnational Feminists and the Illiberal Backlash. *Daedelus* 149: 160-179.

Donno, Daniela and Anne-Katherin Kreft. 2019. "Authoritarian Institutions and Women's Rights." *Comparative Political Studies* 52, 5: 720-753.

Raday, Frances. 2012. "Gender and Democratic Citizenship: The Impact of CEDAW." *ICON* 10, 2: 512-530.

Tripp, Aili Mari. 2013. "Political Systems and Gender." In *The Oxford Handbook of Gender and Politics*. Eds. Georgina Waylen et al. Oxford: Oxford UP: 514-535.

Zwingel, Susanne. 2012. "How Do Norms Travel? Theorizing International Women's Rights in Transnational Perspective." *International Studies Quarterly* 56, 1: 115–129.

Week 10 – March 21 – Courts and social movement alliances

Required readings:

Luna, Zakiya and Kristin Luker. 2013. "Reproductive Justice." *Annual Review of Law and Social Science* 9: 327-352.

Smith, Miriam. 2019. "LGBTQ Politics in Anglo-American Democracies." In *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*. Eds. Michael J. Bosia et al. OUP: 138-152.

Tripp, Aili Mari. 2015. "The Difference That Difference Makes: Comparative Perspectives on Concepts of Gender, Ethnicity, and Race." *Politics, Groups, and Identities* 4, 2: 307-324.

Additional resources:

Baksh, Rawwida and Wendy Harcourt, eds. *The Oxford Handbook of Transnational Feminist Movements*. OUP.

Chaudhuri, Soma and Sarah Fitzgerald. 2015. "Rape Protests in India and the Birth of a New Repertoire." *Social Movement Studies* 14: 622-628.

Htun, Mala and Laurel Weldon. 2018. *The Logics of Gender Justice: State Action on Women's Rights Around the World*. New York: Cambridge UP: Chapter 6 "Reproductive Rights."

Lee, Myunghee and Amanda Murdie. 2021. "The Global Diffusion of the #MeToo Movement." *Politics and Gender* 17: 827-855.

Roberts, Dorothy E. 1999. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage Books.

Thompson, Debra. 2009. "Racial Ideas and Gendered Intimacies: The Regulation of Interracial Relationships in North America." 18: 353-371.

Week 11 – March 28 – Quotas and other mechanisms to achieve greater diversity in elected office and administration

Required readings:

Clayton, Amanda. 2021. "How Do Electoral Gender Quotas Affect Policy." *Annual Review of Political Science* 24: 235-252.

Krook, Mona Lena and Pippa Norris. 2014. "Beyond Quotas: Strategies to Promote Gender Equality in Elected Office." *Political Studies* 62, 1: 2-120.

Murray, Rainbow. 2014. "Quotas for Men: Reframing Gender Quotas as a Means of Improving Representation for All." *American Political Science Review* 108: 520-532.

Additional Resources:

Arendt, Christie Marie. 2018. "From Critical Mass to Critical Leaders: Unpacking the Political Conditions behind Gender Quotas in Africa." *Politics and Gender* 14: 295-322.

O'Brien, Diana Z. and Johanna Rickne. 2016. "Gender Quotas and Women's Political Leadership." *American Political Science Review* 110, 1: 112-126.

Weeks, Ana Catalano. 2018. "Why Are Gender Quota Laws Adopted by Men? The Role of Inter- and Intraparty Competition." *Comparative Political Studies* 51: 1935-1973.

Weeks, Ana Catalano. 2022. *Making Gender Salient: From Gender Quota Laws to Policy*. Cambridge University Press.

Week 12 – April 4 - Nudges, gender-based budgeting, and other elements of policy design

Required readings:

Khan, Zohra. 2015. "Gender-Responsive Budgeting." In *The Oxford Handbook of Transnational Feminist Movements*. Eds. Rawwida Baksh and Wendy Harcourt. Oxford UP: 485-506.

Piscopo, Jennifer, M. and Susan Clark Muntean. 2018. "Corporate Quotas and Symbolic Politics in Advanced Democracies." *Journal of Women, Politics, and Policy* 39, 3: 285-309.

Waylen, Georgina. 2018. "Nudges for Gender Equality? What Can Behaviour Change Offer Gender and Politics?" *European Journal of Politics and Gender* 1, 1-2: 167-183.

Additional resources:

Criado Perez, Caroline. 2019. *Invisible Women: Exposing Data Bias in a World Designed for Men*. New York: Harry N. Abrams.

Dobbin, Frank and Alexandra Kalev. 2016. "Why Diversity Programs Fail." Harvard Business Review (July-August) (online https://hbr.org/2016/07/why-diversity-programs-fail)

Government of Canada. 2017. "Chapter 5 – Equal Opportunity: Budget 2017's Gender Statement." Budget Plan (online : http://www.budget.gc.ca/2017/docs/plan/chap-05-en.html#Toc477707505)

You can also take the Government of Canada's Gender-based Analysis Plus course: https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/take-course.html.

Ontario Ministry of Labour. 2018. "Ontario First Province to Pass Pay Transparency Legislation." News Release (April 26). Link to act: https://www.ontario.ca/laws/statute/s18005)