

PA 5601 / 8690: Global Survey of Gender and Public Policy
Professor Christina Ewig

Fall 2021

In-Person Class Meetings: Mondays and Wednesdays 04:00PM - 05:15PM
Hubert Humphrey 35

Professor Christina Ewig

Office Hours: Mondays and Wednesdays 3-3:45 PM, Humphrey 255

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- *What are the implications of providing paid sick days to poor, working women in the US – for themselves, their kids and the broader US economy?*
- *Does providing “daddy leave” to German fathers lead to more engaged fathers that also help out with the housework?*
- *Is providing a cash subsidy to poor moms in Latin America if their daughters attend school empowering or patronizing?*
- *How is climate change impacting gender power relations in Ghana?*
- *What are the proven tactics for achieving policies that address gender inequalities?*
- *How can public policies address gender inequalities that vary as they intersect with race, class, disability and other factors?*

These are just some of the questions that we will tackle in this course. Students will learn the tools of gender public policy analysis through examination of a range of policies from around the world. In the first section of the course, students will become familiar with the key concepts necessary for gender policy analysis including how gender operates as a social structure and its intersectional relationship to other social structures such as race, class and disability. The second section of the course focuses on specific policy areas where gender policy analysis has been applied. Exploration of specific policy areas allows students to become familiar with the some of the major findings in the field of gender and public policy as well as offers an opportunity to examine, learn from, and critique how gender policy analyses have been carried out in a variety of contexts and topic areas. Given the global scope of the course and the fact that students come to the course with both local and global policy interests, we will consider policy issues and case studies from the US alongside and, in comparison to, issues and case studies from other countries. Specific policy areas covered this semester include equality policies, poverty policies, work/family reconciliation, health policy, climate change and international security. In section three, students will learn how gender is embedded in the politics of the policy making process, including in the specific behavior of political actors, the organization of institutions, and in the political discourses employed. This section of the course will allow students to assess what strategies have been more or less effective in promoting more gender-equitable public policies and the challenges of achieving policies attentive to intersectional inequalities.

This is the core, required course for the **Gender and Public Policy Concentration** for Master of Public Policy students. For more information on this concentration see: <https://www.hhh.umn.edu/masters-degrees/master-public-policy>. You are also invited to talk to Professor Ewig about pursuing this concentration.

Learning Outcomes:

This course contributes to the general learning outcomes developed for Humphrey School students in the following *specific* ways (general HHH outcomes in plain text and specific course contributions in italics):

1. to lead and manage in governance across sectors, institutions, and diverse populations and cultures; *by developing a better understanding of how diverse populations are differently affected by similar public policies*
2. to participate in problem-solving, policy-making, and institutional and societal change in dynamic, uncertain environments; *by better understanding the complexity of problems from an intersectional perspective and learning what efforts are most effective for promoting policy change*
3. to analyze, synthesize, think critically, solve complex problems, and make decisions informed by quantitative, qualitative, economic, and other methods; *by both learning concepts key to intersectional gender policy analysis and critically assessing the methods used in existing gender policy analyses*
4. to articulate the essential role of public institutions in democratic societies and the importance of democratic values in delivery of public services; *by examining the role of inclusion in policy making processes*
5. to understand conceptions of the common good, acknowledge normative and ethical viewpoints, and promote social justice; *by developing a clearer understanding of the gendered conceptual underpinnings of many public policies*
6. to communicate and interact productively with individuals in diverse and changing cultures and communities; *by gaining knowledge of policies developed in diverse local and global communities and their implications*
7. to understand global interdependencies and their implications for governance, policy-making, and implementation; *by comparing similar policy problems across diverse global contexts and considering their transnational dimensions*

Canvas Course Website: All assignments will be turned in and graded on the Canvas course website (canvas.umn.edu). We will also set up an informal discussion board on Canvas for students to share resources, advice, and to chat informally to foster community and connection. I may send out announcements about class via Canvas – therefore, please make sure you set course settings to receive course announcements and course conversations (emails) at least the same day. You may change your display name and pronouns in Canvas by following these steps in settings: <https://it.umn.edu/services-technologies/how-tos/canvas-set-your-preferred-name-in-your>

Class Assignments and Evaluation:

1) Response Papers (30%). You are required to post a response paper to the readings 8 out of 20 of the possible class meetings that entail readings (this does not include week one), with at least one response paper in each of the three parts of the course. Papers should be about 600-900 words (two to three double-spaced pages) and written in the format of an essay. Papers should include the following components: 1) **understand descriptively** the major points of each reading. This should not be a re-statement of all the arguments, but rather a summary that focuses on the threads that tie the pieces together with emphasis on those points that are most interesting or compelling. DO show that you are working with all (not just one or two) of the readings; 2) **critically engage** with the readings (e.g. does the author present a convincing argument? Is the evidence sound? Is the methodology appropriate? Is there a blind spot in the author's reasoning?); 3) **relate the argument** of at least one reading to the other readings for the day or from previous class meetings (e.g. how does it build on or respond to the other readings?) OR relate to another policy instance— for example the same policy in another time or place or a similar pattern for a different policy; 4) **raise 3 effective questions** for discussion. These may include one *clarification* question (e.g. what is the definition of transgender?) and two or three *substantive* questions that can serve as the basis for discussion (e.g. is it empowering or patronizing to require poor mothers to educate their daughters in exchange for cash?). Papers should be posted by *8AM the day of class* as an attachment in the discussion thread for the day. Please read your peers' postings prior to class.

2) In-class participation (25%). This course will be run seminar-style. Discussion will be our primary mode of learning in our weekly meetings. For this to work well, students are expected to carefully read each of the assigned readings before class and come prepared to contribute to discussion. Your response papers will help you to prepare, but active participation goes beyond what you have prepared prior to class – including being ready to change your mind, considering alternative viewpoints, and helping to create a respectful environment where everyone feels they have something to contribute, no matter their background or ideological persuasion. Please read your peers' response papers prior to class.

3) What's the Problem? (10%) This assignment asks you to use the "What's the Problem?" approach of Carol Bacchi, and apply it to a policy we do not cover in the course, and which she does not cover in her 1999 book. You will be assigned to a specific policy to consider, after ranking your preferences among options. Full instructions are provided on Canvas.

4) 5601 Students Only: Intersectional Analysis of an Organization (10%). This assignment asks you to build on our in-class discussion of Strolovich (2006) and assess, the degree of intersectional practice apparent in a non-profit or activist organization of your choosing. Ideally, you will visit one open meeting or event hosted by this organization. Full instructions are provided on Canvas.

5) Gender policy research brief/research paper (25% for 5601; 35% for 8690). For this policy

brief (MA students) or research paper (doctoral students), you will conduct research on a specific policy issue and analyze its gender dimensions. Briefs will be between 10-15 pages. Briefs will outline the gendered dimensions of the policy problem, offer a critical gender analysis of possible policy solutions, and make a case for a particular policy prescription. Doctoral students enrolled in 8690 will be expected to write a research paper of 20-25 pages. Papers will survey the literature to develop a research puzzle and will take a first cut at solving that puzzle. Students will submit a topic and an annotated bibliography prior to the final paper submission. We will devote one class session to workshopping paper drafts. A detailed assignment description is provided on Canvas.

6) Paper Presentations in Class (required, but not graded): The final two class meetings will be dedicated to class presentations. Students will be required to present their final brief or research paper and get general class feedback.

Assignment Due Dates:

Sept 20: ONLY 5601: Select organization for Intersectional Analysis Assignment (report in class)

Oct 4: Sign up for a “What’s the Problem?” topic on Canvas before class today

Oct 11: Research Brief/Paper Topic Selection on Canvas by 3PM (ungraded)

Oct 20: Research Brief/Paper Annotated Bibliography on Canvas (ungraded)

Nov 3: “What’s the Problem?” Assignment due by 5:15PM on Canvas

Nov. 22: Draft Research Brief /Paper due to colleagues (ungraded)

Dec 6: ONLY 5601: Submit Intersectional Analysis of an Organization Assignment by 5:15PM

Dec 13 & 15: Brief/Paper Presentations in class.

Dec 20: Submit Final Research Brief/Paper on Canvas by NOON

Attendance: It should go without saying that you are expected to attend every class. Attendance is especially important in small discussion-based classes like this one. We cover a lot of information each week and much of what we learn comes from in class interactions. That said, I do understand that emergencies happen.

Course Readings: The course reading load will range from between 100 and 150 pages a week, generally four to five book chapters or journal articles per week, split into two days. The course materials blend feminist theory with empirical case studies of policy implementation and formulation.

Two required books are available at the university bookstore:

Carol Lee Bacchi. 1999. *Women, Policy and Politics: The Construction of Policy Problems*. London: Sage. ISBN: 0 7619 5675 1

Jane Collins and Victoria Mayer. 2010. *Both Hands Tied: Welfare Reform and the Race to the Bottom of the Low-Wage Labor Market*. Chicago: University of Chicago Press. ISBN-13:978-0-226-11406-4.

All other readings are on library electronic reserve, with direct links on the course Canvas site. You can access our Canvas site through your MyU portal (<http://www.myu.umn.edu>) or directly: [to be filled in].

Grading: This course uses the Humphrey School grade definitions, which are as follows:

A = superior work

B = satisfactory graduate-level work

C = below Graduate School standards, but worthy of graduate credit

D = unsatisfactory work; no graduate credit

F = fail/no credit given

S = satisfactory (grade of S must be level of C- or above)

N = non-satisfactory/no credit given

Individual assignments will be graded on the following grading scale: A: 100-94 | A- 93-90 | B+ 89-87 | B 86-84 | B- 83-80 | C+ 79-77 | C 76-74 | C- 73-70 | D+ 69-67 | D 66-64 | D- 63-60 | F Below 60

Late Policy: Unless prior arrangements have been made with me, late work will be penalized by a three-point deduction immediately, followed by an additional 3 points for every additional 48 hours late after the due date.

Student Honesty and Academic Integrity: Students are responsible for upholding and maintaining academic and professional honesty and integrity per the Student Conduct Code, available at: http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf If you are unsure how to avoid plagiarism, cheating or academic misconduct, please see me and we can talk about ways to avoid these and succeed in this course.

Universal Access: It is important to me that all students are able to participate fully in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or evaluation procedures in order for you to participate fully. The Disability Resource Center <https://disability.umn.edu/> might be a source of support to you. *If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. You can also learn more about the broad range of confidential mental health services available on campus at: <http://www.mentalhealth.umn.edu>.*

Course Schedule:

I. Key Concepts

In this section of the course, we will discuss key concepts that are foundational to the analysis of the relationship between gender and public policy. We will consider and discuss sometimes-competing definitions and conceptualizations -including of gender itself- and unpack how some concepts regularly employed in the policy world that rely on gendered assumptions.

Sept 8: Organizational Meeting

→ Before we meet online, read these three brief Gender Policy Report blog posts. No response papers today, please.

Lindsey, Greg. 2019. "Bicycles, Gender, and Risk: Driver Behaviors When Passing Cyclists." *Gender Policy Report* (blog). July 15, 2019. <https://genderpolicyreport.umn.edu/bicycles-gender-and-risk/>.

Pinto, Sanjay, Patricia Campos-Medina, Rakeen Mabud, and KC Wagner. 2021. "Seizing the Moment to Make Our Care Systems More Equitable." *Gender Policy Report* (blog). May 27, 2021. <https://genderpolicyreport.umn.edu/seizing-the-moment-to-make-our-care-systems-more-equitable/>.

Carlson, Jennifer. 2021. "From Warriors to Guardians, Race Shapes Police Masculinity." *Gender Policy Report* (blog). March 30, 2021. <http://genderpolicyreport.umn.edu/from-warriors-to-guardians/>.

Sept 13: Gender

→ You may begin writing response papers as of today. See criteria, above. Papers are due by 8AM the day of class. Don't forget to read your colleague's papers before class.

Hawkesworth, Mary. 2013. "Sex, Gender and Sexuality: from Naturalized Presumptions to Analytical Categories." *OUP Handbook of Gender and Politics*. Oxford: Oxford University Press. 31-56.

Risman, Barbara J. 2004. "Gender as a Social Structure: Theory Wrestling with Activism." *Gender & Society* 18(4): 429–50.

Sept 15: Intersectionality

Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43(6): 1241–99.

Choo, Hae Yeon, and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of

Inequalities*." *Sociological Theory* 28 (2): 129–149. <https://doi.org/10.1111/j.1467-9558.2010.01370.x>.

Sept 20: Equality and Equity

→ Select an organization to do an organizational intersectional analysis. Bring your selection to class today.

Smith, Tyson, and Michael Kimmel. 2005. "The Hidden Discourse of Masculinity in Gender Discrimination Law." *Signs: Journal of Women in Culture and Society* 30(3): 1827–49.

Connell, Raewyn. 2006. "Glass Ceilings or Gendered Institutions? Mapping the Gender Regimes of Public Sector Worksites." *Public Administration Review* 66 (6): 837–49. <https://doi.org/10.1111/j.1540-6210.2006.00652.x>.

Fukuda-Parr, Sakiko. 2003. "The Human Development Paradigm: Operationalizing Sen's Ideas on Capabilities." *Feminist Economics* 9 (2–3): 301–17. <https://doi.org/10.1080/1354570022000077980>.

Sept 22: Dependency and Care

Fraser, Nancy, and Linda Gordon. 1994. "A Genealogy of Dependency: Tracing a Keyword of the U.S. Welfare State." *Signs: Journal of Women in Culture and Society* 19(2): 309–36.

Tronto, Joan C. 2015. "When We Understand Care, We'll Need to Redefine Democracy." In *Who Cares?: How to Reshape Democratic Politics*, 3–16. Ithaca, N.Y: Cornell University Press.

Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." *Signs: Journal of Women in Culture and Society* 18 (1): 1–43. <https://doi.org/10.1086/494777>.

Sept 27: Concepts and Policy Problems

Bacchi, Carol Lee. 1999. *Women, Policy and Politics: The Construction of Policy Problems*. London: Sage. Preamble (p. 15- 16), Chapter 1, Chapter 3, and Chapter 10 (sexual harassment).

Sept 29: Gender and Policy Regimes

Orloff, Ann. 1996. "Gender in the Welfare State." *Annual Review of Sociology* 22 (1): 51–78. <https://doi.org/10.1146/annurev.soc.22.1.51>.

Roumpakis, Antonios. 2020. "Revisiting Global Welfare Regimes: Gender, (In)Formal Employment and Care." *Social Policy and Society* 19 (4): 677–89. <https://doi.org/10.1017/S1474746420000342>.

II. Case Studies of Gender and Public Policy

In this section we will take the concepts we have worked through in previous weeks and use them to analyze how gender (and its intersections with race, class, disability and other forms of inequality) plays out in specific policy areas. As you prepare for class, here are some general questions to consider, but surely others will emerge as well. What is gendered and intersectional in these policies? Why might it matter? How do the policies either reinforce or transform traditional gender relations? How might the same policy have different implications for differently situated individuals, dependent on race, class, ability or national context? How might the cases inform how to improve policies moving forward? Be attentive to the range of methods employed by the researchers in this section – is the method appropriate? What does the method capture? What does it miss?

Oct 4: Equal Pay

→ [Sign up for a topic for the What's the Problem Assignment on Canvas.](#)

Mandel, Hadas, and Moshe Semyonov. 2016. "Going Back in Time? Gender Differences in Trends and Sources of the Racial Pay Gap, 1970 to 2010." *American Sociological Review* 81 (5): 1039–68. <https://doi.org/10.1177/0003122416662958>.

Borrowman, Mary, and Stephan Klasen. 2020. "Drivers of Gendered Sectoral and Occupational Segregation in Developing Countries." *Feminist Economics* 26 (2): 62–94. <https://doi.org/10.1080/13545701.2019.1649708>.

Kim, Marlene. "Policies to End the Gender Wage Gap in the United States." *Review of Radical Political Economics* 45, no. 3 (September 1, 2013): 278–83. <https://doi.org/10.1177/0486613413487159>. (a starting point for discussion of policy responses)

Oct 6: Transgender Recognition

Fischel, Joseph J., Paisley Currah, and Aeyal Gross. 2019. "Social Justice for Gender and Sexual Minorities: A Discussion with Paisley Currah and Aeyal Gross." *Critical Analysis of Law* 6 (1). <https://cal.library.utoronto.ca/index.php/cal/article/view/32565>.

Redding, Jeffrey A. 2016. "Transgender Rights in Pakistan?: Global, Colonial, and Islamic Perspectives." SSRN Scholarly Paper ID 2837520. Rochester, NY: Social Science Research Network. <https://doi.org/10.2139/ssrn.2837520>.

Oct 11: Poverty Policies: United States

→ [Research Brief/Paper Topic Due Today by 3PM on Canvas](#)

Collins and Mayer 2010. *Both Hands Tied*. Chapters 1, 3 and 5.

Sandfort, Jodi, Sook Jin Ong, and Robin Phinney. "Minnesota's Approach to Welfare Reform:," n.d., 12.
<https://static1.squarespace.com/static/56ec52d6e707ebc0d316d46f/t/5c2a35282b6a28bef1a9472d/1546269993332/Sandfort+2018+FSIReport003.pdf>

Oct 13: Poverty Policies: Global South

Chant, Sylvia. 2008. "The 'Feminisation of Poverty' and the 'Feminisation' of Anti-Poverty Programmes: Room for Revision?" *Journal of Development Studies* 44 (2): 165–97.
<https://doi.org/10.1080/00220380701789810>.

Karim, Lamia. 2011. "The Everyday Mediations of Microfinance." In *Microfinance and Its Discontents*, NED-New edition, 65–94. Women in Debt in Bangladesh. University of Minnesota Press. <https://www.jstor.org/stable/10.5749/j.ctttsh21.8>.

Franzoni, Juliana Martínez, and Koen Voorend. 2012. "Blacks, Whites, or Grays? Conditional Transfers and Gender Equality in Latin America." *Social Politics: International Studies in Gender, State & Society* 19 (3): 383–407. <https://doi.org/10.1093/sp/jxs008>.

Oct. 18: Domestic Labor and Earnings

Hook, Jennifer L., and Eunjeong Paek. 2020. "National Family Policies and Mothers' Employment: How Earnings Inequality Shapes Policy Effects across and within Countries." *American Sociological Review* 85 (3): 381–416. <https://doi.org/10.1177/0003122420922505>.

Collins and Mayer, *Both Hands Tied*, Chapter 4.

Filgueira, Fernando, and Juliana Martínez Franzoni. 2017. "The Divergence in Women's Economic Empowerment: Class and Gender under the Pink Tide." *Social Politics: International Studies in Gender, State & Society* 24 (4): 370–98. <https://doi.org/10.1093/sp/jxx014>.

Oct 20: Dads and Parental Leave

→ [Annotated Bibliography & Revised Topic Due Today by 3PM on Canvas](#)

Bünning, Mareike. 2015. "What Happens after the 'Daddy Months'? Fathers' Involvement in Paid Work, Childcare, and Housework after Taking Parental Leave in Germany." *European Sociological Review* 31 (6): 738–48. <https://doi.org/10.1093/esr/jcv072>.

Byun, Seo-Young, and Sook-Yeon Won. 2020. "Are They Ideological Renegades? Fathers' Experiences on Taking Parental Leave and Gender Dynamics in Korea: A Qualitative Study." *Gender, Work & Organization* 27 (4): 592–614. <https://doi.org/10.1111/gwao.12410>.

Oct 25: Health Policy

Gita, Sen. 2018 “Universal Health Coverage, Gender Equality and Social Protection: A Health Systems Approach.” Background Paper, Expert Group Meeting Sixty-third Session of the Commission on the Status of Women. New York: UN Women.
<https://socialprotection.org/discover/publications/universal-health-coverage-gender-equality-and-social-protection-health-systems>. (pp. 1-17 only)

Lee, Nancy C., and Caira M. Woods. 2013. “The Affordable Care Act: Addressing the Unique Health Needs of Women.” *Journal of Women’s Health* 22 (10): 803–6.
<https://doi.org/10.1089/jwh.2013.4549>.

Wang, Timothy, and Sean Cahill. 2018. “Antitransgender Political Backlash Threatens Health and Access to Care.” *American Journal of Public Health* 108 (5): 609–10.
<https://doi.org/10.2105/AJPH.2018.304359>.

Ewig, Christina. 2006. “Global Processes, Local Consequences: Gender Equity and Health Sector Reform in Peru.” *Social Politics: International Studies in Gender, State & Society* 13 (3): 427–55.
<https://doi.org/10.1093/sp/jxl002>.

Oct 27: Climate Change

Resurrección, Bernadette P. 2017. “Gender and Environment in the Global South: From women, environment and development to feminist political ecology.” In *Routledge Handbook of Gender and Environment*. ed. Sherilyn MacGregor. (pp 71-85) New York: Routledge.

Eastin, Joshua. 2018. “Climate Change and Gender Equality in Developing States.” *World Development* 107 (July): 289–305. <https://doi.org/10.1016/j.worlddev.2018.02.021>.

Garcia, Alicea, Petra Tschakert, and Nana Afia Karikari. 2020. “‘Less Able’: How Gendered Subjectivities Warp Climate Change Adaptation in Ghana’s Central Region.” *Gender, Place & Culture* 0 (0): 1–26. <https://doi.org/10.1080/0966369X.2020.1786017>.

Issue Brief: Overview of linkages between gender and climate change. UNDP. 2016.
<https://www.undp.org/publications/gender-and-climate-change#modal-publication-download>

Nov 1: Women, Peace and Security

Cohn, Carol. 2013. “Women and Wars: Toward a Conceptual Framework.” In *Women and Wars*, edited by Carol Cohn, 1–35. Cambridge: Polity Press.

Jansson, Maria, and Maud Eduards. 2016. “The Politics of Gender in the UN Security Council Resolutions on Women, Peace and Security.” *International Feminist Journal of Politics* 18 (1): 590–604. <https://doi.org/10.1080/14616742.2016.1189669>.

Resource of Potential Interest: Council on Foreign Relations, Women's Participation in Peace Processes. <https://www.cfr.org/interactive/womens-participation-in-peace-processes>

November 3: Asynchronous work time.

→ **What's the Problem?** assignment due on Canvas by the end of Class time today; 5:15PM.

Nov 8: What's the Problem Discussion

Today in Class: Discussion of "What's the Problem?" assignment in break-out groups.

III. Gender and the Politics of the Policy Process

In this section of the course, we explore what kinds of variables have been effective in pushing forward more gender-equitable policy reforms. What lessons can we draw from the existing research? How might these variables be different dependent on local and global contexts? Is it possible to promote policies that address intersectional inequalities?

Nov 10: Social Movements

Htun, Mala, and S. Laurel Weldon. 2012. "The Civic Origins of Progressive Policy Change: Combating Violence against Women in Global Perspective, 1975-2005." *The American Political Science Review* 106(3): 548–69.

Strolovitch, Dara Z. 2006. "Do Interest Groups Represent the Disadvantaged? Advocacy at the Intersections of Race, Class, and Gender." *The Journal of Politics* 68(4): 894–910.

Nov 15: International Law & Courts

Zwingel, S. 2013. Translating International Women's Rights Norms: CEDAW in Context. In *Feminist Strategies in International Governance*, eds. G. Caglar, E. Prügl, and S. Zwingel (pp. 111-126). London: Routledge.

Helfer, Laurence R., and Erik Voeten. "International Courts as Agents of Legal Change: Evidence from LGBT Rights in Europe." *International Organization* 68, no. 1 (January 2014): 77–110.
<https://doi.org/10.1017/S0020818313000398>.

Nov 17: Legislators

Murray, Rainbow. 2014. "Quotas for Men: Reframing Gender Quotas as a Means of Improving Representation for All." *American Political Science Review* 108(3): 520–532.

Smooth, Wendy. 2011. "Standing for Women? Which Women? The Substantive Representation of Women's Interests and the Research Imperative of Intersectionality." *Politics & Gender* 7(3): 436–41.

Nov 22: Women's Policy Machineries

→ **Draft Brief/Paper due to Workshop Colleagues in Class**

McBride, Dorothy E., and Amy G. Mazur. 2013. "Women's Policy Agencies and State Feminism." In *The Oxford Handbook of Gender and Politics*, edited by Georgina Waylen, Karen Celis, Johanna Kantola, and S Laurel Weldon. Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780199751457.013.0026>.

Nov 24: THANKSGIVING BREAK

Nov 29: WORKSHOPPING OF PAPERS

→ **Read your group members' papers in advance. In Class: workshopping of papers in break out groups.**

Dec 1: Gender Mainstreaming

Minto, Rachel, and Lut Mergaert. 2018. "Gender Mainstreaming and Evaluation in the EU: Comparative Perspectives from Feminist Institutionalism." *International Feminist Journal of Politics* 20 (2): 204–20. <https://doi.org/10.1080/14616742.2018.1440181>.

Cairns, Maryann R., Cassandra L. Workman, and Indrakshi Tandon. 2017. "Gender Mainstreaming and Water Development Projects: Analyzing Unexpected Enviro-Social Impacts in Bolivia, India, and Lesotho." *Gender, Place & Culture* 24 (3): 325–42.
<https://doi.org/10.1080/0966369X.2017.1314945>.

Dec 6: Asynchronous work.

→ **5601: Intersectional Analysis of an Organization due on Canvas by 5:15 today.**

Dec 8: Intersectional Analysis of an Organization Discussion/Common Readings Discussion

- 5601 students to discuss of Intersectional Analysis of an Organization assignment in break-out groups.

- 8690 students to work on research papers. May opt to meet and share drafts with one another.

Dec 13: Presenting Papers (5601 only)

Dec 15: Presenting Papers (5601 and 8690)

Final Brief/Paper Due via Canvas, Monday, December 20 by 12:00NOON.