This seminar takes a comparative approach to the relationships between politics, policies, and gender and sexuality. This course is meant to encourage students to consider the intersections of family, economy, and state – three of the major social institutions in society. We also examine the intersections of race/ethnicity, class, and sexuality with gender as well as how neoliberal globalization is reshaping social landscapes across the globe. By exploring issues of gender and social policy in a variety of contexts (the United States, Europe, Africa, Asia, and Latin America), we are able to theorize more clearly about how states make gendered assumptions and create gendered (and sexualized) citizens and societies through their policies.

We will be focusing on policies around work (including education, poverty, domestic work, migrant work, and sex work) as well as policies around families (marriage, parenting, reproduction), considering how these policies are related to one another and may both maintain and challenge gendered notions in society. In addition, the course explores the politics of social policymaking, with a focus on gender mainstreaming, as well as social movements. You will notice that the weeks bleed into one another with readings assigned for one session appropriate for different sessions as well – in fact, I am hoping that we bring up previous readings and make connections across course.

This course is an advanced graduate level course – it presumes background knowledge about feminist theory and methods, as well as how feminist social scientists understand gender and sexuality as socially constructed. If you have not taken previous courses in gender and sexuality, you may want to check in with me. A background in politics and policy also helps, though is not a requirement for the course. This is a perfect course to take as part of the Graduate Certificate in Advanced Feminist Studies, offered by Women, Gender, Sexuality Studies.

Grades are based on the following elements:

Class Participation: As a seminar, this course is based on active involvement of all participants in discussing the topics we cover. You should complete assigned readings before class, and be prepared to take part in a web-based discussion of the readings that pose questions for discussion before each class session (24 hours before the class session, in order to give those leading class discussion time to plan their session). I also expect active participation in the in-class discussions. Participating in the web board will make up 10% of the grade (this includes reading and responding to others’ posts, as well as posting your own questions), participating in class will make up another 10% of the grade. The course website is at: (20% of grade)

Many thanks to helpful recommendations from Mary Bernstein, Andrea Dyrness, Laura Heston, Shabnam Koirala-Azad, Elisa Martinez, Kysa Nygreen, Chris Sweetapple, Millie Thayer, and Kyla Walters.
**Discussion Leading:** You will lead or co-lead discussion one class session during the semester. Organizing the class discussion involves developing a list of 5 major questions – based on points and questions raised via the web discussion – for discussion during the class session. Further criteria for discussion leading are listed at the end of this syllabus. *(10% of grade)*

**Short Papers:** You will write two short papers responding to the readings. In these 2 page single-spaced papers, you will discuss and critically evaluate one set of the assigned readings for which you have *not* led discussion. Turn in each review on the date of the class session covering the readings that you evaluate. One review is due during the first half of the semester (**by March 12**), and the other is due by the end of the semester (**by April 30**). Further details about short papers are available at the end of this syllabus. *(15% of grade each; 30% total)*

**Course Paper:** You will write a course paper that examines some aspect of gender and social policy. This paper can be in the form of a literature review, policy analysis, or research/capstone paper. Final paper topics should be discussed with me and decided by **February 20** (there will be a private discussion on moodle where you can send me your topic and some initial sources). Rough drafts of the paper are due **April 9** (also due on the private moodle discussion), 10% will be deducted from the final if a draft is not submitted. The final version of the paper is due **on May 7** (on moodle). Further details about short papers are available at the end of this syllabus. *(Final Paper: 40% of grade)*

Grades are assigned in the form of numeric grades and converted at the end of the semester to letter grades. The grading scale for this course is A=>93; A-=90-93; B+=87-90; B=83-87; B-=80-83, C+=77-80, C=<77.

**Required Books** *(Texts are available at Food for Thought Books, 106 N. Pleasant, and are on reserve in the W.E.B. DuBois Library):*


Other readings made available on the course website: [https://moodle.umass.edu/course/view.php?id=832](https://moodle.umass.edu/course/view.php?id=832)
COURSE SCHEDULE

January 23: Introduction to Course

January 30: Theoretical Reflections


Additional Readings (not required):

February 6: Educational Research & Policy


Additional Readings (not required):
February 13: Gendered Work & Policy Regimes


Additional Readings (not required):

February 20: No CLASS President’s Day

Although we are not meeting today, please submit the topic of your paper for the course, and list about 12 sources that you expect to use in writing the paper. You can submit this through the assignment forum on moodle.

February 27: Work, Poverty, and Policy

March 5: Care Work and the State


March 12: Migration, Work, and Family


Additional Sources (not required):

March 19: Spring Break!

March 26: Sex Work


Additional Sources (not required):
April 2: State Regulation of Sexuality and Marriage


Additional Sources (not required):

April 9: Fathering & Policy

Additional Sources (not required):


April 17 (Monday Schedule) Reproductive Politics

April 23: Gender and Policymaking: the Case of Gender Mainstreaming


Additional Sources (not required):

April 30: Gender and Activism: Women’s Movements


Recommended Reading:
- Erlinda Castro-Palaganas. 2010. “Onward with the Cordillera Indigenous Women’s Struggle for Liberation, Democracy, and..."

May 7

Final Paper Due
Guidelines for Leading Class Discussion

You will be in charge of leading discussion of the course material for one week of class during the semester, either alone or with another student. You can structure discussion in any number of ways. However, all discussion leaders must aim for equitable participation from class members and provide no more than five major discussion questions for the class session. Your job is not to lecture the class, but instead to help create an engaged and inclusive discussion among class members that leads to a clearer understanding of the readings.

Discussion leaders should be vigilant about maintaining equitable participation. Be creative in thinking about how to sustain discussion and involve all class members in discussion, including using pedagogical techniques like free-writing and small group work. Discussion leaders also need to take a strong role to ensure that the discussion remains on track, covers the readings for the course, and helps connect the week’s materials to the larger conversation we are having over the semester.

I evaluate discussion leading using the following rubric. Leading discussion makes up 10% of your grade. Another 20% of your grade will reflect your participation in the web/class discussion. If you want others to participate when you lead discussion, you should be prepared and participate for their sessions as well!

<table>
<thead>
<tr>
<th></th>
<th>Exceptional</th>
<th>Good</th>
<th>OK</th>
<th>Needs Improvement</th>
<th>Does not meet expectations</th>
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<tr>
<td>Provides no more than 5 (major) discussion questions</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 points</td>
<td>0.5 points</td>
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<tr>
<td>Prepared, able to clarify readings, and integrates readings into discussion</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 points</td>
<td>0.5 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Places readings in context of other weeks</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 points</td>
<td>0.5 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Organizes session effectively, with transitions, summaries, and good pacing</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 points</td>
<td>0.5 points</td>
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<tr>
<td>Engages all of the class members in discussion, responds constructively, and requires respect among class members</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 points</td>
<td>0.5 points*</td>
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Guidelines for Reviews

Two short papers responding to materials covered in the readings are required for this course. In these 2 page (single-spaced, typed) papers, you will discuss and critically evaluate one book or set of assigned readings for which you have not led discussion. You should turn in each review on the date of the class session covering the readings that you evaluate. I expect one review during the first half of the semester (by March 12), another in the last half of the semester (by April 30).

You may think of these short papers as critical reviews of the material. Although you may review a group of articles/chapters in your review, reading book reviews in *Contemporary Sociology* or *Gender and Society* may give you an idea of how to organize your review. Basically, a critical evaluation of the material should consist of a brief summary of the authors’ main arguments, a paragraph placing this material within the larger context of the readings we have done, and a critical evaluation of the arguments the authors make. You should evaluate the material in terms of the authors’ ability to present well-supported, sound arguments. In my evaluation of these reviews, I will consider writing style and organization, as well as whether you convey an understanding of the material you review and whether your argument and critique of the material is systematic and convincing.

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<tr>
<th></th>
<th>Exceptional</th>
<th>Good</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Does not meet expectations</th>
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<tbody>
<tr>
<td>Summarizes reading(s) effectively</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 points</td>
<td>0.5 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Places in context of other readings</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 points</td>
<td>0.5 points</td>
<td>0 points</td>
</tr>
<tr>
<td>Critiques reading(s) effectively and systematically</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 points</td>
<td>0.5 points</td>
<td>0 points</td>
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<tr>
<td>Strong writing</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 points</td>
<td>0.5 points</td>
<td>0 points</td>
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<tr>
<td>Well organized</td>
<td>2 points</td>
<td>1.5 points</td>
<td>1 points</td>
<td>0.5 points</td>
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Guidelines for Final Papers

The major requirement for this class is the final course paper. In this paper, you should do systematic research on a topic that relates to gender and social policy. This final paper may be in the form of a policy analysis or it may be a detailed review of a specific literature, a research proposal, or even a paper that engages in original research on a topic.

The paper should be typed, double-spaced, and between 12-25 pages (length is negotiable). I expect honors students to write no more than 12 pages, and MPPA students to write no more than 15 pages (although if the paper serves as your capstone, it may indeed be longer). My worst fear is that students will drive themselves to write a great deal about a topic they do not care about and will never revisit. My goal is that you will use this paper to further your thinking about an issue that you do care about; even better is when this writing can further your goals – whether that is to inform potential employers that you are well-versed in a particular area, or to serve as some part of an honor’s thesis, capstone, comprehensives paper, etc. Please work with me to identify a topic that you think will be beneficial to you.

Final paper topics should be discussed with me during office hours, and submitted formally on the moodle, with a preliminary outline for the paper, by February 20. Rough drafts of the paper are due by April 9, also on the moodle. No grades will be given these drafts, but 10% will be deducted from the final grade if a draft is not submitted. The final version of the paper is due on May 7, also on the moodle.

The paper makes up 40% of your final grade. A good paper has:

- A clear introduction, which provides a persuasive argument about the importance and relevance of the paper
- A clear and original argument, which draws from a review of the relevant literature. Show that you understand how your argument fits within the scholarship that already exists, and rely upon at least 12 academic sources.
- Methodological appropriateness, if you propose or actually do research for the paper.
- A conclusion that summarizes your findings and makes explicit the implications of your research, including policy recommendations when appropriate.
- Effective writing and organization, including transitions between paragraphs and sections, and footnotes for any information that is not crucial for your argument.

Finally, revise thoroughly. Revision is the difference between an “A” and a “B” paper. Two papers can be well conceptualized, theoretically sophisticated, and methodologically well executed, and yet if the first was never revised, it will be noticeably inferior to the second. Try to finish the paper at least a week before it is due. Then reorganize your argument, clear up fuzzy concepts, recheck your references, and fix spelling and grammatical errors. Including your rough draft, you should revise your paper at least 3 times before submitting it for this course.