

POLA 4012-02: Women & Public Policy

Office: 121C Norman Mayer Building
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Course Description:

This course examines the policy-making process in the United States through the lens of gender. Students will study how public policy is made at the federal level and the effects that gender has on how policies and priorities are defined, their placement on the agenda, the behavior of policy actors during the process, and how policies are implemented and evaluated. Students will focus on different policy issues to better understand each stage of the process.

We first examine sexual harassment policy, focusing on how this private issue was made into a public problem. Given the recent news about sexual harassment in universities, in Hollywood, and in politics, we take a look back at the history of this problem in order to place contemporary issues in context. Students will then study three New Deal era policies: Old Age Insurance, Unemployment Assistance and Aid to Dependent Children, and Fair Labor Standards. Here, students will focus on how federalism operates to divide citizens into deserving and undeserving, with important underlying gender dynamics. The last two issues focus on contemporary labor issues for women: Gender Wage Gap and Motherhood.

Learning Outcomes & Methods of Assessment:

- Students will have demonstrated an understanding of the policy process in the United States.
- Students will be able to articulate the various ways gender influences policy-making.
- Students will develop and hone research skills through writing a major research paper.
- Students will engage in critical thinking for each class by reading ahead and coming to class ready to discuss these issues.

Course Requirements:

Regular Attendance, Active Class Participation, Quizzes: 20%

All students are expected to attend class, **be on time**, and be prepared for class by having read the assigned material for that day. Participation **is a function not only of attendance, but also the quality of contributions**. This means students must demonstrate through their questions and discussion that they have done the assigned reading and that they have thought about the issues under examination.

As this is an advanced course, I do not intend to give pop quizzes or exams. However, I reserve the right to institute them and rearrange the assignments and/or their allocation if I sense that students are coming to class unprepared.

Writing Assignments: 70%

There are two types of writing assignments.

Position Papers (30% total): Students will write 3 position papers. For each paper, students must develop an argument about the statement posed in the course schedule. Each paper should be about 1000 words and is worth 10% of the total grade.

Required Materials:

Carrie N. Baker, *The Women's Movement Against Sexual Harassment* (Cambridge University Press, 2007)

Yasemin Besin-Cassino, *The Cost of Being a Girl: Working Teens & the Origins of the Gender Wage Gap* (Temple University Press, 2017)

Neil Gilbert, *A Mother's Work: How Feminism, the Market, and Policy Shape Family Life* (Yale University Press, 2008)

Suzanne Mettler, *Dividing Citizens: Gender & Federalism in New Deal Public Policy* (Cornell University Press, 1998)

There are also several readings online (as noted with a URL) and on Canvas.

Research Paper (40% total): Students will select a public policy and write a research paper that is a case study of the policy process, including each step in the process as well as discussing the relevance of gender at each stage. These issues should be at least 5 years old so that each stage of the policy process has been completed. They can be federal or state-level policies.

Discuss the following questions:

- How has the problem been defined?
- What are circumstances surrounding its placement on (or off) the policy agenda?
- What are the details of particular policy alternatives? Which alternatives were selected as viable and why?
- What have been some of the most important obstacles for policy-makers?
- How has the policy been evaluated?
- What should happen next? How should the policy be revised?
- What does this case study indicate about how gender influences public policy?

Students should cite no fewer than 10 works that are not internet sources. This can include newspaper articles (which can be found online, but that are/were not part of a blog or other internet-only section), policy briefs (written by government agencies or think tanks), as well as works from scholarly journals, books, chapters in edited volumes, and some quasi-scholarly magazines (such as *Atlantic Monthly* or *The Economist*). If you are unsure about a source, feel free to ask me. You may use footnotes or parenthetical documentation, but you must be consistent and accurate in whichever method you choose. Papers should include a Works Cited page and must include **all and ONLY** the materials cited in the text. It is unacceptable to list "references" that are not cited in the paper. **Final papers should be about 4000 words (14-16 pages).**

NOTE ABOUT WRITTEN WORK:

Students must turn in two copies of each part of their papers. One should be uploaded to Canvas. The other should be a hard copy.

Assignments are due at the beginning of class. Once I have taken attendance and started class, assignments are considered late and will be docked 5 points (half letter grade). Papers turned in after class is over are docked one letter grade **per day** (not per class).

In written assignments, grammar and style count nearly as much as the content. Proofread your work. Go to the Writing Center. **Put the word count at the top of page 1. Number all pages.**

Commercial (10%): Working in groups of 2-3, students will create a 1-minute advertisement. The ad should "pitch" a policy problem or a solution through a

gendered lens. No duplicates – groups must tell me their topics no later than March 20. Groups will show their ads to the class on April 12 and we will discuss them.

[Examples: <https://youtu.be/JWodugsfzUo> or <http://adage.com/article/cmo-strategy/bud-light-tackles-gender-pay-equality-ad/304700/>]

The library has cameras and microphones you can check out to borrow. The library also has a One Button Recording Studio that may be helpful for this project. It can help you record & digitize your presentation.

Grading Scale:

A	92.5 - 100
A-	89.5 - 92.4
B+	87.5 - 89.4
B	82.5 - 87.4
B-	79.5 - 82.4
C+	77.5 - 79.4
C	72.5 - 77.4
C-	69.5 - 72.4
D	59.5 - 69.4
F	Lower than 59.4

Absence Policy:

Attendance is mandatory. If you miss class due to an excused absence, I will work with you to make up work. Whether excused or unexcused, it is **your responsibility** to communicate with me and to get notes from a classmate.

Excused absences include:

- University-sponsored events (not athletic practices – games only),
- Deaths in the family,
- Religious observance,
- Jury duty,
- Illnesses with appropriate documentation.

They do not include:

- Family reunions, weddings, graduations,

- Illnesses without documentation,
- Traffic, parking difficulties,
- Court dates, getting pulled over,
- Computer crashes, lines for the printer, running out of paper/ink,
- and most of the other reasons students commonly miss class.

Any unexcused absence on an exam or quiz means you forfeit all points.

There are no exceptions and do not bother to ask for one. If absences, tardiness, or under-preparation becomes a problem, your grade will suffer.

Academic Dishonesty:

Academic honesty is expected of all students at Tulane. Your responsibilities as a Tulane student include being familiar with the honor code and the plagiarism policy of the University.

Cases of cheating or plagiarism will be reported to the Honor Board, and may result in a failing grade for the class, academic probation, or expulsion.

Ignorance is not a valid excuse.

Academic dishonesty includes but is not limited to the following actions:

- a) presenting another's work, ideas, expressions or research as if it were one's own;
- b) failing to acknowledge or document a source even if the action is unintended (i.e., plagiarism);
- c) fabricating or altering citations;
- d) giving or receiving, or attempting to give or receive, unauthorized assistance or information in an assignment or examination;
- e) submitting the same assignment in two or more courses without prior permission of both instructors;
- f) having another person write a paper or sit for an examination (includes online paper-mills);

- g) using tests or papers from students in prior semesters;
- h) sabotaging the work of another through destroying or preventing work from receiving fair assessment (especially in group projects)

Plagiarism includes copying & pasting material from any source (Wikipedia, paper mill, other internet site, book, journal, newspaper, magazine, etc.) without proper attribution. Plagiarism also includes non-verbatim borrowing of words or ideas through paraphrasing or summarizing another's work(s) without proper attribution.

Special Circumstances:

If you believe you may encounter barriers to the academic environment, please feel free to contact me and/or the Goldman Center for Student Accessibility. This information is confidential. Any student with approved academic accommodations is encouraged to contact me during office hours or to email me to schedule an appointment.

If you have questions regarding registering a disability or receiving accommodations, please contact the Goldman Center online or at 504.862.8433.

Students needing accommodations must provide me with a Course Accommodation Form and if applicable, an Exam Request Form ("blue sheet") to schedule an exam to be taken at the Goldman Center.

Accommodations involving exams must be requested **well in advance**. Any student receiving an exam-related accommodation should plan to take the exam at the Goldman Center.

If you have any other special circumstances, such as involvement with a university activity that requires you to miss class, let me know as soon as possible. If, during the semester, issues arise that are likely to affect your participation, attendance or performance, it is in your interest to let me know as soon as they arise. You may consult with your academic advisor or Erica Woodley in Student Affairs if issues are serious enough that you need temporary accommodations.

Classroom Rules

1. **No electronic devices may be used in class**, including lap top computers (unless you have a documented disability), cell phones, tablets, I-watches, etc.

This policy extends to audio and video recording of lectures. Students are expected to respect the intellectual property of course instructors. All course materials are copyrighted property of the instructor. As such:

- Students must obtain permission to record classroom activities.
- When permission is given, such content is restricted to personal use.
- Recordings are not to be shared with other students and should not be posted online.

Devices are not allowed to be out of backpacks or purses during quizzes and exams. **Any student who is caught with one of these devices out will have his/her test/quiz taken and will be charged with the Honor Code violation of cheating.**

2. Students must not be chronically late, absent or disruptive; otherwise, your grade will suffer.

If you have an activity (class, work, athletic practice, etc.) that meets just before this class, you are still expected to make it to

class on time. **If you cannot make it to class on time, then do not take this course.**

Once class has started, students should only leave the room in cases of emergency. This means students should take care of all personal business before class begins. **Except in emergencies, students will not be allowed to leave and return to the classroom during an exam.**

Sexual Harassment & Classroom Conduct

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at titleix.tulane.edu. Any and all of your communications on these matters will be treated as either "Confidential" or "Private" as explained in the chart below.

Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You do not need to respond to outreach from the university if you do not want.

Confidential
<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission</i>
Counseling & Psychological Services (CAPS) (504) 314-2277
The Line (24/7) (504) 264-6074
Student Health Center (504) 865-5255
Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543
Private
<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu
Tulane University Police (TUPD) (504) 865-5911
Title IX Coordinator (504) 314-2160 or msmith76@tulane.edu

Course schedule & Readings:

Jan. 16: Introductions, Syllabus Overview
Readings: ["In Both Parties, Men & Women Differ Over Whether Women Still Face Obstacles to Progress,"](#) Hannah Fingerhut

Jan. 18: Class meets with David Akirtava in Howard Tilton Library, 3rd floor for training in the One Button Studio (for commercials assignment due later in semester)

Jan. 23: Social Constructions & Public Policy
Readings: "Democratic Policy Design: Social Construction of Target Populations," Schneider, Ingram & DeLeon; "The End of the Gender Revolution?" Cotter, et al.

Jan. 25: The Policy Process
Readings: ["The Myth of the Male Bumbler,"](#) Lili Loofbourow; "How Public Policy Is Made," Stella Theodoulou; "Agenda Setting," John W. Kingdon

Jan. 30: Policy Actors
Readings: "The Players," Matthew A. Cahn; Excerpts from *Artists of the Possible*, Matt Grossman; "Problem Definition & Public Policy," Paul Burstein & Marie Bricher

Issue 1: Sexual Harassment

Feb. 1: Making a Private Issue Public
Readings: Intro + Chapters 1-2, Carrie Baker

Feb. 6: Working within the Courts
Readings: Chapters 3-5, Carrie Baker

Feb. 8: Finally, Policy
Readings: Chapters 6-8, Carrie Baker

Feb. 13: No Class (Mardi Gras)

Feb. 15: Meet in groups to plan for commercials

Feb. 20: Post *Vinson*

Readings: "Sexual Harassment among Adolescents of Different Sexual Orientations & Gender Identities," Mitchell, Ybarra, Korchmaros; "How Do Sexual Harassment Policies Shape Gender Beliefs?" Justine Tinkler; ["Here's What Sexual Harassment Looks Like in Higher Education,"](#) Katherine Morgan

Feb. 22: Contemporary Movement Against Sexual Harassment

Readings: "From Margins to Mainstream," Linder, et al.; ["I Was Harassed at the New Republic. I Spoke Up. Nothing Happened,"](#) Sarah Wildman ["The Silence Breakers,"](#) Stephanie Zacharek, et al.; ["Will Women in Low-Wage Jobs Get Their #MeToo Moment?"](#) Clare Malone; ["The Upside of Office Flirtation?"](#) Allison Benedikt

Feb. 27: Tulane's Climate Study
Readings: Find & Read Tulane's Climate Survey; ["A Systematic Look at a Serial Problem,"](#) Nancy Chi Cantalupo & William C Kidder; "Title IX: A Framework of Equality," Dorothy McBride & Janine Parry

Mar. 1: Policy Formulation

Readings: "The 'Science' of Muddling Through," Charles Lindblom; "Nonincremental Policy Making," Paul R. Schulman

Position Paper 1 Due

Baker notes a split in the women's movement against sexual harassment such that one group focused on the legal battles and another group believed such a focus was misguided. Briefly describe the arguments on both sides and develop an argument on either side. Consider the factors that influence problem identification, agenda-setting, and policy-making in your response, as well as the contemporary movement against sexual harassment.

Mar. 6: Implementation

Readings: "A Conceptual Framework of the Implementation Process," Paul Sabatier & Daniel Mazmanian

Issue 2: Welfare & the New Deal

Mar. 8: Structured Governance & Citizenship

Readings: Chapters 1-2, Suzanne Mettler

Mar. 13: Old Age Insurance

Readings: Chapters 3-4, Suzanne Mettler

Draft of Final Paper Due (15%)

Mar. 15: Unemployment Assistance & ADC

Readings: Chapters 5-6, Suzanne Mettler

Peer Reviews Due (10%)

Mar. 20: Race, Gender & Welfare Policy

Readings: "A Case Study of State-Level Policymakers' Discursive Co-Constructions of Welfare, Drug Testing Policy & Gender, Race, & Class," Kalynn Amundson & Anna Zajicek; "Jezebel at the Welfare Office," N. Tatiana Masters, Taryn Lindhorst, & Marcia Meyers

Mar. 22: Economic Crises

Readings: "Of Mancessions & Hecoveries: Race, Gender, & the Political Construction of Economic Crises & Recoveries," Dara Strolovitch

Position Paper 2 Due

Mettler argues that rather than universal rights and obligations, citizenship in the United States is structured by government, which embeds constructions of gender and race into public policies. Use another example not covered to substantiate or refute her argument. [You will have to do some additional research.]

Mar. 27-Mar. 29: No Class (Spring Break)

Apr. 3: Policy Evaluation

Readings: "The Role of Evaluation in Public Policy," David Nachmias

Issue 3: Work & Pay

Apr. 5: Origins of the Gender Wage Gap

Readings: Intro + Chapter 1, Yasemin Besen-Cassino; "[A Study Used Sensors to Show that Men and Women Are Treated Differently at Work.](#)" Stephen Turban, et al.

Apr. 10: Babysitting & Retail

Readings: Chapters 2-3, Yasemin Besen-Cassino

Apr. 12: Commercials Due – showing them in class

Apr. 17: Race, Class & Gender Inequality

Readings: Chapters 4-5, Yasemin Besen-Cassino

Issue 4: Motherhood & Work

Apr. 19: Tensions of Work & Family

Readings: Intro + Chapter 1, Neil Gilbert

Position Paper 3 Due

Besen-Cassino finds that gender (& its intersection with race & class) affects wages starting from young people's first jobs, with lasting effects on gender equality. The most common argument against the gender wage gap is that it results from women's choices & is not evidence of discrimination. Develop an argument that either shows how women making different choices (be explicit) would/does reduce or negate the gender wage gap; or, that shows how the wage gap would remain in place regardless of women's choices.

Apr. 24: Choices & Children

Readings: Chapters 2-3, Neil Gilbert

Apr. 26: Family Policy

Readings: Chapter 4-6, Neil Gilbert

May 1: Finding Your Voice

Readings: "[Brave Enough to Be Angry.](#)" Lindy West;

Final Paper Due with Revisions (15%)