

# Women and Public Policy

Prof. Jean Schroedel

Claremont Graduate University

## 1. Course Description

The purpose of this course is twofold: first, to broadly explore the extent to which gender matters within the public policy context; and second, to explore how implicit and explicit views about gender impact different policy issues. Because many students do not have a policy background, the first part of the course will provide an overview of the policy process. Then we will examine how gender ideology has impacted women's citizenship status in the United States. This is important because women's citizenship status forms a backdrop against which all policy matters are determined. The final part of the course will examine specific policy issues, some of which are clearly directed at women and others that are not explicitly gendered but that differentially impact women. While the focus of the seminar is on women as a class, we recognize that many other factors impact policy decisions and that women differ on many other dimensions (e.g., race, religion, ethnicity, sexual orientation, age, geography, class, political ideology etc.) Some of these factors will figure more prominently than others in our examination of specific policy areas.

## 2. Required Readings

The readings encompass a wide range of academic disciplines and methodological approaches, many of which will be new to the students. In order to understand the materials, it is essential that students devote a significant amount of time every week to the assigned readings. The readings will come from materials that will be made available online, and the following books:

M. Margaret Conway, David W. Ahern, and Gertrude A. Steuernagel. 2005. *Women and Public Policy: A Revolution in Progress* (3<sup>rd</sup> edition).

Michael Kraft and Scott Furlong. 2009. *Public Policy: Politics, Analysis, and Alternatives* (3<sup>rd</sup> edition).

Melody Rose. 2007. *Safe, Legal, and Unavailable? Abortion Politics in the United States*.

Cathy Marie Johnson, Georgia Duerst-Lahti, and Noelle Norton. 2007. *Creating Gender: The Sexual Politics of Welfare Policy*

## 3. Course Requirements

The format of the course will consist of lectures and student led discussions. Therefore, it is essential that you do the readings assigned for each class meeting in advance so that you can think critically about the issues being analyzed. Each class meeting will provide

you with an opportunity to ask questions, engage in debate, and develop your thoughts so please come prepared. Students should come prepared to consider the full range of policy positions, even those which you are predisposed to oppose. All views are welcome in the class, subject to the rule that we will treat each other with respect.

Each week, three students will be expected to lead a classroom discussion for the final hour of the meeting. The students should work as a team in preparing for the class discussion, although each will play a specific role that day. One person will take the role of facilitator, who is responsible for raising discussion questions and making connections between the themes raised by the week's readings and the rest of the course. The second person will play the role of devil's advocate, identifying specific passages that the class should be directed to discuss. The devil's advocate also should come prepared to make arguments against the authors. The third person is responsible for summarizing the discussion at the end of class and writing up a 2 page synopsis that will be handed in at the beginning of the next class session.

Grading will be as follows:

Students will turn in a 1 page sheet listing the topics they will cover in their policy briefs and literature review. They can earn up to 5 points of extra credit for having the beginning of a bibliography for each of these topics.

There will be an in-class quiz covering material from the first third of the semester. It is worth up to 10 points.

There will be a longer in-class quiz covering material from the final two thirds of the semester. It is worth up to 20 points.

Students will write two policy briefs; each will have a length of 1,500-2,000 words. One will be an "objective" brief and the other will be an "advocacy" brief. Each brief is worth up to 15 points. Students must choose one social policy and one economic or health policy for their briefs.

Students will write 10 pages long critical literature reviews on research in policy areas of relevance to women. The literature reviews are worth up to 30 points. Students are encouraged to write literature reviews on one of the areas chosen for their policy briefs. Finally, students can earn up to 10 points based on their contributions to classroom discussions, including those they choose to lead.

#### **4. Class Schedule and Reading Guide**

##### **Section I: The Study of Public Policy**

###### 1. Introduction

Conway, Ahern and Steuernagel, chapter 1.

Kraft and Furlong, Chapter 1.

2. The Rationale for Government Involvement

Deborah Stone. 2002. *Policy Paradox: The Art of Political Decision Making* (revised edition), Chapter 1.

Kraft and Furlong, Chapters 2 and 3.

Virginia Sapiro. 1986. "The Gender Basis of American Social Policy." *Political Science Quarterly* 101(2): 221-238.

3. Approaches to Studying Public Policy and Writing a Policy Brief.

Kraft and Furlong, Chapters 4-6.

Mary Hawkesworth. 1994. "Policy Studies Within a Feminist Framework." *Policy Sciences* 27(2/3): 97-118.

**Section II: Citizenship Status and Public Policy**

4. Gender Ideology and Women's Citizenship Rights in the United States.

Possibly show *Iron Jawed Angels* (125 minute film on women's suffrage).

Linda Kerber. 1987. "The Republican Mother." In Linda Kerber and Jane De Hart-Mathews, *Women's America: Refocusing on the Past*, 2<sup>nd</sup> ed.

Rogers Smith. 1989. "'One United People': Second-Class Female Citizenship and the American Quest for Community." *Yale Journal of Law & Humanities* 1(2): 229-293.

\*\*\*Students will turn in a 1 page sheet listing the topics that they would like to write about in their policy briefs and literature review.

5. The Implications of Differential Citizenship Status for Women.

Anne Schneider and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." *American Political Science Review* 87(2): 334-47.

Rita Mae Kelly and Georgia Duerst-Lahti. 1995. "The Study of Gender Power and its Link to Governance and Leadership." In *Gender Power, Leadership, and Governance*.

Melody Rose. 2007. "Republican Motherhood Redux? Women as Contingent Citizens in 21<sup>st</sup> Century America." *Journal of Women, Politics & Policy*, 29(1): 5-30.

Conway, Ahern and Steuernal, chapter 7.

6. Writing a lit review and in-class quiz.

### **Section III: Social Policies**

7. Welfare Policy

Kraft and Furlong, Chapter 9.

Johnson, Duerst-Lahti and Norton, Chapters 4-9.

8. Criminal Justice

Conway, Ahern and Steuernal, chapter 9.

Diane M. Purvin. 2007. "At the Crossroads and in the Crosshairs: Social Welfare Policy and Low-income Women's Vulnerability to Domestic Violence." *Social Problems* 54(2): 188-210.

S. Laurel Weldon. 2006. "Women's Movements, Identity Politics, and Policy Impacts: A Study of Policies on Violence Against Women in the 50 United States." *Political Research Quarterly* 59(1): 111-122.

9. Reproductive Issues

Conway, Ahern and Steuernal, chapter 4.

Rose, Chapters 1- 6.

### **Section IV Economic and Health Policies**

10. Health Policy

Conway, Ahern and Steuernal, chapter 3.

Kraft and Furlong, Chapter 8.

Shahla Mehdizadeh. 2002. "Health and Long-Term Care Use Trajectories of Older Disabled Women." *The Gerontologist* 42(3): 304-313.

Kenneth Meier and Deborah McFarlane. 1995. "Statutory Coherence and Policy Implementation: The Case of Family Planning." *Journal of Public Policy* 15(3): 281-298.

Deanne Hilfinger Messias, Eun-Ok Im, Aroha Page, Hanna Regev, Judith Spiers, Laurie Yoder and Afaf Ibrahim Meleis. 1997. "Defining and Redefining Work: Implications for Women's Health." *Gender and Society* 11(3): 296-323.

11. Employment Issues

Conway, Ahern and Steuernal, chapter 5.

Kim Blankenship. 1993. "Bringing Gender and Race in: U.S. Employment Discrimination Policy." *Gender and Society* 7(2): 204-226.

Elizabeth H. Gorman. 2005. "Gender Stereotypes, Same-Gender preferences, and Organizational Variation in the Hiring of Women: Evidence from Law Firms." *American Sociological Review* 70: 702-728.

Will Miller, Brinck Kerr and Margaret Reid. 1999. "A National Study of Gender-Based Occupational Segregation in Municipal Bureaucracies: Persistence of Glass Walls?" *Public Administration Review* 59(3): 218-230.

Vicki Lens. 2003. "Reading between the Lines: Analyzing the Supreme Court's Views on Gender Discrimination in Employment, 1971-1982." *The Social Science Review* 77(1): 25-50.

12. Women and Economic Equity  
Conway, Ahern and Steuernal, chapter 6.

Patricia Strach. 2007. *All in the Family: The Private Roots of American Public Policy*, chapter 5.

Steven H. Sandell and Howard M. Iams. 1997. "Reducing Women's Poverty by Shifting Social Security Benefits from Retired Couples to Widows." *Journal of Policy Analysis and Management*. 16(2): 279-297.

13. In class quiz on Sections II and III.

14. Wrap up and turn in literature reviews.