

## **II. Cultural Issues in Public Policy: Race, Gender, Sexual Orientation**

### **Prof. Meena Chary**

*Meena Chary holds a Ph.D. in Public Administration, as well as degrees in Electrical Engineering, Economics and Management. She is a methodologist and a public policy scholar researching in the areas of human rights and information technology. She is part of the faculty of the Department of Government and International Affairs at the University of South Florida.*

#### **Course Objectives:**

This is a graduate seminar in public policy. We will view traditional areas of public policy -- such as health care, immigration, welfare, others – through the lenses of race, gender, sexual orientation and other such filters. In addition, we'll discuss non-traditional areas of public policy such as genocide and sexual violence, which target populations based on their race, ethnicity or gender. Participants are expected to enter with a basic graduate level understanding of policy areas and policy analysis methods. The seminar will use recent and relevant academic research to help participants achieve a more sophisticated understanding of the issues of race, gender and sexual orientation within public policy.

#### **Required Readings:**

- Most of the readings listed on this syllabus are available through USF libraries. It is your responsibility to locate these journal articles based on the reference information provided in this syllabus. Any readings in this syllabus which are listed without reference information are posted on Blackboard.
- Other readings may be posted on Blackboard or distributed in class

#### **Course Information:**

- This course is designed as a graduate seminar. It relies on dialogue and interaction, rather than on lectures. While the instructor serves as a facilitator to learning, your preparation, participation and commitment are necessary for the seminar to be successful. As such, please note that the class participation component of final grades may reflect inadequate preparation or excessive absences/tardiness.
- This is a blended-format class, with some meetings occurring in-person and others online. Your class participation responsibilities extend equally to online classes. At any point, an online class may be converted to an in-person class – you will be notified via Blackboard announcements of any such changes. You need access to a computer, internet connection and a microphone/headset to take this class.
- To ensure as blind a review a process as possible, all assignments should have your U# (and not your name) on them. All assignments must be turned in via hard copy at the beginning of class on the day that they are due. If you will be absent on a day that an assignment is due, please turn your assignment in before the due date.
- All papers should use APA format.
- I will use Blackboard as the primary means of communication. Please make sure your email IDs are correct in Blackboard and that you are able to stay connected to that email address. Assignments may be posted to Blackboard and you may be asked to turn in assignments through Blackboard.

- For first responders and others who need to be on call for personal or work reasons during class: please use courtesy and discretion with cell phones/PDAs/radios. All devices should be on “Vibrate” mode, and any calls should be answered outside the classroom. No radio devices which broadcast messages should be used in class
- Being available to you is my first priority. If you require any additional time or help, please do not hesitate to reach out to me at any time.

### **Course Grading:**

The plus/minus system will be used in this class. Alphabetical grades will be assigned based on the following scale: 100-94 (A); 93-90 (A-); 89-87 (B+); 86-84 (B); 83-80 (B-); 79-77 (C+); 76-74 (C); 73-70 (C-); 69-67 (D+); 66-64 (D); 63-60 (D-) and below 60 points (F).

Student grades will be assessed based on the following:

Class Participation		20%
Literature Reviews	(2 at 20% each)	40%
Final paper		40%

### **Course Requirements:**

#### **1) Class Participation**

In addition to your in-person class participation, this portion of your grade will also measure your online class participation. Excessive or consistent tardiness, unpreparedness and/or absences will affect your grade. For online classes, you will (at minimum) be asked to do the following:

- a) The week before the online class, I'll have started 3 discussion threads on Blackboard, each with a discussion question.
- b) By 9:05 PM on the day of the online class, each student must post at least one response to each of the discussion questions (for a total of at least 3 responses).
- c) By 6:20 PM on the day of the class following the online class, each student must post at least one response to another student's posting.

In addition, you may be asked to participate in synchronous online classes, which normally requires the use of a computer, internet access, headset and microphone.

#### **2) Literature Reviews**

There are two literature reviews due. The literature reviews may be used as preparation for your final paper or they may be on completely independent topics. You may choose to synthesize concepts and theories based on the material covered in class, or you may choose to review literature specific to a policy of interest to you. The literature reviews must include legitimate sources outside of the readings assigned for class.

#### **3) Final Paper**

Your final research paper should reflect a graduate-level understanding of your chosen topic in public policy. Papers should be well-researched, using literature that goes beyond class material. **You must use policy literature in your final paper.** You may choose to write a theoretical paper that develops the concepts and/or methods discussed in class or you may

choose to apply those concepts and/or methods to a particular area in public policy that is of interest to you. If you wish to do the latter, you should pick a particular policy area that is relevant to the course material and perform a substantive analysis of some aspect of that policy area. You will also be asked to present your paper to the class during the last week of class.

### **Course Schedule/Assignments:**

**1 Overview of syllabus and introduction to class**

**2 The individual context in public policy**

Readings:

- Howlett & Ramesh, Ch. 3: Policy Actors and Institutions
- Birkland Ch.3: Official Actors & Their Roles in Public Policy
- Birkland Ch.4: Unofficial Actors & Their Roles in Public Policy
- Cochran et al Ch.13: Private Morality and Public Policy

**3 No class: (Holiday)**

**4 Social construction of HIV/AIDS policy**

Readings:

- Schneider, A.L. & Ingram, H. (1993). Social Construction of Target Populations: Implications for Politics and Policy. *The American Political Science Review*, 87 (2), 334-347
- Lieberman, R. C. (1995). Social Construction (Continued). *The American Political Science Review*, 89 (2), 437-441
- Schneider, A.L. & Ingram, H. (1995). Social Construction (Continued): Response. *The American Political Science Review*, 89 (2), 441-446
- Donovan, M. (1993). The Social Construction of People with AIDS: Target Populations and U.S. Policy, 1981-1990. *Policy Studies Review*, 12, 3-29

**5 Literature Review 1 Due**

**Gender and health care policy**

Readings:

- Lantz, P. M., et. al., The social construction of the breast cancer epidemic. *Social Science & Medicine*, 46 (7), 907-18
- Thorne, S.E. and Murray, C. (2000). Social constructions of breast cancer. *Health Care for Women International*, 21, 141-159
- Hoon, William. (2005). The coverage of prostate cancer and impotence in four popular men's magazines (1991-2001). *International Journal of Men's Health*, 4 (2) 171-185

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**Online Class**

**Assimilation: U.S. policy toward Native Americans**

Readings:

- Laderman, S. (2002). "It Is Cheaper and Better to Teach a Young Indian Than to Fight an Old One": Thaddeus Pound and the Logic of Assimilation. *American Indian Culture and Research Journal*, 26 (3), 85-111
- Smith, A. (2004). Boarding School Abuses, Human Rights, and Reparations. *Social Justice*, 31 (4), 89-102
- Torpy, S. J. (2000). Native American women and coerced sterilization: on the trail of tears in the 1970s. *American Indian Culture and Research Journal*, 24 (2), 1-22

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**Online Class**

**Perceptions of ethnicity: U.S. immigration policy**

Readings:

- Morales, P. (2001). Latinos and the "other race" option: transforming U.S. concepts of race. *NACLA Report on the Americas*, 34 (6), 40-4
- Jonas, S. & Tactaquin, C. (2004). Latino Immigrant Rights in the Shadow of the National Security. State: Responses to Domestic Preemptive Strikes. *Social Justice*, 31 (1/2), 67-91

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**Online Class**

**Anti-terrorism policies: Security, liberty & perceptions of Islam**

Readings:

- Stone, Ch.5: Liberty
- Kurth, J. (2005). Global Threats and American Strategies: From Communism in 1955 to Islamism in 2005. *Orbis*, 49 (4), 631-48
- Gerges, F. A. (2003). Islam and Muslims in the Mind of America. *The Annals of the American Academy of Political and Social Science*, 588, 73-89

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**The fundamental social contract: Racially conscious policies**

Readings:

- Dye, Ch. 3: Civil Rights
- Stivers, C. (2007). "So Poor and So Black": Hurricane Katrina, Public Administration, and the Issue of Race. *Public Administration Review*, 67(special issue), 48-56

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**Literature Review 2 Due**

**Social welfare: Racially conscious policies**

Readings:

- Federico, C.M. (2004). When Do Welfare Attitudes Become Racialized? The Paradoxical Effects of Education. *American Journal of Political Science*, 48 (2), 374-391

- Schneider, S. K. & Jacoby, W. G. (2005). Elite Discourse and American Public Opinion: The Case of Welfare Spending. *Political Research Quarterly*, 58 (3), 367-379
- Feldman, S. & Huddy, L. (2005). Racial Resentment and White Opposition to Race-Conscious Programs: Principles or Prejudice? *American Journal of Political Science*, 49 (1), 168-183

**11** *No class: (Holiday)*

**12** *Online Class*

**Genocide, sexual violence and public policy part 1**

Readings:

- McKinnon: Rape, Genocide & Women's Human Rights
- Gourevitch: We Wish To Inform You That Tomorrow We Will Be Killed With Our Families
- Gutman: Unholy War

**13** *Online Class*

**Genocide, sexual violence and public policy part 2**

Readings:

- Balfour & Adams: Public Policy and Administrative Evil
- Power: A Problem from Hell: America and the Age of Genocide

**14** **Race, gender & public administration**

Readings:

- Stivers: Gender and Public Administration
- Huber, G.A. & Lapinski, J.S. (2006). The "Race Card" Revisited: Assessing Racial Priming in Policy Contests. *American Journal of Political Science*, 50 (Apr., 2006), 421-440

**15** *Research Day*

**16** *Final papers due*

**Concluding comments and final presentations**