

WGSS 6240/ PPPA 6085: Gender & Public Policy

Term: Spring 2024
Section: 80
Class Room: PHIL 413
Lectures: Th 7:10–9:00pm
Instructor: Eiko Strader, PhD
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Office: Phillips Hall 342
Office Hours: calendly.com/estrader

Course Description and Learning Objectives:

This course serves as an introduction to the study of gender and public policy by exploring how ideas about gender, implicitly or explicitly, shape the formulation and implementation of policies and programs in areas strategic to promoting social equity.

The seminar begins with a brief survey of gender theories, followed by a discussion of concepts and theories of social citizenship and welfare states. We then familiarize ourselves with the notion of “gender mainstreaming” as an approach to advancing women’s rights globally, so as to critically reflect on their practice in relation to intersectional theories. Drawing on a variety of disciplinary and interdisciplinary perspectives, this course aims to enrich our understanding of how gender intersects with policy and other systems of power to reduce, maintain, or exacerbate inequality.

Upon completion of this graduate seminar, you will be able to:

- Read, interpret and critique a variety of advanced scholarly texts, formulate new ideas, and communicate your ideas orally and in writing
- Apply concepts and theories of gender to analyze policies and practice
- Think critically about what achieving gender parity means
- Recognize different policy regimes and their consequences
- Illustrate how scholars examine the relationship between gender and public policy and what we can conclude from the results

Required Readings:

- Profeta, Paola. 2020. *Gender Equality and Public Policy: Measuring Progress in Europe*. Cambridge University Press. [Ebook \\$31.99](#)
- Cooke, Lynn P. 2011. *Gender-Class Equality in Political Economies*. Routledge. *Available through [Ebook Central](#)
- **All other readings are available on Blackboard** (blackboard.gwu.edu).

Course Expectations:

- There is no prerequisite, but this seminar presumes that you are already familiar with feminist theory and approaches to research AND/OR social scientific research methods and designs for understanding sex and gender
- If you are taking this class as a doctoral student, I expect that you will be reviewing optional readings, doing additional research, and working with your advisors throughout the semester to make progress on your dissertation prospectus
- Unsure? Please come see me before you head to the bookstore!

Credit Hour Guidelines:

- In accordance with federal regulation [34 CFR 602.24\(f\)](#) and the Middle States Commission on Higher Education, 3-credit seminar expects students to spend a total of 112.5 hours.
- The credit model is based on a 15-week semester, where you are expected to have 14 weeks of instruction and one week of examination/assessment period.
- This course is designed so that you are expected to spend, on average, 7.5 hours per week of combined instructional and independent learning for a total of 112.5 semester hours.

Course Logistics:

- Announcements will be posted regularly on Blackboard in the order I post them, meaning that the most recent announcement appears first. If you prefer to receive notifications via emails, [you can change your notification settings](#).
- Emails will be responded promptly during the normal business hours (8am to 5pm, EST on weekdays), but I will be slower to respond during non-business hours.
- Class recordings would be made available on an individual basis upon request.
- I will be holding in-person and virtual office hours by appointments to ensure social distancing and offer greater flexibility. Please use calendly.com/estrader to schedule your appointments.
- We will be using a GoogleDrive folder to share files and resources among classmates. If you've never used it, please make sure that you can access GW GoogleDrive [here](#).

Policies and Student Expectations in the Trachtenberg School:

- For latest decree-specific policies and guidelines, please be sure to consult the [Student Handbook](#).
- If you have any questions about degree-specific policies and guidelines, reach out to the [TSPPPA core advising team](#).

WikiEdu:

- To make a real-world impact through your research, we will be editing Wikipedia this semester. To get started, please enroll in the course by visiting [here](#).
- If this is your first time working on the Wikipedia assignment, please create a Wikipedia account and get used to consulting the [dashboard](#) each week.
- If you are having any issues with the Wikipedia assignment, you can get help from a Wikipedia Expert by clicking on "Get Help" button located at the top of the dashboard.

Grading:

- Evaluation will be based on a point system.
- Letter grades will be assigned using GW Blackboard's default grading schema.
- Review Blackboard for details and **grading rubrics** of each assignment.
- [Check out this tutorial](#) to learn how to view rubrics, grades & feedback comments.
- Late assignments will result in a **10% per day penalty**.
- No late assignment will be accepted **3 days** after the original deadline.
- No grade adjustments after semester close, except for clerical errors.
- Consult the latest [WGSS Guide to Graduate Studies](#) or [TSPPPA Student Handbook](#) for GW and CCAS policies on incompletes.

Course Assignments:

- 1) Class Participation: Your participation will be graded based on your engagement via Blackboard discussion forum and WikiEdu. 25pts
 - **By Tuesday at midnight** (two days before each class), complete assigned readings and post one discussion question. This will allow discussion leaders to review your question a day before their discussion session. Hence, the sooner you can post, the better. Since this is a seminar, your active engagement is crucial to the success of this course AND your discussion posts are integral for the preparation of class discussion plans!
 - **Complete WikiEdu modules weekly** and edit a Wikipedia article related to gender and public policy.

- 2) Peer Reviews: You will provide feedback on two Wikipedia articles being revised by your classmates **at the end of session 7**. The aim of this assignment is to familiarize yourself with peer-reviewing process by assessing the relevance and appropriateness of their sources and improve the depth and thoroughness of their contributions. The main focus is to help the author improve the quality of their work, rather than to criticize their ideas in a degrading manner. As Wikipedia is an online encyclopedia, it is also important to make sure that articles are written in a formal tone, but in simple language without jargon so that people can interpret facts for themselves and learn about policies relevant to equity. 15pts

- 3) Discussion Leader: You will organize and lead (or co-lead) in-class discussion for about one hour during one class session. Summarize the main takeaways from the readings, review discussion questions posted by your classmates, and follow up on any aspect of the readings you believe is important for addressing discussion questions. Discussion leaders should upload an annotated bibliography as a PDF to the shared GoogleDrive and/or email the file to the instructor (strader@gwu.edu) **by Thursday at noon** on the day of your discussion session so that the instructor can print it out for the class. Discussion leaders should also share a relevant and timely news item at the beginning of class discussion. 20pts

NOTE: If you would like to use slides to lead your discussion session, please upload it to the shared GoogleDrive ahead of the session.

- 4) Final Paper: You will submit a 2,500 to 3,500 words (roughly 10 to 15 pages double-spaced, including references) research proposal, policy analysis, or conceptual paper that focuses on gender issues and public policy. This paper should build on the sources you've gathered to edit your Wikipedia article. 40pts

NOTE: Doctoral students are encouraged to work on their dissertation prospectus by applying what you learned in this seminar. WGSS Public Policy-track students should consider working on a policy analysis report that could become part of their capstone portfolio. WGSS Liberal Arts-track students may begin working on their capstone research project by putting together a research proposal or a conceptual paper that could serve as the basis for their independent research project. Students from other degree programs should consult with the instructor to figure out the option that best serves their academic and career goals.

Total: 100pts

University Policies and Student Resources:

University Policies:

- All members of the university are “[responsible for adhering to and acting in accordance with university policies](#).”

Academic Integrity:

- All students – undergraduate, graduate, professional full time, part time, law, etc. – must be familiar with and abide by the provisions of the [Code of Academic Integrity](#).
- Therefore, I expect that you meet the minimum standards for academic student conduct set forth by the [Code of Academic Integrity](#) and understand that your failure to uphold academic integrity in your coursework results in academic disciplinary sanctions.
- If you have any questions about your rights and responsibilities, please also refer to the [Code of Student Conduct](#) and reach out to the [Office of Student Rights & Responsibilities](#) at 202-994-6757.

Counseling and Psychological Services:

- If you or your peers are experiencing emotional distress, please contact the [Student Health Center](#) at 202-994-5300 (available 24/7).

Disability Policy:

- According to the [university policy](#), students with a disability in need of accommodations or other services must register with the Disability Support Services ([DSS](#)) and submit the requisite documentation to establish their eligibility for, and subsequent implementation of, reasonable and appropriate accommodations.
- For more information, please call their main office at 202-994-8250 or visit their office in Rome Hall, Suite 102.

Religious Holidays:

- In accordance with [University Policies](#), students are expected to “make every effort to attend classes,” but if you plan to be absent from class to observe a religious holiday, please let me know in advance. You will be allowed to make up missed assignments without penalty.

Reproductive and Sexual Healthcare:

- For a full list of resources made available through GW RAGE (Reproductive Autonomy and Gender Equity), please visit <https://www.gwrage.org/resources>.

Safety and Security:

- For campus advisories, visit <https://campusadvisories.gwu.edu/> and sign up for [GW Alert](#).

Title IX Sexual Harassment and Related Conduct Policy:

- Under the [university policy](#), faculty are considered “designated reporters” and are required to “promptly report any information they learn about suspected or alleged Sexual Harassment or potential violations of this Policy to the university’s Title IX Coordinator.”
- Confidential resources are available through the [Student Health Center](#) at 202-994-5300 and the Office of Advocacy and Support ([OAS](#)) at 202-994-0443.
- To make a report to the Title IX Coordinator, please call 202-994-7434 or visit <https://titleix.gwu.edu/>

Writing Resources:

- Although the course guides you through the process of formulating and understanding difficult set of ideas, it does not necessarily teach the nuts and bolts of writing per se. If you need help with your writing, please take advantage of the resources and services being offered through the [Writing Center](#).

<<< DISCLAIMER: I reserve the right to revise this syllabus if the need arises. >>>

Course Schedule and Readings:

01/18 Session 1: What Are We Doing This Semester?

No assigned readings, but:

- Please thoroughly review this syllabus before the class and ask any questions you may have about the course during the first meeting!
- Please come prepared to introduce yourself and your policy interests.
- Let me know which session(s) you are interested in leading a discussion (pick the session with assigned readings that would be most useful for your final project).
- You are required to create a Wikipedia account and complete the first WikiEdu module by the end of the week.
- Begin looking for a Wikipedia article about public policy that you want to edit; it's an important way to [enhance public dialogue on gender equity and democracy!](#)



**Make sure that you can access our Blackboard and WikiEdu pages!
You should have a Wikipedia account set up by the end of this week!**

01/25 Session 2: What is Gender?

- 1) West, Candace, and Don H. Zimmerman. 1987. "[Doing Gender.](#)" *Gender & Society* 1(2):125–51
- 2) Westbrook, Laurel, and Aliya Saperstein. 2015. "[New Categories are Not Enough: Rethinking the Measurement of Sex and Gender in Social Surveys.](#)" *Gender & Society* 29(4):534–60
- 3) Glenn, Evelyn Nakano. 2015. "[Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation.](#)" *Sociology of Race and Ethnicity* 1(1):52–72
- 4) Collins, Patricia Hill. 2019. [Intersectionality as Critical Social Theory.](#) Duke University Press. CH1: Intersectionality as Critical Inquiry

FOR IN-CLASS DISCUSSION:

- First, please make sure that you've completed the assigned readings for this week.
- Next, read [this short piece on the Conversation](#), where Raewyn Connell reflects on four decades of thinking gender.
→ **Please come prepared to articulate in your own words whether and how gender theories contribute to our understanding of policy issues!**

OPTIONAL:

- Nash, Jennifer C., and Samantha Pinto. 2021. "A New Genealogy of 'Intelligent Rage,' or Other Ways to Think about White Women in Feminism." *Signs* 46(4):883–910
- Ken, Ivy, and Allison Suppan Helmuth. 2021. "Not Additive, Not Defined: Mutual Constitution in Feminist Intersectional Studies." *Feminist Theory*
- Connell, Raewyn, Patricia Yancey Martin, James W. Messerschmidt, and Michael A. Messner. 2018. *Gender Reckonings: New Social Theory and Research.* New York University Press
- Schilt, Kristen, and Danya Lagos. 2017. "The Development of Transgender Studies in Sociology." *Annual Review of Sociology* 43(1):425–43
- Collins, Patricia Hill. 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41(1):1–20
- Westbrook, Laurel, and Kristen Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." *Gender & Society* 28(1):32–57
- Anthias, Floya. 2013. "Hierarchies of Social Location, Class and Intersectionality: Towards a Translocational Frame." *International Sociology* 28(1):121–38
- McCall, Leslie. 2005. "The Complexity of Intersectionality." *Signs: Journal of Women in Culture and Society* 30(3):1771–1800

02/01 Session 3: Gender, Citizenship, and Welfare States

- 1) Hearn, Jeff, and Barbara Hobson. 2020. "Gender, State, and Citizenships," Pp. 153-90 in *the New Handbook of Political Sociology*, edited by Thomas Janoski, Cedric de Leon, Joya Misra, and Isaac William Martin. Cambridge University Press
- 2) Williams, Rhonda Y. 2018. "Women, Gender, Race, and the Welfare State." Pp. 463–86 in *The Oxford Handbook of American Women's and Gender History*, edited by Ellen Hartigan-O'Connor and Lisa G. Materson. Oxford University Press
- 3) Canaday, Margot, Nancy F. Cott, and Robert O. Self. 2021. *Intimate States: Gender, Sexuality, and Governance in Modern US History*. University of Chicago Press. Introduction
- 4) Bariola, Nino, and Caitlyn Collins. 2021. "[The Gendered Politics of Pandemic Relief: Labor and Family Policies in Denmark, Germany, and the United States During COVID-19.](#)" *American Behavioral Scientist* 65(12):1671–97

OPTIONAL:

- Greve, Bent. 2020. *Welfare and the Welfare State: Central Issues Now and in the Future*. Second edition. Routledge
- Powell, Martin, Erdem Yörük, and Ali Bargu. 2020. "Thirty Years of the Three Worlds of Welfare Capitalism: A Review of Reviews." *Social Policy & Administration* 54(1):60–87
- Laperrière, Marie, and Ann Shola Orloff. 2018. "Gender and Welfare States." Pp. 227–44 in *Handbook of the Sociology of Gender, Handbooks of Sociology and Social Research*, edited by B. J. Risman, C. M. Froyum, and W. J. Scarborough. Springer International
- Obinger, Herbert, Klaus Petersen, and Peter Starke, eds. 2018. *Warfare and Welfare: Military Conflict and Welfare State Development in Western Countries*. Oxford University Press
- Revi, Ben. 2014. "T.H. Marshall and His Critics: Reappraising 'Social Citizenship' in the Twenty-First Century." *Citizenship Studies* 18(3-4):452-64
- Dwyer, Peter. 2010. *Understanding Social Citizenship*. UK: Policy Press.
- Canaday, Margot. 2009. *The Straight State: Sexuality and Citizenship in Twentieth-Century America*. Princeton University Press
- Oleksy, Elżbieta H. 2009. *Intimate Citizenships: Gender, Sexualities, Politics*. New York: Routledge.

02/08 Session 4: What is Gender Mainstreaming?

- 1) UN Women. 2022. [Handbook on Gender Mainstreaming for Gender Equality Results](#). CH2: Principles and Approaches Underlying Gender Mainstreaming
- 2) Bowleg, Lisa. 2012. "[The Problem with the Phrase Women and Minorities: Intersectionality - an Important Theoretical Framework for Public Health.](#)" *American Journal of Public Health* 102(7):1267–73
- 3) Lombardo, Emanuela, Petra Meier, and Mieke Verloo. 2017. "[Policymaking from a Gender+ Equality Perspective.](#)" *Journal of Women, Politics & Policy* 38(1):1–19
- 4) Hunting, Gemma, and Olena Hankivsky. 2020. "[Cautioning Against the Co-Optation of Intersectionality in Gender Mainstreaming.](#)" *Journal of International Development* 32(3):430–36.

OPTIONAL:

- Strader, Eiko. 2024. "Using Multilevel Models to Address Intersectionality in Program Evaluation." in *Research Handbook on Program Evaluation*. Edward Elgar Publishing
- Phillips, Gregory, Dylan Felt, Esrea Perez-Bill, Megan M. Ruprecht, Erik Elías Glenn, Peter Lindeman, and Robin Lin Miller. 2023. "Transforming the Paradigm for LGBTQ+ Evaluation: Advancing a Praxis of LGBTQ+ Inclusion and Liberation in Evaluation." *American Journal of Evaluation* 44(1):7–28
- Scala, Francesca, and Stephanie Paterson. 2017. "Gendering Public Policy or Rationalizing Gender? Strategic Interventions and GBA+ Practice in Canada." *Canadian Journal of Political Science* 50(2):427–42
- Bustelo, María. 2017. "Evaluation from a Gender+ Perspective as a Key Element for (Re)Gendering the Policymaking Process." *Journal of Women, Politics & Policy* 38(1):84–101
- Podems, Donna R. 2010. "Feminist Evaluation and Gender Approaches: There's a Difference?" *Journal of MultiDisciplinary Evaluation* 6(14):1–17

02/15 Session 5: Gender Equality and Public Policy

- 1) Profeta – CH1: Introduction
- 2) Profeta – CH2: The Scenario
- 3) Profeta – CH3: From Public Policy to Gender Equality
- 4) Profeta – CH4: How Women Affect Public Policy

OPTIONAL:

- Kleven, Henrik, Camille Landais, and Jakob Egholt Sogaard. 2019. "Children and Gender Inequality: Evidence from Denmark." *American Economic Journal: Applied Economics* 11(4):181–209
- Olivetti, Claudia, and Barbara Petrongolo. 2017. "The Economic Consequences of Family Policies: Lessons from a Century of Legislation in High-Income Countries." *Journal of Economic Perspectives* 31(1):205–30
- Herbst, Chris M. 2017. "Universal Child Care, Maternal Employment, and Children's Long-Run Outcomes: Evidence from the US Lanham Act of 1940." *Journal of Labor Economics* 35(2):519–64.
- Blau, Francine D., and Lawrence M. Kahn. 2017. "The Gender Wage Gap: Extent, Trends, and Explanations." *Journal of Economic Literature* 55(3):789–865
- Goldin, Claudia. 2014. "A Grand Gender Convergence: Its Last Chapter." *American Economic Review* 104(4):1091–1119
- Herbst, Chris M., and Burt S. Barnow. 2008. "Close to Home: A Simultaneous Equations Model of the Relationship Between Child Care Accessibility and Female Labor Force Participation." *Journal of Family and Economic Issues* 29(1):128–51
- Waldfogel, Jane. 1999. "The Impact of the Family and Medical Leave Act." *Journal of Policy Analysis and Management* 18(2):281–302

02/22 Session 6: Gender Equality and Public Policy

- 1) Profeta – CH5: How Women Affect Firms' Outcomes
- 2) Profeta – CH6: Global Challenges, Gender and Public Policy
- 3) Profeta – CH7 Conclusions
- 4) Profeta – Appendix: Useful Methods to Identify the Relationship between Gender and Public Policy

FOR IN-CLASS DISCUSSION:

- When you are done with this week's readings, please take a look at [a paper I published in Family Relations](#).
→ **Come prepared to critique the methods I used in my paper to examine the relationship between gender and public policy!**

OPTIONAL:

- Folbre, Nancy, Leila Gautham, and Kristin Smith. 2022. "Gender Inequality, Bargaining, and Pay in Care Services in the United States." *ILR Review*
- Biasi, Barbara, and Heather Sarsons. 2021. "Flexible Wages, Bargaining, and the Gender Gap." *The Quarterly Journal of Economics* 137(1):215–66
- Cortés, Patricia, and Jessica Pan. 2019. "When Time Binds: Substitutes for Household Production, Returns to Working Long Hours, and the Skilled Gender Wage Gap." *Journal of Labor Economics* 37(2):351–98
- Smith-Doerr, Laurel, Sharla Alegria, Kaye Husbands Fealing, Debra Fitzpatrick, and Donald Tomaskovic-Devey. 2019. "Gender Pay Gaps in U.S. Federal Science Agencies: An Organizational Approach." *American Journal of Sociology* 125(2):534–76
- Card, David, Ana Rute Cardoso, and Patrick Kline. 2016. "Bargaining, Sorting, and the Gender Wage Gap: Quantifying the Impact of Firms on the Relative Pay of Women." *The Quarterly Journal of Economics* 131(2):633–86
- Altman, Meryl, and Kerry Pannell. 2012. "Policy Gaps and Theory Gaps: Women and Migrant Domestic Labor." *Feminist Economics* 18(2):291–315



Peer reviews are due at the end of Session 7!

PROJECT CHECKLIST:

- We are almost halfway through the semester(!) Now that you have identified your research topic and gathered some background materials/sources through the Wikipedia assignment, it's a good time to check out the services and resources being offered through the GW [Writing Center](#) and [create a WC Online account](#) so that you can begin scheduling appointments to meet with writing consultants! If you haven't done so yet, get to know your [librarians](#) and schedule appointments with them for [research consultations](#)!
- **Doctoral Students:**
 - Look at the list of references you've gathered and identify key journals for your policy areas; which journal should you target based on your research question(s)?
 - Once you've identified a couple of target journals, familiarize yourself with the kind of manuscripts they review. For example, [Public Administration Review accepts research article, viewpoint, and book review submissions](#).
 - Review submission guidelines, such as word limits, formatting, and reference styles, and work on your research proposal!
- **WGSS Liberal Arts-Track Students:**
 - Schedule an appointment with your academic advisor(s) and discuss your capstone project ideas with them; what kind of research question(s) do you want to explore and what kind of analysis do you want to carry out?
- **WGSS Public Policy-Track and Other Students:**
 - Schedule an appointment with me and we'll discuss your capstone/final project ideas; what kind of deliverables do you want to develop and how do you want to contribute to policy discussions?

02/29 Session 7: Gender-Class Equality in Political Economies

- 1) [Cooke](#) – CH1: Gender-Class Equality Over time
- 2) [Cooke](#) – CH2: Paid and Unpaid Work in Context
- 3) [Cooke](#) – CH3: Population Policies and Group Divides
- 4) [Cooke](#) – CH4: Educational Foundations of Gender-Class Equality

GUEST SPEAKER:

- Vice President of Policy and Strategic Initiatives, [Nina Doorley](#), MPhil, Institute for Women's Policy Research: This guest lecture will focus on her experience developing advocacy strategy and overseeing IWPR's policy research projects.
 - **Please come prepared to ask questions!**

OPTIONAL:

- Freeman, Amanda, and Lisa Dodson. 2022. *Getting Me Cheap: How Low-Wage Work Traps Women and Girls in Poverty*. The New Press
- Folbre, Nancy. 2020. *The Rise and Decline of Patriarchal Systems: An Intersectional Political Economy*. Verso
- Duffy, Mignon, Amy Armenia, and Clare L. Stacey, eds. 2015. *Caring on the Clock: The Complexities and Contradictions of Paid Care Work*. Rutgers University Press.
- Budig, Michelle J., Joya Misra, and Irene Boeckmann. 2015. "Work-Family Policy Trade-Offs for Mothers? Unpacking the Cross-National Variation in Motherhood Earnings Penalties." *Work and Occupations* 43(2):119–77
- Misra, Joya, and Marta Murray-Close. 2014. "The Gender Wage Gap in the United States and Cross Nationally: The Gender Wage Gap in the United States and Cross Nationally." *Sociology Compass* 8(11):1281–95
- Branch, Enobong Hannah. 2011. *Opportunity Denied: Limiting Black Women to Devalued Work*. Rutgers University Press
- Rollins, Judith. 1985. *Between Women: Domesticity and Their Employers*. Temple University Press

03/07 Session 8: Gender-Class Equality in Political Economies

- 1) [Cooke](#) – CH5: Policy Foundations of Gender-Class Employment Equality
- 2) [Cooke](#) – CH6: Current Gender-Class Employment Equality
- 3) [Cooke](#) – CH7: Gender-Class Equality in Paid and Unpaid Work
- 4) [Cooke](#) – CH8: Sustainable Policy for Greater Equality

OPTIONAL:

- Alper, Kaitlin, Evelyne Huber, and John D Stephens. 2021. "Poverty and Social Rights Among the Working Age Population in Post-Industrial Democracies." *Social Forces* 99(4):1710-44
- Brady, David, Agnes Blome, and Julie A. Kmec. 2020. "Work-Family Reconciliation Policies and Women's and Mothers' Labor Market Outcomes in Rich Democracies." *Socio-Economic Review* 18(1):125-61
- Gornick, Janet C, and Timothy M Smeeding. 2018. "Redistributional Policy in Rich Countries: Institutions and Impacts in Nonelderly Households." *Annual Review of Sociology* 44:418-68
- Maume, David J. 2016. "Can Men Make Time for Family? Paid Work, Care Work, Work-Family Reconciliation Policies, and Gender Equality." *Social Currents* 3(1):43-63
- Brady, David and Amie Bostic. 2015. "Paradoxes of Social Policy Welfare Transfers, Relative Poverty, and Redistribution Preferences." *American Sociological Review* 80(2):268-298
- Kenworthy, Lane. 2011. *Progress for the Poor*. New York, NY: Oxford University Press
- Killewald, Alexandra. 2011. "Opting Out and Buying Out: Wives' Earnings and Housework Time." *Journal of Marriage and Family* 73(2):459-71

03/14 Spring Break (No Class)

RELEVANT JOURNALS TO CHECK OUT:

- [Family Relations](#)
- [Feminist Economics](#)
- [Feminist Studies](#)
- [Feminist Theory](#)
- [Gender and Society](#)
- [Gender in Management](#)
- [Gender, Work and Organization](#)
- [Journal of Family Studies](#)
- [Journal of Homosexuality](#)
- [Journal of Marriage and Family](#)
- [Politics & Gender](#)
- [Sex Roles](#)
- [Signs](#)
- [Social Politics](#)
- [TSQ: Transgender Studies Quarterly](#)

RELEVANT DATABASES TO CHECK OUT:

- European Institute for Gender Equality - [Gender Equality Index](#)
- European Union - [EU LGBT Survey 2012](#), [EU LGBTI Survey 2019](#)
- Eurostat - [Statistics on Women and Men](#)
- ILGA-Europe - [Rainbow Europe](#)
- Institute for Women's Policy Research - [Status of Women in the States](#)
- National Partnership for Women & Families - [Resource Library](#)
- OECD - [Gender Data Portal](#)
- United Nations Development Programme - [Gender Inequality Index](#)
- United Nations (UN) Women - [Global Database on Violence against Women](#)
- Women's Bureau, US Department of Labor - [Data and Statistics](#)
- World Bank - [Gender Data Portal](#)
- World Economic Forum - [Global Gender Gap Report](#)

03/21 Session 9: Looking Beyond the 9 to 5 Office Jobs

- 1) Blair-Loy, M. 2009. "[Work Without End?: Scheduling Flexibility and Work-to-Family Conflict Among Stockbrokers.](#)" *Work and Occupations* 36(4):279–317
- 2) Strader, Eiko, and Margaret Smith. 2022. "[Some Parents Survive and Some Don't: The Army and the Family as 'Greedy Institutions.'](#)" *Public Administration Review* 82(3):446–58
- 3) Bonnes, Stephanie. 2022. "[Femininity Anchors: Heterosexual Relationships and Pregnancy as Sites of Harassment for U.S. Servicewomen.](#)" *American Sociological Review* 87(4):618–43
- 4) Hwang, Maria Cecilia. 2018. "[Gendered Border Regimes and Displacements: The Case of Filipina Sex Workers in Asia.](#)" *Signs* 43(3):515–37

OPTIONAL:

- Cook, Cody, Rebecca Diamond, Jonathan V. Hall, John A. List, and Paul Oyer. 2021. "The Gender Earnings Gap in the Gig Economy: Evidence from over a Million Rideshare Drivers." *The Review of Economic Studies* 88(5):2210–38
- Steidl, Christina R., and Aislinn Roxanne Brookshire. 2019. "Just One of the Guys until Shower Time: How Symbolic Embodiment Threatens Women's Inclusion in the US Military." *Gender, Work & Organization* 26(9):1271–88
- Reid, Erin M., Olivia Amanda O'Neill, and Mary Blair-Loy. 2018. "Masculinity in Male-Dominated Occupations: How Teams, Time, and Tasks Shape Masculinity Contests." *Journal of Social Issues* 74(3):579–606
- MacLean, Alair. 2018. "A Few Good Men and Women: Gender, Race, and Status in the Wartime Volunteer Military." *Population Research and Policy Review* 37(4):591–613
- Brady, David, Monica Biradavolu, and Kim M. Blankenship. 2015. "Brokers and the Earnings of Female Sex Workers in India." *American Sociological Review* 80(6):1123–49
- Acemoglu, Daron, David H. Autor, and David Lyle. 2004. "Women, War, And Wages: The Effect of Female Labor Supply on The Wage Structure At Midcentury." *Journal of Political Economy* 112(3):497–551

03/28 Session 10: Looking Beyond the Western Nations

- 1) Mun, Eunmi, and Jiwook Jung. 2018. "[Policy Generosity, Employer Heterogeneity, and Women's Employment Opportunities: The Welfare State Paradox Reexamined.](#)" *American Sociological Review* 83(3):508–35
- 2) Blofield, Merike, and Merita Jokela. 2018. "[Paid Domestic Work and the Struggles of Care Workers in Latin America.](#)" *Current Sociology* 66(4):531–46
- 3) Pande, Amrita. 2020. "[Visa Stamps for Injections: Traveling Biolabor and South African Egg Provision.](#)" *Gender & Society* 34(4):573–96
- 4) Parreñas, Rhacel Salazar. 2021. "[Discipline and Empower: The State Governance of Migrant Domestic Workers.](#)" *American Sociological Review* 86(6):1043–65

OPTIONAL:

- Pande, Amrita. 2021. "Revisiting Surrogacy in India: Domino Effects of the Ban." *Journal of Gender Studies* 30(4):395–405
- Pandey, Kritika, Rhacel Salazar Parreñas, and Gianne Sheena Sabio. 2021. "Essential and Expendable: Migrant Domestic Workers and the COVID-19 Pandemic." *American Behavioral Scientist* 65(10):1287–1301
- Villanueva, Aida, and Ken-Hou Lin. 2020. "Motherhood Wage Penalties in Latin America: The Significance of Labor Informality." *Social Forces* 99(1):59–85
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Wrap up your Wikipedia assignment soon, and shift your attention to the final project!

04/04 Session 11: Thinking Beyond the Binary

- 1) Hines, Sally, and Ana Cristina Santos. 2018. "[Trans* Policy, Politics and Research: The UK and Portugal.](#)" *Critical Social Policy* 38(1):35–56
- 2) Baumle, Amanda K., M. V. Lee Badgett, and Steven Boutcher. 2020. "[New Research on Sexual Orientation and Gender Identity Discrimination: Effect of State Policy on Charges Filed at the EEOC.](#)" *Journal of Homosexuality* 67(8):1135–44
- 3) Strader, Eiko. 2022. "[Demographics of Transgender People and Transition-Related Healthcare Policies Across the European Union.](#)" Pp. 211–37 in *Demography of Transgender, Nonbinary and Gender Minority Populations*
- 4) Pew Research Center. 2022. [How Americans View Policy Proposals on Transgender and Gender Identity Issues, and Where Such Policies Exist](#)

OPTIONAL:

- Sutherland, David Kyle. 2023. "'Trans Enough': Examining the Boundaries of Transgender-Identity Membership." *Social Problems* 70(1):71–86
- Gerrard, Benjamin, James Morandini, and Ilan Dar-Nimrod. 2022. "Gay and Straight Men Prefer Masculine-Presenting Gay Men for a High-Status Role: Evidence From an Ecologically Valid Experiment." *Sex Roles* 88:119–29
- Wimark, Thomas. 2021. "Housing Policy with Violent Outcomes – the Domestication of Queer Asylum Seekers in a Heteronormative Society." *Journal of Ethnic and Migration Studies* 47(3):703–22
- Reczek, Corinne. 2020. "Sexual- and Gender-Minority Families: A 2010 to 2020 Decade in Review." *Journal of Marriage and Family* 82(1):300–325
- Baumle, Amanda K., M. V. Lee Badgett, and Steven Boutcher. 2020. "New Research on Sexual Orientation and Gender Identity Discrimination: Effect of State Policy on Charges Filed at the EEOC." *Journal of Homosexuality* 67(8):1135–44
- Tabor, Jaclyn. 2019. "Mom, Dad, or Somewhere In Between: Role-Relational Ambiguity and Children of Transgender Parents." *Journal of Marriage and Family* 81(2):506–19

04/11 Session 12: Thinking Beyond Typical Policy Interventions

- 1) Kerrissey, Jasmine, and Nathan Meyers. 2022. "[Public-Sector Unions as Equalizing Institutions: Race, Gender, and Earnings.](#)" *ILR Review* 75(5):1215–39
- 2) Butler, Judith. 2020. [The Force of Nonviolence: An Ethico-Political Bind](#). Verso. Introduction and Postscript
- 3) Davis, Angela Y., Gina Dent, Erica R. Meiners, and Beth Richie. 2022. [Abolition. Feminism. Now](#). Haymarket Books. Introduction and Part I: Abolition

OPTIONAL:

- A Misra, Joya. 2023. "The Challenges and Joys of Publicly Engaged Sociology." *Sociological Forum* 38(S1):1124–43
- Weeks, Kathi. 2023. "Abolition of the Family: The Most Infamous Feminist Proposal." *Feminist Theory* 24(3):433–53
- Ishkanian, Armine. 2022. "Social Movements and Social Policy: New Research Horizons." *Journal of Social Policy* 51(3):582–95
- Shuster, Stef M., and Laurel Westbrook. 2022. "Reducing the Joy Deficit in Sociology: A Study of Transgender Joy." *Social Problems* spac034
- Robinson, Brandon Andrew. 2020. "The Lavender Scare in Homonormative Times: Policing, Hyper-Incarceration, and LGBTQ Youth Homelessness." *Gender & Society* 34(2):210–32
- Amenta, Edwin, and Francesca Polletta. 2019. "The Cultural Impacts of Social Movements." *Annual Review of Sociology* 45(1):279–99
- Ritchie, Andrea J., and Delores Jones-Brown. 2017. "Policing Race, Gender, and Sex: A Review of Law Enforcement Policies." *Women & Criminal Justice* 27(1):21–50
- Davis, Angela Y. 2003. *Are Prisons Obsolete?* Seven Stories Press

04/18 Session 13: Reserved for Individual Consultations (No Class Meeting!)

NOTE: Please schedule an appointment for individual consultation (calendly.com/estrader) anytime between sessions 12 and 14 to discuss about your final project with the instructor

PROJECT CHECKLIST:

- By now, you should have a draft of your final paper(!)
- Your final paper should be roughly 10 to 15 pages double-spaced, including references.
- Please see Blackboard for the grading rubric.

- **Doctoral Students:**
 - Your research proposal should include an abstract, introduction, background/literature review, and method sections
 - Your in-text citations and reference list should be formatted according to your target journal's specifications

- **WGSS Liberal Arts-Track Students:**
 - If you are working on a conceptual paper related to your capstone project, your paper should include an introduction that contains a thesis/argument, literature review/analysis, and key concepts/theoretical frameworks/new ideas that you are advancing
 - If you are working on a research proposal for your capstone project, your final paper should have an abstract, introduction, background/literature review, and a section summarizing your research design and/or your plan for analysis based on your research question(s)

- **WGSS Public Policy-Track Students:**
 - If you are working on a report or policy document that could become part of your capstone portfolio, your deliverable should; identify your client (could be a hypothetical or real one), contain an executive summary, define policy/social problem, offer background/literature review, and suggest solutions for the problem
 - If you have not taken PPPA6006: Policy Analysis yet, please see the instructor for some writing samples

- **Other Students:**
 - Please consult with the instructor!

04/25 Session 14: Informal Presentations

FOR IN-CLASS DISCUSSION:

- Make sure that your Wikipedia article is "live."
 - **Please come prepared to discuss about your Wikipedia article + final project and we'll wrap up the semester!**



Final projects are due on 05/02 (Thursday) at midnight!