

**SOC 794P/PP&A 697F Gender & Social Policy:
Cross-Cultural Perspectives on Family, Economy, and the State
Spring, 2004**

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Office Hours: Mon 1:30-3:00

This seminar provides an introduction to gender and social policy, by taking a comparative approach to look at policies across a range of nations (both industrialized and "developing"). In particular, this course focuses on employment, poverty, and reproductive policies, as well as activism. These forms of policy blend into one another – for example, employment policy and poverty policy implicitly and explicitly relate to reproductive policies. Activism has been critical to policy development along all of these dimensions. By using this framework, this course is meant to encourage students to consider the intersections of family, economy, and state from a variety of perspectives. We will try to attend to the intersection of race, class, and gender, as well as a number of global developments, such as the impact of neoliberalism, conservative and nationalist movements, and transnational feminist movements. Much of the class will focus on the experience of women, but we will also consider how social policy reflects ideas of masculinity and affects men's experiences

This course includes attention to policy outside the United States. By exploring issues of gender and social policy in a variety of contexts, we try to avoid suggestions that gender and gender subordination are universal and non-varying. It is only by understanding the variations between groups of men and women, between countries and regions, etc. that we can begin to theorize more clearly about gender and policy, and design effective tactics for social change. Therefore, we will work to deconstruct the idea of women (and men) as a "stable category of analysis" and work instead, as Chandra Mohanty suggests, analytically to "demonstrate the production of women as socioeconomic political groups within particularly local contexts."¹

Grade Components:

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 class discussion in a thoughtful manner. (15% of grade)

Discussion Leading: You will be in charge of leading or co-leading discussion of the course material for one class session during the semester. Organizing the class discussion involves presenting a critical review (at the most, 5 minutes) of the required readings for the week, raising specific questions and issues for the week, and relating the material to previous readings and class discussions. As a discussion leader, you must provide a list of questions to all students by the class session before the class session you organize (except as noted), to help focus the other students as they do the readings, and provide a partial basis for class discussion. (15% of grade)

Short Papers: You will write three short papers responding to materials covered in 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. (Reviews: 10% of grade each) 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 third of the semester (by March 1), another in the second third (by April 5), and the third in the last third of the semester (by May 3).

Course Paper: You will also write a course paper that examines some aspect of gender and social policy. This paper can be in the form of either a sociological research paper or a policy analysis. Final paper topics should be discussed with me and decided by **March 1**. Rough drafts of the paper are due **April 26**, no grades will be given these drafts, but 10% will be deducted from the final if a draft is not submitted. The final version of the paper is due **May 10**. (Final Paper: 40% of grade)

¹ Page 64 in Chandra Mohanty's 1991 "Under Western Eyes: Feminist Scholarship and Colonial Discourses." Pp. 51-79 in *Third World Women and the Politics of Feminism*, edited by Chandra Mohanty, Ann Russo, and Lourdes Torres. Bloomington, IN: Indiana University Press.

Required Books:

Barbara Hobson. (Ed.) 2002. *Making Men into Fathers*. Cambridge: Cambridge University Press.
Rhacel Parreñas. 2001 *Servants of Globalization: Women, Migration, and Domestic Work*. Stanford, CA: Stanford University Press.
Dorothy Roberts. 1997. *Killing the Black Body*. New York: Vintage.

Recommended Books:

Sonya Michel and Rianne Mahon (Eds.). 2002. *Child Care Policy at the Crossroads*. New York: Routledge.
Carol Miller and Shahra Razavi (Eds.). 1998. *Missionaries and Mandarins: Feminist Engagement with Development Institutions*. London: Intermediate Technological Publications, Ltd.
Kriemild Saunders (Ed.). 2002. *Feminist Post-Development Thought*. New York: Zed Books.

These books are on reserve at the library. For each class session, class discussion leaders should facilitate discussion for all of the *required* readings (NOT the recommended readings). Readings should be purchased from the Sociology Department.

February 2: Introduction

Initial meeting to talk about class, and divide up discussion leading responsibilities.

February 9: Gender & Social Policy -- Theoretical Reflections

Anette Borchorst. 1999. "Feminist Thinking about the Welfare State." Pp. 99-127 in Myra Marx Ferree, Judith Lorber, and Beth B. Hess' *Revising Gender*. Thousand Oaks, CA: Sage.
Saskia Sassen. 2002. "Counter-Geographies of Globalization: Feminization of Survival." Pp. 89-104 in Kriemild Saunders' *Feminist Post-Development Thought*. New York: Zed Books.
Wendy Brown. 1992. "Finding the Man in the State." *Feminist Studies* 18(1):7-34.
Kathleen Staudt. 2002. "Dismantling the Master's House with the Master's Tools? Gender Work in and with Powerful Bureaucracies." Pp. 57-68 in Kriemild Saunders' *Feminist Post-Development Thought*. New York: Zed Books.

Recommended Readings:

Edna Acosta-Belen and Christine E. Bose. 1995. "Colonialism, Structural Subordination, and Empowerment." Pp. 15-36 in Bose and Acosta-Belen's *Women in the Latin American Development Process*. Philadelphia: Temple.
Mimi Abramovitz. 1996. *Under Attack, Fighting Back*. New York: Monthly Review Press.
Judith Butler and Joan Scott (eds.). 1992. *Feminists Theorize the Political*. New York: Routledge.
M. Margaret Conway, David W. Ahern, and Gertrude A. Steuarnagel. 1999. *Women & Public Policy: A Revolution in Progress*. Washington, DC: Congressional Quarterly Press.
Nancy Folbre. 2001. *The Invisible Heart*. New York: New Press.
Joyce Gelb and Marian Lief Palley. 1996. *Women and Public Policies: Reassessing Gender Politics*. Charlottesville, VA: University Press of Virginia.
Joya Misra and Frances Akins. 1998. "The Welfare State and Women: Structure, Agency, and Diversity." *Social Politics*. 5:259-285.
Joya Misra and Leslie King. 2004. "Women, Gender, and State Policies." In *The Handbook of Political Sociology*, edited by Thomas Janoski, Robert Alford, Alexander Hicks, and Mildred Schwartz. New York: Cambridge University Press.
Julia S. O'Connor, Ann Shola Orloff, and Sheila Shaver. 1999. *States, Markets, Families*. New York: Cambridge University Press.
Gillian Pascall. 1997. *Social Policy: A New Feminist Analysis*. London: Routledge.
Diane Sainsbury (Ed.). 1994. *Gendering Welfare States*. London: Sage.
Saskia Sassen. 1998. *Globalization and Its Discontents*. New York: New Press.
Kathleen Staudt. 1998. *Policy, Politics, & Gender*. West Hartford, CT: Kumarian Press.
Fiona Williams. 1995. "Race/Ethnicity, Gender, and Class in Welfare States: A Framework for Comparative Analysis." *Social Politics*. 2:127-159.
Elizabeth Wilson. 1977. *Women and the Welfare State*. London: Tavistock Publications.

February 18: Gender & Labor Force Participation Part I (Monday Class Schedule)

- Mary C. King. 2001. "A Policy Agenda to Raise Women's Incomes in the United States." Pp. 259-273 in Mary C. King's *Squaring Up: Policy Strategies to Raise Women's Incomes in the United States*. Ann Arbor: University of Michigan Press.
- Anne Lise Ellingsaeter. 2000. "Scandinavian Transformations: Labour Markets, Politics, and Gender Divisions." *Economic and Industrial Democracy*. 21: 335-359.
- A. Geske Dijkstra. 1997. "Women in Central and Eastern Europe: A Labour Market in Transition." Pp. 118-135 in A. Geske Dijkstra and Jenneke Plantenga's *Gender and Economics: A European Perspective*. New York: Routledge.

Recommended Readings:

- Christine Cousins. 2000. "Women and Employment in Southern Europe." *South European Society and Politics*. 5: 97-122.
- A. Geske Dijkstra and Jenneke Plantenga (Eds.). 1997. *Gender and Economics*: New York: Routledge.
- Laura E. Den Dulk, Anneke van Doorne-Huiskes, Joop Schippers. 1999. *Work-Family Arrangements in Europe*. Amsterdam: Thela Thesis.
- Janet Gornick. 1999. "Gender Equality in the Labor Market." Pp. 210-242 in Diane Sainsbury's (Ed.) *Gender and Welfare State Regimes*. Oxford: Oxford .
- Irena E. Kotowska. 1995. "Discrimination against Women in the Labor Market in Poland During the Transition to a Market Economy." *Social Politics*. 2: 76-90.
- Janneke Plantenga and Johan Hansen. 1999. "Assessing Equal Opportunities in the European Union." *International Labor Review*. 138(4): 351-379.
- Jean Larson Pyle. 1990. *The State and Women in the Economy: Lessons from Sex Discrimination in the Republic of Ireland* . Albany: State University of New York Press.
- Tanja van der Lippe and Liset van Dijk. 2002. "Comparative Research on Women's Employment." *Annual Review of Sociology*. 28:221-41.

February 23: Gender & Labor Force Participation Part II

- Kati L. Griffith and Leslie C. Gates. 2002. "A State's Gendered Response to Political Instability: Gendering Labor Policy in El Salvador (1944-1972)." *Social Politics*. Summer: 248-292.
- Valentine Moghadam. 2001. "Women, Work, And Economic Restructuring." *Research in Middle East Economics: The Economics of Women and Work in the Middle East and North Africa*. 4: 93-116.
- Eileen Otis. 2003. "Reinstating the Family: Gender and the State-Formed Foundations of China's Flexible Labor Force." Pp. 196-216 in Lynne Haney and Lisa Pollard's *Families of a New World*. New York: Routledge.

Recommended Readings:

- Edna Acosta-Belén and Christine E. Bose. 1995. *Women in the Latin American Development Process*. Philadelphia: Temple .
- Diana Alarcón-González and Terry McKinley. 1999. "The Adverse Effects of Structural Adjustment on Working Women in Mexico." *Latin American Perspectives*. 103-117.
- Ping-Chun Hsiung. 1996. *Living Rooms as Factories*. Philadelphia: Temple University Press.
- Maria Mies. 1998 (1986). *Patriarchy and Accumulation on a World Scale: Women in the International Division of Labour*. New York: Zed Books.
- Valentine Moghadam. 1999. "Gender and the Global Economy." Pp. 128-160 in *Revisioning Gender*. Thousand Oaks, CA: Sage.
- Pamela Sparr (Ed.). 1994. *Mortgaging Women's Lives*. London: Zed Books.
- Kathleen Staudt. 1998. "Women's Work: Central to Economies." *Policy, Politics, & Gender*. West Hartford, CT: Kumarian Press.

March 1: "Family-Friendly" Workplace Policies

- Marlene Lohkamp-Himmighofen and Christiane Dienel. 2000. "Reconciliation Policies from a Comparative Perspective." Pp. 49-67 in Linda Hantrais' (Ed.) *Gendered Policies in Europe..* New York: St. Martin's Press.
- Barbara Bergmann. 1998. "Watch Out for 'Family Friendly' Policies." *Dollars & Sense*. Jan/Feb, 215: 10-11.
- Ellen Mutari and Deborah M. Figart. 2001. "Europe at a Crossroads: Harmonization, Liberalization, and the Gender of Work Time." *Social Politics*. Spring: 36-64.
- Jane Lewis and Gertrude Åström. 1992. "Equality, Difference, and State Welfare: Labor Market and Family Policies in Sweden." *Feminist Studies*. 18: 59-87.
- Elizabeth C. Rudd. 2003. "They Say, 'Oh God. I Don't Want to Live Like Her!'" Pp. 179-195 in Lynne Haney and Lisa Pollard's *Families of a New World*. New York: Routledge.

Recommended Readings:

- Rosemary Crompton. 2001. "Gender Restructuring, Employment, and Caring." *Social Politics*. Fall: 266-291.
- Mary Daly. 2000. "A Fine Balance: Women's Labor Market Participation in International Comparison." Pp. 467-510 in Fritz W. Scharpf and Vivien A. Schmidt's *Welfare and Work in the Open Economy, Volume II*. London: Oxford University Press.
- Deborah Figart and Ellen Mutari. 1998. "Degendering Work Time in Comparative Perspective." *Review of Social Economy*. 61: 460-480.
- Mindy Fried. 1998. *Taking Time*. Philadelphia: Temple.
- Naomi Gerstel and Katherine McGonagle, 1999. "Job Leaves and the Limits of the Family and Medical Leave Act: The Effects of Gender, Race, and Family." *Work and Occupations*. 26: 508-533.
- Jennifer Glass and Jennifer L. Riley. 1998. "Family Responsive Policies and Employee Retention following Childbirth." *Social Forces*. 76:1401-1435.
- Janet C. Gornick and Marcia K. Meyers. 2003. *Families That Work: Policies for Reconciling Parenthood and Employment*. New York: Russell Sage Foundation.
- Linda Hantrais (Ed.). 2000. *Gendered Policies in Europe*. New York: St. Martin's Press.
- Linda Hantrais and Marie-Thérèse Letablier. 1997. "The Gender of Paid and Unpaid Work Time." *Time and Society*. 6:131-149.
- Haya Stier and Noah Lewin-Epstein. 2001. "Welfare Regimes, Family Supportive Policies, and Women's Employment along the Life Course." *American Journal of Sociology*. 106: 1731-60.
- Lise Vogel. 1993. *Mothers on the Job: Maternity Policy in the U.S. Workplace*. New Brunswick, NJ: Rutgers U Press.

March 8: Child Care Policy

- Barbara R. Bergmann. 2001. "What Would We Gain by Subsidizing Childcare?" Pp. 46-62 in Mary C. King's *Squaring Up: Policy Strategies to Raise Women's Incomes in the United States*. Ann Arbor: University of Michigan Press.
- Kimberly Morgan. 2002. "Does Anyone Have a 'Libre Choix'? Subversive Liberalism and the Politics of French Child Care Policy." Pp. 143-167 in Sonya Michel and Rianne Mahon's *Child Care Policy at the Crossroads*. New York: Routledge.
- Christina Bergqvist and Anita Nyberg. 2002. "Welfare State Restructuring and Child Care in Sweden." Pp. 287-307 in Sonya Michel and Rianne Mahon's *Child Care Policy at the Crossroads*. New York: Routledge.
- Jacqueline Heinen. 2002. "Ideology, Economics, and the Politics of Child Care in Poland before and after the Transition." Pp. 71-92 in Sonya Michel and Rianne Mahon's *Child Care Policy at the Crossroads*. New York: Routledge.
- Ann Matear. 1997. "Gender and the State in Rural Chile." *Bulletin of Latin American Research*. 16(1): 97-105.

Recommended Readings:

- Barbara R. Bergmann. 1999. "Making Child Care 'Affordable' in the United States." *Social Politics*. 6: 245-262.
- Jet Bussemaker. 1998. "Rationales of Care in Contemporary Welfare States: The Case of Childcare in the Netherlands." *Social Politics*. 5: 70-96.
- Mary Daly (Ed.). 2001. *Care Work*. Geneva: International Labour Office.
- Siv Gustafsson. 1994. "Childcare and Types of Welfare States." Pp. 45-61 in D. Sainsbury's *Gendering Welfare States*. London: Sage.
- Rianne Mahon. 1997. "Child Care in Canada and Sweden: Policy and Politics." *Social Politics*. 4: 382-418.
- Sonya Michel. 1999. *Children's Interests/Mother's Rights*. New Haven, CT: Yale University Press.
- Arnlaug Leira. 1998. "Caring as a Social Right: Cash for Child Care and Daddy Leave." *Social Politics*. 5:362-378.
- Mary Tuominen. 1997. "Exploitation or Opportunity? The Contradictions of Child Care Policy in the Contemporary United States." *Women and Politics*. 18(1): 53-80.
- Lynet Uttal. 2002. *Making Care Work*. New Brunswick, NJ: Rutgers.
- Chin-Chun Yi. 1994. "Childcare Arrangements of Employment Mothers in Taiwan." Pp. 235-254 in E. N. Chow and C. W. Berheide's *Women, the Family, and Policy: A Global Perspective*. Albany: SUNY Press.

March 15: Spring Break

March 22: Globalization, Immigration, and Carework

Rhacel Parreñas. 2001 *Servants of Globalization: Women, Migration, and Domestic Work*. Stanford, CA: Stanford University Press. (Chapters 1, 2, 3, 6 & 7)

Recommended Readings:

- Bridget Anderson. 2000. *Doing the Dirty Work? The Global Politics of Domestic Labor*. New York: Zed Books.
- Grace Chang. 2000. *Disposable Domestics: Immigrant Women Workers in the Global Economy*. Boston: South End Press.
- Nicole Constable. 1997. *Maid to Order in Hong Kong*. Ithaca: Cornell University Press.
- Barbara Ehrenreich and Arlie Russell Hochschild. 2004. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Owl Books
- Evelyn Nakano Glenn. 1992. From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor. *Signs*. 18: 1-43
- Noeleen Heyzer, Gertje Lycklama a Nijeholt, and Nedra Weerakoon (Eds.) 1994. *The Trade in Domestic Workers: Causes, Mechanisms and Consequences of International Migration*. London: Zed Books.
- Pierette Hondagneu-Sotelo. 2001. *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley, CA: University of California Press
- Doreen Mattingly. 1999. *Making Maids: United States Immigration Policy and Immigrant Domestic Workers*. New York: Routledge.
- Janet Henshall Momsen (Ed.). 1999. *Gender, Migration, and Domestic Service*. New York: Routledge.
- Mary Romero. *Maid in the U.S.A.* New York: Routledge.
- _____. 1999. Immigration, the Servant Problem, and the Legacy of the Domestic Labor Debate: 'Where Can You Find Good Help These Days?' *Univ. Miami Law Rev.* 53(4): 1045- 64.
- Claire Ungerson. 2003. "Commodified Care Work in European Labour Markets." *European Societies*. 5(4): 377-396.

March 29: Social Welfare Policy, Welfare Restructuring, and Poverty

- Diane Sainsbury. 1999 "Gender, Policy Regimes, and Politics." Pp. 245-275 in Diane Sainsbury (Ed.) *Gender and Welfare State Regimes*. Oxford: Oxford University Press.
- Barbara Hobson and Mieko Takahashi. 1997. "The Parent-Worker Model: Lone Mothers in Sweden." Pp. 121-139 in J. Lewis' *Lone Mothers in European Welfare State Regimes*. London: Jessica Kingsley Publishers.
- Trudie Knijn. 2000. "Marketization and the Struggling Logics of (Home) Care in the Netherlands." Pp. 232-248 in *Care Work*, edited by Madonna Harrington Meyer. NY: Routledge.
- Lynne Haney. 2003. "Welfare Reform with a Familial Face." Pp. 159-178 in Lynne Haney and Lisa Pollard's *Families of a New World*. New York: Routledge.
- Asa Cristina Laurell. 2000. "Structural Adjustment and the Globalization of Social Policy in Latin America." *International Sociology*. 15(2): 306-325.

Recommended Readings:

- Mimi Abramovitz. 1988. *Regulating the Lives of Women*. Boston: South End.
- Asoka Bandarage. 1997. *Women, Population, and Global Crisis*. London: Zed Books.
- Gisela Bock and Pat Thane (eds.). 1991. *Maternity and Gender Policies*. New York: Routledge.
- Diane Dujon and Ann Withorn. 1996. *For Crying Out Loud: Women's Poverty in the United States*. Boston: South End.
- Kathryn Edin and Laura Lein. 1997. *Making Ends Meet*. New York: Russell Sage.
- Nancy Folbre. 1994. *Who Pays for the Kids?* New York: Routledge.
- Linda Gordon (ed.) 1990. *Women, the State, and Welfare*. Madison, WI: University of Wisconsin Press.
- Linda Gordon. 1994. *Pitied but Not Entitled*. New York: Free Press.
- Trudie Knijn and Frits van Wel. 2001. "Careful or Lenient: Welfare Reform for Lone Mothers in the Netherlands." *Journal of European Social Policy*. 11: 235-251.
- Seth Koven and Sonya Michel (eds.) 1993. *Mothers of a New World*. New York: Routledge
- Gail Lewis. 2000. 'Race', *Gender and Social Welfare*. Cambridge: Polity Press.
- Jane Lewis (Ed.). 1997. *Lone Mothers in European Welfare State Regimes*. London: Jessica Kingsley Publishers.
- Suzanne Mettler. 1998. *Dividing Citizens: Gender and Federalism in New Deal Public Policy*. Ithaca: Cornell University Press.
- Jane Millar. 1996. "Mothers, Workers, and Wives: Comparing Policy Approaches to Supporting Lone Mothers." In *Good Enough Mothering? Feminist Perspectives on Lone Mothering*. London: Routledge.
- Gwendolyn Mink. 1995. *The Wages of Motherhood: Inequality in the Welfare State. 1917-1942*. Ithaca, NY: Cornell University Press.
- Gwendolyn Mink. 1998. *Welfare's End*. Ithaca, NY: Cornell University Press.
- Stephanie Moller. 2002. "Supporting Poor Single Mothers." *Gender & Society*. 16: 465-484.
- Julia S. O'Connor, Ann Shola Orloff, and Sheila Shaver. *States, Markets, Families*. New York: Cambridge University Press.
- Diane Sainsbury. 1996. *Gender, Equality and Welfare States*. Cambridge: Cambridge University Press.

April 15: Fatherhood and Policy

- Berit Brandth and Elin Kvande. 2002. "Reflexive Fathers: Negotiating Parental Leave and Working Life." *Gender, Work, and Organization*. 9: 186-203.
- Ann Orloff and Renee Monson. 2002. "Citizens, Workers, or Fathers." Pp. 77-124 in Barbara Hobson's *Making Men into Fathers*. Cambridge: Cambridge University Press.
- Helena Bergman and Barbara Hobson. 2002. "Compulsory Fatherhood." Pp. 125-172 in Barbara Hobson's *Making Men into Fathers*. Cambridge: Cambridge University Press.
- Jane Lewis. 2002. "The Problem of Fathers." Pp. 173-208 in Barbara Hobson's *Making Men into Fathers*. Cambridge: Cambridge University Press.
- Trudie Knijn and Peter Selten. 2002. "Transformations of Fatherhood in the Netherlands." Pp. 209-235 in Barbara Hobson's *Making Men into Fathers*. Cambridge: Cambridge University Press.
- Ilona Ostner. 2002. "A New Role for Fathers." Pp. 236-262 in Barbara Hobson's *Making Men into Fathers*. Cambridge: Cambridge University Press.

Recommended Readings:

- Scott Coltrane. 1996. *Family Man*. New York: Oxford.
- Scott Coltrane. 2001. "Marketing the Marriage 'Solution'" *Sociological Perspectives*. 44: 387-418.
- Rosalind Edwards, Margareta Back-Wiklund, Maren Bak, and Jane Ribben McCarthy. "Step-Fathering: Comparing Policy and Everyday Experience in Britain and Sweden." *Sociological Research Online*. 7: 1, May.
- Irwin Garfinkel. 1992. *Assuring Child Support*. New York: Russell Sage Foundation.
- Irwin Garfinkel (Ed.) 1998. *Fathers Under Fire*. New York: Russell Sage Foundation.
- Kathleen Gerson. 1993. *No Man's Land*. New York: Basic Books.
- Linda Haas and Philip Hwang. 1995. "Company Culture and Men's Usage of Family Leave Benefits in Sweden." *Family Relations*. 44: 28-36.
- Alfred Kahn and Sheila Kaman (Eds.). 1988. *Child Support: From Debt Collection to Social Policy*. Newbury Park: Sage.
- Deena Mandel. 2002. *Deadbeat Dads*. Buffalo: University of Toronto.
- Wendy Manning and Pamela Smock. 2000. "'Swapping Families.'" *Journal of Marriage and the Family*. 62: 111-122.
- Kieran McKeown, Harry Ferguson, and Dermot Rooney. 1998. *Changing Fathers?* Cork: Collins Press.
- Jennie Popay, Jeff Hearn, and Jeanette Edwards. 1998. *Men, Gender Divisions, and Welfare*. New York: Routledge.
- Kevin Roy. 1999. "Low-Income Single Fathers in an African American Community and the Requirements of Welfare Reform." *Journal of Family Issues*. 20: 432-457.
- Maureen Waller. 2002. *My Baby's Father*. Ithaca: Cornell University Press.
- Gillian Whitehouse. 2002. "Parenthood and Pay in Australia and the UK: Evidence from Workplace Surveys." *Journal of Sociology* 38: 381-397.

April 12 Reproduction, Race, and Policy in the U.S.

- Dorothy Roberts. 1997. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage. (Read chapters 2, 3, 4, and 5)

Recommended Readings

- Faye D Ginsburg. 1989. *Contested Lives: The Abortion Debate in an American Community*. Berkeley: University of California Press.
- Mary Ann Glendon. 1987. *Abortion and Divorce in Western Law*. Massachusetts: Harvard Press.
- Elaine Bell Kaplan. 1997. *Not Our Kind of Girl*. Berkeley: University of California Press.
- Annette Lawson and Deborah L. Rhode (eds.). 1993. *The Politics of Pregnancy*. New Haven, CT: Yale University Press.
- Kristen Luker. 1984. *Abortion and the Politics of Motherhood: The State, Sexuality, and Reproductive Freedom*. New York: Longman
- Kristen Luker. 1997. *Dubious Conceptions*. Cambridge, MA: Harvard University Press.
- Rickie Solinger (ed.). 1998. *Abortion Wars*. Berkeley: University of California Press.

April 22 Reproduction and Policy (Monday Class Schedule)

- Gita Sen. 1994. "Reproduction: the Feminist Challenge to Social Policy." Pp. 5-17 in Gita Sen and Rachel C. Snow's *Power and Decision*. Boston: Harvard University Press.
- Wendy Harcourt. 2002. "Body Politics: Revisiting the Population Question." Pp. 283-297 in Kriemild Saunders' *Feminist Post-Development Thought*. New York: Zed Books.
- Esther Wangari. 2002. "Reproductive Technologies: A Third World Feminist Perspective." Pp. 298-312 in Kriemild Saunders' *Feminist Post-Development Thought*. New York: Zed Books.

- Radhika Balakrishnan. 1994. "The Social Context of Sex Selection and the Politics of Abortion in India." Pp. 267-286 in Gita Sen and Rachel C. Snow's *Power and Decision*. Boston: Harvard University Press.
- Carmen Barroso and Sônia Corrêa. 1995. "Public Servants, Professionals, and Feminists: The Politics of Contraceptive Research in Brazil" Pp. 292-306 in Faye D. Ginsburg and Rayna Rapp (Eds.), *Conceiving the New World Order*. Berkeley: University of California Press.

Recommended Readings

- Teresita De Barbieri 1994. "Gender and Population Policy" Pp. 257-266 in Amy Mazur's *Beyond the Numbers*. Washington, D.C.: Island Press.
- Ruth Dixon-Mueller. 1993. *Population Policy and Women's Rights*. Westport, CT: Praeger.
- Jana Everett. 1998. "Indian Feminist Debate the Efficacy of Policy Reform: The Maharashtra Ban on Sex-Determination Tests." *Social Politics*. 5:314-337.
- Jane S. Jaquette, and Kathleen A. Staudt. 1988. "Politics, Population, and Gender: A Feminist Analysis of US Population Policy in the Third World." Pp. 214-234 in K. B. Jones and A. G. Jónasdóttir's *The Political Interests of GenderIn*. Newbury Park: Sage.
- Carole Joffe. 1986. *The Regulation of Sexuality*. Philadelphia: Temple University Press.
- Elizabeth Hartmann. 1995. *Reproductive Rights and Wrongs*. Boston: South End Press.
- Leslie King,. 2002. "Demographic Trends, Pronatalism, and Nationalist Ideologies in the Late Twentieth Century." *Ethnic and Racial Studies* 25(3): 367-389.
- Alison MacKinnon. 1998. "Redesigning the Population: Narratives of Sex and Race." Pp. 149-166 in Moira Gatens and Alison MacKinnon's *Gender and Institutions*. New York: Cambridge University Press.
- Mirjana Morokvasic. 1984. "Sexuality and the Control of Procreation." Pp. 193-209 in K. Young, C. Wolkowitz, and R. McCullagh's *Of Marriage and the Market*. Boston: Routledge and Kegan Paul.
- Jacqueline Portugese. 1998. *Fertility Policy in Israel: The Politics of Religion, Gender, and Nation*, Westport, CT: Praeger
- Judith Taylor. 1999. "Case X: Irish Reproductive Policy and European Influence." *Social Politics*. 6: 203-229.
- Gita Sen and Rachel C. Snow (Eds.). 1994. *Power and Decision*. Boston: Harvard University Press.
- Yuk-Lin Renita Wong. 1997. "Dispersing the 'Public' and the 'Private': Gender and the State in the Birth Planning Policy in China." *Gender and Society*. 11: 509-252.
- Nira Yuval-Davis,. 1989. "National Reproduction and 'the Demographic Race' in Israel." Pp. 92-109 in Nira Yuval-Davis and Floya Anthias' *Woman-Nation-State*. London: MacMillan.

April 26: Gender and Policymaking: States and NGOs

- Dorothy McBride Stetson and Amy G. Mazur. 2000. "Women's Movements and the State." *Political Research Quarterly*. 53: 597-623.
- Sarah Childs. 2002. "Hitting the Target." Pp. 143-153 in Karen Ross' *Women, Politics, and Change*. London: Oxford University Press.
- Haleh Afshar. 2002. "Competing Interests." Pp. 109-118 in Karen Ross' *Women, Politics, and Change*. London: Oxford University Press.
- Anne Marie Goetz. 1998. "Mainstreaming Gender Equity to National Development Planning." Pp. 42-86 in Carol Miller and Shahra Razavi's *Missionaries and Mandarins*. London: Intermediate Technological Publications, Ltd.
- Nikki Craske. 1998. "Remasculinisation and the Neoliberal State in Latin America." Pp. 100-119 in Vicky Randall and Georgina Waylen's *Gender, Politics, and the State*. New York: Routledge.
- Jude Howell. 1998. "Gender, Civil Society, and the State in China." Pp. 166-184 in Vicky Randall and Georgina Waylen's *Gender, Politics, and the State*. New York: Routledge.
- Linda Mayoux. 1998. "Gender Accountability and NGOs: Avoiding the Black Hole." Pp. 172-193 in Carol Miller and Shahra Razavi's *Missionaries and Mandarins*. London: Intermediate Technological Publications, Ltd.

Recommended Reading:

- Ann Bookman and Sandra Morgen (eds.). 1988. *Women and the Politics of Empowerment*. Philadelphia: Temple .
- Amy Mazur. (Ed.) 2001. *State Feminism, Women's Movements, and Job Training*. New York: Routledge.
- Carol Miller and Shahra Razavi (Eds.). 1998. *Missionaries and Mandarins: Feminist Engagement with Development Institutions*. London: Intermediate Technological Publications, Ltd.
- V. Spike Peterson and Anne Sisson Runyan. 1993. *Global Gender Issues*. Boulder: Westview Press.
- Shirin Rai (Ed.). 2003. *Mainstreaming Gender, Democratising the State?* Manchester, England: Manchester University Press.
- Vicky Randall and Georgina Waylen. 1998. *Gender, Politics, and the State*. New York: Routledge.
- Marian Sawer. 2003. "Constructing Democracy." *International Feminist Journal of Politics* . 5 (3): 361-5.
- Dorothy McBride Stetson and Amy G. Mazur. 1995. *Comparative State Feminism*. Thousand Oaks: Sage.

May 3: Gender and Activism: Women's Movements

- Rachel A. Cichowski. 2002. "No Discrimination Whatsoever: Women's Transnational Activism and the Evolution of EU Sex Equality Policy." Pp. 220-238 in Nancy A. Naples and Manisha Desai's *Women's Activism and Globalization*. New York: Routledge.
- Valerie Sperling. 1998. "Gender, Politics, and the State during Russia's Transition Period." Pp. 143-165 in Vicky Randall and Georgina Waylen's *Gender, Politics, and the State*. New York: Routledge.
- Gertrude Fester. 2002. "Despite Diversity: Women's Unity in Western Cape, South Africa." Pp. 11-27 in Suki Ali, Kelly Coate, and Wangui Wa Goro's *Global Feminist Politics*. New York: Routledge.
- Islah Jad. 1995. "Claiming Feminism, Claiming Nationalism." Pp. 226-248 in Amrita Basu's *The Challenge of Local Feminisms*. Boulder, CO: Westview.
- Sonia Alvarez. 1990. "Engendering Political Change." Pp. 260-274 in *Engendering Democracy in Brazil*. Princeton: Princeton University Press.
- Amrita Basu. 1999. "Women's Activism and the Vicissitudes of Hindu Nationalism." *Journal of Women's History*. 10: 104-124.

Recommended Reading:

- Haleh Afshar (Ed.). 1998. *Women and Empowerment: Illustrations from the Third World*. New York: McMillan.
- Amrita Basu (Ed.). 1995. *The Challenge of Local Feminisms*. Boulder, CO: Westview.
- Eileen Boris. 1993. "The Power of Motherhood: Black and White Activist Women Redefine the 'Political'." Pp. 213-245 in Seth Koven and Sonya Michel's *Mothers of a New World*. New York: Routledge.
- Mounira Charrad. 2001. *States and Women's Rights: The Making of Postcolonial Tunisia, Algeria, & Morocco*. Berkeley: California.
- Myra Marx Ferree, William A. Gamson, Jürgen Gerhards, & Dieter Rucht. 2002. *Shaping Abortion Discourse*. NYC: Cambridge.
- Barbara Hobson. 1998. Women's Collective Agency, Power Resources, and Citizenship Rights. In *Recasting Citizenship*, edited by M. Hanagan and C. Tilly. Boston: Rowen and Littlefield.
- Patricia Jeffery and Amrita Basu. (Eds.) 1998. *Appropriating Gender*. New York: Routledge.
- Margaret E. Keck and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press.
- Joya Misra. 2003. "Woman as Agents in Welfare State Development." *Socio-Economic Review*. 1:185-214.
- Valentine Moghadam (Ed.). 1994. *Identity Politics and Women*. Boulder, CO: Westview.
- Valentine Moghadam. 2000. "Transnational Feminist Networks." *International Sociology*. 15: 57-85.
- Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres (eds.). 1991. *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press.
- Maxine Molyneux. 1985. "Mobilization Without Emancipation? Women's Interests, the State, and Revolution in Nicaragua." *Feminist Studies* 11(2):227-254.
- Nancy Naples. 1998. *Grassroots Warriors: Activist Mothering, Community Work, and the War on Poverty*. New York: Routledge.
- Margaret Power. 2000. "Class and Gender in the Anti-Allende Women's Movement." *Social Politics*. Fall: 289-308.
- Sheila Rowbotham and Stephanie Linkogle (Eds). 2001. *Women Resist Globalization*. New York: Zed.
- Elina Vuolo. 2002. "Remaking Universals? Transnational Feminism(s) Challenging Fundamentalist Ecumenism." *Theory, Culture & Society*. 19: 175-195.

May 10: Bringing it All Together: Paper Presentations

In this final class session, all of the participants will have 5 minutes to present (briefly and informally) their papers to the class. Presentations should focus on the major arguments and empirical evidence (if appropriate); other class members will then have the opportunity to ask questions about the paper.

Principles for Seminar Discussion, Adapted from Erik Olin Wright²²:

The following guidelines are intended to facilitate seminar discussions. Some of them may sound obvious, but I believe that they need to be made explicit.

Preparation for Seminar Discussions: Above all: *do the reading, and do it carefully.* I have limited the course readings this semester; in return, I expect everyone to have done all of the readings for each class session. Discussions should revolve around the week's readings, rather than the larger topic or something that one or more students find interesting. There can be a tendency in seminars toward a "bull session" about the topic that is not informed by the readings. In this course, our discussions must center on the assigned texts. In addition, always come to the seminar discussion with at least one question written down. These questions do not need to be grandiose or profound – they can deal with issues of clarification, meaning, interpretation, or reflect something you don't understand. Always enter the discussion with something you'd like to learn from it.

Comments & Brevity: Not every comment needs to be earth-shattering. Students may feel intimidated in seminars is because it seems that the only legitimate comments are those that show complete mastery of the subject matter. Yet, there is no such thing – we will all be bringing a different perspective to these readings, and will have points to make that others have not considered. Every comment that reflects an attempt to engage the material seriously is valuable; indeed, simple questions often turn out to be the most difficult to answer. Comments asking for a clarification of the readings or of previous comments are always appropriate. In addition, comments should be kept short and to the point. It's always possible to add elaboration as necessary.

Listening & Equity: In a good seminar, comments from different participants are linked one to another. A given point is followed up, and the discussion has continuity. In some seminar discussions, however, comments become disconnected, because participants are not listening to each other and reflecting on what is actually being said, or are directing their comments to the instructor, rather than to classmates. We should attempt to maintain continuity in our comments and discussion. While we should acknowledge that different exposures to the material, different experiences, and different personalities lead to different levels of active participation, it should be our *collective* goal to have as equitable participation as possible. If you feel that you have dominated discussion, try to go 20 minutes without speaking; if you haven't participated in the discussion, try to ask one question or make one comment.

Arguments, Competitiveness, Consensus: Our seminar discussions are meant to expose theoretical debates. We won't all agree on a given issue. However, arguments and debates must at all times be grounded on respect for the other participants. Aggressiveness and competitiveness are simply not acceptable. While we won't usually reach consensus, we should pursue "cooperative conflict": theoretical advance that comes out of constructive but not antagonistic conflict.

Discussion Leading: In order for discussions to have continuity, equity, and the other dynamics mentioned above, it is necessary that the discussion leader take a strong role. The discussion leader needs to have the ability to tell someone to hold off a point that doesn't relate to the current discussion, cut rambling points short, etc. However, seminar participants have the responsibility of letting the leader know when too much monitoring is going on.

Collective Self-Evaluation: The success of a seminar is a collective responsibility of all participants. Professors (and discussion leaders) cannot waive magic wands to promote intellectually productive settings. It is essential that we treat the seminar as something under our collective control, and something that can be challenged and transformed. Any problems should be dealt with through open discussions. We can work together to make the seminar exactly what we hope it will be.

²² From Erik Olin Wright's 1990 "Sociology 924: Seminar on the Theory of the State." Pp. 243-272 in *Syllabi and Instructional Material for Courses in Political Sociology*, Second Edition, edited by Frederick D. Weil. Washington, DC: ASA Teaching Resources Center.

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 discussion questions to class members a week in advance. In addition, keep in mind that at the end of each class session, I will take 10 minutes to summarize what we have learned.

Many discussion leaders prefer to begin class by reviewing the required reading for the week. This review should raise specific questions and issues for the week, and relate the material to previous readings and class discussions. This is a fine strategy, but your summary *should not* take more than 5 minutes. Longer summaries take away from discussion of the material. Your job is not to lecture, but to lead discussion about the material. This discussion will lead to a clearer understanding of the readings, or at least a clearer understanding of the complexity of the readings.

The discussion leader must take a strong role, to ensure that the discussion covers the material, and that there is equity and continuity in the discussion. One of the major concerns in leading discussion is to ensure that the environment is secure enough for people to ask questions and become involved. 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. I evaluate discussion leading using the following form. Leading discussion makes up 15% of your grade. Another 15% of your grade will reflect your participation in class discussion.

Is the class session organized well?

- Relates material to previous course readings	1	2	3	4	5
- Provides internal summaries and transitions	1	2	3	4	5
- Maintains continuity in the discussion	1	2	3	4	5
- Summarizes and distills main points at end of class	1	2	3	4	5
- Paces class session appropriately	1	2	3	4	5

How is the substantive content discussed?

- Presents background information for ideas	1	2	3	4	5
- Integrates readings into discussion	1	2	3	4	5
- Helps clarify material/corrects misunderstandings	1	2	3	4	5

Is the discussion leader credible in her/his role? Does s/he present the material well?

- Appears well-prepared	1	2	3	4	5
- Understands the material	1	2	3	4	5
- Is able to admit insufficient knowledge	1	2	3	4	5
- Speaks audibly and clearly	1	2	3	4	5
- Communicates enthusiasm	1	2	3	4	5

How is the discussion leader's rapport with the other class members?

- Recognizes when others are confused	1	2	3	4	5
- Encourages equitable participation	1	2	3	4	5
- Encourages class members to respond to one another	1	2	3	4	5
- Requires class members' thought and participation	1	2	3	4	5
- Responds constructively to class members	1	2	3	4	5
- Treats members equitably and respectfully	1	2	3	4	5
- Requires respect between class members	1	2	3	4	5

Guidelines for Reviews

Three short papers responding to materials covered in the readings are required for this course. In these 1-2 page (single-spaced, typed) papers, you will discuss and critically evaluate one set of the 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 third of the semester (by March 1), another in the second third (by April 5), and the third in the last third of the semester (by May 3).

You may think of these short papers as critical reviews of the material. Although you will 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.

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, analyzing a particular policy, or it may be a detailed review of a specific literature, a research proposal, or a paper that engages in original research on a topic.

Final paper topics should be discussed with me during office hours, and submitted formally by email, with a preliminary outline for the paper, by **March 8**. Rough drafts of the paper are due **April 26**. 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 **May 10**. The paper should be typed, double-spaced, and between 12-20 pages (length is negotiable). 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 comprehensive review of the relevant literature. Show that you understand how your argument fits within the scholarship that already exists, and rely upon at least 15 sources.
- Methodological appropriateness, if you propose or actually do research for the paper.
- A conclusion which 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. **You should revise your paper at least 3 times before submitting it for this course.**