

Year : 2017/18

3391 - Bachelor's (Degree) Programme in Political and Administration Sciences 23621 - The Politics of Gender Equality

Syllabus Information

Academic Course:	2017/18
Academic Center:	339 - Faculty of Political and Social Sciences
Study:	3391 - Bachelor's (Degree) Programme in Political and Administration Sciences
Subject:	23621 - The Politics of Gender Equality
Credits:	4.0
Course:	
Teaching languages:	Theory: Grup 1: English
Teachers:	Tania Verge Mestre
Teaching Period:	Quarterly

Presentation

This course critically examines how gender operates in politics and public policy. It aims at identifying the "politics" of public policy and, more specifically, to show the gender politics of public policy. The course will apply the concept of "gender" as an analytical category to disentangle how and why politics and policies often have a different impact on women, men and other social groups, and to discuss how public action can contribute to advancing gender equality. Through lectures and seminars the course will address the following questions: How can public action reinforce or fight gender inequality? How does gender inequality intersect with other axes of inequality such as social class, sexual orientation or ethnicity? What are the implications of women's exclusion from policy making? When and why do governments promote equality? In order to answer these questions the course will examine both national and international policies and it will provide an introduction to feminist epistemology and methodology as well as a review of feminist perspectives on politics and the state.

This course is complementary to the optional course Gender and Family, which analyzes the relationship between family, gender and social policy from a sociological perspective. The two courses provide a good understanding on how public action can shape gender equality within the family as well as in the social, political and economic spheres.

Associated skills

This course is part of the optional courses itinerary "public policy and public management" that, altogether, develops the following competencies:

BASIC SKILLS:

CB2. That students can apply their knowledge to their work or vocation in a professional manner and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.

CB3. That students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical.

CB4. That students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5. That students have developed those skills needed to undertake further studies with a high degree of autonomy.

GENERAL SKILLS:

CG1. Capacity for analysis and synthesis.

CG3. Knowledge of a second language.

CG7. Ability to work in an interdisciplinary team.

CG13. Leadership.

CG15. Project design and management.

TRANSVERSAL SKILLS:

CT1. Identify and analyze critically gender inequality and its intersection with other axes of inequality.

SPECIFIC SKILLS:

CE3. Examine the structure and functioning of political institutions.

CE10. Analyze the structure, organization and functioning of public administrations at various levels.

CE11. Analyze the planning and administration of management.

CE13. Interpret the economic environment and the economic dimension of the public sector.

CE14. Contrast the capacity for planning, implementation, evaluation and analysis of public policies.

CE16. Analyze the structure and functioning of the European Union.

Contents

1. INTRODUCTION: GENDER AND POLITICS

- The gender politics of political science.
- The gender of politics.
- Feminist concepts: gender, patriarchy and power.
- Feminist epistemologies and methods to the study of politics and policy.

2. FEMINIST VINDICATION FOR EQUALITY

- Early feminists: education.
- Liberal, socialist and anarchist feminism: votes, bread and roses.
- Third-wave feminism: "the personal is political".
- Current feminisms

3. FEMINIST PERSPECTIVES ON POLITICS AND THE STATE

- The "sexual contract": the public/private divide.
- The double bind of gender and class.
- The patriarchal welfare state.
- Recognition and redistribution (difference and equality).

4. THE POLITICS OF PRESENCE: WHO MAKES POLITICS AND POLICY?

- Barriers to women's political participation.
- The descriptive, substantive and symbolic dimensions of political representation.
- Gender (electoral) quotas.
- The "gender regimes" of institutions (SEMINAR - SESSION 5).

5. ANALYTICAL TOOLS FOR EQUALITY POLICIES

- Equal opportunity and positive action.
- Gender mainstreaming: factoring gender in public policy.
- Intersectionality: understanding social inequalities by race, gender, class, and sexuality.
- Critical frame analysis of gender policies (SEMINAR - SESSION 7).

6. THE INSTITUTIONALIZATION OF EQUALITY POLICIES

- Women's policy offices and state feminism.
- The impact of the territorial structure of the state on equality policies.
- The local-global organization of the feminist movement.
- Organizational change through gender mainstreaming and equality plans (SEMINAR - SESSION 9).

7. GENDER EQUALITY, ECONOMIC CRISES AND AUSTERITY

- Gender equality and development.
- The gendered effects of global economic inequalities.
- The politics of gender and economic crises.
- The gender of the *Troika*: Gendered austerity.

Teaching Methods

The methodology followed in the course seeks to develop students' critical thinking. All lectures will include a section devoted to discussing course topics based on selected readings (available at the course website). The course is composed by 7 lectures and 3 seminar sessions in which students are teamed up in small groups for task work and class presentation.

Course Policies

To help achieve active learning and foster a positive classroom environment please take note of the following policies:

- Attendance policy to pass the course is 80% of the (8 out of 10). Missing sessions might negatively affect your ability to answer the exam questions.

- If you are absent or late to class, you are responsible for the handouts, handouts, and notes from the portion or session you missed.
- Late assignments and email submissions will not be accepted.
- Plagiarism: Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in disciplinary action at the university level. Plagiarism involves the improper use of somebody else's words or ideas in one's work.

Evaluation

Continuous evaluation

1. Class participation (15%)

The success of a course builds on the degree and quality of students' participation. Students must come to class having done the assigned readings and having reflected on them in order to stimulate discussion and critical thinking.

2. Discussion of readings (20%)

Students will team up in small groups to prepare a critical review of the readings assigned that week (about 6 pages). Assignments will be randomly made by the instructor.

A review is not a summary. Although every single reading may not address the following questions, when writing the review students should pay attention to these criteria:

- Problem definition: What is the central question/problem addressed by the readings? How is the problem defined? (Note agreements and disagreements among the different authors).
- Analysis: What are the causes of the problem? Who benefits from the status quo? Does intersectionality play any role?
- Perspectives and strategies: What are the short-term and the long-term visions for change? What strategies of change (either gradual or radical) are proposed? What policy recommendations are advanced?
- Opinion: Articulate your own position: What arguments/perspectives/ strategies do you find most persuasive, and why?

3. Seminars (30%)

Continuous evaluation also includes the preparation of group activities for the three seminar sessions. Attendance at seminars is compulsory.

Final exam

The final exam makes for 35% of the course mark.

Students failing the continuous evaluation of the course will be required to hand a review essay in February based on seminar activities and readings. Those who fail the exam will be required to take another exam in February. Only those having attended and handed (at least) most of the assignments and having taken the exam will be able to retest the

course in February.

Bibliography and information resources

References:

- Bacchi, Carol, L. and Eveline, Joan (2010). *Mainstreaming politics: Gendering practices and feminist theory*, E-Book: University of Adelaide, pp. 111-138.
- Beckwith, Karen (2000). "Beyond Compare? Women's Movements in Comparative Perspective". *European Journal of Political Research* 37 (4): 431-468.
- Beckwith, Karen (2005) 'A Common Language of Gender?', *Politics & Gender*, 1 (1), 128-137.
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- Connell, Raewyn W. (2002). *Gender*. Cambridge: Polity Press,
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- Htun, Mala (2005). "What It Means to Study Gender and the State". *Politics & Gender*, 1 (1): 157-166.
- Kantola, Johana, ed. (2006). *Feminists Theorize the State*. Basingstoke: Palgrave
- Karamessini, Maria & Jill Rubery, eds (2014). *Women and Austerity: The Economic Crisis and the Future for Gender Equality*. London & New York: Routledge IAFFE Advances in Feminist Economics.
- Krook, Mona L. & Fiona Mackay (2011). *Gender, Politics and Institutions*. Basingstoke: Palgrave Macmillan.
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- Lovenduski, Joni (2005). *Feminizing Politics*. Cambridge: Polity Press.
- Mazur, Amy (2002). *Theorizing Feminist Policy*. New York: Oxford University Press.
- McBride Stetson, Dorothy M. & Amy G. Mazur (1995). *Comparative State Feminism*. Thousand Oaks: Sage.
- Millett, Kate (1969). *Sexual Politics*. Granada Publishing, chapter 2 "Theory of Sexual Politics".
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- Pateman, Carole (1989). *The Disorder of Women*. Stanford: Stamford University Press (Ch. 8: "The patriarchal welfare state").
- Phillips, Anne (1995). *The Politics of Presence: The Political Representation of Gender, Ethnicity and Race*. Oxford: Oxford University Press.
- Prugl, Elisabeth (2012). "'If Lehman Brothers Had Been Lehman Sisters...'" Gender and Myth in the Aftermath of the Financial Crisis', *International Political Sociology* 6 (1): 21-35.
- Verloo, Mieke (2006). "Multiple Inequalities, Intersectionality and the European Union". *European Journal of Women's Studies* 13 (3): 211-228.
- Waylen, Georgina (2014). "Informal Institutions, Institutional Change, and Gender Equality". *Political Research Quarterly* 67 (1): 212-223.
- Waylen, Georgina, Karen Celis, Johanna Kantola & S. Laurel Weldon (2013). *The Oxford Handbook of Gender and Politics*. New York: Oxford University Press.

Online resources:

- The Monkey Cage *gender gap symposium*: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2013/09/30/introducing-the-monkey-cage-gender-gap-symposium/>
- Inter-Parliamentary Union 'Women in National Parliaments' Database: <http://www.ipu.org/wmn-e/world.htm>
- Global Database of Quotas for Women: <http://www.quotaproject.org>
- Women leaders: <http://www.guide2womenleaders.com/Presidents.htm>
- United Nations Fourth World Conference on Women: <http://www.un.org/womenwatch/daw/beijing/platform>
- United Nations CSW 59/Beijing +20 (2015): <http://www.unwomen.org/en/csw/csw59-2015>
- Women's Economic and Development Organisation (WED) (2005) *Beijing Betrayed: Women Worldwide Report that Governments Have Failed to Turn the Platform into Action*. Available at: <http://www.wedo.org/themes/global-governance/beijing-betrayed-2005>
- UN Women Watch: <http://www.un.org/womenwatch/>
- Coalition for the International Criminal Court: <http://www.iccnw.org/>
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW):

<http://www.un.org/womenwatch/daw/cedaw/committee.htm>

- ICC Women's Initiatives for Gender Justice: <http://www.iccwomen.org/>
- EIGE Methods, Tools and Good Practices in GM:
<http://eige.europa.eu/content/activities/gender-mainstreaming-methods-and-tools>
- UN Women: <http://www.unwomen.org>
- UNWOMEN Gender Responsive Budgeting: <http://www.gender-budgets.org/>
- UNWOMEN Gender Mainstreaming: <http://www.un.org/womenwatch/osagi/gendermainstreaming.htm>
- UNDP Women's Empowerment:
<http://www.undp.org/content/undp/en/home/ourwork/womenempowerment/overview.html>
- Council of Europe Gender Equality: <http://www.coe.int/t/DGHL/STANDARDSETTING/EQUALITY/>
- World Bank: www.worldbank.org/gender
- European Commission Strategy on Gender Equality: <http://ec.europa.eu/justice/gender-equality/>
- World Bank Gender Stats: <http://datatopics.worldbank.org/gender/>
- World Economic Forum Global Gender Gap: <http://www.weforum.org/issues/global-gender-gap>
- United Nations Gender Statistics: <http://unstats.un.org/unsd/gender/default.html>
- United Nations Gender Inequality Index (GII): <http://hdr.undp.org/en/statistics/gii>
- OECD Gender, Institutions and Development Database:
<http://www.oecd.org/dev/poverty/genderinstitutionsanddevelopmentdatabase.htm>
- Social Watch Gender Equity Index: <http://www.socialwatch.org/node/14365>
- EIGE - Gender Equality Index: <http://eige.europa.eu/>

Research groups:

- Feminism & Institutionalism International Network: <http://www.femfiin.com/>
- Political Women and Executive Representation (PoWER): <http://genderpower.net/main/>
- QUING -Quality in Gender Equality Policies: <http://www.quing.eu>
- MAGEEQ -Mainstreaming Gender Equality in Europe: www.mageeq.net &
<http://www.ucm.es/info/mageeq/inicio.htm>
- Research Network on Gender Politics and the State (RNGS): <http://libarts.wsu.edu/pppa/rngs/>