



## PPOL 611.22 – Gender, Politics, and Public Policy

### Course Outline

<b>Course:</b>	Public Policy 611.22 Gender, Politics, and Public Policy	<b>Term:</b>	Winter 2019
<b>Time:</b>	Tuesday, 9:00am-11:50am	<b>Section:</b>	01
<b>Instructor:</b>	Dr. Lindsay M. Tedds	<b>Place:</b>	TBA
<b>Office:</b>	Room 538 5 <sup>th</sup> Floor of DTC	<b>Telephone:</b>	403-210-2517
<b>Office Hours:</b>	Tuesday, Noon-1pm Or by appointment	<b>E-mail:</b>	<a href="mailto:lindsay.tedds1@ucalgary.ca">lindsay.tedds1@ucalgary.ca</a>

#### Required Textbooks:

There is no required textbook.

#### Other Readings:

Weekly readings and supplemental material will be made available through Desire2Learn

#### Desire2Learn:

Desire2Learn, a web-based course management tool, will be used in this course. Students registered in this course can log in at: <https://d2l.ucalgary.ca/>. Note that D2L features a class e-mail list that will be used. I will use this email list to communicate with you as required. It is your responsibility to ensure that D2L uses the e-mail address of your choice.

#### Course Description:

Gender inequality is not just a moral and social issue, but also an economic one. Gender equality is a critical ingredient for sustainable and inclusive growth. Despite a commitment by the Government of Canada to achieve gender equality, significant gaps remain. It is clear that men and women not only face different barriers to economic participation and that these barriers change over time, men and women also respond to and are affected by public policy differently.

The purpose of this course is to explore a broad array of current issues that require applying a gender perspective to Public Policy and what are ways Canada can use evidence informed decision making to achieve its goal of gender equality for all. Topics may include: gender-pay gap, post-secondary education gap, fertility law, gendered GHG emissions and policy, mancessions, political participation, board quotas, gender-based analysis, and diversity in public policy disciplines. Exact topics covered will be dependent on the availability of guest speakers and their expertise.

### **Course Delivery:**

This is not a course in gender theory. This course is an applied policy student-centered seminar course. Students are expected to attend all classes and come prepared, including completing the assigned readings and ready to engage in Q&As, debating the subject matter, and participating in a detailed discussion. Most weeks will feature a guest speaker who will speak on a specific topic related to current issues in gender, politics, and public policy. The guest speakers are all nationally and internationally recognized scholars and practitioners in the field of gender, politics, and public policy who have volunteered their time to speak with you. You will each be expected to moderate these presentations, engage in questions and answers, and drive the ensuing discussion.

### **Grade Determination and Final Examination Details:**

Class Participation	10% (10x1%)
Weekly Discussion Questions	10% (10x1%)
Moderating Guest Speaker Presentation and Topic Discussion	10% (2x5%)
Discussion Topic Policy Brief	30% (2x15%)
Own Policy Brief	40% (1x40%)
Presentation	5%
Paper	35%

Overview material on these assignments is provided below, further instructions, including methods of submission and due dates will be provided in class and on D2L.

### **Assignments:**

**Class Participation:** This is predominantly a seminar course, accompanied by guest speakers. Students will be assigned reading material weekly and will come to class prepared to discuss the readings and the guest talk with their peers. Attendance, active listening, and contributions to discussions are mandatory for successful seminar and student-led discussions of the course material. A guideline for weekly attendance and participation is:

- Attends class (except if ill\*)
- Engages with classmates, instructor, and guest in a respectful manner
- Demonstrates accurate knowledge of readings
- Provides thoughtful comments and questions
- Offers insights that directly advances knowledge of the course material

\*If you are ill, please do not attend class. If you are well enough, you are welcome to attend the class remotely, using conferencing technology.

**Weekly Discussion Question:** Each week students will prepare and hand in, at the start of the class, a discussion question based on the assigned readings. Discussion questions can connect core theory, concepts, and policy initiatives between or among the readings from the current week, link to concepts across the weeks, critique the main findings of the readings, probe alternative policy recommendations or frameworks, or relate the readings to current examples in the news or other jurisdictions. These questions may be used by the moderators to help advance the discussion or be asked by the submitting student during the discussions. Discussion questions should be accurate, logical, coherent, convey understanding of the readings and topic, thoughtfully engaged with the theories and concepts, provide critical examination of the theories and topics, and, where possible, add new insights to the theories and concepts.

**Moderating Guest Speaker Presentation and Topic Discussion:** Each week a team of two students will be pre-determinedly assigned a class which they will be seminar leaders for. Each team will begin the class by providing a summary of the topic and the readings and clarifying knowledge and understanding of the topic at hand. The team will be responsible for welcoming the guest along with introducing the guest to the class (including a roundtable allowing students to introduce themselves to the speaker). The team will moderate any interactions between the guest and the students, including managing clarification questions during the presentation, and questions following the presentation. The team will ensure that they thank the guest when the presentation and following discussion has run its course. The team will then move the discussion to the student-only portion, to engage more deeply into the material. In leading a seminar, note that doing so requires pre-planning. Remember, the seminar is an active learning environment where the students are given the opportunity to discuss the ideas introduced in the lectures or material which complements the lectures. The team leaders are not expected or required to provide the answers, neither are the students. The goal is to stimulate a discussion to advance knowledge and understanding of the topic. One of the most important goals of this environment is to increase the awareness of students. Through the class discussion, students should become more aware of the problems to be found in the material or the problems they have with it, become aware of the points of view held by others, and learn the need to substantiate a point of view and how to do so. In this environment the student learns to think critically.

Some things to consider includes:

- What perspectives are useful to increase the students' awareness of the material?
- What is the goal of the session? Is it merely to become aware of the issues around a topic, or is it necessary to come to some conclusion?
- What questions can be used to stimulate a discussion? Around what concepts?
- What knowledge from your other courses in the MPP program or you prior degrees can be brought in to the problem to help you understand the problem at hand?

**Discussion Policy Brief:** The week following the class that a team moderated, the team will submit a written briefing of the topic. A policy brief is a short document that presents the findings and recommendations of a research topic/project to a non-specialized audience. It is a

medium for exploring issues and distilling lessons learned from the research and a vehicle for providing policy advice. A policy brief is a single document, focused on a single topic, and is 2-4 pages in length (1500 words). The audience for the brief is a multi-party parliamentary committee that is investigating the topic. The brief should be based on the readings, the presentation, the discussion, and any relevant additional material.

**Own Policy Brief:** The final assignment in the course is for students to independently identify a policy area to which they will apply a gender perspective to public policy. The topic must be sufficiently different from any of the topics covered in class. Students will present their topic in class and submit a policy brief on the topic.

**Course Schedule:**

Weekly readings and supplemental material will be made available through Desire2Learn. Order of topics may change due to guest availability.

Week	Date	Topic
1	January 15, 2018	Introduction
2	January 22, 2018	Guest: Lindsay Tedds Gender Representation in the Public Policy Disciplines: Does it Matter? Are there gendered aspects to being able to participate in the economy equally? Do public policy disciplines consider these barriers? Are the spoils to economic participation equally recognized?
3	January 29, 2018	Guest: Armine Yalnizyan Topic: GBA+
4	February 5, 2018	Guest: Bryce Tingle Topic: Board Quotas
5	February 12, 2018	Guest: Mel Thomas Topic: Gender and Politics
6	February 19, 2018	Reading Break
7	February 26, 2018	Guest: Kelly Foley Topic: The Gender Gap in University Enrollment
8	March 5, 2018	Guest: Ron Kneebone Topic: Mancessions
9	March 12, 2018	Guest: Tammy Schirle Topic: Gender Wage Gap
10	March 19, 2018	Guest: Marie Cohen Topic: Gender and Carbon Tax
11	March 26, 2018	Guest: Sara Cohen Topic: Fertility Policy
12	April 2, 2018	Project Presentations
13	April 9, 2018	Wrap Up

**Grading\*:** Letter grades as described in the Faculty of Graduate Studies Calendar (see section H.1 of Calendar online) will be given for all elements of grade determination noted above. The course grade will be determined based on a weighted average of those grades according to the percentages shown above. In the event that elements are marked on a numerical (percentage) basis, they will be converted to letter grades. As a guide to determining standing, the following letter grade equivalences will generally apply:

A+	97-100	B	75-79	C-	60-62
A	90-96	B-	70-74	D+	55-59
A-	85-89	C+	67-69	D	50-54
B+	80-84	C	63-66	F	0-49

*\*Please note: information above as per the FGS Calendar.*

### **Classes and Readings:**

The classes will consist of a guest presentations, class discussion, and student presentations. A course syllabus will be provided at the first class. Assigned readings will be indicated in the lecture summaries posted on D2L in advance of the lecture.

### **Important Notes:**

- The School of Public Policy expects the highest standards of professional conduct by students, faculty and staff. Abusive or disrespectful behavior will not be tolerated. This includes any expression of prejudice in any of its forms.
- It is the student's responsibility to be fully aware of the academic regulations outlined in the University Of Calgary Faculty Of Graduate Studies Calendar. Provisions regarding Student Misconduct (plagiarism, cheating and other academic misconduct) will be strictly enforced. Please review the University of Calgary's Regulations on Plagiarism, Cheating and Other Academic Misconduct, online:  
<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>  
<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>
- Students seeking reappraisal of a piece of graded term work (term paper, essay, etc.) must discuss their work with the Instructor *within fifteen days* of the work being returned to the class. If not satisfied the student shall immediately take the matter to the Director of the MPP program or the Academic Director of the School and ask for a ruling and written reassessment. Should the student wish a further appeal it must be addressed to the Director and Palmer Chair of the School within 15 days of the ruling by the MPP Director or the Academic Director. For further information see the School of Public Policy Student Appeals Process at:  
<http://www.policyschool.ca/wp-content/uploads/2017/06/Student-Academic-Appeals.pdf>
- Examinations will not be given prior to the scheduled date.
- Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and

accommodations for students with disabilities, Visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at:

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

- All material used in this course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines.  
<http://library.ucalgary.ca/copyright/fair-dealing>
- The University of Calgary complies with the requirements of the *Freedom of Information and Privacy Act*. The University's policy on the sharing of student information with third parties can be found here: <http://www.ucalgary.ca/legalservices/files/legalservices/pg-pi-of-students-to-3rd-parties.pdf>. The University's policy on the sharing of student information with the subject can be found here:  
<http://www.ucalgary.ca/legalservices/files/legalservices/pg-pi-of-student-to-subject.pdf>
- In the event of an emergency, students may be required to evacuate the building. If evacuation is ordered, follow these procedures:
  - Stay calm, do not rush, and do not panic.
  - Safely stop your work.
  - Gather your personal belongings if it is safe to do so. (keys, purses, jackets, cell phones, etc. It may be hours before you are allowed back in the building.)
  - If safe, close your office door and window, but do not lock them.
  - If directed by wardens, follow their instructions.
  - Use the closest emergency exit. Do not use the elevator.
  - Proceed to the designated Emergency Assembly point in front of the Holiday Inn on 8<sup>th</sup> avenue to the west of the Downtown Campus.
  - Do not re-enter the building or work area until you have been advised by emergency responders that it is safe to do so.

**Graduate Students' Union Vice-President, Academic**

Negar Mohammadi

Phone: 403-220-5997

E-mail: [gsavpa@ucalgary.ca](mailto:gsavpa@ucalgary.ca)

**Graduate Students Association**

214 MLT, 2500 University Dr. NW

Calgary, Alberta T2N 1N4

CANADA

Tel: 403 220-5997

Fax: 403 282-8992

**Emergency Assembly Point**

Holiday Inn Lobby (weather permitting)

1020 8<sup>th</sup> Avenue SW

Calgary, Alberta T2P 1J2

Or remain at nearest exit point

**Safewalk / Campus Security: 220-5333**

A handwritten signature in blue ink that reads "Kiri McQuillan".

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