

**UNIVERSITY OF TORONTO
DEPARTMENT OF POLITICAL SCIENCE
WINTER 2026**

**POL 351HS
GENDER, POLITICS, AND PUBLIC POLICY IN COMPARATIVE PERSPECTIVE**

Thursdays 11:00 am – 1:00 pm EST

Instructor: Professor Linda A. White (pronouns she/her)
Email: linda.white@utoronto.ca
Course Delivery Mode: In-person
Office Hours: Thursdays 1:30-3:00 pm EST Sidney Smith Hall 3061; or by appt
Course website: Quercus

COURSE OVERVIEW AND OBJECTIVES

This course is designed as a gender and public policy “solutions lab”. The goals of this course are to use a comparative politics and public policy lens to critically examine some of the gender-based and intersectional inequalities faced by different communities of women, girls, and 2SLGBTQI+ people, and to critically examine the role that political institutions and public policies play in both creating and overcoming those inequalities.

Some of the most intractable policy challenges around the globe centre around gender.

The World Bank [gender data portal](#) and other data repositories note that on a number of dimensions of gender inequality — including economic structures and access to resources; education; health and related services; public life and decision-making; and human rights — women are still disadvantaged in relation to men. While data are scarcer, [BIPOC women](#), as well as two-spirit, lesbian, gay, bisexual, transgender, queer or questioning and other groups ([2SLGBTQ+](#)) face even more disadvantages compared to both white men and women. There are vastly different [human rights regimes](#) around the world and [constitutional provisions](#) that permit discrimination on the basis of gender, sex, sexuality, and sexual orientation. Even in those countries where women have made gains economically, they may remain underrepresented in [political office](#) and [other political institutions](#).

What makes these problems intractable is that gender inequality is multidimensional. Inequality manifests on the basis of multiple aspects of identity and in multiple structures, institutions, organizations, and identities. Issues of intersectionality – of gender, sexuality and sexual orientation, race, class, indigeneity, religion, ethno-national group so on – along with global power imbalances between North and South, political regimes, and welfare state traditions make gender inequality in all its aspects challenging to overcome.

Drawing on a variety of political science and other social science research, the first part of the course focuses on examining various aspects of gender-based inequality; the second part

critically examines some contemporary policy solutions. Canada, at points, provides an anchor point for comparative discussion but, as much as possible, the comparative lens is used to critically reflect on the varieties of lived experiences (and thus positions of advantage and disadvantage) of women, girls, and 2SLGBTQI+ people across countries and regions.

By the end of this course students will:

- Gain a broader and deeper understanding of the role that gender plays in politics and policymaking, and in particular how institutions and policies position people in hierarchies of power that contribute to or reduce inequality;
- Examine how gendered constructs can systematically be used to disadvantage women, girls and 2SLGBTQI+ people and understand the challenges faced by these groups in a number of policy areas, including health, education, labour, and reproductive justice;
- Apply political science theory and analysis (such as intersectional analysis, structural analysis, and institutional analysis) to understand multiple aspects of gender based inequality;
- Develop critical analytic skills and techniques and, using multiple lens, analyze policies and reflect on possible policy solutions to ameliorate gender-based inequalities.

Please note that the course material addresses subject matter that some students may find disturbing and/or traumatizing or may evoke strong emotional reactions. If you believe that you will find a particular subject matter disturbing/traumatizing, you may choose not to participate in the discussion. You will still, however, be responsible for material that you miss, and you should arrange to get notes from another student or see me individually. I encourage you to familiarize yourself with the syllabus and prepare yourself emotionally beforehand.

I ask all students to keep in mind that we all come from different lived experiences, and we will approach this material from those different perspectives and lived experiences. I encourage the cultivation of an atmosphere of mutual respect and sensitivity throughout the course, and I hope we can engage in collaborative learning.

STATEMENT ON ACKNOWLEDGEMENT OF TRADITIONAL LAND

The sacred land on which the University of Toronto operates has been a site of human activity for 15,000 years and is the traditional lands of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit River. The territory was the subject of the Dish with One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory. For more information see: <https://www.studentlife.utoronto.ca/fnh>.

COURSE FORMAT AND DELIVERY MODE

The course will be delivered in person only. In-person classes begin at 10 past the hour and end on the hour. I do not plan to record the lectures. If circumstances arise where we need to switch to some form of hybrid or remote learning, we will do so. In that instance, the course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

COMMUNICATION

Quercus will be used for sharing important information and announcements. It is your responsibility to log on to Quercus regularly and obtain relevant information for the course. I strongly suggest changing your settings to receive emails of any announcements and updates.

I am available for weekly office hours as specified above or “as needed” by appointment – just email me at linda.white@utoronto.ca and we can set up a mutually convenient time. I check my email regularly during working hours (weekdays from 9 a.m. to 5 p.m. EST) and I will try my best to respond within 24 hours. Response times will be longer on evenings and weekends.

Note that other email addresses (e.g. gmail) can end up in email spam. It is thus important for all students to use a valid UTOR email address for communication.

For anything other than straightforward questions which can be answered in a sentence or two via email, I encourage students to speak with me about any of the material covered in the course and the assignments. If the response requires more than one sentence, email is not the appropriate medium for discussion of course materials.

REQUIRED COURSE MATERIALS

This course is designed to be an introduction to the topic of gender, politics, and public policy in comparative perspective. It cannot cover everything related to these topics; we can merely scratch the surface on these issues. I hope students are inspired to go beyond the course material and continue their learning well beyond this 12-week introductory course.

To that end, in addition to the required weekly readings, the syllabus lists some *non-mandatory* additional readings and other resources should you want to explore a topic in further depth and that may be helpful in writing the final essay. Those readings are easily accessible via the University of Toronto library system. On the U of T library home page, just enter the article title in the search box and the search system will take you to the article.

The required readings provide the foundation for the overall learning in the course and provide the basis for the course assignments. They comprise a mix of academic journal articles, book chapters, and shorter pieces. All the readings and other relevant course information are available on Quercus or as otherwise indicated. **Students should complete all the required readings *before* class each week as that will better facilitate your learning.**

Course materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download materials from Quercus for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

EVALUATION

The final course grade reflects your level of demonstrated achievement of the course learning objectives listed above. Evaluations provide feedback on your progress towards the final course grade. **Turnitin will be used in this course** and can be used via Quercus. You do not need to sign in to Turnitin separately.

Your final grade will be determined by your performance in these areas:

Component	Weight/Value	Due Date
Class participation	15%	Each lecture
Reading engagements (4 in total across weeks 2-12)	4 x 5 = 20%	Wednesdays BEFORE the lecture 11:59 pm EST; it is advisable to complete TWO before the mid-term on 26 February
Discussion posts (5)	1 x 5 = 5%	Weeks 1-12
In-class mid-term exam	30%	February 26
Final exam	30%	Scheduled during the final exam period

Class attendance and participation (15%)

Students are expected to: 1) attend every class; and 2) actively participate in class discussions. Attendance in lectures will be taken via Quercus (“Quizzes function”). Attendance in lectures is worth 15% of your final grade, allocated based two measures: frequency of attendance; active participation in class. That is, I encourage you to participate regularly in class, even if there are circumstances that prevent you from attending a particular class.

Active participation involves 1) preparing for each class in advance by doing the readings, taking notes, and formulating questions; 2) bringing course materials (readings, notebooks) with you to class; 3) actively listening to class discussion; 4) sharing your own insights; 5) posing questions, drawing connections between concepts, or raising weaknesses in an argument; 6) seeking the opinion of others or drawing others into discussion; 7) participating in in-class work. I will keep track of these aspects of your class participation and engagement. If participation in class discussions is difficult for you, you must come see me during my office hours.

I work hard to learn students’ names. Please let me know if the name on the official course registration list does not for any reason match the name by which you would like to be addressed. If you have pronouns by which you would like to be addressed, please let me know.

Please note that I am committed to creating and fostering a positive learning environment based on open communication, mutual respect, and inclusion. In this course, each voice in the classroom has something of value to contribute. I thus encourage in all forms of course communication, both within and outside the classroom, to respect the different experiences, beliefs and values expressed by fellow students, faculty, and the graduate teaching assistant.

I also encourage students to observe some basic rules of etiquette in the classroom, such as arriving on time, avoiding the use of electronic devices other than for note taking, and so on.

Absences

Students who are absent for any reason in the lectures (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should **report their absence through the online absence declaration**. The declaration is available to students through ACORN under the Profile and Settings menu. Students may use the ACORN Absence Declaration Tool to declare an absence once per academic term (e.g., the fall term) for a maximum period of seven (7) consecutive calendar days. The seven-day declaration period can be retroactive for up to six (6) days in the past, or proactive, up to six (6) days in the future. For more information, please see:

<https://www.artsci.utoronto.ca/current/academics/student-absences>

Students should also advise their instructor and/or TA of their absence. Instructors and TAs will not be automatically alerted when a student declares an absence. It is a student's responsibility to let instructors know that they have used the Absence Declaration so that you can discuss any needed consideration, where appropriate.

Please note that these other supporting documents are also acceptable:

2. A Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. For more severe and extended absence requests, you should register with Accessibility Services as soon as possible.

3. A College Registrar's letter

4. Letter of academic accommodation from Accessibility Services; see also the section on university resources for more information.

Reading engagements (4 @ 5% = 20%):

In order to help you keep up with the readings and practice reading critically, you will submit four (4) reading engagements over the course of the term (from weeks 2-12). It is advisable that **at least two be completed before the date of the mid-term.**

The reading engagements are designed to help you learn to map the arguments in the required readings and to integrate those arguments.

Each reading engagement should be a **maximum** of 700 words (anything longer will be marked as 0) and it include the following:

1. Thesis of each reading, that is, the question(s) the author is trying to answer or the issue(s) with which the author is grappling (1-2 sentences);
2. Description of 1-2 arguments made in support of the thesis or answers to the questions (1-2 sentences each);
3. Description of the evidence the author uses to support their arguments (1-2 sentences each);
4. The main findings.

Then, you will write an **integration paragraph** that identifies common themes or contradictions among the readings, establishes connections with previous discussions in class and other readings, expresses agreement or disagreement with the arguments being presented, or applies concepts and ideas learned to date.

You are encouraged to share ideas and arguments from your engagement during class.

Submission dates and process: To receive credit for a reading engagement, **you must submit it before class meets (late engagements will not be graded).** The engagements for a given week are due 11:59 pm **the night before that class** on Quercus.

Grades: Your response to each reading will be graded out of 5: 2 points for the reading summaries (with an average score taken if the summaries are widely varying in quality) and 3 points for the integration paragraph.

Grading criteria: 1) familiarity with *all* the assigned material; 2) engagement with the assigned material at a level of abstraction higher than summarizing, e.g., evaluating arguments, analyzing connections and implications, applying concepts and theories; 3) organization and clarity of presentation.

The reading engagements are designed to integrate your learning while also demonstrating your knowledge of the course material. Each assignment submission, therefore, must be supported with evidence drawn directly from ALL the week's required course material. You must paraphrase and directly quote the readings in meaningful ways that support your analysis/reflections.

Discussion posts (5 @ 1% = 5%)

The course will use the Discussion function on Quercus to encourage students to share news stories, reports, data, and so on related to the course themes. **Five (5)** times in the semester (with a maximum of one post per week's themes but which can be posted at any time during the semester), students are required to post either: a story from a reputable newspaper (including online newspaper); a recently released government or non-governmental organization/international organization report; new data repository; newsworthy video; or relevant social media thread **that relates to the week's themes**. THESE ARE EASY MARKS TO ACHIEVE. Each posting earns one (1) point. **Irrelevant posts (that is, ones that do not relate to the week's themes) or those from disreputable websites and sources earn 0**. This assignment encourages students to reflect on how to connect the course themes and readings to recent or current events and to contribute collectively to knowledge about events related to gender, politics, and public policy. BE SURE TO POST YOUR ITEMS UNDER THE RELEVANT COURSE THEMES.

The University of Toronto library services has a number of links re: how to evaluate news sources e.g.: "How do I spot fake news?" <https://onereach.library.utoronto.ca/faq/how-do-i-spot-fake-news> ; and W. Brock MacDonald's "Researching Using the Internet": <http://advice.writing.utoronto.ca/researching/research-using-internet/>

In-class mid-term exam (30%)

Students will be given a list of three mid-term questions in advance of the exam. On the day of the exam (26 February 2026), you will be expected to write TWO of the three essays without notes or readings at your disposal. You will not know in advance which two questions I will pick for you to respond to on the exam. It is thus highly recommended that you prepare to write on all three questions and prepare your answers some form (either writing out in full, writing an outline, and so on) while thinking about how you will incorporate the course readings into your responses.

For each essay, you will be expected to advance an argument that directly addresses the question. This argument must be clear and coherent and supported by evidence from at least four (4) required readings in the course. You may not use the exact same readings for each question. Each required article or book chapter counts as one reading. The essays must be organized and demonstrate university-level writing.

Grading criteria:

- Clear definitions – Does each essay clearly define and accurately utilize terms found in the readings and discussed in class?
- Thesis – is there a clear statement of the thesis in the first sentence/paragraph with the subsequent material built logically around that thesis?
- Argumentation - Is the argument reasonable, coherent, and convincing and does it engage with the literature in adequate depth and detail?

- Evidence Base - Is there good marshalling of evidence from the requisite number of sources including articles, chapters, and relevant data?
- Organization and quality of writing – is the essay well-organized with good flow from one idea to the next?

Final exam scheduled during the final exam period (30%)

The final exam builds on the learning you have done over the course of the semester to critically examine policy solutions to overcome particular aspects of gender in/equality in more depth. It follows the same format as the mid-term exam.

Students will be given a list of three questions in advance of the exam, just as you received for the mid-term exam. On the day of the exam, you will be expected to write TWO of the three essays without notes or readings at your disposal. You will not know in advance which two questions I will pick for you to respond to on the exam. It is thus highly recommended that you prepare to write on all three questions and prepare your answers some form (either writing out in full, writing an outline, and so on) while thinking about how you will incorporate the course readings into your responses.

For each essay, you will be expected to advance an argument that directly addresses the question. This argument must be clear and coherent and supported by evidence from at least four (4) required readings in the course. You may not use the exact same readings for each question. Each required article or book chapter counts as one reading. The essays must be organized and demonstrate university-level writing.

Grading criteria:

- Clear definitions – Does each essay clearly define and accurately utilize terms found in the readings and discussed in class?
- Thesis – is there a clear statement of the thesis in the first sentence/paragraph with the subsequent material built logically around that thesis?
- Argumentation - Is the argument reasonable, coherent, and convincing and does it engage with the literature in adequate depth and detail?
- Evidence Base - Is there good marshalling of evidence from the requisite number of sources including articles, chapters, and relevant data?
- Organization and quality of writing – is the essay well-organized with good flow from one idea to the next?

GENERAL RULES FOR ASSIGNMENTS

Citations:

All written work and presentations must be properly referenced with clear source citations. An assignment completely devoid of accurate and appropriate citations will be penalized. If you are quoting directly from a source, indicate as such with quotation marks; otherwise, be sure to paraphrase appropriately and **always** provide sources for your information even when

paraphrasing. That is, any information that is **not common knowledge or your own argument** MUST be cited. When citing an author's overall argument, an author name and publication year are sufficient. However, any citations of specific information and specific arguments MUST include page references to where the information can be found in the book or article. Your reader should be able to easily locate the information you provide in your text.

Please use a social science in-text citation system (Author, year of publication, page number) and provide a works cited page at the end of the assignment. Please do not use footnote/endnote style for source citations.

Students are strongly advised to keep rough and draft work and hard copies of their assignments. These should be kept until the marked assignments have been returned. All graded assignments are to be kept by students until the grades have been posted on ACORN.

Late Penalties:

Please note above regarding reading engagements that students may not submit an engagement once the lecture is held.

For other assignments, I expect students to turn in assignments on time and to write exams on the dates scheduled. No exceptions are made except in the case of an appropriately documented emergency.

If you do miss an assignment deadline, your grade for this component will be reduced by **1 per cent per day**, including weekends. Late assignments will not be accepted after 7 days.

Students should be aware of the new divisional policy on academic consideration for non-disability related requests for accommodation. Please review that information here: <https://registrar.utoronto.ca/policies-and-guidelines/absence-declaration/>.

If such an accommodation request is made along with one of the four acceptable forms of supporting documentation (Absence declaration via ACORN; U of T Verification of Illness or Injury Form; College Registrar's letter; Letter of Academic Accommodation from Accessibility Services), a resolution will be determined by the instructor. This may take the form of any alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution deemed appropriate by the instructor. If an accommodation request is not made along with an absence declaration, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

Grade Appeals:

The teaching assistant and I are happy to discuss evaluation criteria on any assignment as well as strategies for improvement. If you judge a received grade to be inaccurate (with respect to the grading guidelines outlined by the Faculty of Arts and Science and the assignment instructions given) and would like your assignment to be re-graded, you may appeal the assigned grade. The process by which to appeal the grade is to submit in writing (via email within one week of

receiving the graded assignment to the person who graded the assignment) a paragraph explaining the basis of the appeal, as well as the original graded assignment. Please note decisions on appeals are ultimately at the instructor's discretion. Once an appeal is submitted, the entire assignment (and not specific questions/parts) will be examined. Please note that your grade may go down, go up or remain unchanged after this process.

Academic Integrity:

Academic integrity is essential to the pursuit of learning and scholarship in the university. The university treats cases of cheating and plagiarism very seriously. Assignments and all other deliverables must be original work, giving credit to the work of others where appropriate. This applies to individual and group deliverables. You are encouraged to consult the following websites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the [University of Toronto Academic Integrity](#) and the [UofT Writing Centre Resources](#) websites for further detail and help on the proper use of citations.

Plagiarism and other academic offences: “are in direct opposition to the University’s mission to foster internationally significant research and excellent programs—a mission that can be realized only if members of the University appropriately acknowledge sources of information and ideas, present independent work on assignments and examinations, and complete and submit group projects in accordance with the standards of the discipline being studied.”

Examples of academic offences include (but are not limited to):

- Representing someone else’s work or words as your own
- Falsifying documents such as a medical note
- Purchasing an essay or other assignment
- Submitting someone else’s work – in whole or in part - as your own
- Submitting the same assignment in more than one course (without permission)
- Making up sources or facts for an essay or report.

Plagiarism – presenting others’ thoughts, ideas, or other material without properly acknowledging the source - is a serious academic offence and will be dealt with accordingly.

If you are unclear about what constitutes plagiarism or how to properly acknowledge sources, please visit the [University of Toronto Academic Integrity](#) and the [UofT Writing Centre Resources](#) websites for further detail and help on the proper use of citations.

If you have questions on these matters, please ask me or the teaching assistant in the course. It is the responsibility of each student to be able to demonstrate the originality of their work.

Turnitin:

Normally, students will be required to submit their course essays to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so,

students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Students may opt out of submitting through Turnitin. If you choose to do so, you must inform me of your intention to do so. You must also provide electronic copies of all rough notes (typed and/or handwritten), library/Google searches conducted in the course of your research, and day/time stamped electronic versions of previous saved versions of your assignment with track changes enabled.

Please note that **Generative Artificial Intelligence (AI) tools** such as ChatGPT are proliferating. There are now hundreds of these systems that are readily available that can be used for a variety of purposes including language translation, article summarization, and thematic analysis.

Students may choose to use generative artificial tools as they work through course assignments. BUT use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used (e.g. what prompts were used to generate content), and how the results from the AI were incorporated into the submitted work. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: <https://style.mla.org/citing-generative-ai/>).

Given that the written assignments in this course are designed to encourage **your own analysis and reflections**, while it may be tempting to use generative AI to assist you when completing your assignments, this will simply inhibit your learning. **If the work you submit is essentially the output of generative AI, then the work will not be accepted for credit.**

Please note as well the university's statement on policies and guidelines re: Generative AI tools: "Generative AI often produce "hallucinations" meaning that if students use these tools, their assessments may contain incorrect facts or citations. This may fall under the academic offence of *concoction*, meaning the inclusion of false data, fact, or references in an assignment" (<https://q.utoronto.ca/courses/242937/pages/generative-artificial-intelligence-policies-and-resources#policies>).

Code of Behaviour on Academic Matters

Please read the University's [Code of Behaviour on Academic Matters](#). It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

UNIVERSITY RESOURCES

Occasionally students will need to apply for an academic accommodation due to disability, illness, religious observance, or personal emergency. Please see the section on attendance about what to do in the case of illness or other absences.

Academic accommodations are provided when you experience disability-related barriers that prohibit demonstration of your knowledge and skills. Accommodations are provided to level the playing field upon which you can establish your success. You are encouraged to inform yourself about options in this regard at the website for [Accessibility Services](#). All requests for an academic accommodation are handled by the University of Toronto's Accessibility Services, not the instructor. For disability-related accommodations, [Accessibility Services](#) staff will determine suitable accommodations on a case-by-case basis based on recommendation from health providers and with student input.

Mental Health and Wellness

Feeling distressed? Are you in crisis? There's help. You can access **U of T Telus Health Student Support** (formerly U of T My SSP) 24/7 by calling **1-844-451-9700**. Outside of North America, call **001-416-380-6578**. See more information at <https://mentalhealth.utoronto.ca/telus-health-student-support/>.

Are you in immediate danger? For Personal Safety – Call 911, then Campus Community Police* UTSG Police: 416-978-2222 | U of T Mississauga Police: 905-569-4333 | U of T Scarborough Police 416-978-2222 |

Centre for International Experience Safety Abroad 416-946-3929.

*24/7/365; Campus Community Police can direct your call to the right service.

You can also contact the [Community Safety Office](#) at 416-978-1485.

WHAT YOU NEED TO READ IN ADVANCE OF EACH WEEK'S LECTURE:

Week 1 – January 8 - Introduction: situating gender-based policy challenges in contemporary and global context

Required readings:

Celis, Karen et al. 2013. "Gender and Politics: A Gendered World, A Gendered Discipline." In *The Oxford Handbook of Gender and Politics*. Eds. Georgina Waylen et al. Oxford: Oxford UP: pp. 1-8 only.

Additional resources:

United Nations Women. 2025. *The Gender Snapshot 2025. Progress on the Sustainable Development Goals*. <https://www.unwomen.org/en/resources/gender-snapshot>.

Week 2 – January 15–Structural and ideational barriers I: sex, gender, and gender roles and intersectional barriers to gender equality

Required readings:

Cameron, Deborah. 2019. “Femininity.” In *Feminism: A Brief Introduction to the Ideas, Debates, and Politics of the Movement*. Chicago: University of Chicago Press: 60-74.

Ajele, Grace and Jena McGill. 2020. *Intersectionality in Law and Legal Contexts*. Toronto: Women’s Legal Education and Action Fund. Chapter 2. Online: <https://www.leaf.ca/publication/intersectionality-in-law-and-legal-contexts/> (and also posted on Quercus).

Be sure to read in preparation for in-class group discussion:

Davis, Heath Fogg. 2014. “Sex-Classification Policies as Transgender Discrimination: An Intersectional Critique.” *Perspectives on Politics* 12, 1: 45-60.

Additional resources:

Ainsworth, Claire. 2015. “Sex Redefined.” *Nature* (18 February): <https://www.nature.com/articles/518288a>.

Butler, Judith. 2024. *Who’s Afraid of Gender?* New York: Knopf.

Collins, Patricia Hill and Sirma Bilge. 2016. *Intersectionality*. Polity Press.

Fogg Davis, Heath. 2017. *Beyond Trans: Does Gender Matter?* New York University Press.

Week 3 – January 22 - Structural and ideational barriers II: gender inequality and poverty in the shadow of authoritarianism, patriarchal norms, and the rise of the far right

Required readings:

Kabeer, Naila. 2015. “Gender, Poverty, and Inequality: A Brief History of Feminist Contributions in the Field of International Development.” *Gender and Development* 23, 2: 189-205.

Chenoweth, Erica, and Zoe Marks. 2022. “Revenge of the Patriarchs: Why Autocrats Fear Women.” *Foreign Affairs* 101, 2: 103-116.

Be sure to read in preparation for in-class group discussion:

Off, Gefjon. 2023. “Complexities and Nuances in Radical Right Voters’ (Anti)Feminism.” *Social Politics* 30, 2: 607-629.

Additional resources:

Love, Nancy S. 2020. “Shield Maidens, Fashy Femmes, and TradWives: Feminism, Patriarchy, and Right-Wing Populism.” *Frontiers in Sociology* 5: 1-3.

Htun, Mala and Laurel Weldon. 2018. *The Logics of Gender Justice: State Action on Women’s Rights Around the World*. New York: Cambridge University Press, particularly chapter 4: “doctrinal politics: religious power, the state, and family law.”

Week 4 – January 29 – Institutional barriers to gender equality: international norms, organizational practices, and domestic political institutions

Required readings:

Chappell, Louise. 2010. “Comparative Gender and Institutions: Directions for Research.” *Perspectives on Politics* 8, 1: 183-189.

Lowndes, Vivien. 2020. “How are Political Institutions Gendered?” *Political Studies* 68: 543-564.

Be sure to read in preparation for in-class group discussion:

Wood, Elisabeth Jean. 2018. “Rape as a Practice of War: Toward a Typology of Political Violence.” *Politics and Society* 46, 4: 513-537.

Additional resources:

Cassola, Adèle, Amy Raub, Danielle Foley, and Jody Heymann. 2014. “Where Do Women Stand? New Evidence on the Presence and Absence of Gender Equality in the World’s Constitutions.” *Politics and Gender* 10: 200-235

Lambert, Priscilla A. and Druscilla L. Scribner. 2023. *Gender, Constitutions, and Equality: A Global Comparison*. Routledge.

Raub, Amy, Adèle Cassola, Isabel Latz, and Jody Heymann. 2016. “Protections of Equal Rights Across Sexual Orientation and Gender Identity: An Analysis of 193 National Constitutions.” *Yale Journal of Law and Feminism* 28: 149-169.

Rubio-Marín, Ruth. 2025. “Gender and Constitutionalism: A Multifunctional Perspective.” *Annual Review of Law and Social Science* 21: 149-171.

Week 5 – February 5 – Challenges regarding political representation: How gendered politics and political leadership affect gender equality

Required readings:

Bateson, Regina. 2020. "Strategic Discrimination." *Perspectives on Politics* 18, 4: 1068-1087.

Hargrave, Lotte. 2023. "A Double Standard? Gender Bias in Voters' Perceptions of Political Arguments." *British Journal of Political Science* 53: 327-345.

Be sure to read in preparation for in-class group discussion:

Sevi, Semra, Vincent Arel-Bundock, and André Blais. 2019. "Do Women Get Fewer Votes? No." *Canadian Journal of Political Science* 52: 201-210.

Additional Resources:

De Geus, Roosmarijn et al. 2021. *Women, Power, and Political Representation: Canadian and Comparative Perspectives*. University of Toronto Press.

Hessami, Zoha and Mariana Lopes da Fonseca. 2020. "Female Political Representation and Substantive Effects on Policies: A Literature Review." *European Journal of Political Economy* 63: 1-9.

Jalalza, Farida. 2013. *Shattered, Cracked, or Firmly Intact? Women and the Executive Glass Ceiling Worldwide*. New York: Oxford University Press.

Rayment, Erica. 2024. *What Women Represent: The Impact of Women in Parliament*. Montreal and Kingston: McGill-Queen's University Press.

Week 6 – February 12 – Barriers to gender equality in employment: wage gaps, occupation segregation, workplace harassment, and employment discrimination

Required readings:

Ferguson, Lucy. 2013. "Gender, Work, and the Sexual Division of Labor." In *The Oxford Handbook of Gender and Politics*. Eds. Georgina Waylen et al. Oxford: Oxford UP: 337-363.

Gavett, Gretchen. 2021. "The Problem with 'Greedy Work.'" *Harvard Business Review* (28 September). Online: <https://hbr.org/2021/09/the-problem-with-greedy-work> (and also posted on Quercus).

Be sure to read in preparation for in-class group discussion:

Collins, Lauren. 2018. "How the BBC Women are Working Toward Equal Pay." *The New Yorker* (July 16): <https://www.newyorker.com/magazine/2018/07/23/how-the-bbc-women-are-working-toward-equal-pay> (and also posted on Quercus).

Roderique, Hadiya. 2017. "Black on Bay Street." *Globe and Mail* (November 4): <https://www.theglobeandmail.com/news/toronto/hadiya-roderique-black-on-bay-street/article36823806/> (and also posted on Quercus).

Additional resources:

Bishu, Sebawit G. and Mohamad G. Alkadry. 2017. "A Systematic Review of the Gender Pay Gap and the Factors That Predict It." *Administration and Society* 49: 65-104.

Boushey, Heather. 2016. *Finding Time: The Economics of Work-Life Conflict*. Harvard UP.

Goldin, Claudia. 2014. "A Grand Gender Convergence: Its Last Chapter." *American Economic Review* 104, 4: 1-30.

Htun, Mala and Laurel Weldon. 2018. *The Logics of Gender Justice: State Action on Women's Rights Around the World*. New York: Cambridge UP: Chapter 3 "Governing Women's Legal Status at Work."

READING WEEK – February 19 – NO CLASS

Week 7 – February 26 - MID-TERM

CRITICAL EXAMINATION OF POLICY SOLUTIONS

Week 8 - March 5 – Social policies to overcome enduring issues around care and caregiving

Required readings:

Gammage, Sarah. 2021. "Global Migration and Care Chains." *The Routledge Handbook of Feminist Economics*. Eds. Günseli Berik and Ebru Kongar. Routledge: 225-233.

Detraz, Nicole and Dursun Peksen. 2018. "'Women Friendly' Spending? Welfare Spending and Women's Participation in the Economy and Politics." *Politics and Gender* 14: 137-161.

Be sure to read in preparation for in-class group discussion:

Lewis-Kraus, Gideon. 2025. "The End of Children." *The New Yorker* (24 February). Online: https://www.newyorker.com/magazine/2025/03/03/the-population-implosion?_sp=b3c78ecd-2b28-4309-a096-45ac6df1cb34.1764950952474 (and also posted on Quercus).

Additional Resources:

Seedat, Soraya and Marta Rondon. 2021. "Women's Wellbeing and the Burden of Unpaid Work." *British Medical Journal* 374, 1972: 1-3.

Kim, Catherine. 2024. "No Sex, No Dating, No Babies, No Marriage: How the 4B Movement Could Change America." *Politico* (16 November). Online: <https://www.politico.com/news/magazine/2024/11/16/4b-movement-america-political-protest-00189314>.

Kitchener, Caroline. 2025 "Not Just More Babies: These Republicans Want More Parents at Home." *New York Times* (May 12): <https://www.nytimes.com/2025/05/12/us/politics/republicans-parents-babies-home.html?smid=nytcore-ios-share&referringSource=articleShare>.

North, Anna. 2023. "You Can't Even Pay People to Have More Kids." *Vox* (27 November). Online: <https://www.vox.com/23971366/declining-birth-rate-fertility-babies-children>

Calarco, Jessica. 2024. *Holding It Together: How Women Became America's Safety Net*. New York: Penguin.

Collins, Caitlyn. 2019. *Making Motherhood Work*. Princeton UP.

Hochschild, Arlie Russell and Anne Machung. 2012. *The Second Shift: Working Families and the Revolution at Home*. Penguin.

Week 9 – March 12 - The role of IOs, transnational policy actors/advocates, and political regime effects on gender equality

Required readings:

Englehart, Neil A. and Melissa K. Miller. 2014. "The CEDAW Effect: International Law's Impact on Women's Rights." *Journal of Human Rights* 13:1, 22-47.

Sanders, Rebecca. 2018. "Norm Spoiling: Undermining the International Women's Rights Agenda." *International Affairs* 94: 271-291.

Be sure to read in preparation for in-class group discussion:

Bjarnegard, Elin and Pär Zetterberg. 2022. "How Autocrats Weaponize Women's Rights." *Journal of Democracy* 33, 2: 60-75.

Additional Resources:

Comparative Political Studies special issue 2024 issue 14 on gender and authoritarian politics.

Global Constitutionalism special issue 2022 issue 3 on international organizations and gender norms.

Raday, Frances. 2012. "Gender and Democratic Citizenship: The Impact of CEDAW." *ICON* 10, 2: 512-530.

Son, Keonhi. 2023. "Do International Treaties Have an Impact Only on Ratifying States? The Influence of the ILO Maternity Protection Conventions in 160 Countries between 1883 and 2018." *International Labour Review* 162, 2: 245-269.

Week 10 – March 19 – Courts and social movement politics

Required readings:

Herd, Pamela and Donald Moynihan. 2025. "Gendered Administrative Burden: Regulating Gendered Bodies, Labor, and Identity." *Journal of Public Administration Research and Theory* 35, 1: 45-57.

Smith, Miriam. 2019. "LGBTQ Politics in Anglo-American Democracies." In *The Oxford Handbook of Global LGBT and Sexual Diversity Politics*. Eds. Michael J. Bosia et al. OUP: 138-152.

Be sure to read in preparation for in-class group discussion:

Tripp, Aili Mari. 2015. "The Difference That Difference Makes: Comparative Perspectives on Concepts of Gender, Ethnicity, and Race." *Politics, Groups, and Identities* 4, 2: 307-324.

Additional resources:

Baksh, Rawwida and Wendy Harcourt, eds. 2015. *The Oxford Handbook of Transnational Feminist Movements*. OUP.

Fong, Kelley. 2023. *Investigating Families: Motherhood in the Shadow of Child Protective Services*. Princeton, NJ: Princeton UP.

Roberts, Dorothy E. 1999. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage Books.

Senate Standing Committee on Human Rights. 2022. *The Scars that We Carry: Forced and Coerced Sterilization of Persons in Canada*. Online: <https://sencanada.ca/en/info-page/parl-44-1/ridr-the-scars-that-we-carry-forced-and-coerced-sterilization-of-persons-in-canada-part-ii/>.

Week 11 – March 26 – Quotas and other mechanisms to achieve greater diversity in elected office and administration

Required readings:

Krook, Mona Lena. 2006. "Reforming Representation: The Diffusion of Candidate Gender Quotas Worldwide." *Politics and Gender* 2: 303-327.

Clayton, Amanda. 2021. "How Do Electoral Gender Quotas Affect Policy." *Annual Review of Political Science* 24: 235-252.

Be sure to read in preparation for in-class group discussion:

Krook, Mona Lena and Pippa Norris. 2014. "Beyond Quotas: Strategies to Promote Gender Equality in Elected Office." *Political Studies* 62, 1: 2-120.

Additional Resources:

Arendt, Christie Marie. 2018. "From Critical Mass to Critical Leaders: Unpacking the Political Conditions behind Gender Quotas in Africa." *Politics and Gender* 14: 295-322.

Carson, Andrea, Timothy B. Gravelle, Lia Acosta Rueda, and Leah Ruppanner. 2024. "Understanding Public Support for Policies Aimed at Gender Parity in Politics: A Cross-National Experimental Study." *Canadian Journal of Political Science* 57: 83-104.

Murray, Rainbow. 2014. "Quotas for Men: Reframing Gender Quotas as a Means of Improving Representation for All." *American Political Science Review* 108: 520-532.

O'Brien, Diana Z. and Johanna Rickne. 2016. "Gender Quotas and Women's Political Leadership." *American Political Science Review* 110, 1: 112-126.

Piscopo, Jennifer. 2019. "The Limits of Leaning In. Ambition, Recruitment, and Candidate Training in Comparative Perspective." *Politics, Groups, and Identities* 7,4: 817-828.

Tolley, Erin. 2023. "Gender is Not a Proxy: Race and Intersectionality in Legislative Recruitment." *Politics and Gender* 19, 2: 373-400.

Weeks, Ana Catalano. 2018. "Why Are Gender Quota Laws Adopted by Men? The Role of Inter- and Intraparty Competition." *Comparative Political Studies* 51: 1935-1973.

Weeks, Ana Catalano. 2022. *Making Gender Salient: From Gender Quota Laws to Policy*. Cambridge University Press.

Week 12 – April 2 - Nudges, gender-responsive budgeting, and other elements of policy design to increase diversity in decision making

Required readings:

Waylen, Georgina. 2018. “Nudges for Gender Equality? What Can Behaviour Change Offer Gender and Politics?” *European Journal of Politics and Gender* 1, 1-2: 167-183.

Piscopo, Jennifer, M. and Susan Clark Muntean. 2018. “Corporate Quotas and Symbolic Politics in Advanced Democracies.” *Journal of Women, Politics, and Policy* 39, 3: 285-309.

Be sure to read in preparation for in-class group discussion:

Khan, Zohra. 2015. “Gender-Responsive Budgeting.” In *The Oxford Handbook of Transnational Feminist Movements*. Eds. Rawwida Baksh and Wendy Harcourt. Oxford UP: 485-506.

Additional resources:

Dhir, Aaron A., Sarah Kaplan, and Maria Arabella Robles. 2023. “Corporate Governance and Gender Equality: A Study of Comply-or-Explain Disclosure Regulation.” *Seattle University Law Review* 46, 2: 523-576.

Dobbin, Frank and Alexandra Kalev. 2016. “Why Diversity Programs Fail.” *Harvard Business Review* (July-August) (online <https://hbr.org/2016/07/why-diversity-programs-fail>)

Government of Canada. 2017. “Chapter 5 – Equal Opportunity: Budget 2017’s Gender Statement.” Budget Plan (online : <http://www.budget.gc.ca/2017/docs/plan/chap-05-en.html#Toc477707505>)

Status of Women Canada. 2017. *Gender-Based Analysis Plus*. <https://www.swc-cfc.gc.ca/gba-acs/index-en.html>.

You can also take the Government of Canada’s Gender-based Analysis Plus course: <https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/take-course.html>.

Ontario Ministry of Labour. 2018. “Ontario First Province to Pass Pay Transparency Legislation.” News Release (April 26). Link to act: <https://www.ontario.ca/laws/statute/s18005>)

Perez, Caroline Criado. 2019. *Invisible Women: Exposing Data Bias in a World Designed for Men*. New York: Harry N. Abrams.