

GENDER ACROSS THE CURRICULUM PA 5690

Course Description

The course explores gender issues across the public policy spectrum. The multi-disciplinary course includes 13 faculty members from the Humphrey School, as well as Political Science, Education and Human Development, Sociology and other disciplines, with each teaching a one week section on gender issues within their areas of scholarship. Sessions include the following topics: implicit/unconscious bias; the role of identity in public policy engagement and implementation; gender issues in data collection; intersectionality and social support programs; science and gender; immigration; pay equity; unpaid and paid caregiving; domestic violence and international child abduction; national and international education policy; and politics and leadership.

After completing the course, students should be able to:

- summarize gendered aspects of a wide range of public policy contexts;
- compare and contrast the framing of problems and solutions across contexts using a gender-based analysis;
- investigate, construct and generate a gender analysis of a specific area of policy;
- make connections with faculty that bring a gender analysis to their substantive areas of expertise.

Most weeks, the Tuesday and Thursday sessions will be taught by the same faculty member. Visiting faculty members will leave for the last 15 minutes of our Thursday sessions when we will consolidate our learning for the week and connect to prior sessions.

To encourage timely reading of the articles and informed discussions, a very short **reaction paper** for each set of readings will be due by Monday at 5 p.m. You will post reaction papers on the class Moodle website. You are expected to read the reactions posted by your classmates *before* class on Tuesday. Reaction papers will be required for Weeks 2, 4–14, except that each student may choose two other weeks in which she/he will not turn in reaction papers. Thus, you will write 9 reaction papers.

One **longer paper, a gender analysis** will be due. Your paper must be fairly concise: no more than 15 pages of text plus a one-page executive summary. A process of peer reviewing will be used to improve your final papers and facilitate the paper-writing process. Students will comment on other students' proposed paper topics and drafts. Timely participation in this process is expected and will be graded. A hand-out will describe expectations for the peer review process. Each student will **present a brief summary of their gender analysis** to the class during the last week of the course.

Faculty

Debra Fitzpatrick

Debra Fitzpatrick directs the Center on Women and Public Policy. In her role as director of the Center she leads a partnership with the Women's Foundation of Minnesota examining the status of women and girls in Minnesota and research and outreach efforts in the areas of women and electoral politics, gender and judging, and women-centered non-profits. She directs the Infinity Project a multi-state effort to increase gender diversity on the federal bench and conducts successful bi-partisan programming work with women legislators and local elected women. She also teamed up with the Political Science Department on a research project examining the path to office and success rates of male and female Minnesota legislative candidates (between 1998-2008) and partnered with non-profits to collect in-depth, original data from over 200 men and women potential and current candidates and program participants. In prior positions, she led a US Department of Education-funded partnership with the National Governors Association (NGA), working with Governor led teams on K-12 education reform and advanced policy changes in several states; managed Gates Foundation-funded programs to design and implement new models for secondary education; and organized a national NIH-funded effort to involve under-represented populations in the design of clinical trials. As a Committee Administrator with the Minnesota Senate, she conducted policy research and managed legislative agendas on a wide-range of issues. She received her Master's Degree in Public Affairs and her Bachelor's Degree in Political Science from the University of Minnesota.

Eugene Borgida

Eugene Borgida is Professor of Psychology and Law at the University of Minnesota. He is a Morse-Alumni Distinguished Professor of Psychology and held the Fesler-Lampert Chair in Urban and Regional Affairs for 2002-2003. In addition, Borgida is an Adjunct Professor of Political Science, and has served as Co-Director of the Center for the Study of Political Psychology, which he co-founded, and Co-Editor of the journal, *Political Psychology*. From 1992-95 he was Associate Dean and Executive Officer of the College of Liberal Arts, and from 1996-99 he served as chair of the Psychology Department. Borgida's research has been funded by NIMH, NIH, NSF, and The Pew Charitable Trusts. He received the Distinguished Teacher Award from the College of Liberal Arts and the system-wide Morse-Alumni Award for Outstanding Contributions to Undergraduate Education in 1989. With L. Rudman, Borgida won the 1994 Gordon Allport Intergroup Relations Prize, and in 1989, he and colleagues J.L. Sullivan and J. Aldrich won the Heinz Eulau Award for the best paper published in the *American Political Science Review*. He is a Fellow of the APS and a Fellow in several APA divisions. He has served on the Board of Directors for the Association of Psychological Science (APS) and the Social Science Research Council (SSRC). Borgida's research interests include social cognition, attitudes and persuasion, psychology and law, and political psychology.

C. Cryss Brunner

Cryss Brunner is an Associate professor in the College of Education and Human Development. Her interests center on ontologically-held conceptions of power, constructions of identity, and the dynamics they create during decision making. Through ethnographic and other qualitative methods, both traditional and non-traditional, she studies superintendents and other administrators through a lens informed by various theoretical perspectives including ones advancing social justice.

Joan Dejaeghere

Professor Dejaeghere's scholarly and professional interests are situated in issues important to the field of comparative and international development education: gender and education; intercultural and ethnic relations and education, and education for engaged citizenship. Her scholarship focuses on understanding and critiquing how education contributes to and reflects gender and ethnic inequalities in societies, and how education can provide possibilities for individual and societal change toward equality. In her research she seeks to understand the political, economic, and socio-cultural environments in which educational policies and practices are situated. Inquiry about these inequalities requires her to draw on interdisciplinary perspectives, including political science, anthropology and sociology. Educational policymakers and practitioners in countries around the world are confronted with issues of gender and ethnic inequalities, and concerns about creating educational environments that foster civic engagement. Dejaeghere aims to understand these issues within specific contexts and comparatively. Over the last decade, she has worked on research and development projects in several countries: Australia, Bangladesh, Mexico, Pakistan, Uganda, the United States, and VietNam. Her professional work has included projects with CARE, UNICEF, UNESCO, The World Bank, and USAID. She is currently leading a [large research project on education for marginalized girls and boys](#), with Chris Johnstone, and Miske Witt and Associates, in which they are collaborating with CARE, USA and CARE local staff in 8 countries. She believes it is important to integrate research projects with teaching as this enhances graduate students' education through simultaneously learning about and doing research. She teaches courses on international development and education theory, comparative education, and advanced seminars for international development (related to research projects), and dissertation seminars for CIDE students. At the University of Minnesota, she is an Assistant Professor in the College of Education and Human Development and an affiliated faculty with the [Interdisciplinary Center for the Study of Global Change \(ICGC\)](#), and, in 2009, she was a faculty fellow with the [Institute for Advanced Studies](#).

Katherine Fennelly

Katherine Fennelly is a professor at the Humphrey School. Her research and outreach interests include the human rights of immigrants and refugees in the United States, and the preparedness of communities and public institutions to adapt to demographic changes. She has been dean of the University of Minnesota Extension Service, a faculty member and department head at the Pennsylvania State University, and a faculty member at Columbia University School of Public Health. Fennelly is bilingual in Spanish and English and has worked and traveled extensively throughout Latin America. She holds a certificate of studies from the University of

Madrid, a master's of philosophy, a master's of health education, and a doctorate in adult education from Columbia University.

Greta Friedemann-Sánchez

Greta Friedemann-Sánchez is an assistant professor of international development in the global policy area at the Humphrey School of Public Affairs. She is an economic and medical anthropologist whose research centers on families, household economics, and individual family member health. Her research on rural development in Latin America (Colombia) explores the links between agro-industrial employment in the context of structural adjustment programs and the individual and gendered experience of employment and socioeconomic development and change at the household level. Specifically, Friedemann-Sánchez looks at the role of property ownership, social capital, and domestic abuse in the intrahousehold bargaining process. She also studies family caregivers of U.S. service members who have sustained polytraumatic and blast related injuries, exploring the socioeconomic and health related costs and benefits of being a caregiver. Friedemann-Sánchez has written extensively about international development. Her most recent book is titled *Assembling Flowers and Cultivating Homes: Labor and Gender in Colombia* (Lexington Books 2006). She is also the author of several journal articles.

She is a member of the International Association for Feminist Economics, the American Anthropological Association, the Society for Applied Anthropology, the Society for Medical Anthropology, the Society for Latin American and Caribbean Anthropology, the American Public Health Association, and the Academy of Health. She received her Licenciatura in Anthropology from the Universidad de los Andes in Bogotá, Colombia, her native country. She completed her master's degree in public affairs and Ph.D. in economic anthropology at the University of Minnesota, where she also was a MacArthur Fellow in the Interdisciplinary Program on Global Change, Sustainability, and Justice. She then completed postdoctoral training in health services research at the Minneapolis VA Medical Center's Center for Chronic Disease Outcomes Research, where she was previously a core investigator.

Jennifer Kuzma

Jennifer Kuzma is Associate Professor in the Science, Technology, and Environmental Policy program at the Humphrey School at the University of Minnesota. Prior this position, she served as study director for several U.S. National Academy of Sciences reports related to biotechnology and bioterrorism/ /and as an American Association for the Advancement of Science (AAAS) Risk Policy Fellow at the U.S. Department of Agriculture where she worked on risk analysis for foodborne hazards such as E. coli O157:H7 and BSE. Her current research focuses on risk and oversight policy for bio- and nanotechnology, and she is the recipient of four U.S. National Science Foundation-funded grants in this area. She was recently appointed as a Resident Fellow of the Institute on the Environment and under this fellowship, she is beginning to explore the use of system dynamics for risk policy associated with emerging technological products in the environment. She has published widely and spoken nationally and internationally in the areas of basic science, public policy, and risk analysis. She has served on the Governor's Biosciences Advisory Committee, Board of the Biobusiness Alliance of MN, Executive Committee of the Society for the Study of Nanoscience and Emerging Technologies (S-NET), the European

Commission Advisory Group for the Science, Economy and Society Directorate, and the UN WHO-FAO Joint Expert Meeting on the Applications of Nanotechnologies to the Food and Agriculture Sectors. At the U of MN, she teaches courses in risk analysis and public policy, nanotechnology and societal implications, and science and technology policy.

Deborah Levison

Deborah Levison, Humphrey School Professor, is an economist and demographer. She earned a doctorate in economics from the University of Michigan, where she also trained at the Population Studies Center. She spent two years as a postdoctoral fellow at Yale University's Economic Growth Center before joining the University of Minnesota in 1992. She is a Professor at the University's Hubert H. Humphrey School of Public Affairs, where she has received multiple teaching awards. Her sabbatical years have been spent at the International Labour Organization, Geneva, Switzerland (2001-2002) and as a technical advisor to the Whole Village Project in Tanzania (2009-2010). Levison's studies the work and schooling of children in poor countries, typically via quantitative analysis of survey data; recent projects also include qualitative approaches. Recent projects have focused on the effect of Egyptian girls' household work on their school attendance; on child domestic servants in Latin America; and on children in risky work in Brazil. Her co-authored book, *Rights and Wrongs of Children's Work* (2010), explores the place of work in children's lives and development. Other research areas include child care and women's employment. Levison is one of the investigators on the IPUMS-International project (www.ipums.org), which is dedicated to collecting, archiving, and distributing census data from around the world. *Rights and Wrongs of Children's Work*, authored by an interdisciplinary team of experts, incorporates recent theoretical advances and experiences to explore the place of labor in children's lives and development. Levison has been a co-Principal Investigator on the IPUMS-International Project since its inception. Based at the Minnesota Population Center of the University of Minnesota, IPUMSi collects and distributes census microdata from around the world – for free – for research purposes.

<https://international.ipums.org/international/>

Kathryn Pearson

Kathryn Pearson received her Ph.D. from the University of California, Berkeley in 2005. Professor Pearson specializes in American politics; her research focuses on the United States Congress, congressional elections, political parties, women and politics, and public opinion. Her dissertation, "Party Discipline in the Contemporary Congress: Rewarding Loyalty in Theory and in Practice," combines quantitative data analysis and interviews of key elites to examine party leaders' strategic use of their legislative prerogatives to reward loyal party members and punish defectors in the House of Representatives. It won the APSA Legislative Studies Section's Carl Albert Award for the best doctoral dissertation in the area of legislative studies in 2004-2005. In addition, "Legislating in Women's Interests? Congresswomen in the 106th Congress" won the CQ Press Award for the best paper presented in the Legislative Studies Section at the 2001 APSA Meeting, and "Discharge Petitions, Agenda Control, and the Congressional Committee System, 1929-1976" (with Eric Schickler) won the CQ Press Award for the best paper presented in the Legislative Studies Section at the 2007 APSA Meeting. In 2002- 2003, she was a Research

Fellow at the Brookings Institution, and from 1993 to 1998, she worked on Capitol Hill as a Legislative Assistant for two members of Congress.

Rebecca Ropers-Huilman

Rebecca Ropers-Huilman is a scholar in the fields of higher education and women's and gender studies. Most recently, she worked at Louisiana State University as a faculty member, director of Women's & Gender Studies, director of the Women's Center, and coordinator of the higher education program. Based on her professional and personal experiences, she believes that educators have a responsibility to be empowering even as we work in environments that are made complex by our diverse life experiences, perspectives, intentions, opportunities, and paradigms. She hopes to facilitate teaching and learning, as well as foster contributions to a common social good, through a scholarly agenda that focuses on three broad areas: feminist education, diversity and equity in education, and change agents. In each case, she foregrounds the social role of higher education in creating inclusive and engaged communities.

Jodi Sandfort

Jodi Sandfort is an Associate Professor at the University of Minnesota and Chair of the school's Leadership & Management Area, providing oversight and strategic direction to the Public & Nonprofit Leadership Center and the Center for Integrative leadership. Her research, teaching, and practice focus on improving the implementation of social policy, particularly those policies designed to support low-income children and their families. As a result, she works with and studies the leaders, organizations, and networks of public, private, and philanthropic organizations that develop and deliver social programs. Jodi received her PhD from a multi-disciplinary program (University of Michigan, Political Science and Social Work) and has taken time away from the academy to build skills as a practitioner and develop firsthand knowledge of how foundations and other nonprofits operate. Her current research and practice projects include examinations of nonprofit human service networks; analysis of community engagement practices; and the role technology is playing in professional education. Sandfort came to the Institute from the McKnight Foundation, where, as the Director of the Children & Families program, she managed a portfolio of \$20 million in annual giving directed to Minnesota's human service fields. For a number of years, she also was a Senior Fellow at the Minnesota Council of Nonprofits where she developed and implemented their state-wide Leadership Institute, and Senior Program Consultant at the Bush Foundation where she developed the InCommons project. She also is the leader of the Humphrey School multi-media teaching initiative, the Hubert project. Sandfort is the author of numerous academic articles, book chapters, and reports for policymakers and practitioners about nonprofit management, social welfare system design, organizational effectiveness, early childhood education, welfare reform, and research methodology. Her dissertation was an in-depth examination of how front-line organizations in Michigan's welfare system implemented public policy. This study was followed by research on about local implementation of welfare reform and, in another study, early childhood programs blending childcare, Head Start, and state-sponsored preschool programs.

Sudha Shetty

Ms. Shetty is Director of the International Fellowship Program at the University of Minnesota's Hubert H. Humphrey Institute of Public Affairs. She speaks and writes extensively on domestic violence issues facing immigrant women and women of color. She has been a consultant to the law firm of Dorsey & Whitney, L.L.P. on diversity issues and in her former role as Director of the Seattle University Law School's Access to Justice Institute she developed a variety of legal access projects focused on battered women. She was recently honored by the Washington Women Lawyers Foundation for her work with underserved communities. She has been the recipient of several awards – 2005 King County Washington Women Lawyers – Special Contributions to the Judiciary Award; 2005 NALP (National Association of Law School Placements – Award of Distinction in Pro Bono and Public Service; 2003 Asian Bar Association of Washington - Community Service Award; 2003 PSLawNet - the Pro Bono Publico Award; 2004 AALS (American Association of Law Schools) - Father Drinen Award for forwarding the ethic of pro bono and public service in law schools through personal service, program design and management. She was the 2005 Section Chair of The American Associations of Law Schools Pro Bono Public and Public Interest Section. She was a founding member and chair of Chaya, a grass-roots South Asian domestic violence prevention group and chair of the Washington South Asian Council. She was chosen to be a 1999 fellow of the Asian Pacific Women's Leadership Institute. Ms. Shetty received a Bachelors Degree in Sociology and Psychology from Sophia College in Bombay, India, and a Juris Doctor from the University of Bombay, India.

Joe Soss

Joe Soss is the inaugural Cowles Chair for the Study of Public Service at the University of Minnesota, where he holds faculty positions in the Hubert H. Humphrey Institute of Public Affairs, the Department of Political Science, and the Department of Sociology. His research and teaching explore the interplay of democratic politics, socio-economic inequalities, and public policy. He is particularly interested in the political sources and consequences of policies that govern social marginality and shape life conditions for socially marginal groups. Joe Soss is the author of *Unwanted Claims: The Politics of Participation in the U.S. Welfare System* (2000), co-editor of *Race and the Politics of Welfare Reform* (2003), co-editor of *Remaking America: Democracy and Public Policy in an Age of Inequality* (2007), and author or co-author of numerous scholarly articles. His most recent book is *Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race* (University of Chicago Press, 2011), co-authored with Richard C. Fording and Sanford F. Schram. In 2010, he received the campus-wide Outstanding Faculty Award from the University of Minnesota's Council of Graduate Students (COGS). Professor Soss also holds faculty positions in the Department of Sociology and the Department of Political Science.