1.-Course Description and Course Objectives
This course will examine some of the cutting edge social and professional issues surrounding women today. Its purpose is to analyze and discuss the nature of women’s participation in a number of economic and political activities, as well as the impact that specific policies have on women. Students will have the opportunity to explore some of these critical issues through the readings, presentations and class discussions. Since this is a mini course we will not be able to cover the entire range of issues affecting women. Instead, we will try to cover a few specific areas focusing on some of the psychological, legal and political issues that impede the advancement of women. We will also try to assess the progress made by women in the last decade.

2.-Skills: The course emphasizes the development of analytical skills. Students will develop these analytical skills in different forms:
   a) Class discussions which will allow the students to develop the ability to analyze, discuss, and defend different policy positions in an academic environment.
   b) Writing a policy memo: It is critical for all of us to be able to summarize a problem, present possible solutions, and recommend policies/solutions to others. The policy memos allow the students to develop these very important skills. Typically, students are expected to assume the role of a policy maker and provide specific policies to the President or another important policy maker. The policy memos emphasize the use of relevant data, the analysis of the problem, and the policy design.
   c) Group presentation and paper: Group presentations are geared to allow the student to develop the ability to work in a project with other students, learn about a specific topic in depth, and prepare a class presentation either using power point or class handouts. In order to ensure the effectiveness of the presentation the instructor meets with the student about a week before the presentation to set the specific topics and parameters of the presentation. The handout or slides need to be submitted to the instructor at least 24 hours before the presentation. The slides or handouts will be reviewed by the instructor in order to verify the effectiveness of the presentation.
   d) Analytical essays: The final exam consists of two analytical essays and/or policy memos.
Books and Readings
Students have to read two books


Additional readings will be posted on bboard, and/or emailed to the class

Requirements
Students are required to attend class, to have read the assigned material, to participate in the class discussions, and to fulfill all the class requirements in a timely manner. The requirements include writing a short policy paper, writing the take home exam, and doing a class presentation. Assignments should be completed on the due date. Extensions will be granted only in cases of medical issues or other personal emergencies. The student is expected to document the reason for the extension.

Grading:
Policy/Research memo: 25%
Group Presentation: 25%
Final take home essays: 50%

Policy memo: Topic and guidelines will be distributed on Jan. 30
The memo will be due on February 10 before 10:00 PM via email.
Please email to sb6n@andrew.cmu.edu

Take Home Exam
Students will have to write a take home exam. The exam will consist of two essays or memos of about 3-4 pp. each.
The essay topics will be distributed on February 20. The papers will be due on March 7 before noon via email

Presentations
Presentations will start on Feb 6
Please form a group of three students, select a topic, and email me your topic no later than Jan 27th
Presentations dates will be assigned and communicated to students no later than Jan 30th
Please make sure to get in touch with me about a week before your presentation’s date to discuss the specific structure of your presentation.
The length of the presentations should be about 15-20 minutes
Students are required to submit a draft of the presentation to the instructor 24 hours before the presentation.
The instructor will review the presentation and provide comments.

Presentation topics: Suggestions
a) Specific socioeconomic or political issue affecting women.
b) The situation of women in a specific country or region of the world, or a specific ethnic group, profession, economic or cultural activity.
c) The role that women leaders have had in the promotion and advancement of women’s and individual rights.
d) Specific policy topic and its impact on women
In case of doubt, feel free to email me.

Class attendance is required
Students who do not attend class will have their grade substantially reduced.
Grade reduction will proceed as follows:
2 unexcused absences = One-point reduction i.e. from A to B
Between 3-4 unexcused absences = two points reduction i.e. from A to C
Over 4 unexcused absences = students will fail the class

Cheating and Plagiarism: In cases of cheating or plagiarism the instructor will make full use of the College’s and the University’s procedures and regulations. Student who plagiarize will fail the paper and the course. There will be no exemptions to this rule.

Laptops and recording devices are not allowed in the classroom, unless the instructor has granted special authorization

Recording of Lectures University policies establish that “no student may record or tape any classroom activity without the express written consent of the instructor”.

Use of Internet Sources: Please use reliable sources. Wikipedia is not a reliable source.
Suggestion: Do not use Wikipedia unless you want to fail your exam or paper.
Syllabus

From Demography to Development: Women’s Worlds and the Politics of Knowledge
Hawkesworth, pp.1-81

Topic for first research memo: Distributed Jan 30
Memo due February 10, before 10:00 PM

Jan 30: Producing Raced-Gendered Citizens and the Politics of Identity
Focus on Welfare Policy and the situation of women in the States
Hawkesworth, pp. 81-149
Additional Reading:
Browse through “The Status of Women in the States” This document can be accessed online
Please read The Best and Worst Economies for Women in the States

Feb 6: Engaging the State and Becoming the State
Hawkesworth, pp. 151-214
The importance of parliamentary/ electoral quotas for women, Differences between parliamentary and presidential democracies, Women and fundraising: Emily’s List
What women political leaders have accomplished for women: An overview of several women leaders including Angela Merkel, Margaret Thatcher, Indira Gandhi, and Michelle Bachelet among others
Additional Readings:

Memo Due: February 10, before 10:00 PM

Feb 13: Women, Politics and the Economy in the U.S.
Burk, pp. 1-86
If needed, additional short readings will be emailed to the class
Feb 20: Taxes, pay equity, social security, health and reproductive rights
Burk, pp. 87-172
and the Lilly Ledbetter Fair Pay Act of 2009
Additional articles analyzing the impact of the pay gap will be sent to the class
For more information, see the articles in the website of the Economic Policy Institute

Feb 27: Violence against women, child care and maternity/paternity leave, long term care, education, affirmative action and lesbian and gay rights, equal rights and political platforms
Burk, pp. 173-282
If needed, additional short readings will be emailed to the class

Final essays topics distributed to the class
Essays due March 1st before noon

March 6: Equality through Policy Making and International and Transnational Activism
Hawkesworth, pp. 217-277
Additional Readings
Women Voices for Change “Mothers as Agents of Political Change: The Mothers of the Plaza de Mayo” (on bboard)

Take home essays due March 7 before noon