

**PPOL 611.22 – Gender, Politics, and Public Policy: Applying a
Gender Perspective to Public Policy**

Course Outline

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

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 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.

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.*

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

Reading List:

Readings for each week are listed below and will always be a mix of academic articles, popular press, and grey literature. Readings are divided into two main categories. The first category is Guest Reading. These readings were provided by the guest speaker and will provide the basis for the guest's presentation. These readings represent the minimal readings needed for the week. The second category is a selection of readings that provide background, context, and evidence from other jurisdictions that expand on the guest readings. These readings provide depth to the guest readings and may also provide information that may challenge the material provided by the guest. These readings are required for those who will be moderating the discussion, will help all students formulate better questions for the week and engage in a more stimulating discussion, and may help identify topics for your own policy brief. It is not expected that you delve in the details every week, but you should plan to do so for the majority of weeks. You are also welcome to find additional material to supplement your knowledge.

January 15, 2019 — Introduction

David Donaldson (2018) 'Being Evidence-based is really, really hard': Shifting Evaluation Culture. *The Madarin* June 15. Available at <https://www.themandarin.com.au/94412-being-evidence-based-is-really-really-hard-shifting-evaluation-culture/>

January 22, 2019 — Gender Representation in Public Policy

Corinne A. Moss-Rascusin, John F. Dovidio, Victoria L. Berscoll, Mark J Graham, and Jo Handelsman (2012) Science Faculty's Subtle Gender Biases in Favour of Male Students. *Proceedings of the National Academy of Sciences of the United States of America* 109(41), pp. 164747-16479. Available at <http://www.pnas.org/content/pnas/109/41/16474.full.pdf>

Danica Savonick and Cathy N. Davidson (2017) Gender Bias in Academe: An Annotated Bibliography of Important Recent Studies. *LSE Impact Blog*. Available at

<http://blogs.lse.ac.uk/impactofsocialsciences/2016/03/08/gender-bias-in-academe-an-annotated-bibliography/>

Roger Backhouse and Beatrice Cherrier (2018) 'I Occasionally Learn Something': Paul Samuelson, Gender Bias and Discrimination Before 1973 (June 30). Available at SSRN https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3206042

Justin Wolfers (2017) Evidence of a Toxic Environment for Women in Economics. *New York Times* August 18. Available at <https://www.nytimes.com/2017/08/18/upshot/evidence-of-a-toxic-environment-for-women-in-economics.html>

January 29, 2019 — GBA+

Guest Reading

Ronnie Downes, Lisa von Trapp, and Scherie Nicol (2017) Gender Budgeting in OECD Countries. *OECD Journal on Budgeting* 16(3). Available at <https://www.oecd.org/gender/Gender-Budgeting-in-OECD-countries.pdf>

Janet Stotsky (2017) Gender Budgeting: A Survey of Experiences and Policy Implications. Available at <https://www.dropbox.com/sh/0582di3vn72n9rq/AAC1duPROpQDUSZGuxAI4MjHa/janet%20stotsky-Presentation%20on%20gender%20budgeting%20%20%20for%20Toronto%20workshop.pdf?dl=0>

Gender and the Economy (n.d.) Gender Budgeting: A Tool for Achieving Equality. Available at <https://www.gendereconomy.org/gender-budgeting-a-tool-for-achieving-equality/>

Diane Elson (n.d.) Budgeting for Gender Equality: Lessons from the UK. Available at <https://www.dropbox.com/sh/0582di3vn72n9rq/AACfeL9gPwPiv-cOKZ6YtSaPa/diane%20elson-Budgeting%20for%20Gender%20Equality.pdf?dl=0>

Anne Manne (2018) Making Women's Unpaid Work Count. *The Monthly*, May. Available at <https://www.themonthly.com.au/issue/2018/may/1525096800/anne-manne/making-women-s-unpaid-work-count>

Isabella Bakker (2006) Gender Budget Initiatives: Why They Matter in Canada. *Canadian Centre for Policy Alternatives Alternative Federal Budget 2006*. Available at https://www.policyalternatives.ca/sites/default/files/uploads/publications/National_Office_Pubs/2005/afb2006_techpaper1_gender_budget_initiatives.pdf

Background/Context/Evidence from Other Jurisdictions

Popular Press

CBC News (2018) 'Fair Share:' Minister Vows Gender-conscious Budget Won't Leave Out Alberta Women. *CBC News* March 24. Available at <https://www.cbc.ca/news/canada/edmonton/alberta-budget-gender-conscious-stephanie-mclean-1.4591192>

Government Material

United Nations (2002) Gender Mainstreaming: An Overview. Available at <http://www.un.org/womenwatch/osagi/pdf/e65237.pdf>

Status of Women Canada (2017) Gender-based Analysis Plus (GBA+). Available at <https://www.swc-cfc.gc.ca/gba-accs/index-en.html>¹

Status of Women Canada (2016) Action Plan on Gender-based Analysis (2016-2020). Available at <https://www.swc-cfc.gc.ca/gba-accs/plan-action-2016-en.html>

Finance Canada (2017) Budget 2017: Chapter 5-Equal Opportunity: Budget 2017's Gender Statement. Available at <https://www.budget.gc.ca/2017/docs/plan/chap-05-en.html>

Finance Canada (2018) Budget 2018: Chapter 5-Equality. Available at <https://www.budget.gc.ca/2018/docs/plan/chap-05-en.html>

White Papers

Anita Neville (2005) Gender-based Analysis: Building Blocks for Success. Report of the Standing Committee on Status of Women. Available at <https://www.ourcommons.ca/Content/Committee/381/FEWO/Reports/RP1778246/feworp02/feworp02-e.pdf>

McKinsey & Company (2017) The Power of Parity: Advancing Women's Equality in Canada. Available at <https://www.mckinsey.com/featured-insights/gender-equality/the-power-of-parity-advancing-womens-equality-in-canada>

February 5, 2018 — Board Quotas

Guest Reading

Deborah Rhode and Amanda K. Packel (2014) Diversity on Corporate Boards: How Much Difference Does it Make? *Delaware Journal of Corporate Law* 39(2), pp. 377-426. Available at SSRN: <https://ssrn.com/abstract=1685615> or <http://dx.doi.org/10.2139/ssrn.1685615>

¹ Navigate the website using the menu on the left-hand side. Note all provincial (including the [Government of Alberta](#)) and municipal governments in Canada employing GBA+ link to this material.

Nermeen Shehata, Ahmed Salhin, and Moataz El-Helaly (2017) Board Diversity and Firm Performance: Evidence from the U.K. SMEs. *Applied Economics* 49(48), pp. 4817-4832. University of Calgary Library link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_wos000405905700001&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

Knowledge@Wharton (2017) Does Gender Diversity on Boards Really Boost Company Performance? May 18. Available at <http://knowledge.wharton.upenn.edu/article/will-gender-diversity-boards-really-boost-company-performance/>

Background/Context/Evidence from Other Jurisdictions

Popular Press

Editor (2017) The Old-girls' Network: Ten Years on From Norway's Quota for Women on Corporate Boards. *The Economist* February 17. Available at <https://www.economist.com/business/2018/02/17/ten-years-on-from-norways-quota-for-women-on-corporate-boards>

Aaron Dhir and Sarah Kaplan (2017) Women in the Boardroom: Has the Time for Quotas Arrived? *The Globe and Mail* October 6. Available at <https://www.theglobeandmail.com/report-on-business/rob-commentary/women-in-the-boardroomhas-the-time-for-quotas-arrived/article36517480/>

Claire Zillman (2017) The EU is Taking a Drastic Step to Put More Women on Corporate Boards. *Fortune* November 20. Available at <http://fortune.com/2017/11/20/women-on-boards-eu-gender-quota/>

Gender and the Economy (n.d.) The Debate About Quotas. Available at <https://www.gendereconomy.org/the-debate-about-quotas/>

Supporting Academic Pieces

Muriel Niederle, Carmit Segal, and Lise Vesterlund (2013) How Costly is Diversity? Affirmative Action in Light of Gender Differences in Competitiveness. *Management Science* 59(1), pp. 1-16. Available at <https://web.stanford.edu/~niederle/Niederle.Segal.Vesterlund.MS.2013.pdf>

Matsa, David A., and Amalia R. Miller. 2013. "A Female Style in Corporate Leadership? Evidence from Quotas." *American Economic Journal: Applied Economics*, 5 (3): 136-69. University of Calgary Library link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_proquest1412592891&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

Daniel C. M. Low, Helen Roberts, and Rosalind H. Whiting (2015) Board Gender Diversity and Firm Performance: Empirical Evidence from Hong Kong, South Korea, Malaysia, and Singapore. *Pacific Basin Finance Journal* 35(A), pp. 381-401. University of Calgary Library

link: [https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sciversesciencedirect_elsevierS0927-538X\(15\)00031-1&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US](https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sciversesciencedirect_elsevierS0927-538X(15)00031-1&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US)

February 5, 2018 — Gender and Politics

Guest Reading

Melanee Thomas (2018) In Crises or Decline? Selecting Women to Lead Provincial Parties in Government. *Canadian Journal of Political Science* 51(2), pp. 379-403. University of Calgary Library link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cambridgeS0008423917001421&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

Melanee Thomas (2013) Barriers to Women's Political Participation in Canada. *University of New Brunswick Law Journal* 64, pp. 218-233. University of Calgary Library Link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_gale_legal338037162&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

Marc Andre Bodet and Melanee Thomas (2013) Sacrificial Lambs, Women Candidates, and District Competitiveness in Canada. *Electoral Studies* 32(1), pp. 153-167. University of Calgary Library Link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_gale_ofa322436576&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

Melanee Thomas (2012) The Complexity Conundrum: Why Hasn't the Gender Gap in Subjective Political Competence Close? *Canadian Journal of Political Science* 45(2), pp. 337-358. University of Calgary Library Link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cambridgeS0008423912000352&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

Background/Context/Evidence from Other Jurisdictions

White Papers

UN Women (2017) Facts and Figures: Leadership and Political Participation. Available at <http://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>

Erin Virgint (2016) Electoral System and Women's Representation. Library of Parliament Research Publications. Available at <https://lop.parl.ca/Content/LOP/ResearchPublications/2016-30-e.html>

Claire Bennett (2014) A Gender Agenda: The Effectiveness of Quota Systems in Increasing Women's Meaningful Participation in Politics. Australian Institute of International Affairs.

Available at <https://www.internationalaffairs.org.au/news-item/a-gender-agenda-the-effectiveness-of-quota-systems-in-increasing-womens-meaningful-participation-in-politics/>

Supporting Academic Pieces

Thushyanthan Baskaran, Sonia Bhalotra, Brian Min, and Yogesh Uppal (2018) Women Legislators and Economic Performance. *IZA Discussion Papers* No. 11596. Available at <ftp://ftp.iza.org/dps/dp11596.pdf>

Drude Dahlerup and Lenita Freidenvall (2006) Quotas as a 'fast track' to Equal Representation for Women: Why Scandinavia is No Longer the Model. *International Feminist Journal of Politics* 7, pp. 26-48. University of Calgary Library Link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_tayfranc10.1080/1461674042000324673&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

February 26, 2018 — The Gender Gap in Education

Guest Reading

Kelly Foley (2018) The Gender Gap in University Enrollment: Do Parents Play a Role Beyond Investing in Skills (Forthcoming *Canadian Journal of Economics*). Available at https://drive.google.com/file/d/1DTC-E-V_fPHvEOoWwVSYLt_R3Dm_N9b6/view

Background/Context/Evidence from Other Jurisdictions

Popular Press

Daniel Drolet (2007) Minding the Gender Gap. *University Affairs*, September 10. Available at <https://www.universityaffairs.ca/features/feature-article/minding-the-gender-gap/>

Judith Warner (2013) Is There Really a 'Boy Crisis'? *Time*, March 21. Available at <http://ideas.time.com/2013/03/21/the-boy-crisis-is-it-fictional/>

White Papers

The Conference Board of Canada (2018) Gender Gap in Tertiary Education. Available at <https://www.conferenceboard.ca/hcp/provincial/education/gendergap.aspx>

Paul Cappon (2011) Exploring the 'Boy Crisis' in Education. *Canadian Council on Learning*, January. Available at <https://equalitycanada.com/wp-content/uploads/2012/09/Exploring-the-Boys-Crisis-in-Education.pdf>

Supporting Academic Pieces

Angelika Kerr (2010) What about the Boys? An Overview of Gender Trends in Education and the Labour Market in Ontario. *Higher Education Quality Council of Ontario*. Available at <http://www.heqco.ca/SiteCollectionDocuments/FINAL%20Gender%20ENG.pdf>

David Card, Abigail Payne, and Christina Sechel (2010) Understanding the Gender Gap in University Participation: An Exploration of Application Behaviour of Ontario High School Students. *Higher Education Quality Council of Ontario*. Available at <http://www.heqco.ca/SiteCollectionDocuments/Understanding%20the%20Gender%20Gap%20in%20University%20Participation%20ENG.pdf>

Louis N. Christofides, Michael Hoy, and Ling Yang (2010) Participation in Canadian Universities: The Gender Imbalance (1977-2005). *Economics of Education Review* 29(3), pp. 400-410. University of Calgary Library link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_ericEJ878978&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

Nicole M. Fortin, Philip Oreopoulous, Shelley Phipps (2015). Leaving Boys Behind: Gender Disparities in High Academic Achievement. *Journal of Human Resources* 50(3), pp. 549-579. University of Calgary Library link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_museS154880041530000X&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

March 5, 2018 — Mancessions

Guest Reading

TBA

Background/Context/Evidence from Other Jurisdictions

Popular Press

Derek Thompson (2009) It's Not Just a Recession. It's a Mancession. *The Atlantic* July 9. Available at <https://www.theatlantic.com/business/archive/2009/07/its-not-just-a-recession-its-a-mancement/20991/>

Catherine Rampell (2010) Mancessions, Around the World. *Economix* March 15. Available at <https://economix.blogs.nytimes.com/2010/03/15/mancements-around-the-world/>

Heather Boushey (2011) The End of the Mancession. *Slate* January 25. Available at http://www.slate.com/articles/double_x/doublex/2011/01/the_end_of_the_mancement.htm

Suzanne Lucas (2012) Women Hit Hardest in the Mancession's Mancoverly. *Money Watch* July 18. Available at <https://www.cbsnews.com/news/women-hit-hardest-in-the-mancements-mancoverly/>

Robson Fletch (2018) Why Calgary's Downturns Tend to Be Mancessions. *CBC News* July 4. Available at <https://www.cbc.ca/news/canada/calgary/calgary-mancession-recession-male-income-declines-1.4726410>

White Papers

Howard J. Wall (2009) The "Man-cession" of 2008-2009: It's Big, but It's Not Great. *Federal Reserve Bank of St. Louis Regional Economist*. Available at <https://www.stlouisfed.org/publications/regional-economist/october-2009/the-mancession-of-20082009-its-big-but-its-not-great>

Mark Perry (2010) The Great Mancession of 2008-2009. Statement before the House Ways and Means Committee. Available at <http://www.aei.org/wp-content/uploads/2011/10/GreatMancessionTestimony.pdf>

Dan Fox and Melissa Moyser (2018) The Economic Well-being of Women in Canada. *Women in Canada: A Gender-based Statistical Report Statistics Canada Catalogue No. 89-503-X*. Available at https://www150.statcan.gc.ca/n1/en/pub/89-503-x/2015001/article/54930-eng.pdf?st=L_hr2gYi

Supporting Academic Pieces

Dara Z. Strolovitch (2013) Of Mancession and Hecoveries: Race, Gender, and the Political Construction of Economic Crises and Recovery. *Perspective on Politics* 1(1), pp. 167-176. University of Calgary Library Link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_jstor_archive_743280695&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

Christian Bredemeier, Falko Juessen, and Roland Winkler (2017) Man-cessions, Fiscal Policy, and Gender Composition of Employment. *Economics Letters* 158, pp. 73-76. University of Calgary Library Link: [https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sciversesciencedirect_elsevierS0165-1765\(17\)30249-5&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US](https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sciversesciencedirect_elsevierS0165-1765(17)30249-5&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US)

March 12, 2018 — Gender Wage Gap

Guest Reading

Tammy Schirle (2015) The Gender Wage Gap in the Canadian Provinces, 1997-2014. *Canadian Public Policy* 41(4), pp. 309-319. University of Calgary Library link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_museS1911991715400048&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

Background/Context/Evidence from Other Jurisdictions

Popular Press

Sarah Kliff (2017) The Truth About the Gender Wage Gap. *The Vox* September 8. Available at <https://www.vox.com/2017/9/8/16268362/gender-wage-gap-explained>

Claire Cain Miller (2018) The 10-Year Baby Window that is the Key to the Women's Pay Gap. *New York Time* April 9. Available at <https://www.nytimes.com/2018/04/09/upshot/the-10-year-baby-window-that-is-the-key-to-the-womens-pay-gap.html>

Sarah Kliff (2018) A Stunning Chart Shows the True Cause of the Gender Wage Gap. *The Vox* February 19. Available at <https://www.vox.com/2018/2/19/17018380/gender-wage-gap-childcare-penalty>

White Papers

Marie Drolet (2011) Why Has the Gender Wage Gap Narrowed? *Perspectives on Labour and Income*, Statistics Canada, Spring. Available at https://www150.statcan.gc.ca/n1/en/pub/75-001-x/2011001/pdf/11394-eng.pdf?st=Lyz_dnnH

Melissa Moyser (2017) Women and Paid Work. *Women in Canada: A Gender-based Statistical Report Statistics Canada Catalogue No. 89-503-X*. Available at <https://www150.statcan.gc.ca/n1/en/pub/89-503-x/2015001/article/14694-eng.pdf?st=Zo3awyqR>

Supporting Academic Pieces

Henrik Kleven, Camille Landais, Jakob Egholt Sogaard (2018). *NBER Working Paper w24219*. Available at https://www.henrikkleven.com/uploads/3/7/3/1/37310663/kleven-landais-sogaard_nber-w24219_jan2018.pdf

Tammy Schirle and Elizabeth Vickers (2015) The 2014 Gender Wage Gap in Ontario. LCERPA Commentary No. 2015-1. Available at http://www.lcerpa.org/public/papers/LCERPA_C2015_1_Ontario_Gender_Wage_Gap.pdf
March 19, 2018 — Gender and Carbon Tax

Guest Reading

Marjorie Griffin Cohen (2014) Gendered Emissions: Counting Greenhouse Gas Emissions by Gender and Why it Matters. *Alternative Routes* 25, pp. 55-80/ Available at <http://www.alternateroutes.ca/index.php/ar/article/viewFile/20595/16990>

Background/Context/Evidence from Other Jurisdictions

Popular Press

The Canadian Press (2018) Morneau Ducks Queries on Carbon Tax Gender Costs, but Doc Says Feds have Done It. *Financial Post* April 30. Available at

<https://business.financialpost.com/pmn/business-pmn/morneau-ducks-queries-on-carbon-tax-gender-costs-but-doc-says-feds-have-done-it>

Sarah Turnbull (2018) Tory MPs Grill Morneau Over Gender Equity Budget. *iPolitics* April 30. Available at <https://ipolitics.ca/2018/04/30/morneau-faces-backlash-as-he-makes-pitch-for-womens-rights-post-budget/>

Is the Canadian Carbon Tax Sexist?

<https://www.youtube.com/watch?v=dNXTnXgVTk8&feature=youtu.be>

White Papers

West Coast Leaf (2010) Equality Impact Backgrounder: Gender Audit of the BC Carbon Tax Act. Available at <http://www.westcoastleaf.org/wp-content/uploads/2014/10/2010-EQUALITY-IMPACT-Carbon-Tax-Backgrounder.pdf>

West Coast Leaf (2011) Equality Impact Statement: Carbon Tax. Available at <http://www.westcoastleaf.org/wp-content/uploads/2014/10/2011-EQUALITY-IMPACT-Carbon-Tax-Statement.pdf>

Environment and Climate Change Canada (2018) Estimated Results of the Federal Carbon Pollution Pricing System Appendix 2: Summary of a Gender-based Analysis. Available at https://www.canada.ca/content/dam/eccc/documents/pdf/reports/estimated-impacts-federal-system/federal-carbon-pollution-pricing-system_en.pdf

Gender Innovations in Science, Health & Medicine, Engineering, and Environment (n.d.) Climate Change: Analyzing Gender, and Factors Intersecting with Gender. Available at <http://genderinnovations.stanford.edu/case-studies/climate.html#tabs-2>

Supporting Academic Pieces

Nathalie Chalifour (2010) A Feminist Perspective on Carbon Taxes. *Canadian Journal of Women and the Law* 22(1), pp. 169-212. University of Calgary Library Link: https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_museS1911023510100083&context=PC&vid=UCALGARY&search_scope=EVERYTHING&tab=everything&lang=en_US

Jessica Knowler (2017) British Columbia's Carbon Tax: Addressing Gender, Age, and Locational Impacts. Mimeograph, Simon Fraser University. Available at <http://summit.sfu.ca/item/17284>

March 26, 2018 — Fertility Policy

Guest Reading

TBA

Background/Context/Evidence from Other Jurisdictions

TBA

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/. 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 8th 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.

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