



GENDER & SOCIAL POLICY

WEDNESDAY 4-6:30

How to Contact Your Professor: Please schedule meetings with Dr. Baker via email. Please indicate the reason you are contacting her in the subject line. If you do not receive a response within 48 hours please re-send your email.

Weekend Communication: Unless a prior arrangement was reached, professors are not available for email responses on the weekend or over school breaks. Students are welcome to send emails during those time frames, but they will not be answered until the next business day.

COURSE DESCRIPTION

Gender and Social Policy develops an advanced understanding of social policies through a focus on social issues and conditions through the lens of gender, economic and critical theory. The specialized focus on gender and social policy provides students with the opportunity to develop more specialized knowledge about how market dynamics and government policies respond to the needs and risks faced by women. Specific emphasis is placed on utilizing theoretical frameworks to evaluate the intersection between social policy, history and social science in relationship to gender issues. Students are also expected to conduct a policy analysis that includes an evaluation of how current and former social movements surrounding gender issues shaped their policy of interest.

## COURSE OBJECTIVES

1. To apply foundations of social welfare policy to a particular population, issue or social condition, in this case women.
2. To use scientific data, historical knowledge, theoretical frameworks, and social science to develop an advanced understanding of how social welfare policy affects particular social conditions and the unique needs of women.
3. To demonstrate how value conflicts, ethical dilemmas, and contradictions rise in work with women and women's issue and to analyze the relationship of these conflicts and dilemmas to changing social conditions.
4. To interpret how the dynamics of oppression, as well as the desire for social justice can affect the development of social services and social welfare policies targeted to women from all walks of life.
5. To formulate an understanding of how racism, sexism, classism, heterosexism, ablism, ageism and other sources of oppression affect the social conditions under which women live; their opportunities and life chances; the social policies developed to meet their needs, and the means available to mediate, correct or eliminate inequities.
6. To evaluate how personal values, attitudes, social stereotypes shape work with women and women's issues particular social and to understand how, to recognize, clarify, balance or modify one's own values and attitudes.
7. To transfer knowledge and skills developed for work with a specific issue or special population to more generalized issues and groups.

## COURSE REQUIREMENTS

### ATTENDANCE

Students are expected to attend all classes, be prepared to discuss assigned readings, and participate fully in class activities. The instructor should be advised in advance of anticipated absences and students may be expected to complete alternative assignments.

***Excused absences do not include client or internship emergencies.*** If you are experiencing a conflict between the expectations of your placement and class time please let the professor know so that an arrangement can be made.

## FINAL VERSION

### STUDENT CONDUCT

Students are expected to be familiar with and comply with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions and other actions. The Code can be found at [www.upenn.edu/academicintegrity](http://www.upenn.edu/academicintegrity). **I expect all students to read and be responsible for the information in this Code. There is a special section of this website that addresses issues for international students.**

### IMPROVE YOUR WRITING

Writing is an essential professional skill for policy analysis and social work practice. Even the best writers have room for improvement. In some cases, instructors may suggest that students seek help with their writing; in other cases, students might decide on their own that professional help is in order. Penn's Marks Family Writing Center has a variety of services for those who would like help with their writing ([http://writing.upenn.edu/critical/writing\\_center](http://writing.upenn.edu/critical/writing_center)).

**OWL Purdue APA site is the best resource on the web for APA formatting. Make sure to review it thoroughly prior to submitting your papers.**

<https://owl.english.purdue.edu/owl/resource/560/01/>

ASSIGNMENT information is located at the back of the syllabus

### ELECTRONIC DEVICES

Laptops, Ipads, netbooks, Smartphones, cell phones, I-Pods or any electronic device of any sort will not be used during class time without prior permission from the professor. Exceptions are very rare. Students who choose to use these devices in class will be asked to leave class and may receive a grade deduction as a result. Texting and/or using social media during class will result in a reduced final grade. If you need to remain connected to a phone for on-call or emergency caregiving purposes, please let the professor know ahead of time.

### RECORDING POLICY

Due to the sensitive nature of the material students are not permitted to record video or audio during this course. Failure to comply with this policy will significantly impact your grade.

## GENERAL POLICIES ON ASSIGNMENTS

- All work completed by students, whether in-class assignments or formal assignments, must be the student's own work. Faculty will check papers from electronic sites to assure that student's have not taken work off the internet or directly from text books. As indicated above, students must adhere to the University of Pennsylvania's Code of Academic Integrity. Unless otherwise specified, all assignments are to be submitted to the professor via email by the dates indicated at the end of the syllabus.
- **Technology malfunctions will not be accepted as reasons for late or incomplete work.** There are many, many ways to back up your work for free or a small cost. Please speak to Dr. Baker if you do not know how to do this and she will be happy to assist you! Storing your papers on a hard drive only is a path to computer disaster.
- Paper extensions are rare and only occur in the most unusual circumstances (For example, a death in the family, **you or an immediate family member** are in the hospital, your house burns down, you are stranded in an international airport). The key to balancing your course work is staying organized and on top of your deadlines.
- **Dual paper dates.** If you have a paper due for another course at the same time as this one please speak to me ASAP and I will offer you a different due date for the assignment in my course. **Please do not hesitate to take advantage of this option** as I prefer you focus on a single assignment at a time. However, these requests must be made early in the semester.

## STUDENT SUPPORT

Your classmates represent one of your best resources both within the program and post-graduation. You are strongly encouraged to communicate with each other about assignments. While each paper will differ based on focus area, it is very helpful to have an outside opinion on your work.

## FINAL VERSION

### GRADING

The grade for this course is calculated as follows:

Participation & Attendance: 20%

(Includes (but is not limited to) classroom attendance, keeping up with readings, participating in the weekly discussion groups & participating in class. Turning in your preliminary bibliography late will result in a loss of 5% of points in this category).

Mid-Term Assignment: 30%

Final Assignment: 50%

**Assignment details are located at the back of the syllabus**

### CANVAS DISCUSSION BOARD

Each week 2 students will be assigned to lead a class discussion based on the readings for that week. ALL class members are required to post a discussion question for the class onto the canvas site each week by the end of business on Tuesday. The 2 discussants will take a look at the list of questions and choose 2-3 questions to use in moderating a conversation in class the next day. On occasion students will also be asked to post an image from the popular press, social media or a news site to accompany the question.

### READINGS

Required Texts:

**Available at the Penn Book Store at 36th and Walnut. Be sure to get the specified editions of all texts.**

Abramovitz, M. (2018). *Regulating the lives of women: Social welfare policy from colonial times to the present*. Routledge. **3<sup>rd</sup> Edition Required**

Kimmel, M. (2013). *Angry White Men: American Masculinity at the End of an Era*. New York: Nation Books.

Orenstein, P. (2011). *Cinderella ate my daughter*. NY: HarperCollins.

Collins, P. H. (2002). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge. **2009 Edition**

Last Updated. 1/17/18

### **CONTENT DISCLAIMER**

This is an intense, but very rewarding seminar style course where students will be engaging with materials that some may find upsetting if they have experienced violence or trauma. Regardless of one's background or personal beliefs the readings are designed to rigorously challenge your thinking and stimulate your passion for social justice issues as they pertain to your topic area of interest. In the course of engaging historic texts addressing some of the most trying periods in American History it is normal—indeed expected---that one experience texts deeply. That being said, Dr. Baker will make every effort to provide students with a heads up on weeks that cover difficult material. If you anticipate an issue with a reading please contact her. One of the chief teaching aims of this course is to place current events (as they pertain to gender) in conversation with theory, history, and the ways in which “doing gender” has been written into social welfare policy in the past and present. As such there may be weeks where students are asked to take on an additional reading and/or swap one out based on current events.

**\*\*\*BRING THE WEEK'S READINGS TO CLASS EACH WEEK**

**Week 1: January 17<sup>th</sup> \* Read the first 3 news articles and choose one additional reading. PLEASE READ PRIOR to the first class.**

1. Kimmel, M. (2012, November 29). The Mythical War on Men. (one page) *CNN*. Available: <http://www.cnn.com/2012/11/29/living/war-on-men/index.html>

2. Chimamanda Ngozi Adichie. (2016). Now is the time talk about what we are actually talking about. (two pages).

<http://www.newyorker.com/culture/cultural-comment/now-is-the-time-to-talk-about-what-we-are-actually-talking-about> - <http://www.newyorker.com/culture/cultural-comment/now-is-the-time-to-talk-about-what-we-are-actually-talking-about>

3. Traister, R. (2017). This moment isn't (just) about sex. It's really about work.

<https://www.thecut.com/2017/12/rebecca-traister-this-moment-isnt-just-about-sex.html>

Thompson, B. (2002). Multiracial feminism: Recasting the chronology of second wave feminism. *Feminist Studies*, 337-360.

Nadasen, P. (2002). Expanding the boundaries of the women's movement: Black feminism and the struggle for welfare rights. *Feminist Studies*, 271-301.

Burnham, L. (2001). Doing double duty. *Colorlines*, 4(3), 23.

Martinez, E. (1998). In Pursuit of Latina Liberation. In *De Colores Means All of Us, Latina Views for a Multi – Colored Society*. Boston: South End Press.

Chow, E. N. L. (1987). The development of feminist consciousness among Asian American women. *Gender & Society*, 1(3), 284-299.

Feifer, M., & Maher, J. (n.d.) The history of Black feminism and womanism: Their emergence from the modern women's movement.

Zakaria, R. (2015, November 13). Sex and the Muslim Feminist. *New Republic*. Available here: <https://newrepublic.com/article/123590/sex-and-the-muslim-feminist>

**\*While you are not required to read all of these, take note of their focus as many of you may draw from these for your papers\***

**Week 2: January 24th**

**(READ ALL this week)**

Jaggar A. & Rothenberg, P. (1993). Theories of Women's Subordination. In *Feminist Frameworks: Alternative Theoretical Accounts of the Relations Between Women and Men* (113-126). NY: McGraw Hill.

Collins, P. H. (2002). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge. Chapter 1. Politics of Black Feminist Thought

Kimmel, M. Preface, Chapters 1-2.

OPTIONAL

Faludi, Susan (2006) *Backlash: The Undeclared War Against American Women* (NY: Crown Publishers,) Introduction: <http://www.susanfaludi.com/backlash-chapter.html>

**SECTION II: THEORIES, FRAMEWORKS & MODELS**

The theories, frameworks, and ideologies that inform a “gendered” analysis of social welfare policy including the ideology of women’s roles and gendered stereotypes of white women and women of color. Discussion will also include the role of sexualization in the gendered stereotypes of women, and particularly women of color.

**Week 3: January 31st**

Theory

The Construction of Gender

**(READ ALL)**

Abramovitz, M. (1996). *Regulating the lives of women: Social welfare policy from colonial times to the present*. Boston: South End Press.

- Ch. 2 "The Colonial Family Ethic" (45-67)
- Ch. 4 "A Woman's Place is in the Home." (107-129)

**CHOOSE ONE**

West, C. & Zimmerman, D. H. (1987). Doing gender. *Gender & Society*, 1(2), 125-151.

Lorber, J. (1994). The social construction of gender. In *Paradoxes of Gender*. New Haven, CT: Yale University Press



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Tolman, D., Davis, B.R. & Bowman, C.P. “That’s Just How It Is”: A Gendered Analysis of Masculinity and Femininity Ideologies in Adolescent Girls’ and Boys’ Heterosexual Relationships. *Journal of Adolescent Research*, 1-29.

**SUNDAY FEBRUARY 4<sup>TH</sup> TOPIC & Prelim BIBLIOGRAPHY DUE AT MIDNIGHT**

**Week 4: February 7th Intersectionality (READ ALL)**

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 1241-1299.

Intersectionality Handout (one page)

Collins, P. H. (2002). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge. Ch. 2: “Distinguishing Features”

Ta-Nehisi Coates- My President Was Black – Atlantic Magazine

<https://www.theatlantic.com/magazine/archive/2017/01/my-president-was-black/508793/>

**Week 5: February 14th**

Stereotypes

**(Read Collins, Orenstein, Kimmel & 1 additional from any other category)**

**CANVAS ASSIGNMENT: Please also post a link, brief video clip (1 minute or less) or an image that exemplifies one of the stereotypes you read about. Postings are welcome from movies, television, reality TV, etc. We will be using these for the class discussion.**

Kimmel, M. Angry White Men Chapter 4.

1. African American Women

Collins, P. H. (2002). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge.

- Ch. 4: “Mammies, Matriarchs”

2. Latina Women

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Cofer, J.O. (2004). The Myth of the Latin Woman: I Just Met A Girl Named Maria. In M.L. Anderson & P.H. Collins (Eds), *Race, Class & Gender: An Anthology* (337-341). Belmont, CA; Wadsworth.

### 3. Asian American Women.

Le Espiritu, Y. (2001). "We Don't Sleep around like White Girls Do": Family, Culture, and Gender in Filipina American Lives. *Signs*, 415-440.

### 4. Lesbian Women.

Rich, A. C. (2003). Compulsory heterosexuality and lesbian existence. *Journal of Women's History*, 15(3), 11-48.

### 5. Girlhood

Orenstein, P. (2011). *Cinderella ate my daughter*. NY: HarperCollins.

- Ch. 2: "What's wrong with Cinderella?"
- Ch. 3: "Pinked

## **Week 6: February 21st (Read all and listen to podcast)**

Sexualization

Regulating the Body

Orenstein, P. (2011). *Cinderella ate my daughter*. NY: HarperCollins.

- Ch. 7: "Wholesome to Whoresome"

American Psychological Association. (2008). Report of the APA Task Force on the Sexualization of Girls. Pages 1-34 only! (although you're welcome to read more if you choose ☺

O'Neill, E. (2016). Guardians of Chastity and Morality: A century of silence in social work. *The Journal of Sociology & Social Welfare*. 43(2).

Podcast: Radiolab, What If There Was No Destiny? (Canvas) Available here:

<http://www.radiolab.org/2012/nov/19/what-if-no-destiny/>

## OPTIONAL:

Baker, A. C., Brown, L. M., & Ragonese, M. (2016). Confronting Barriers to Critical Discussions about Sexualization with Adolescent Girls. *Social Work*, 61(1), 79-81. (4 pages

Last Updated. 1/17/18

### SECTION III: WOMEN & SOCIAL POLICY AREAS

Critically explores, assesses, and analyzes social welfare policy and social services in relation women. Describes the development of social welfare policies and the structure and operation of social service programs as they affect women. Examines the impact of current trends in social welfare policy including cutbacks, devolution and privatization, family values, managed care, welfare reform and other major policy shifts. Assess the impact of these changes on the ability of the social service system to respond effectively to the needs of diverse groups in the population, to remedy the impact of oppressive forces and ensure that social provision reflects social work's ethical mandate to provide service that is accessible, equitable, humane, and responsive the needs and interests of all groups in society.

#### Week 7: February 28th

Women & the Welfare State: Through the Lens of Gender  
Applying the Gender Lens to Social Policy I

#### Read Chapter 3 & *EITHER* 5 or 6 (Class will divide in half)

Abramovitz, M. (1996). *Regulating the lives of women: Social welfare policy from colonial times to the present*. Boston: South End Press.

- **Ch. 3.** “Women & the Poor Laws of Colonial America” (75-105)
- **Ch. 5.** “Women & 19th Century Relief” (137-180)
- **Ch. 6.** “Poor Women & Progressivism” (181-213)
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**Sunday MARCH 4<sup>TH</sup> PAPER I DUE AT MIDNIGHT**

**SPRING BREAK MARCH 5-10**

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**Week 8: March 14th**

Applying the gender lens to social policy II  
Social Construction of the Welfare Mother

**CANVAS ASSIGNMENT: Please also post a link, brief video clip (1 minute or less) or an image that exemplifies the social construction of a Welfare Mother. Postings are welcome from movies, television, reality TV, etc.**

**(READ Seccombe, Collins, & Ch. 11 Abramovitz, PLUS Canvas assignment, instructions in class)**

Seccombe, K. (1998). "They think you ain't much of nothing": The social construction of the welfare mother. *Journal of marriage and the family* 60(4): 849-865.

Abramovitz, M. (1996). *Regulating the lives of women: Social welfare policy from colonial times to the present*. Ch. 11. "Restoring The Family Ethic"

Collins, P. H. (2002). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Routledge. Ch. 8: Black Women and Motherhood

OPTIONAL

Edin, K. & Lein, L. (1997). *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work*. NY: Russell Sage Foundation.  
• Ch. 6 (143-191)

Abramovitz, M. (2000). The Gendered Welfare State. In *Under Attack, Fighting Back, Women and Welfare in the US* (86-112). NY: Monthly Review.

**Week 9: March 21st**

Inside Job. Instructions will be provided in class for an online assignment. No readings this week.

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**Week 10: March 28th**

The Great Recession & the Impact on Women  
Economic Stimulus & Women

**(Read all)**

Castro Baker, A. (2014). Eroding the wealth of women: Gender & the subprime crisis. *Social Service Review*, 88(1).

Kimmel, M. Angry White Men Chapter 6

OPTIONAL:

Fishbein, A. & Woodall, P. (2006). *Women are prime target for sub-prime Lending*. Consumer Federation of America. Available here:  
<http://thewomensfoundation.org/wp-content/uploads/2008/01/womenprimetargetssubprimeloansstudy120606.pdf>

Dear Mr. President-Elect Applying A Gender Lens To Obama's Proposed Stimulus Package  
[http://www.femst.ucsb.edu/projects/crwsj/feminist\\_historians.php#letter](http://www.femst.ucsb.edu/projects/crwsj/feminist_historians.php#letter)

**Week 11: April 4th**

Social Security and The Wealth Gap

**(EVERYONE Listen to Podcast: This American Life - Trends with Benefits & read 1 of the readings below.)**

Podcast: This American Life – Trends with Benefits Available here:  
<http://www.thisamericanlife.org/radio-archives/episode/490/trends-with-benefits>

Abramovitz, M. (1996). *Regulating the lives of women: Social welfare policy from colonial times to the present*. Boston: South End Press.

- Ch. 7. “The Great Depression & Social Security Act” (215- 240)
- Ch. 8. “Old Age Insurance” (241-271)

Castro Baker, A., West, S., & Wood, A. (2017). Asset Depletion, Chronic Financial Stress, and Mortgage Trouble. *The Gerontologist*.

Chang, M. (2010). (Selections).

Last Updated. 1/17/18

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OPTIONAL:

Hartmann, H., & Lee, S. (2002). *Social security: The largest source of income for both women and men in retirement*. Institute for Women's Policy Research. Available here: <http://www.iwpr.org/pdf/D455.pdf>

Powell, J. (2000). We Must Bring Race Into the Social Security Debate. Institute on Race and Poverty. Available here: <http://www1.umn.edu/irp/announce/ssamit.html>

Shulevitz, Judith. (2016, January 8). It's payback time for women. *The New York Times*. Available here: [http://www.nytimes.com/2016/01/10/opinion/sunday/payback-time-for-women.html?smid=fb-share&\\_r=1](http://www.nytimes.com/2016/01/10/opinion/sunday/payback-time-for-women.html?smid=fb-share&_r=1)

The Lilly Ledbetter Fair Pay Act (2010) (1 page overview)  
[http://www.aauw.org/act/issue\\_advocacy/actionpages/LLFPA.cfm](http://www.aauw.org/act/issue_advocacy/actionpages/LLFPA.cfm)

**Week 12: April 11th Guest Lecture**

**Readings to be determined by our guest.**

**Week 13: April 18th**

Paper Presentations & Taxes

Abramovitz Mimi & Sandra Morgen (2006) Taxes Are A Women's Issue: Reframing the Debate (Selections)

**Week 14: April 25<sup>th</sup>**

Paper Presentations

**FINAL PAPER DUE MIDNIGHT SUNDAY APRIL 29th**

## TERM ASSIGNMENT

**PURPOSE:** To apply a gender lens to a social problem (issue, condition) and the social policy response to it. To deepen the understanding of social policy and special populations by examining how social policies define and serve women.

**TOPIC:** Select a social welfare policy, program, or issue. What topic, program or policy fuels your interests? What area drives your passion in policy or social welfare?

### IMPORTANT NOTES:

(1) Feminist Literature. This paper works best if draws on the feminist and women's studies literature as well as the social policy literature. There is some feminist-oriented literature in social work books and journals. But there is much more literature outside of our library and field. You can also access full-text articles from many scholarly feminists' journals on line. These databases allow you to search by topic and author.

(2) The Internet also contains useful material from advocacy groups. This is a good place to get current data on your topic as well as current policy initiatives. While the internet is very useful for facts and figures it really does not usually capture analytic information of the kind need for a research paper. So it is very important that you also delve into the academic literature. **However, a paper based only on internet sources is not acceptable.**(this does not include articles from the library's electronic data bases which provide you with access to academic journals).

(3) **The questions that follow are not meant be used as a rigid outline for our paper. They are meant to be a guide as to the type of issues you should be examining. The sections highlighted in bold MUST be covered, but the questions listed underneath are only for prompts.** You need to address these issues, but your topic may lead to some variations on the theme. Basically the idea is for your paper cover the territory described below. But you do not need to use what follows as a strict outline.

(4) **Headings and Sub-headings are required.** Headings should follow the bold prompts below. Labeling for sub-headings are up to the student.

**DISCUSSION AND POLICY ANALYSIS** Select a social problem or social issue that you want investigate.

### **1. The Problem (Issue, Condition) and the Social Policy Response**

**A. Define, describe, and analyze the social problem/issue/condition** that you selected including its scale and scope (i.e. who is affected, how many, for how long, etc). Identify which groups of women are affected and indicated why the problem/issue/condition is of concern to women in particular. This section of the paper needs to be crafted from empirical sources.

**B. Discuss the main social welfare policy designed to address the problem/issue/condition.** What is the nature of the policy? What part of the problem is it designed to address, resolve, or improve? How is the policy expected to change the social problem/ issue/conditions. What are the consequences of the policy? What groups of women in particular does it benefit? What groups are left out? Why?

**C. How has the definition of the problem/issue/condition and the policy response to it changed over time.** Summarize previous definitions of the problems and previous efforts to address it. Include the main social, economic and political developments that may have contributed to changes in definition of the problem and of any shifts in social policy. By looking at changes over time you will be able to place the social problem and social policy response in their historical context.

### **2. The Gender Lens I: Assumptions about Gender**

**A. Uncover and discuss the stated and unstated assumptions** about gender that shape the both the definition social problem/issue/condition and the social policy response(s) to it.

1. Assumptions refer to such things as expectations for gender roles, stereotypes about women, the ideology of women's roles, ideas about why women in particular suffer the problem, issue, or condition.

2. What are the assumptions about gender that seem to be embedded in the definition of the social problem? How have these assumptions affected social policy response to women, the kind of benefits and services provided by this policy, etc. 3. Use the idea of the social construction of gender found in the readings to help frame your discussion of the gender lens.

**B. Your discussion of the underlying assumptions** embedded in the social problem and policy response should cover.

1. A discussion of the assumptions about women contained in the **current** definition of the problem/issue/condition and the current social welfare policy



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2. A discussion assumptions about women contained in the **past** definition of the problem/issue/condition and the past social welfare policy.
3. Since most of the literature on this topic focus on white middle class women, include how assumption of women may be the same or differ for women of another class or race. Be specific about which other group of women you are discussing and the stereotypes applied to them.
4. Comparisons of past and present: Have the assumptions changed or remained the same? Why or Why Not?
5. What role do the embedded assumptions about women play in the nature and quality of services received by women? How do they how determine which groups of women benefit for the social policy and which groups do not.(Depending on your topic groups of women can refer top women of different races, ethnic groups, classes, sexual orientation, martial status, etc. You need to decide what kind of comparison makes most sense for your topic). Discuss how will the policy does or does not serve women to whom is addressed.

### **3. The Gender Lens II: Feminist Theories/Framework of women's subordination/ oppression.**

**A. Select a feminist theory/framework (see readings- Jaggar & Rothenberg and the intro to Family Ethic/Work Ethic- Abramovitz) and describe its main points regarding the source of gender oppression/subordination.** What does this framework tell you about the conditions under which live?

**B. Apply the selected explanation of oppression/subordination to the social problem/issue/ condition** that you are examining. That is,

1. How does the problem/issue/condition that you are examining fit into the oppression/subordination of the group you're interested in?
2. Does the social policy address the underlying conditions that contribute to the oppression/subordination of women? Elaborate on your answer to this question.

**4. Social Change – This section ought to represent an integration of the literature, the popular press (if applicable) and your personal analysis.**

**A. Drawing on (a) popular press, social media and/or alternative forms of activism, (b) the social policy, social work and women's studies literature, and (c) as well as your own thoughts and experience, discuss what policy changes to better serve the needs of women and/or the population your paper addresses.**

- Which groups or people are pushing back? How? What are they challenging? Why? Have they been successful? Why or Why not?

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- Based on all the literature you have reviewed until this point what do you believe the best course of action to be?
- Is social change possible? If so—under what timeline? If it's a slow movement towards social change—is it worth it? Why or why not?
- What is gained or lost by choosing a particular course of action?

**5. Application to Social Work Practice, Policy, Public Health or your area of expertise.** Discuss one or two ways that this gender lens has or will affect your understanding of your work in the field. (This is personal opinion, you are not required to have citations in this sections. I want to hear your thoughts on the process/experience of studying this topic—How has it changed you? The way you approach your practice professionally? Your research? Why? ))

### **LENGTH:**

20-24 pages, typed, double-spaced, and with adequate margins, **not including citations**  
PAPERS LESS THAN 20 PAGES WILL NOT BE ACCEPTED.

This paper will absolutely take you that many pages to draft, the struggle is keeping it 24 pages and under.

### **CITATION:**

APA Formatting is required:

My favorite source for checking proper citation is <http://owl.english.purdue.edu/owl/>

- 1. Preliminary outline.** A brief description & outline of the problem/policy you have selected. Please indicate why this topic is of interest to you. Include a preliminary bibliography of 5-10 resources and questions about the topic or how to approach it that have occurred to you at this point. The more detail you provide at this point, the more feedback I can provide (Length 1-2 pages.).
- 2. Section I (Approximately 8-10 pages).**
  - a. The Problem (Issue, Condition) and the Social Policy Response. If you are able I would encourage you to write beyond the social policy response to receive more feedback for your final paper. However, the grade for your mid-term only applies to the problem formulation and social policy response. If you begin writing for the gender lens section (even rough is okay) I will provide feedback, but that section will not impact your grade.
  - b. Questions. Please feel free to list 1-2 questions at the conclusion of your paper regarding any questions you have about the topic/flow of the paper.
  - c. Your professors will offer extensive feedback and in-text comments on your mid-term. The aim is to provide you with comments that will assist you in sharpening your analysis and improving your paper for your final. Expect more comments on

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your mid-term than your final.

### 3. Final Paper

Your final paper needs to include all 5 Sections (Social Problem & Social Policy Response; Gender Lens 1; Gender Lens 2; Social Change; Application). The first 8-10 pages which you draft for the mid-term become the introduction to your final.

RE: if you write 10 pages for your mid-term, you have 10 pages left to write for your final.

**SOME USEFUL RESEARCH RESOURCES Many of these may be available from the library's electronic journal data bases.**

Institute for Women's Policy Research  
Women's Studies Abstracts  
AFFILIA: A Journal of Women in SW  
ARETE  
Feminist Studies Frontiers: A J, of Women Studies  
Gender and History  
Gender and Society  
Harvard Women's Law Journal  
Journal of Women and Aging  
Journal of Women's History  
SAGE: A Scholarly J on Black Women  
SIGNS: Women and Criminal Justice  
Women and Environments  
Women and Health  
Women and Politics  
Women and Aging  
Women's Review of Books  
Women's Rights Law Reporter  
Yale Journal of Law and Feminism  
Social Work  
Social Policy  
Journal of Sociology and Social Welfare  
Journal of Progressive Human Services  
Journal of Poverty  
Social Service Review  
Congressional Quarterly  
AlmanacCongressional  
Quarterly Weekly Report  
National Journal

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**Sample Topics From Other Students:**

You are in no way confined to this list of topics. These are listed to jumpstart your thinking. **If you are interested in pursuing an international policy topic, please make certain EARLY in the semester that you will have adequate resources available to you in a language you are completely fluent in.**

Workplace Flexibility & Family Leave

Paid Sick Days

Welfare to Work

Invisible Inequality: The New York Marriage Equality Act through a Gender Lens

Roe v. Wade

Sexual Assault against Women in the United States Military

Health Policy in the US Prison System

Welfare Reform through the lens of intersectionality

Teen Pregnancy and Sex Education in US Public Schools

Women, Hurricane Katrina and the HOPE VI Policy

Sex trafficking, U.S. Policy, & Women

Paid Sick Leave: A State by State Comparison

Older Adults & Social Security

Breastfeeding, Race, and the Workforce in America

The Anti-Drug Abuse Act & Women: Unintended Consequences

Gender Wage Disparity

No way out: Emergency shelter and housing options for NYC victims of domestic violence

Birth Control & the Affordable Care Act

The Impact of Mental Systems and the Americans with Disabilities Act on Poor Black, Women in the United States

Heterosexual Marriage Promotion & Welfare Policy

**\*NOTE\* If you are considering a topic on immigration please contact me BEFORE you write your preliminary outline. Depending on the area of interest, paper topics with a focus on immigration face the additional challenge of minimal available data. At this point in time many researchers/government agencies/think tanks do not delineate their data by gender with regards to immigration.**