

Course title: <i>Public Policies on Gender Equality</i>
Teacher/Teachers: Prof. Dr. Tatjana Jovanić, Prof. Dr. Danilo Vuković, Prof. Dr. Branko Radulović, Prof. Dr. Mirjana Drenovak Ivanović
Course status: optional
Number of ECTS: 3 ECTS
Requirements: /
<p>Aim of the course: This course provides a framework for understanding gender perspective in public policy as a government course of action to reach specific objectives and explain the importance of gender mainstreaming in policymaking. The course will aim to:</p> <ol style="list-style-type: none"> 1. Introduce students to legislation and regulation based on equal opportunities and gender equality policies. 2. Stimulate a re-envisioning of gender politics in public policymaking by applying a new approach to understanding them. 3. Apply a gender intersectional approach in the analysis of public policies. 4. Propose a new method and language for studying and advancing change in policymaking in diverse contexts. 5. Apply gender impact assessment as a tool to achieve gender mainstreaming into public policy issues. <p>More specifically, it aims at presenting specific features of the gender mainstreaming policymaking - demographic policy, fertility, and population policy, social policy, policy against poverty, family support policies, policy to combat violence against women and girls, health policy, environmental policy, climate change policy, economic policy, education, and science policy. It will also demonstrate the results of gender mainstreamed policies and their counterexamples in the same fields of public policies.</p>
<p>Course outcome:</p> <p>Upon completing the course, the students will have a general overview of the concept, principles, and aims of all gender-sensitive fields of policymaking: they will know how to apply a gender perspective in the context of public policies. They will also be able to analyze the key political, social, and economic consequences of all policy-making fields from the point of their implications for gender equality. Students will also gain knowledge in 1) public policies legislation and strategic regulation in an international and domestic framework; 2) all fields of relevant public policies and their reconsideration through the lens of gender issues; 3) multisectional and intersectional implications of all relevant public policies on gender equality 4) comparative overview of gender equality policies in all countries related to the LAWGEM project; 5) implementation of gender impact assessment as a tool in developing public policies.</p>
<p>Course content:</p> <ol style="list-style-type: none"> 1. Meaning and aims of gender-sensitive public policies. 2. Gender-sensitive monitoring, gender-sensitive programming of public policies, gender mainstreaming as the tool – EIGE index of gender equality, GEAR Tool, CPIA Gender-Equality Index, UNDP Gender Inequality Index, Gender Impact Assessment. 3. Assess specific gender-sensitive social policies (legal framework and public policies): education, labor market, and poverty and unemployment policies, employment rights, social protection, access to services, gender-based violence, social security of elderly, residential institutions for elderly, poverty, social assistance, child allowance. 4. Family support policies - informal marriages, and rights to property and pensions, LGBT rights, traditional family support policies. 5. Assess gender-sensitive education and science policy - higher education and scientific research: women in academia, gender equality index in a subdomain of power (e.g.,

- participation in bodies that decide on the funding of scientific research and similar topics), acknowledging the importance and relevance of gender studies as scientific topics.
6. Assess other gender-sensitive policies, such as the environmental and climate change policy.
 7. Assess the gender sensitive policies related to demography, fertility, and population policies from a gender perspective, i.e., health policy, sexual and reproductive health.

Literature:**Required reading:**

1. C. Bacchi and E. Joan, *Mainstreaming Politics Gendering Practices and Feminist Theory*. Adelaide, S. Aust. 2010, University of Adelaide Press. <http://dx.doi.org/10.1017/UPO9780980672381>.
2. C. Bacchi, *Women, Policy, and Politics: The Construction of Policy Problems*, 1999, London; Thousand Oaks, Calif: Sage.
3. J. Campbell, M. Gillespie, *Feminist Economics and Public Public Policy*, Routledge 2016.
4. A. Krizsán, *Mobilizing for Policy Change Women's Movements in Central and Eastern European Domestic Violence Policy Struggles*, 2015, <https://cps.ceu.edu/publications/books/mobilizing-for-policy-change>.
5. F. Lombardo, P. Meier and M. Verloo, eds. *The Discursive Politics of Gender Equality: Stretching, Bending and Policy-Making*, Routledge 2009, 1st ed.
6. E. Lombardo, P. Meier, and M. Verloo, 'Policymaking and Gender', 2012 <https://doi.org/10.5278/freia.70824168>.
7. A. Mazur, *Theorizing Feminist Policy*, Oxford University Press, Oxford, New York 2002
8. J. Squires, *The New Politics of Gender Equality*, Palgrave, Hampshire, New York 2007
9. S. Seguino, *Engendering Feminist Economics, Macroeconomic Theory and Policy*, 2019
10. M. Verloo, ed. *Multiple Meanings of Gender Equality: A Critical Frame Analysis of Gender Policies in Europe*, CEU Press, English ed. CPS Books. Budapest, New York 2007
11. M. Verloo, *Another Velvet Revolution. Gender Mainstreaming and the Politics of Implementation*. IWM Working Paper No. 5. Vienna 2001, http://uaf.edu.pk/faculties/social_sci/courses/gender_and_development/06.pdf.
12. J. M. van der Vleuten, *The Price of Gender Equality: Members States and Governance in the European Union*. Gender in a Global/Local World, Aldershot, England; Burlington, 2007
13. S. Walby, *Globalization and Inequalities: Complexity and Contested Modernities*. SAGE Publications Ltd. 2009.

Additional reading:

1. R. Crompton, *The Reconfiguration of Work and Family Life in Contemporary Societies*, Cambridge University Press 2009.
2. S. D. Friedman, *Work and family--allies or enemies? what happens when business professionals confront life choices*, Oxford University Press, Oxford, New York 2000.
3. A. Hattery, *Women, work, and family balancing and weaving*, Thousand Oaks, SAGE, Calif. London c2001.
4. M. Malden, *The changing realities of work and family: a multidisciplinary approach*, Wiley-Blackwell, Oxford 2008
5. P. R. Mook, *The Efficiency of Women as Farm Managers: Kenya*. *American Journal of Agricultural Economics*, 1976. 58 (5):83 -35.
6. M. Pittand Sh. Khandker, 'Household and Intrahousehold Impacts of the Grameen Bank and Similar Targeted Credited Programs in Bangladesh'. World Bank. *Education and Social Policy Department*. Washington. D.C. 1995.

7. A. Psacharopoulos, Returns to Investment in Education: A Global Up-date, *World Development*. 1994, 2 (9):1325-43.
8. K. Saito and D. Spurling, Developing Agricultural Extension for Women Farmers, *World Bank Discussion Paper* 156. Washington, D.C. 1992
9. S. Kalanidhi. and L. Raney, Social Gains from Female Education: A cross National Study. *World Bank Discussion*, Paper 194, Washington. D.C. 1993
10. L. Summers, Investing in all the people: Educating women in development countries people, *World Bank EDI Seminar* - Paper 45, Washington. D.C. 1994.
11. Z. Tzannatos, Growth. Adjustment and the Labour Market: Effects on Women Workers. Wold Bank. *Poverty and Social Policy Department*. Washington. D.C. 1995.
12. A. Mavisakalyan, Y. Tarverdi, Gender and climate change: Do female parliamentarians make difference?, *European Journal of Political Economy*, 2019 Jan 1; 56: 151-64.
13. D. R, Böhm G, H. R. Pfister, K. Steentjes, N. Pidgeon, Consequence evaluations and moral concerns about climate change: insights from nationally representative surveys across four European countries, *Journal of Risk Research*, 2019, May 4;22 (5): 610-26.

Instruction methods:

The learning approach will be based on collaborative, inquiry-based, student-centered approach to teaching, in which students are actively involved in their own knowledge acquisition. Primary interest is in stimulating students` critical thinking for better understanding the implementation of gender perspective in every legal branch, including this one. Students will have opportunities to take part in oral presentations, discussion focused seminar classes, writing and defending seminar papers. writing assignments. All students` activities will be taken into account for the final passing of the exam. The rules related to that will be announced in advance in the Exam Instructions.

Number of classes of active lectures:	Theoretical classes: 30	Practical classes: 15
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Evaluation of knowledge (maximum number of points: 100)

Pre-exam obligations	Points	Final exam	Points
Activities during lectures and practical work	40	Written exam (seminar paper)	60
Seminar paper			