

POLITICAL SCIENCE 350:

“Public Policy For Women” AKA WOMEN, POLITICS AND PUBLIC POLICY

Fall 2019
T 8:30-12:20
HC 1530

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Course Description:

In this class we will focus on the ways that gender structures the world in which we (women, men and those who identify as both or neither) live. We will examine evidence of the changes that have taken place in the status of “women” relative to the status of men (especially over the last three or four decades). We will also discuss changing ideas about masculinity and femininity and how they structure our ideas about sexuality, as well as the role of both public policy and feminist movements in creating those changes. Based on an examination of the position of women *vis-a-vis* men around the world, we will ask what possibilities there might be for public policy or private citizens to improve the world. We will consider a wide range of issues in policy and politics, including violence against women, reproductive rights, women and work, family values, poverty and dependency, women in politics, and women's movements (national and international). For each of these issues, we will try to examine how differences and inequalities among women affect our analysis.

Students will develop a familiarity with the main "women's issues" covered in this course and with the main policy responses associated with those issues. They should also gain some knowledge of gender-based analysis and policy analysis. They will develop this familiarity through assigned reading, class discussions and assignments.

What can students expect to get out of this class?

Substantively, in this class you will have the opportunity to learn the basics of gender-based analysis. Gender-based analysis is now required of policy analysts and administrators of all types. This is because many governments, businesses, organizations, and schools are recognizing that designing and administering good policies and programs requires understanding the context in which they operate. An important element of this context is gender.

Through a discussion of gender issues, we will also explore the basics of policy analysis. Policy analysis is a technique for analyzing public problems with an aim to suggesting solutions to those problems. In researching and writing a policy analysis papers, students will acquaint themselves with some of the basic concepts.

More generally, this class aims to provide students with a broader view of the world, to provide new perspectives on familiar problems, and to introduce students to perspectives and issues with which they may be unfamiliar. The problems and priorities often called "women's issues" were seldom the priority of the academic disciplines as they were traditionally organized. Although universities are changing, women's concerns and perspectives are seldom equally integrated into curricula. Classes like this one act as a partial corrective to this problem by canvassing a diverse array of women's issues, perspectives and concerns.

This course is designed to acquaint students with the most important analyses and events related to gender policy issues. Students should develop their own perspectives on course material by critically reading and discussing the arguments and evidence presented. They should also find ample opportunity to hone writing and oral presentation skills, through in-class assignments and essays. An undergraduate education should make you a more articulate and informed person. In this class, I will work hard to help you achieve that goal.

Assignments:

• 3 Quizzes/tests (15% each)	(45% total)
• 1 short paper (3-5 pages)	(10%)
• Research Paper (Gender Policy Analysis)	(25%)
• 1 Group Presentation	(10%)
• Class Participation (including in-class assignments)	(10%)
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TOTAL=	100%

****There is no final exam in this class****

Attendance and Participation:

Students are expected to attend class and participate in class discussion. Students are expected to be prepared for these discussions by reading the pages listed under that date in advance of class (see below). I will be asking questions and making a note of who is prepared for class discussion. Students are forewarned that I may employ pop-quizzes or other in-class testing techniques to determine who is coming to class prepared. Class participation includes in-class assignments (participating in workshops, completing in-class written assignments, making presentations). Note that the class participation grade is not an attendance grade. Nor can students “score points” by making ill-informed or vague comments that have nothing to do with the topic at hand or that reveal unfamiliarity with the readings. A substantial quantity of high-quality observations, coupled with respectful listening and responding thoughtfully to others, constitutes good class participation.

Information that is essential for doing a good job on assignments will be covered in class. Any changes to the syllabus or additional handouts will be announced in class, and students who do not attend are responsible for obtaining any missed information or materials. Participating in class discussions will help you to sort out your own ideas and to understand the readings. Every student should strive to ask questions and otherwise participate in class discussion. I expect students to attend unless there are extenuating circumstances (for example, flu symptoms). Although there is not a specific proportion of the grade set aside for attendance, students should be aware that it is impossible to do well in this class without attending virtually all the classes.

Tests:

The course will involve three tests, which will be taken on-line. These tests will consist of a combination of multiple choice and/or True/False questions, and some short answers (e.g. identification of key concepts or terms). The tests will cover all class material including readings, lectures, presentations and videos. Each test will be somewhat cumulative, that is, will cover all the preceding material to some degree, though the focus for each test will likely be

primarily on the most recent material. These tests will be on **Oct.1, Oct. 29, and Nov.26**. Please mark your calendars and plan accordingly.

Short Essay:

Students will complete a short (3-5 page typed, double-spaced pages) essay on an assigned topic or question, a question that draws upon class materials (readings, lectures, videos, class discussions, etc), but they are exercises in *thinking* and *writing*, rather than research. In this assignment, the emphasis will be on understanding arguments, applying concepts and theories, and developing one's own perspective on gender politics. Students will be graded on writing and organization as well as on content. The result should be a well written and organized, thoughtful, concise treatment of the question or issue at hand. This essay is due by midnight **Oct. 11**

Gender Policy Analysis Research Paper:

In the research paper, due **Dec. 3**, students identify a gender policy issue, learn about policy history, generate some alternative policy proposals, analyze those proposals, and make recommendations as to how to address the issue. Students may choose from a list of approved topics or propose their own, subject to approval by the instructor by **Oct. 5**. Students may not propose their own topics after this date. These are research papers as well as writing assignments. More information on this assignment will be provided in a separate handout.

Group Presentation: Country Case Study of Gender Politics and Policy:

As a group, students will research and present material on a country chosen from a list or approved by the instructor. In a 15-minute group presentation, students will provide an overview of political mobilization in the country in question along gender lines, and summarize the state of law or policy in several different areas, following a template provided by the instructor. Each member of the group should participate in the presentation. **Powerpoints and handouts that form the basis of the presentation, along with a list of references, should be handed in to the instructor on the Friday prior to the scheduled presentation.** In the final class, the whole class will discuss, comparatively, the countries presented, and material covered in class presentations can be covered on tests, so students who are not presenting should pay close attention, ask questions to make sure they understand the material, and take good notes. See the schedule in the syllabus for possible days for group presentations. See the list of potential countries for which you can sign up at the end of the syllabus, but note that professor approval and confirmation of your selected country is required. Guidelines (available on-line) will be reviewed **Sep. 3**. Your group must have selected your country by **Sep.10**. You will have time to work on your group presentation in-class. Note that this is a research assignment and will require work outside of class as well.

Office Hours (Held in my office, Vancouver Campus):

I am always happy to see students during my office hours, so please do not hesitate to drop by. If you have any questions or comments about the material or the class, I am always glad to discuss them with you. This means you are welcome to come and talk to me about the class if you are having problems, but you can also come even if you are having no trouble at all

and you just wish to discuss the readings, the class, the program you are in, graduate school and so on. In addition, please feel free to contact me by email or office telephone at any time.

Contacting me outside of Office Hours:

The best way to reach me is by email (laurel_weldon@sfu.ca). I can also be reached in my office by telephone but students should be aware that I will not get these messages if I happen to be out of town or working at home. Email is a surefire way of reaching me.

Books:

There is one required text for the course.

Sarah L. Henderson and Alana S. Jeydel. 2013. *Women and Politics in a Global World*. (2nd Edition) New York: Oxford University Press. 9780199899661 (on sale at University Bookstore and on-reserve at the SFU library)

There are also several required readings on reserve at the University Library, posted on the canvas page or available on-line.

Recommended readings are for your interest, further research, and so on. These readings are not required, and are just listed as an aid to students.

Recommended:

Anne Minas (ed.). 2000. *Gender Basics: Feminist Perspectives on Women and Men*. Second Edition. Belmont, Ca.: Wadsworth Press.

I can also suggest further readings on topics of interest to you if you come and talk to me. Powerpoint slides that can serve as the basis for class notes may be available on the canvas page for this class. I may also post study guides, handouts, readings and other materials to that website as well, so you should check there for such materials if you miss class.

Academic Integrity:

Students are expected to adhere to University standards concerning academic integrity. Please see the guidelines at the end of this syllabus for more information on what plagiarism is and how to avoid it.



TOPICS, READINGS AND ASSIGNMENTS BY CLASS

The readings that are listed under each class should be read for that class. Students should note that it may become necessary for the Professor to alter the schedule or other provisions in this syllabus, so they should check the Canvas page and attend class regularly for updates.

PART I: INTRODUCTION: GENDER POLITICS AND PUBLIC POLICY

WEEK 1 (TUESDAY SEP. 3) INTRODUCTION TO THE COURSE

****Review of Group Presentation Guidelines**

****Short Essay Topic Presented**

Introductions

Syllabus

Review of Assignments

Questions

WEEK 2: (TUESDAY SEP 10) GENDER TROUBLE: OPPRESSION AND DIFFERENCE

***Sign-up for Group Presentation Topics**

Topic 1: Gender, Justice and Oppression

Topic 2: Bodies and Gender Trouble: Race, Disability, Sexuality

Required readings:

1. Canadian Institutes of Health Research “What is gender? What is sex,” Government of Canada. Available on-line at: <http://www.cihr-irsc.gc.ca/e/48642.html>
2. Food and Agriculture Organization (FAO). “What is gender”: available on-line at <http://www.fao.org/docrep/007/y5608e/y5608e01.htm>
3. Htun and Weldon, *The Logics of Gender Justice* 2018 (excerpt) pages 4-7 (on canvas)
4. Marilyn Frye, Oppression p.10-16. Available on-line at: <http://www.filosoficas.unam.mx/docs/327/files/Marilyn%20Frye,%20Oppression.pdf>
5. Peggy McIntosh: White Privilege and Male Privilege: <http://www.brandeis.edu/teaching/White%20Privilege.pdf>
6. Lorde: The Uses of Anger: Women Responding to Racism. Available on Jstor or on-line at: <http://blogs.ubc.ca/hopeprinceengl470a/files/2016/10/audre-lorde.pdf>
7. Susan Wendell, 1993. Feminism, Disability and Transcendence of the Body, *Canadian Women's Studies*, Vol 13, No 4, 116-122 available at: <https://cws.journals.yorku.ca/index.php/cws/article/download/10302/9391>
8. The Heterosexual Questionnaire
https://www.uwgb.edu/pride-center/files/pdfs/Heterosexual_Questionnaire.pdf

Recommended Reading:

1. Judith Butler, *Gender Trouble* (excerpt)
http://lauragonzalez.com/TC/BUTLER_gender_trouble.pdf

PART II: BODIES AND POLICY: VIOLENCE, REPRODUCTION AND SEXUALITY

WEEK 3 TUESDAY SEPTEMBER 17 VIOLENCE AGAINST WOMEN

***In-class writing assignment: Think-piece on the drivers of VAW Policy.**

Group Work Time: Work on Presentations

Gender-Based Violence: Domestic Violence, Sexual Assault and Sexual Harassment

Required Readings:

1. *Women and Politics* Chapter 12 "Women and Physical Autonomy"
2. Htun and Weldon, 2018 *The Logics of Gender Justice*. Excerpt on VAW 28-51. (on canvas)
3. Crenshaw, Kimberle. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, no. 6 (1991): 1241-299.
doi:10.2307/1229039. Available online at:
 - a. <https://www.racialequitytools.org/resourcefiles/mapping-margins.pdf>
4. Native Women's Association of Canada. *Fact Sheet: Violence Against Aboriginal Women*.
 - a. https://www.nwac.ca/wpcontent/uploads/2015/05/Fact_Sheet_Violence_Against_Aboriginal_Women.pdf
5. Catharine MacKinnon. #MeToo has done what the law could not. *New York Times*. Feb 4 2018: <https://www.nytimes.com/2018/02/04/opinion/metoo-law-legal-system.html?module=inline>

Recommended for further reading (not required, but suggested to you if you are interested):

1. Catharine MacKinnon. 1991. "Reflections on Sex Equality under Law." *Yale Law Journal*. Vol. 100, No. 5, Centennial Issue (Mar., 1991), pp. 1281-1328 available on jstor (<http://www.jstor.org/stable/796693>) or as fulltext online at: <https://www.feministes-radicales.org/wp-content/uploads/2010/11/MacKinnon-Reflections-on-Sex-Equality-under-Law.pdf>
2. Narayan, Uma. "'Male-Order' Brides: Immigrant Women, Domestic Violence and Immigration Law." *Hypatia* 10, no. 1 (1995): 104-19. (available on jstor): <http://www.jstor.org.proxy.lib.sfu.ca/stable/3810460>. Copy
3. Sokoloff and Dupont. Domestic Violence at the Intersections of Race, Class and Gender <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1032.1387&rep=rep1&type=pdf>
4. Executive Summary. National Inquiry into Missing and Murdered Indigenous Women and Girls. From the Interim Report: *Our Women and Girls Are Sacred*. <http://www.mmiwg-ffada.ca/wp-content/uploads/2018/05/MMIWG-Executive-Summary-ENG.pdf>
5. Amnesty International. *Stolen Sisters*.
6. Beneke, Timothy *Men on Rape*
7. Warsaw, Robin *I Never Called it Rape*
8. Dziech and Weiner, *The Lecherous Professor*

WEEK 4 TUES SEP 24: SEXUALITY AND POLICY: HISTORY AND PHILOSOPHY

****Review of Long Essay Assignment Guidelines**

****Group Presentation work time**

****Review for Test 1*** Bring your questions**

Topic 1: Philosophical Approaches to Sexuality

Topic 2: Sexuality and Policy: Pornography

Required Readings:

1. St. Thomas Aquinas The Purpose of Sex (on canvas)
2. Radcliffe-Richards. "Society and the Fertile Woman" (on canvas)
3. Catharine MacKinnon. 1989 Sexuality, Pornography, and Method: "Pleasure under Patriarchy" *Ethics*. 314-346. (jstor and canvas)
4. Gloria Cowan, "Pornography..." 377-384 (canvas)
5. David Steinberg, "The Roots..."384-387 (canvas)

Recommended for further reading and background:

1. Diana E. H. Russell. Pornography and Rape: A Causal Model *Political Psychology*, Vol. 9, No. 1 (Mar., 1988), pp. 41-73 (on jstor)

WEEK 5: OCT. 1: SEXUALITY AND POLICY CNTD.

******Test #1 (on-line)******

*** Video (watch at home or in a computer lab)** (Watch announcements for link)

No in-class activities this day except for optional group work*

Office hours will be held by appointment on Skype this week

*** Group Presentation Work (Optional: Use Classroom)

*****Deadline for Approval of Final Essay Topic (Midnight Oct. 5)**

WEEK 6 OCT 8: SEXUALITY AND POLICY: REPRODUCTION AND CONTRACEPTION

****Essay 1 Due (Midnight Oct. 11)**

****In-Class Group Presentation Work**

Topic 1: Sexuality and Policy: Reproduction and Contraception

Required Readings:

Women and Politics Cha 6 Abortion Politics

Topic 2: Sexuality and Policy: Abortion

Required Readings:

1. Thomson, Judith Jarvis. "A Defense of Abortion." *Philosophy & Public Affairs* 1, no. 1 (1971): 47-66. <http://www.jstor.org.proxy.lib.sfu.ca/stable/2265091>. (JSTOR)
2. Marquis "Why Abortion is Immoral" (canvas)
3. Sherwin "Abortion" (canvas)

Topic 1: Sexuality and Policy: Prostitution

Required Readings:

1. Lars O. Ericsson "Charges Against Prostitution: An Attempt at a Philosophical Assessment" *Ethics*, Vol. 90, No. 3 (Apr., 1980), pp. 335-366 (jstor and canvas)
2. Carole Pateman "Defending Prostitution: Charges Against Ericsson" *Ethics* Vol. 93, No. 3 (Apr., 1983), pp. 561-565 (jstor and canvas)
3. Kimberly Lux. Work, Violence, or Both? Framing the Sex Trade and Setting an Agenda for Justice. [From the 2009 issue of the *Advocates' Forum*](http://www.ssa.uchicago.edu/work-violence-or-both-framing-sex-trade-and-setting-agenda-justice)

PART III: FAMILY AND POLICY

WEEK 7 OCT. 15 THE POLITICS OF FAMILY LAW AND POLICY

***Group Presentation 1:** _____

***Group Presentation 2:** _____

***In-class assignment: Think piece on causes of family law reform**

Topic 1: Love, Marriage and Family Law and Policy

Topic 2: A Global Overview of Gender Inequality in Family Law

Required Readings:

1. Simone de Beauvoir "The Married Woman" in the Second Sex, only the following excerpts: 501-508; 548-551; 588-592 (start page 588 last paragraph at the bottom of the page).
https://libcom.org/files/1949_simone-de-beauvoir-the-second-sex.pdf
2. Andrew Sullivan, Chapter 5: The Politics of Homosexuality in *Virtually Normal* 169-187
<http://www.faculty.umb.edu/heike.schotten/readings/Sullivan.%20Virtually%20Normal.pdf>
3. Weston, Exiles from Kinship (Is "Straight" to "Gay") 21-41
https://books.google.ca/books?id=Btk3BAAAQBAJ&pg=PA22&source=gbs_toc_r&cad=3#v=onepage&q&f=false
4. Htun and Weldon, *Logics of Gender Justice* Chapter 4 (excerpt): Pages 120-132 (on canvas)

PART IV: GENDERED MARKETS: WORK FOR PAY, WORK FOR LOVE

WEEK 8: OCT. 22 THE POLITICS OF WORK FOR PAY: LABOR MARKET POLICY

***Group Presentation 3:** _____

***Group Presentation 4:** _____

****Review for Test 2**

Topic 1: Women, Work and Public Policy

Topic 2: Race, Gender, Class and Work for Pay

Required Readings:

1. *Women and Politics* Chapter 4 Women and Employment
2. Christine L. Williams. 2013. The Glass Escalator, Revisited. Gender Inequality in Neoliberal Times, SWS Feminist Lecturer." *Gender and Society* 27, no. 5 (2013): 609-29.
<http://www.jstor.org.proxy.lib.sfu.ca/stable/43669820>. (on jstor)
3. The Gender Wage Gap: 2017, Earnings Differences by Gender, Race, and Ethnicity
<https://iwpr.org/publications/gender-wage-gap-2017/>
4. Conference Board of Canada. Racial Wage Gap.
<https://www.conferenceboard.ca/hcp/provincial/society/racial-gap.aspx?AspxAutoDetectCookieSupport=1>
5. Canadian Women's Foundation. Fact Sheet: The Gender Wage Gap in Canada.
<https://www.canadianwomen.org/the-facts/the-wage-gap/>

Recommended for further reading:

Natalie Sokoloff 1988. "Evaluating Gains and Losses by Black and White Women and Men in the Professions, 1960-1980"

WEEK 9: OCT 29: PRESENTATIONS AND TEST 2

******TEST 2**** (on-line)**

***Group Presentation 5:** _____

***Group Presentation 6:** _____

WEEK 10 OCTOBER NOV. 5: WORK AND FAMILY, POVERTY AND DEPENDENCY

Topic 1: Work and Family Policy: Gender, Race, Maternity and Parental Leave

Topic 2: Work, Poverty and Dependency

Required Readings:

1. *Women and Politics* Chapter 5: Women, Work and Family
2. Canadian Women's Foundation. The Facts about Women and Poverty in Canada
<https://www.canadianwomen.org/the-facts/womens-poverty/>
3. Welfare in Canada. 2017. <https://maytree.com/welfare-in-canada/>

Recommended for further reading:

Arlie Hochschild, "The Second Shift"
Patricia Hill Collins, "Black Women and Motherhood"
Stevens, "Marianismo"

PART V: GENDERED POLITICS, GENDERED SOCIETIES

Week 11: Nov 12: **WOMEN, POWER AND POLITICS WORLDWIDE**

***in-class assignment on women and representation (review data below)**

Topic 1: Women, Representation and Electoral Politics

Topic 2: Women, Social Movements and Civil Society

Required Readings:

1. *Women and Politics* Cha 1 Women and Institutional Politics
2. *Women and Politics* Chapter 2 Women and Non-Institutional Politics
3. Women Candidates in General Elections - 1921 to Date
<https://lop.parl.ca/About/Parliament/FederalRidingsHistory/hfer.asp?Language=E&Search=WomenElection>
4. UN Data on Women in Office
<http://www.un.org/womenwatch/daw/public/fact.htm>
5. Interparliamentary Union Data: Women in Politics by Country
<http://www.ipu.org/wmn-e/classif.htm>

Week 12: Nov. 19: Global Gender Politics: Transnational Activism, Economy and War

Topic 1: Social Movements, Human Security and Global Politics

Topic 2: Conflict, Global Governance and Gender

Topic 3: Women in the Global Economy

Required Readings:

1. *Women and Politics* Cha 7 Gender Development and International Organization
2. *Women and Politics* Cha 8 Women and the Global Economy
2. *Women and Politics* Chapter 11 "Women, Sexual Violence and War"

Recommended:

Kumari Jayawardena, *Feminism and Nationalism in the Third World*
Women and Politics Cha 3 Women and Revolutionary Movements

WEEK 13: NOV 26 CONTEMPORARY POLITICS OF WOMEN'S RIGHTS

*****TEST #3*****

*****In-class Country Comparisons Exercise**

Contemporary Politics of Women's Rights: Comparison and Conclusions

Required Readings:

Htun and Weldon *Logics of Gender Justice*: 229-256 (posted on Canvas page)

******Policy Analysis Papers Due Dec. 3 by 4pm (Submit on Canvas)**

Possible Countries for Group Presentations (See Instructor for Approval and Confirmation):

Turkey
India
China
Norway
Sweden
Iceland
France
Jordan
Morocco
Indonesia
Nigeria
Kenya
Indonesia

Important Dates:

Sep.10 - Deadline for Signing up for Country for Presentation Topic

Sep.17- In-class writing assignments

Oct.1 - Test 1

Oct. 5 - Deadline for Approval of Final Essay Topic

Oct. 11 - Short Essay Due at Midnight

Oct. 29 - Test 2

Nov.26 - Test 3

Dec. 3 - Research Paper Due at Midnight

AN IMPORTANT REMINDER:

Plagiarism involves using another author's words without attribution or otherwise presenting another person's work as one's own. It is a fraudulent and serious academic offence that will result in a severe academic penalty. Also, close paraphrasing of another author's work & self-plagiarism, including submitting the same, or substantively the same, work for academic evaluation more than once, are unacceptable practices that will result in a severe academic penalty.

The university policies on academic honesty are available at:
<http://www.sfu.ca/policies/gazette/student.html>

The Department of Political Science's interpretation of this policy can be found at:
<http://www.sfu.ca/content/dam/sfu/politics/undergraduate%20docs/PLAGIARISM%20Policy%20-%20%20Pol%20Dept.%20Jan.pdf>, and is available in hard copy format outside our General Office. All students are responsible for familiarising themselves with these policies.


A helpful SFU Library tutorial on plagiarism is at
<http://www.lib.sfu.ca/researchhelp/tutorials/interactive/plagiarism/tutorial/introduction.htm>

The DOs and DON'Ts of AVOIDING PLAGIARISM

Do not:

- submit an entire paper or part(s) of a paper or papers that has been written or researched by any other person(s);
- submit a paper as an assignment that has been bought from another person or from a 'paper mill' or essay service;
- submit a paper or other written assignment that has been submitted at another time or for a different course by yourself or any other student or former student;
- submit material that has been downloaded from a website, without acknowledging (using appropriate citation style) that you have done so;
- take someone else's idea(s) and represent it/them as your own;
- copy any text verbatim, or with only slight variation from the original text, without using quotation marks and documenting the source with proper citation style;
- do not closely paraphrase another's material; either paraphrase completely in your own words, or cite as a direct quotation using quotation marks (in either case, give full credit and details regarding authorship and location of the original material);

Do:

- learn how to cite material properly (there are many good guides on this, including the departmental one);
 - use a recognized citation style (eg. APA, MLA, Chicago), according to instructions given by the course instructor, and be consistent in the use of the style throughout any single piece of written work;
 - carefully read and make sure you understand the university's policy on academic honesty;
 - ask the instructor of this course or other faculty members if you have any questions about plagiarism.
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Computer Labs

Room	Type	Equipment
HC 1350	Windows Lab	Instructor Computer with Audio, Data Projector & Screen, VGA/HDMI for laptop
HC 2960	MacOS Lab	Instructor Computer with Audio, Data Projector & Screen, VGA for laptop