



STOCKHOLMS UNIVERSITET
Sociologiska institutionen

Preliminary Syllabus of "Gender and gender structures: Changes and Stability in Institutions, Policies and Practices", SC, 7.5 ECTS-credits

1. Decision

The syllabus is approved by the Board of the Department of Sociology (Institutionsstyrelsen) at Stockholm University as of 2015-09-24

2. General information

The course comprises 7.5 ECTS credits at the advanced level.
The syllabus is valid from the fall semester of 2016, onwards.

3. Course code

S07251

4. Educational entry requirements

Bachelor's degree

5. Course organization and content

The social construction of gender influence and structure women's and men's lives, it shapes their everyday experiences and the strategies they choose. Choices and constraints are mediated by gendered institutions, norms and policies. In this course, we try to disentangle how these experiences and choices are shaped by different institutional settings and sites in which gender relations are being renegotiated—in families, workplaces, in organizations and professions, in local/ national and political venues. How are gender relations being transformed by changing policies and discourses on gender equality and gender equity? To what extent are these changes producing differences among groups of men and women by age, ethnicity, religion, class, sexualities? These are issues that will be discussed in class.

The purpose of the course is to provide theoretical and empirical tools to assess the continuities and discontinuities in gender relations in advanced industrialized societies. The course aims to extend the knowledge base of gender in the social sciences; building upon the new research that recognizes gender as a dynamic and contested research terrain across different sites and within diverse groups. The course readings and lectures will reflect upon and engage with these perspectives.

The course will include a range of lecturers with different expertise in different spheres of doing gender: work, family, politics, sexualities, and ethnic/gender tensions. The course will focus on both lived experiences (how men and women do gender) as well as how actors in different arenas frame and apply gender.

Course coordinator: Marie Evertsson, Swedish Institute for Social Research (SOFI)
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Lecturers in the course:

Marie Evertsson	SOFI, Stockholm University (SU)
Vanessa Barker	Department of Sociology, SU
Rense Nieuwenhuis	SOFI, SU
Johanna Rickne	SOFI, SU
Fia Sundevall	Department of Economic History, SU

6. Learning outcomes

After having completed the course, students will be able to:

- Understand, describe in theoretical terms and be able to apply in concrete situations the *fundamental concepts* in sociological theories and perspectives related to the causes and consequences of the social construction of gender in families, workplaces, organizations and professions, in local/national and political venues.
- Compare, synthesize and evaluate different *theoretical explanations* for stability and change in gender structures and patterns of behavior in contemporary societies.
- Understand, explain and cite appropriate *evidence for sources of stability, change and variation* in gender structures and patterns of behavior in contemporary societies.
- Understand, explain and cite appropriate *evidence for consequences of stability, change and variation* in gender structures and patterns of behavior in contemporary societies.
- Understand, describe in theoretical terms and apply in concrete situations the relationships between gender and their social, economic, political and cultural contexts.

7. Teaching

Course meetings are divided in two parts. The first is a lecture by the invited lecturer. The second consist of a discussion of the literature (as a rule based on questions assigned for discussion by the lecturer). It is important that students read the literature before the lecture. Participation in course meetings is strongly encouraged as examination builds on active participation in the group discussions. At the final course meeting, students present their suggested topics for their course papers. The final seminar is mandatory.

8. Assessment and examination

Examination will be in two parts.

- * Students will receive questions on the assigned readings before each seminar meeting. In order to properly understand and discuss these questions, the students need to read the assigned literature prior to each meeting. All students are expected to actively discuss the questions. This means that attendance at the seminar meetings is highly recommended. Written reflections on the questions are uploaded to Mondo no later than one week after the seminar, where;
 - (i) students who attended the seminar prepare a written reflection of one of the questions assigned for discussion. The written reflection should include own ideas and reflections on the topic, anchored in the literature. This document should be approximately 1 page.
 - (ii) those who did not attend a given seminar write a reflection of all questions assigned for discussion. This document should be ca 3 pages.
- * An essay of at most 10 pages (excluding references), which addresses a well-defined research question or debate on a topic covered during the course. The essay can either be (i) analytical and address some of the key theoretical and/or empirical debates in doing gender considering different dimensions and intersectionalities (ethnicity, class, age, region etc) and/or from different perspectives or sites of doing gender, or (ii) an analytical paper in which the student integrates the course readings and discussion to ongoing or future research. Before writing the essay, students will present the topic and the overall framework of their essay to their peers (during the final seminar on the course). It is highly recommended that students get their essay topic approved by the course coordinator in due time before the final seminar.

The students' performance is graded Not Sufficient, Sufficient, or Good on each of the following criteria:

- (i) *Argumentation* for the topic chosen and formulation of the question addressed (essay)
- (ii) Understanding of and ability to describe in *theoretical terms* fundamental concepts that are relevant to the chosen topic (essay)
- (iii) Description of the *major trends and / or variations* in the phenomenon covered (essay)
- (iv) Comparison, synthesis and evaluation of relevant *theoretical approaches* (essay)
- (v) An understanding of the social, economic, political and institutional *contexts of gender* relevant to the chosen topic (essay)
- (vi) Ability to *communicate* in a clear, flawless and structured manner (essay)
- (vii) *Classroom participation and written reflections on the literature*

The essay is evaluated according to the following criterion-referenced assessment: **A** = Excellent, **B** = Very good, **C** = Good, **D** = Satisfactory, **E** = Sufficient, **Fx** = Not sufficient, **F** = Fail.

To receive grade **A** the judgement Good is needed for at least 6 of the 7 criteria.
To receive grade **B** the judgement Good is needed for at least 5 of the 7 criteria.
To receive grade **C** the judgement Good is needed for at least 3 of the 7 criteria.
To receive grade **D** the judgement Good is needed for at least 2 of the 7 criteria.
To receive grade **E** the judgement Sufficient is needed for all criteria.

The judgment Fail in one of the above criteria leads to grade **Fx**.

The judgment Fail in more than one of the above criteria leads to grade **F**.

Students receiving grade Fx or F are entitled to further examination as long as the course is provided in order to achieve at least grade E. A student with grade E is not entitled to another examination to raise his/her degree.

Students who received grade Fx or F on exams twice from the same examiner can request to be evaluated by another examiner. Such request should be sent to the Director of Studies.

Students can request to be examined according to this syllabus up to three semesters after it ceased to be valid. Such requests should be sent to the Director of Studies.

Lecture 1 – Introduction:

Lecturer Marie Evertsson: *Introducing gender*

Readings:

Robinson, V. and D. Richardson (2015). *Introducing Gender & Women's studies*. **Fourth Edition**. Palgrave. Chapters 1, 2, 4, 6, 8 and 9.

Stockholm University library have two copies of this book, it is also available from Akademibokhandeln (SU) and can be bought as an e-book on the following horrific link: https://books.google.se/books?id=UT2lCgAAQBAJ&pg=PT27&lpg=PT27&dq=introducing+gender+and+women%27s+studies+fourth&source=bl&ots=pY3bSdET1o&sig=_WfIY-F5ToMI7vMqLQNiItoF1aY&hl=en&sa=X&ved=0CDMQ6AEwA2oVChMIhL746pT2xwIVyZAsCh1hUwf-#v=onepage&q=introducing%20gender%20and%20women%27s%20studies%20fourth&f=false

Lecture 2

Lecturer Marie Evertsson and Rense Nieuwenhuis: *Family policies, gender and parenthood; an international perspective*

Readings:

Donath, O. 2015. "Regretting Motherhood: A Sociopolitical Analysis", *Signs* 40(2): 343-367

Evertsson, M. and Grunow, D. 2016. "Narratives on the transition to parenthood in eight European countries: the importance of gender culture and welfare regime." in D. Grunow and M. Evertsson (eds.) *Couples Transition to Parenthood. Analysing Gender and Work in Europe*. Edward Elgar.

Available at Stockholm University library (two copies, also available as an e-book).

Magnusson, C., and Nermo, M. (2017). "Gender, parenthood and wage differences: The importance of time-consuming job characteristics." *Social indicators research*, 131(2), 797-816.

Nieuwenhuis, R., & Maldonado, L. C. (Eds.). (2018). *The triple bind of single-parent families: resources, employment and policies to improve wellbeing*. Bristol: Policy Press.

NOTE: Only read 2 chapters: introduction chapter 1, and conclusion chapter 22.

The book can be downloaded for free here:

<http://open.org/search?identifier=643492>

Wood, R. G., Moore, Q., Clarkwest, A., & Killewald, A. (2014). The Long-Term Effects of Building Strong Families: A Program for Unmarried Parents. *Journal of Marriage and Family*, 76(2), 446–463. <http://doi.org/10.1111/jomf.12094>

Lecture 3

Lecturer Fia Sundevall: *Men, masculinities and the military: making and questioning the connections*

Readings:

Claire Duncanson, 2015, "Hegemonic Masculinity and the Possibility of Change in Gender Relations", *Men and Masculinities*, 18(2) 231–248.

Jeff Hearn, 2012. "Men/masculinities: war/militarism - searching (for) the obvious connections?" in Annica Kronsell and Erika Svedberg (Eds.) *Making gender, making war: violence, military and peacekeeping practices*. New York: Routledge, ch. 3, 35-48. The book chapter is available for download @ the Stockholm University Library's web page. A Swedish version of the chapter is available in Paulina de los Reyes; Maud Eduards and Fia Sundevall (Eds.) (2013) *Internationella relationer: könskritiska perspektiv*. Stockholm: Liber.

Alma Persson, 2012. "An unintended side effect of pepper spray: Gender and 'repair work' in an Armed Forces unit", *Men and Masculinities*, 15(2): 132-151.

Fia Sundevall & Alma Persson, 2016, "LGBT in the military: policy development in Sweden 1944–2014", *Sexuality and social research*, 13(2): 119–129

Lecture 4

Lecturer: Vanessa Barker: *Banning the Veil? Regulating gender and ethnicity in contemporary Europe*

Readings:

Scott, J. 2007. *Politics of the Veil*. Princeton: Princeton University Press. Available at Akademibokhandeln (and SU library has one copy).

Recommended readings:

Hartmann, D. & J. Gerteis. 2005. "Dealing with Diversity: Mapping Multiculturalism in Sociological Terms." *Sociological Theory*, Vol. 23(2): 218-240

Choo, H. Y., & M. M. Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities", *Sociological theory* 28(2): 129-149.

Lecture 5

Lecturer Marie Evertsson: *Analyzing gender, work and care in different-sex and same-sex couples*

Readings:

Biblarz, T. J., & Savci, E. 2010. Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, 72(3), 480-497.

Malmquist, A. 2015. Women in Lesbian Relations Construing Equal or Unequal Parental Roles? *Psychology of Women Quarterly*, 39(2), 256-267.

Stacey, J. 2006. Gay parenthood and the decline of paternity as we knew it. *Sexualities*, 9(1), 27-55.

Waite, S., & Denier, N. 2015. Gay Pay for Straight Work Mechanisms Generating Disadvantage. *Gender & Society*, 29(4), 651-588.

Lecture 6

Lecturer: Johanna Rickne: Gender quotas

Readings:

Beaman, L., E. Duflo, R. Pande, and P. Topalova. 2012. Female Leadership Raises Aspirations and Educational Attainment for Girls: A Policy Experiment in India. *Science Magazine*, February.

Dahlerup, D., and L. Freidenvall. 2010. Judging gender quotas: predictions and results. *Policy & Politics* 38(3): 407—425.

Niederle, M., C. Segal, and L. Vesterlund. 2013. How costly is diversity? Affirmative action in light of gender differences in competitiveness. *Management Science* 59(1): 1-16.

O'Brien, D. and J. Rickne. 2016. Gender quotas and women's political leadership, *American Political Science Review*. 110(1): 112-126.

Optional Readings:

Besley, T., O. Folke, T. Persson, and J. Rickne. 2017. Gender Quotas and the Crisis of the Mediocre Man: Theory and Evidence from Sweden. *American Economic Review* 107(8): 2204–2242.

B. E. Eckbo, K. Nygaard, K. S. Thorburn. 2016. How costly is forced gender-balancing of corporate boards? Working Paper available online.

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2746786

Hughes, Melanie M. Paxton, Pamela, and Mona Lena Krook. 2017. Gender Quotas for Legislatures and Corporate Boards. *Annual Review of Sociology*. 43:331–52.

Lecture 7

Lecturer: Rense Nieuwenhuis: *In it together? On how prominent analyses of economic inequality ignore gender, and why that is a problem.*

Readings:

Atkinson, A. B. (2014). After Piketty? *The British Journal of Sociology*, 65(4), 619–638.
<http://doi.org/10.1111/1468-4446.12105>

Bennett, F. (2013). Researching Within-Household Distribution: Overview, Developments, Debates, and Methodological Challenges. *Journal of Marriage and Family*, 75(3), 582–597. <http://doi.org/10.1111/jomf.12020>

Nieuwenhuis, R., Need, A. & Van der Kolk, H. (forthcoming). Family policy as institutional context of economic inequality. *Acta Sociologica*.

NOTE: article will be available online soon (I will forward the URL when it becomes available).

Lecture 8

Lecturer: Marie Evertsson

This lecture is mandatory and devoted to discussing topics for course papers. No readings are assigned.

Gender and gender structures – Schedule, spring 2018

TimeEdit: <https://se.timeedit.net/web/su/db1/stud1/ri157385X44Z06Q5Z16g2Y30y6076Y33Q05gQY5Q57717.html>

	Date	Lecture	Room	Instructor
Lecture 1	Tuesday March 20 Time: 13-16	Introduction	F371	Marie Evertsson
Lecture 2	Thursday March 22 Time: 13-16	Family policies, gender and parenthood; an international perspective	F247	Marie Evertsson and Rense Nieuwenhuis
Lecture 3	Monday, March 26 Time: 13-16	Men, masculinities and the military: making and questioning the connections	F355	Fia Sundevall
Lecture 4	Monday April 9 Time: 9-12 <i>Note the time</i>	Banning the Veil? Regulating gender and ethnicity in contemporary Europe	F355	Vanessa Barker
Lecture 5	Thursday April 12 Time: 13-16	Analyzing gender, work and care in different-sex and same-sex couples	E355	Marie Evertsson
Lecture 6	Monday April 16 Time: 9-12 <i>Note the time</i>	Gender quotas	F371	Johanna Rickne
Lecture 7	Thursday April 19 Time: 13-16	In it together? On how prominent analyses of economic inequality ignore gender, and why it is a problem	F247	Rense Nieuwenhuis
Lecture 8	Monday April 23 Time: 12-17	Seminar on topics for exam papers <i>This seminar is mandatory</i>	E355	Marie Evertsson