



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 individual'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 gender, work, family, politics, sexualities, and ethnic/gender tensions. The course will focus on both lived experiences (how individuals do or undo gender) as well as how actors in different arenas frame and apply gender.

Course coordinator: Marie Evertsson, Swedish Institute for Social Research (SOFI)
Email: marie.evertsson@sofi.su.se

Lecturers in the course:

Marie Evertsson	SOFI, Stockholm University (SU)
Magnus Bygren	Department of Sociology, SU
Anna Lund	Department of Sociology, SU
Rense Nieuwenhuis	SOFI, SU
Anna Sandberg	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:

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 link:

<https://www.macmillanihe.com/page/detail/Introducing-Gender-and-Womens-Studies/?K=9781137321879>

Lecture 2

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

Readings:

Calder, G. 2018. Social justice, single parents and their children. In R. Nieuwenhuis & L. C. Maldonado (Eds.), *The triple bind of single-parent families: resources, employment and policies to improve wellbeing*. Bristol: Policy Press. <https://www.jstor.org/stable/j.ctt2204rvq.25>

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

Evertsson, M., K. Boye and J. Erman. 2018. Fathers on-call? A study on the sharing of care work between parents in Sweden, *Demographic Research* 39: 33-60.

Gornick, J. C. 2018. The socio-economics of single parenthood: reflections on the triple bind. In R. Nieuwenhuis & L. C. Maldonado (Eds.), *The triple bind of single-parent families: resources, employment and policies to improve wellbeing*. Bristol: Policy Press. <https://www.jstor.org/stable/j.ctt2204rvq.26>

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

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

Readings:

Note: *The articles are listed in the order they should be read:*

Hearn, J. 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: 36–46. The book chapter is available for download @ the Stockholm University Library's web page (as an e-book). 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.

Persson, A. & Sundevall, F. 2019 / in press. Conscripting Women: Gender, Soldiering, and Military Service in Sweden 1965–2018, *Women's History Review*. Download the pdf from: <https://doi.org/10.1080/09612025.2019.1596542>

Persson, A. 2012. An Unintended Side Effect of Pepper Spray: Gender and 'Repair Work' in an Armed Forces Unit, *Men and Masculinities*, 15(2): 132–151.

Jones, A. 2006, Straight as a rule: Heteronormativity, Gendercide, and the Noncombatant male, *Men & Masculinities*, 8(4): 451–469.

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

Lecture 4

Magnus Bygren: *Gender, ethnicity, class and their intersections: stereotypes and discrimination*

Readings:

Bygren, M., Erlandsson, A. Gähler, M. 2017. Do Employers Prefer Fathers? Evidence from a Field Experiment Testing the Gender by Parenthood Interaction Effect on Callbacks to Job Applications, *European Sociological Review*, 33(3), 337–348. <https://doi.org/10.1093/esr/jcx051>

Dahl, M. Krog, N. 2018. Experimental Evidence of Discrimination in the Labour Market: Intersections between Ethnicity, Gender, and Socio-Economic Status, *European Sociological Review*, 34(4), 402–417. <https://doi.org/10.1093/esr/jcy020>

Purdie-Vaughns, V. Eibach, R. P. 2008. Intersectional Invisibility: The Distinctive Advantages and Disadvantages of Multiple Subordinate-Group Identities. *Sex Roles*, 59(5-6), 377-391. <https://doi.org/10.1007/s11199-008-9424-4>

Ridgeway, C. L., & Kricheli-Katz, T. 2013. Intersecting Cultural Beliefs in Social Relations: Gender, Race, and Class Binds and Freedoms. *Gender & Society*, 27(3), 294–318. <https://doi.org/10.1177/0891243213479445>

Lecture 5

Anna Sandberg: *Gender differences in economic behavior: Evidence and methods from experimental research*

Readings:

Azmat, G., & Petrongolo, B. 2014. Gender and the labor market: What have we learned from field and lab experiments?. *Labour Economics*, 30, 32-40.

Babcock, L., Recalde, M. P., Vesterlund, L., & Weingart, L. 2017. Gender differences in accepting and receiving requests for tasks with low promotability. *American Economic Review*, 107(3), 714-47.

Nelson, J. A. 2015. Are women really more risk-averse than men? A re-analysis of the literature using expanded methods. *Journal of Economic Surveys*, 29(3), 566-585. (Note: In section 3, focus on the intuitive meaning of the measures, rather than the mathematical details.)

Optional:

Simmons, J. P., Nelson, L. D., & Simonsohn, U. 2011. False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological science*, 22(11), 1359-1366.

Charness, G., & Gneezy, U. 2012. Strong evidence for gender differences in risk taking. *Journal of Economic Behavior & Organization*, 83(1), 50-58.

Nelson, J. A. 2016. Not-so-strong evidence for gender differences in risk taking. *Feminist Economics*, 22(2), 114-142.

Lecture 6

Anna Lund: *Emotion, space and bodies – possibilities and constraints for social change*

Readings:

Britton, J. 2019. Muslim Men, Racialised Masculinities and Personal Life. *Sociology* 53(1) 36-51. <https://doi.org/10.1177/0038038517749780>

Dawn M. D. 2016. The Deadly Challenges of Raising African American Boys: Navigating the Controlling Image of the “Thug.” *Gender & Society* 30(2): 161-188.

Lund, A. 2019. ‘I feel sorry for them and I should do something, but I don’t.’ Spatial imaginaries and resistance to feminist change in the dramatic arts. *Emotion, Space and Society* 30: 27-33. <https://doi.org/10.1016/j.emospa.2018.12.003>

Lund, A. 2013. Staging gender: the articulation of tacit gender dimensions in drama classes in a Swedish context. *Gender and Education* 25(7), 907-922.

Lund, A. 2016. At the threshold of retirement: From all-absorbing relations to self-actualization. *Journal of Women & Aging* 29(4): 306-320

Lecture 7

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

Readings: TBA

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

Evertsson, M. & Boye, K. 2018. The transition to parenthood and the division of parental leave in different-sex and female same-sex couples in Sweden. *European Sociological Review* 34(5): 471-485.

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

Ryan, M., & Berkowitz, D. (2009). Constructing gay and lesbian parent families “beyond the closet”. *Qualitative sociology*, 32(2), 153-172.

Lecture 8
Marie Evertsson

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

Gender and gender structures – Preliminary Schedule, spring 2019

TimeEdit: <https://cloud.timeedit.net/su/web/stud1/ri107415X41Z06Q5Z16g2Y40y0076Y33Q05gQY5Q59717.html>

	Date	Lecture	Room	Instructor
Lecture 1	Monday May 6 Time: 13-16	Introduction	F331	Marie Evertsson
Lecture 2	Wednesday May 8 Time: 13-16	Family policies, gender and parenthood	F339	Marie Evertsson & Rense Nieuwenhuis
Lecture 3	Monday May 13 Time: 13-16	Men, masculinities and the military	F371	Fia Sundevall
Lecture 4	Thursday May 16 Time: 13-16	Gender, ethnicity, class and their intersections	F339	Magnus Bygren
Lecture 5	Monday May 20 Time: 13-16	Gender differences in economic behavior	F339	Anna Sandberg
Lecture 6	Thursday May 23 Time: 13-16	Emotion, space and bodies – possibilities and constraints for social change	F347	Anna Lund
Lecture 7	Monday May 27 Time: 13-16	Analyzing gender work and care in different-sex and same-sex couples	F347	Marie Evertsson
Lecture 8	Wednesday June 5 Time: 12-17	Seminar on topics for exam papers <i>This seminar is mandatory</i>	F371	Marie Evertsson