



STOCKHOLMS UNIVERSITET
Sociologiska institutionen

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

NOTE: THIS IS A REVISED SYLLABUS ADJUSTED TO ONLINE TEACHING, SPRING 2020

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
Johanna Rickne	SOFI, SU
Sanna Strand	Department of Economic History, SU
Helena Tolvhed	Department of 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 center on a lecture by the invited lecturer. It is important that students read the literature before the lecture. The lecturer is available to answer questions during or directly after the lecture. After the lecture, the student answers two questions in written form from three or more questions assigned by the lecturer (see below).

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. In order to properly understand and answer these questions, the students need to read the assigned literature thoroughly. Written reflections on the questions are uploaded to Athena no later than one week after the seminar, where students chose two of the questions that they answer in written. The written reflection should be firmly anchored in the literature but also include own ideas and reflections on the topic. This document should be 1,5-2 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 linked to gender considering different dimensions and intersectionalities (ethnicity, class, age, region etc.) and/or from different perspectives or sites, or (ii) an analytical paper in which the student integrates the course readings and discussion to ongoing or future research. Students should discuss the essay topic with the course coordinator (Marie) and make sure that it is approved before they start working on the course paper.

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) *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 (SUB) have two copies of this book. It is also available as an e-book from SUB but can only be read by one user at a time so please try to plan ahead. As usual, it is available at Akademibokhandeln SU but you should probably order it online instead. It can be bought as an e-book on the following link:

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

The readings for this lecture provide an important overview of the field and a background to the lectures to come. The introductory lecture centers on the course work and set up. The teacher will not lecture on the literature this first meeting.

Lecture 2

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

Readings:

Berkowitz D. (2013) Gay Men and Surrogacy. In: Goldberg A., Allen K. (eds) *LGBT-Parent Families*. Springer, New York, NY. https://doi.org/10.1007/978-1-4614-4556-2_5

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.

Optional Reading:

Evertsson, M., Eriksson Kirsch, M. & Geerts, A. (forthcoming). Family sociological theories questioned. Same-sex parent families sharing work and care, in Schneider, N. S. and M. Kreyenfeld (eds.). *Research handbook on the sociology of the family*. Edward Elgar publishing.

Lecture 3

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 4

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 5

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 6

Sanna Strand: *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 ebook). 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.

Sasson Levy, O. 2008. Individual Bodies, Collective State Interests: The Case of Israeli Combat Soldiers. *Men and Masculinities* 10(3): 296-321.

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.

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

Strand, S. 2019. Fighting for public health: The promotion of desirable bodies in interactive military marketing. *Media, War & Conflict* Published ahead of print June 19, 2019.

Lecture 7

Helena Tolvhed: *Sports and gender from a historical perspective*

Readings:

Pastor, A. (2019). Unwarranted and Invasive Scrutiny: Caster Semenya, Sex-Gender Testing and the Production of Woman In 'Women's' Track and Field. *Feminist Review*, 122(1), 1-15.

Tolvhed, Helena (2019). "Building her body: Representing and Negotiating Femininity and Muscularity in Swedish Bodybuilding Magazines, 1962-2012", i *Yearbook of Women's History* 2018, "Building Bodies: Gendered Sport and Transnational Movements"

Tolvhed, Helena (2018). "Exercising power? The (post-)feminist politics of the 'fit' female body in late modernity", i *Gender, history, futures: Report from the XI Nordic Women's and gender history conference*, Stockholm, Sweden, August 19–21 2015, Umeå: Sveriges kvinno- och genushistoriker (s. 139-147) finns på <http://umu.diva-portal.org/smash/get/diva2:1213632/FULLTEXT01.pdf>

Gender and gender structures – Schedule, spring 2020. *Invitations to the seminars will be sent separately*

	Date	Lecture	Instructor
Lecture 1	Tuesday May 5 Time: 13-15	Introduction	Marie Evertsson
Lecture 2	Thursday May 7 Time: 13-15	Analyzing gender work and care in different-sex and same-sex couples	Marie Evertsson
Lecture 3	Tuesday May 12 Time: 13-15	Gender, ethnicity, class and their intersections: stereotypes and discrimination	Magnus Bygren
Lecture 4	Thursday May 14 Time: 9-11 OBS!	Gender quotas	Johanna Rickne
Lecture 5	Monday May 18 Time: 13-15	Emotion, space and bodies – possibilities and constraints for social change	Anna Lund
Lecture 6	Wednesday May 20 Time: 10-12 OBS!	Men, masculinities and the military: making and questioning the connections	Sanna Strand
Lecture 7	Monday May 25 Time: 13-15	Sports and gender from a historical perspective	Helena Tolvhed
Lecture 8	Thursday May 28 Time: 13-17	Seminar on topics for exam papers <i>This seminar is mandatory</i>	Marie Evertsson