

## Gender and Society Spring I 2018

**Professor:** Dr. Paula England, Professor of Sociology, NYU-NY, and Affiliated Faculty in SRPP, NYUAD. Contact: [pengland@nyu.edu](mailto:pengland@nyu.edu).

**Course Number:** SRPP-UH 2410 (meets requirement for a Core-STS course and SRPP)

**Credit Hours:** 4 **Prerequisites:** None.

**Course Description:** In every society, whether one is born male or female affects how one is expected to behave and the opportunities and constraints one confronts. However, how gender is organized varies between societies and across time. This course draws from psychology, sociology, economics, and other social sciences to understand the social forces that create gender ideologies, differences between men's and women's work and family roles, and inequality between men's and women's access to power and money. We will examine research on gender in the U.S. and around the world. Students will also be involved in statistical analysis of an international dataset, writing short reports that answer questions about gender around the world. The course will include labs (during class hours) where students learn the necessary computer programming and statistics to do these research assignments.

**Class meetings:** Monday and Wednesday, 9:00a.m.-11:40

**Office Hours:** 11:40-12:30 Monday and Wednesday, Social Science Building (A5, second floor), and by appointment

**Intended Learning Outcomes:** Students who successfully complete this course will be able to understand, describe, discuss, and critically reflect on past social science research focused on gender. They will be able to formulate a social science research question on the topic of gender and apply statistical methods and a statistical computer package used in the social sciences to analyze quantitative data to answer the question.

**Teaching and Learning Methodologies:** The course has two main parts:

- 1. Understanding past research about gender. To do this, you will read, hear lectures on, discuss, and write essays on a set of required readings.
- 2. Getting hands-on experience analyzing survey data to answer questions about gender. Students will do assigned exercises, write reports, and make oral presentation of their statistical analyses of the World Values Survey (WVS) using STATA software. The course will provide instruction in the use of STATA software and the relevant statistical techniques to do the analysis.
- Each class meeting is divided into two components: first, the lecture and discussion that focuses on the readings, and then, after a brief break, the lab where you are taught how to use STATA and regression-based statistical techniques to analyze the WVS data to answer questions on gender.

## ASSIGNMENTS AND GRADING

Because the course is concentrated in a short period, to make sure you don't fall behind, the work will be evenly spread out over every week rather than concentrated at the end. You have assigned reading for almost every class, and are expected to come to class prepared to discuss it. You have several types of assignments:

1) STATA lab assignments done in lab (the second half of class) and generally turned in at the end of class (if this isn't possible, submitted the next day). You should have STATA Version 14 or higher loaded on your computer before the first class. You can get this from the IT desk in the library.

2) Essays on assigned readings. Each student will be assigned to write two of these, due on the date the readings are discussed. These essays will be graded for how much they show your comprehension of the reading and for whether they show clear and correct writing.

3) Short paper assignments in which you do a statistical analysis using STATA and statistical analysis to answer a research question with the WVS.

There are no examinations.

**Assignments (either essays on readings or short papers based on your statistical analyses of the WVS data) are due by 12:01a.m. the day of class—i.e. the night before the class, so that I can look at them before class.**

**Components of your grade are as follows:**

Attendance and class participation	10%
2 2-page essays on readings	20%
5 In-Lab Data analysis assignments	20%
4 Short Papers	20%
2 of the 4 Short Papers Revised and Improved	20%
Class presentations of Two Short Papers	10%

## SCHEDULE

### Monday 1-22-2018

**Lecture:** Introduction to the course and to the study of gender

**Required Reading:** Document from WVS documentation on survey questions on values, employment, marital status, fertility, political participation, etc.

**Lab:** Introduction to STATA and managing the WVS dataset.

**Due:** Have STATA 14 (or higher) on your laptop before class.

### Wed 1-24-2018

**Lecture:** Ideologies about Gender: Insights from Qualitative Data

**Required Reading:** Gerson, Kathleen. 2010. *The Unfinished Revolution: How a New Generation is Reshaping Family, Work, and Gender in America*. Oxford, England: Oxford University Press. Chapter 5, 6, 7.

**Lab:** Using STATA to recode variables and to perform cross-tabulations and chi square tests. Row and column percents. There will be a lab assignment (Asst #1) done during the lab including recoding and cross-tabulation.

**Due:** 1) 2 page essay on reading if today is one of your assigned days.

### Tuesday 1-27-2018: DROP DEADLINE FOR 7 WEEK CLASSES

### Monday 1-29-2018

**Lecture:** Ideologies about Gender: Concepts from Social Psychology

**Required Reading:** Glick, Peter, Susan T. Fiske et al. 2000. "Beyond Prejudice as Simple Antipathy: Hostile and Benevolent Sexism Across Cultures." *Journal of Personality and Social Psychology* 79,5:763-775.

Ridgeway, Cecilia and Shelley J. Correll. 2004. "Unpacking the Gender System: A Theoretical Perspective on Cultural Beliefs and Social Relations." *Gender & Society* 18: 510-531.

**Lab:** Using STATA to run OLS regressions (including the linear probability model for 0-1 variables) to explore hypotheses. Concept of control variables and spurious correlation (omitted variable bias, selectivity), and mediation. Significance associated with coefficients. There will be a lab assignment (Asst #2) done during the lab involving estimating OLS regression.

**Due:** 1) Short Paper (#1) showing cross-tabulation table with row percents and chi square tests examining gender differences on several variables. Examples could include employment, education, political participation, or some measure of values. The paper will explain what you did and interpret the findings. 2) 2 page essay on reading if today is one of your assigned days.

### **Wed, 1-31-2018**

**Lecture:** Economists Discover Culture and Norms!

**Required Reading:** Fortin, Nicole M. "Gender Role Attitudes and the Labour-Market Outcomes of Women Across OECD Countries." *Oxford Review of Economic Policy* 21,3-416-438.

**Lab:** More on OLS regression to explore hypotheses. Concept of nested models making assumptions about causal order of variables to estimate total (including mediated) and direct causal effects. Computing predicted means or probabilities on the dependent variable given various combinations' of other variables' values (the Margins command). There will be a lab assignment (Asst #3) done during the lab on computing predicted probabilities or means.

**Due:** 1) Short Paper (#2) using an OLS regression to explore gender differences in gender ideology, and whether the gender difference is explained (mediated) by some intervening variables. 2) 2 page essay on reading if today is one of your assigned days.

### **Monday, 2-5-2018**

**Lecture:** Analytic Concepts from Economic and Sociological Theories of Gender Inequality in Labor Markets

**Required Reading:** England, Paula and Nancy Folbre. 2005. "Gender and Economic Sociology." Pp. 627-49 in *The Handbook of Economic Sociology*, edited by N. J. Smelser and R. Swedberg. New York: Russell Sage Foundation.

**Lab:** Using STATA to estimate OLS regressions containing interaction effects. Interpreting interaction effects, using predicted probabilities or means. There will be a lab assignment (Asst #4) done during the lab involving estimating an OLS regression with an interaction and using predicted values to interpret the interaction. Region or country characteristics could be good variables with which to interact gender.

**Due:** 2 page essay on reading if today is one of your assigned days.

### **Wed, 2-7-2018**

**Lecture:** International Differences in Gender Inequality at Work

**Required Reading:** Charles, Maria. 2011. "A World of Difference: International Trends in Women's Economic Status." *Annual Review of Sociology*, 37:355-371.

**Lab:** Presentation of Student Short Papers #1 or 2 for sharing insights and feedback

**Due:** 2 page essay on reading if today is one of your assigned days.

### **Monday, 2-12-2018**

**Lecture:** Determinants of Women's Employment Around the World

**Required Reading:** England, Paula, Janet Gornick, and Emily Shafer. 2012. "How Women's Employment and the Gender Earnings Gap Vary by Education in Seventeen Countries." *Monthly Labor Review*, April:20-29.

**Lab:** Trouble shooting problems

**Due:** 1) Short paper (#3) on some macro-sociological variable that interacts with gender, so that gender differences in some outcome vary (or don't vary) by this macro variable. The interacting variable could be region, a national characteristic, birth cohort, or possibly education. The paper should include OLS regression table, predicted probabilities (showing the interaction), and interpretation.

2) 2 page essay on reading if today is one of your assigned days.

### **Wed, 2-14-2018**

**Lecture:** Psychologists' Perspectives on Gender Differences

**Required Reading:** Hyde, Janet Shibley. 2005. "The Gender Similarities Hypothesis." *American Psychologist* 60,6:581-592.

Babcock, Linda and Sara Laschever. 2003. *Women Don't Ask: Negotiation and the Gender Divide*. Princeton: Princeton University Press. Required chapters: Introduction, Chapter 2, 3.

**Lab:** Making tables and graphs in Stata. There will be a lab assignment (Asst #5) done during the lab involving making reader-friendly tables.

**Due:** 2 page essay on reading if today is one of your assigned days.

### **Monday, 2-19-2018**

**Lecture:** Religion, Islam, Gender Ideology, and Women's Employment

**Required Reading:** Abdelhadi, Eman and Paula England, 2017, "Do Values Explain the Low Employment Levels of Muslim Women Around the World? A Within- and Between-Country Analysis."

**Lab:** More on tables and graphs in Stata, and trouble shooting on problems.

**Due:** 2 page essay on reading if today is one of your assigned days.

### **Wed, 2-21-2018**

**Lecture:** Gender Differences in Interpersonal Styles and Reactions

**Required Reading:** Babcock, Linda and Sara Laschever. 2003. *Women Don't Ask: Negotiation and the Gender Divide*. Princeton: Princeton University Press. Required chapters: Introduction, Chapter 8.

**Lab:** To be announced

**Due:** Short paper (#4) on topic using the techniques so far to answer a question about gender inequality that illustrates your understanding of mediation and/or interaction. The paper should show a regression table, and graphs of predicted probabilities, using what was learned in the 2-15 lab.

2) 2 page essay on reading if today is one of your assigned days.

**Monday 2-26-2018**

**Lecture:** Masculinity and its Display

**Required Reading:** Willer, Robb, Christabel L. Rogalin, Bridget Conlon, and Michael T. Wojnowicz. 2013. "Overdoing Gender: A Test of the Masculine Overcompensation Thesis." *American Journal of Sociology* 118:980-1022.

**Lab:** To be announced

**Due:** 2 page essay on reading if today is one of your assigned days.

**Wed, 2-28-2018**

**Lecture:** An Update on the Status of the Gender Revolution in the U.S.

**Required Reading:** England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24, 2:149-166.

**Lab:** To be announced

**Due:** 2 page essay on reading if today is one of your assigned days.

**Monday, 3-5-2018**

**Student Presentations on Short Paper 3 or 4**

**Required Reading:** None

**Wed, 3-7-2018**

**Student Presentations and/or Consultations on last Short Paper Revision**

**Required Reading:** None

**Due:** Revision of Short paper (#3 or #4) at midnight Wed night (to allow you to get a last minute consultation in class if necessary Wed)

## LIST OF ALL READINGS BY TOPIC

Required Readings in Yellow; Recommended in White<sup>1</sup>

### The Social Psychology of Gender

Babcock, Linda and Sara Laschever. 2003. *Women Don't Ask: Negotiation and the Gender Divide*. Princeton: Princeton University Press. Required chapters: Introduction, Chapter 2, 3, 8. (The remainder is recommended.) Students will purchase this book.

Glick, Peter, Susan T. Fiske et al. 2000. "Beyond Prejudice as Simple Antipathy: Hostile and Benevolent Sexism Across Cultures." *Journal of Personality and Social Psychology* 79,5:763-775. Required.

Hyde, Janet Shibley. 2005. "The Gender Similarities Hypothesis." *American Psychologist* 60,6:581-592. Required.

Ridgeway, Cecilia and Shelley J. Correll. 2004. "Unpacking the Gender System: A Theoretical Perspective on Cultural Beliefs and Social Relations." *Gender & Society* 18: 510-531. Required.

Willer, Robb, Christabel L. Rogalin, Bridget Conlon, and Michael T. Wojnowicz. 2013. "Overdoing Gender: A Test of the Masculine Overcompensation Thesis." *American Journal of Sociology* 118:980-1022. Required.

### Sociological and Economic Research on Gender, Family, and Paid Work

Abdelhadi, Eman and Paula England, 2017, "Do Values Explain the Low Employment Levels of Muslim Women Around the World? A Within- and Between-Country Analysis." Paper presented at ASA Meetings, 2017.

England, Paula. 2010. "The Gender Revolution: Uneven and Stalled." *Gender & Society* 24, 2:149-166.

England, Paula and Nancy Folbre. 2005. "Gender and Economic Sociology." Pp. 627-49 in *The Handbook of Economic Sociology*, edited by N. J. Smelser and R. Swedberg. New York: Russell Sage Foundation. Required.

Gerson, Kathleen. 2010. *The Unfinished Revolution: How a New Generation is Reshaping Family, Work, and Gender in America*. Oxford, England: Oxford University Press. Required chapters: Chapters 5, 6, 7 (pp. 103-188). (The remainder is recommended.) Students will purchase this book.

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<sup>1</sup> Your assignments will not hinge on knowing the recommended readings. They are for your possible interest and extra reading.

## Gender in Global Perspective: Work, Family, and Politics

Charles, Maria. 2011. "A World of Difference: International Trends in Women's Economic Status." *Annual Review of Sociology*, 37:355-371. Required.

England, Paula, Janet Gornick, and Emily Shafer. 2012. "How Women's Employment and the Gender Earnings Gap Vary by Education in Seventeen Countries." *Monthly Labor Review*, April:20-29.

Fish, M. Steven. 2011. *Are Muslims Distinctive? A Look at the Evidence*. Oxford, England: Oxford University Press. Recommended chapters: Chapters 6 and 8.

Hasso, Frances S. 2011. *Consuming Desires: Family Crisis and the State in the Middle East*. Stanford: Stanford University Press. Chapter 2, "National Families in Crisis" (p. 61-98). Recommended.

Kabeer, Naila. 2005. "Gender Equality and Women's Empowerment: A Critical Analysis of the Third Millennium Development Goal." *Gender and Development* 13, 1:13-24. Recommended.

Kabeer, Naila. 2000. *The Power to Choose: Bangladeshi Women and Labour Market Decisions in London and Dhaka*. New York: Verso. Chapter 4 (pp. 82-141) "Renegotiating Purdah: Women Workers and Labour Market Decision Making in Dhaka." Recommended.

Moghadam, Valentine M. 2009. *Globalization and Social Movements: Islamism, Feminism, and the Global Justice Movement*, New York: Rowman & Littlefield. Chapter 4 (pp. 63-90), "Feminism on a World Scale." Recommended.

Moghadam, Valentine M. 1993. "Rhetorics and Rights of Identity in Islamist Movements." *Journal of World History* 4,2: 243-264. Recommended.

Obermeyer, Carla Makhlof. 1992. "Islam, Women, and Politics: The Demography of Arab Countries." *Population and Development Review* 18, 1: 33-60.