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October 28 2022

Annotated Bibliography

Corbett, Christianne, and Catherine Hill. *Solving the Equation: The Variables for Women's Success in Engineering and Computing*. Washington, DC: AAUW, 2015.

<https://www.aauw.org/app/uploads/2020/03/Solving-the-Equation-report-nsa.pdf>

This report lists many variables that affect women in STEM—both in education and in the workplace. Focusing on engineering and computing, they incorporated information from interviews, academic literature, and research to reveal reasons behind the stereotypes and biases of women in STEM, pushing for more women to explore and pursue these fields. For example, a study found that “female engineers and computing professionals are likely to be evaluated as less competent, less hireable, and less valuable than identically qualified male counterparts.” Topics like this fit with our research on why the achievement of higher education may be less valuable for women. This will ultimately help us understand the significance of degrees and the level of education for women in male-dominated fields like engineering and computing.

DiPrete, Thomas A., and Claudia Buchmann. "Gender Disparities in Educational Attainment in the New Century: Trends, Causes and Consequences." *US2010: America in the First Decade of the New Century* (2013).

<https://s4.ad.brown.edu/Projects/Diversity/data/report/report07172013.pdf>

This report explores the reversal of the gender gap in higher educational attainment in the United States throughout the twentieth and twenty first centuries, and seeks to explain the causes. The report mainly gathers information from the book *The Rise of Women: The Growing Gender Gap in Education and What it Means for American Schools* by Thomas A. DiPrete and Claudia Buchmann (2013, Russell Sage Foundation). The data for both the report and the book is pulled from the U.S. Census database as well as the National Center for Education Statistics. There is data on not just the overall gender gap, but also the gender gap within minority groups like African-Americans, Asians, and Hispanics. Knowledge on the causes of the gender gap reversal is significant because it will help us explain the trends in our data, and gives us a national overarching trend to compare to the data from individual states. It is also significant because it gives us more detailed information on the attainment of higher levels degrees and gender segregation within these fields of study.

Gu, Jackie. "Women Lose out to Men Even Before They Graduate from College."
Bloomberg.com. Bloomberg, March 15, 2018.

<https://www.bloomberg.com/graphics/2018-women-professional-inequality-college/?leadSource=verify+wall>

This article from Bloomberg discusses a variety of factors on why women college graduates earn less than their male counterparts, with a focus on the career aspirations and trends between the two genders. With statistical evidence, the article indicates that women tend to gravitate towards lower-paying careers compared to men, even when they earn the same degrees from the same universities. Additionally, the article points out that women across all disciplines are 36% more likely to not work, four times more likely to become social workers, and 32 times more likely to become pre-k teachers compared to men, which both have lower earning potential and may provide an explanation for why women end up earning less than men, despite population 60% of the US's undergraduate population.

"How Opting out among Women with Elite Education Contributes to Social ..." Accessed October 21, 2022.

https://law.vanderbilt.edu/phd/faculty/joni-hersch/2013_Hersch_Opting_Out_among_Women_with_Elite_Education_REHO.pdf

This article examines how the educational status of women and graduating from elite colleges affect a broad spectrum of lifestyle circumstances such as their retirement age, parenting rate, and income. The article expressed that these changes ultimately create a trend of higher elite education enabling women to work less in the future compared to those who did not attend elite universities. Several reasons contribute to this outcome, and the majority of them produce benefits that actively separate women from elite and non-elite educational backgrounds through socioeconomic factors. Additionally, the article suggests that "elite" women— those with children who are graduates of elite universities— may be less likely to contribute to the workforce.

McCandless, Amy Thompson. "Stopping the "Flow of Co-Eds and Other Female Species": A Historical Perspective on Gender Discrimination at Southern (US) Colleges and Universities." In Forum on Public Policy Online, vol. 2009, no. 2. Oxford Round Table. 406 West Florida Avenue, Urbana, IL 61801, 2009.

<https://eric.ed.gov/?id=EJ870100>

This journal article examines the culture of race and gender discrimination in the southern United States, with a focus on how that has affected gaps in higher education throughout the past century. It further goes on to argue that women are more likely to be opposed to coeducation due to the idea that the practices of gender discrimination from the past are still alive and well today. The journal cites numerous other articles from universities throughout the South like the University of Alabama, University of Georgia, and University of South Carolina. This resource is important for giving us a background on the culture of the southern US and how it affects the disparities in educational attainment in southern states today. We will use this information to explain different regional trends between the state data and answer our research question on the larger state of gender inequality in the US.

Niang, Mouhamadou M. "Gender gaps in recurrence and concentration of unemployment: Evidence from youth leaving France's education system." *IZA Journal of European Labor Studies* 3, no. 1 (2014). <https://doi.org/10.1186/2193-9012-3-14>.

<https://izajoels.springeropen.com/articles/10.1186/2193-9012-3-14#Sec11>

This study explores the gender gaps in unemployment, finding that education is a contributing factor to these differences. For evidence, the researchers used data from the French cohort survey ("Enquête Génération"), especially focusing on youth leaving the education system in France. After examining the gender differences in the concentration and recurrence unemployment, not only did they find positive correlations to unemployment with factors like dropping out of school, but also with the different ways females and males are treated because of things like their age, level of education, and area of specialization. This resource is important because it ties education levels to unemployment, which is a significant aspect of gender inequalities. Despite the data being based in France, results from their analysis of the gender gap will help give insight into how gender gaps form in the US.

Owens, J. (2016). Early Childhood Behavior Problems and the Gender Gap in Educational Attainment in the United States. *Sociology of Education*, 89(3), 236–258. <https://doi.org/10.1177/0038040716650926>

<https://journals.sagepub.com/doi/full/10.1177/0038040716650926>

This research article studies the longer term effects that behavioral differences between the genders at young ages have on academic achievement. Owens seeks to show how boys' early behavioral disadvantages lead to lower educational attainment and higher chances of behavioral problems in adulthood. The study uses data from the Children of

the National Longitudinal Survey of Youth and the 1979 National Longitudinal Survey of Youth. Owens provides key insight on differences in young children that lead to differences in educational attainment, which can give us a better understanding of how gender plays a role in education throughout the lifetime. This study is also important for giving us insight on the other side of our research, with information that focuses on what makes boys disadvantaged rather than what makes girls advantaged.

Parvazian, Somayeh, Judith Gill, and Belinda Chiera. "Higher Education, Women, and Sociocultural Change: A Closer Look at the Statistics." *SAGE Open* 7, no. 2 (2017): 215824401770023. <https://doi.org/10.1177/2158244017700230>.

<https://journals.sagepub.com/doi/full/10.1177/2158244017700230>

This journal argues that there is a relationship between social changes and women's participation in higher education. They gathered data from major international data sets and studies with a focus on a range of Organization for Economic Co-Operation and Development (OECD) countries. Through their analysis, they found that variables like marriage rates, divorce rates, and fertility rates were associated with participation in higher education for women. This resource is significant because it highlights why there are changes in women's higher educational attainment. As we dig into why it may be more difficult for women to achieve higher education in some states than others, this journal can guide us in terms of reasons like socio-cultural changes.

Perez-Lopez, Daniel J, and Yerís Mayol-García. "Parents with Young Children Used Child Tax Credit Payments for Child Care." *Census.gov*, April 13, 2022. <https://www.census.gov/library/stories/2021/10/nearly-a-third-of-parents-spent-child-tax-credit-on-school-expenses.html>.

<https://www.census.gov/library/stories/2021/10/nearly-a-third-of-parents-spent-child-tax-credit-on-school-expenses.html>

This article from the US Census Bureau provides insight into the effects of income inequality on education. The article presents statistics from the US Census' Household Pulse Survey, which show a third of parents use their Advance Child Tax Credit payments on education costs. This information is extremely useful in our search for reasons behind educational attainment disparities, since we can link poverty trends to education trends in our dataset.

"Women Dominate College Majors That Lead to Lower-Paying Work." *Harvard Business Review*, September 20, 2017.

<https://hbr.org/2017/04/women-dominate-college-majors-that-lead-to-lower-paying-work>

This article from Harvard Business Review examines why women tend to gravitate towards college majors that have lower earning potential compared to men, as well as arguing why encouraging women to switch to higher-paying majors alone will not resolve the income gap. To support this argument, this article presents the interplay between the job market and gender norms, especially the trend where disciplines tend to become less lucrative, respected, and promising (in terms of hiring potential) as women flock into that field.