WGST 289/EAST 289
Gender and Digital Inequality in Contemporary China

Fall 2025 | Knapp 202 | Professor Yao
MWF 10:30am-11:20pm

Professor: Dr. Man Yao (she/her)
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Office: Knapp 210B
Office hours: Mon 2:00PM-3:00PM; Wed: 2:00PM-3:00PM; or by appointment

COURSE DESCRIPTION

This course explores the intersection of gender and technology development, particularly digital technologies, in contemporary China. Based on scholarship from sociology, science and technology studies, and intersectional feminism, we will examine how digital technologies both shape and are shaped by the dynamics of gender relations in contemporary China. Key topics include the gender digital divide, labor inequalities in the tech sector, the changing STEM education, digitalization of family life, as well as women's contributions to the digital economy and the role of social media in emerging feminist activism. Students will also work with large-scale datasets from China and the U.S. to learn how to analyze and visualize data to answer theory-driven questions. By combining theoretical reading and empirical endeavors, students will understand the complex role of technology in both empowering and marginalizing women in a non-Western context. This course is particularly suited for students interested in gender and sexuality studies, Chinese society and culture, or sociology.

This course fulfills the Interdivisional (I), Power and Justice (P), and Quantitative Reasoning(Q pending) GE requirements and Social Science distribution for WGST majors/minors.

LEARNING GOALS

By the end of this course, students will be able to:

1. Develop a deep understanding of intersectional feminist critiques of science and technology;
2. Apply critical thinking and feminist insights to analyze the complex role of digital technologies in shaping gender inequality in contemporary China;
3. Learn and expand quantitative toolkits including data collection, data analytics, and visualization using statistical software and programming language (e.g., R) and other digital tools (e.g., Google sheets);
4. Integrate theory and data by connecting empirical findings from quantitative data analysis with theoretical concepts (e.g., gender digital divide, intersectionality, and invisible labor);
5. Develop a global perspective about technology development and gender relations to be better prepared to meet the challenges of an increasingly interrelated world;
6. Build collaborative skills through interdisciplinary teamwork and cultivate an appreciation for the integration of technical expertise and feminist insights.

REQUIRED TEXTS

We will mainly read academic papers in this course. All readings will be available online, via Canvas or through Denison library access.

CLASS TECHNOLOGY

- Hardware: Laptops should be sufficient, computer lab or server available if needed.
- Programming: We will mainly use R & RStudio for in-class data workshops on each Friday. Additional software (e.g., Google Sheets and other web-based tools) will also be needed for hands-on class activities and class assignments.
- Communication: Canvas and Google Drive will be the main places for course communication. I will update the syllabus as needed on Canvas, so make sure to check information on Canvas timely. Additional information and resources from class time, assignments, slides, and additional readings will be posted on Canvas or as links to Google Drive.

LIST OF GRADED ASSIGNMENTS

- Class participation 10%
- Weekly reading response 15%
- Data homeworks × 8 15%
- Data Question Sets × 3 15%
- The Quantified Self 15%
- Final group project 25%
- 1:1 Meetings with Dr. Yao × 2 5%

- [optional] Extra credit opportunities to be announced on Canvas

DESCRIPTIONS OF GRADED ASSIGNMENTS

Class participation 10%
Your presence and participation in each class is expected and valued. I will record your participation grade after each class according to the following criteria[1]:

- Preparation: Reading and reviewing any assigned materials before each class.
- Engagement: Being verbally and nonverbally engaged during class.
- Focus: Avoiding distractions during class, particularly those by the wonders of the internet.
- Collaborations: You will frequently work and discuss with partners or small groups in class sessions. I expect everyone to be a team collaborator during these sessions.
- Specificity: Referring to specific ideas from readings and prior class discussions when contributing to class discussion and/or in conversations during office hours.

Weekly reading response 15%
Students will write a one-page single-spaced reading response to the assigned readings of that week. Reading response is due before each Wed's class. Avoid simply summarizing the materials in your reading responses, and address these three questions: 1)What are the three most important aspects of the materials selected (e.g., concepts, issues, evidence etc.)? 2)What are some initial reactions you would like to share for the selected readings? 3)Write at least one substantial question we could discuss as a group during the class time. Make sure to elaborate how you develop this question based on the readings.

Data homeworks × 8 15%
Most weeks include a hands-on coding workshop using R to analyze a provided dataset related to that week's topic. Short reports or coding scripts will be required to submit to document quantitative skills practiced and empirical findings about the week's topic.

Data question sets × 3 15%
Over the semester, students will have **three** in-class closed-notes assessments. The assessments would include multiple-choice and short-answer questions about statistical concepts and coding syntax we have discussed in class. Sample questions will be provided to help students to better prepare for the question sets.

The Quantified Self 15%
Students will spend 3-4 weeks during the early phase of the semester to record data about one aspect of their daily life (e.g., time spent on different activities, daily mood rating, daily

[1] Adapted from Dr. Lauren Klein at Emory University and Dr. Sarah Supp at Denison.

efficiency rating, etc). After recording and structuring their self data in Google Sheets, they will be asked to create data visualizations to communicate that data to readers. They will also be asked to write a reflective essay about digitalization of human behaviors. Some examples could be found here.

Final group project 25%
Students will form small groups to design a research project that integrates theoretical analysis with empirical data. Projects will address a data-driven question related to gender and digital inequality. Groups will analyze government statistics, social media metrics, and/or representative social surveys and apply course readings in their analysis. Deliverables include a group presentation and a written report.

1:1 Meetings with Dr. Yao × 2 5%
Come to talk to me! For us to get to know each other better, I ask each of you to come to my office hours at least *twice* throughout this semester. Each meeting will take about 15-20 minutes. Note that the first meeting should be scheduled before **Oct 16, 2025**, and the second meeting should be after this date. In addition to these two required ones, you are also encouraged to come to other meetings with me to discuss topics you are interested in.

According to Denison's catalog,

A+:	97%+	A:	93-96.9%	A-:	90-92.9%
B+:	87-89.9%	B:	83-86.9%	B-:	80-82.9%
C+:	77-79.9%	C:	73-76.9%	C-:	70-72.9%
D+:	67-69.9%	D:	63-66.9%	D-:	60-62.9%

F: below 60

COURSE POLICIES AND EXPECTATIONS

Attendance Policy
A hallmark of a Denison education is the small, interactive, and participatory classroom situated within a residential community. Therefore, it is essential that students be present on campus and attend the classes in which they are enrolled. Attendance policies are designed to promote the success and well-being of the individual students as well as the community of learners in each class and co-curricular undertaking. For oneself and one's peers, attendance and presence on campus are vital to the Denison education.

To have a missed class without penalty, you must email me **in advance of the class;** otherwise, penalty would apply. For any missed classes, you are responsible for reviewing the material covered and completing the assigned work. Beyond the three allowed absences, each additional absence will result in a **2% deduction** from your final grade. For allowed absences, documentation must be submitted via email prior to the start of class. Allowed absences may include illness or other legitimate conflicts as outlined in the Denison catalog. Such activities might include course-related field trips, fine arts

performances (but not rehearsals), and varsity sports contests (both regular season and all postseason contests, but not scrimmages or practices).

You are also expected to be in class on time. If you are more than 10 minutes late to class without prior notice to me, you will receive one unexcused tardiness. Each unexcused tardiness will result in 1% deduction of your final grade.

Preparation & Assigned Readings
A four-credit course requires 12 hours of work per week (four hours of classroom or direct faculty instruction and eight hours of out-of-class student work) over a period of 14 weeks of instruction plus one week of exams. Make sure to complete the readings before each class. I also highly encourage you to take reading notes as you go through them. They can be very helpful for you to concentrate during reading. Digital notes are quite popular now, and there is plenty of note-taking software you could choose. OneNote which is free through Denison student accounts is recommended. I use Notion, a flexible note-taking and project management software.

Participation
Participation in class activities and contributions to class discussions are part of your grade and crucial for your success in this class. Generally, effort is far more valuable than finding the correct answers, especially when dealing with complex issues where clear solutions may not always exist. Participation is not limited to speaking up in class. In order to get a high grade for class participation, refer to the six criteria I listed under the Graded Assignments.

Make sure to bring the required text and related notes to the class to facilitate the participation. Also bring your digital devices to the class to participate in certain in-class activities. Using digital devices for activities unrelated to the class are not allowed. Participation outside of regular class time is also expected. Significant feedback on assignments is a core component of this course. Students are expected to review instructor feedback and incorporate that into their future work.

Discussion and Communication Guidelines
This course deals with a variety of complex issues, and you might encounter differences or even conflicts in opinions either with me or with other classmates in this course. I hope everyone in this class feels safe to express their opinions. We will also have a short workshop to work on making our own community norms in the first class.

Please keep in mind that your classmates and professor come from diverse backgrounds. Each of us should contribute to building a supportive learning community by respecting other people's opinions. Listening is always the priority. Being open-minded and willing to accept new ways of thinking are also encouraged. If you disagree with or have a different perspective with me or a classmate, please do so in an informed and respectful way.

Late Assignments
Assignments will be penalized 10% for each day that has passed since the due date (e.g. If you turn in an assignment one day late, you can only receive up to 90% of the original points. If it is two days late, you can receive up to 80% of the original points.) Assignments received after the deadline, even on the day it is due, will be considered late. Late assignments will not be accepted after the last day of classes.

Content Warning
Some content in this course may include descriptions or scenes depicting violence, war, or sexual violence, which could be triggering for some students. Please take care of yourself in these cases and prioritize your wellbeing. If needed, feel free to leave the classroom, contact Counseling and Consultation Services, or contact the professor.

Email Communication
When emailing me and sending me a Canvas message, add "WGST101" or "QS290" in the subject line. Properly address the message (e.g., "Dr. Yao" or "Professor Yao") and sign your name at the end of the message. I try my best to reply to your emails within 48 hours on days when the class is in session.

Generative AI Tools🔥
The recent emergence of generative AI tools will change the process of teaching and learning in an unprecedented way, and the whole society is still figuring out the directions of these changes. I am highly aware of and understand the amount of uncertainties, confusions, and dilemmas you are facing on a daily basis under today's technological changes. As a teacher, an AI researcher, and a frequent user of these tools myself, I am also in the process of learning how we can better incorporate these tools into teaching to facilitate effective learning processes. Thus I will try my best to offer guidance on this matter based on my current knowledge and will design this course in a way that equips students with capabilities to navigate the new social and technological environment. As a starting point, here are a few reminders you should keep in mind whenever you consider using one generative AI tool throughout this course:

- *Consult and reflect on Bloom's Learning Taxonomy and specific course goals* to identify how the usage of AI tools help you achieve your learning goals. Lots of assignments designed in this course, including reading, writing, and presenting, will help you to achieve these learning goals. If you are only using AI to increase your speed of finishing assignments, you are not working towards these goals.
- *AI generates average work.* Current research in educational technologies shows that the AI-generated work typically can only receive an average grade in a number of different assignment types.[2] To achieve excellence, substantial human knowledge and decisions are still required, which means that AI will not learn for you! To gain

[2] Bowen, José Antonio, and C. Edward Watson. *Teaching with AI: A Practical Guide to A New Era of Human Learning*. Johns Hopkins University Press, 2024.

the knowledge and taste required to distinguish between good and bad contents, you should follow the expectations of this course to engage with the materials and make them your own knowledge.
- *AI makes mistakes and gives stupid solutions.* Related to the last point, human knowledge and experience are required to assess the credibility of AI-generated content. For example, AI is known to offer factually-wrong answers without proper sources noted. Therefore, **you should never use AI to produce your final work**. Substantial thinking and assessment are needed before you could decide whether to trust the AI-generated content.

With these reminders in mind, here are the policies regarding AI tools in this course:
- For each assignment I will indicate whether the use of AI tools is permitted. If an assignment is marked **"AI not allowed,"** do not use any AI tools for any part of that assignment (including drafting, editing, code generation, data analysis, or proofreading).
- For AI-allowed assignments, **submit a formal disclosure statement about GenAI usage**. This statement should include 1) how the AI tools were used (e.g., to generate ideas, editing language, outlining, providing summaries); 2) how the AI tools help or do not help improve the quality of the work.
- Occasionally, I will use AI tools to facilitate class activities and prepare class materials. In these cases, I will let you know and provide a model for how to appropriately credit AI contributions in our daily work. I encourage us to exchange experiences of using AI and explore the best practices for transparency and ethical use together.
- Suspected cases of unauthorized use will be considered as a violation to **Academic Integrity** and reported.

UNIVERSITY POLICIES AND RESOURCES

Academic Credit Policy

This course adheres to Denison's Academic Credit Policy. Direct Faculty Instruction includes lecture, class discussion, library sessions outside of regular class time, use of Discussion Board (Canvas), faculty-recorded lectures or laboratory engagements, required outside speakers, detailed feedback on student writing and oral presentations, and one-on-one meetings with students.

Academic Integrity

Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty. Cases are typically heard by the Academic Integrity Board which determines whether a violation has occurred, and, if so, its severity and the sanctions. In some circumstances the case may be handled through an Administrative Resolution Procedure. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is

violated. Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity.

Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly.

Note on Technology: Unauthorized use of technology (including, but not limited to, artificial intelligence sites and translation programs) in the preparation or submission of academic work can be considered a form of cheating and/or plagiarism. Instructors may at their discretion create assignments that incorporate the use of supporting technologies and will inform students of acceptable uses of technology in their courses. It is the responsibility of the student to ask the instructor for clarification whenever they are unclear about the parameters of a specific assignment and to understand that presenting the work of artificial intelligence as your own constitutes a violation of Denison's Code. Cases of suspected inappropriate use of technology may be submitted to the Academic Integrity Board to initiate an investigation of academic dishonesty.

For further information about the Code of Academic Integrity, see http://denison.edu/academics/curriculum/integrity.

Student Accommodations

Denison University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended. Students with disabilities who believe they may need accommodations in this course are encouraged to contact Accessibility and Disability Services in the Academic Resource Center at 740-587-8060 or disabilityservices@denison.edu. Students with approved accommodations receive an accommodation letter via the MyAccommodate portal. Faculty members are copied on this communication. Students are responsible for promptly contacting their instructors to discuss specific accommodation needs within each course. Accommodations are not retroactive and should be discussed and arranged early in the semester.

Logistic arrangements for testing-related accommodations should be made at least a week in advance of an evaluation and follow the Exam Accommodation Policy.

Reporting Sexual Assault

Essays, journals, and other coursework submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees are required by University policy to report allegations of discrimination based on sex, gender, gender identity, gender expression, sexual orientation, or pregnancy to the Title IX Coordinator. This includes reporting all incidents of sexual misconduct, sexual assault, and suspected abuse/neglect of a minor. Further, employees are to report these incidents that occur on campus and/or that involve students at Denison University whenever the employee becomes aware of a possible incident in the course of their employment, including via coursework or advising conversations. There are others on campus to whom you may speak in confidence, including clergy and medical staff and counselors at the Wellness Center. More information on Title IX and the University's Policy prohibiting sex discrimination, including sexual harassment, sexual misconduct, stalking and retaliation, including support resources, how to report, and prevention and education efforts, can be found at: https://denison.edu/campus/title-ix.

Multilingual Learning

Students who use English in addition to other languages are welcome to use the resources available at the Multilingual Learning Office (MLO). The MLO includes Morayo Akinkugbe, PhD, the Assistant Director of Multilingual Programming and the student consultants who work with her. They are all trained and experienced in helping students address the different issues that arise when working in more than one language. If English is not your first or only language, please consider utilizing this resource, which is available to ALL Denison students. Dr. Akinkugbe and the student consultants offer a variety of support for L2 students, including consulting with you about your written language (grammar, syntax, word-choices), developing strategies to manage your reading assignments, assisting with class conversation and presentations, and helping to devise ways to develop and effectively use all your skills in English. You can set up an appointment via https://denisonuappointments.as.me/mlo, or by emailing the Multilingual Learning Office directly at englishhelp@denison.edu.

Writing Center

Every writer–no matter the course or their experience level–needs a reader and benefits from deep conversation about their work! At the Writing Center, student consultants are eager to support you at any stage of the writing process including (but not limited to): deciphering assignment instructions, brainstorming, developing an argument, organizing your ideas, integrating research and sources, working with faculty feedback, and/or

polishing a draft. Consultants, who are themselves experienced writers from a range of areas of study, are specially trained to support writing for any course or purpose from lab reports, research papers, and informal writing assignments to cover letters, personal statements, and other application materials. The Center welcomes writers from all backgrounds and levels of college preparation. Appointments can be scheduled for 25 or 50 minutes at https://denison.mywconline.com/ and take place in-person in the Atrium level of the Library (A22)

COURSE SCHEDULE AT-A-GLANCE

Class schedule subject to change.
* DH = Data Homework*

	Topic	Data workshop	Milestone
Unit 1. Feminism, Digital Technology, and Gender Inequality			
Week 1 8/29	Course Introduction & Syllabus		
Week 2 9/1-9/5	Feminism Confronts Technology	Software installation; R basics	
Week 3 9/8-9/12	Gender Inequality in Post-reform China	Summary statistics + levels of measurement	DH#1 Quantified self track begins
Unit 2. Gender Dynamics in Education and Labor Market			
Week 4 9/15-9/19	Gender Digital Divide	PISA data + Data manipulation	DH#2
Week 5 9/22-9/26	The Rise of Women in Education	Grades advantages of women in PISA + Data visualization1	DH#3
Week 6 9/29-10/3	Gender and the STEM Pipeline	PISA + Data visualization 2 + practice questions	DH#4
Week 7 10/6-10/10	Gender and Labor in Tech	Data question set #1	DH#5
Unit 3. Empowerment and Challenges in the Digital Landscape			
Week 8 10/13-10/17	Women in the Digital Economy	Fall break 10/16-17	

Week 9 10/20-10/24	Quantified Self Presentations	Z-score and Inferential Statistics	Essay due
Week 10 10/27-10/31	Digital Feminist Activism and Online Discourse	Distribution of sample means and and confidence intervals	DH#6
Unit 4. Mating, Marriage, and Family in Digital Space			
Week 11 11/3-11/7	"Leftover" Women and the Gendered Expectations of Marriage and Family	Hypothesis testing	Final project group member DH#7
Week 12 11/10-11/14	Online Dating & Relationships	Data question set #2 review session	DH#8
Week 13 11/17-11/21	Data question set #2	Bivariate association tests (1) & (2) (W & F)	
Thanksgiving Break (11/22-11/30) 🦃🍁🍉			
Week 14 12/1-12/5	Final group project workshop & Course evaluations		DH#9 & #10
Week 15 12/8-12/12	Final project presentations	Data question set #3	Final group project paper due 12/15

CLASS-BY-CLASS SCHEDULE

Class schedule subject to change.
* Please consult Canvas for the most updated schedule.*

Unit 1. Feminism, Digital Technology, and Gender Inequality

1. Fri, Aug 29. Introduction and Course Overview
In class: community norms discussion

2. Mon, Sep 1. Feminism Confronts Technology
Readings:

- hooks, bell. 2000. "Feminist Politics: Where We Stand."
- Wajcman, Judy and Erin Young. 2023. "Feminism Confronts AI: The Gender Relations of Digitalisation". In: *Feminist AI*.

Optional:

- Klein, Lauren, and Catherine D'Ignazio. 2024. "Data Feminism for AI."

In class: How to Read an Academic Paper with England et al. (2020) in PNAS

3. Wed, Sep 3. Feminism Confronts Technology cont.
📖*Before class: Reading response due*

4. Fri, Sep 5. Data workshop
Before class: Downloading R and R Studio

- Software installation
- R basics overview

5. Mon, Sep 8. Gender Inequality in Post-reform China
Readings:

- Ji, Y., Wu, X., Sun, S., & He, G. (2017). Unequal care, unequal work: Toward a more comprehensive understanding of gender inequality in post-reform urban China. Sex roles, 77(11), 765-778.
- England, P., Levine, A., & Mishel, E. (2020). Progress toward gender equality in the United States has slowed or stalled. Proceedings of the National Academy of Sciences, 117(13), 6990-6997.

6. Wed, Sep 10. Gender Inequality in Post-reform China cont.

Before class: reading response due

7. Fri, Sep 12. Data workshop

- Levels of measurement
- Summary statistics

Unit 2. Gender Dynamics in Education and Labor Market

8. Mon, Sep 15. Gender Digital Divide

Readings:

- Fatehkia, M., Kashyap, R., & Weber, I. (2018). Using Facebook ad data to track the global digital gender gap. World Development, 107, 189-209.

Optional:

- Zhao, Y., & Kuang, M. (2025). Digital divides in China: evidence from CGSS2005–2021. Chinese Sociological Review, 1-62.

9. Wed, Sep 17. Gender Digital Divide cont.

Before class: reading response due

10. Fri, Sep 19. Data workshop

- Gender digital divide among adolescents using data from Programme for International Student Assessment (PISA)

11. Mon, Sep 22. The Rise of Women in Education

Readings:

- Buchmann, C., Dwyer, R. E., & Yao, M. (2025). The Deepening Gender Divide in Credentials, 2000–2020: Continuity, Change, and Implications. RSF: The Russell Sage Foundation Journal of the Social Sciences, 11(1), 154-177.
- Wang, Y. (2021). Closing the gender gap in college attendance: Variation by family background in China over time. Social science research, 98, 102578.

12. Wed, Sep 24. The Rise of Women in Education cont.

Before class: reading response due

13. Fri, Sep 26. Data workshop

- Grades advantages of women in PISA

11. Mon, Sep 29. Gender and the STEM Pipeline

Readings:

- Thébaud, S., & Charles, M. (2018). Segregation, stereotypes, and STEM. Social Sciences, 7(7), 111.
- Liu, R. (2018). Gender-math stereotype, biased self-assessment, and aspiration in STEM careers: The gender gap among early adolescents in China. Comparative Education Review, 62(4), 522-541.

12. Wed, Oct 1. Gender and the STEM Pipeline cont.
Before class: reading response due

13. Fri, Oct 3. Data workshop
- Gender gap in STEM career aspirations in PISA

14. Mon, Oct 6. Gender and Labor in Tech
Readings:
- Li, X. (2023). Strategic flexibility in a male-dominated occupation: women software engineers in China. Journal of Gender Studies, 32(4), 330-342.
- Alegria, S. (2019). Escalator or step stool? Gendered labor and token processes in tech work. Gender & Society, 33(5), 722-745.

15. Wed, Oct 8. Gender and Labor in Tech cont.
Before class: reading response due

16. Fri, Oct 10. Data workshop
- Data question set #1

Unit 3. Empowerment and Challenges in the Digital Landscape

17. Mon, Oct 13. Women in the Digital Economy
Readings:
- Zhang, L. (2021). Platformizing family production: The contradictions of rural digital labor in China. The Economic and Labour Relations Review, 32(3), 341-359.

18. Wed, Oct 15. Data workshop
- Inferential statistics

19. Fri, Oct 17. No class, Fall break

20. Mon, Oct 20. Quantified Self Presentation (1)

21. Wed, Oct 22. Quantified Self Presentation (2)

22. Fri, Oct 24. Data workshop

- Inferential Statistics and z-score

23. Mon, Oct 27. Digital Feminist Activism and Online Discourse

Readings:

- Tambe, A. (2018). Reckoning with the Silences of# MeToo. Feminist studies, 44(1), 197-203.
- Bao, K. (2024). Comparative analysis of representations of feminism across Chinese social media: A corpus-based study of Weibo and Zhihu. Social Media+ Society, 10(3).

Optional:

- Sykes, S., & Hopner, V. (2024). Tradwives: Right-wing social media influencers. Journal of Contemporary Ethnography, 53(4), 453-487.

24. Wed, Oct 29. Digital Feminist Activism and Online Discourse cont.

Before class: reading response due

25. Fri, Oct 31. Data workshop

- Distribution of sample means

Unit 4. Mating, Marriage, and Family in Digital Space

23. Mon, Nov 3. "Leftover" Women in China

Readings:

- Ji, Y. (2015). Between tradition and modernity:"Leftover" women in Shanghai. Journal of Marriage and Family, 77(5), 1057-1073.
- Choi, K. H., & Qian, Y. (2023). The rise of the childless single in South Korea. Journal of Family Theory & Review, 15(3), 526-541.

In class: documentary "China Doesn't Like That I'm a Single Woman, Here's Why" from NYT

24. Wed, Nov 5. "Leftover" Women in China cont.

Before class: reading response due

25. Fri, Nov 7. Data workshop

- Correlation

23. Mon, Nov 10. Online Dating & Relationships

Readings:

- Shen, Y., & Qian, Y. (2024). How to find Mr/miss right? The mechanism of search among online daters in Shanghai. Journal of Family Issues, 45(5), 1087-1115.
- Wang, S. (2020). Chinese affective platform economies: dating, live streaming, and performative labor on Blued. Media, Culture & Society, 42(4), 502-520.

24. Wed, Nov 12. Online Dating & Relationships cont.
Before class: reading response due

25. Fri, Nov 14. Data workshop
- Review session

26. Mon, Nov 17. Data Questions Set #2

27. Wed, Nov 19. Data workshop
- *Bivariate Association (1)*

28. Fri, Nov 21. Data workshop
- *Bivariate Association (2)*

29. Mon, Dec 1. Final group project workshop (1)

30. Wed, Dec 3. Final group project workshop (2)

31. Fri, Dec 5. Course wrap-up & evaluation

32. Mon, Dec 8. Final group project presentation (1)

33. Wed, Dec 10. Final group project presentation (2)

334. Fri, Dec 12. Data question set #3