

Have the goals of 1960s feminism been achieved?

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1 Introduction

It is clear that there has been a change in society’s attitude to women over the past 50 years. It is less clear is that complete equality has been reached. This is a huge topic, so I have chosen to focus on the narrower question of “Have the goals of 1960s feminism been achieved”.

To answer this, it is necessary to identify those goals, so I looked to the work of Betty Friedan, “a leading figure of the feminist movement” (Parry 2010). After graduating from Smith College in 1942 she experienced first-hand “American middle-class women’s metamorphosis from the independent, career-minded New Woman of the 1920s and ’30s into the housewife of the postwar years” (*Social Welfare History Project* 2015). Her dissatisfaction with this way of life, echoed by her classmates whom she surveyed in 1957, led her to write “The Feminine Mystique” (Friedan 1963), from which I was able to identify the goals of 1960s feminism.

Friedan describes how “they learned that truly feminine women do not want careers, higher education, political rights” (*ibid.*, p.5) which points to equality in education and the workplace, and involvement in politics as key themes. Betty Friedan frequently explains how women should “say ‘no’ to the housewife image” (*ibid.*, p.277) and advocates for more equal roles in families and relationships—which I identified as another goal. Friedan is also critical of the media’s representation of women, writing “all the columns, books and articles by experts telling women their role was to seek fulfillment as wives and mothers” (*ibid.*) created an unattainable standard of the perfect housewife’s life. I felt that women’s representation in media and popular culture had importance in a wider context and should be considered another goal of the feminist movement. Friedan’s books, and other works, helped in identifying a final goal: improved reproductive rights. This was particularly evident in her efforts to launch the National Association for the Repeal of Abortion Laws (Parry 2010) in 1969.

In summary, I identified the following goals which I will consider individually to reach a conclusion:

1. Equal pay and opportunities in work
2. Equal educational opportunities
3. Equal representation in media and popular culture
4. Equal roles in the family and improved reproductive rights

2 Methodology

Identifying these goals enabled my secondary research using JSTOR and Royal Holloway University Library resources, as I was able to create a list

of key search terms. Applying filters to select peer-reviewed journals meant that the sources were both reliable and relevant.

To support this, I conducted three primary research enquiries. Firstly, a peer survey of girls in Years 10 and 12 at my school. I chose not to include those years 11 and 13 as the timing of my survey coincided with their external exams. I used Google Forms to conduct the survey, as it allowed me to collect anonymous responses and easily collate them for analysis. I had planned to replicate Betty Friedan’s original survey (Friedan 1957, Appendix A) but a number of the questions, like those around marriage would be unsuitable for my peer group. Instead I created twelve questions (Appendix B.1) more suited to the target audience, which together cover all the goals identified above. The questions were phrased as statements, with options to express how strongly my peers agreed or disagreed with them (Likert scale).

Initially I was concerned that my questions would focus too much on education. Including future-focussed questions allowed me to better emulate Betty Friedan’s range of questions. Additionally, I conducted primary research involving women in work. I chose the tech industry to hear from women who have traditionally been under-represented in the workplace. This gave first hand insight into progress towards equality in a difficult sector. I planned to interview a few female employees from the company, but received a large number of responses so decided to create a second survey (Appendix C.1), as I would not be able to interview them all. To ensure they would be comparable, I used an adapted version of my peer survey, but included a free-form comments section to put their responses into context.

I did interview six randomly selected women from those that replied, to avoid additional bias. Each interview lasted approximately 30 minutes during which I asked them a variety of questions focusing on all four goals. I used unstructured interviews as I felt that this would result in more personal information and experiences, which would complement the survey responses.

3 Peer Survey Results

While Likert scale questions are good for extracting maximum detail about people’s degree of agreement with a statement, and Google Forms makes it easy to analyse them as a set of pie charts (see Appendix B.2), these are not that easy to interpret. Another possible representation would be a stacked barchart, but this did not prove useful. I therefore decided to collapse all the responses to each question down to a single score by mapping each possible answer to a numerical value (Strongly Disagree = -5, Disagree = -3, Neutral = 0, Agree = 3, Strongly Agree = 5) and taking the mean. These are plotted in Figure 1.

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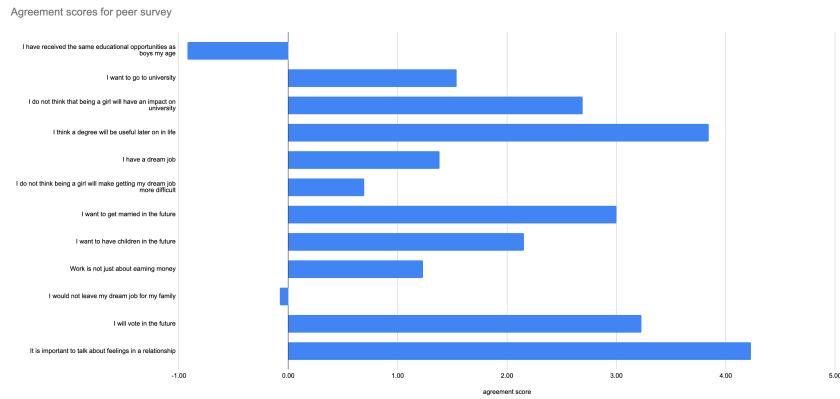


Figure 1: Barchart showing level of agreement with each statement

Overall the results indicate a positive change in society’s attitude to women. This is evident from the positive scores for all but two questions. The most strongly negative is “I have received the same educational opportunities as boys my age”, and it is both notable and somewhat concerning that this is the only backward-looking statement, and therefore more representative of actual experience. The second, which is only slightly negative, is “I would not leave my ‘dream job’ for my family”. Whilst my peers would not have first hand experience of this situation, it is possible they have seen it indirectly via their families. It is also worth noting that whilst getting an overall positive score, responses were less positive for “I do not think being a girl will make getting my dream job more difficult” than for the gendered-independent “I have a dream job”.

A large proportion of my peers felt neutral about having children, and that the statement “It is important to talk about feelings in a relationship” received completely positive responses. These show that my peers value healthy relationships more than conforming to the narrow family roles.

In total I received 13 responses to my survey, which was slightly disappointing, but still provided me with enough data to analyse.

4 Tech Industry Survey Results

Again I decided to collapse the full results (Appendix C.2) down to a single, average agreement score per question, as shown in Figure 2. The only difference was that in this survey ‘N/A’ was a possible answer, as there were some follow-on questions. These answers were ignored entirely in calculating the mean scores.

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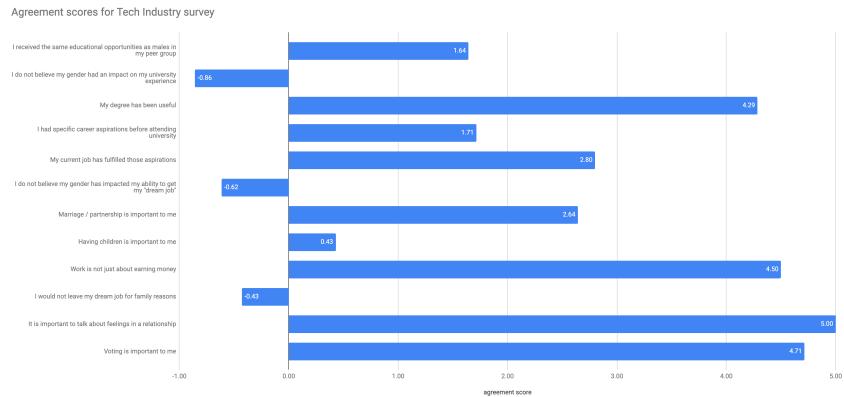


Figure 2: Barchart showing level of agreement with each statement

As in my peer survey, “I do not believe my gender has impacted my ability to get my ‘dream job’ ” and “I would not leave my dream job for family reasons” scored negatively, suggesting that women still feel disadvantaged in the workplace, and that this could be due to how their role in the family impacts upon their level of commitment to work. The responses to whether or not gender impacted upon their university experience were also negative, despite positive responses indicating that the respondents felt they had received equal educational opportunities to their male peers. This may be because the “university experience” takes into account areas other than education, which may be far more adversely affected by gender, such as safety issues when going out at night.

In contrast, the responses were overwhelmingly positive in a number of areas. Firstly, many respondents believed their degrees have been useful. Whilst encouraging, this is not necessarily representative of women as a whole, because the recipients of this survey have all been successful in their career. This sampling bias was difficult to avoid in the time available. This also makes it difficult to compare to the results of Betty Friedan’s original survey, as while her recipients also had university degrees, many were housewives who had not pursued a career. Similarly, the fact that many respondents see the value of work beyond money may not be indicative of an improvement in the career satisfaction of women, but shows that I have interviewed successful women who enjoy working in a rewarding environment. All of the respondents strongly agreed that it is important to talk about feelings in a relationship, just as this statement received completely positive responses in my peer survey. The responses to whether or not voting was important to them were also overwhelmingly positive, signalling a huge improvement since Betty Friedan saw a “passive non-identity” (Friedan 1963, p.231) emerge in women who were “apathetic, dependent, infantile, purposeless” (*ibid.*, p.231).

Overall the average scores, which represent the level of agreement with

each statement, are mainly positive. From this, one can infer progress has been made, but as some areas still remain negative it cannot be said the survey data supports the assertion that the goals have been fully met.

5 Equal Pay and Opportunities at Work

After conducting my own primary research, I could see that progress towards gender equality in the workplace had clearly been made. But in order to better assess whether or not this goal has truly been realised, I now looked to the secondary sources I had identified.

Firstly was the statement that “the public debate of gender and workplace equality is dominated by two truisms: that women’s fortunes at work have improved significantly in the twentieth century and that they still and equally significantly fall short of those enjoyed by men” (K. Woodward and S. Woodward 2012). Gender inequality in the workplace can still be seen in a number of ways. Low numbers of women in certain industries, unequal pay, lack of career advancement opportunities, disparities in hiring, women being held to different standards, stereotype issues and differences between maternity and paternity policies all demonstrate how discrimination is still faced by women in the workplace, despite the significant improvements referenced by Eikhof (2012).

The most tangible example of gender inequality in the workplace is the gender pay gap. “The gender pay gap is calculated as the difference between average hourly earnings (excluding overtime) of men and women as a proportion of average hourly earnings (excluding overtime) of men’s earnings” (ONS 2018). The main policy for reducing the gender pay gap has been the introduction of new legislation, with the aim of preventing companies from paying women less than men. “Equal pay legislation has been in existence for over 40 years in the UK” (Gow and Middlemiss 2011), following a similar act in America in 1963. This was based on the work of Betty Friedan, who had acted as an “outspoken advocate for women” (Parry 2010) with “The Feminine Mystique” which was released in the same year. A major motivation for these changes in legislature was Britain’s desire to become a member of the European Economic Community (now the EU) (Frader 2018).

The introduction of legislation such as this signifies definite progress towards the goal of workplace equality, but in order to assess whether the goal has been fully realised, one must assess the impact of this legislation. Data published by the ONS allows me to do this objectively, focusing on numerical evidence as opposed to more subjective opinions.

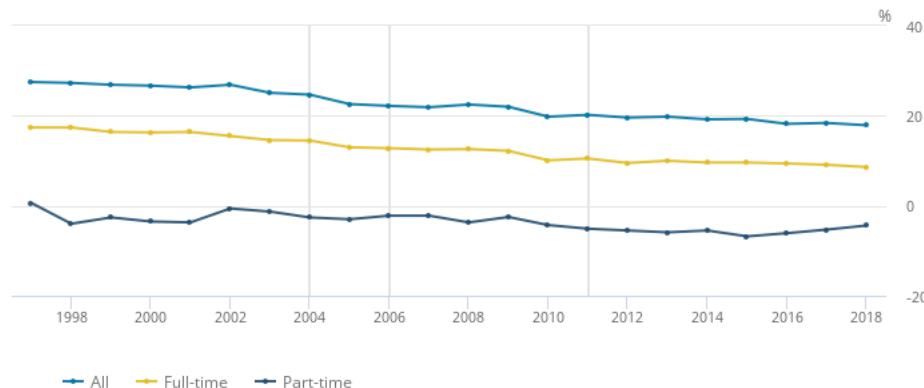


Figure 3: Gender pay gap for median gross hourly earnings (excluding overtime), UK, April 1997 to 2018. *Source: Annual Survey of Hours and Earnings (ASHE)*. ONS (2018)

This graph shows the slow progress being made towards equal pay between the years 1997 and 2018. When considering the size of the gender pay gap in both full-time and part-time work combined, it is much larger, as far more women are employed in part-time jobs than men—and these jobs pay less (“average hourly rate is £9.36 compared with £14.31” from ONS (2018)). This is a phenomenon that was recognised by Betty Friedan, describing women who worked part-time “to put their husbands through school, their sons through college, or to help pay the mortgage” (Friedan 1963, p.7). Gow and Middlemiss (2011) explain this phenomenon further in their article which refers to the societal belief “that women should place family commitments before occupational opportunities”. This was echoed in my own primary research, where 30.8% of my peers and 35.7% of respondents at the large tech company said that they would give up their dream job for their family. My primary research has focused on the tech industry, but it is important to consider equal pay progress in other sectors in order to form a fuller picture as to whether the goal of equal pay has been achieved.

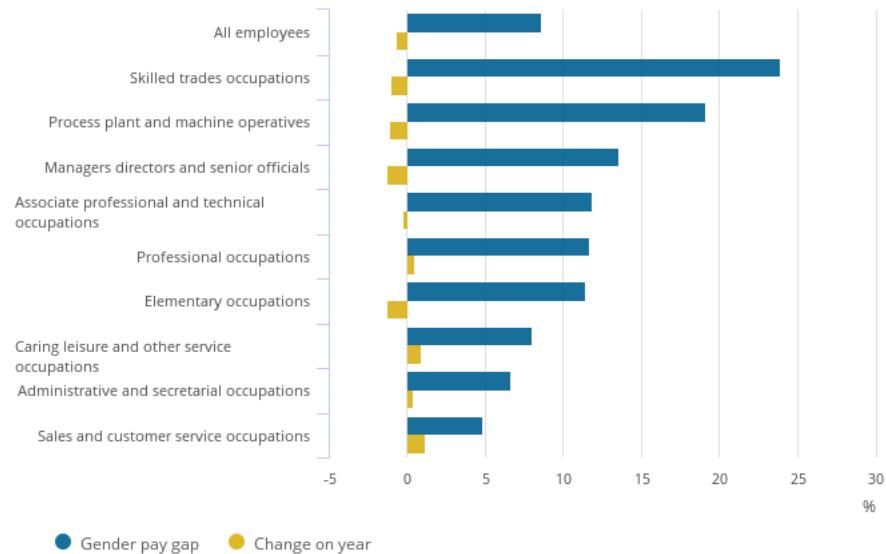


Figure 4: Gender pay gap for median full-time hourly earnings (excluding overtime) and the year-on-year percentage point change, by major occupation group, UK, April 2018. *Source: Annual Survey of Hours and Earnings (ASHE). ONS (2018)*

This graph shows a breakdown of the gender pay gap in different sectors, and that it is at its highest in skilled trades occupations. This could explain why, in my interviews at a large tech company, all but one interviewee was in some way dissatisfied with women’s position compared to men’s. While this large pay gap could highlight a lack of progress to eliminate the gender pay gap, it is essential to remember the starting point when assessing progress towards these goals. For example, Betty Friedan describes how “America’s greatest source of unused brain power was women” (Friedan 1963, p.7) who were no longer pursuing careers in skilled trades occupations. Therefore this data suggests not a lack of progress in this sector, but a worse starting point from which progress has been made. This is confirmed by the considerably smaller gender pay gap in sales and customer service occupations and in administrative and secretarial occupations, as Betty Friedan states how most working women “held part-time jobs, selling or secretarial”.

It is clear that progress has definitely been made since the 1960s, but a gender pay gap of 8.6% (ONS 2018) still exists, thus it cannot be said that the “demand of equal pay for equal work” (Gitt and Gelb 1977) has been met. Another manifestation of gender inequality in the workplace is the lack of career advancement and promotion opportunities for women. In my tech company interviews, one woman explained that “The higher up you get, the whiter it gets and the maler it gets”. Often, this is not necessarily a conscious or malicious exclusion of women from positions of power, but

due to unconscious biases: “Approximately 75% of all white managers harbour unconscious biases” (Torchin 2019). In her article “A Double-Edged Sword: twenty-first century workplace trends and gender equality”, Eikhof (2012) refers to unconscious biases when she describes how “Some of these inequalities will be rooted in deeply held beliefs about gendered capabilities and skills”. An example provided by another interviewee was when she was on a team of 11 women and one man, and the man was chosen to be the manager as—due to unconscious biases—the man was seen as more suitable for the leadership role, despite all of the team being similarly qualified.

There are a number of other factors, alongside unconscious bias, which contribute to the lack of career advancement and promotion opportunities for women. It was suggested by a number of women that I interviewed that “confidence” was a major issue that prevented women from effectively negotiating salaries and promotions. “These attitudes are already determined at a relatively early stage in their career” (Scott and Nolan 2007), so women find themselves at a disadvantage right from the start. Another issue which was discussed in my interviews was the inequality of paternity and maternity policies. One interviewee explained how men were often off work for as little as two weeks, whereas women missed as much as 6 months to a year. She went on to explain how this left women missing out on promotions, as well as returning to work no longer up to date on new technologies and practices. On top of this it was said that, due to unequal roles in the family, women are often unable to work long hours—further impacting upon their work performance. This “can be linked to the traditional view (held by both men and women) that women should place family commitments before occupational opportunities” (Gow and Middlemiss 2011). The effects of this discrimination were confirmed when another interviewee told me how she tells leadership that she does not want children, even though she does, so that it cannot affect her progress.

Overall, I would say that it is evident that there are still issues surrounding gender equality in the workplace, and that equal pay has not yet been achieved. When compared to the situation in the 1960s, though, one can see a huge improvement in conditions for women. However, as one woman whom I interviewed said: “Women are not equal until there is no conversation about whether or not women are equal.” I believe that inequalities such as the gender pay gap, the lack of career advancement and promotion opportunities for women, and the differences between maternity and paternity leave policies stem largely from unconscious biases and differences in education and childhood. An interviewee explained her belief that girls’ toys encouraged them to take peacemaker or caretaker roles, just like looking after dolls, as opposed to being brave and ambitious in their career choices, such as would be encouraged by the toys targeted at boys. Leinonen (2012) comments on this in her article “Challenging and reinforcing gender boundaries at work” stating that inequalities are often “maintained by the

lack of gender-minority applicants”. Another key issue is the interaction between women’s role in the family and their workplace performance, which is why Plagnol, Scott, and Schober (2010), who work for the Economic and Social Research Council (ESRC), suggest that when trying to remedy gender inequality issues in the workplace “Government policy should be more holistic: work inequalities should be seen in the context of domestic inequalities”. Despite this picture of inequality causing problems at work for women, I feel that it is important to discuss a point made by another interviewee, who advised that “Women should not use gender inequality as a crutch to blame a lack of success on” as this risks undermining the movement towards achieving equality in the workplace, and perhaps could prevent us from ever achieving this goal of 1960s feminism.

So far, it is clear that society has made steps in the right direction, with more women involved in non-traditional employment—filling the “skill-shortage” described by Whittock (2002) and using that great source of unused brain power (Friedan 1963, p.7). The gender pay gap is also slowly, but steadily, decreasing (ONS 2018). However, evidence still suggests large inequalities between men and women, and thus I do not believe that this goal has been achieved.

6 Equal Educational Opportunities

In their paper “Being in the academy: a cross-generational conversation”, K. Woodward and S. Woodward (2012) use a cross-generational approach to comment on the ”considerable limitations to the expression of gender difference and inequalities in the academy in spite of the apparent advances”. I have aimed to take a similar approach, representing different generations of women—looking first at Betty Friedan and her classmates, then to women currently in work, and finally to my peers—in order to create a picture of the changes and remaining difficulties for women in education. This approach also allows me to see the opportunities provided to women at different levels of education, as I have spoken to and read about women with varying levels of education, and also to my peers who are still in senior school.

Firstly, I looked at the information I had collected from the female employees at the major tech company, and what I could learn about their views on education. I calculated a combined average score for the three questions relating to their experiences of education. This equalled 1.69, which was positive, but not overwhelmingly so. Despite this relatively low score, all the women either agreed, or strongly agreed, that their degree had been useful. This is an example of sampling bias, as all the women who received my form were employed in a job which required a degree. For example, if one considers graduates in the UK as a whole it is clear that there are huge differences in whether men or women have found their degrees to be useful,

as this ONS data (ONS 2017) shows that a far greater percentage of female graduates were economically inactive than males. This means that far more women who have got degrees are not searching for work, and therefore not using their degree in employment in the same way that the women that I interviewed were. This data is also important as it illustrates the way in which women’s roles in the family impact upon the benefits they gain from their education, not just their career as mentioned previously.

Another problem I identified with women’s education was the inequalities women experience in education in STEM (science, technology, engineering and mathematics) subjects. One interviewee mentioned the tendency for women not to pursue these subjects in higher education or to pursue the “softer side” of these subjects. Another described the confidence issues that arise from being the only female in a class. This same problem for women in STEM subjects was seen by Betty Friedan, who stated that “girls would not study physics: it was ‘unfeminine’ ” (Friedan 1963, p.7). She refers to one specific incident in which “a girl refused a science fellowship at John Hopkins” because she just wanted to “get married, have four children, and live in a nice house in a nice suburb” (*ibid.*, p.7). In order to analyse the data collected about education from my survey to my peers, I assigned the same scores that I used in my survey of tech company employees to the responses to these statements: “I have received the same educational opportunities as boys my age”, “I want to go to university”, and “I do not think that being a girl will have an impact on university”. I then calculated the average score of all the combined responses to the questions, allowing me to see how positively my peers felt about their education as females in relation to their male peers’ education. The average score was positive, but quite a low positive value (1.1). This suggests that my peers recognise improvements have been made which increase levels of equality in the education system, but feel that there is still more that could, and should, be done. This agrees with the work of K. Woodward and S. Woodward (2012) in noting improvements alongside “endurances in the inequalities that are in play”.

Overall, this suggests to me that changes have definitely been made in regards to improving gender equality in education. However, inequalities still exist, and are particularly prevalent in STEM subjects. Therefore, it is hard to conclude that the goal of equality in education has been achieved. It is, though, important to consider the reasons for this inequality, which form the basis of the next two sections.

7 Equal Representation in Media and Popular Culture

Representation in media and popular culture was a major issue in the 1960s, just as it is today. Its importance in the 1960s was recognised by Torchin

(2019) in her article “Conditions of activism: Feminist film activism and the legacy of the second wave” when it is explained how “second wave” feminists from the same generation as Betty Friedan “recognised the value of visibility and popular culture within what is essentially a political project”. This explains why women’s demands for equal treatment in work, education and in the family have always been so closely linked to their demands for equal media representation, as “visibility” enables equality. It is for this reason that I believe that inequalities in STEM subject education and male dominated sectors of industry still pervade. In these areas, women are effectively invisible, so young girls have a lack of positive role models. This links, perhaps, to a comment made by one of my interviewees who suggested that women were pursuing softer STEM subjects due to their perceptions of what a woman should do, which often reflect what they see in the media. This can be seen in the “cognitive dissonance” (Waterson 2018) experienced by children watching an advert which depicted a girl playing with Lego. This means that they were confused because their normal tendency is to associate Lego with boys, as it is stereotypically a boys’ toy. The same interviewee explained the effects of these stereotyped toys and adverts describing how the stereotypical toys and media produced for girls conditioned them to be nurturers and peacemakers, whereas the toys and media for boys encouraged them to be brave and bold creators. She went on to explain how these roles were still visible in the workplace environment.

Despite seeing this link between a lack of female visibility and a lack of female involvement in certain careers or paths of study, it is impossible to ignore some of the progress that has been made towards equal representation in the media. A particular example of this is the UK’s recent advertising legislation which outlaws sexist stereotyping in adverts. “Adverts showing a woman struggling to park a car or a man refusing to do housework while his wife cooks dinner” (*ibid.*) are examples of the sorts of advertising that would be banned by the new legislation. Waterson’s article also confirms my previous points of the link between unequal media representation and unequal representation in certain sectors of education, as well as stating its link to the “gender pay gap”. However, it is important to note that the Advertising Standards Agency accepts that “Changing ad regulation isn’t going to end gender inequality” (ASA 2019). This is significant as it suggests that even though goals are in the process of being achieved for women and their representation in the media, this may not have a huge or immediate impact on the situation for women in other areas of their lives.

While it is clear that steps have been taken in the right direction, with the new legislation in place in the UK, it is unclear the effects that these steps will have as they have been taken so recently. I am hopeful that they will be an effective catalyst for change and progress towards the 1960s goals of feminism, as it is clear that media representation has a huge impact on equality in other areas. However, one should remember that new legislation

only targets advertising, not the film and entertainment industry as a whole “where objectification is still widespread” (Torchin 2019) alongside many other sexist tropes. With this—and the huge effects of the media—in mind, I believe that there is still far more work that could be done before the goal of equal representation in media and popular culture is achieved. I feel that this is imperative as all of my interviewees stated the huge importance and impact that could be had by positive and visible role models.

8 Equal Roles in the Family and Improved Reproductive Rights

The final goals of 1960s feminism that I identified are for women to hold an equal role in the family, and for their reproductive rights to be improved. Betty Friedan refers to the “housewife’s heroine” describing the rush of happiness and fulfillment that was supposed to accompany being a housewife. She then contrasts this with testimonies that state the difficulties—such as depression, social inactivity, isolation and a lack of purpose—felt by these same “happy” housewives (Friedan 1963). This creates a strong and disturbing picture of the situation for women at the time of Betty Friedan, which helps us to see the necessity of change, and also to assess the level of progress that has been made.

Friedan also explained the effects that the unequal burden of housework and childcare could have on women’s life at work. Deeply affected by the belief that “truly feminine women do not want careers” (*ibid.*), women worked only to support their husbands—not for their own personal ambitions. My interviews reflected the sacrifices women had to make in their careers due to their family commitments. Almost all of my interviewees refer to problems with maternity leave, and one suggests that the unequal roles in the family are likely to have stemmed from inequalities in maternity and paternity leave provision.

It was also stated how there was an expectation for women to take more responsibility for their children, with one interviewee describing how school always ring her if there is a problem and her child needs collecting, despite her husband working closer to the school. In examples such as these, it is clear that unequal roles in the family can have a detrimental effect on women’s work performance in comparison to men, as they miss a far larger amount of time. One interviewee believed that far better recognition was needed for the skills that women pick up in motherhood, so that they could potentially be used on their CVs later on. I found this idea particularly interesting, as while I saw the value of being able to cite skills such as “meeting deadlines, budgeting and dealing with high stress situations” on your CV, I also saw its resemblance to the women of the 1960s “making careers out of having babies.” (*ibid.*) In this statement, Betty Friedan

refers to the women who had placed so much emphasis on the skills that they could gain, and their existing skills that they could use, by being the perfect suburban housewife, that they swapped their careers for “everything women are supposed to do” (Friedan 1963).

Alongside calls for more equal roles in the family, Friedan expressed the need for greater respect for women’s reproductive rights. The National Organisation of Women (N.O.W.) which she founded was instrumental in supporting the Roe vs. Wade case in which “the Supreme Court said that states cannot pass laws that ‘intimidate women into continuing pregnancies’” (“Supreme Court backs abortion” 1986). Abortion had been made legal in Great Britain a few years earlier in 1968. While this was obviously a huge step in improving women’s reproductive rights, “it is still not safe to carry a pregnancy to term and it is still not safe to terminate a pregnancy for millions of women in the world today” (Berer 2000). This does not just refer to women in developing countries, but increasingly to women in the USA, due to the growing pro-life movement and anti-abortion laws in many states. Safety concerns surrounding abortion are often used as justification, alongside religious views, by pro-life campaigners, but it is widely agreed that what makes abortion safe is “when it is available on the woman’s request and is universally affordable and accessible” (Berer 2017).

The increase of pro-life influence and convictions for abortion in America, alongside existing issues surrounding abortion in developing areas of the world, proves that reproductive rights have not been improved to a satisfactory level. Whilst Roe vs. Wade was a big victory supported by Betty Friedan, we appear to be in the process of reversing this progress. If we are to improve reproductive rights further, it is necessary to fight against the stigma surrounding abortions, whilst still recognising that abortion is a “potentially devastating choice” (Nair and Williamson 2017) which can cause a “great deal of trauma” emotionally. In removing stigma but recognising the impact of abortion, we can provide safe abortions with the necessary aftercare. It also cannot be said that the goal of equal roles in the family has been achieved, with all but one of my interviewees citing the unequal parental leave provisions as a major reason for women’s inequality in the workplace and education.

9 Conclusion

To conclude, I believe it is clear that the goals of 1960s feminism are far from being achieved—with large gaps in equality in education, the workplace and the family, as well as huge improvements needed in regards to reproductive rights. My primary research has helped inform my conclusion, as it has shown me that these inequalities are felt by women in their daily lives, not just observed by academics studying the situation.

More definitely has to be done to encourage equality and progress towards these goals, but also to bring feminism out of the times of Betty Friedan, and into the 21st century. Many women today “don’t identify with the word, fearing that if they own it, it will make them appear militant or man-hating” (Frances-White 2018). This disconnect between feminism and females has been caused not only by the failure to fully achieve the goals of the 1960s, but also the lack of acknowledgement of the new goals that feminists should be working towards. Intersectionality has become a key word in terms of development for feminism, and it is something which Betty Friedan’s work was severely lacking. She based her studies on how the situation could be improved for her peers: all white, all middle class, and all well-educated. If feminism is to remain relevant it needs to do more to recognise that intersectionality is “an important framework for theorizing identity and oppression” (Gines 2011). Feminism should not only include women of all races, classes and levels of education, but should be expanded to include the experiences of women with disabilities, as “disability is not a phenomenon limited to a small minority but is a significant social issue” (Hirschmann 2012).

If the need for intersectionality within feminism is recognised, I believe it will be possible to achieve the goals of equal pay and opportunities in work; equal educational opportunities; equal representation in media and popular culture; and equal roles in the family and improved reproductive rights, and just as importantly to bring this equality to all women.

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A Betty Friedan's Original 1957 Survey

SMITH 1942 --- FIFTEEN YEARS LATER
Anonymous Questionnaire

For an honest, soul-searching picture of what we have become, be candid, elaborate where the spirit moves you---and do not sign. Please return by May 1st to: Mrs. Frank C. Montero, 6009 Independence Avenue, N.Y. 7L, N.Y.

VITAL STATISTICS

Are you: Single? Married? How long? Divorced? Widowed? Remarried?
How many children? Boys? Girls? Ages? Adopted?
Husband's age? Occupation? Income? College(name)?
Graduate degrees? Military service, rank?
Are you employed? Doing what? Full-time or Part-time?
Income? If graduate work, what, when and degrees?
Were you employed after college? How long? At what?
Top income? Why quit?

YOUR MARRIAGE

Is it truly satisfying?
How does it compare with your expectations of marriage?
How does it change with the years?
Do you enjoy being with your husband more than anyone else?
To what extent do you talk to your husband about your deepest feelings?
Do you believe the same things are important?
How do you make major decisions(together, or which his, which yours, or how?)
What do you like best about your husband? Least?
What does he like best about you? Least?
What do you fight about mainly? More, or less, with the years?

YOUR SEX LIFE

Is it less important than it used to be? Getting better and better?
Is sex the most important part of your marriage? The least? One factor among many?
At 35-37, do you feel almost over and done with sexually? Or just beginning to
feel the satisfaction of being a woman? Or what?
Have you been interested in any other man since marriage? What did you do about it?
If you discovered your husband was interested in another woman, what would you do?
Ever happen?

YOUR CHILDREN

Did you plan your children's births? Did you enjoy pregnancy?
Were you depressed after birth? Did you try natural childbirth? Did you fear
childbirth? Exult in it? Take it in your stride? If any change in
attitude, what?
Did you breast feed? How long? Did you try?
Do you use the permissive approach? Have you changed? How?
Do, or did, you have problems with: eating? Toilet training?
Discipline? Other?
Do you have fun with your children?
As a mother, do you usually feel harrassed? Martyred? Contented?
Do you blow your top at your kids? How? Often?

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Do you read much about childrearing and child psychology?
Do you try hard to be a good mother? Or just let it work itself out?
Do you feel you are a good mother? Or guilty that you aren't?
What is your husband like as a father?
Did you send your children to nursery school?
Do they go to private school? Did you? Do they go to public school?
If public school, because you can't afford private, or none nearby? Or because
your public school is adequate? Or public school no matter what, from principle?

YOUR HOME

Apartment? House? How many rooms? How old? Architecture?
City? Suburb? Small town? Country? Your own home town?
How many times have you moved since '42? Does your home reflect your taste, your
husband's, or what? Describe in 3-5 words your living
room? Your car(s)?
How much time do you spend on housework? Do all your own work? Full-time help(how
many?) Regular part-time help? How often? If you have a maid, does she
wear a uniform? Serve your meals? Ever eat with you? What major household
appliances do you have? Do you put the milk bottle on the table?
Use paper napkins? Are you a good cook? What part of housekeeping do you
enjoy? Detest? Does your husband complain about your
housekeeping? What does he do around the house?
Do your children eat with you at night? Do your children's friends call you by
your first name? How is your home different from your home as a child?
What mistakes do you avoid that you feel your parents made?

YOUR FINANCES

What is your: total family income before taxes? Savings? Life Insurance?
Who manages the family finances, you() or your husband()?
Do you worry about money? Live above your income? How much?
Do your financial problems seem to get worse, the more your husband earns?

THE OTHER PART OF YOUR LIFE

Did you have career ambitions? What? Are you pursuing it actively?
Have you given it up? Or postponed till kids are older?
If you work, is it mainly for the money? Or because you want to? Or both?
What do you earn yearly? What does it cost you to work?
Net contribution to family income?
What is your arrangement for children and house while you work?
Is it satisfactory? Main difficulty?
Do you feel guilty about leaving the children?
If you don't work, is it: From preference? Not qualified? Would feel guilty about kids?
Husband objects? Couldn't afford full-time help?
If your main occupation is homemaker, do you find it totally fulfilling? Are you
frustrated? Have you managed to find a satisfying interest outside your home?
What?
Do you find volunteer work as satisfying as professional?
Please describe any "professional" volunteer work - over and above routine or occasional
volunteer tasks:

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Check once if belong to, twice if active or hold office in: PTA League of Women Voters
A church group A political organization A social welfare organization A
foreign policy group Junior League Country Club A bridge club Cultural
group(what) Study group(what) Any other?

Mark the following recreations O for "Occasional", F for "Frequent", or N for "Never":
Concerts, opera Art galleries, museums Theater Television
Jazz, jam sessions Ball games Dances Nightclubs Movies Records
Bridge, canasta Sports(which) Luncheons Lectures

YOUR INTELLECTUAL LIFE

How many books have you read in last year? What kind?
Name the last three?
What magazines do you read regularly?
What television programs do you watch regularly?
Do you read a newspaper every day? How (thoroughly, skim headlines, comics and society
news, or---)?

YOUR POLITICAL LIFE

Do you vote: regularly? Occasionally? In national elections? In local elections?
Straight Republican? Straight Democratic? Or cross party lines?
For Eisenhower() or Stevenson() in '56? Change from '52?
Do you take any active part in party politics? Have you, or husband, ever run for
political office? What?
Are your politics the same as your husband's?
Are you more, or less, interested in politics today than in college?
Have your opinions become more(), or less(), conservative?
Have you ever taken a public stand or done anything about a controversial issue or unpopular
cause in your community? Elaborate.
Would you be as likely now to say what you believed regardless of other people's opinion as
you would 15 years ago? Why, or why not?

YOUR RELIGIOUS LIFE

Are you affiliated with any church? Which? How often go? Do you
send your children to Sunday School? Are you more or less active in church than you
used to be? Do you believe in a personal God? Or religion as a system of human
values and social ethics? Or religion no place in your life at all?

YOUR SOCIAL LIFE

How do you spend most of your evenings during the week? Weekends?
How often do you and your husband "go out"? To do what, mainly?
How, and how often, do you entertain?
Is your social life largely reciprocating business-social obligations? Or with suburban
neighbors? Or good friends, from all over? Mostly your friends? Or your
husband's? Friends you've made as a couple?
Are you part of any close-knit social group? Size and nature?
Have you made as close friends out of college as in?
How much time do you spend alone, by yourself? Enough? What do you do?
What would you do if you had more?
Do you feel your life is too fragmented?
Do you feel your weekends are too frantic with social activity? Or too dull?

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Do you feel that in most social situations you or others "never really say anything"-

except empty chit chat? Or real communication?

How much time do you spend just with your own family? Enough? Too much?

How do you spend vacations?

Do you belong to an exclusive club? Send your children to an exclusive dance class?

Are there things you do because everybody else where you live does them, that do not reflect your own individual values? What?

Why?

Do you "conform" more, or less, than you used to?

What do you do - little or big - because you or your family want to, that is not exactly "the thing to do" in your community?

YOU, PERSONAL

How has your appearance changed since '42? Better looking? Faded? How?

Gained, or lost, weight? How much? Grey? Bother you?

Better-dressed? Better-groomed? Clothes less important to you? More?

What do you wear mostly at home? Change for dinner?

How much do you drink? More, or less, than you used to?

How much do you smoke? More, or less, than you used to?

Have you had psychotherapy? Your husband, or children? Do you feel you need it?

If need, but haven't had, why not?

In what ways have you changed inside, as a person, since college?

What difficulties have you found in working out your role as a woman?

What are the chief satisfactions of your life today?

The chief frustrations?

What do you think of as the best time in your life?

How do you visualize your life after your children are grown?

Describe any plans for work, or study, when children are older?

Are you doing anything about this now? What?

Do you hate getting older?

YOU, AND SMITH

How are you using your Smith education today?

What are the main intellectual values you got out of your Smith education?

The main social values?

The main lacks in that education?

What do you wish you had done differently in college?

Do you want for your children the kind of liberal arts education you had?

B Peer Survey

B.1 Questions

The peer survey consisted of a single question, asking the responder to what degree they agreed with a series of statements, with their answer being on a Likert scale of “Strongly Agree”, “Agree”, “Neutral”, “Disagree”, or “Strongly Disagree”. The statements chosen were:

- I have received the same educational opportunities as boys my age
- I want to go to university
- I do not think that being a girl will have an impact on university
- I think a degree will be useful later on in life
- I have a dream job
- I do not think being a girl will make getting my dream job more difficult
- I want to get married in the future
- I want to have children in the future
- Work is not just about earning money
- I would not leave my “dream job” for my family
- I will vote in the future
- It is important to talk about feelings in a relationship

B.2 Results

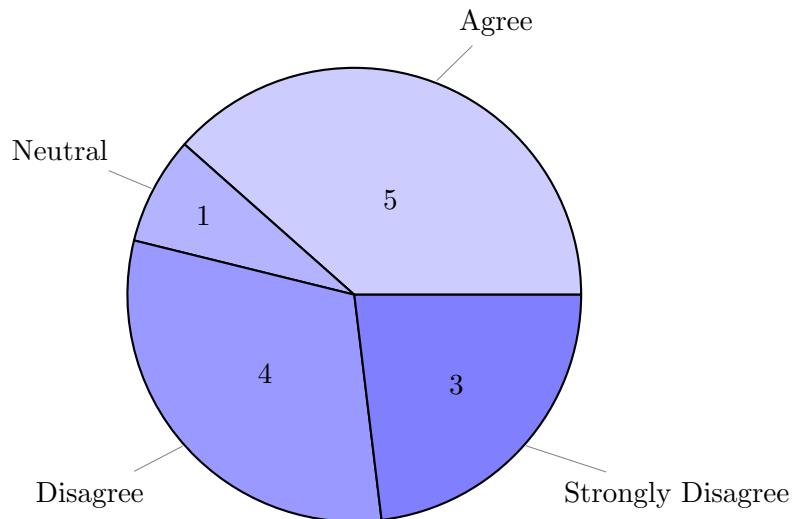


Figure 5: I have received the same educational opportunities as boys my age

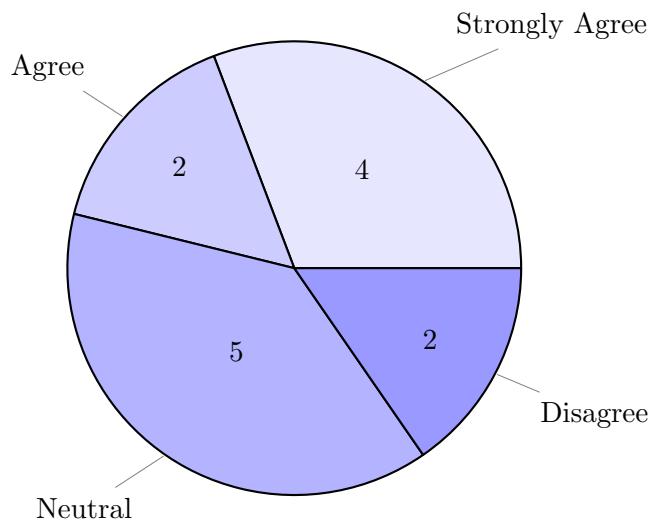


Figure 6: I want to go to university

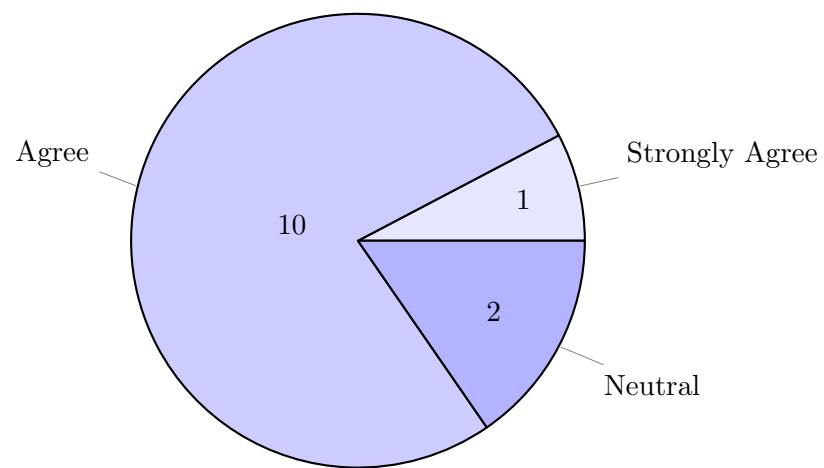


Figure 7: I do not think that being a girl will have an impact on university

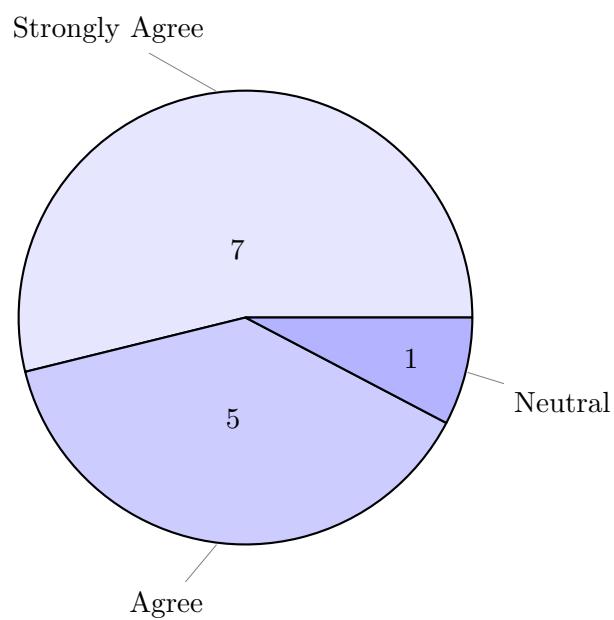


Figure 8: I think a degree will be useful later on in life

“Have the goals of 1960s feminism been achieved?” Sophie Clare Bartlett

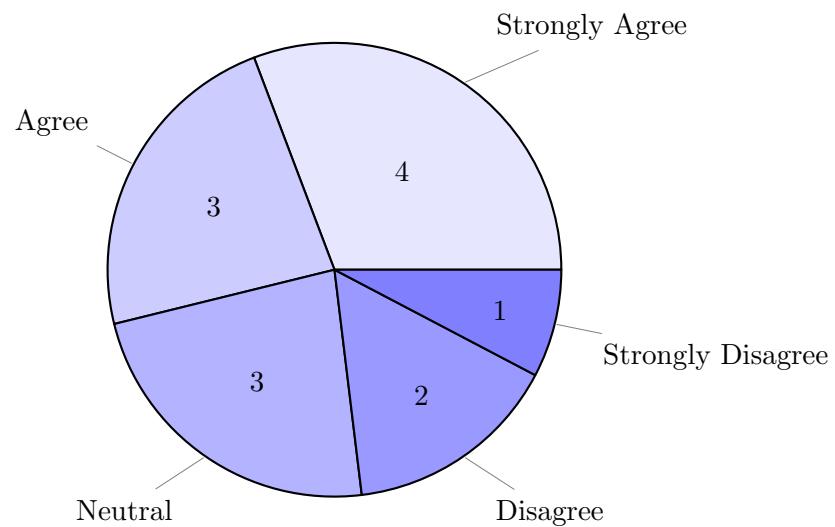


Figure 9: I have a dream job

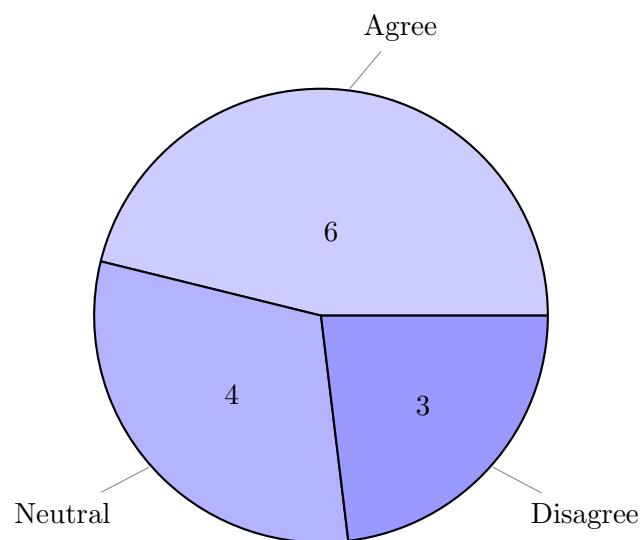


Figure 10: I do not think being a girl will make getting my dream job more difficult

“Have the goals of 1960s feminism been achieved?” Sophie Clare Bartlett

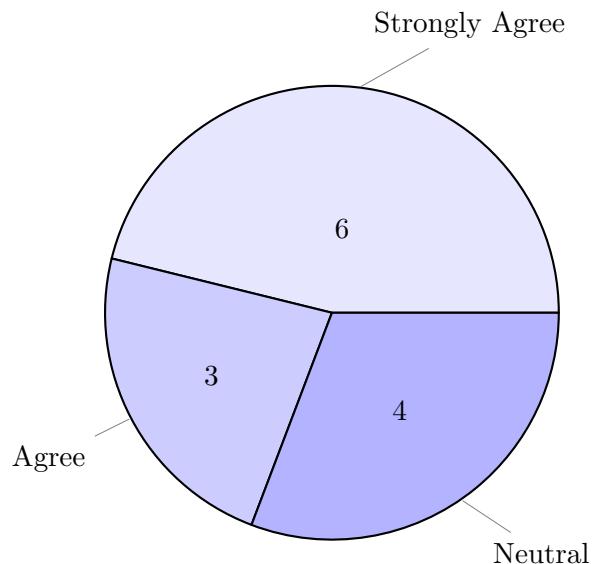


Figure 11: I want to get married in the future

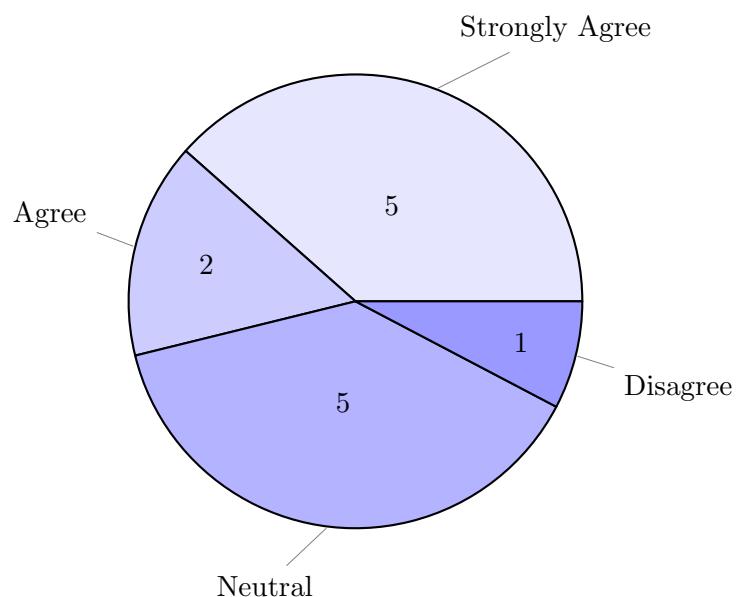


Figure 12: I want to have children in the future

“Have the goals of 1960s feminism been achieved?” Sophie Clare Bartlett

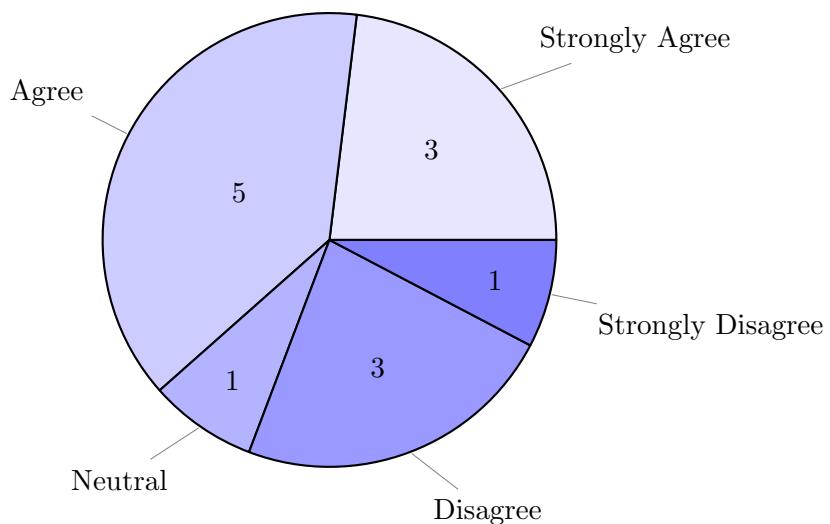


Figure 13: Work is not just about earning money

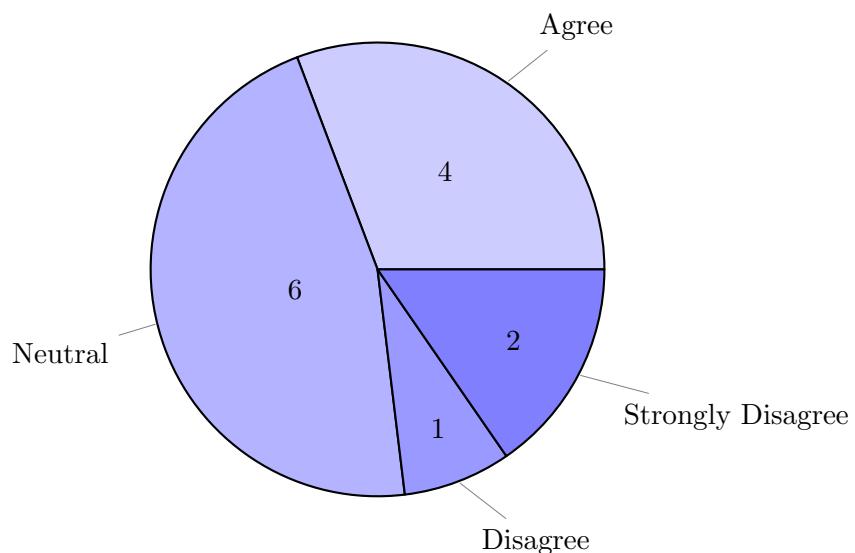


Figure 14: I would not leave my “dream job” for my family

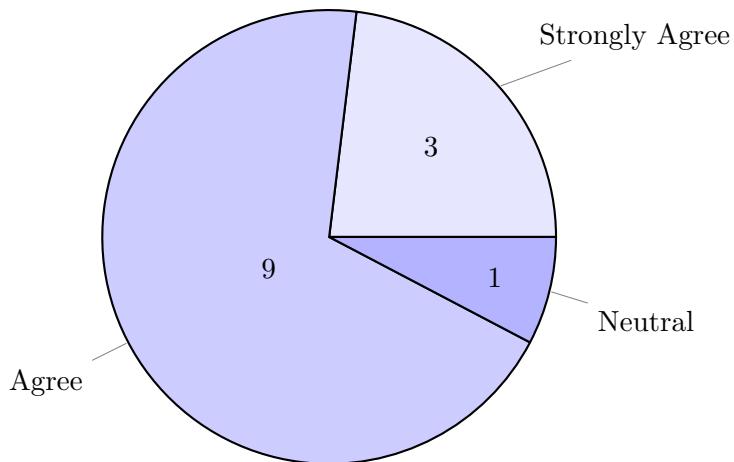


Figure 15: I will vote in the future

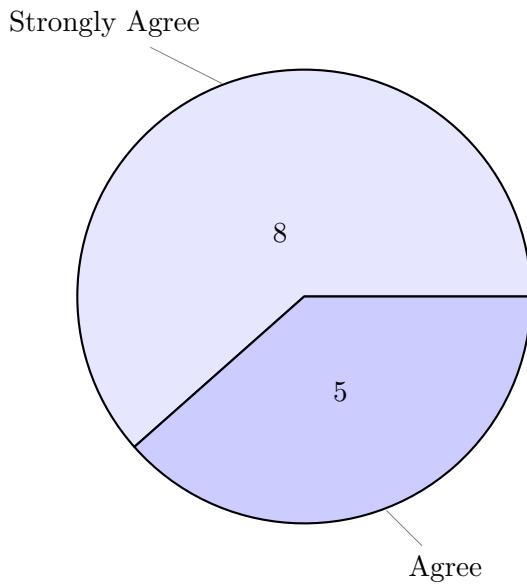


Figure 16: It is important to talk about feelings in a relationship

C Tech Industry Survey

C.1 Questions

The tech industry survey consisted of two questions: a Likert scale question with statements similar to that used in my peer survey, and a freeform one asking if they had any other comments on the question “Have the goals of 1960’s feminism been achieved?”. The amended statements are show below:

- I received the same educational opportunities as males in my peer group
- I do not believe my gender had an impact on my university experience
- My degree has been useful
- I had specific career aspirations before attending university
- My current job has fulfilled those aspirations
- I do not believe my gender has impacted my ability to get my “dream job”
- Marriage / partnership is important to me
- Having children is important to me
- Work is not just about earning money
- I would not leave my dream job for family reasons
- It is important to talk about feelings in a relationship
- Voting is important to me

C.2 Results

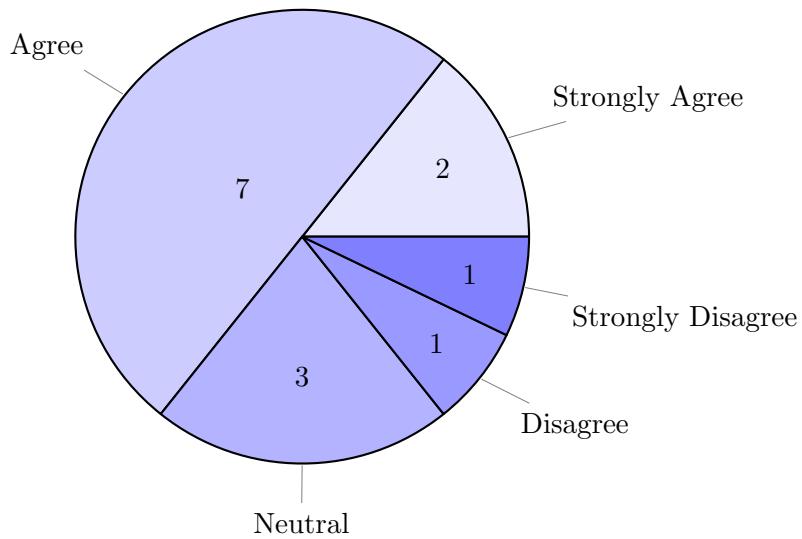


Figure 17: I received the same educational opportunities as males in my peer group

“Have the goals of 1960s feminism been achieved?” Sophie Clare Bartlett

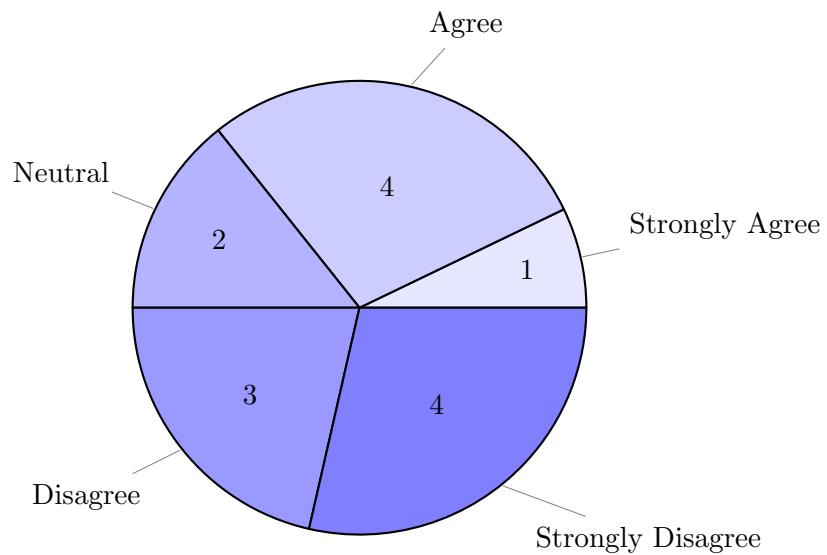


Figure 18: I do not believe my gender had an impact on my university experience

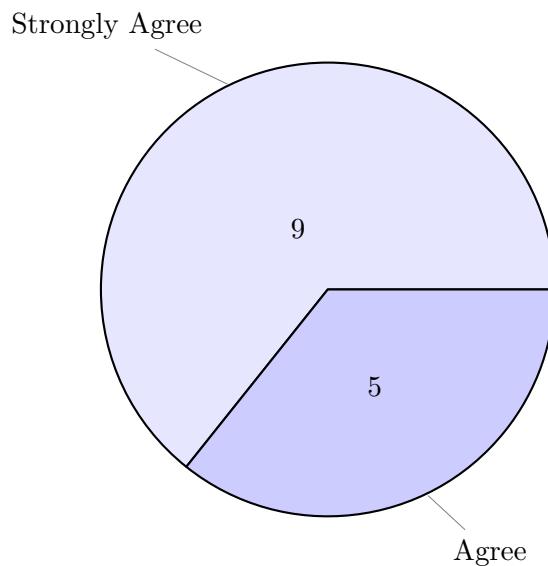


Figure 19: My degree has been useful

“Have the goals of 1960s feminism been achieved?” Sophie Clare Bartlett

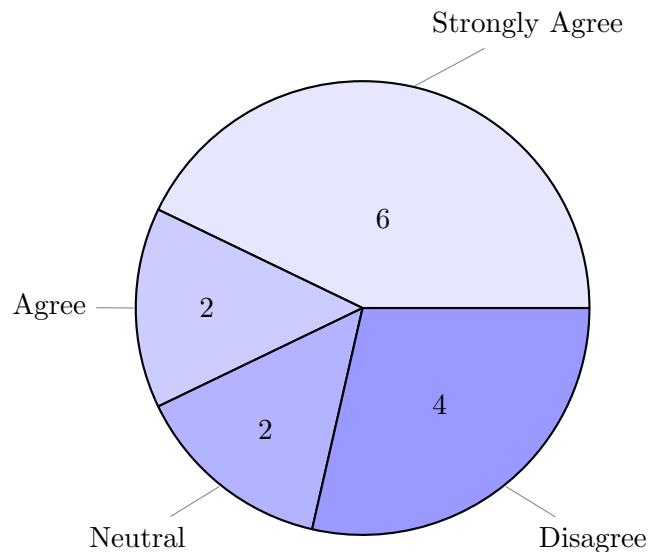


Figure 20: I had specific career aspirations before attending university

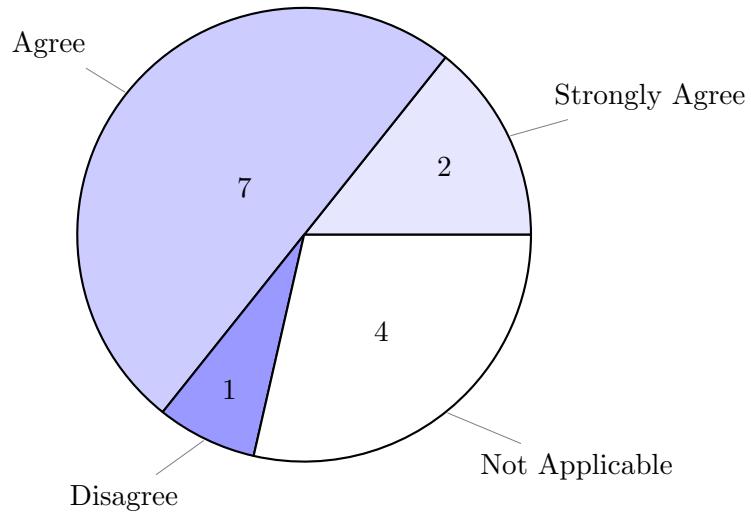


Figure 21: My current job has fulfilled those aspirations

“Have the goals of 1960s feminism been achieved?” Sophie Clare Bartlett

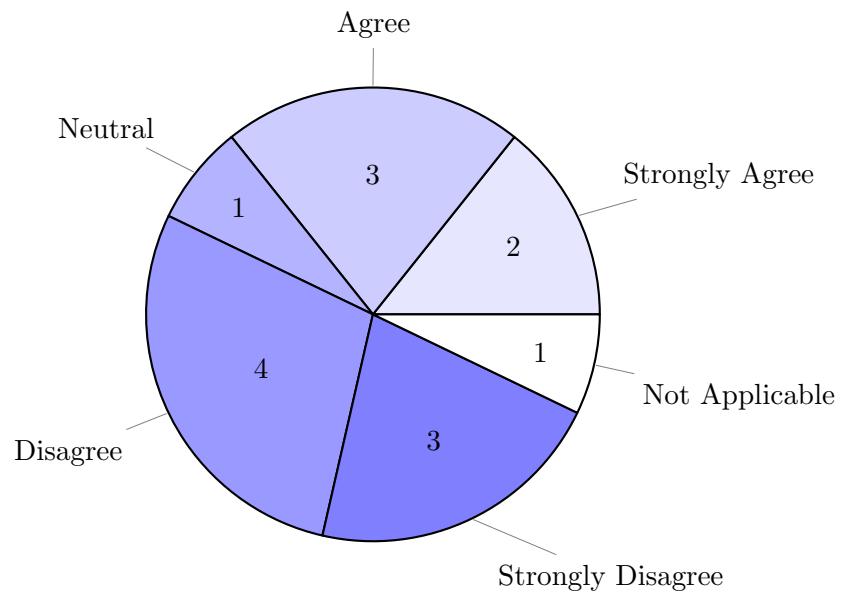


Figure 22: I do not believe my gender has impacted my ability to get my “dream job”

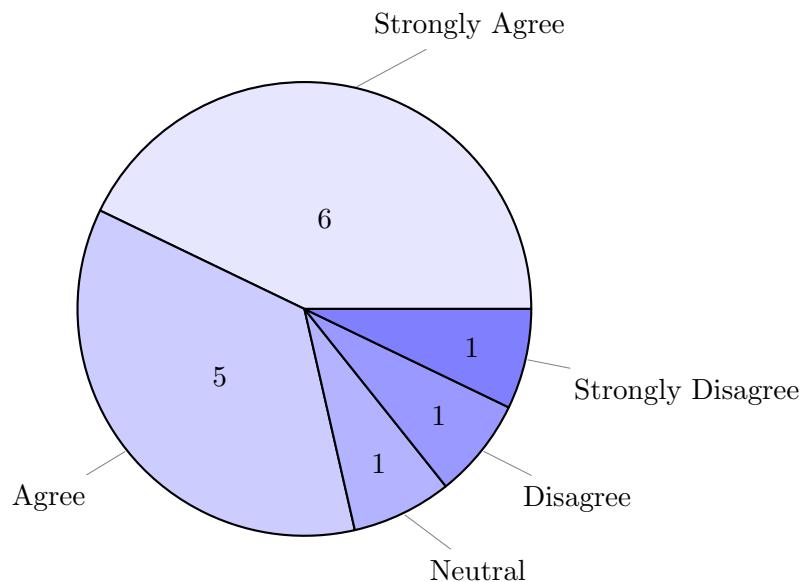


Figure 23: Marriage / partnership is important to me

“Have the goals of 1960s feminism been achieved?” Sophie Clare Bartlett

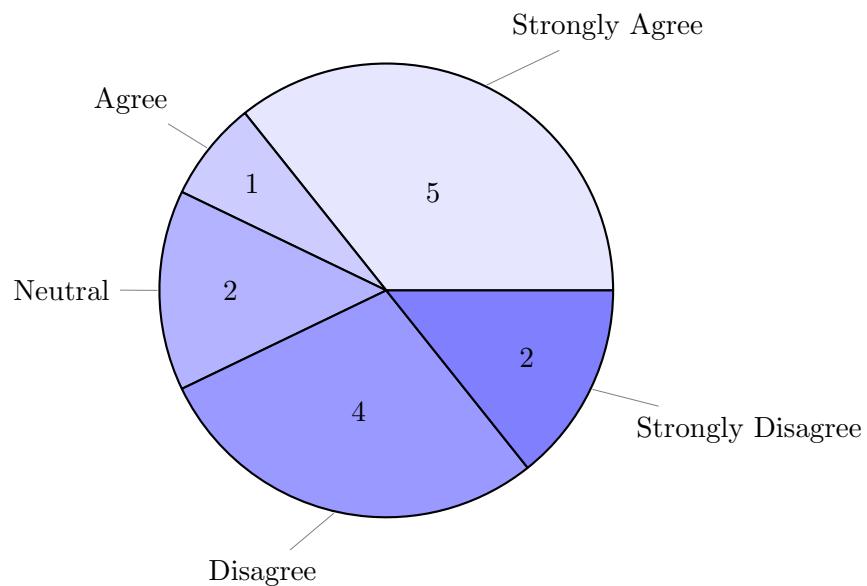


Figure 24: Having children is important to me

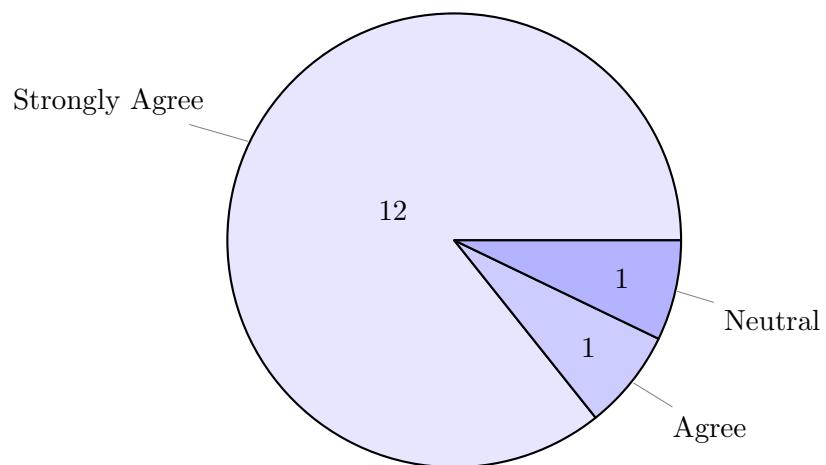


Figure 25: Work is not just about earning money

“Have the goals of 1960s feminism been achieved?” Sophie Clare Bartlett

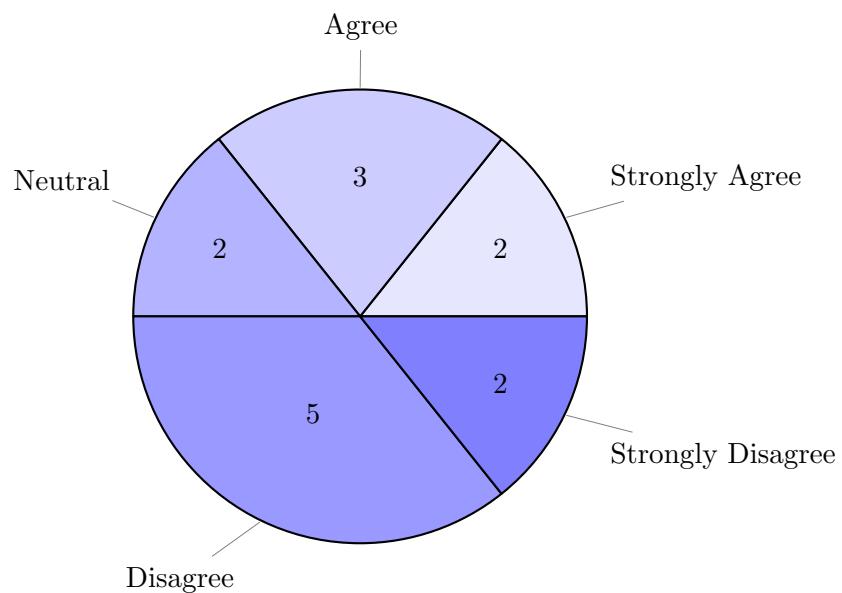


Figure 26: I would not leave my dream job for family reasons

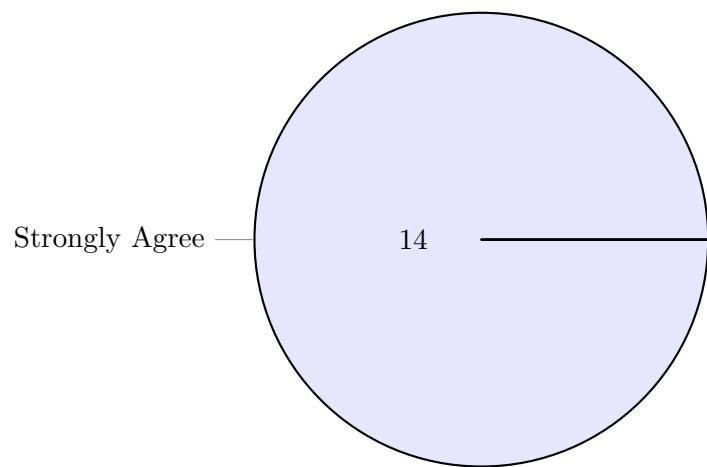


Figure 27: It is important to talk about feelings in a relationship

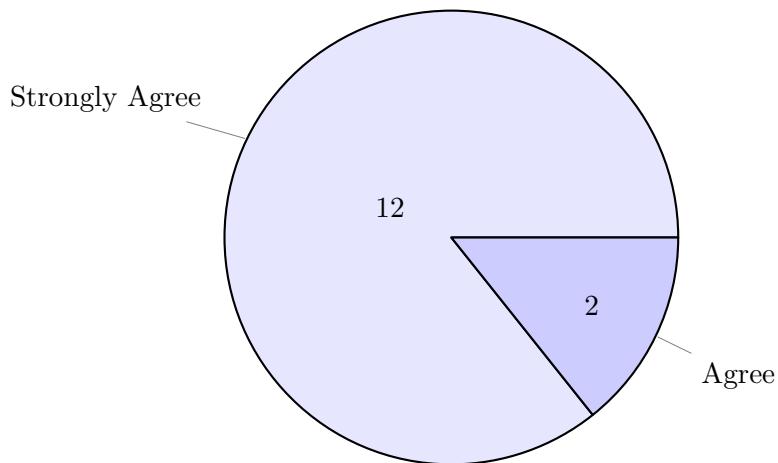


Figure 28: Voting is important to me

D Source evaluations

D.1 Peer Survey

See also Appendix B.

I designed this survey using Betty Friedan’s survey of her university classmates as a basis but found that many of the original questions were unsuitable for my chosen respondents. I sent my survey to girls in Years 10 and 12 (in order to avoid those in exam years) and therefore questions about their marriage or children would not have been appropriate. Instead I designed questions that related to each of the four goals I had identified: equal opportunities in education, equal opportunities in the workplace, equal roles in the family and equal representation in the media and popular culture. I was initially worried about my questionnaire being too focused on the goals of feminism in education—as all my participants were in school—but I used a future focused approach to make sure I was able to deal with topics such as work and family as well. I believe that these steps helped to ensure that my research was relevant to my project. I used Google Forms to conduct this survey, and made sure it was anonymous. I felt that this would encourage truthful responses, thus making my survey more reliable. I phrased my questions as statements with a Likert Scale on which respondents were to indicate how strongly they agreed or disagreed with the statement. I hoped that this would also improve the reliability of the information I had gained as it allowed me to process the information numerically (Strongly Disagree = -5, Disagree = -3, Neutral = 0, Agree = 3, Strongly Agree = 5), whereas if I had used freeform response boxes for each question, I would have had to interpret the responses more personally, which would mean that my own opinions could potentially impact upon the reliability of the information

that I was presenting. Following on from this, I also had to be aware of the inherent bias of my survey. With a small group of respondents, all from my school, it was important to notice that the views expressed in this survey could not be applied to the whole female population in that age group, because they would have had different experiences to the girls at my school. When discussing my peer survey, I was careful not to treat it as if the responses given in my peer survey could be seen as facts and applied in all cases. I made sure any claim from this peer survey was supported by less biased secondary source information as well.

D.2 Tech Industry Survey

See also Appendix C.

This survey was adapted from my peer survey. The questions were now less future focused, and instead enquired about what these women experienced on a day-to-day basis at work and at home, and also what they had experienced in the past. Once again, I decided against replicating Betty Friedan’s original peer survey, partially because I wanted to be able to easily compare the results of my own two surveys, and also because—due to company policies—I would be unable to ask some of the more personal questions, particularly relating to their family life and relationship issues. I used anonymous Google Forms, seeing how this had helped to make my previous survey more reliable as people were more inclined to answer truthfully. However, in this survey, I did include a freeform answer box at the end for my respondents to include any further information or comments that they thought would be helpful to the survey. I felt this was useful as it gave me an opportunity to better understand the backgrounds of my respondents and the contexts of their responses, thus allowing me to better understand the information provided and making it more reliable. I was also aware of the bias of this survey. In this case, I would say that my survey was potentially affected by survival or survivorship bias. This refers to the logical error of concentrating on the people or things that made it past some selection process and overlooking those that did not, typically because of their lack of visibility. This means that, in sending my survey to those who had clearly been successful in a typically male dominated industry, I was ignoring the views of women who had been unsuccessful or who had been equally successful but in typically female dominated industries, and therefore was not painting a full picture of the situation for women at this time. I found that the best possible way to overcome this bias was to address it in my essay and not talk about the views of these women as if they were the views of everyone, and to ensure that I included ONS statistics on other sectors of industry – particularly the traditionally female clerical and administrative sectors.

D.3 Tech Industry Interviews

I received a large number of responses to my requests to interview women at the large tech company. I decided it would only be feasible for me to interview six women, but did not want to choose these myself based on the names or emails I had received, because this would leave my research vulnerable to selection bias. This refers to the bias introduced by the selection of individuals, groups or data for analysis in such a way that proper randomization is not achieved, meaning that the sample obtained is not representative of the population as a whole. To overcome this, I placed the names of all of my respondents into a spreadsheet and numbered them. Then, I used a random number generator to select people from the list at random. I repeated this until I had six interviewees who were available at different times to be interviewed in person, not by video chat. I decided that scripted questions would hinder the flow of conversation, and instead chose to interview the women in an unscripted manner, as I felt this would be more natural and allow me to glean more accurate, reliable and pertinent information from my interviews. Each interview was approximately thirty minutes long and in this time I made sure to discuss all four goals of feminism that I had identified - ensuring that the interviews gained me information which was relevant to my project. In a similar way to my tech company survey, these interviews were subject to an amount of survival/survivorship bias. My supervisor had suggested overcoming this through interviewing people who had been less successful in their careers, however after further discussion and thought, I decided that this would be impossible to arrange without appearing rude or condescending. Instead, I chose to quote from these interviews only in support of more reliable, and less biased, secondary source information so as to not imply that the views of this small selection of women were the views of all women.

D.4 Abdi-Moradi (2017)

This source was written by Sepehr Abdi-Moradi, who I struggled to find any information about initially. However, the article is included as a part of the Embryo Project which has been funded by the US National Science Foundation in Washington D.C., and by Arizona State University in Tempe, Arizona. The official nature of this project leads me to believe that the research presented in this source is reliable, as it would have been verified by both of these funding organisations before its publication. The project aimed to provide information about the historical and social context surrounding of developmental and reproductive biology. I found the links between the social and the scientific side of Betty Friedan’s work useful to my project, but generally, as the source was a biography it did not offer many new ideas or opinions on a work, it just provided me with further information about

it.

D.5 ASA (2019)

This source was found on the Advertising Standards Agency’s website and whilst there is no information as to who the individual author is. As the information provided is pertaining to new legislation to prevent gender stereotyped advertising in the UK, I believe that the ASA are a reliable source of information. I found similar articles on the websites of newspapers, many of which referenced this article for any factual information, and thus I believed that this source would be more accurate and useful to my project. However, it could be said that the ASA would have a vested interest as presenting the new reforms in a positive light. Despite this initial concern, I found the article to be informative not opinion based, explaining the ways in which the new legislation would work, not how effective they believed it would be in solving problems in the future.

D.6 Berer (2000)

This journal article was found on JSTOR, meaning that it is peer reviewed, therefore the ideas and information put forward in this source has been verified by other experts in the field. Thus, the source is very reliable. Marge Berer works for the University of Bristol Law School, and has been the coordinator of the International Campaign for Women’s Right to Safe Abortion since mid-2015, signalling a huge amount of knowledge surrounding this topic. On top of this, she is the founder and editor of the journal from which this article came. This high level of involvement with the issues discussed in the source could suggest a level of bias, but as Berer approaches the topic from a legal viewpoint, I do not believe the source is biased. Being written in 2000 allowed me to see where the progression towards gender equality stood at the turn of the century, which was an important turning point between the 2nd and 3rd waves of feminism. I also found this source useful as it discussed reproductive rights in a largely objective way, unlike many of the opinion based sources I found from the #MeToo era of feminism.

D.7 Berer (2017)

As mentioned above, the author of this source is clearly very knowledgeable on the subject of reproductive rights and how the law impacts upon them. The article is, once again, peer-reviewed and therefore very reliable. As before, I found Berer’s legalistic approach to be useful in my project as it allowed me to approach the topic objectively. This article was written in 2017, giving me a fairly recent snapshot of reproductive rights and the law. This was also useful as, at this time, there was much discussion as to how women’s reproductive rights would be impacted by the presidential election

in America. It was interesting to gain an insight into how these changes, and other changes internationally, were viewed in the UK.

D.8 Bjørnholt (2010)

This journal article was found on JSTOR, meaning that it is peer reviewed, therefore the ideas and information put forward in this source has been verified by other experts in the field. Thus, the source is very reliable. The article was based around experimental research and commented on the results of this, and used them to draw conclusions about how couples should split their workload. This means that the source does not show bias, but takes a scientific approach. Due to the reliable and unbiased nature of the source, and its focus on work-sharing couples, a concept that would have suggested Betty Friedan’s original goals had been achieved, I initially believed that this source would be incredibly useful to my project. However, as it was based on Norwegian experimental research, and I was focusing on changes that had occurred in the UK and the USA, I found it difficult to use to make any valuable comparisons between the situation for couples in the 1960s and their situation today. Therefore, I did not end up referencing this source in my essay, as the information it provided was not pertinent to my question.

D.9 Eikhof (2012)

This journal article was found on JSTOR, meaning that it is peer reviewed, therefore the ideas and information put forward in this source has been verified by other experts in the field. Thus, the source is very reliable. The article is academic, and does not express a particular opinion, nor is it written by someone with a strong tie to either defending or diminishing the drive for workplace equality. The balanced viewpoint presented by this source makes it very useful to my project. Moreover, Dr. Doris Ruth Eikhof is an Associate Professor in Work and Employment at Leicester University. I believe that this makes the source particularly useful as it looks at issues of gender equality from the point of view of business. This allows me to see how these issues would be dealt with in industry, giving me a more realistic view of workplace inequality. Despite these positive elements, it is important that I remember that this source was written 7 years ago, and in this time significant changes have occurred which have both helped and hindered workplace equality.

D.10 Frader (2018)

This journal article was found on JSTOR, meaning that it is peer reviewed, therefore the ideas and information put forward in this source has been verified by other experts in the field. Thus, the source is very reliable.

The author, Laura Levine Frader specializes in French social history and European women's and gender history and has written extensively on these topics, further strengthening the reliability of the source as it is clear that she is an expert in her field. This level of expertise, alongside the very academic tone of the article also suggests a lack of bias in her work. This article was particularly interesting as it was focused on how Britain's membership of (and its departure from) the EU impacts upon gender equality in the country. Whilst I did include this source in my essay, I was not able to find many other sources discussing this relationship between the EU and gender rights, so I could not comment on these ideas extensively.

D.11 Frances-White (2018)

This book was written by feminist comedian Deborah Frances-White and offers commentary on feminism today and how it is viewed by society. The author is not an expert in the field but the book is not written with an academic purpose. This means that I have to be careful in how I use this source, for example I cannot cite the book as factual, but it would be useful to help me to illustrate a factual point made by a more academic source. I also have to be wary of how the author's personal biases are expressed in the book, and make sure that they do not influence my research or the final conclusions of my essay. However, if I am careful about how I use this source, I believe it will add a different perspective to my research when used alongside more academic works, meaning that the source could—overall—be very useful to me in completing my project.

D.12 Friedan (1957)

This source was one of my initial resources for making comparisons between the 1960s and today. The use of set survey questions, as opposed to unscripted interviews, provided me with lots of objective data to look at. Betty Friedan was one of the leading researchers into gender equality and the roles of women in society, making her one of the most respected in her field, leading me to believe that this source is reliable. I need to be aware of the way that Betty Freidan used this survey purely to support her own views on how women were treated at the time, and how her biases may be present, for example in the choice and phrasing of the questions asked, which may be geared towards receiving negative responses. I had initially planned to repeat this survey exactly, meaning it would have been an essential resource for my project. However, I found that many of the questions were not relevant today, or they were not suitable to ask my peer group, and therefore it was not possible for me to exactly replicate the survey. Instead, I used it as a basis for creating my own survey which meant that whilst this source was useful, it was not as useful as I had initially expected it to be.

D.13 Friedan (1963a)

As Betty Friedan was one of the leading and most influential feminists of her time, I believed that her work would be a reliable source for me to use as a concrete base for my comparisons. I did have to be aware of how, at times, Betty Friedan asserts her own opinions without always supporting them with factual evidence. However, the amount of accounts from other women included in her book do provide support for these assertions. I also had to consider the issues with Friedan’s work which have been identified recently, notably her lack of concern for intersectionality in feminism. However, I believe that these issues present an accurate picture of who feminism was viewed, and who feminism was for, in the 1960s. This source was invaluable to my project, I used it numerous times to comment on the treatment of women in the 1960s and contrast this with the situation for women today. Most importantly, I used this book to help me to identify the four goals of 1960s feminism which I used as a base point for my entire project.

D.14 Nair and Williamson (2017)

This article was found on JSTOR, meaning that it is peer reviewed, therefore the ideas and information put forward in this source has been verified by other experts in the field. Thus, the source is very reliable. I had particular difficulty in finding reliable and unbiased information on the reproductive rights debate, due to the heated political debate surrounding it, for example in the USA (especially seeing as it was written in the year following President Trump’s election to president). However, this article is written in an opinionated tone, and whilst convincing in its point that the debate over reproductive rights is becoming convoluted and no longer involves the right people, it does not pressure these opinions onto the reader without sufficient evidence to support them. I found this useful in my research as the article provided me with lots of factual information as to how the reproductive rights debate had progressed since the 1960s, and what new factors were involved today.

D.15 ONS (2017)

This source was useful to me in allowing me to see how education has impacted upon women’s career prospects in the UK. It also allowed me to infer things about women’s roles in the family. ONS (Office of National Statistics) Data is subject to the Code of Practice for Official Statistics, which ensures that the statistics are of use to the public, of a high quality (meaning that they are accurate and therefore reliable) and that they are produced by trustworthy people and organisations. This clearly shows that the information I have gained using ONS data is both reliable and unbiased, as well as proving to be incredibly relevant to my project as it made it possible for

me to provide evidence for points made in both my secondary research from journals, and also from my primary research.

D.16 K. Woodward and S. Woodward (2012)

I found the approach taken in this article was relevant to my project as it involved comparing the situation for women in education over a long period of time. This article was found on JSTOR, meaning that it is peer reviewed, therefore the ideas and information put forward in this source has been verified by other experts in the field. Thus, the source is very reliable. The article was written relatively recently, but included information from the past. I did have to be aware that situations may have changed between 2012 and today. It was also important for me to remember that, as the article clearly states in its abstract, it is based predominantly on the experiences of two women, and cannot tell me how things were for all women in higher education at the time. On top of this, lots of the evidence is anecdotal and not statistical, and thus does not provide an objective comparison between the two authors' experiences. When using this source I will have to be aware of these bias issues, and make sure to use it in conjunction with sources which do not present these issues.

E Full bibliography

Not all of the works I consulted in researching the question have been directly cited in this essay, so I include below a full list of sources:

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