

Appendix: The Women and the Men in the Study

In addition to giving information about the chains, Tables A.1, A.2 and A.3 are meant to give a rough idea of the class positions and class travels between generations. As a rule of thumb it is the highest attained class status during the life course that is used (meaning that unemployed or retired are not relevant categories even if this was the case at the time of the interview).

Class positions are defined to match our sample by aggregating four dimensions:

- Education beyond high school (none, short, short higher (equivalent to BA level) or long higher (MA level)).
- Type of work (manual, service, housework).
- Position at work (low/high).
- Economic capital (low/high)—only used in connection with farmers or the self-employed.

Table A.1 The men in the study

Eldest generation Born 1899–1926	Middle generation Born 1919–1949	Youngest generation All born 1971–1972 Numbers of interviews
<i>Anton</i> , b. 1900 Farmer/fish. (l) to urban WC	<i>Arne</i> , b. 1930 Stays WC	<i>Anders</i> WC to LMC 3
<i>Einar</i> , b. 1923 Farmer (l) to urban self. (l)	<i>Egil</i> , b. 1949 Self. (l) to LMC	<i>Erik</i> LMC to ? 1
<i>Gunnar</i> , b. 1926 Rural WC to urban WC	<i>Geir</i> , b. 1948 Stays WC	<i>Glenn</i> WC to ? 1
<i>Harald</i> , b. 1899 UMC to farmer (h)	<i>Helge</i> , b. 1938 Farmer to UMC	<i>Henrik</i> Stays UMC 3
<i>John</i> , b. 1919 <u>Urban self.</u> (l) to WC	<i>Jan</i> , b. 1947 WC to LMC	<i>Joar</i> Stays LMC 1
<i>Knut</i> , b. 1925 Farmer (l) to urban WC	<i>Kjell</i> , b. 1946 WC to LMC	<i>Kim</i> LMC to MC 2
<i>Martin</i> , b. 1905 Farmer (l) to urban MC (not interviewed)	<i>Magne</i> , b. 1938 MC to UMC	<i>Morten</i> UMC to self. (h) 3
(not interviewed)	<i>Per</i> , b. 1947 Stays UMC	<i>Paul</i> Stays UMC 2
(not interviewed)	<i>Ragnar</i> , b. 1936 Urban self. (l) to UMC	<i>Rune</i> Stays UMC 2
(not interviewed)	<i>Svein</i> , b. 1949 Urban WC to LMC	<i>Stian</i> LMC to UMC 1
(not interviewed)	<i>Trygve</i> , b. 1919 Stays MC	<i>Trond</i> MC to ? 1
(not interviewed)	<i>Willy</i> , b. 1925 <u>Urban WC</u> to LMK	<i>Vegard</i> LMK to ? 1

Table A.2 The women in the study

Eldest generation Born 1910–1927	Middle generation Born 1934–1953	Youngest generation All born 1971–1972
<i>Agnes</i> , b. 1912 Urban self. (h) to UMC	<i>Astrid</i> , b. 1942 Stays UMC	<i>Anja</i> , Stays UMC 1
<i>Borghild</i> , b. 1911 Stays rural hw/WC	<i>Berit</i> , b. 1949 Rural WC to urban WC	<i>Beate</i> Stays WC 2
<i>Clara</i> , b. 1912 Urban LMC to MC	<i>Cecilie</i> , b. 1944 MC to UMC	<i>Charlotte</i> Stays UMC 3
<i>Dagny</i> , b. 1911 Stays hw/UMC	<i>Drude</i> , b. 1940 UMC to MC	<i>Dina</i> MC to UMC 1

(Continued)

Table A.2 (continued)

Eldest generation Born 1910–1927	Middle generation Born 1934–1953	Youngest generation All born 1971–1972
<i>Ellen</i> , b. 1923 Stays hw/MC	<i>Elsa</i> , b. 1948 Stays MC	<i>Eva</i> <u>MC</u> to urban WC 2
<i>Fay</i> , b. 1922 UMC to hw/urban self. (l)	<i>Fanny</i> , b. 1945 Self. (l) to MC	<i>Frida</i> Stays MC 2
<i>Gerd</i> , b. 1927 Farmer (l) to hw/rural WC	<i>Grete</i> , b. 1946 Rural WC to urban MC	<i>Guro</i> MC to UMC 2
<i>Helga</i> , b. 1918 Farmer (h) to urban hw/ self. (h)	<i>Hanne</i> , b. 1947 Self. (h) to MC/self. (h)	<i>Hilde</i> MC to UMC 3
<i>Ingrid</i> , b. 1910 Rural WC to urban hw/WC	<i>Inger</i> , b. 1950 WC to MC/UMC	<i>Ida</i> Stays UMC 3
<i>Johanna</i> , b. 1910 Farmer (l) to farmer (h)	<i>Jorun</i> , b. 1943 Farmer (h) to urban MC	<i>Jenny</i> MC to UMC 2
<i>Karen</i> , b. 1924 Farmer (l) to urban WC	<i>Kirsten</i> , b. 1953 Stays urban WC	<i>Kine</i> WC to MC/UMC 3
<i>Lilly</i> , b. 1922 Urban self. (l) to urban WC	<i>Liv</i> , b. 1950 Stays urban WC	<i>Line</i> , WC to MC/self. (l) 2
<i>Martha</i> , b. 1913 Urban WC to urban hw/MC	(not interviewed) MC to MC/UMC	<i>Mari</i> Stays UMC 2
<i>Nelly</i> , b. 1913 Stays rural WC (not interviewed)	<i>Nina</i> , b. 1943 Rural WC to UMC <i>Olaug</i> , b. 1946 Stays UMC	<i>Nora</i> Stays UMC 2 <i>Oda</i> Stays UMC 2
(not interviewed)	<i>Paula</i> , b. 1934 Rural self. (h) to MC/UMC	<i>Pia</i> Stays UMC 3
(not interviewed)	<i>Randi</i> , b. 1949 Urban WC to LMC	<i>Rikke</i> LMC to MC/WC 2
(not interviewed)	<i>Solveig</i> , b. 1945 Farmer/fish. (l) to urban hw/WC	<i>Stine</i> WC to MC/LMC 2
(not interviewed)	<i>Turid</i> , b. 1947 Urban WC to MC/UMC	<i>Tonje</i> Stays UMC 3
(not interviewed)	<i>Unni</i> , b. 1941 Farmer (h) to urban MC	<i>Ulla</i> Stays MC/WC 2
(not interviewed)	<i>Vigdis</i> , b. 1951 Urban WC to MC/UMC	<i>Vilde</i> , Stays UMC 1
(not interviewed)	<i>Yvonne</i> , b. 1947 Urban MC to LMC	<i>Ylva</i> , LMC to MC/LMC 2

Table A.3 Overview class composition of the sample

	Oldest generation	Middle generation	Youngest generation
Number of informants	21 informants: 7 men, 14 women	33 informants: 12 men, 21 women	34 informants: 12 men, 22 women
Social class distribution (total)	WC: 5 LMC: 1 MC: 1 UMC: 3 Self.: 3 Farmers: 8	WC: 16 LMC: 0 MC: 4 UMC: 5 Self.: 4 Farmers: 4	WC: 6 LMC: 7 MC: 8 UMC: 13 Self.: 0 Farmers: 0
Generational profile	Dominant group: Rural/farmers. Only one urban WC	Dominant group: Urban WC. No LMC	Dominant group: Urban MC/UMC. No rural or self-employed
Social class distribution and gender			
WC	Men: 1 Women: 4	Men: 7 Women: 9	Men: 2 Women: 4
LMC	Men: 0 Women: 1	Men: 0 Women: 2	Men: 5 Women: 2
MC	Men: 0 Women: 1	Men: 2 Women: 2	Men: 1 Women: 7
UMC	Men: 1 Women: 2	Men: 2 Women: 2	Men: 4 Women: 9
Self-employed	Men: 1 Women: 2	Men: 1 Women: 3	Men: 0 Women: 0
Farmers/fishermen	Men: 4 Women: 4	Men: 1 Women: 3	Men: 0 Women: 0
Differences between men and women within generations in the sample	<ul style="list-style-type: none"> • Higher social profile among the women: <ul style="list-style-type: none"> – only 1 man from middle class (4 women) – no men from farms (only smallholdings) 	<ul style="list-style-type: none"> • Only 1 rural among the men (6 women) • Otherwise the most equally gender-balanced generation with regard to class 	<ul style="list-style-type: none"> • Higher social profile among the women: <ul style="list-style-type: none"> – women are over-represented in MC/UMC (16 women, 5 men) – men over-represented in LMC (5 men, 2 women) • Equal number of WC

The class categories employed are as follows:

- *Housewives (HW), urban or rural*: women who were mainly housewives while their children lived at home (no men in this category).
- *Working class (WC), urban or rural*: manual work (with or without vocational training), service work with no formal education after school and no high work position.
- *Lower middle class (LMC), urban or rural*: service work with short education or equivalent work position.
- *Middle class (MC), only urban*: shorter higher education or shorter education in combination with leading work position.
- *Upper middle class (UMC), only urban*: longer higher education.
- *Self-employed (Self.), urban or rural*: specified with regard to economic capital—low/high (*l/h*) (self-employed with low capital, for instance, shopkeepers or craftsmen with their own shop).
- *Farmer/fish., only rural*: farmers, smallholders and fishermen, specified with regard to economic capital—low/high (*l/h*) (low capital: smallholders or combinations of fishing/farming).

Class position of the childhood family is determined only from the parents' paid work. If both are in paid work and they have different class positions, it is the highest class position with regard to education that is used. If this is the mother's position, it is underlined in the table. In cases where the mother is widowed early, divorced or a single parent, it is only her class position that is used and this is also underlined. New partners of the parents/step-parents are not included.

Class position of the adult informant is determined by their own occupation.

The partner's class position is not included in the figure of the men since the data is too fragmented here. But there are no indications of wives having higher class status than the men interviewed in our sample. For the women, the partner's class position is included if it is different from their own. This is marked after a slash (for instance, MC/LMC means that the woman herself is MC and the partner LMC).

When a chain has ‘gone urban’, the rest of the chain is also urban (the only exception here is Harald, who grew up urban UMC and became a farmer).

Everyone in the youngest generation was interviewed at 18, most of them again at 30 and eight at 40. The number of interviews with each informant is marked in the bottom-right of the cells of the youngest generation. In four out of the eight cases who were only interviewed at 18 we do not know the class position of the adult informant.

References

- Aarseth, H. (2007). Between labour and love: The re-erotization of homemaking in egalitarian couples. *NORA, Nordic Journal of Women's Studies*, 15(2–3): 133–143.
- Aarseth, H. (2008). Samstent selvskaping: Nye fedre i ny økonomi. *Tidsskrift for kjønnsforskning*, 2, 4–21.
- Aarseth, H. (2009a). Situert refleksivitet: Det narrative selv mellom tilhørighet og distanse. *Sosiologi i dag*, 39(4), 7–28.
- Aarseth, H. (2009b). From modernized masculinity to degendered lifestyle projects. *Men and Masculinities*, 11(4), 424–440.
- Aarseth, H. (2015). 'A sound foundation?' Financial elite families and Egalitarian schooling in Norway. In C. Maxwell & P. Aggleton (Eds.), *Elite education: International perspectives*. London: Routledge.
- Aarseth, H. (2016). Eros in the field? Bourdieu's double account of socialized desire. *Sociological Review*, 64(1), 93–109.
- Aarseth, H., Layton, L., & Nielsen, H. B. (2016). Conflicts in habitus: The emotional work of becoming modern. *Sociological Review*, 64(1), 148–165.
- Acker, J. (1989). The problem with patriarchy. *Sociology*, 23(2), 235–240.
- Adkins, L. (2004a). Introduction, context and background. In L. Adkins & B. Skeggs (Eds.), *Feminism after Bourdieu*. Oxford: Blackwell.
- Adkins, L. (2004b). Reflexivity. In L. Adkins & B. Skeggs (Eds.), *Feminism after Bourdieu*. Oxford: Blackwell.

- Alwin, D. F., & McCammon, R. J. (2004). Generations, cohorts, and social change. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the life course*. New York: Springer.
- Ambjörnsson, F. (2004). *I en klass för sig: Genus, klass och sexualitet bland gymnasieelever*. Stockholm: Ordfront.
- Ambjörnsson, R. (1996/2005). *Fornavnet mitt er Ronny*. Oslo: Pax.
- Andersen, L. C., & H. Aarseth. (2012). Den likestilte familien i et klasseperspektiv. In A. L. Ellingsæter & K. Widerberg (Eds.), *Velferdsstatens familier* [Families of the welfare state]. Oslo: Gyldendal Akademisk.
- Åström, L. (1986). *I kvinnoled: Om kvinnors liv gjennom tre generasjoner*. Malmö: Liber Förlag.
- Beauvoir, S. d. (1949/1979). *The second sex*. Middlesex: Penguin.
- Beck, U., & Beck-Gernsheim, E. (1995). *The normal chaos of love*. Cambridge: Polity Press.
- Beck, U., & Beck-Gernsheim, E. (2002). *Individualization*. London: Sage.
- Bengtsson, M. (2001). *Tid, rum, kön och identitet*. Lund: Studentlitteratur.
- Benjamin, J. (1988). *The bonds of love*. New York: Pantheon Books.
- Benjamin, J. (1995). *Like subjects, love objects: Essays on recognition and sexual difference*. London: Yale University Press.
- Bertaux, D., & Bertaux-Wiame, I. (1997). Heritage and its lineage: A case history of transmission and social mobility over five generations. In D. Bertaux & P. Thompson (Eds.), *Pathways to social class. A qualitative approach to social mobility*. Oxford: Clarendon Press.
- Bertaux, D., & Thompson, P. (Eds.). (1993). *Between generations. Family models, myths, and memories, International yearbook of oral history and life stories*. Oxford: Oxford University Press.
- Bertaux, D., & Thompson, P. (Eds.). (1997). *Pathways to social class. A qualitative approach to social mobility*. Oxford: Clarendon Press.
- Bjørnholt, M. (2014). *Modern men. A Norwegian 30-year longitudinal study of intergenerational transmission and social change*. Örebro: Örebro Universitet.
- Bjurström, E. (1980). *Generationsupproret: Ungdomskulturer, ungdomsrörelser och tonårsmarknad från 50-tal till 80-tal*. Stockholm: Wahlström & Widstrand.
- Bjurström, E. (1997). *Högt & lågt. Smak och stil i ungdomskulturen*. Umeå: Boreå.
- Blom, I., & Sogner, S. (Eds.). (1999). *Med kjønnsperspektiver på norsk historie*. Oslo: Cappelens akademiske forlag.
- Bollas, C. (1987). *The shadow of the object: Psychoanalysis and the unthought known*. New York: Columbia University Press.

- Borchorst, A. (2008). Woman-friendly policy paradoxes? Childcare policies and gender equality visions in Scandinavia. In K. Melby, A.-B. R. Ravn, & C. Carlsson Wetterberg (Eds.), *Gender equality and welfare politics in Scandinavia: The limits of political ambition?* Bristol: Policy Press.
- Bordo, S. (1993). *Unbearable weight. Feminism, western culture, and the body.* Berkeley, CA: University of California Press.
- Bordo, S. (1999). *The male body: A new look at men in public and private.* New York: Farrar, Straus and Giroux.
- Bornat, J. (2004). Oral history. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice.* London: Sage.
- Bourdieu, P. (1990). *Outline of a theory of practice.* Cambridge: Cambridge University Press.
- Brandth, B., & Kvande, E. (2003). *Fleksible fedre.* Oslo: Universitetsforlaget.
- Brannen, J. (2015). *Fathers and sons.* Basingstoke: Palgrave Macmillan.
- Brannen, J., Moss, P., & Mooney, A. (2004). *Working and caring over the twentieth century.* Basingstoke: Palgrave Macmillan.
- Breines, W. (1992). *Young, white, and miserable: Growing up female in the fifties.* Boston, MA: Beacon Press.
- Brumberg, J. J. (1997). *The body project: An intimate history of American girls.* New York: Random House.
- Bruner, J. (2003). Self-making narratives. In R. Fivush & C. A. Haden (Eds.), *Autobiographical memory and the construction of a narrative self.* Mahwah, NJ: Erlbaum.
- Buhl, C. (1990). *Følelser og kropp: Behandling av alvorlige spiseforstyrrelser.* Oslo: Universitetsforlaget.
- Bühlmann, F., Elcheroth, G., & Tettamanti, M. (2010). The division of labour among European couples. *European Sociological Review*, 26(1), 49–66.
- Butler, J. (1990). *Gender trouble.* New York and London: Routledge.
- Butler, J. (1993). *Bodies that matter.* New York: Routledge.
- Butler, J. (1995). Melancholy gender—Refused identification. *Psychoanalytic Dialogues*, 5(2), 165–180.
- Butler, J. (2004). *Undoing gender.* New York: Routledge.
- Chamberlayne, P., Bornat, J., & Wengraf, T. (Eds.). (2000). *The turn to biographical methods in socialscience.* London: Routledge.
- Chant, S., & McIlwayne, C. (1998). *Three generations, two genders, one world. Women and men in a changing century.* London: Zed Books.
- Chodorow, N. (1978). *The reproduction of mothering.* Berkeley, CA: Berkeley University Press.

- Chodorow, N. (1989). *Feminism and psychoanalytic theory*. New Haven & London: Yale University Press.
- Chodorow, N., & Contratto, S. (1992). The fantasy of the perfect mother. In B. Thorne & M. Yalom (Eds.), *Rethinking the family: Some feminist questions*. Boston, MA: Northeastern Press.
- Chodorow, N. J. (1994). *Femininities, masculinities, sexualities: Freud and beyond*. Lexington, KY: University Press of Kentucky.
- Chodorow, N. J. (1999). *The power of feelings*. New Haven, CT: Yale University Press.
- Chodorow, N. J. (2000). Individuals in history and history through individuals. In M. Tymoczko & N. C. Blackmun (Eds.), *Born into a world of war*. Manchester: St.Jerome Publishing.
- Chodorow, N. J. (2003). The psychoanalytic vision of Hans Loewald. *International Journal of Psychoanalysis*, 4, 897–913.
- Chodorow, N. J. (2004). The American independent tradition. Loewald, Erikson, and the (possible) rise of intersubjective ego psychology. *Psychoanalytic Dialogues*, 14(2), 207–232.
- Chodorow, N. J. (2012). *Individualizing gender and sexuality*. New York: Routledge.
- Chodorow, N. J. (2015). From the glory of Hera to the wrath of Achilles: Narratives of second-wave masculinity and beyond. *Studies in Gender and Sexualities*, 16(4), 261–270.
- Christensen, A.-D. (1994). Køn, ungdom og værdiopbrud. In J. Andersen & L. Torpe (Eds.), *Demokrati og politisk kultur. Rids af et demokratisk medborgerskab*. Herning: Forlaget Systime.
- Connell, R. (2009). *Gender. In a world perspective*. Cambridge: Polity Press.
- Connell, R. W. (2000). *The men and the boys*. Sydney: Allen & Unwin.
- Cook, D. T., & Kaiser, S. B. (2004). Betwixt and be tween. Age ambiguity and the sexualization of the female consuming subject. *Journal of Consumer Culture*, 4(2), 203–227.
- Corbett, K. (2009). *Boyhoods. Rethinking masculinities*. New Haven, CT: Yale University Press.
- Crompton, R., Lewis, S., & Lyonette, C. (Eds.). (2007). *Women, men, work and family in Europe*. Basingstoke: Palgrave Macmillan.
- Danielsen, K. (1990). *De gammeldagse piker: Eldre kvinder forteller om sitt liv*. Oslo: Pax.
- de Coninck-Smith, N. (2003). *Reflections on the constructions of the Nordic parenthood in the 20th century*. Copenhagen: The Danish University of Education, Department of Sociology.

- Den Dulk, L., & Doorne-Huiskes, V. (2007). Social policy in Europe: Its impact on families and work. In R. Crompton, S. Lewis, & C. Lyonette (Eds.), *Women, men, work and family in Europe* (pp. 35–57). Basingstoke: Palgrave Macmillan.
- Dimen, M. (2002). Deconstructing difference: Gender, splitting, and transitional space. In M. Dimen & V. Goldner (Eds.), *Gender in psychoanalytic space*. New York: Other Press.
- Dinnerstein, D. (1976). *In the Mermaid and the Minotaur. Sexual arrangements and the human malaise*. New York: Harper & Row.
- Drotner, K. (1991). *At skabe sig selv—Ungdom, æstetik, pædagogik*. København: Gyldendal.
- Drotner, K. (1999). *Unge, medier, modernitet—pejlinger i et foranderligt landskab*. København: Borgen.
- Duncan, S. (1995). Theorizing European gender systems. *Journal of European Social Policy*, 5(4), 263–284.
- Dworkin, S. L., & O'Sullivan, L. F. (2007). “It's less work for us and it shows us she has good taste”: Masculinity, sexual initiation, and contemporary sexual scripts. In M. Kimmel (Ed.), *The sexual self*. Nashville, TN: Vanderbilt University Press.
- Ekerwald, H. (2002). *Varje mor är en dotter: Om kvinnors ungdomstid under 1900-talet*. Stockholm: Symposion.
- Elder Jr., G. H., Johnson, M. K., & Crosnoe, R. (2003). The emergence and development of life course theory. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the life course*. New York: Springer.
- Ellingsæter, A. L. (2012). Familiepolitikk i klassesamfunnet. In A. L. Ellingsæter & K. Widerberg (Eds.), *Velferdsstatens familier* (pp. 99–121). Oslo: Gyldendal.
- Ellingsæter, A. L., & Gulbrandsen, L. (2007). Closing the childcare gap: The interaction of childcare provision and mother's agency in Norway. *Journal of Social Policy*, 36(4), 649–669.
- Ellingsæter, A. L., & Leira, A. (Eds.). (2006). *Politicising parenthood in Scandinavia*. Bristol: Policy Press.
- Ellingsæter, A. L., & K. Widerberg, (Eds.) (2012). *Velferdsstatens familier* [Families of the welfare state]. Oslo: Gyldendal Akademisk.
- Epstein, D. (Ed.). (1998). *Failing boys? Issues in gender and achievement*. Buckingham: Open University Press.
- Erikson, E. H. (1959). Ego development and historical change. *Identity and the life cycle*. Selected Papers. New York: International Universities Press.
- Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: Norton.

- Esping-Andersen, G. (1990). *The three worlds of welfare capitalism*. Cambridge: Polity Press.
- Esseveld, J. (1988). *Beyond silence: Middle-aged women in the 1970's*. Lund: Lund University.
- Fagani, J. (2007). Fertility rates and mother's employment behaviour in comparative perspective: Similarities and differences in six European countries. In R. Crompton, S. Lewis, & C. Lyonette (Eds.), *Women, men, work and family in Europe*. London: Palgrave Macmillan.
- Fox Harding, L. (1996). *Family, state and social policy*. London: Macmillan.
- Fraser, N. (1997). *Justice interruptus. Critical reflections on the 'postsocialist' condition*. New York: Routledge.
- Freud, S. (1925). Some psychical consequences of the anatomical distinction between the sexes. *Standard Edition*, 19, 241–258.
- Fromm, E. (1941). *Escape from freedom*. New York: Rinehart.
- Frønes, I. (2001). Revolution without rebels: Gender, generation, and social change. In A. Furlong & I. Guidikova (Eds.), *Transitions of youth citizenship in Europe: Culture, subculture and identity* (pp. 217–234). Strasbourg: Council of Europe Publishing.
- Frosh, S. (2011). *Feelings*. New York: Routledge.
- Frosh, S., & Baraitser, L. (2008). Psychoanalysis and psychosocial studies. *Psychoanalysis, Culture & Society*, 13, 346–365.
- Frosh, S., & Emerson, P. (2005). Interpretation and over-interpretation: Disputing the meaning of texts. *Qualitative Research*, 5(3), 307–324.
- Frykmann, J. (1988). *Dansbaneeländet: Ungdommen, populärkulturen och opinionen*. Stockholm: Natur & Kultur.
- Gamles, R., Lewis, S., & Rapoport, R. (2007). Evolutions and approaches to equitable divisions of paid work and care in three European countries: A multi-level challenge. In R. Crompton, S. Lewis, & C. Lyonette (Eds.), *Women, men, work and family in Europe*. Basingstoke: Palgrave Macmillan.
- Giddens, A. (1992). *The transformation of intimacy*. Oxford: Polity Press.
- Goldner, V. (1991). Toward a critical relational theory of gender. *Psychoanalytic Dialogues*, 1(3), 249–272.
- Griffin, C. (2000). Absences that matters: Constructions of sexuality in studies of young women's friendships. *Feminism & Psychology*, 10(2), 227–245.
- Gullestad, M. (1996). *Everyday life philosophers*. Oslo: Scandinavian University Press.
- Haavind, H. (1982). Makt og kjærlighet i ekteskapet. In R. Haukaa, M. Hoel, & H. Haavind (Eds.), *Kvinneforskning: Bidrag til samfunnsteori*. Oslo: Universitetsforlaget.

- Haavind, H. (1984a). Fordeling av omsorgsfunksjoner i småbarnsfamilier. In I. Rudie (Ed.), *Mystart, hard landing* (pp. 161–191). Oslo: Universitetsforlaget.
- Haavind, H. (1984b). Love and power in marriage. In H. Holter (Ed.), *Patriarchy in a welfare society* (pp. 136–168). Oslo: Universitetsforlaget.
- Haavind, H. (1987). *Liten og stor*. Oslo: Universitetsforlaget.
- Hagemann, G. (1999). De stummes leir? 1800–1900. In I. Blom & S. Sogner (Eds.), *Med kjønnsperspektiv på norsk historie*. Oslo: Cappelen Akademisk Forlag.
- Hagemann, G. (2010). Kjøkkenet som samfunnsprosjekt. *Tidsskrift for kjønnsforskning*, 4, 290–311.
- Hagemann, G., & Åmark, K. (1999). Fra “husmorkontrakt” til “liketillingskontrakt”. Yvonne Hirdmans genusteori. In F. Engelstad (Ed.), *Om makt. Teori og kritikk*. Oslo: AdNotam Gyldendal.
- Hansen, T., & Slagsvold, B. (2012). *Likestilling hjemme, NOVA rapport*. Oslo: Norsk institutt for forskning om oppvekst, velferd og aldring.
- Harris, A. (2002). Gender as contradiction. In M. Dimen & V. Goldner (Eds.), *Gender in the psychoanalytic space* (pp. 91–115). New York: Other Press.
- Harris, A. (2008). “Fathers” and “Daughters”. *Psychoanalytic Inquiry*, 28(1), 39–59.
- Hartman, H. (1981). The family as the locus of gender, class and political struggle: The example of housework. *Signs*, 3(6), 366–394.
- Hernes, H. (1987). *Welfare state and woman power: Essays in state feminism*. Oslo: Norwegian University Press.
- Hirdman, Y. (1988). Genussystemet—Reflexioner kring kvinnors sociala underordning. *Kvinnovetenskapelig tidsskrift*, 9(3): 49–63.
- Hirdman, Y. (1990). Genussystemet. In *Demokrati och makt i Sverige. Maktutredningens huvudrapport* (p. 44). Stockholm: Almänna förlaget, SOU.
- Hobson, B. (Ed.). (2002). *Making men into fathers*. Cambridge: Cambridge University Press.
- Hobson, B. (Ed.). (2003). *Recognition struggles and social movements*. New York: Cambridge University Press.
- Hochschild, A. (1997). *The timebind. When work becomes home and home becomes work*. New York: Metropolitan Books.
- Hollway, W. (1984). Gender difference and the production of subjectivity. In J. Henriques et al. (Eds.), *Changing the subject*. London: Methuen & Co.
- Hollway, W. (2015). *Knowing mothers. Researching maternal identity in change*. London: Palgrave Macmillan.
- Hollway, W., & Jefferson, T. (2000). *Doing qualitative research differently*. London: Sage.

- Holst, C. (2009). *Hva er feminismen*. Oslo: Universitetsforlaget.
- Holter, Ø. G., & Aarseth, H. (1993). *Menns livssammenheng*. Oslo: AdNotam.
- Holter, Ø. G., Egeland, C., & Svare, H. (2009). *Gender equality and quality of life. A Norwegian perspective*. Oslo: Nordic Gender Institute.
- Illouz, E. (2007). *Cold intimacies. The making of emotional capitalism*. Malden, MA: Polity Press.
- Jalmert, L. (1984). *Den svenska mannen*. Stockholm: Tiden.
- Jamieson, L. (1998). *Intimacy. Personal relationships in modern societies*. Cambridge: Polity Press.
- Jensen, U. H. (2001). Unges politiske univers. In A.-D. Christensen & B. Siim (Eds.), *Køn, demokrati og modernitet. Mod nye politiske identiteter*. København: Hans Reitzel.
- Johnson, L. (1993). *The modern girl: Girlhood and growing up*. Buckingham: Open University Press.
- Josselson, R., & Lieblich, A. (1993). *The narrative study of lives* (Vol. 1). Newbury Park, CA: Sage.
- Kamminga, H. (1990). What is this thing called chaos? *New Left Review*, 181.
- Kavli, H. C. (2012). Verdier på vandring. Arbeidsdeling i innvandrede familier. In A. L. Ellingsæter & K. Widerberg (Eds.), *Velferdsstatens familier* [Families of the welfare state]. Oslo: Gyldendal Akademisk.
- Kessler-Harris, A. (2003). In pursuit of economic citizenship. *Social Politics*, 10(2), 157–175.
- Kitterød, R. H. (2009). Vaskehjelp vanligst i høystatusgrupper. *Samfunnsspeilet*, 23(1), 58–62.
- Kitterød, R. H., & Rønsen, M. (2012). Kvinner i arbeid ute og hjemme. Endring og ulikhet. In A. L. Ellingsæter & K. Widerberg (Eds.), *Velferdsstatens familier* (pp. 161–190). Oslo: Gylkdental.
- Kjeldstad, R., & Lappgård, T. (2009). Mest fornøyd med (delvis) likestilling. *Samfunnsspeilet*, 1, 29–35.
- Kjeldstad, R., & Lappgård, T. (2010). Holdninger til kjønnsroller og likestillingspraksis hjemme. Mindre samsvar blandt kvinner enn menn. *Samfunnsspeilet*, 4, 62–72.
- Kjeldstadli, K. (1994). *Et splittet samfunn: 1905–35*. Oslo: Aschehoug.
- Kleven, K. V. (1992). *Jentekultur som kyskhetsbelte*. Oslo: Universitetsforlaget.
- Kleven, K. V. (1993). Deadly earnest or post-modern irony: New gender clashes. *Young. Nordic Journal of Youth Research*, 1(4), 40–59.
- Knudsen, K., & Wærness, K. (2001). National context, individual characteristics and attitudes on mother's employment: A comparative analysis of Great Britain, Sweden and Norway. *Acta Sociologica*, 44(1), 67–79.

- Knudsen, S. V., & Sørensen, A. D. (2006). *Unge, køn og pronografi i Norden*. København: Nordisk Ministerråd.
- Kohut, H. (1977). *The restoration of the self*. New York: International Universities Press.
- Korpi, W. (2000). Faces of inequality: Gender, class, and patterns of inequalities in different types of welfare states. *Social Politics*, 7(2), 127–191.
- Korsvik, T. R. (2011). Childcare policy since the 1970s in the ‘most gender equal country in the world’: A field of controversy and grassroots activism. *The European Journal of Women’s Studies*, 18(2), 135–153.
- Kristiansen, H. W. (2008). *Masker of motstand. Diskré homoliv i Norge 1920–1970*. Oslo: Unipub.
- Krohg, H. H. (1996). *Middelklassepikers utdannelse og dannelses. Oslo 1890–1940*. Oslo: Universitetet i Oslo.
- Lange, E. (1998). *Samling om felles mål: 1935–1970*. Oslo: Aschehoug.
- Laplanche, J., & Pontalis, J.-B. (1973). *The language of psychoanalysis*. London: Karnac.
- Lasch, C. (1979). *The culture of narcissism*. New York: Norton.
- Lavik, R., & Borgeraas, E. (2015). *Forbrukstrender 2015*. Oslo, Statens Institutt for Forbruksforskning/SIFO. 5.
- Lawler, S. (1999). ‘Getting out and getting away’: Women’s narratives of class mobility. *Feminist Review*, 63(Autumn), 3–24.
- Lawler, S. (2000). *Mothering the self: Mothers, daughters, subjects*. New York: Routledge.
- Layton, L. (1998). *Who’s that girl, Who’s that boy? Clinical practice meets postmodern gender theory*. Northvale, NJ: Jason Aronson.
- Layton, L. (2002). Cultural hierarchies, splitting, and the heterosexist unconscious. In S. Fairfield, L. Layton, & C. Stack (Eds.), *Bringing the plague. Toward a postmodern psychoanalysis*. New York: Other Press.
- Layton, L. (2004). Relational no more. Defensive autonomy in middle-class women. In J. A. Winer, J. W. Anderson, & C. C. Kieffer (Eds.), *Psychoanalysis and women* (pp. 29–42). Hillsdale, NJ: Analytic Press.
- Layton, L. (2010). Irrational exuberance: Neoliberal subjectivity and the perversion of truth. *Subjectivity*, 3(3), 303–322.
- Leira, A. (2002). *Working parents and the welfare state: Family change and policy reform in Scandinavia*. Cambridge: Cambridge University Press.
- Leira, A. (2012). Omsorgens institusjoner, omsorgens kjønn. In A. L. Ellingsæter & K. Widerberg (Eds.), *Velferdsstatens familier* [Families of the welfare state]. Oslo: Gyldendal Akademisk.

- Lewis, J. (1992). Gender and the development of welfare regimes. *Journal of European Social Policy*, 2(3), 159–173.
- Lewis, J. (2001). The decline of the male breadwinner model: Implications for work and care. *Social Politics*, 8(2), 159–173.
- Leys, R. (2011). The turn to affect: A critique. *Critical Inquiry*, 37(3), 434–472.
- Loewald, H. (1980). *Papers on psychoanalysis*. New Haven, CT: Yale University Press.
- Lorentzen, J. (2012). *Fra farsskapets historie i Norge 1850–2012*. Oslo: Universitetsforlaget.
- Lorenzer, A. (1986). Tiefenhermeneutische Kulturanalyse. In H. D. König (Ed.), *Kultur-Analysen*. Frankfurt am Main: Fischer Verlag.
- Lucey, H., Olsvold, A., & Aarseth, H. (2016). Working class fathers and daughters: Thinking about desire, identification, gender and education. *Psychoanalysis, Culture and Society*, 20(2), 128–146.
- Lynne, A. (2000). *Nyansenes makt—En studie av ungdom, identitet og klær*. Oslo: SIFO.
- Mahler, M. S., Pine, F., & Bergman, A. (1975). *The psychological birth of the human infant*. London: Hutchinson.
- Mahony, P., & Zmroczek, C. (1997). *Class matters: “Working-class” women’s perspectives on social class*. London: Taylor & Francis.
- Mannheim, K. (1952). The problem of generations. In K. Mannheim (Ed.), *Essays on the sociology of knowledge*. London: Routledge & Kegan Paul.
- McNay, L. (2004). Agency and experience: Gender as lived relation. In L. Adkins & B. Skeggs (Eds.), *Feminism after Bourdieu*. Oxford: Blackwell.
- McRobbie, A., & Garber, J. (1975). Girls and subcultures: An exploration. In S. Hall & T. Jefferson (Eds.), *Resistance through rituals*. London: Hutchinson.
- Melby, K. (1999). Husmorens epoke: 1900–1950. In I. Blom & S. Sogner (Eds.), *Med kjønnsperspektiv på norsk historie*. Oslo: Cappelens akademiske forlag.
- Melby, K., Ravn, A.-B., & Wetterberg, C. C. (Eds.). (2008). *Gender equality and welfare politics in Scandinavia: The limits of political ambition?* Bristol: Policy Press.
- Modell, J. (1989). *Into one's own. From youth to adulthood in the United States 1920–1975*. Berkeley, CA: University of California Press.
- Morgan, D. H. J. (1999). Risk and family practices: Accounting for change and fluidity in family life. In E. Silva & C. Smart (Eds.), *The new family*. London: Sage.
- Myhre, J. E. (1994). *Barndom i storbyen: Oppvekst i Oslo i velferdsstatens epoke*. Oslo: Universitetsforlaget.

- Nadim, M. (2012). Mellom familie og arbeid. Moralske forhandlinger blant kvinnelige etterkommere. In A. L. Ellingsæter & K. Widerberg (Eds.), *Velferdsstatens familier*. Oslo: Gyldendal Akademisk.
- Nash, K. (2002). A movement moves ... Is there a women's movement in England today? *European Journal of Women's Studies*, 9(3), 311–328.
- Nielsen, H. B. (1995). Seductive texts with serious intentions. *Educational Researcher*, 24(1), 4–12.
- Nielsen, H. B. (1996). The magic writing-pad: On gender and identity work. *Young. Nordic Journal of Youth Research*, 4(3), 2–18.
- Nielsen, H. B. (1998). Sophie og Émile i klasseværelset. *Pædagogik—en grundbog til et fag*. In J. Bjerg (Ed.). København: Hans Reitzels forlag.
- Nielsen, H. B. (1999). 'Black Holes' as sites for self-constructions. *The Narrative Study of Lives*, 6: 45–75 (Making Meaning of Narratives).
- Nielsen, H. B. (2003). Historical, cultural, and emotional meanings: Interviews with young girls in three generations. *NORA—Nordic Journal of Women's Studies*, 11(1): 14–26.
- Nielsen, H. B. (2004). Noisy girls: New subjectivities and old gender discourses. *Young—Nordic Journal of Youth Resarch*, 12(1), 9–30.
- Nielsen, H. B. (2013). Gender on class journeys. In C. Maxwell & P. Aggleton (Eds.), *Privilege, agency and affect. Understanding the production and effects of action*. London: Palgrave.
- Nielsen, H. B. (2015). The arrow of time in the space of the present: Temporality as methodological and theoretical dimension in child research. *Children & Society*, 30(1), 1–11.
- Nielsen, H. B., & Davies, B. (2008). Discourse and the construction of gendered identities in education. In N. H. Hornberger (Ed.), *Encyclopedia of language and education* (Vol. 3, pp. 159–170). New York: Springer Science+Business Media.
- Nielsen, H. B., & Rudberg, M. (1989). *Historien om jenter og gutter*. Oslo: Universitetsforlaget.
- Nielsen, H. B., & Rudberg, M. (1994). *Psychological gender and modernity*. Oslo: Universitetsforlaget.
- Nielsen, H. B., & Rudberg, M. (2000). Gender, love and education in three generations. *European Journal of Women's Studies*, 7(4), 423–453.
- Nielsen, H. B., & M. Rudberg. (2006). *Moderne jenter. Tre generasjoner på vei* [Modern girls: Three generations on their way]. Oslo: Universitetsforlaget.
- Nielsen, H. B., & Rudberg, M. (2007). Fun in gender—Youth and sexuality, class and generation. *NORA—Nordic Journal of Women's Studies*, 15(2/3), 100–113.

- Nilsen, A., Brannen, J., & Lewis, S. (Eds.). (2012). *Transitions to parenthood in Europe. A comparative life course perspective*. Bristol: The Policy Press.
- Noack, T., & L. T. Hovde. (2012). Samlivsrevolusjonen. In A. L. Ellingsæter & K. Widerberg (Eds.), *Velferdsstatens familier* [Families of the welfare state]. Oslo: Gyldendal Akademisk.
- NOU 15. (2012). *Politikk for likestilling. Norges offentlige utredninger*. Oslo: Barne-, likestillings- og inkluderingsdepartementet.
- Oakley, A. (1990). *Housewife*. Harmondsworth: Penguin Books.
- Pateman, C. (1989). *The disorder of women: Democracy, feminism and political theory*. Cambridge: Polity Press.
- Pedersen, E. (2012). "Trange" fødsler? Tidspllassering av foreldreskap i livsløpet. In A. L. Ellingsæter & K. Widerberg (Eds.), *Velferdsstatens familier* [Families of the welfare state]. Oslo: Gyldendal Akademisk.
- Pedersen, W. (2005). *Nye seksualiteter*. Oslo: Universitetsforlaget.
- Pedersen, W., Samuelson, S. O., & Wichstrom, L. (2003). Intercourse debut age: Poor Resources, problem behavior or romantic appeal? A population-based longitudinal study. *The Journal of Sex Research*, 40(4), 333–346.
- Pfau-Effinger, B. (1998). Gender cultures and the gender arrangement—A theoretical framework for cross-national gender research. *Innovation: The European Journal of Social Science Research*, 11(2), 147–166.
- Plantin, L., Måansson, S.-A., & Kearney, J. (2003). Talking and doing fatherhood: On fatherhood and masculinity in Sweden and England. *Fathering*, 1(1): 3–26.
- Plummer, K. (1995). *Telling sexual stories: Power change and social worlds*. London: Routledge.
- Prokop, U. (1996). *Cultural pattern of the feminine—On the construction of the ideal woman in Rousseau*. Oslo: University of Oslo, Centre for Womens Studies. 7.
- Ravesloot, J., Dubois-Reymond, M., & Te Poel, Y. (1999). Courtship and sexuality of young people in the fifties and nineties—An intergenerational study from the Netherlands. *Young*, 7(4), 2–17.
- Reay, D. (2005). Beyond consciousness? The psychic landscape of social class. *Sociology*, 39(5), 911–928.
- Reay, D. (2015). Habitus and the psychosocial: Bourdieu with feelings. *Cambridge Journal of Education*, 45(1), 9–23.
- Ricoeur, P. (1991a). Life in quest of a narrative. In D. Wood (Ed.), *On Paul Ricoeur: Narrative and interpretation*. London: Rouledge.
- Ricoeur, P. (1991b). What is a text. In M. J. Valdes (Ed.), *A Ricoeur reader: Reflexions and imaginations*. New York: Harvester/Wheatsheaf.

- Ringdal, K. (2010). Sosial mobilitet. In K. Dahlgren & J. Ljunggren (Eds.), *Klassebilder. Ulikhet og sosial mobilitet i Norge*. Oslo: Universitetsforlaget.
- Rosaldo, M. Z., & Lamphere, L. (1974). *Woman, culture, and society*. Standford: Standford University Press.
- Rose, J. (1986). *Sexuality in the field of vision*. London: Verso.
- Roseneil, S. (2006). The ambivalence of Angel's 'arrangement': A psychosocial lens on the contemporary conditions of personal life. *The Sociological Review*, 54(4), 847–869.
- Roseneil, S. (2007). Queer individualization: The transformation of personal life in the early 21st century. *NORA—Nordic Journal of Women's Studies*, 15(2–3), 84–99.
- Rosenthal, G. (2004). Biographical research. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice*. London: Sage.
- Rudberg, M. (1983). *Dydige, sterke, lykkelige barn. Ideer om oppdragelse i borgerlig tradisjon*. Oslo-Bergen-Stavanger-Tromsø: Universitetesforlaget.
- Rudberg, M. (1995). A bloody story? On construction of bodily gender among girls. *NORA*, 3(1), 32–44.
- Rudberg, M. (2009). Paradoxes in schooling gender—A messy story. *Young—Nordic Journal of Youth Research*, 17(1), 41–58.
- Rudberg, M., & Nielsen, H. B. (2005). Potential spaces—Subjectivities and gender in a generational perspective. *Feminism & Psychology*, 15(2), 127–148.
- Rudberg, M., & Nielsen, H. B. (2011). Gender in three generations: Narrative constructions and psychological identifications. In K. J. de Lopéz & T. G. B. Hansen (Eds.), *Development of self in culture* (Vol. 1). Aalborg: Aalborg University Press.
- Rudberg, M., & Nielsen, H. B. (2012). The making of a 'new man': Psychosocial change in a generational context. *The Journal of Psycho-Social Studies*, 6(1): 55–74.
- Rydström, J. (2011). *Odd couples: A history of gay marriage in Scandinavia*. Amsterdam: Amsterdam University Press.
- Sainsbury, D. (2001). Gender and the making of welfare states: Norway and Sweden. *Social Politics*, 8(1), 113–143.
- Sandvik, H. (1999). Tidlig moderne tid i Norge. 1500–1800. In I. Blom & S. Sogner (Eds.), *Med kjønnsperspektiv på norsk historie*. Oslo: Cappelen Akademisk Forlag.
- Segal, L. (1994). *Straight sex. The politics of pleasure*. London: Virago Press.

- Silva, E. B. (2005). Gender, home and family in cultural capital theory. *The British Journal of Sociology*, 56(1), 83–103.
- Simonsen, B., & Ulriksen, L. (1998). *Universitetsstudier i krise: Fag, projekter og moderne studenter*. Roskilde: Roskilde Universitetsforlag.
- Simpson, M. (1994). *Male impersonators: Men performing masculinity*. New York: Routledge.
- Skeggs, B. (1997). *Formations of class & gender*. London: Sage.
- Skeggs, B. (2003). *Class, self, culture*. London: Routledge.
- Skeggs, B. (2005). The making of class and gender through visualizing moral subject formation. *Sociology*, 39(5), 965–982.
- Skilbrei, M.-L. (2005). Making paid work into housework: Conformity and opposition in “traditional” femininity. In G. Hagemann & H. Roll-Hansen (Eds.), *In Twentieth-century housewives: Meanings and implications of unpaid work*. Oslo: Universitetsforlaget.
- Skrede, K. (1986). Giftte kvinner i arbeidslivet. In L. Alldén, N. R. Ramsøy, & M. Vaa (Eds.), *Det norske samfunn III*. Oslo: Gyldendal.
- Skrede, K. (1996). Levekår i tre generasjoner. Kjønn, generasjon og forandring. Universitetet i Oslo, Senter for kvinneforskning. A-notat 8.
- Skrede, K. (1999). Shaping gender equality—The role of the state: Norwegian experiences, present policies and future challenges. In B. Palier & D. Bouget (Eds.), *Comparing social welfare systems in Nordic countries and France* (Vol. 4, pp. 169–199). Paris: Maison des sciences de l’Homme Ange-Guépin. MIRE.
- Skrede, K., & Wiik, K. A. (2012). Forsørgelesesstruktur og inntekstfordeling: Mer likestilling og større ulikhet? In A. L. Ellingsæter & K. Widerberg (Eds.), *Velferdsstatens familier*. Oslo: Gyldendal.
- Skugge, L. N., Olsson, B., & Zilg, B. (Eds.). (1999). *Fittstim*. Stockholm: Bokförlaget DN.
- Slettan, D. (1984). Barnearbeid i jordbruket. In B. Hodne & S. Sogner (Eds.), *Barn av sin tid. Fra norske barns historie*. Oslo: Universitetsforlaget.
- Søland, B. (2000). *Becoming modern: Young women and the reconstruction of womanhood in the 1920s*. Princeton, NJ: Princeton University Press (se littpersp tregen).
- Solberg, A., & Vestby, G. M. (1987). *Barns arbeidsliv*. Oslo: NIBR.
- Solheim, J. (2007). *Kjønn og modernitet*. Oslo: Pax.
- Solheim, J. (2012). Den nordvesteuropeiske modellen. Familie og hushold i historisk og komparativt perspektiv. In A. L. Ellingsæter & K. Widerberg (Eds.), *Velferdsstatens familier*. Oslo: Gyldendal Akademisk.
- Sørensen, A. D. (2002). Pornografi ad bagdøren. *Ungdomsforskning*, 2: 31–37.
- Stormhøj, C. (2003). Den politiserede tokønnethed. *Grus*, 24(69), 118–137.

- Stormhøj, C. (2013). Queer theories, critiques and beyond. *Kvinder, køn og forskning*, 13(1), 61–72.
- Telste, K. (2002). Den unge pige by. *Kvinneforskning*, 26(1): 5–21.
- Therborn, G. (1993). The politics of childhood: The rights of children in modern times. In F. G. Castles (Ed.), *Families of nations: Patterns of public policy in Western democracies*. Aldershot: Dartmouth.
- Thompson, P. (1997). Women, men, and transgenerational family influences in social mobility. In D. Bertaux & P. Thompson (Eds.), *Pathways to social class*. Oxford: Clarendon Press.
- Thomson, R., Kehily, M.J., Hadfield, L. & Sharpe, S. (2011). *Making modern mothers*. Bristol: The Policy Press.
- Thorsen, L. E. (1993a). A room of one's own? Farmer and working-class girls in Norway during the 1930s and 1940s. *Young*, 1(1), 29–38.
- Thorsen, L. E. (1993b). *Det fleksible kjønn: mentalitetsendringer i tre generasjoner bondekvinner 1920–1985*. Oslo: Universitetsforlaget.
- Thorsen, L. E. (1997). Skis, skates and language: Traits of Norwegian urban young girl's culture in the 1930s. *Ethnologica Scandinavica*, 27, 48–64.
- Trondman, M. (2010). Ubegripelige ting. Når livsbaner stiger og faller. In K. Dahlgren & J. Ljunggren (Eds.), *Klassebilder. Ulikhet og sosial mobilitet i Norge*. Oslo: Universitetsforlaget.
- Usdansky, M. L. (2011). The gender-equality paradox: Class and incongruity between work-family attitudes and behaviors. *Jorunal of Family Theory & Review*, 3(3), 163–178.
- von der Lippe, A. (1988). Mødre som modeller for døtres yrkesorientering. *Tidsskrift for Norsk Psykologforening*, 25(Supplement nr.4), 149–159.
- Walby, S. (1997). *Gender transformations*. London: Rouledge.
- Walkeridine, V. (1990). *Schoolgirl fictions*. London: Verso.
- Walkeridine, V. (1997). *Daddy's girl*. London: Macmillan.
- Walkeridine, V., & Lucey, H. (1989). *Democracy in the kitchen*. London: Virago.
- Walkeridine, V. J., & Jimenez, L. (2012). *Gender, work and community after de-industrialisation. A psychosocial approach to affect*. Basingstoke: Palgrave Macmillan.
- Wengraf, T. (2001). *Qualitative research interviewing : Biographic narrative and semi-structured methods*. London: Sage.
- Wennhall, J. (1994). *Från djäkne till swingpjatt: Om de moderne ungdomskulturens historia*. Uppsala: Etnolore.
- Wetherell, M. (2012). *Affect and emotion. A new social science understanding*. Los Angeles, CA: Sage.

- Williams, R. (1977). *Marxism and literature*. Oxford: Oxford University Press.
- Williams, R. (2011). *The long revolutions*. Cardigan: Parthian.
- Winnicott, D. W. (1971). *Playing and reality*. London: Tavistock.
- Wolf, N. (1997). *Promiscuities. A secret history of female desire*. London: Chatto & Windus.
- Woodward, K. (2015). *Psychosocial studies*. London: Routledge.
- Øia, T. (2011). *Nordisk ungdommers holdninger til likestilling*. NOVA-report. Oslo: NOVA. 25/11.
- Öhrn, E. (2002). *Könsmönster i förändring? En kunnskapsöversikt om unga i skolan*. Stockholm: Skolverket.

Index

A

- Aarseth, Helene, 1n1, 5, 20, 21, 26, 80, 81, 138n2, 139n3, 140, 157, 163n8, 177, 214, 216, 225, 243, 249, 252, 288, 292n1, 293
Achilles complex, 249, 250, 254
Adkins, Lisa, 5, 8, 19, 20, 272, 288
affect(s), 21, 24, 25, 110, 128, 176, 224, 288, 293
agency(ies), 7–9, 18n6, 20, 21, 25, 29–33, 35, 60, 69, 86, 259, 260, 262, 269, 270, 272
Alwin, Duane, 12, 50, 51
ambivalence(s), 34, 98, 101–7, 109, 137, 144, 190, 192, 244, 258, 259, 264, 275, 283, 286, 287
American ‘intersubjective school of ego psychology’, 30

analytical model, 11

anorexia, 194

authority, 70, 82, 97, 98, 101, 121, 180, 185, 258, 283

‘autonomous girl’ and ‘exposed girl’, 87, 89, 195, 196

autonomy, 84, 140, 152, 168, 189, 197, 253, 260–1, 265–7, 269–73, 275

B

beauty work, 148

Beauvoir, Simone de, 265, 279

Beck, Ulrik, 5, 14, 164, 296
and Beck-Gernsheim, Elisabeth, 5, 14, 164

Bengtsson, Margot, 138n2, 143n5, 180n3, 183, 186n6, 189, 258

- Benjamin, Jessica, 10, 24n1, 27, 34, 37–9, 250, 252, 262, 269n2, 271–4, 277, 279
- Bertaux, Daniel
and Bertaux-Wiame, Isabelle, 9, 10
and Thompson, 9, 14, 225
- biography(ies), 1, 5, 14, 25, 35, 60, 62, 75, 296, 299
- body
bodily difference, 193, 231, 256
body and appearances/ adornment of the body, 158, 194, 255, 264
- body practices, 20, 146, 198, 290
- generative body, 108, 109, 148, 193
- men's/male body, 86, 107–9, 151, 173, 191–200, 254, 265, 283
- sexualising of the body, 146–53
- women's/female body, 37, 86, 90, 109, 147–8, 173, 191–200, 255, 263–4, 276, 283–4, 290
- Bollas, Christopher, 25, 33
- Bourdieu, Pierre, 10, 19, 20, 26
- Brannen, Julia, 4, 5, 10, 14, 71, 72, 79, 79n9, 81, 184n5, 225, 237, 237n5, 238–44, 250
- Breines, Winnie, 71, 88, 241
- Britain, 50, 225, 237–41, 242n7, 244, 245
- Brumberg, Joan J., 86, 88, 90, 194
- Butler, Judith, 18, 18n5, 18n6, 38, 299
- C**
- care, 77, 78, 97–8, 116, 117, 123, 134, 139–40, 144, 160, 166, 170, 173, 175–82, 187, 207, 209, 216, 231, 238–40, 257, 261, 263, 270, 277, 284–7, 290, 292n1, 293, 294, 296
- career, 57, 80, 136, 164, 165, 168, 182, 188, 193, 212–14, 220, 227–32, 234–5, 237, 242
- cash-for-care allowance, 77, 77n8
- child-centred upbringing/school, 70, 71, 241
- childhoods, 39, 52, 97, 136, 166, 274, 282
- children's work, 181
- Chodorow, Nancy, 1, 10, 24n1, 25, 29, 30, 34, 36–9, 59, 72, 137, 145, 249, 253n1, 259, 260, 264, 269–71, 273, 274, 274n3, 274n4, 279, 297n2
- class
composition of sample, 51, 277n5, 304
- definitions of, 1
- differences, 20, 20n7, 52, 64, 71, 72, 74, 75, 92, 127, 176, 219
- journey, 14, 15, 73, 245, 260, 292
- travellers, 14, 169, 219, 244
- cohort
age and historical time, 50, 51, 74, 79, 224
- concept, 50, 51
- and generation, 51
- competition, 76, 101, 106, 147, 154, 192, 249, 277
- complementary gender order, 67, 113, 114, 127, 146, 284
- condoms, 147, 149
- Connel, R.W., 310
- conscious, preconscious, unconscious, 11n3, 12, 18,

18n5, 23, 25, 30–3, 36, 39n5, 53, 59–62, 111, 115, 164, 167, 241, 248, 251
consumption, 72, 73, 82–4, 133, 138, 148, 177, 292
contraception, 89. *See also* condoms; pill
Corbett, Ken, 18, 38, 86, 251, 252, 254, 275, 277
creativity, 23, 30, 33, 60, 99
cross-national comparisons, 225
custody, 163, 168, 173, 209

D

daycare (provision, attitudes to), 76–9, 176, 176n1, 239, 240
defamilisation/refamilisation, 77
defensive reactions, 32, 298
degendering, 145, 146, 154, 175–82, 191–200, 204, 207, 260, 276, 278, 281–300
design of the study, 21, 46, 50, 223, 237
desire(s), 3, 26, 30–2, 38, 62, 86, 197, 198, 200, 201, 221, 231, 262, 265, 268, 269, 271–3, 275, 277, 296, 298
dieting and exercise, 89, 109, 149, 192, 194
Dimen, Muriel, 269, 275, 277, 298
disavowal, 33, 34, 60
discrimination/ differential treatment, 76, 115, 125, 154, 169, 217, 218, 220, 221, 230, 234, 290, 291
divorce(s), 52, 116–17, 124–5, 157, 160, 163–4, 167–8, 173, 181,

215, 220, 224, 233, 266, 286, 289
domestic servants/domestic help, 67, 69, 95, 95n1, 225
dominant norm as moving target, 19
Drotner, Kirsten, 82–5
dualism of conformity and non-conformity, 31, 32

E

education. *See also* school
choice of, 45, 135, 136, 164, 286
higher, 42, 47, 74, 85, 97, 115, 124, 128, 129, 169, 215, 226, 259, 260, 263, 293
men's, 4, 77, 213, 214, 283, 294, 297
women's, 4, 136
egalitarianism and individual rights, 66–71, 231
ego and reality, 2, 28–30, 32–5, 134, 146, 270
ego structure, 33
Ellingsæter, Anne-Lise, 12, 76–8, 79n10–11, 81, 176n1, 239
emotional link(s), 173, 247, 282–8
equality/inequality, 4, 6–8, 12, 17, 66–71, 76–81, 125–9, 131–73, 179–80, 206, 208, 208n11, 211, 211n13, 214–21, 223–43, 265, 266, 279, 285, 288–94, 296, 298
equality politics/policies, 6, 17, 76–81, 159, 168, 169, 173, 220, 236, 285, 290–2, 294
equality vs. difference, 168–73
Erikson, Erik H., 1, 2, 25, 30, 31, 82

ethnicity, 1, 8, 15, 25, 31, 68, 219
 experience
 bodily, 36, 65
 gendered, 23
 individual, 2, 13
 personal, 9, 257
 relational, 2, 9–11, 20, 23, 35, 36

F

family
 agrarian, 82, 128, 281, 282
 arrangements, 224, 251
 bourgeois, 66, 69
 caregiver parity model, 7
 dual breadwinner model, 69, 282
 dual earner/dual carer model, 7,
 281, 282, 285, 287, 294
 men, 104, 240
 models, 4, 6, 9, 69, 78, 160, 161,
 224, 236, 282
 north-west European model, 66,
 82
 policy, 70, 295
 provider/carer model, 7, 74,
 132–4, 143, 144
 fashion, 83–5, 105, 148, 192, 244
 father/fatherhood
 caring, 208n11, 242, 250, 253
 and daughters, 261–3, 276, 284
 lack of communicative skills, 138,
 185
 ‘new fathers’, 166, 257
 as psychological liberators, 145
 quota, 77, 208–10, 227, 228,
 230, 232, 234
 rights at divorce, 220
 and sons, 134, 136, 143, 237,
 237n5, 244, 248–51, 258, 260

tenderness towards, 190
 feelings
 as an aspect of meaning, 25
 definition, 1–4, 9–11
 patterns of, 2, 12, 16, 22, 24, 29,
 39, 47, 248, 273, 299
 structure of, 27–9
 femininity, 8, 38, 49, 87, 101, 102,
 118, 154–6, 169, 170, 193,
 195, 202, 206, 207, 255, 256,
 260, 262, 264–7, 269, 270,
 275, 283–6, 296
 feminism/feminist, 16, 17, 19, 36,
 37, 40, 76, 127, 156, 171,
 264, 274n3, 291, 294–5
 flaws, 149, 191, 194
 Frankfurt School, 23–5
 Fraser, Nancy, 7, 77, 78
 Freud, Sigmund, 30, 38, 39n5, 86,
 267–9, 271, 273, 274n4, 275,
 297n2
 Fromm, Erich, 25–7, 31, 48
 Frønes, Ivar, 14, 15, 74
 Frosh, Stephen, 2, 59
 “fun girls” and “dull girls”, 150

G

gender complementarity/ model
 and masculine guilt, 121
 as project, investment in, 114,
 126
 gender differences as individual
 choice, 200, 217, 289
 gender equality
 attitudes to, 4, 80, 208, 211, 288,
 292, 293
 as norm, 53
 policy, 76–81, 182, 240

- in practice, 15, 76–81, 128, 170–2, 208, 215, 225, 236, 243, 290, 293
- gender/gendered
ambiguity model, 267, 271–3
arrangements, 6, 8, 18, 164, 169, 171, 224, 229, 242, 251, 292
battle, 168, 180, 236, 281, 286, 287, 291
bedrocks of, 278–9, 297
as binary, 21, 37–9, 64, 271, 273
as category, 21
and class, 74
contract, 7–9, 81, 81n13, 281, 282
difference (and attraction to), 5, 8, 37, 38, 69, 111, 113–14, 135, 154, 156–8, 170–1, 201, 207, 217, 257, 264, 268, 269, 289, 291–2, 298
discrimination, 115, 217, 220, 230, 234, 291
division of work, 9, 12, 92, 93, 96, 118, 134, 137, 164, 178–9
emotional, 10
equality, 4, 6–8, 12, 17, 66–71, 76–81, 125–9, 131–73, 179–80, 206, 208, 208n11, 211, 211n13 214–21, 223–43, 265, 266, 279, 285, 288–94, 296, 298
equality and class, 119, 154, 161, 195, 201, 250–1, 270, 292
equality policies, 76, 80, 290–2, 294
hierarchy, 66, 129, 154, 258, 276, 289, 295
identification, 9, 123, 146, 154, 272, 277, 300
identity, 10, 11, 37, 248, 251, 256, 257, 265–7, 269–73, 275, 276, 279, 292
identity model, 37, 267, 269–71, 273, 275, 276
multi-gendered, 10, 248, 257, 266, 278, 299, 300
neutral, 77n8, 127, 154, 177, 182, 197, 201, 202, 260, 279, 284
nominal, 269, 273
norms, 16, 19, 69, 178, 234, 279, 292, 298, 299
order, 7, 16, 67, 70, 101, 107, 114–18, 121, 122, 125–8, 134, 266, 284, 289
patterns, 203
as personal construction, 36, 269n2
and power, 5, 115, 144, 153–8, 190, 203, 220, 251, 258, 271, 285, 296
practices, 2, 11, 176, 277
quotas, 76, 216, 217, 220
reconfiguration of, 20
reflexive and non-reflexive, 5, 11, 20, 21
representations, 17, 269
revolution, 66, 67
roles, 80, 113, 172, 205, 209, 210, 235
segregated school classes, 134
single-gendered, 10, 43, 248, 256, 266
subjectivity, 10, 11, 248, 256, 257, 266, 267
trap, 214, 232

- generation
 anchor, 50, 51
 comparing, 5, 22, 50–3
 concept of, 50, 51
 genealogical meaning, 12
 generational contrast, 149, 225,
 278
 historical meaning, 12
 generational/intergenerational hierarchy, 184, 249
 paradox, 134
 patterns, 13–16, 49, 51, 62, 247,
 274
 protest, 84, 85
 transmission, 9–13, 16, 41, 51
- geographical mobility, 14, 47, 82,
 105
- Giddens, Anthony, 5, 181
- Goldner, Virginia, 38, 299, 300
- guilt, feelings of, 110, 111, 113, 121,
 151, 255, 259, 269,
 284
- Gullestad, Marianne, 5, 96, 107
- H**
- Haavind, Hanne, 7, 8, 8n2, 120,
 162, 163, 278, 292
- Hagemann, Gro, 7, 8, 8n2, 66, 67,
 67n1, 70, 113n4
- helping out, 67, 94, 134, 162
- Hernes, Helga, 76
- heteronormative, 299
- heterosexual/heterosexual relations,
 38, 46, 49, 146, 151–3, 196,
 197, 199, 200, 266–8, 273,
 276, 285, 298, 299
- Hirdmann, Yvonne, 7, 8, 8n2
- Hobson, Barbara, 4, 17
- Hollway, Wendy, 19, 47
 and Jefferson, Tony, 45, 59, 60
- Holter, Øystein G., 138n2, 139n3,
 140, 163n8, 177, 184n5, 214,
 216, 249, 252
- housewife, 7, 70, 81, 120, 133, 135,
 140, 141, 144, 155, 159, 164,
 180, 187, 189, 213, 239, 242,
 243, 259
- housewife era, 70, 239
- housework, 79, 79n12, 80, 104,
 126n5, 132, 134, 158, 161,
 162, 163n8, 172, 177–9, 190,
 204, 209–12, 215, 215n16,
 216, 277, 292–3
- humiliation, 109, 152, 249, 262,
 275
- I**
- idealisation, 34, 98, 104, 106, 107,
 116, 121, 123, 124, 145, 261,
 268, 275, 276, 283
- identification
 cross-identification(s), 151, 153,
 285
 disidentification(s), 34, 145, 183,
 227, 240, 252, 266, 275, 285
 early identifications, 32
 gendered identification, 260
 parental identifications, 171, 193,
 236
 patterns of identification, 27
 positive or negative identification,
 34, 100, 101, 137, 142, 154,
 231, 233, 236, 249, 251, 254,
 258–60, 279, 293

identificatory love, 250, 262, 263, 271, 272, 275, 276, 279
identity
 feminine identity, 264
 gender identity, 10, 11, 37, 248, 251, 256, 257, 265–7, 269–73, 275, 276, 279, 292
 masculine identity, 163n8, 250, 256, 270
 reified or fluid identity, 27, 39, 46, 298
incremental changes, 16, 29
individualisation
 and gender, 5
 and modernity, 5, 70, 82
 relational individualism, 297, 297n2
individuality and gender, 200–7
individually based rights vs. family rights, 70
informants, female family chains mentioned in the analysis
 Agnes, Astrid, Anja, 115, 117, 124, 129, 170, 196, 211, 302
 Borghild, Berit, Beate, 83, 92, 112, 128, 170, 175, 176, 190, 208n10, 219, 291, 302
 Clara, Cecilie, Charlotte, 95, 125, 128, 129, 165, 213, 217, 218, 226, 226n2, 233, 234, 302
 Dagny, Drude, 96, 97, 106, 109, 112, 124, 132, 149, 150, 302
 Ellen, Elsa, Eva, 56, 111, 124, 125, 135, 183, 194, 196, 198, 202, 215, 217, 303

 Gerd, Grete, Guro, 104, 105, 114, 144, 145, 179, 187, 189, 203, 213, 291, 303
 Helga, Hanne, Hilde, 8, 26, 76, 104, 113, 113n4, 123, 135, 136, 162, 169, 179, 189, 190, 212, 214, 218, 220, 226, 226n2, 232, 233, 240, 278, 291, 297, 303
 Ingrid, Inger, Ida, 54, 103, 123, 141, 188, 189, 203, 204, 215, 216, 234n4, 303
 Johanna, Jorun, Jenny, 94, 95, 102, 103, 105, 128, 135, 141, 142, 145, 163, 182, 187, 189, 213, 303
 Karen, Kirsten, Kine, 84, 95, 96, 115, 124, 133, 152, 212, 217, 220, 226, 226n2, 233–5, 292, 303
 Lilly, Line, 115, 212, 303
 Martha, Mari, 91–5, 102, 104n2, 135, 135n1, 215, 303
 Nina, Nora, 154, 155, 164, 203, 207, 217, 303
 Olaug, Oda, 142, 143, 149, 168, 169, 303
 Paula, Pia, 179, 214, 218, 220, 226n2, 230, 230n3, 231, 232, 236, 291, 303
 Solveig, Stine, 143, 165, 170, 180, 190, 195, 198, 202, 215, 303
 Turid, Tonje, 136, 165, 170, 177, 179, 203, 211, 213, 214, 217, 220, 226, 226n2, 230, 230n3, 232, 236, 291, 303
 Vigdis, Vilde, 150, 161, 168, 181, 189, 194, 303

- informants, male family chains
 mentioned in the analysis
- Anton, Arne, Anders, 94, 99, 119,
 131, 132, 165, 171n10, 180,
 184, 186, 191, 193, 200, 201,
 207, 208n10, 209, 210, 216,
 220, 226, 226n2, 227, 229,
 254, 302
- Einar, Egil, Erik, 1, 25, 30, 43n3,
 82, 93, 100, 101, 107, 115,
 116, 120, 121, 137–9, 163,
 173, 183–5, 220, 302
- Gunnar, Geir, Glenn, 43n3, 99,
 110, 111, 122, 127, 133,
 138–41, 150, 151, 157, 162,
 172, 178, 185, 291, 302
- Harald, Helge, Henrik, 96, 97,
 101, 108, 110, 122, 127, 138,
 139, 151, 158, 166–8, 178,
 185, 193, 197, 200, 205, 206,
 209, 214, 226, 226n2, 227,
 228, 236, 302
- John, Jan, Joar, 13, 66, 100, 101,
 117, 121, 127, 138, 150, 172,
 191, 197, 302
- Knut, Kjell, Kim, 98, 99, 101,
 107, 108, 119, 137, 138, 140,
 147, 148, 156, 197, 220, 254,
 302
- Martin, Magne, Morten, 94,
 109–11, 116, 122, 126, 127,
 138, 139, 171, 172, 179, 184,
 186, 199, 210, 217, 220, 226,
 226n2, 228, 229, 242, 302
- Per, Paul, 55, 61, 185, 210, 211,
 302
- Ragnar, Rune, 157, 164, 170,
 171, 184, 192, 206, 210, 211,
 217, 302
- Trygve, Trond, 158, 161, 166,
 172, 185, 186, 204–6, 209,
 302
- Willy, Vegard, 86, 140, 147, 166,
 167, 172, 185, 192, 197, 198,
 205, 209, 220, 302
- inner and outer world, 3, 24, 27, 29,
 36, 57, 283
- ‘in principle men’, 162, 163, 178,
 242
- instrumentality, 198, 265, 276
- interviews
- interview guide(s), 41, 45
 - interview method, 44, 45, 237n5
 - interview texts, 59–61
 - interview transcripts, 59, 60
 - narrative styles, 54, 297
 - overview (table), 44
 - relationship in interview situation,
 56
- intimacy, 2, 56, 66, 150, 151, 168,
 181, 189, 197, 198, 257, 263,
 269–71, 273, 276
- introjection(s), 34, 35
- J**
- justice/injustice(s), 20, 74, 119–20,
 125–9, 169, 179, 217, 259,
 288, 289, 293
- K**
- Kleven, Kari Vik, 42, 196
- L**
- labour market(s), 5, 7, 15, 69, 78,
 118, 243, 257, 282, 287, 290

- Lawler, Steph, 14, 71, 244, 245
 Layton, Lynne, 10, 19, 20n7, 24n1,
 27, 31, 33–6, 38, 47, 251,
 257, 259, 267, 300
 Leira, Arnlaug, 4, 6, 76, 77, 79, 239
 Leys, Ruth, 25
 life
 course, 2, 10, 11, 13, 16, 19, 23,
 224, 301
 phase, 44, 56, 82, 148, 208, 223,
 224
 projects, 2, 11n3, 13, 22, 124,
 207
 transitions, 10, 45n5
 living standards, 71–6, 118, 282
 Loewald, Hans, 29, 30, 33
 longitudinal, 2, 41, 223, 263, 293
 Lorentzen, Jørgen, 97, 119, 120,
 123, 160n6
 Lorenzer, Alfred, 61, 62
 love, infatuation, romance, 152
 love objects and like subjects, 34, 39,
 271, 277
 Lucey, Helen, 20n7, 104, 261, 263,
 268
- M**
- Mannheim, Karl, 12
 marriage
 choice of partner, 237
 as route to freedom and
 independence, 123
 as route to mobility, 74, 95, 106
 masculinity, 38, 99, 101, 107, 108,
 110, 113, 121, 126, 137, 140,
 146, 155, 156, 158, 172, 190,
 193, 204, 205, 219, 249–52,
 254, 255, 263, 264, 270, 272,
 275, 289, 291, 296, 297
 fragile masculinity, 190, 263, 296
 McCammon, Ryan, 12, 50, 51
 McNay, Lois, 8, 18n6, 19, 20, 31,
 288
 meaning
 cultural meaning, 2, 3, 90, 279
 emotional meaning, 2, 9, 21, 52,
 59, 60, 101
 personal meaning, 1, 3
 mediasation, 84
 Melby, Kari, 4, 8, 67–9, 69n3, 70,
 71n4, 78, 80, 81, 95n1,
 113n4, 239, 294
 memories as reconstructions, 53, 55
 memories of the past, 58
 men
 and care work, 7, 64, 79n12, 140,
 166, 167, 177, 240, 285, 287,
 296
 men's bodies, 86
 men's sexualities, 86
 men's work, 91–8, 100, 102, 114,
 115, 131–6, 211, 295
 menstruation (and period), 148, 194
 mentality of work, 51, 96, 102, 107,
 141, 147, 283
 methodological approach/
 methodology, 47, 225, 237n5
 mixed practices in marriage, 161,
 163, 169, 172
 Modell, John, 13, 83
 modernisation
 cultural modernisation, 42, 47
 modernisation and modernity, 5
 Norway's route to modernisation,
 67

- moral standards, rules, guidelines, 150, 153
- mothers
- and daughters, 5, 6, 102, 134, 136, 143, 188, 190, 244, 258–61, 263, 264, 270, 276, 284
 - invisible mothers/mothers as victims, 98–102, 116, 118, 183, 284
 - and sons, 139, 143, 251–3, 261
 - strong mothers, 105
 - weak mothers, 141–6
 - weeping for the mother, 253n1, 259
 - working mothers, 76, 79, 79n11, 133, 134, 143, 165, 176, 177n2, 186, 189, 208n11
- motivation(s), 2, 20, 24n1, 111, 135, 300

N

- new normalities, 295
- ‘nice girls’ and ‘cheap girls’, 87–9, 111, 150, 255
- Nielsen, Harriet Bjerrum, 10, 15, 36, 37, 42n1, 42n2, 47–9, 60, 61, 86, 87, 89, 92, 135, 182, 196, 292, 294
- non-sexist education, 178
- Nordic countries, 68–70, 74, 78, 79n11, 182, 238, 239, 241
- Nordic model, 68
- normative patterns, 14, 15
- Norway
- compared with the UK, 15, 79n11, 238–41

- development of welfare state, 72, 73, 133
- independence, 68
- law of gender equality, 76
- maternalist culture, 78
- migration, 76
- national culture, 68
- national security system, 75, 76
- population, 46, 67, 68, 72n5, 75, 76, 81
- schools and education, 15, 42–4, 46, 47, 70, 71, 73, 74, 238, 239

O

- object-relations, 32, 34, 38, 269
- Oedipal model, 267–9, 273, 275
- one-night stands, 196, 197

P

- parental leave, 77, 77n7, 78, 209, 214, 228
- partnership between parents and children, 11, 20n7, 180, 180n3, 247, 249, 253, 260
- performativity, 18
- personal development, 155, 158, 204, 297
- pill, 88, 88n14
- policy for the mothers/policy for the daughters, 74, 241, 260
- political
- political claims, 17
 - political feminism, 76, 86, 274n3, 294, 295
 - political identities, 16, 17, 294

- political projects, 17
political theory, 7, 16
pornography, 86, 221
post-Oedipal complementarity, 273
poststructuralism, 25
power, 5, 115, 141, 144, 153–8,
190, 203, 220, 251, 258, 271,
285, 296
power balance between parents, 159,
188
practice theory, 16, 19
pregnancy (and fear of pregnancy),
12n3, 149, 196, 204, 215,
230, 234, 235, 264
private sector/public sector, 81, 177,
219, 225, 227, 230–2, 238,
243, 282, 291
projection(s), 9, 32, 34, 60, 258, 259
psychoanalysis
 psychoanalytical interpretation,
 55, 62, 248, 269, 287
 psychoanalytical models of
 gender, 39, 289
 psychoanalytical ontology, 60
 wild analysis, 59
psychological
 capacities, 10, 271, 285
 conflict, 270
 defense, 36
 discourse, 54–6, 142, 157
 link, 1, 2, 189, 247
 moratorium, 82
 patterns, 60, 247
 perspective, 56, 204, 240
 tension, 20, 105, 145, 260, 269,
 278, 279
 theories as historical formations,
 39
 theory/approach, 53
puberty, 55, 108, 147, 148, 191
pure relations, 181
- Q**
- queer theory, 16–18, 18n6
- R**
- rape, 86, 151, 152
Reay, Dianne, 20
reflections, 12, 31, 71, 116, 118,
125, 150, 153, 159, 200, 205,
219
reflexive and prereflexive dimensions,
20, 288
reflexivity, 5, 19, 54, 57, 82, 153
regendering, 281–300
relationship, 11, 13, 23, 33, 42, 43,
53, 60, 88, 106, 121, 137,
139, 142–5, 150, 152, 154,
166, 180, 180n3, 184, 188–9,
191, 195–6, 204, 211, 227,
230–1, 233–4, 236–7, 243,
244, 247–51, 258, 260–2,
264, 267, 276, 278–9, 286,
297
remembering (and consistency over
time), 58, 94, 122, 199, 298
repudiation of femininity, 270
Ricouer, Paul, 61
romance/romantic ideas, 83, 112,
152, 172
Roseneil, Sasha, 1n1, 3, 5, 36, 47,
59, 60, 296, 299
Rudberg, Monica, 10, 15, 37, 42,
42n1, 42n2, 47, 60, 87, 89,
98, 135, 195, 196, 292
rural/urban divide, 92

S

sameness and difference, 257, 271–3, 275
sample of the study, 15, 42–7
Scandinavia, 46, 65, 70, 171n9, 182, 237–45, 285
school
 compulsory school, 43n3, 75, 95
 continuing in school, 75, 95, 135
 high-school(s), 43, 43n3, 74, 83, 251
 middle-school, 95, 135
 myth of effortless achievement, 136
self-development/developmental narratives, 155, 158, 210, 297, selfish sisters, 103, 115, 258 self-other relations, 36, 61, 254 separation-individuation, 38, 269–71, 274 sex differences, 66 sex education, 70, 82, 86 sexual
 attraction, 207, 257
 debut, 86, 150, 196, 197
 experiences, 89, 111, 198
 identities, 21, 200
 morals, 86, 88, 197
 norms, 81, 86, 255, 289, 290, 300
 practices/conduct, 19, 86, 150, 265, 286, 300
 revolution, 86, 88, 149 sexuality
 bi-sexuality, 16, 199, 299
 female sexuality, 111
 gay, 16, 86, 171n10, 199, 200

heterosexuality, 207, 267, 285, 298
homo sexuality, 46, 171, 199, 254, 256, 275, 299
lesbian, 16, 86, 199, 207, 299 male sexuality, 107–14, 254, 255, 275, 276
non-normative sexualities, 47, 199, 200 sibling rivalry/jealousy, 115, 154, 181, 202, 268 sick leave, 73, 213, 214, 214n14 Silva, Elizabeth, 19, 20, 288 Skeggs, Beverly, 20, 87, 150, 296 Skrede, Kari, 4, 74, 79, 79n10, 214 social
 bonds (and rifts in social bonds), 134, 136, 284
 character, 25–7
 class, 43, 64, 72, 98, 114, 132, 162, 212, 236, 274
 norm, 13, 31, 129, 289
 pathways, 14
 patterns of feelings, 2, 12, 16, 22, 24, 29, 39
 policies, 6
 security, 14, 71–6, 92, 240, 282
 transformation of gender, 1–22
social democratic government, 77n7
socialisation, 9, 26n2, 29–32, 274n3
social mobility
 and gender, 5, 15, 16, 52, 63, 74, 291, 292
 ‘lock chamber’ model of social mobility, 14, 245
short-distance mobility, 15
upward mobility, 14

- sociocultural context, 4, 10, 12, 35, 256, 257, 283
- Søland, Birgitte, 82, 83, 87
- split between sexuality and tenderness/intimacy, 151, 255, 275
- split of love and identification, 32, 33, 272, 275
- splitting, 33, 34, 38, 268, 272, 298
- sports, 43n3, 121, 132, 147, 162, 178, 184, 185, 193, 199, 206, 254, 256
- stay-at-home mother/father, 133, 143n5, 157, 177n2, 186, 212, 214, 241, 292n1
- Stormhøj, Christel, 18, 18n5, 19
- subject and object, 3, 18n5, 23–5, 28–36, 46n7, 48, 89, 135, 137, 196, 235, 252–5, 259–63, 265, 268–72, 275, 277, 279
- subjectivity
and culture, 1, 25
and identity, 10, 11, 21, 27, 248, 256, 257, 266, 267, 270, 276
- subject of desire, 272, 275, 277
- T**
- temporal
transition, 10, 11
transmission, 10, 41
- textual
analysis, 60
context, 60
organisation, 61
- Thomson, Rachel, 10, 234n4
- Thorsen, Liv Emma, 82, 83, 87, 92, 94, 96, 108, 134
- transference/countertransference, 30, 32, 34, 36, 59, 61, 134
- U**
- unconscious
conflict, 32, 60
fantasies, 25, 248
normative, 31, 33
- uniqueness, 28, 56, 85, 192, 201, 219, 267, 278n5
- United Kingdom (UK), 14, 15, 22, 50, 79n9, 79n11, 184n5, 225, 237–41, 242n7, 244, 245
- universal rights, 7, 77
- unthought known, 33
- USA, 67, 71, 81n13, 84, 88, 267, 274n4
- V**
- virginity, 88
- W**
- Walkerine, Valerie, 1n1, 9, 14, 20, 59, 61, 116
- welfare regimes, 6, 238, 239
- welfare states, 70, 73, 267
- whole-sample approach/analysis, 48, 60
- ‘wild’ and dangerous men/ exciting dancers, 113
- Williams, Raymond, 3, 12, 13, 27–9, 31, 273, 282, 288, 293, 299

- women
differences between women, 4, 231, 289
married women, 66, 67, 69, 69n3, 70, 123
seen as strong and competent, 101–3, 106, 109, 128, 187, 208n11, 228, 233, 266
solidarity between women, 218
unmarried women, 67, 70
widowed women, 67, 67n1, 71, 305
women's bodies, 86, 87
women seen as victims, 86, 101, 120, 183
women's sexualities, 86, 200
women's work/employment, 4, 6, 9, 67, 80, 91–8, 100, 116, 118, 119, 128, 133, 134, 159, 211, 225, 239, 240, 292n1, 295
Women's Movement, 76, 78, 155, 159, 167, 170, 218, 221, 228, 232, 285, 295
work
care work, 7, 64, 79n12, 140, 166, 167, 177, 240, 285, 287, 296
division of work, 92, 93, 96, 114, 118, 132, 134, 137, 164, 179, 211, 230, 231, 233, 235, 286, 293
paid work, 17, 67, 70, 77n8, 78, 79, 79n10, 159–61, 164, 166, 178, 239, 241, 292, 305
part-time/full-time work, 7, 79n10, 119, 124, 161, 229, 242
sharing work and care, 237, 286
unpaid work, 6, 69
work-life balance, 57, 211
World War I/First World War, 72, 91–129, 238
World War II/Second World War, 15, 70, 72, 72n5, 112, 118, 121, 131–73, 238, 239, 270
- Y**
- youth, 43, 45, 53–4, 57, 81–5, 89, 90, 105, 110, 146, 149, 151–3, 155, 208n11
youth cultures, 45, 57, 83–5, 90, 105, 146