

SUBSTANTIVE AREA: **Sociology of Gender**

AUTHORED BY: **Elizabeth McClintock**

DATE: **June 2015**

OVERALL SCOPE OF AND EXPECTATIONS FOR THE EXAM

Students must be familiar with the core topics, including the dominant theoretical perspectives and methods. They should keep up with the latest empirical research in the field. However, gender is a broad subfield and students will also pick two areas of specialization. Please note that there is some flexibility in areas of specialization and in reading lists and students may develop their own lists, in cooperation with the exam committee. Students who wish to develop their own specialty list or modify a suggested list must contact the exam chair prior to proceeding.

CORE TOPICS

- Foundations
- Theory
 - Structural perspectives
 - Social constructionist perspectives
 - Postmodern critiques
 - Biosocial perspectives
- Methods

MAJOR THEMES & SPECIALIZATIONS

- Employment and labor
- Time and the division of household labor
- Parenting
- Family and relationships
- Intersectionality
- Religion
- Masculinities
- Public policy and the state
- Globalization and development
- Sexualities
- Queer theory
- Sexual aggression and violence against women
- Health and aging
- The body
- Education/Child development
- Feminism and social movements

- Historical and comparative perspectives

EXAM PREPARATION

REQUIRED/RECOMMENDED COURSES

Students should have completed at least one advanced graduate classes related to sociology of gender before beginning exam preparation (exceptions may be negotiated with the committee for students with strong prior background).

READING LISTS

The committee provides a general reading list for students interested in taking this area. It is important that all students are familiar with these core readings; however, this list may be modified on a case-by-case basis. The reading lists for selected specializations should be treated as starting points. Developing a reading list provides important training and allows students to focus the special-interest portion of the exam on areas relevant to their own research. Developing the final reading list should be a student-driven process but the student must work in close consultation with the committee, especially with the chair.

EXAM FORMAT

The exam will be comprised of two four-hour sessions with a different set of two questions offered in each of the sessions. The first session will focus on core topics in sociology of gender and the second on the student's selected special-interest topics. For each set of questions, students may be given some leeway regarding which questions to answer. However, the committee may also require students to answer specific questions. Students may submit ideas for potential questions, particularly for the special-interest portion of the exam, but the committee is not obligated to use these questions. The committee will be more likely to select well-crafted and compelling student-written questions. The committee will be unlikely to select student-written questions that focus on memorization or are very narrow in scope.

EXPECTATIONS REGARDING CITATIONS

The committee prefers that students follow ASA guidelines regarding citations: author(s) and year of publication are preferable. Students should be familiar with book names. However, the goal of this examination is not memorization. It is not necessary to provide a full bibliography.

EXAM RESULTS

POLICIES REGARDING RE-WRITES

Students will be assigned one of three grades for their exam: pass with distinction, pass, or fail. Students will not be allowed to rewrite parts of their exams in order to change a failing grade to a passing one. They will, however, be encouraged to retake the area exam the next year (or at another appropriate time).

FEEDBACK

After the committee renders its decision, the student will be notified of the results by e-mail. The student will then schedule a meeting with the committee chair to discuss the strengths and

weaknesses of the student's performance. This meeting will be scheduled for all students, regardless of whether they pass or fail the exam. Other committee members may provide written feedback to each student, or they may set up a separate meeting to discuss the student's exam performance. This decision will be left at the discretion of faculty on the committee.