

SUBSTANTIVE AREA: **Sociology of Gender**

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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.

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
 - Inequality, public policy and the state
 - Globalization and development
 - Sexualities
 - Queer theory
 - Sexual aggression and violence against women
- And, possibly:*
- 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 class 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 may also be modified to some extent, but students are not obligated to develop their own lists. There will be approximately 40 core readings and 30-40 specialty readings. With some flexibility at the discretion of the exam chair, a reading is defined as 1 article, 1 book chapter, or 1 symposium. An entire book counts as 3-6 articles, depending on length, complexity, and scope.

EXAM FORMAT

The exam will be comprised of one six-hour session. It will include questions on core readings and specialty readings. 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 AND NOTES

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 of citations. It is not necessary to provide a full bibliography. Students are permitted in the exam two pages of approved student-authored notes. These notes may be single spaced, but no smaller than 11-point font. Attempting to pre-draft an exam answer in these notes violates the spirit of the exam. Therefore, notes will not include full paragraphs or essay outlines. Any notes must be approved by the respective area exam committees one week in advance of the exam. Approved lists and notes will be given to the Graduate Studies Coordinator, who will print out these materials for the student to have on the day of the exam.

EXAM RESULTS

POLICIES REGARDING RE-WRITES

Students will be assigned one of two grades for their exam: 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 and will receive guidance in preparing for a retake.

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.