

# School exam

## SOS 2402 Family, gender equality and the welfare state, spring 2019

Overview and understanding of the relevant syllabus should be emphasized in the assessment of the answer. The exam consists of three parts. A multidisciplinary assignment that counts 20% on the mark, a short-answer assignment that counts 20% and a long-term assignment that counts 60%. For the candidate to pass the exam, they must pass all the parts. In the multiple-answer assignment, there are eight assignments where the student gets 1 point for correct answer and -0.25 points for wrong answer. Missed questions for 0 points. In the short answer assignment there are three concepts that must be defined, where the student does not have to pass every definition, but together the part must pass. The weighting of marks is shown in a separate form that the examiner receives along with the assignments. Because there are three parts, first the grade for the multi-answer assignment (20%) and the short-answer assignment (20%) will be weighted together. Then the grade for the multi-answer assignment + the short-answer assignment (40%) and the long-term assignment (60%) are weighted together. The criteria for the different grades can be found in the subject-specific description which is also attached to the answers. It appears that to achieve a better grade than C requires the ability to discuss the substance independently.

The exam can be answered in Norwegian, Danish, Swedish or English. The course has been in English. To those who answer the exam in Norwegian I have said that it is ok to use English terms even if they write in Norwegian.

The main purpose with the short answer questions is to show knowledge about the literature from the course but also to show knowledge about central concepts discussed in the lectures. The main purpose of the long answer is to show knowledge from the literature and the ability to use the literature in the discussion of the question.

### Part 2 (short answer)

The short answer assignments (defining three out of four concepts) are primarily to show that you have knowledge of the syllabus, but also that you have brought with you key concepts that are included in the lecture. Students should be assessed for the ability to clearly explain the concepts being asked. Discussions and independent use of examples should be rewarded. The inclusion of syllabus material in addition should not give a significant count. The length of the answer to each term will vary, depending, among other things, on the scope of the relevant syllabus.

### The second shift

The term described by Hochschild is discussed in Kitterød and Rønsen's article from 2017 and used for lectures. For the student to achieve the grade C, they must be able to describe how full-time work has led to a double workload for women because women increased their occupational participation, while men did not correspondingly increase time for housework. Plus about the term is discussed against the article by Kitterød and Rønsen about the workload of fathers, or towards "doing gender theory" or up against "the gender revolution".

### Dual-earner dual-carer model

This is discussed in lectures on "family politics". In order for the student to achieve the grade C, they must be able to explain what lies within the concept itself and how it is linked to the Nordic welfare model and the goal of gender equality. Examples of family policies that promote such a model should also be provided. Plus if it is put in relation to the "gender revolution".

## **Cohabitation**

This has been discussed in lectures on "partnerships". In order to obtain grade C, one must be able to explain how cohabitation can be understood in different ways (for example, as a step on the road to marriage or as an alternative to marriage) and how this varies between individuals, countries and over time. Plus to include explanations for the increase in cohabitation and to discuss differences between cohabitants and marriages in terms of cohabitation. legislation and satisfaction with the relationship.

### **a. The gender revolution**

This concept has been central to the course and is the subject of Goldscheider et al's article. In order to obtain the grade C, one must be able to explain how changes in gender roles can be described in two phases / stages and how it affects "the public sphere" and "the private sphere / family". It should also be possible to explain how the two phases overlap and how they can be used to explain changes in the family. Plus, to discuss how this differs from the other perspective (focusing on the structural) differs from other perspectives such as the second demographic transition that links family changes more to value changes.

## **Part 3 (long answer)**

The student answers an assignment and is expected to demonstrate an overview of the syllabus and ability to apply the syllabus to the stated issues. Independence in the use of examples and discussion should be rewarded.

### **Outline main characteristics of contemporary Norwegian/Nordic family policies. Discuss trends towards defamilisation and refamilisation in these policies and implications for gender equality.**

Is described and discussed in a number of articles in the syllabus. In order for the student to obtain the grade C, it is expected that they will be able to describe and explain the parental leave scheme, including the paternity quota, the cash support and kindergartens with emphasis on the Norwegian context. The student must also have a clear understanding of the two concepts and be able to use them to describe / discuss the family policy schemes. The student should also be able to discuss possible consequences of the various schemes for both women and men. Key contributions to the syllabus will be Duvander, Ellingsæter 2016; Ellingsæter et al. 2016; Eydal et al. 2015; Duvander 2014 Kitterød, Rønsen 2017. Plus to actively use the gender revolution theory in the answer, and / or to include winter's discussion of the triad of parental leave (this was discussed several times in lectures).

### **Outline main trends in fertility in the Nordic countries. Discuss different theoretical explanations for how to understand fertility behavior and these can be used to understand recent development.**

The most important trends were described and discussed during the lecture on "Fertility". Most of the focus was on the Norwegian trends, but developments in the other Nordic countries were also

mentioned. In order for the student to obtain the grade C, it is expected that they can say something about the development in fertility level, age when one has children and infertility. It is expected that the student also says something last year's development in particular. Plus to draw the distinction between period and cohort fertility. The student is expected to discuss at least two different theoretical explanations of fertility behavior. Key explanations here will be related to rational choices and opportunity costs, gender equality and family policy. Key contributions to the syllabus will be Ellingsæter, Pedersen 2015; Thevenon, Gauthier 2011; Dommermuth et al 2017; Neyer et al 2013. Plus to use the gender revolution theory in an active way in the answer and to discuss possible explanations of the decline in fertility in recent years.