

## Exam

### SOS 2402 Family, gender equality and the welfare state, spring 2021

Overview and understanding of the relevant syllabus should be emphasized in the assessment of the answers. The exam consists of only one part which will account for 100% of the grade. The criteria for the different grades can be found in the subject-description of the course. In order to achieve a better grade than C, the student should be able to discuss the substance independently.

The exam can be answered in Norwegian, Danish, Swedish or English.

All lectures have been in English. To those who answer the exam in Norwegian/Scandinavian, it is ok to use the English terms even if they write in Norwegian.

There were no requirements to have a reference list, but as the exam was done from home, it is expected that the use of authors is correct.

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.

The student answers either assignment A) or B).

- A) Outline the main changes in family formation in Norway/Nordic countries. Discuss possible explanations to these changes based on theory, as well as possible challenges arising from these changes.**

This is described and discussed in a number of articles in the syllabus and in the lectures. In order for the students to obtain the grade C, it is expected to describe and explain trends in partnership formation and fertility. When discussing explanations and challenges arising from these changes, it is expected that the student link the development to family policy, the gender revolution and concepts such as individualization and rational choice. Plus to include and discuss examples from assortative mating, social inequalities in partnerships and fertility or/and discuss the role of family policy and gender equality in light of the recent decline in fertility.

- B) Outline and compare the main changes in mother's role and in father's role in Norway/Nordic countries. Discuss different theoretical explanations and conditions that may explain these changes.**

This is described and discussed in a number of articles in the syllabus and in the lectures. In order for the students to obtain the grade C, it is expected to describe and explain changes for mothers and to fathers both in terms of paid work and unpaid work. The student must have a clear understanding of the gender revolution theory and be able to use the theory in the changes of the gender roles in Norway. It is also expected that the student discuss the role of welfare policies. Plus to include the "welfare state paradox", doing fatherhood and fathers second shift.