

Review Sheet for Sociology 327
Exam 2, Spring 2009

Chapter 6: The Gendered Family

- gender socialization; how it happens, how it's different for boys and girls
- how to raise gender atypical children
- changes in marital roles; division of household labor; explanations for division of household labor, effects on individuals and marriages
- divorce as a "resource" for relationship equality
- work and family intersections; "separate spheres," work-family spillover, effects of work on family; effects of family on work, wage penalty
- the wage penalty for motherhood – what it is and how much it is
- moral dilemmas; men's and women's responses to the current moral dilemma, gender as 'incomplete institution'

Chapter 7: The Gendered Classroom

- functions of the educational system; the 'hidden curriculum'
- organization, content of education; interactions with teachers
- self-esteem of boys and girls from grade school to middle school; what is the message sent to boys and girl? And, do they 'get' the message?
- Gender differences in math/science/English scores, aptitude and performance
- explanations for gender differences in math/science/English across all grade levels (individual/internal explanations, interactional/external explanations)
- harassment in middle/high school; percentage of students who report being harassed. Consequences of harassment
- the college experience; what happens in college, hooking up, etc
- sex-segregated schools: pros and cons

Chapter 8: Separate and Unequal: The Gendered World of Work

- composition of labor force; changes over time
- two primary dimensions of inequality in labor force: segregation and income inequality – know general patterns but would also be good to know what the dissimilarity index is and how big it is
- explanations for wage gap/sex segregation (individual, interactional/institutional); discrimination, comparable worth, etc.
- "tokenism"—glass ceiling vs glass escalator
- Status expectations, how they help explain gender inequality in workplace and men's and women's reactions to efforts to reduce inequality

Essays

1. In class, we discussed four different explanations for the household division of labor. Briefly describe how each of them helps to explain the household division of labor.
2. Expectations states theory (status expectations) describes one theoretical mechanism for why gender inequality exists. Discuss the basic idea behind expectation states theory and discuss how it explains how these processes affect the evaluation of men and women for specific positions. How does it help to explain individuals' responses to inequality (both men's and women's responses). (Be sure and use appropriate terms and provide definitions for those terms.)
3. What are the primary explanations for the wage gap? Briefly describe each of them.
4. In her article "Moral Dilemmas, Moral Strategies, and the Transformation of Gender," Gerson suggests that gender is an 'incomplete institution.' What does this mean? How does this create moral dilemmas for men and women today? And, what is that moral dilemma? How are men and women responding to this?
5. What happens to the self-esteem of boys and girls in middle school? Why? What does the article by Zittleman contribute to our understanding of how boys and girls experience gender in their early years? (in your answer be sure and discuss her findings regarding the relative advantages and disadvantages of being a boy versus a girl that are perceived by middle schoolers.)
6. Some research finds that boys tend to score higher on standardized tests in math and science than do girls. Is it fair to conclude then that boys have a greater natural aptitude for math and science? Support your answer using material from your readings (e.g., text, article by Lee, article by Steele et al., and the article by Vandergaer et al.)

