

**Taras Shevchenko National University of Kyiv  
Faculty of Sociology**

**"APPROVED"**

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**Dean of the Faculty of Sociology**

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**Integrated Final Exam Program**

**Specialty 054 Sociology**

**Master's Degree**

**Educational Program "GENDER STUDIES"**

**Kyiv – 2020**

## Content

<b>1. General Issues .....</b>	<b>3</b>
<b>2. Organizational guidelines .....</b>	<b>3</b>
<b>3. Content of Integrated Final Exam.....</b>	<b>4</b>
<b>3.1. Sociology of Gender .....</b>	<b>4</b>
<b>3.2. Gender Expertise and Gender Audit .....</b>	<b>5</b>
<b>3.3. Gender Order Transformation in Post-Socialist Ukraine and Europe...</b>	<b>6</b>
<b>3.4. Gender and Family: Parenting and Care in Modern Ukraine.....</b>	<b>7</b>
<b>3.5. Gendered Education.....</b>	<b>8</b>

## 1. General Issues

Integrated final examination is the final stage of education on basic of Master's degree educational program in Sociology Education Program "Gender Studies". It is a compulsory part of the educational process and is intended for an objective evaluation of acquired knowledge during the training and skills for future professional activities. It allows assessing the level of professional training of future specialists. Integral final examination aims at evaluation of the level of compliance training graduates from master requirements.

The program presents the core issues in knowledge and competences required to complete the MA in Sociology EP "Gender studies" from the compulsory courses, list of recommended literature to be well prepared to the final examination.

## 2. Organizational guidelines

Integrated final examination involves the assessment of theoretical knowledge, practical skills acquired by students of the educational degree "Master" during learning the core disciplines, mastering systematic sociological knowledge and methods of sociological research of gender issues, as well as provide a background for the next educational and scientific studies degrees. The exam scheduled at the fixed data and time to be written in class. In case of epidemic restrictions the exam could be conducted in online procedure.

Each student gets an individual examination card consisting of two parts:

1. The first part is a test that includes multiple choice questions.
2. The second part contains an assignment to describe one of a social phenomenon (or process) related to gender inequalities and to develop a part of a research project or gender expertise in the following logics:
  1. to identify several concepts related to the specified social issue / process / project and to do theoretical interpretation of them;
  2. to justify the choice of theoretical approach to the analysis of the issue / process / project;
  3. to formulate 1-2 hypotheses regarding the study of this phenomenon / process and its relations to the other phenomena / processes within this approach
  4. to identify and argue methods for testing these hypotheses \ or gender expertise of the project.
  5. to describe this phenomenon / process in one of the current (and\or Ukrainian) society.

For completing the first part, a student may get score up to 50 points. For the second part, the student may get score up to 50 points. The maximum total grade in the exam is 100 points. All exam tasks are required to be done. A poor grade on one of the exam tasks (less than 60 points for both parts) is the ground for failing the exam as a whole.

The answers should be concise and logically constructed. They should demonstrate knowledge of classical and contemporary sociological theories, ability to operate conceptual base of sociology and gender studies, skills of practical work to form and use empirical basis of sociological research, as well as the use of modern methods of gender studies and gender expertise.

Examination Committee members assess the written exam paper (or online form) and announce the results.

The total number of points to successfully complete the exam is 60 to 100 points.

From 0 to 59 is Fail (not passed) the integrated final exam.

Score system of the final exam:

ECTS scale	100-points scale in TSNUK	Correspondence Scale	TSNUK Exams
A	90 -100	95	Excellent
B	85-89	87	Good
C	75 – 84	80	
D	65-74	70	Satisfactory
E	60-64	62	
F	1-59		Failed

### 3. Content of the Integrated Final Exam

#### 3.1. Sociology of Gender

The concepts of the "gendered society" (M. Kimmel, A. Aaronson); gender structure and gendered institutions: theoretical grounds of the research (R. Connell, B. Risman); egalitarianism and gender inequality (M.Charles, D.Gruski), feminist methodology and issues of research ethics; gender sensitivity in sociological research; qualitative, quantitative and mixed methodologies in sociological research of gender issues; sociological and feminist approach to research of a family; gendered work: employment, occupation, distribution of domestic work and care; gender stratification and gender inequalities; the "glass ceiling" and the gender pay gap; intersection as a research methodology; sociological analysis of the gendered social institutes: health and medicine, army and security works, religion, science, education; feminist studies of media culture: femininity and masculinity presentations in mass media; gender power and gender policy; gendered violence and studies of masculinity.

**Key concepts:** "gender structure", gendered institutions, internationality, gendered violence, gender inequality, gendered work, gendered profession segregation

#### Recommended Readers

1. Amy Wharton (2012) *The Sociology of Gender. An introduction to theory and research.* Wiley-Blackwell
2. *Handbook of the Sociology of Gender* \ Barbara J. Risman, Carissa M. Froyum, William J. Scarborough Eds. 2006. Springer. Pp.3-18, 19-44, 45-56, 69-81, 143-156, 257-271, 433-492

3. Abbott P., Wallace C., Tyler M. An Introduction to Sociology of Gender. Feminist perspective. 2005 Routledge. Pp. 1-15, 318-363, 364-385
4. Kimmel M, Aronson A. The Gendered Society. Reader. Oxford University Press, 2017. Pp. 165-195, 235-259, 313-325, 499-535
5. Nina Lykke (2010) Feminist studies. A guide to Intersectional Theory, Methodology and Writing. (9. Methodology, Methods and Ethics Pp. 144-162
6. Gayle Letherby (2003) Feminist research in theory and practice (4. Quoting and counting: the qualitative\quantitative divide pp 80-97
7. The Inequality Reader \ David Grusky, Szonja Szelenyi Eds. 2010. Routledge. Pp. 506-520, 521-536, 565-588

### 3.2. GENDER EXPERTISE AND GENDER AUDIT

Theoretical approaches to gender expertise and gender audit. Methodology of gender analysis: main principles. Gender-based analysis (GBA+), definition, the general principles underlying GBA+. The eight components of GBA+: identify the issue, define goals and outcomes, define information and consultation needs, conduct your research, develop and analyses options, making recommendations, communicate the policy/program/project, evaluate the program. The sources of data for gender expertise and audit. Gender statistics, sex-disaggregated data. Closing data gaps in gender. Gender-sensitive indicators. Qualitative and quantitative indicators at micro and macro levels. Gendered goals in the sustainable development goals. A participatory gender audit: the key components of the methodology, the gender integration framework, five key areas of analysis, different phases. Gender expertise and gender audit in the education, hidden curriculum, linguistic sexism, gender segregation in education, gender stereotypes in textbooks. Gender analysis and audit for ensuring gender-responsive health systems. WHO criteria for integrating gender, equity, and human rights to realize commitment to leave no one behind. 10 key issues in ensuring gender equity in the global health workforce. Health inequality monitoring.

**Key concepts:** Gender based analysis, gender expertise, gender audit, gender-sensitive indicators, sex-disaggregated data, health inequality monitoring, hidden curriculum, linguistic sexism, gender segregation in education, gender stereotypes.

#### **Recommended Reader:**

1. Working Guide on Gender-Based Analysis (<https://www.aadnc-aandc.gc.ca/eng/1100100028541/1100100028545#intro>).
2. The Gender Audit Handbook <https://www.fsnnetwork.org/gender-audit-handbook-2010-tool-organizational-self-assessment-and-transformation>
3. CIDA, 1997, The Why and How of Gender-Sensitive Indicators: A Project Level Handbook. Minister of Public Works and Government Services Canada, Aug 1997.
4. European Institute for Gender Equality, 2018, Gender statistics and indicators.
5. United Nations, Integrating a gender perspective into statistics, New York, 2006, cited in United Nations Statistical Division. 2016.

6. A manual for gender audit facilitators the ilo participatory gender audit methodology  
[https://www.ilo.org/gender/Informationresources/WCMS\\_187411/lang--en/index.htm](https://www.ilo.org/gender/Informationresources/WCMS_187411/lang--en/index.htm)
7. Gender Mainstreaming. Gender audit  
<https://eige.europa.eu/publications/gender-mainstreaming-gender-audit>
8. Gender, equity and human rights <https://www.who.int/gender-equity-rights>
9. Mary Manandhar, Sarah Hawkes, Kent Buse, Elias Nosrati & Veronica Magar Gender, health and the 2030 agenda for sustainable development  
<https://www.who.int/bulletin/volumes/96/9/18-211607/en/>
10. Leach Fiona. Practising Gender Analysis in Education. Oxfam GB 2003.  
<https://www.common sense media.org/blog/gender-stereotypes-are-messing-with-your-kid>

### 3.3. GENDER ORDER TRANSFORMATION IN POST-SOCIALIST UKRAINE AND EUROPE

The concept of gender order, gender and power (R. Connell): a systematic view of sociological study of the gender context of current transformations; post-colonial studies and de-colonizing methodology; two forms (public and private) and six structures of patriarchy (S. Walby); modes of modernity and gender order transformation in Europe and the USSR; global challenges to current gender orders: patriarchy and gender equality policy; gender order in the USSR: periods of gender order transformation; Gender order in Ukraine under the USSR; post-socialist studies of the gender order transformation; soviet gender order contracts: what was inherited and transformed in 1990<sup>th</sup>? Gender order transformation in Socialist and Post-Socialist Poland (Katarzyna Zielińska); common and different in gender order transformation in 1990<sup>th</sup> -2000<sup>th</sup> in Ukraine and in Poland; in Ukraine and in Russia; masculinities in crisis? (by the results of the research UNFPI in Ukraine 2018),

**Keywords:** gender order, patriarchy, gender regime, privacy – publicity, 'double burden',

#### **Recommended Reading:**

1. Walby, S. (1990) *Theorizing Patriarchy*. Oxford: Blackwell
2. R.W. Connell (1987) *Gender and Power. Society, the Person and Sexual Politics*. Polity Press. Pp. 91-165
3. Zdravomyslova E., Temkina A. (2007) Soviet and post-soviet gender order \ in *Russian Gender Order: sociological approach*, pp 96-137
4. Rubchak, Marian (2015) *Introduction in New Imaginaries: Youthful Reinvention of Ukraine's Cultural Paradigm* / ed. and translated by Marian J. Rubchak. – New York & Oxford: Berghahn
5. Sarah Ashwin(eds)( 2000) *Gender, state and society in soviet and post-soviet Russia*. Routledge.

6. Gender Issues 2009: Gender Equality Discourse in Times of Transformation, 1989-2009: the Czech Republic, Poland, Slovakia and Ukraine. Heinrich Böll Foundation regional Office in Warsaw 2010. – 137p.  
[https://pl.boell.org/sites/default/files/gender\\_issues\\_2009\\_www1.pdf](https://pl.boell.org/sites/default/files/gender_issues_2009_www1.pdf)
7. The Palgrave Handbook of Women and Gender in Twentieth-Century Russia and the Soviet Union/ Ed. By Melanie Ilic. 2018. Pp.83-132, 217-266, 463-494
8. Walby S.(1997) Gender Transformations. Routledge. Pp.191-206

**Online sources:**

Katarzyna Zielińska Gender in Socialist and Post-Socialist Poland

<https://open.uj.edu.pl/mod/page/view.php?id=322>

### 3.4. Family and Gender: Parenting and Care in Modern Ukraine

Family, parenting and care: theoretical perspectives (functionalist, conflict, constructivist, feminist). Reproductive labor. Care work and social care. Types of care work. Care deficit and care models by Arlie Hochschild. Comparative analysis of demographic trends on marriage, childbirth and parenting in Ukraine and Europe  
Contemporary parenting culture: intensive mothering, parental determinism, paranoid parenting and culture of fear.

Family policy as macrostructure of parenting and care in Ukraine: child care services and parental leaves in Ukraine. Neotraditionalist turn in family discourses. Labor market as macrostructure of parenting and care in Ukraine. Paternalist politics on “protecting” mother’s labor rights in a market economy. “Motherhood employment penalty”. Motherhood and mothering in contemporary Ukraine. Feminist mothering. Fatherhood and fathering in contemporary Ukraine. “New” fathering practices. “Caring society”. Transformative care policies

**Key concepts:** care, care work, caring society, motherhood, mothering, fatherhood, fathering, family.

**Recommended Reader:**

1. Care work and care jobs for the future of decent work / International Labor Organization, 2018
2. Families in a changing world / UN Women, 2019
3. [Birgit Geissler and Birgit Pfau-Effinger. Change in European care arrangements.](#)  
In: Pfau-Effinger, Birgit; Geissler, Birgit (2005) (eds.): Care and Social Integration in European Societies, Bristol: Policy Press.
4. Hochschild, Arlie Russell (2003) The Culture of Politics. Traditional, Postmodern, Cold Modern and Warm Modern Ideals of Care. In *The Commercialization of Intimate Life. Notes from Home and Work*. University of California Press, p. 213- 223
5. Faircloth Charlotte. 2014. Intensive parenting and the expansion of parenting. In *Parenting Culture Studies*, pp. 25-49

6. O'Reilly A. *Feminist Mothering* / Andrea O'Reilly. – Albany: SUNY Press, 2008. – 295 p.
7. *Masculinity today: men's attitudes to gender stereotypes and violence against women*, UNFPA Ukraine, 2018

### 3.5. Gendered Education

The sex-role approach VS gender approach in education. Hidden curriculum and school culture in gender perspective. Gendered educational content: gendered school textbooks and manuals, anti-discriminatory expertise of educational content and its methodology. Gendered school events and rituals. Gender stratification of education in Ukraine. Gendered communication in a classroom. Gender mainstreaming in education: gender analysis, gender statistics and gender budgeting. Feminist pedagogy and gender responsive teaching.

**Keywords:** gender education, gendered education, school culture, hidden curriculum, gender mainstreaming, learning environment, gender stratification.

#### Recommended Reader:

1. Liu, F. (2006). School culture and gender. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The SAGE Handbook of Gender and Education* (pp. 425–438). Thousand Oaks, CA: Sage.
2. Renold, R. (2006). Gendered classroom experiences. In C. Skelton, B. Francis, & L. Smulyan (Eds.), *The SAGE Handbook of Gender and Education* (pp. 439–452). Thousand Oaks, CA: Sage.
3. *Gender Mainstreaming in Education. A Reference Manual for Governments and Other Stakeholders* / Commonwealth Secretariat, June 1999
4. Smyth, Emer. Single-sex Education: What Does Research Tell Us?, In *Revue française de pédagogie*, avril-mai-juin, 2010
5. Sibyl Frei and Sevilla Leowinata. 2014. *Gender Mainstreaming Toolkit for Teachers and Teacher Educators*, Commonwealth of Learning, 2014
6. *Integrating a Gender Perspective into Statistics* /United Nations, 2016