1. **Title of the module**

SOCI7020 (SO702) Sociology and Social Politics of the Family

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) or Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional module for SSPSSR bachelor degrees including:-

Social Policy BA and Social Policy joint honours degrees

Sociology BA and Sociology joint honours degrees

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Describe and assess a range of theoretical accounts of the significance of the changing character of the contemporary family
   2. Understand the social, economic and cultural dimensions of the family.
   3. Be familiar with debates about the nature of the relationship between modernity and ‘the family’, including through discussion of the idea of ‘obligation’.
   4. Demonstrate an understanding of the changeability of ‘the family’.
   5. Be familiar with contemporary social research on the family and family policy.
   6. Identify the main policy developments in Britain in the area of family policy and be aware of the origins of these policy developments, drawing on relevant social scientific literature and empirical evidence.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Conduct research, by using library e-journal and other on-line resources
   2. Present arguments in oral form, through developing skills in seminar discussion and debate

* 1. Organise information in a clear and coherent manner, through essay writing, and discussion of completed essays in seminars and module convenor office hours
  2. Demonstrate critical thinking, analysis and synthesis, through application of sociological theory and research evidence to understandings of social problems and policy responses

1. **A synopsis of the curriculum**

The following areas will be covered:

* The social history of ‘the family’ and its transformations.
* The sociology of the public/private split
* The evolution of policies relating to ‘family life’
* The ‘individualisation’ thesis
* The economics and obligations of the family
* Recent social and demographic changes considered to underlie the problem of the contemporary family (changes in fertility patterns, in marriage and co-habitation, the rise of single person households)
* Debates about specific current policies about ‘parenting’
* Critiques of state intervention in family life

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Chambers, D. 2012. *A Sociology of Family Life*. Polity Press

Lee, E, Bristow, J. Faircloth, J.C. and Macvarish, J. 2014. *Parenting Culture Studies*. Palgrave

Segalen, M. 1996. *A History of the Family* Vol.2. Harvard University Press.

Hays, S. 1996. *The Cultural Contradictions of Motherhood*. Yale University Press

Hendrick, H.(ed). 2005. *Child welfare and social policy an essential reader*. Policy Press

Smart, C. 2007. *Personal Life*. Polity Press

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework – essay (3000 words) – 40%

Coursework – seminar participation – 5%

Coursework presentation – 15%

Examination (2 hours) – 40%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | X | X | X | X | X | X | X |  |  | X |
| Lectures | X | X | X | X | X |  |  |  |  |  |
| Seminars | X | X | X |  | X | X | X | X | X | X |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay – 3000 words | X | X | X | X | X | X | X | X | X | X |
| Seminar participation | X | X | X | X | X | X |  | X | X | X |
| Seminar presentation |  |  | X |  | X |  |  | X |  |  |
| Examination – 2 hours | X | X | X | X | X | X |  |  | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The discussion and application of the module topics is related specifically to the UK. However the range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2013 | N/k | Spring 2013 | N/K | N/K |
|  |  |  |  |  |

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| Updated by SSPSSR into CMA compliant format November 2018 |