1. **Title of the module**

SOCI8940 (SO894) The Family, Parenting Culture and Parenting Policy

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 7

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

20 credits (10 ECTS)

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

Autumn term (term 1)

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

None

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

MA in Sociology

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate familiarity with sociological accounts of the term ‘parenting’, be able to situate ‘parenting’ as a social problem in a wider historical content by acquiring understanding of the sociology of ‘the family’, and be able to identify and understand the links between sociological theories of risk society, public/private, identity formation, and ‘parenting’.

8.2 Identify and critically analyse the ideologies and values that underpin contemporary concerns about parenting and related policy developments using sociological insights.

8.3 Discuss in written form sociological accounts of the family, parenting culture and parenting policy and communicate the nuances and complexities of these accounts.

8.4 Demonstrate an ability to assess the validity of explanations given for the problem of ‘parenting’ and present sociologically reasoned arguments.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Present arguments in oral and written form using research and empirical data, at a level expected of a student undertaking postgraduate study.

9.2 Analyse and synthesise research evidence through application of sociological theory to develop understandings of social problems and policy responses.

9.3 Conduct research, by using library e-journal and other on-line resources at a level appropriate for postgraduate study.

9.4. Organise information in a clear and coherent manner, through essay writing, and discussion at a level appropriate for postgraduate study.

1. **A synopsis of the curriculum**

The module will explore the following indicative topics:

• Sociological analysis of the term ‘parenting’

• The social history of debates about ‘the family’ and the sociology of privacy

• The changing meaning of childhood, motherhood and fatherhood

• The meaning of the term ‘intensive parenthood’ and its relation to expertise and risk culture

• The sociology of identity, as applied in studies of the experience of parenting

• The relationship of policies linking family life to broader social policy

• Critiques of state intervention in family life and of particular contemporary parenting policies

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

Lee, E. 2014. 'Introduction'. In E. Lee, J. Bristow, C.Faircloth and J.Macvarish, *Parenting Culture Studies*, Basingstoke: Palgrave

Gillies, V. 2011. From Function to Competence: engaging with the new politics of the family. *Sociological Research Online* 16(4)11

<http://www.socresonline.org.uk/16/4/11.html>

1. **Learning and teaching methods**

Total contact hours: 23

Private study hours: 177

Total study hours: 200

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

Coursework - essay (5,000 words) - 100%

13.2 Reassessment methods

 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture and Discussion Sessions | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay – 5,000 words | **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 are undertaken in an international context and emphasise international comparative study. 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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018