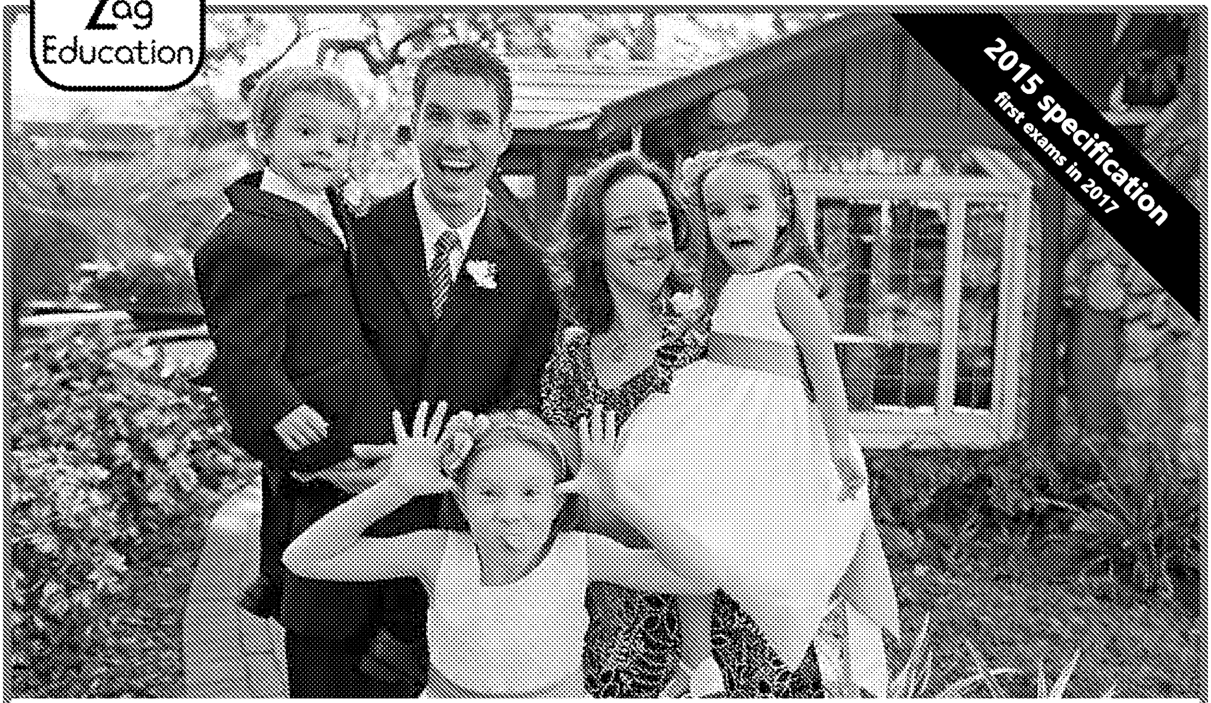
Sociology A Level | AQA | 7192



Teaching Pack for A Level AQA Sociology

Topic 2: Families and Households

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Teacher's Introduction

This is a teaching pack resource to cover the 4.2.2 *Families and Households* A Level AQA component. It is designed to provide you as a teacher with a comprehensive resource to teach the component, as well as offer the information and course content that students will need to know to complete the exam. The resource is written specifically for the *Families and Households* component, but the content and activities are designed to support the development of wider key sociological skills and understanding. For example, it ties into the broader aims of studying Sociology, such as to foster the development of critical and reflective thinking with a respect for social diversity, and more specifically to the A Level course, also provides mutually enforcing knowledge and skills for the other Sociology A Level components.

Teaching Arrangements

This pack contains the following materials:

1. **An overview scheme of work**
   This is useful when planning and time managing, as well as to understand the movement of the resource in relation to the specification.
2. **Lesson Plans**
   All 21 lesson plans include learning objectives designed to be manageable objectives for each lesson, which collectively amount to cover the specification. The lesson plans also include a starter, main and plenary activity. There is usually scope for you as the teacher to tailor the activities to the needs of the class, for example, by having the students complete the activities individually, in small groups or as a class together. Please note that some of the activities require certain resources such as access to the Internet, but if your classroom does not have these facilities you may wish to set the students preparatory homework to prepare for the given activities.
3. **Lesson Notes**
   The lesson notes are designed to provide a photocopiable resource for the students. The notes include all the content which is needed to cover the specification. As well as giving these as handouts, they are useful in providing you as the teacher all the information and content that will be needed to sufficiently cover the specification. You may wish to use these notes and materials as stand-alone resources, or they may be used to supplement existing materials or to vary your teaching of the topic.
4. **Questions Activity**
   To accompany each lesson a set of questions is provided. These are included to reinforce learning, and provide a gauge of students' knowledge. The answers to the questions are provided at the back of this resource. If time permits, have the students complete the questions in class, however, it is also an option to have the students complete the questions as a homework task. You as the teacher may mark the answers, or alternatively it can be an added starter or plenary activity to, as a class, go through and mark the answers.

Resource Content

The following table breaks down what the assessment objectives are for this course, and includes a percentage figure of the worth of each aspect in the exam, in relation to this component within the A Level as a whole:

Assessment Objectives

AO1 (13%)	Demonstrate knowledge and understanding of: • sociological theories concepts and evidence • sociological research methods
AO2 (11%)	Apply sociological theories, concepts, evidence and research methods to a range of issues
AO3 (9%)	Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: • present arguments • make judgments • draw conclusions

It is advised to go through this with the students so that they are aware of what is being assessed in the exam, particularly important when tailoring revision strategies.

While the class notes extensively cover the requirements of AO1 (knowledge) and to a lesser extent AO2 (application of knowledge) and AO3 (analysis and evaluation), the activities have been designed to strengthen and expand the capabilities of AO2 and AO3. For example, evaluation is done through cross-comparison tables, and research tasks not only strengthen AO2, but nurture independent research skills. The research tasks have been heavily included in this resource to satisfy the sought after goal of AQA's new Sociology specification, that is to encourage 'an active involvement with the research process' and for students to 'use examples drawn from their own experience of small-scale research'. Moreover, broader transferable skills are foregrounded in the nature of the activities: oral and research skills through presentations, creativity and peer-to-peer learning in group presentation and feedback lesson layouts, critical thinking in report summaries, as well as source finding and research skills in independent research projects.

It is advised, in keeping with the specification and aims of Sociology A Level, that students actively research and engage with social issues and sociological content outside of the classroom as well as within class. To do this, although the resource and class notes are sufficient for the exam as a standalone item, the resource has been designed both in terms of the content and type of activities, to be used as a springboard, to provide a framework for guiding further sociological interest, interaction and research.

Please note that some of the YouTube links given as a support resource may contain offensive language, and some of the external links, as well as course content, may contain sensitive content, so it is advised that teachers be mindful and sensitive to certain topics dependent on the class. For example, topics such as mental health and sexual violence are featured in this resource.

S Kneis, May 2015

For your convenience, links to the websites required for activities have been provided on ZigZag Education's website at **ZZed.uk/6023**. Students might find this helpful for accessing the websites rather than typing in the web address each time. As customers report any broken links, we will update this page. If you find that any of the links are not working, please inform us by email to **sociology@zigzageducation.co.uk**.

Suggested Outline Scheme of

Lesson Plan	Title	Content
1	What is the family? A functionalist perspective	The importance of the nuclear family, the universality of the family
2	How has the family changed? A functionalist perspective continued	Changing functions, how the nuclear family 'fits' modern society
3	New Right perspective of the family and social policy	Decline of the family, demonisation of single parents, fatherless families, the underclass, the need for 'traditional' family values, state policies
4	Marxism and the family	The family as part of the ideological state apparatus, as an agent of social control
5	Feminist perspectives of the family and society	Patriarchy; liberal, radical, Marxist and black feminisms
6	Feminist waves and the family	Patriarchy; first-, second- and third- wave feminism
7	Postmodernity and the family	Family diversity, identity and consumption, late modernity
8	Foucault and the family	Surveillance of family life, internalisation of norms
9/10	Marriage and divorce	Fall in number of marriages, later age of first marriage. Separation and divorce: legal position, increase in divorce after 1969, reasons for divorce, remarriages, cohabitation – increase and acceptability.
11	Sociology of personal life	Sociology of personal life; late modernity
12	Family diversity (i)	The diversity of contemporary family and household structures; types of family. Child-bearing; number of children, age at which women have their first child, changes in parenting practices.
13	Family diversity (ii)	Parenting practices, types of family, extent of diversity. Life course: range of possibilities.
14	Gender roles and domestic labour	The domestic division of labour – changing nature of housework and home-related activities. Gender roles within the family: New Right and functionalist perspectives.

Lesson Plan	Title	Content
15	Feminist perspectives of gender roles and domestic labour	Changing roles of men and women and to masculinity and femininity, both in and beyond. Gender roles within the family: feminist perspectives
16	Parenting roles and non-traditional families	The domestic division of labour – changing nature of housework and home-related activities related to changing roles of men and women and to masculinity and femininity, both in and beyond the home
17	Power relationships within the family	Decision-making and power relations within households, the nature of power. Consequences of unequal power: the 'dark side of the family', domestic violence, child abuse, mental illness.
18	Childhood: Social constructionism and historical approaches	The social construction of childhood: how childhood differs over time, ways in which childhood is marked as separate from other stages in life
19	Contemporary childhood	How childhood differs between cultures; ways in which childhood is marked as separate from other stages of life. Children as actors within families; the rights and responsibilities of children today; children and (paid) work.
20	Demographic changes	Birth rates, death rates, family size, life expectancy and an ageing population – trends and reasons for them
21	Migration and globalisation	Explanations and reasons for migration, understanding of globalisation and its effect on the family

Lesson Plan 1: What is the family? A functi

Lesson Learning Aims

To understand:

- ✓ What is understood by the term 'family'
- ✓ Functionalist perspectives on the role of the family in relation to social structure and change
- ✓ A functionalist perspective on how the economy affects the family

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Starter

A: Begin by asking students to draw a family. Get them to draw arrow constitutes a family. Afterwards get a few students (preferably tho share their drawing and explanations. Then lead into the opening c whether their drawings and definitions matched the official definit

B: In pairs, get students to discuss if, and how, the family is importan what do they use the family for? What does it not provide? Due to don't get students to feed back to the rest of the class. Instead, get t while looking at each theoretical standpoint, and be reflexive in de explains their own family life experience, or if it changes their perc *Depending on time, you may choose between the above two starters or co*

Main

Give an opening talk about how the family can seem like an obvious or sociology is important to identify and understand the different ways p or place.

Work through the lesson notes and then allow the class to answer the q

Activity: To do once you have read through the class notes

Keyword quiz – without looking at the class notes, get the students to de teams, hands up or written down) the key words from the lesson: family, structural theory, nuclear family, extended family, internalisation, ascribe socialisation.

Plenary

Discussion:
In response to the discussion in pairs from the starter, get the students to how useful Murdock and Parsons' ideas are in understanding the role of

Lesson 1: What is the family? A function

Learning Objectives –
After this lesson you should understand:

- ✓ What is understood by the term 'family'
- ✓ A functionalist perspective on the role of the family in rela change
- ✓ A functionalist perspective on how the economy affects th

What is the family?

A family is defined by the Office for National Statistics (ONS) as:

> *'A married, civil partnership or cohabiting couple with or without children, o child. Children may be dependent or non-dependent'.*

Dependent children are understood as those under the age of 16 living 16 to 18 in full-time education, excluding all children who have a spous household.

It is important to recognise that this differs from a *household*, which ma

> *'one person living alone, or a group of people (not necessarily related) livin cooking facilities and share a living room, sitting room or dining area'. (Of*

By these definitions then, a household can consist of a family, but a fam household. Sociologists look at why societies have families, what funct they have both on the individual and on society. They also see it as imp different types of families and households that exist within a society, a time.

To help unpick this task, first a functionalist perspective will be used t the family to both social structure and social change. This is considered discussed below, which is in contrast to conflict theories which will be

Functionalism is a **consensus** theory that uses a **struct**

Society is seen as being in harmony, whereby everything in society has a purpose that acts to benefit everyone.

This means institutions shaping in

For functionalists, society is a web of interconnected institutions that d everyone and everything as having an important function, a purpose t family is seen as a particularly important institution to the healthy func

The family and social structure

In 1949, the functionalist George Murdock argued that without the family, society would not be able to function. He saw it as a universal institution, which fulfilled essential needs of a society. Studying 250 societies with differing economies and structures, from hunter-gatherer societies to modern industrial times, he found that there was no society that was without the family. Further than this, he argued that all of these societies were organised around the **nuclear** family unit.

Murdock identified the family as fulfilling the following four needs:

1. Sexual	Keeps stable and controlled sexual rel
2. Reproduction	To provide the next generation
[illegible] Education (Socialisation)	Pass children the norms and values of s
4. Economic	Combines resources of the family so ev

While the norms and values of cultures may vary, and regardless of the that the nuclear family was used to fulfil these four essential functions. morals and behaviour can be guided to make sure society remains orde

Building from the work of Murdock and the belief that the family is an functionalist Talcott Parsons identified two roles that the family fulfils:

1. **Primary Socialisation** – Occurring in the early years of a person internalisation of a society's norms and values. Parents instil an behaviour to ensure a cohesive bond to society.
2. **Stabilisation of Adult Personality** – Providing emotional supp Especially in the context of modern industrial times, it is import comfortable and relaxed, which the family and home provide. T warm bath theory. It also serves to allow adults to release any c or playful, in their role as a parent, and allows a release from th

Warm Bath Theory

The notion that after a long hard day at work, the home and family pro an adult can feel loved and appreciated. Stresses of life can be forgotten of a family keeps individuals happy. It is usually the father of the famil nurturing support that the mother provides for both the father and chil

The family and social change

Parsons differed from Murdock in not just the key roles of the family, but in his understanding of what type of family structure exists across time and place. He saw the family structure change in response to the social structure and economy.

Using research from societies in the USA, Parsons (1959) found that in pre-industrial societies, extended families were common, as they provided a pool of support and resources. Living and working in the same place, in an agricultural job, was the norm in this time. An individual's place in the family, workplace and society was **ascribed**, meaning it was passed down to them in inherent characteristics. Family was important in keeping individuals happy and healthy, as the state did not provide for these roles. For example, there was no state care and so your health was your own responsibility.

However, after the Industrial Revolution, **industrialisation** required fa
mobile. A shift in the types of jobs being done needed people to relocat
introduction of compulsory education saw a shift from ascribed status,
meritocracy in obtaining a job. Due to these social changes and shifts in
extended family became less popular, and the nuclear family was incre
people to move for work if needed, and focus on a child's achievement

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Lesson 1 Questions

1. What is the difference between a family and a household?
2. What is the warm bath theory?
3. Define the nuclear family.
4. What are the four functions of the family according to Murdock
5. According to Parsons, what are the two functions of the family?
6. Name two ways Parsons says industrialisation affected the fami

Extension Task

In either bullet-point form or in a paragraph, explain how functiona the economy.

Tip: Use the [illegible] to guide your responses, but remember to lo expl[illegible] linked to the economy. For example, although the warm b word economy in it, analyse how it still links to this theme.

Lesson Plan 2: How has the family change
perspective continued

Lesson Learning Aims

To understand:

✓ Parsons and Fletcher's ideas of whether the family has lost its functions or not

✓ Additional functionalist ideas of how the economy and social change affect the family

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Starter

To consolidate learning from the previous lesson and ground this lesso

Role Play

In pairs, one person is from a pre-industrial society and the other from each person in turn to describe to the other person their situation, to in family, geography, economy, work, outside of work.

Main

Work through the lesson notes and then allow the class to answer the q

Activity: To do once you have read through the class notes

A: Discussion

Divide the class into two groups. Let them spend two minutes gatheri following two statements.

For and Against:

– The family's functions have narrowed.

'For' – Parsons theory vs 'Against' – Fletcher's ideas.

– Wilmott and Young's stage 4 family is occurring.

Use responses to guide and signpost upcoming content and other the concern continued inequality in gender roles vs 'against' answers of difference.

B: Get the students to add notes from this class to the extension activity regarding functionalism and the economy.

Notes then to be added: Fletcher and change from unit of produ Young's four stages of families.

Plenary

Theory Worksheet:

Get students to fill in the functionalism box on the '**Family Unit Theo** these tables safe and bring them to every lesson as they will be addi completed they will be a good revision source.

Lesson 2: How has the family changed? A functional

Learning Objectives –
After this lesson you should understand:

- ✓ The functionalist debate of whether the family has lost s
- ✓ Additional functionalist ideas of how the economy and s

A loss of function? Social policy, state institutions and the family

With the shift from the extended to the nuclear family in response to industrialisation, Parsons argued the role of the family narrowed. Without losing its importance, he saw the function of family change to be more specialised. The state provided other institutions to reduce the amount the family had to do. He called this *structural differentiation*, and it meant families would be more efficient as they now perform more specialised tasks. For example, the NHS cared for an individual's healt compulsory schooling provided socialisation, roles which were previou

Functionalism and the family after industrialisation

In contrast, Ronald Fletcher, a functionalist writing in 1966, saw that th supported, not replaced, the role of the nuclear family. He argued that family, and that responsibilities had now actually increased. For examp detracting from the role of the family, Fletcher argues that parents now responsibility in education. This is evidenced by the need for parents t attend, emphasised by the creation of league tables, open days and the education.

Fletcher also outlines a changed role of the family in terms of their relationship to the economy. The family was previously seen as a *unit of production*, because in industrialisation it was extracting resources or making products as its main role in the economy. However, he highlights that although these jobs have declined and the **tertiary sector** is now more prominent, the family's economic function in a society has not disappeared, as it is now a key *unit of* ***consumption***. A person's increased wages, and the separation of work and home spaces, created new opportunities for markets and products. This means that although the social structure has changed so has the family's role, particularly in response to changes in the economy, the family has a continued importance.

Some more recent functionalist work on the relationship of the family t economy was done in 1973 by the sociologists Wilmott and Young. The industrial times up to the 1970s, and is based on research conducted in stages of family life which, similar to the work of Parsons and Fletcher, in social structure and the economy.

Stage 1

Pre-industrial family

In a time of agricultural work, whereby the family is a unit of production, the nuclear family is dominant and close-knit as it requires all members to work to survive.

Stage 2

Early industrial family

At a time of low wages, poor working conditions and widesprea the Industrial Revolution, extended family networks were most c to pool resources and support during hard times.

Stage 3

Symmetrical Family

The nuclear family becomes the dominant type as higher wages f more women in employment, and geographical mobility take pla They argue more equal **conjugal** roles occur, as the family is hom symmetrical family and its emphasis on spending time in the hor known as a 'privatised nuclear family'.

Stage 4

The future: A stage 4 family?

Wilmott and Young saw the next stage of family as being based o diffusion'. This means that the lifestyles of those at the top of soci directors, would trickle down and be followed by those at the lov scale. This meant that work-centred cultures would appear in con orientated, which would result in more asymmetrical conjugal ro home and caring for children.

The fourth stage of family life was a hypothesis, or prediction, rather th model is useful in understanding changes between the family, social st UK perspective. However, the fourth stage has been strongly criticised extent this trend has occurred or will occur.

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Lesson 2 Questions

1. Give two examples that support Parsons' idea of structural diffe
2. How does Fletcher respond to Parsons' notion of structural diffe
3. Explain what Fletcher means by the family becoming a unit of c
4. Define Wilmott and Young's symmetrical family.

Extension Task

Fill in the table on the **'Lesson 2: Extension Task Worksheet'** to acc functionalist theorists and their notions on how the family has chang in the social structure and economy. Fill in the boxes with details of family in each era, and remember to include key words or concepts.

Exam Tip: This table is useful because in the exam, if you are using f fami it is important to be able to identify differences and similariti reach the higher mark bands you need to remember to emphasise th differences even though they are all still functionalists.

Lesson 2: Extension Task Worksheet

Theorist / Type of Society	Pre-industrial	Industrial
Parsons		
Fletcher		
Wilmott and Young		
Murdock		

Family Unit Theory Worksheet

Theory/ Perspective	Key theorists	Key concepts
Functionalist		
Marxist		
New Right		
Feminist (general)		
Radical feminism		
Marxist feminism		
Black feminism		
Postmodernist Foucault		

Lesson Plan 3: New Right perspective of the fa

Lesson Learning Aims

To understand:

- ✓ The New Right approach to the relationship between the family, social policy and social change
- ✓ What social policy is, how it is shaped and how it influences society

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Starter

As a cla[illegible]n smaller groups, get the students to make spider diagra
main political parties in the UK. If possible, include information on the

Main

Work through the lesson notes and then allow the class to answer the q
Due to Internet and resource requirements, it may be more convenient to set t

Activity: To do once you have read through the class notes

Classroomocracy – Get the students into small groups. Hand out the brie
Worksheet', and give students some time to read through the task and p
some preparation time, allow each group to present.

Once everyone has presented, get the class to vote on who they feel has
group with the most votes wins.

Plenary

Worksheet:
Fill in the New Right boxes on the '**Family Un[illegible]y Worksheet**'.

Lesson 3: New Right perspective of the fam

Learning Objectives –
After this lesson you should understand:

- ✓ The New Right approach to the relationship between the change
- ✓ What social policy is, how it is shaped and how it influen

Functionalism grounded a fairly new sociological approach which was in right-wing politics: New Right theory. It uses concepts of the family, and function of the nuclear family to guide social policy and society.

New Right Perspective of the Family
The New Right approach is a politically conservative perspective that i pressure groups and organisations. A particularly prominent time the N was in the 1980s when Margaret Thatcher was prime minister of the UK was president of the USA (1981–1989). This perspective idealises and p the grounds that it provides stability and gender role socialisation. The both the security of individuals and as the healthy and successful funct family forms are seen as detrimental to society and its members.

With these ideals in mind, their approach to policy works towards achi family unit, which they see as currently under threat. This includes ben couples to incentivise marriage, so that cohabitation or single parenting disadvantageous, and an increased difficulty in the access to divorce. L political and economic goal, because they see welfare negatively as pro unemployed and single parents. The reason lone-parent families and u understood as damaging is because New Right thinkers have correlated providing inadequate socialisation, educational underachievement, del subcultures and involvement in crime and deviancy.

These consequences of not having a nuclear family are outlined by Charles Murray (1989), a prominent New Right thinker, as being characteristic of what he identified as an *underclass*. This is a term that refers to a social group that is hierarchically considered below the working class, and includes the unemployed, those dependent on welfare and lone parents. Using ideologies of **meritocracy** and **individualism**, Murray sees those in this category placed there as a result of lifestyle choice, and views it as the problem and fault of the individual, not the state or structural elements. Often referring to those in the underclass as the 'New Rabble', he contrasts those to what he identifies as the 'New Victorians'. This is explained in the diagram below.

New Rabble
Characterised by lone-parent families, educational underachievement, welfare dependency and viewed as an 'underclass'

versus

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The 'New Victorians' are rewarded and promoted within New Right p work towards, while the 'New Rabble' are blamed for their situation a media and blamed for other social ills.

Social Policy

This chapter will partly focus on the role and impact of social policy, and so this section will give more clarification to the relationship between the family, the state and social policy.

Social policy is defined as laws, plans or actions from a government tha society. They can regulate, monitor, influence or prevent certain behavi are carried out across a state and encompass all aspects of social life, to health and relationships.

Policies are implemented by governments. In the UK, a government is policy is deemed to be serving the interests of the public. However, it is agendas through the aims and type of policy. Below are a few example concerning the family that have been introduced under different governments

The Labour Party has introduced various policies or divisions which

1998 – Sure Start programmes and centres	Under a Labour government led by Gordon Brown centres were introduced. These provided childcare support to unemployed or low-income families in d clearly a support for non-nuclear family forms or c
1998 – New Deal scheme	This had the aim of getting certain groups of peop single parents and the disabled, into work or trainin significant was because it contained power to with certain eligibility criteria on the continuation of we critics to question whether differences between Lab are narrowing.
2004 – Children Act	This sought to regulate and coordinate organisatio for children, providing economic opportunities, hea
2004 – Civil Partnership Act	This granted same-sex couples rights, responsibiliti legally expanded the definition of a family and a

Conservative governments on the other hand have a history of support nuclear family. For example, under Thatcher's government, the Family 'encourage mothers to stay at home' and orientate tax and benefits to fa ideas of meritocracy and individualism can also be traced in the policie introduced the Child Support Agency. This meant that absent fathers n legally required to financially support their children, which sees a shift the individual.

While recent policy under the coalition government has seen an increas tolerance and diversity, for example the legalisation of same-sex mar recent speech that David Cameron made in 2014, he argued that:

> *'Whether it's tackling crime and anti-social behaviour or debt and drug add whether it's dealing with welfare dependency or improving education outco whatever the social issue we want to grasp – the answer should always beg with family.'*

This reflects that the Conservative party is still keeping individualism a they emphasise the role of the family in terms of socialisation, stability structures.

Lesson 3 Questions

1. Why do New Right thinkers favour the nuclear family?
2. How can it be said that a New Right perspective uses functiona
3. Give two examples of state policy in the UK from different polit the family.

Extension Task

Research Activity: Use the Internet and other sources to:

- Find and then write a summary of each of the main UK governm stance on the family. Try to find ones that focus not just on the f the economy.
- Find and record examples of social policy from countries other t family life.

Lesson 3 Activity Worksheet

Activity:
Congratulations! Your group has been chosen to be represented in the
you have been asked to speak and present an overview of your party
concern the family.

In groups, write a manifesto of your party and their views and policie
to consider budget, taxes, family types, welfare, government support,
of children, education and schooling, regulation, family diversity and h
relation to other parts of policy and funding.

Once you have prepared your policies, each group will present them
will determine the new ruling party.

✓Vote for........

Party Manifesto and Policies for the Family

1.

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Lesson Plan 4: Marxism and the

Lesson Learning Aims

To understand:

- ✓ A Marxist perspective of the social structure and economy
- ✓ Marxist and Neo-Marxist views on the relationship of the family to the social structure, economy and social policy

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Starter

Graffiti Wall:
Write the word 'Marxism' on the board, and invite students to come u topic. Have them explain why they have written this word, its associati Allow the brainstorm on the board to be in relation to Marxism as a b discussion with the class to have them speculate what a Marxist view o

Main

Before reading through the class notes, watch the following YouTube link
http://www.youtube.com/watch?v=W0GFSUu5UzA
(User: TheCuriousClassroom search: A brief introduction to Marxism)

Watch the video which explains the overarching ideas of Marxism. Tell t taking notes as the key points are in the class notes, but instead to listen watching, ask the students to consider how and why the family is importa

Then, work through the lesson notes and then allow the class to answe
Due to Internet and resource requirements, it may be more convenient to set t

After reading through the notes and answering the questions, engage t evaluative activity:

- Have students to look back at their drawing of a family from th think back to their discussion in pairs.
- Discuss in partners whether they see this image differently now If so, how? If not, why not? How does it make you feel about yo
- [illegible] answers into assessing the strength of the Marxist argum

Plenary

Theory Worksheet:
Fill in the Marxism box on the '**Family Unit Theory Worksheet**'.

Lesson 4: Marxism and the fa

Learning Objectives –
After this lesson you should understand:

- ✓ A Marxist perspective of the social structure and econom
- ✓ Marxist and Neo-Marxist views on the relationship of th economy and social policy
- ✓ Marxism is a **conflict** and **structural** approach.

This means that there is inequality in society, and so power dynamics need to be understood to see how society is structured and ordered.

This means
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shaping inc

One of the key points to Marxism is to understand that modern society
capitalist society. Karl Marx, who founded the theory, identified two cla known as the *bourgeoisie*, and the working class, who he called the *proletariat*. To be part of the bourgeoisie, you have to own the **means of production**, and the proletariat are the workers and labourers.

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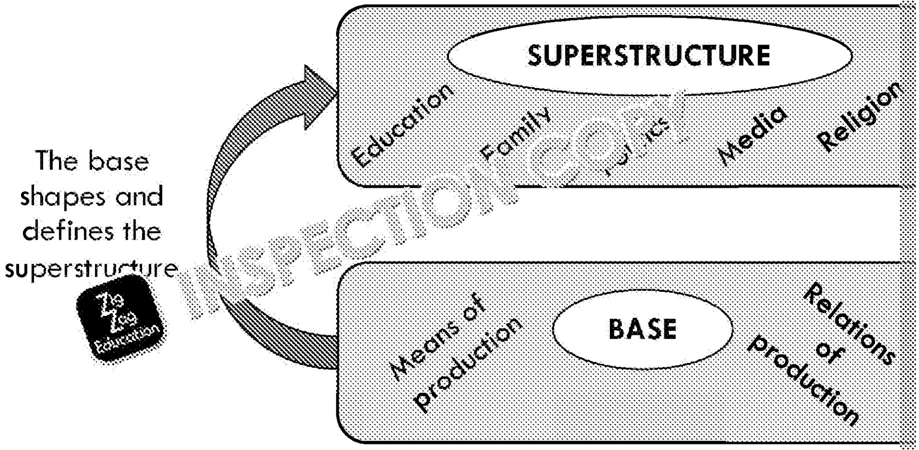
The relationship between these two classes is hierarchical, and involves the ruling class exploiting the working class. For example, by paying them with low wages, or having bad working conditions. This is done through **ideology**, which means that the ideas and beliefs of the ruling class are dominant, and followed by the working classes, even if they are in conflict with their interests.

Marx sees society as being structured and continued through a *base* and
allows for the economic relations of capitalism to determine and define



Marxists, therefore, see the family as being defined by capitalism, as we
continuing and legitimising the social order.

It is important to understand how the family forms part of the superstr
ideology of capitalism.

Engels, one of the founders of Marxism along with Marx himself, argued that the family is an institution which facilitates the passing down of private property. He highlights that inheritance and **patrimony**, particularly of the means of production, mean that class inequality continues from one generation to another, and allows the bourgeoisie to accumulate more and more, leaving the proletariat trapped in their class position. The nuclear family is therefore dominant in capitalist societies, Engels argues, as it provides a stable and monogamous unit to pass private property and wealth down through.

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An example of Engels' point in contemporary society is through the co
remained either all or mostly in the hands of the Ford family since Hen
1903. Today, William Clay Ford Jr is the executive chairman of the com
patrimony supports the continuation of a ruling class.

The family as an ideological tool

As well as physical property, Marxists draw attention to the ideas, beh
passed down through generations in the family. The Marxist David Co
psychiatry to establish theories, found that the relationship between pa
control and authority. He saw these hierarchical relationships in the ho
the ruling and working class in the workplace, and so the family is seen
conditioning. Children are taught by their parents, through things such
obey orders, to be passive and accept authority.

Zaretsky, a Marxist thinker writing in 1976, also finds that the family p
role in the passive continuation of people to work. He sees the distincti
between private family life and the workplace as important to provide
release and comfort. He calls this function of the family a *'pressure valve*
whereby individuals can let go of any tensions built up at work in the c
their home and in the arms of their family. Zaretsky is critical of this fu
he argues that it is an artificial separation of the public and private, and
this pressure valve role of the family helps to disguise **alienation** encou
the workplace.

An extremely influential neo-Marxist, Louis Althusser, uses the concep
explain how capitalism continues despite the conflict and exploitation i
institutions and processes from the superstructure that use ideology to
the base of society (capitalism) and the exploitative power relations tha
education and religion are all examples of ideological state apparatuses
of behaviour, norms and values. For example, in the family your behav
age, you are taught to respect your elders and to be submissive to auth
the family is a crucial part of capitalism because of its role in maintaini
passivity. This reproduction limits the opportunity for social change.

It is also worth considering to what extent social policy can be considered an
policies and legislations that support the family can be seen in a positive way
classes. For example, free education for all, the NHS and the UK being a wel
provided so that there is a fair platform for everyone in society to access res
critical and see these aspects as a veil to hide exploitation. For example, thes
ensuring a happy, healthy and efficient workforce. They may also feed into t
consciousness, whereby these policies and provisions make the working class
real motivations behind their existence.

The family provides workers

Some Marxists highlight how in a simple sense, families procreate and producing the next generation of labourers for the bourgeoisie. Some d provide a *reserve army of labour,* which is women and young people, as Not just cheap labour, they provide labour temporarily in times of eco security in economic downturns, allowing the owners of the companie they need them. This is evidenced in the employment of children in sw the number of students and women that take up Christmas temp work on why people continue to work even if they are being exploited, or fo counterproductive.

The family provides consumers

Marx put forward the notion of *commodity fetishism.* This term is used t that go into making commodities are thought of in terms of economic v from the production process and making the monetary value of produ highlig[illegible] products and possessions are strongly valued and appre products puts a social control over families, to ensure they work to the in contemporary society whereby having the latest iPhone is seen as an of life, and Marxists highlight how the working classes will work and b object such as a phone.

The Neo-Marxist thinker Herbert Marcuse (1962) builds on this idea, w of *consumerism.* He argues that families are units of consumption, wher perpetuates a need to work. Families therefore support the economy an into needing and buying things. Marcuse describes these wants as '*fals* of the superstructure such as the media for creating these desires which while exploiting the family.

Compare and cont
of consumerism to s
in explaining the r

Lesson 4 Questions

1. What does Engels highlight as the key function of the family?
2. Explain what is meant by Althusser defining the family as an id
3. Compare and contrast a functionalist warm bath theory to the M
4. What is meant by the term commodity fetishism?

Extension Task

Research Task:

Use the Internet or other relevant sources to provide:

a) Examples of Engels' concept of the family being a place to prese
b) An explanation of 'Karōshi'
c) An example that supports the concept of a reserve army of labo

Lesson Plan 5: Feminist perspectives of the

Lesson Learning Aims

To understand:

- ✓ Feminist understanding of the relationship between the family and social structure
- ✓ Differences between black, Marxist and radical feminist perspectives

You

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Starter

Class Discussion

Write the word 'feminism' on the board. Ask students to brainstorm any with the term, and create a word web by listing student responses.

Ask students to share their existing knowledge, stereotypes, opinions or the discussion to cover anything to do with feminism, not just the family. of where they got this information from.

If it needs guiding, stimulate the discussion with questions such as: What i of a feminist? What do feminists want, what are they concerned about? past? What methods of campaigning do feminists use?

Main

Work through the lesson notes and then allow the class to answer the q

In the extension activity, guide and stimulate students to debate social theories. Try to draw out for and against arguments and examples of fe women and the family.

Plenary

Feminist Panel Debate:

The class is put into three groups; radical, Marxist and black feminists. (suggestions below) and allow each group to have a representative to d character of their group of feminists.

- Women are [illegible] housework so they should be housewives.
- [illegible] oppressive to women.
- Men are the source of oppression and exploitation to women.

Lesson 5: Feminist perspectives of the fa

Learning Objectives –
After this lesson you should understand:

- ✓ Feminist understanding of the relationship between the
- ✓ Differences between different feminist perspectives

Feminism can be considered as both a **social movement** and an academ
both cases, it concerns itself with gender inequalities. There are many, a
conflicting, views within the feminist perspective, so it is important to r
similarities and differences with feminist theories and their understand
structure and the family.

Radical Feminism

This strand of feminism argues that **patriarchy** oppresses all women an
all spheres of life. The family is a particularly dominant place of oppres
is seen as a *patriarchal ideological* tool. Delphy and Leonard (1992) outlin
hierarchical and exploitative relations, because of the structure of the fa
head of the household. This leads to the females of the house being eco
breadwinner which denies women agency and power. They also highli
caring and supportive role in the family, as well as domestic labour in t
role submissive, unpaid and within the home, not the public sphere.

Radical feminists therefore support getting women into the public sphe
employment or in politics. They also support and campaign for policie
contraception which will give women freedom and power over their ow
legislation surrounding gender violence. Some of the more extreme ver
separatism which entails a separation of men and women in male-dom
Radical feminism differs from Marxist feminism as they argue that eve
and the oppression of women still exists in other economic systems.

Liberal Feminism

A liberal feminist stance rejects any notions of biological difference betw
men and women, and they instead seek to make men and women more
terms of their roles and responsibilities. They differentiate between *sex* a
gender, sex being the biological declaration of being a boy or girl when a
born, and gender being a social and cultural concept of what it means to
male or female. Liberal feminists argue that it is this construction of gend
to people from an early age, which disadvantages women and is the sou

Women gaining the right to vote in [illegible], and many of the large gender
happened in the 1960s, are largely identified as liberal feminist accom
fact this strand of feminism has been around for so long, many argue is
ability to adapt to existing circumstances. Their approach is to focus on
equality in conjunction with shaping cultural and social norms. Libera
stance on achieving gender equality, with the gains of previous legal ch
present day, as well as achieving a more equal approach to social-cultu
family, men are now seen as being more involved with housework and
cultural changes has seen more women being in paid employment.

However, other strands of feminism criticise the optimistic approach to
argue that liberal feminists, through seeing legal and cultural changes a
equality, overlook deep-rooted structural oppression systems such as p

Marxist Feminism

Patriarchy is only half the problem for this strand of feminism. Marxist
interplay of both capitalism and patriarchy in the exploitation and opp
using an **intersectional** approach. They argue that until capitalism is ov
will continue to exist. Within the home, it is possible to see women sub
forces; as Margaret Benston (1972) highlights, women are expected to b
of workers ready to continue the relations of production. McAfee & Wo
structure of the household stems from men being exploited in the work
authority and power in the home is to compensate for having no status

Within the workplace, Marxist feminists argue that women make up a
labour, as well as highlight that women are more concentrated in part-t
results in women still unable to be financially independent, as well as t
burden of the workplace and the home to fulfil.

Black Feminism

Gaining popularity and prominence in the 1980s, this strand of feminis
feminism for being **Eurocentric**. It aims to account for cultural, nationa
aspects of both **colonialism** and capitalism as oppressive forces, and of
understanding female oppression.

Hazel Carby (1997) offers an important contribution to the black femini
'White Woman Listen! Black Feminism and the Boundaries of Sisterhoo
insights of the black feminist critique of both feminism and the family:

- The family cannot be spoken of as oppressive. This is not a univ
  black women, the family offers a site of *resistance*, a place to be a
- It is common in black families for the female to be the head of th
  to both the high rates of single-parent households and the high
  and so she argues ethnicity and culture must be considered whe
  oppression and position in the family.
- White women have benefited from colonialism, and so it is not
  oppressed' as oppression or exploitation has occurred and affec
- White feminism, with its analysis of the oppression of black and
  feminism as the 'hero' to come and save other women. This per
  and it should be seen that white feminist ideas are not necessar
  especially in terms of the role of the family.

Social Movement – A group or network of people that act for social cha
political or social issue. It is usually a form of activism
Patriarchy – The system or organisation of men dominating or holding po
Eurocentric – Focusing on Europe, and placing it in a dominant position ne
Colonialism – The expansion of a nation to other lands and territories. I
exploitative way and with unequal power relations
Intersectionality – Understanding identity or oppression as interlinking factor
Dual Burden – A term to describe a woman's responsibility of doing paid

Lesson 5 Questions

1. Summarise radical feminist views on the family in under two se
2. Outline how radical and Marxist feminists differ.
3. How do black feminists see the family as a space for resistance i

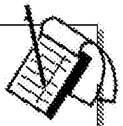
Extension Task

Oppressed or empowered?

Feminists are sometimes criticised for painting a picture of women a
Think of families or individuals on TV, in the media, from films or b
that show a woman as oppressed or exploited, as some of the femini
as some that counteract these points that show women as empowere

Once you've done this, discuss in partners or small groups your choices
these women. Are there any examples where it is less clear if a woman is

Lesson Plan 6: The evolution of feminism and its



Lesson Learning Aims

To understand:

- ✓ Feminist 'waves'
- ✓ Feminist impacts and contributions to social changes and social policy, particularly those affecting the family
- ✓ Feminism as a social movement, forms of activism
- ✓ The relationship of the economy to feminist understanding of social change and the family

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Starter

Use the worksheet '**Lesson 6 Starter Activity: Social change across tim** the students to either note down or discuss their responses to the imag individually or in pairs or groups.

Main

Work through the lesson notes and then allow the class to answer the q

Activity: To complete after reading class notes

Order and Debate: Students must decide for themselves what they feel accomplishment for the women's movement. Get students to group togeth answer in different corners of the classroom, then have the different resp you that their accomplishment was the most important.

Plenary

Theory Worksheet:
Students to fill in the feminist boxes for the '**Family Unit Theory Work**

Lesson 6: The evolution of feminism and its r

Learning Objectives –
After this lesson you should understand:

- ✓ Feminist impacts and contributions to social changes and those affecting the family
- ✓ The relationship of the economy to feminist understandi family

Sometimes, particularly when looking at it as a social movement and n feminism is spoken about in terms of its successive changes, commonly to understand the waves that feminism has gone through across time a social policy that has [illegible] and impacted the family. Below is a time changes [illegible] influences.

First-wave feminism occurred in the nineteenth and twentieth centuries, and was focused on legal gains for women, in particular, the right for women to vote. The suffragettes are a popular icon for this period of feminist activism, and it was one of the first instances of women organising and protesting. They attempted to challenge the silent and domestic role women were bound to in the home by gaining legal recognition. While being successful in allowing people to shape politics, the people exerting the influence were white middle-class women, and so other women's struggles were ignored.

1882
Married Woman's Property Act

1928
All women ov the age of 2 are allowed vote in the UK

1967
Abortion is made legal in England, Scotland and Wales

1970
Equal Pay Ac UK legislatio that made it illegal for discriminatio gender on p or work conditions

1974

Contraception is made available for free in the UK through the NHS

1980

Women are able to take out loans, credit and mortgages in their own names

1991

Marital rape became explicitly illegal in the UK

2005

Civil Partnersh Act gives leg status to same couples

Third-wave feminism is said to have emerged in the 1990s, and is still being witnessed today. It has shifted from the second wave because it has expanded from legal rights, and focuses on cultural and identity factors, empowerment and social action. The current feminist movement is said to have fragmented into different perspectives, with particular focus on ethnicity and a global context. Third-wave feminists are often younger generations that are asserting their involvemeent in the movement but in a different way to previous generations. Many argue that while the previous generations changed the law, a cultural shift has not followed, and so these feminists are attempting to alter this, for example, by focusing on incidents of everyday sexism.

Lesson 6 Questions

1. Give an overview of the first wave of feminism.
2. Summarise the aims and accomplishments of second-wave fem
3. How is third-wave feminism different to its previous generatio
4. Name some key legislative changes that feminism influenced.

Extension Task

Use the Internet for the following:

- Research the points listed on the timeline and note any key b already know, for example, 'What is the Married Women's Prop
- Use search engines and online feminist resources to read up abou any valuable information to your notes.
- In a different colour underline and make note of how your note family.

Suggestions for online feminist research and further readi

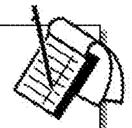
BBC broadcast of second-wave feminism: ***http://www.bbc.co.uk/arc***
BBC broadcast exploring differences within second-wave feminists:
http://www.bbc.co.uk/archive/70sfeminism/10409.shtml
Use ***http://www.bbc.co.uk/archive/*** and search for keywords to get v
feminist and family issues
http://www.theguardian.com/world/feminism
For an insight into third-wave feminism: ***http://www.msmagazine.c***
UK government legislation: ***http://www.legislation.gov.uk/***
Contemporary feminist concerns: ***http://www.thefword.org.uk/*** and
http://www.fawcettsociety.org.uk/our-work/issues/

Lesson 6 Starter Activity: Social change across time

Look at the image above of three generations of females in a family women's lives differ? Think of these women as you consider these

1. How do you think that a girl's life today is different from her m grandmother's life?
2. In ways that differ, why do you think things are different for gi
3. What similarities do all these women share?
4. What role could feminism have had in each of their lives?

Lesson Plan 7: Postmodernity and



Lesson Learning Aims

To understand:

- ✓ A postmodern approach to social structure and changes in contemporary society
- ✓ Postmodernist concepts of the contemporary family, including Shorter and Stacey
- ✓ Beck's late modern understanding of the family

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Starter

Role play and discussion:
Get the students into three groups, each with a corresponding decade: 1
must only know their own decade, and the decade of the other groups m

Allow a few minutes for students to prepare a presentation, role play or
decade.

Instruct the students to give political, social and economic context within t
focus on the life of an individual and the family.

After each group presents, the other students must guess which decade t

Use this activity as a starting point for drawing out social changes, part
modernity and postmodernity.

Main

Work through the lesson notes and then allow the class to answer the q
Due to Internet and resource requirements, it may be more convenient to set t

Activity: To do once you have read through the class notes

Media Analysis
Watch the opening credits for the TV show Modern Family
http://www.youtube.com/watch?v=HhylCcN52nk
(If students are unfamiliar with the show, watch a couple more clips so the
characters

Analyse and discuss with the class whether it is a modern or postmodern
to consolidate the differences between modernity and postmodernity. Tr
any particular theories or key concepts to examples in the show.

Plenary

Fill in the postmodern box of the '**Family Unit Theory Worksheet**'.

Lesson 7: Postmodernity and th

Learning Objectives –
After this lesson you should understand:

- ✓ A postmodern approach to social structure and changes
- ✓ Postmodernist concepts of the contemporary family
- ✓ Beck's late modern understanding of the family

This lesson will explore a school of thought that views changes in the s as causing a diversification of individual and family lives.

Postmodernism is the broad term to describe approaches and thinkers one that has moved away from modernity. The differences between the er

Modernity

The modern era can be characterised as a society that contains *certainty* and *consistency*, is based on **rational** thought, and has a value *consensus* and strong *structural* elements.

Postmodernit

In contrast,
uncertainty,
Postmodernist
that **grand n**
explain societ
aris

> **You can contrast an individual's life course to understand the approach o of social structure. For example: previously an individual would grow up early twenties, get on the job ladder, have a career for life, buy a home This was the normal order of the way things were done, and people wer and personal life. However, in postmodernity, an individual's life trajecto individual may grow up in various places, within differing family structur career change, maybe get married, maybe have children. Postmodernist choice of the individual to choose their path among a variety of options.**

A postmodern family

Some postmodernists highlighting changes in the social structure have families from being units of production to *units of consumption*. Previou wealth, job and social class position would define an individual and fa identity, and it would remain largely static throughout someone's life. identity aspects have now been uncoupled from structural positions in economy and instead focus on the way consumption shapes identity. T to choose and construct your identity has led some postmodernists to d attention to a breakdown of traditional family forms. They argue that t unit is no longer a stable, harmonious entity and should instead be see as a group of diverse individuals. This group may engage in personal conflicts, as an individual increasingly exists in a private domain, with less and less participation happening in a communal space.

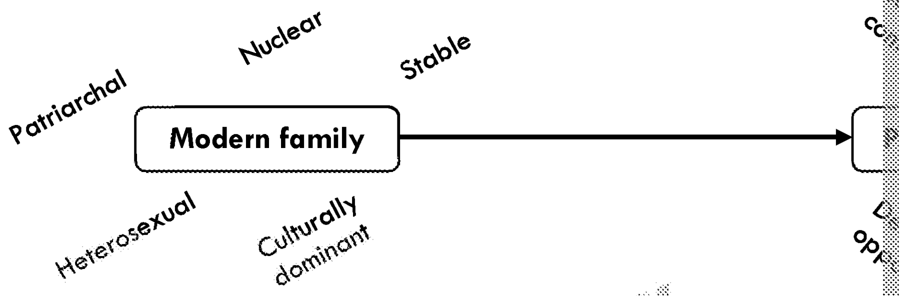
Shorter (1975) characterises a postmodern family with the following tre

- Teenagers are indifferent to the family identity
- Instability of a couple's relationship
- Rise of divorce
- Liberation of women and their changing gender role
- *Dual socialisation*. This refers to how both the family and now d Shorter's research has found that some children adapt and, the however, he notes that it puts some children under strain and socialisation.

These trends are occurring amongst the wider tendencies of postmoder the nuclear family he argues is part of the postmodern direction of hav dominating social life. He argues that economic factors are becoming le the stable nuclear unit for passing down inheritance is not needed. Or f the workplace, there is no need for women to marry for financial securi that the rise and development of new media has allowed these div to become mainstream and qualified as legitimate options.

Doing research in California in the mid-1980s, Judith Stacey echoes son postmodern family. Stacey (1996) emphasises that there has been a dec family. However, she does not ignore the interplay of economics and a showed that economics often linked to family diversity, particularly ho adapt to social and economic change. For example, in times of hardship would live in extended family units to financially and morally survive.

She positions families in modernity and a postmodern family different illustrates the key differences between the two.



Writing explicitly against New Right politics that were gaining momen that gay and lesbian families are not just characteristic of a postmodern own right, and efforts should be made to normalise their existence. She opportunity for heterosexual couples to learn balance, equality and rec homosexual relations must negotiate within themselves.

Late Modernity

Finally, it is worth considering Beck's stance on changing social structu diversity. While not a postmodernist, he situates his work in late mode the social structure and state policy as diversifying family life. He sees the rationality and certainty of modernity, but not to the extent that so He argues that previously the family was a unit organised out of need industrial society. However, now the family is held together not by ne individuals attempting to bond different identities together. This mean disappearing, but it is declining in prominence. Beck identifies the follo structure, economy and state policy that have impacted the family:

- Restructured housework. A change in domestic gender roles h and are not confined to the private home sphere.
- Birth control. Couples can actively choose, control and plan w
- Rise in divorce. The social acceptance and rise in this trend has accepted family structure.
- Equal educational opportunities. Women may now have equa impacts their role in the public sphere and paid employment, personal life.

He argues that these aspects, namely *gender equality* and *individualism*, terms a *negotiated family*. This refers to a family that is increasingly base form of family with traditional structure. Beck does, however, signal th because this form does not provide stability, and is difficult to negotiat individual needs over the communal.

Lesson 7 Questions

1. Outline the differences between a modern society and a postmo
2. What is meant when the family is described as a unit of consum
3. How does Shorter understand families in postmodernity?
4. How does Stacey use her work in relation to social policy?
5. What term does Beck use for his understanding of a family in la

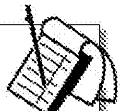
Extension Task

Use the Internet to further research modernity and postmodernity, t or video to visually express these findings, to include a clear explana

Topics to consider: the differences to modernity, the role of the fami changes in the economy, production and consumption.

Lesson Plan 8: Foucault and the

Lesson Learning Aims



To understand:
- ✓ Foucault's concept of social structure
- ✓ A Foucauldian perspective of the family

You Will N

- ☐ Lesson
- ☐ Lesson
  the back
- ☐ Family
- ☐ Internet
- ☐ Lesson

Starter

Media and culture discussion:
Show images, play clips, or simply write the names of the following three
Big Brother (TV show), The Truman Show (film) and Nineteen Eighty-Four
Get the students to discuss what they know of these sources, and to draw
three.

Write on the board any ideas and group them by key themes.

Main

Work through the lesson notes and then allow the class to answer the q

Activity: To do once you have read through the class notes

As a class, come up with a definition of what you think the dominant disc
with examples of mechanisms and social policies that enforce and regula

This will probably lead into a question of family diversity which will b
signal that these ideas will be returned to. As the discussion occurs, get
evaluate whether they feel discourses and surveillance occur in society
Foucault's ideas can be applied to reality.

Thinking back to the discussions and drawings of families from lesson
whether they think Foucault's perspective challenges or explains lived

Plenary

Theory Worksheet:
Add Foucault's ideas to the '**Family Unit Theory Worksheet**'.

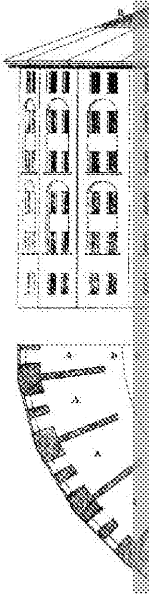
Lesson 8: Foucault and the f

Learning Objectives –
After this lesson you should understand:

- ✓ Foucault's concept of social structure
- ✓ A Foucauldian perspective of the family

Foucault is often labelled as a postmodernist, although he himself did n
own work. Different to most other postmodernists, his conception of sc
around the concepts of *surveillance* and *discourse*. These, combined with
contemporary society, will be understood and also used to assess the role o

Surveillance Society



This is an image of a prison design, created by Jeremy Bentham, called the 'panoptican', which refers to the way the layout means inmates could be seen or watched at all times, but from their position could not see if the guard was watching them. This led to a process of self-regulation, whereby the inmates always behaved by the codes of the prison because they could not tell when they were or weren't being watched.

Foucault uses this prison design to explain the way he sees society. According to Foucault, panopticism, that is, controlling behaviour by making people feel as if they are being watched and monitored has been used since the eighteenth century for social control.

He argues contemporary life is in a 'surveillance society'. By this, he means that the principles of the panoptican have extended to both public and private spheres of life.

The way that an individual or family knows how to behave in this surv
internalisation of norms. The methods of surveillance are not telling us h
how to behave and these forms of surveillance are there to check we ar
internalisation is therefore the process of bringing what is acceptable a
and making sure our own behaviour and attitude follows these rules. More than just following these rules, however, Foucault emphasises that they rule our thoughts and actions to the point that we don't realise we are following rules.

Foucault's surveillance society paints the picture that we are all being watched and regulated. Authority figures in life such as the police or teachers do this in obvious ways, their job is to make sure everyone is behaving. However, it also happens in more subtle ways. In contemporary society, particularly with the rapid increase of technology, we are being surveyed. Speed cameras, CCTV in public places, neighbourhood watch schemes, government access to Internet usage, even supermarket loyalty cards; these are all things that monitor our behaviour.

The power of discourse

But what norms are we internalising, and how do we know what behaviours are appropriate? Foucault argues that *discourses* exist in society that shape our thoughts and actions. In simple terms this refers to the way in which something is talked about. This can include the way a topic is framed, and representations, symbols or the language used to refer to it. For example, discourse around the family can be understood as ideas such as how marriage outside of sex is wrong, the nuclear family is the most beneficial and successful family type, or that a key part of motherhood is to be the carer of the children. This is reflected in state policies, media representations and expert advice.

Discourse is c
continually m
authorities fo
one group, su
argues this fl
He uses homo
discourse cre
century, the l
condemned h
lot, these disc
homosexual i
used the disc
new way and
social meanin
same-sex ma
contemporar
response to r

Although Foucault argues anyone can set a discourse, dominant discou
that are set by those with power in society. Foucault's conception of po
economic status however. Instead, he sees contemporary society valuin
which is verified by experts. For example, in relation to the family, fam
recent years and that is because psychologists, counsellors and the med
viewed as experts, whose knowledge and opinion should be taken as m
individual or other agencies.

Foucault and the family

Family and marriage should be seen as creations of discourse and *socia*
that do not exist as an objective identity, but forces such as agencies or
shape and impact them. For example, in previous times the Church had
and family life. However, Foucault argues that now there is emphasis o
psychologists and counsellors shaping and regulating the family. This i
whereby knowledge and expert opinions are valued over more traditio
Church.

A colleague of Foucault's, Jacques Donzelot (1997), used these concepts
write about how in modern society, families are 'policed' and regulated
social services, schools, doctors and neighbours all act to monitor and r
family life is normal. Families themselves also act as an agent to encour
for example, by condemning or punishing behaviour that is not norma
or facilitating what is considered to be normal leisure time or hobbies. D
family regulation is not the same for everyone in society. He argues tha
poorer families are subject to more surveillance. The agencies of survei
intervene for improvement. An example of this could be the Sure Sta
government set up in 1998.

Social Construct –
through a social pr
labelled, defined o
given fact, and inst
sometimes presente

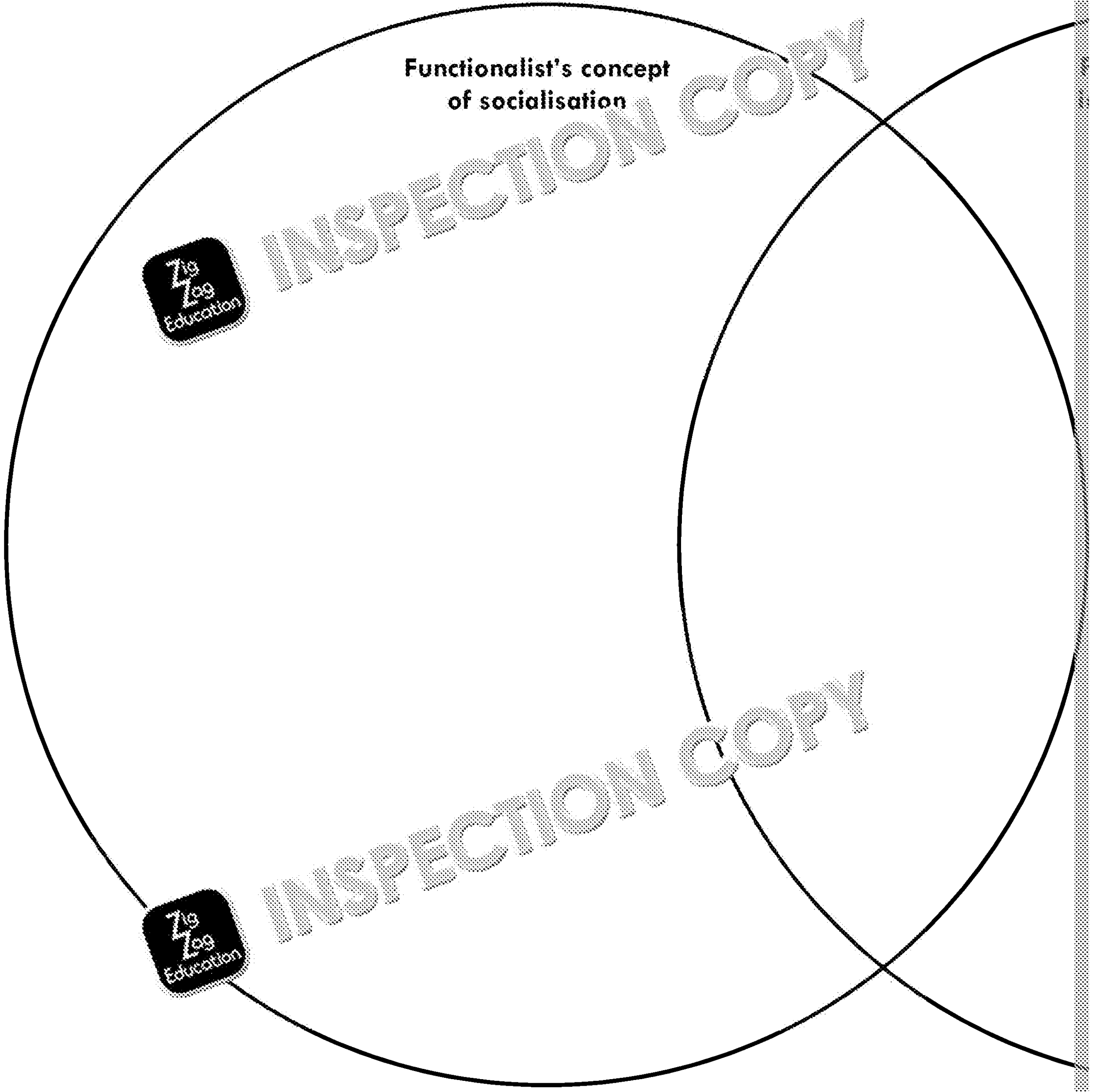
Lesson 8 Questions

1. What is the panoptican?
2. Give an example of how families are surveyed.
3. Explain what discourse is.
4. How does Donzelot use Foucault's ideas to explain the family?

Extension Task

Fill in the '**Lesson 8: Extension Task Worksheet**' to compare and co internalisation of norms with the functionalist notion of socialisation Remember to put any similarities in the overlap in the middle, and d the circles.

Lesson 8: Extension Task Work

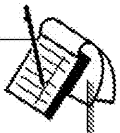


Lesson Plan 9 and 10: Marriage ar

Lesson Learning Aims

To understand:

- ✓ The changing patterns of marriage, cohabitation and divorce and their effect on household structures
- ✓ Reasons for these trends and changes



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Starter

Video Springboard – Understanding social trends through Friends:
Play the following videos and get the students to write down as much as corresponding theme. Within these notes, ask them to focus on sociologic perspectives and predict any key social trends they think might be happ

http://www.youtube.com/watch?v=eAM_LX440T0 [from 1:38] – Marria
http://www.youtube.com/watch?v=qi2XGP3SF2Y – Cohabitation
http://www.youtube.com/watch?v=-44LiLMERYs – Divorce

Main

Timing 35–45 (

Get the students into three groups and give each group a theme of mar Using the class notes and their own research, get the students to give a Give them the worksheet '**Lesson 9/10: Presentations**' with the guidan delivering a presentation.

The key points the presentations should cover (and if they don't, be sur

- Marriage: fall in the number of marriages, later age of first marr
- Cohabitation: increasing trend, greater acceptability, types e.g. t
- Divorce: Separation, legal position, increase since 1969, reasons

The recommended timing and split for the lessons is to allocate lesson research, writing and preparing presentations. Lesson 10 is then allocat presentations and completing the plenary.

In lesso[illegible]as [illegible] the presentations allow time for feedback and a and encourage students to ask questions.

When watching the other presentations, remind students to add notes

Plenary

Students to complete the **Lesson 9/10 Questions** sheet. This is importar ensure the key specification points were covered by the group presenta they are not able to fill from their notes of the presentations.

Lesson 9 and 10: Marriage and

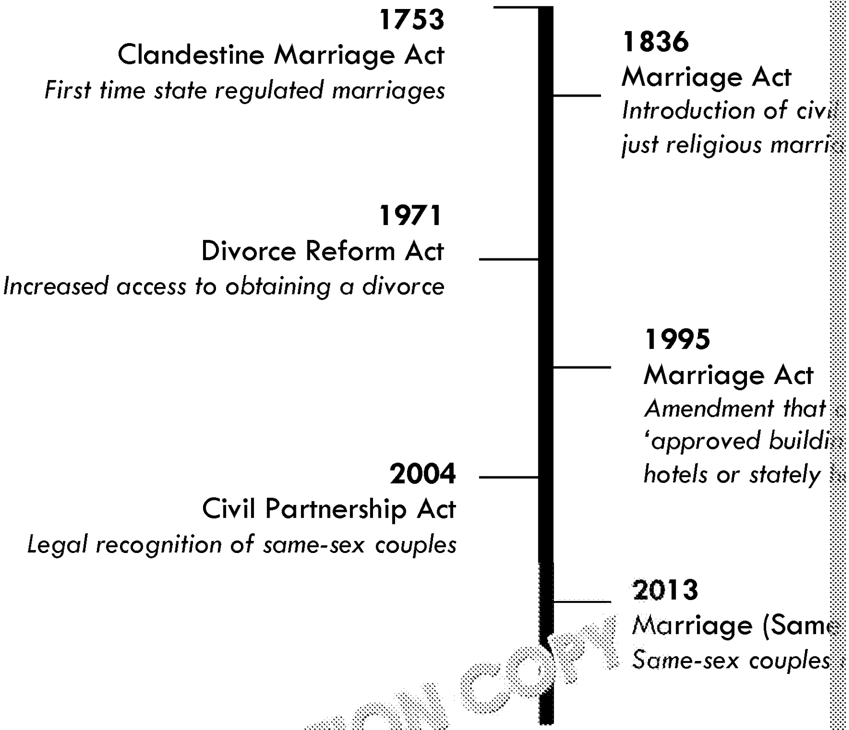
Learning Objectives –
After this lesson you should understand:

- ✓ The changing patterns of marriage, cohabitation and div
  household structures
- ✓ Reasons for these trends and changes

To begin, this lesson will explore trends and changing patterns of marriage, cohabitation and divorce. Fact files using statistics from the Office for National Statistics will be presented along with key legislation information, followed by sociological accounts for why these trends are occurring and their impact.

Marriage

A timeline of key legislative changes to the legal status of marriage in t



1753
Clandestine Marriage Act
First time state regulated marriages

1836
Marriage Act
Introduction of civ
just religious marri

1971
Divorce Reform Act
Increased access to obtaining a divorce

1995
Marriage Act
Amendment that
'approved buildi
hotels or stately

2004
Civil Partnership Act
Legal recognition of same-sex couples

2013
Marriage (Same
Same-sex couples

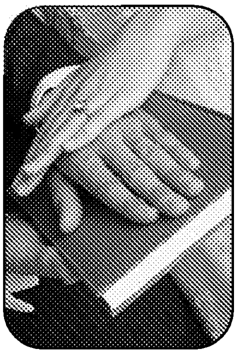
Facts and Statistics

- There was a 5.3% increase in marriages between 2011 and 201
- Despite this increase, there has been a general decline in marri

Year	Total Number of Marriages	Number of males marrying, per 1,000 unmarried males
1970	415,487	77.5
1980	370,022	60.4
1990	331,150	42.1
2000	267,961	30.1
2010	243,808	[illegible]
2012	262,240	23.2

- There has been an increase in civil ceremonies. The table belov [illegible] of all marriages

Year	% of all marriages that were a civil ceremony
1872	10
1908	20
1963	30
1983	49
1993	51
2003	67
2012	70



- The age at which people are marrying is later. In 1971, the ave women and 24 for men. However, in 2003, it was 29 for wome

It is also important to consider differing rates across social groups, for e

- In 2012, 14% of brides were under 25, compared to 76% in the
- In 2000, three quarters of Pakistani and Bangladeshi women w compares to just over half of the same age group for white wo

Same-Sex Couples

- Between December 2005 and December [illegible], which is the first Partnership Act being in force, there were 42,778 partnerships
- From 29th March, couples of the same sex could legally marry. 2014, there were [illegible] same-sex marriages.

Cohabitation

Definition: Living with a partner but without being in a marriage or civ

- There has been an increase in cohabiting couples. In 2012, ther UK cohabiting, while in 1996 there were 2.9 million.
- In 2012, the 25–34 age group was most likely to be cohabiting, they are living together before, or instead of, marriage.
- There is an increase in couples cohabiting before marrying, alt depending on whether the couple had a religious or civil marr civil ceremony lived together, compared to 4[illegible]% of religious m whereby for civil marriages 88% of couples lived together befo religious marriages, 78% did.
- To show the trend of people living together as an alternative to [illegible] the ONS researched people's experiences of 'compl defined as living arrangements where a couple who are not cu together without this relationship resulting in marriage. These for England and Wales.

Number of completed cohabitations	% of people that
None	
One	
Two	
Three or more	
Total % of people who had experienced at least one completed cohabitation	

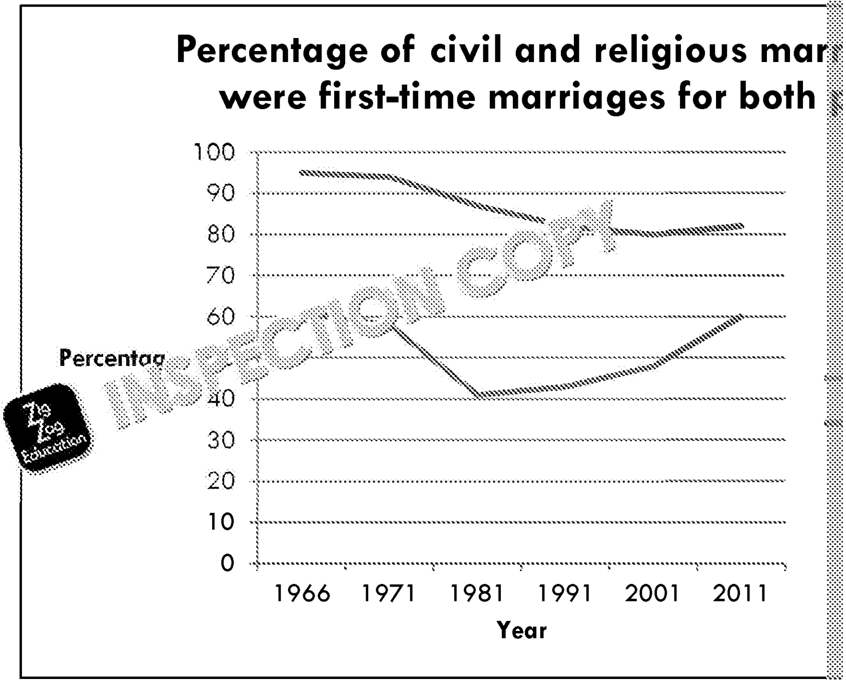
Living Apart Together

Definition: those that are in a relationship, but are living separately fro household.

- In 2013, 10% of the British adult population were in a LAT situ
- A fairly new term to sociology and social research, living apar category due to the numbers of people in this situation and ch arrangement, whereby the couple are together in a relationshi houses, may arise out of [illegible] circumstance or choice.
- In some cases the LAT arrangement is experienced as a step b However, for some, this is not the case: the Economic and Soci carried out research in 2013 to find that, for some, LAT is a nev chosen and experienced.
- Duncan et al. (2013) in this ESRC report highlight that the cate establish because they are currently a hidden category in resea They show that those in LAT arrangements are often consider government research. Moreover, they argue that some legal pr be established after recognising the LAT category because par need rights and protection.

Remarriages

- Since the 1960s, there has been an overall general trend of decr both religious and civil marriages. The graph below shows the occurred, and that in recent years first-time marriages have be



England and Wales

- The number of couple non-stepfamilies with dependent childr 2011, while the number of couple stepfamilies with dependent by ONS that there are no clear reasons for the decline in the nu possible factor could be the rise in the average age at which w means that children are less likely to be born to younger coupl up, and instead couples are waiting to be married and have ch and secure in their choice.
- In 2011, one in ten children was living within a married stepfa
- Sociologists highlight that although there is a trend of increasi remarriage suggest *serial monogamy,* which means that people term relationships with only one partner. This goes against the New Right that rising divorce rates equate to instability.

Understanding decline in marriages and an increase in cohabitation:

Reasons for decline in marriages and increase in cohabitation

Sue Sharpe (1976, 1994)
This feminist study compared girls' priorities in life in both 1976 and 1994. She found that previous answers revolved around finding love and marriage, while now they were career-focused.

Wilkinson (1994)
Study that found e
employment oppor
expanded and are
women has meant
occurred, postponi
focus on the career

Imp [illegible] fe [illegible]
Wit [illegible] women in work, marriage is no lo[illegible] the focal point of life for females. There is now an increase in the life choices available to women.

Witnessi
happeni
either ar
marriage
ready

The widened access and free distribution of *contraception* in 1967 meant that couples could cohabit without the fear of becoming pregnant

Some argue it is not a complete rejection of marriage, but just a *delay* in getting married. This claim can also be supported by the amount of remarriages that are occurring.

Chang
that it
cohabi
sociall
marria

The average cost
£18,000, and so
may be for econo

Postmodernists would highlight that this is particularly important in an age when your identity is shaped by your consumption and presentation

Divorce

- Between the 1970s and 1990s, there was an increase in divorce In 1972, 22% of marriages had ended by the 15th wedding anniversary, while in 1997 this had increased to 32%.
- However, in the 2000s, there has not been such a steady trend. Between 2011 and 2012, there has been a 0.5% increase, while overall there was a 19% decrease in divorces between 2002 and 2012
- Within this decrease within the 2000s, the over-60s category ha divorce.
- Between December 2005 and the end of 2010, there were 1,007
- In 2012:
    - 71% of divorces were from first marriages
    - [illegible]% of couples divorcing had at least one child under 1
    - There were 13 divorces an hour, totalling 118,140 acros
- Although the ONS has limited amount of data regarding same signalling that marriage is more likely to end in a divorce than partnership
- Working-class couples are more likely to divorce than middle-
- Divorce is more common between partners that marry outside religion than couples that have the same social characteristics

It is worth noting that *hidden figures* can occur in research regarding rel divorce statistics, two categories that are often concealed are *separated* c Separated refers to the status of a couple who are formally split up, wh empty shell marriage is the term to describe couples who remain marri relationship between them.

Understanding why divorce is increasing

Legal Changes

- Divorce Reform Act 1971
- Matrimonial and Family Proceedings Act 1984 – this allowed couples to file for divorce after one year, a lowering from the previous three-year limit

Cl
ar
a
th
of

Reasons for a rise in divorces

The ri[illegible] influence of *feminism*:
Women are now more *independent* as individuals, less reliant on their partners, and more present in the public sphere. This has been traced to women having the ability to get divorced in unhappy or abusive relationships. Feminists have also had an impact in awareness-raising surrounding the issue of domestic violence which may account for some divorces.

Functionalists and late modernists see this trend as a sign of *importance* of the institution of marriage. They argue a rise in divorce reflects the view that marriage should be done not for organisational or economic needs but marriage should be based on real love, happiness and fulfilment

Provisions
and suppo
who were
dependen
divorce ar
to as lone

Lesson 9 and 10 Questions

1. List key trends of marriage in the UK.
2. Give key explanations accounting for these trends in marriage.
3. Give 2 reasons for an increase in cohabitation.
4. Give 3 reasons for a rise in divorce.

Extension Task

Research task: Devise a simple and short survey to interview people
marriage, cohabitation and divorce. Be mindful that your research san
and females, and a variety of age groups, e.g. someone below 25, bet

With your results, [illegible] and discuss whether the responses are ir
trends and sociological reasons for these trends. Compare your resu
if your trends match their findings.

Lessons 9/10: Presentations

Using the handout notes, as well as your own Internet research, prepar
topic. The presentation should contain all the information you will nee
include everything!

Planning

- To be time-efficient, split the research up and allocate people tasks
- Identify the main points of the topic and be sure to make them a key focus of the presentation
- Use the hand-out notes as a starting point, then use your own research and the Internet to expand the information and gather evidence
- Be sure to cover: key trends, key words or vocabulary and their definition, reasons for the trends

Researching

- When using the Internet, and even books, consider the source. Is it a reputable and reliable source? Have you fact checked? Is the information up to date?
- Be sure to critically read the information and understand what it means sociologically
- Find and include interesting examples or relevant evidence to illustrate and substantiate your point
- Use a variety of sources. Even if you just use the Internet, be sure to use a variety of different trusted and reliable websites.

Some useful websites:
www.ons.gov.uk – The Office for National Statistics
www.iser.essex.ac.uk – The Institute for Social and Economic R

Lesson Plan 11: Sociology of pers

Lesson Learning Aims

To understand:

- ✓ New Right and feminist explanations of changing social patterns of marriage, cohabitation, divorce and household structures
- ✓ The sociology of personal life in relation to changing social patterns of the famil

You

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Starter

To reca[illegible]esson's findings, get students into the same three groups them a t[illegible](marriage, cohabitation or divorce), different to the one th

Each group has three minutes to prepare, and then two minutes to deli style/form of a news bulletin or weather forecast. They must present th and reasons for the trends.

Remind students to bear these trends in mind as they work through the different theoretical standpoints about changing families.

Main

Work through the lesson notes and then allow the class to answer the q

After each section/theory, in pairs or as a class discuss whether the stude accurate theory, in relation to specifically accounting for family trends, o generally.

Plenary

Read the instructions and complete the '**Lesson 11: Key Thinker Revis** studied in the unit so far.

Lesson 11: Sociology of persor

Learning Objectives –
After this lesson you should understand:

- ✓ New Right and feminist explanations of changing social cohabitation, divorce and household structures
- ✓ The sociology of personal life in relation to changing soci

Theoretical perspectives on changing family social trends

New Right

The trends outlined from the previous lesson are alarming to New Righ a move away from their ideal of the traditional nuclear family as a crisi cohabiting and single parents, as they argue this causes other social ills delinquency. Therefore they campaign for policy and legislation to nur nuclear families. New Right thinker Morgan (2000) argues that it is ben traditional marriage as she found that this relationship is more conduci earnings. She sees a link between the two because marriage provides ol encourage men to secure a good job to provide for the family. Howeve not so pessimistic about the outcome of family diversity, and feminists nuclear family.

Feminism

While there is no one perspective for feminism, it is generally agreed th trends leading to greater diversity and a breakaway from the traditiona women have gained more freedom and independence. Divorce is consi allows women freedom, particularly to escape domestic violence, and a years is seen by feminists as a sign that women are less tolerant of unha it is a positive trend. Moreover, some feminists see the overall decline i they view it as a patriarchal institution. They are favourable and advoc provides a space for women to be in a family but without being exploit relationship.

What's in a name?

Language and how research is conducted is an important consideratior following feminists offer an important contribution to understanding th McIntosh and Barrett are **socialist feminists**, who argue the term 'fam organisation, but is an *ideological tool*. They see sociologists and society when talking about the family, and so their work draws attention to the that some women [illegible] in the home and the family. They see a tradition selfishness which conflicts with pursuing things in the interest of the public or common good. They also unpick the idea that the family is a safe haven to provide comfort from the harsh outside world. Instead, they argue that because the family has withdrawn into itself and become privatised, the world outside the family has been rendered empty. For these reasons, they prefer the term 'household', which refer to organisation and living arrangements, rather than carrying certain gender and power implications.

Another feminist, Carol Smart (2007), discusses the term family in a co
diversity. She argues that to theorise and research the family, sociologi
personal life, to include family, kinship, relationships and households. W
recent government and sociological data, many have moved from resea
she views this as a focus on biological and physical links. Instead, she v
which allows an understanding of networks, which are fluid and can in
up social life. Below are some contributions to this field of study.

Sociology of personal life
With changing patterns of divorce, cohabitation, marriage and separati
some sociologists have examined relationships and intimacy on the per
level, to understand them in relation to changes in families as well as w
changes in society. While many sociologists focus on larger or structura
perspectives, these sociologists examine intimate relationships to signif
understand wider [illegible]s.

Giddens ([illegible]2)
Anthony Giddens puts forward the ideas of a 'pure relationship' and 'c
changes in personal relationships as changing with the times of wider s
pure relationship may be understood as a romantic relationship that pro
reason it is considered to be 'pure' is because it is about real love and c
both partners are mutually satisfied. This may seem like a common-sen
but he highlights that previously, before industrialisation, families and
external factors, such as being an effective economic unit, or in instance
parental approval, or to fulfil social expectations. Now, Giddens argue
as projects that must be continually worked on, and this requires indiv
constantly examine themselves. It is among this continual examination
are unhappy, wait until they are older to marry, or live in a blended fa

These pure relationships Giddens sets out are held up by his notion of c
connection is characterised as being free-floating, meaning that whene
fulfilled they may leave the arrangement. It is based on equality and re
that this type of love is only available in late modernity as a response t
in history where men and women are equal. He contrasts this to '*roman*
women's subordination in the home and existed before confluent love,
confluent love may be experienced by both heterosexual and homosex
attention to sexual relationships, and argues that new relationships an
'*plastic sexuality*', which is the term he describes [illegible] sexual relationships
reproduction and marriage from sex. Decoupling these previously inte
the introduction of contraception and a change in social attitudes, mea
sex before marriage, and without the worry of getting pregnant or nega
types of relationships can be linked to the trend of increasing cohabitat

Beck and Beck-Gernsheim (1995)
These sociologists place an understanding of relationships among the s
individualisation.

> **Individualisation means that the self is a do-it-yourself project, wher to be, nothing is fixed, and instead the individual must decide their o**

These ideas extend to all parts of the individual's life, with Beck and Be book *Normal Chaos of Love* that 'Love is becoming a blank that the lover emphasises the nature of freedom and *choice* in modern-day relationshi the recent trends of people creating and living in families and relations diversified way. People are giving their own meaning to the definition things such as marriage, love, sexuality and family. With this, individu opportunity for experimentation in relationships, gender, and parenting ro previous traditional nuclear family. These trends are able to occur beca equality of sexes is not just in wider society but within relationships als

Love is given great importance in risk society, with Beck and Beck-Ger central role to life, as it provides a way of coping with the rapid and im occurring in the wider globalised-risk society. While the positive oppor must also be seen, which is why the book has its title, that these spaces and chaos to emerge. This chaos refers to how people create ideals and there is now pressure to fulfil them. Relationships must provide satisfa looking for, otherwise it is easy to end the arrangement and begin look Due to the emphasis on the individual and personal choice, a relationsh for two competing or conflicting interests and priorities. A relationship both a calming and stabilising, or chaotic and conflicting effect on an in individual to choose their own path and make it work.

Bauman (2003)
Love and relationships for Bauman correspond directly with the chang
society. He calls contemporary society *'liquid modernity'*.

> *Liquid modernity* is to be understood as a period of late modernity t
> shifting instead of being static. He examples how someone can chan
> relationships frequently and with ease. Bauman highlights that respo
> individual because of this, whereby individuals must choose their ow
> shifting priorities and options available.

In terms of personal life, Bauman identifies what he calls *'liquid love'*, a
individualisation and liquid modernity. He emphasises that connection
relationships which carry an element of continuity, in contrast to conne
then undone quickly. This may be seen in the way divorce was given a
to obtain or, for example, as nowadays there are fewer marriages and
before. Bauman highlights a tension that relationships experience as pe
wanting personal and individual freedom, with the desire for security a
constantly shifting world. While this notion is similar to the other socio
relationships in late modernity, Bauman differs from them in the way h
relations. He argues that rather than raising expectations for love, such
Gernsheim outline, liquid love has actually led to a lowering of emotio
chosen over quality. For example, previously love was the 'til death do
with standards and quality of connection being lowered, love has been
situations where it would have previously been seen as inadequate or a
night stand can be referred to as 'making love'. These changing prioriti
as relationships and connections have changed, family dynamics have
attitudes towards more diverse and fleeting forms of personal life.

Lesson 11 Questions

1. How do New Right thinkers respond to these changing trends?
2. Why are feminists in favour of a rise in divorce?
3. How has 'plastic sexuality' come about according to Giddens?
4. According to which sociologist does individualisation, choice a
   contemporary relationship?
5. Bauman argues that contemporary relationships can be underst
   a liquid modernity. What does the notion refer to?

Extension Task

Key word glossary
Note down and write definitions for keywords that have arisen fron
bigger and better glossary makes revision easier for you!

Lesson 11: Key Thinker Revision Sheet

12

You log on again to your MySocioFace profile and it appears
requests! All of sociology's great key thinkers are now online, but they
profile.

Your task is to create a profile page for all the key thinkers used in this
your textbook and from the Internet. This website is a little different to
remember to feature the following aspects:

- Fill in basic personal details, e.g. when they were around and w
  belong to
- What likes and dislikes would they attach to their profile? Make
  to their theory on the family.
- Who would they have on their friends list? Include similar think
- In the 'About Me' section, summarise in a sentence this thinker's

In the status updates section, write a list of recent statuses and updates
writing and thinking about the topic of the family. Some ideas to includ

- Hashtag key words and give them definitions
- Remember to tag other thinkers if an idea or concept is particula
  another person's theory
- Find and add relevant key quotes
- Include any statistics that would support this thinker's theory

Lesson 11: Key Thinker Revision Sheet

MySocioFace

insert picture here

Status Upd

Type your status here...

Personal Details

Date [illegible]h/Death:

Sociological Theory:

About Me

Top Friends

Likes

Dislikes

Lesson Plan 12: Family divers

Lesson Learning Aims

To understand:

- ✓ Family diversity and patterns in terms of extended, beanpole and reconstituted families, same-sex families and trends in childbearing
- ✓ The sociological debate between traditional and diversifying family forms and household structures

You

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This lesson and the following lesson together cover the second bullet p

Starter

A: To review last lesson's plenary activity, have students share their b 'About Me' section.

B: Family Representations: Discussion

Watch the following YouTube video link and get students to think of types from the media/celebrities.

Family Diversity: ***http://www.youtube.com/watch?v=OPVlXle3Vxo***

Using these thoughts as entry points, start a discussion around the dif definition, and their representation. In terms of their representation negatively or positively? How do other factors such as class, ethnicity there any patterns and trends? How do they differ to real or everyd media have in representing family diversity?

Examples: The Simpsons, Kardashians, Royal family, Cinderella, Ang John, Britney Spears

Main

Work through the lesson notes and then allow the class to answer the q As you go through each section, relate the points made in the class note starter discussion, and use the examples the students came up with to i

Watch the video when discussing the 'cereal packet family' and open up still relevant today:
A 2013 advert – does it consider diversity? ***http://www.youtube.com/wa***

Plenary

Quiz:

Either individually or in teams, have the class answer the quiz on the w **Activity Quiz'**. Ensure they complete this without looking at their class

Lesson 12: Family Diversity

Learning Objectives –
After this lesson you should understand:

- ✓ Family diversity and patterns in terms of extended, bean
  same-sex families and trends in childbearing
- ✓ The sociological debate between traditional and diversif
  structures

At the beginning of lesson 1, you were asked to draw a 'family'. How m
of a mum, dad and children? This is often what is considered to be a no
about 25% of households are [illegible] this type. This lesson will look at
understand their different shapes and forms.

The cereal packet family
Edward [illegible] (1967) used the phrase 'cereal packet family' to describe
family. The name comes from the image of a family in advertising, whe
happily married heterosexual couple with dependent children and gen
This image of a family is often used in the media, in advertising as well
culture and political talk. But to what extent can we say that is an accur
representation of the lived experience of UK families?

Family diversity
Family diversity is the term given to families that are not the stereotypic
Rapoport (1982) see family diversity in different categories, such as org
refers to the household structure; cultural diversity, which reflects a dif
ethnicities or religions, class difference; and cohort differences, which r
differences. They see family diversity as increasing, and view these cha
room for people to have freedom in their choice of family, something w
right. Instead of the nuclear type being the set or norm in society, the R
be seen as normal and widely accepted.

Different family types
Extended family
Defined as a family where three generations are in the same household
and children. Mason and Finch (1993) found that these family forms are
classes, and although this family unit has declined, this social group co
three generations. It is also worth noting differences across ethnicity, w
Bangladeshi or Indian households are multi-generational, in compariso

Beanpole family
This is a family [illegible] dependent children that has regular contact
with their grandparents. A 2003 ONS (Office for National Statistics)
survey found that 61% of grandparents see their grandchildren at least
once a week, showing a strong trend in the beanpole family. Brannen
(2003) draws attention to the *reciprocity of care* that occurs between three
generations of family, and suggests this as the reason beanpole family
structures are used. For example, with rising divorce rates, and women
workplace, grandparents are used as childcare. At the same time, with
ageing population, grandparents are increasingly reliant on their child
their old age.

Reconstituted Family

Also known as a stepfamily or blended family, the reconstituted family formed by remarriage, and the children are from previous relationship consist of a couple with children were stepfamilies. The rate of these fa family, which is defined as an extended family, usually in two separate children of a marriage, the divorced parents, and their new spouses. M therefore, experiencing **co-parenting,** however this has flagged up ques De'Ath and Slater (1992), for example, argue that children are strained they can feel torn between two families. This tension then affects the re difficulties if more children are introduced into this new family arrange explores the relationship between stepfamilies and a child's well-being children experience difficulties, many do not grow up to suffer any det structural factors such as poverty and [illegible] be explored and linked to a c seeing the family structure as a cause and effect, it could be mediated b

Same-sex Families

The last decade has seen significant changes for same-sex relationships of key legislative changes for non-heterosexual relations:

Sexual Offences Act 1967
Decriminalisation of homosexual acts

Sexual Offe
2000
Changed the
same-sex rel
heterosexual

Adoption and Children Act 2002
Gay and lesbian individuals or couples gain the right to adopt

Gender Reco
Transsexual pe
their gender a
their new gend
marriage

Civil Partnerships Act 2004
Same-sex couples can have civil partnership status

Human Fertil
Act 2008
Allowing lesbia
two female na
the birth certifi

Marriage (same sex couples) Act 2013
Same-sex couples are able to be legally married

As well as the above legal changes, other factors can be understood as i families;

- The shift in *social attitudes*. Although the extent of the changes rights can be debated, the cultural changes, along with the leg sex relations can be in the public domain, something that was
- *Secularisation*. The decline of religious influence in the public s particularly of same-sex relations have increased awareness, a
- *Reproductive technologies*. Treatments and scientific advances su surrogacy and adoption, have meant an opening of familial op

A celebration and normalisation of diversity?

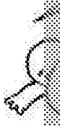
The sociologist Weeks (2001) argues that we must not assume these cha an expansion of choice for non-traditional families. He argues that whi available, for example, for homosexual couples to marry, this may not l that can be found between the way homosexuals and heterosexuals are Weeks argues, [illegible] that this is not an expansion of lifestyles and ident traditi[illegible]es or experiences are being consumed and shaped by heterose[illegible]. For example, regardless of being heterosexual or homose marry, to have children or to be in a couple rather than single. While W being distracted or disillusioned by these changes in legislation and shi by looking at changes over time, that non-traditional families now have than previously and so we must celebrate the gains and victories of div their impact, which may potentially not be as positive as it initially seem

In 2013, there were 5,000 same-sex couples with dependent children an children registered in the UK. The trend of gays and lesbians becoming controversy. On the one hand, individuals such as Iain Duncan Smith c stated that allowing lesbian mothers to have children will have a detrim stems from New Right thinking, which sees social problems stemming family. However, social science research has suggested otherwise. Belo studies that look at gay and lesbian parenting and counteract the New

- Gottman (1990) found that the daughters of lesbian mothers w homosexual than daughters of heterosexual couples.
- Patterson (1995) uses a psychological and sociological approach t gay parents results in concern for the children's gender and sexu sexual orientation of parents made no difference to a child's gend also highlighted that children of gay parents, like children of hete group with other characteristics, and it is important to address th and not to assume children of same-sex couples are the same in a
- Dunne (1997) found that children of homosexual couples were more equal approaches to relationships in their own lives.
- Hicks (2003), in response to those who fear detrimental effects saw as coming from the Christian right and homophobic discou political debate around the issue should be re-framed. He wan [illegible] gay parenting is 'bad for kids' and move to an understan traditional discourse is bad for families.
- A report carried out by Stonewall (a gay rights organisation) a (2010) interviewed 82 people, aged 4–27 years old, who have g children from same-sex families had different experiences dep example, some celebrated and were actively open about their p some children preferred to keep their family dynamic a secret. child's personal perception of their parents was a positive one, this was not always the case in the context of schools. While so problems, some had experienced bullying or distress surround

Childbearing

The ways in which families are being created have changed within the last few decades. In the UK adoption has seen a 9.8% increase from 2011 to 2012, with 5,206 adoptions occurring in 2012. The social acceptance and discussion of adoption has been increasing, and celebrities such as Angelina Jolie, Brad Pitt and Madonna have adopted children, which has seen increasing awareness and discussion of the topic in mainstream culture. From March 2012 to Mar
adopted by same-sex couples, an increase from 4% the year before. Ho
organisation, found in their research that same-sex couples experience
to heterosexual people. For instance, lesbian and gay people experience
given older children compared to heterosexual people.



Moreover, **IVF** has continually increased since 1991, and in 2011, more
UK were conceived by IVF. This is an example of scientific advances oc
social trends, for example, how IVF facilitates same-sex couples to have
increasing liberation for women, as women may now decide to have ch
their own if they choose.

Co-parenting – The act of raising a child between two people who are not i
cohabitating.

LGBT+ – An acronym to represent sexuality and gender. It stands for lesbia
and the plus is to include all other sexualities and genders that do not subscr

IVF – In vitro fertilisation. This is the process of an egg being removed from
with sperm in a laboratory. The fertilised egg (embryo) is then placed inside

Lesson 12 Questions

1. List examples of non-traditional family forms.
2. What is meant by the term family diversity?
3. Why has there been an increase in same-sex relationships and fa
4. Name two ways in which childbearing has changed in recent ti

Extension Task

Small scale research:
Through classmates, neighbours, friends and family, find people tha
and come from a range of family structures. Preferably interview pe
family structures: nuclear, extended, beanpole, lone parent, same-se
Interview them about the reasons they have this family structure, ar
like a [illegible] of this structure. You might want to think about: do they
importance, or is it not a big part of their life? How do different gene
How often does the family see each other? What is the geographical
You are trying to gain an **ethnographic** insight into different family
Be mindful of the sensitive nature that may come up in this investig
information confidential. For example, if you are to discuss your res
names of the people you spoke to.

Lesson 12: Plenary Activity Quiz

1. What does the + in LGBT+ stand for?
   Answer: To include all other sexualities and genders that do not su

2. Hicks (2003) wants to see a reframing of the debate of gay parentin
   gay parenting is 'bad for kids' and move to what?
   Answer: An understanding of how the dominance of traditional d

3. What does co-parenting mean?
   Answer: The act of raising a child between two people who are no
   cohabitating.

4. Who coined the term 'cereal packet family'? Bonus point for the co
   Answer: Edmund Leach, 1967

5. Which ethnic group has a higher percentage of extended family ho
   A: White B: African-Caribbean C: Pakistani, Bangladeshi, India
   Answer: C

6. What does 'reciprocity of care' mean? Bonus point for the name of
   concept in their research.
   Answer: The exchange between three generations of family provid
   other. For example, grandparents may provide childcare for their g
   exchange that when they are elderly and need care or support, the
   provide this for them. Bonus point: Brannen (2003).

7. Give three examples of situations when women may use IVF.
   Answer: Single female, lesbian female, female who cannot or has d

8. Which social class is more likely to be in an extended family struct
   Answer: Working

Lesson Plan 13: Family divers

Lesson Learning Aims

To understand:

- ✓ Diverse family and household types such as lone parents and singletons
- ✓ The extent of diversity in contemporary families

You Will N

- ☐ Lesson
- ☐ Lesson the bacl
- ☐ Lesson
- ☐ Lesson
- ☐ Student

Starter

Unders[illegible]ng ...
Using t[illegible]son 13: **Starter Activity Worksheet**', get the students to a information presented. Begin by getting the students to explain what th to elaborate on what this means sociologically and in relation to the spe

Make sure they add any useful or relevant statistics onto their class not explanations of these statistics, e.g. New Right would say this about…

All images on the 'Lesson 13 Start Activity Worksheet' were obtained from Of where more infographs are available.

Main

Work through the lesson notes and then allow the class to answer the q *Due to Internet and resource requirements, it may be more convenient to set t*

Discussion:
Before reading the life-course analysis section of the notes, get students family structures over their life course. From birth, include already existin and then get them to predict their family structures until the end of their l

Allow other areas such as marriage, divorce, diversity to enter the discus across the class, e.g. if males and females have different expectations.

Plenary

Compl[illegible]'**Lesson 13: Plenary Activity Worksheet**' for theoretical v in contemporary society.

Lesson 13: Family diversity

Learning Objectives –
After this lesson you should understand:

✓ Diverse family and household types such as lone parents
✓ The extent of diversity in contemporary families

This lesson will continue to look at non-traditional family types, focusing
singletons. Then, using this knowledge and in light of the family types exp
theoretical approaches will be used to understand the extent of family div

Lone-parent families
In 2013, lone parents with dependent children made up 25% of all fami
increase from the [illegible] households this family made up in 1961. So

- Divorce. Since legislative changes, divorce is now cheaper, eas
- Media. A change in social attitudes has meant that being a lon than before. However, it should be challenged to what extent t among different social groups.
- Welfare. The availability of support from the state has increase it is financially possible for people to be single parents. Femini for women, while New Right thinkers criticise this for creating
- Legislative Changes. The introduction of the child support age both parents had to be financially responsible for children, wh leave a relationship but not have the solo financial burden of a

In 2013, of these lone-parent families, 91% were headed by women. Reasons
likely women will get custody of children after a divorce, due to dominant g
generally speaking have higher paid and better jobs, and so it is less likely th
carer. It is, therefore, worth considering that gender roles, of the female bein
breadwinner, are still influential, but it should be explored to what extent th

African-Caribbean families
It is worth investigating the trend of single-parent households among e
groups. There is a marked difference in African-Caribbean families, wh
a 50% single-parent family composition, compared to the rate of 25% o
of the population. Below are reasons that account for the trend of **matri**
families among African-Caribbean families:

- Smith (1962) outlines how historical occurrences influence the c African-Caribbean slave trade [illegible] families being split up, wher mother and the male was stripped of authority and made prope then created a tradition of the female being head of the family.
- There is a high black male unemployment rate in comparison to other ethnicities. Berthoud (2003) argues that 'modern individu men are then a financial burden on families, so in these circums to be single parents. On the other hand, Liebow (1967) argues th they cannot support them, which threatens their social position found that men found it difficult to stay with their family if they is seen as a constant reminder of their 'failure' of duties.
- In criticism of the argument that says single parenting provides Gonzalez (1970) found that matrifocal families are a positive str poverty, as they utilise extended families and build networks ar multiple role models and support systems.

Single parenting as damaging?
An often cited stance in the media is that single parenting is detrimenta society. New Right and functionalist sociologists take this stance, on th socialisation as a key role of the family, and with an absent parent it is Moreover, New Right theorists highlight that single parents are more li strongly criticise the administration of welfare as they see a strong soci themselves. John Glummer refers to the welfare support given by the s meaning that housing and benefits offered to single parents are incenti get pregnant and rely on the state.

However, others have taken a more positive stance on single parenting Ford and Millar (1998) highlight that far from being an easy, state-supp parents who rely on benefits experience poverty and hardship. Moreov mothers valued their role as a mother, and placed child-rearing as a sou their life, which challenges the notion that single parents give inadequa Parke ([illegible]) highlights, there are many children who grow up with un that suffer serious issues. She also stresses that it is not the marriage beneficial child-rearing, but instead the stability and happiness within the positive influence on a child's life. Similarly, Cashmore (1985) draw family life, such as domestic violence, would create a far worse family like this single parenting is actually a much healthier family environme Finally, Chester (1985), whose stance will be further explored at the en often being a single parent is just a temporary stage in life, it is not a pe supported by the amount of remarriages that are occurring in the UK.

In focus… Teenage Mothers
To challenge conceptions found in both New Right policies and popul portrayals, it is worth investigating the case of young single mothers t understand diversity within families.

Various agencies, from health-care experts to politicians, have expre concern at teenage pregnancies. One health report stated that teena have 'increased risk of poor social, economic and health outcomes for mother and child'. Combining this with media representation such as V from *Little Britain*, or TV shows such *16 and Pregnant* or *Teen Mom*, you are often represented as incapable and a burden. However, many sc have done research to try to further understand what life is like as a t mother. Allen and Osgood (2009) argue that this is in fact a class issu policymakers demonising working-class mothers. Young single mothers dangerous and welfare-dependent, and seen as immoral and undesi lived reality for many of the women in this position. Research such as Stanistreet (201[illegible]) uses a health and policy perspective to find that m largely in a positive way, with it providing a sense of purpose and a from disadvantaged backgrounds. They argue that any negative con hardship, already existed in these women's lives, and relate to their s having the baby.

Singletons

It is important not to forget about households that do not contain child households consisted of one person, making it the second most commo common was 35% of households consisting of two people). These trend however, and between 2001 and 2013 the following trends have occurre

An increase in the **65+** age group
Related to an ageing population
An increase in the **45-64** age group
Related to rates of divorce and marriage

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Reasons for the growth of people living on their own include:

- Less stigma – social acceptability towards the idea has become
- Women are pursuing careers more than in the past, and so cre priority
- Living alone correlates to the trend and reasons of people mar
- An increase in divorce and the trend for custody being given t males live on their own
- Increased life expectancy – women now live longer than men o time being classed as a singleton if they are a widow
- Expansion of higher education and the pursuit of careers has m

These reasons can be contrasted to the reason for the younger age brack the increasing costs of living alone, in conjunction with employment an numbers entering higher education.

An illusion of diversity?

In relation to less 16–44 year olds living as a singleton compared to pre shown that the number of 20–34 year olds living with their parents has and 2013. In 2013, 49% of 20–24 year olds were living with their parents return back to the nuclear family.

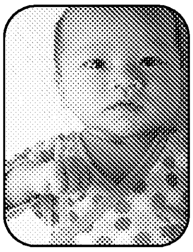
This is a sentiment that Robert Chester focuses on, and writing in 1985 emphasis and focus on family diversity is an over-exaggeration of the a the nuclear family is still the most dominant family type, and while not family life, he accounts for them in a different way. For example, he arg singletons, people still go on to marry, just later in life, which he argues He also highlights that remarriage rates reflect a commitment to the nu significant change he argues that has affected the traditional family stru paid employment. However, despite this, he draws attention to the wa part-time than full-time work, and that women still have the role of the the contemporary family structure a *neo-conventional* family, meaning it new context.

Life-course analysis to understand family diversity

To understand the family, some sociologists advocate using a life-course a diversity and variety of experiences a person may have during their lifeti into account lived experiences, contexts and structures over a period of tir between social, cultural, economic, historical and generational aspects. It r drawn from a layered perspective, which includes social change, and does be linear. For example, Hareven (1994) in her research is looking at the dif found that it was not possible to simply examine the situation of someone applied a life-course analysis to find that different social and economic occ people's lives, eventually led to a different pathway of care received.

This approach is useful in understanding family life and diversity, beca family or households an individual's experiences is not static and change below is a diagram of an individual's life course and the changes of fan possible to trace how a family and household dynamic is not the same fact will naturally undergo changes.

Meet Rowan; born 1996 and died 2086.



Rowan is born to a **nuclear** family.

When she mother is **lone pare**

When Rowan is 13, her mother remarries and so Rowan lives in a **reconstituted family.**

At 18, Ro her first y residence.

For her second and third year of university, she lives with friends in a **multi-person household.**

At 22, she university **family ho**

At 25, Rowan has a steady job and can afford to move out and into her own studio flat, living as a **sir** [illegible]

At 28, Ro they decid **cohabitin**

At 34, after marrying and having a child, Rowan is now living in a **nuclear family** unit.

When Ro partner c child is liv Rowan is **a single househo**

At 90 years old, Rowan is in need of extra care and so moves in with her child and their family, now living and ending her life course in an **extended family household.**

Lesson 13 Questions

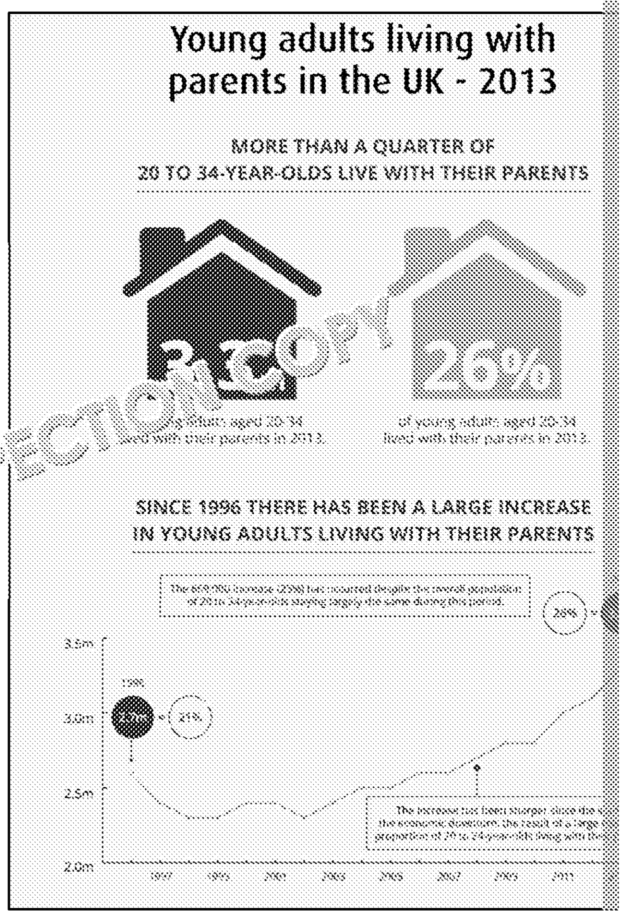
1. What is a matrifocal or matriarchal family?
2. Why is Robert Chester sceptical of trends and claims of increasi
3. How can you counteract the New Right argument that states si
   the individuals involved and wider society?
4. Why is a life-course approach useful in understanding the famil

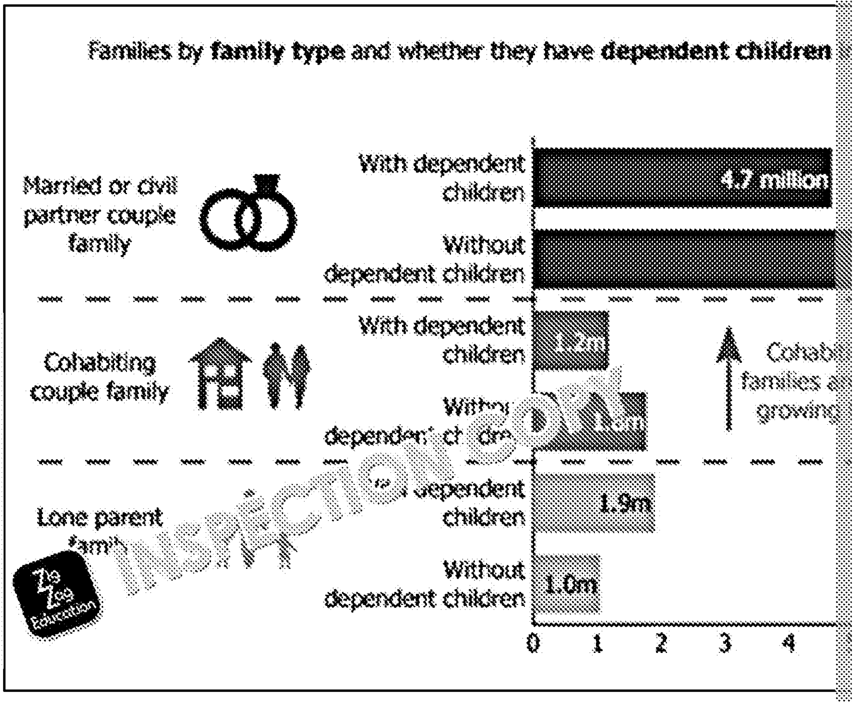
Extension Task

A: Research Task – Using the Internet or other sources, find statisti
made about the family.
For example, find recent marriage and cohabitation statistics t
Chester's claim that the neo-conventional family is still relevant to
Share your findings with your classmates and add in any they f
http://*www.ons.gov.uk/* – Try using this site first. This is the org
for the UK government.

B: Research task – Using newspapers and popular media, either in
investigate how single parents are presented. How are single yo
about single fathers? How are older single parents portrayed?

Lesson 13: Starter Activity Worksheet[1]





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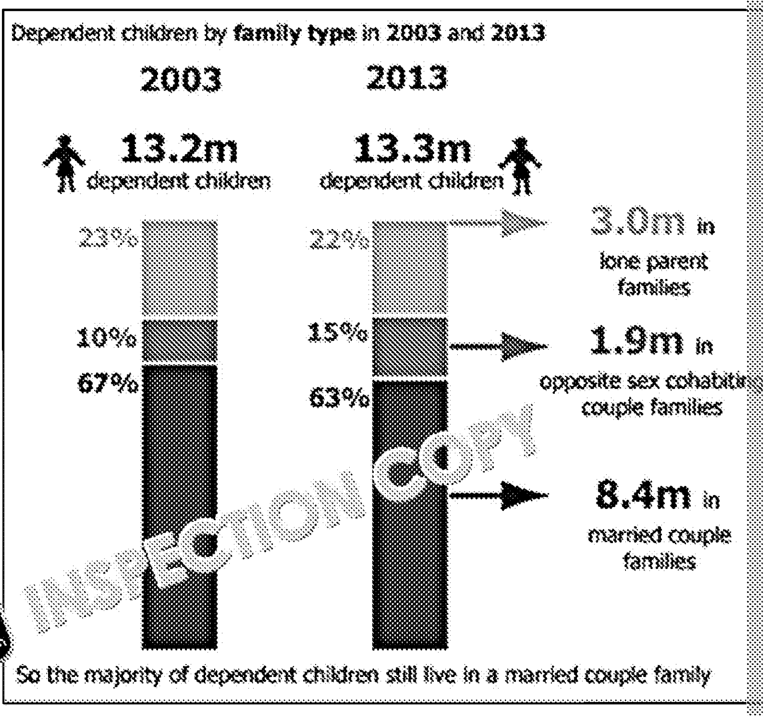
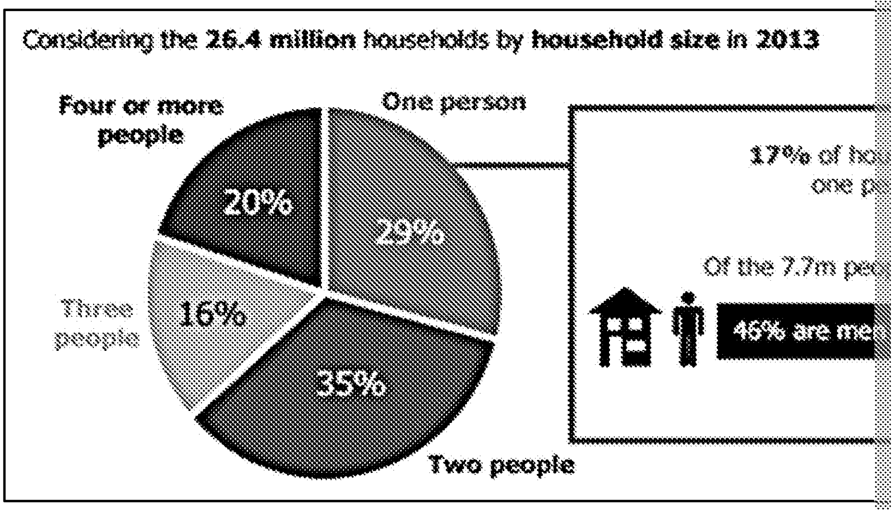
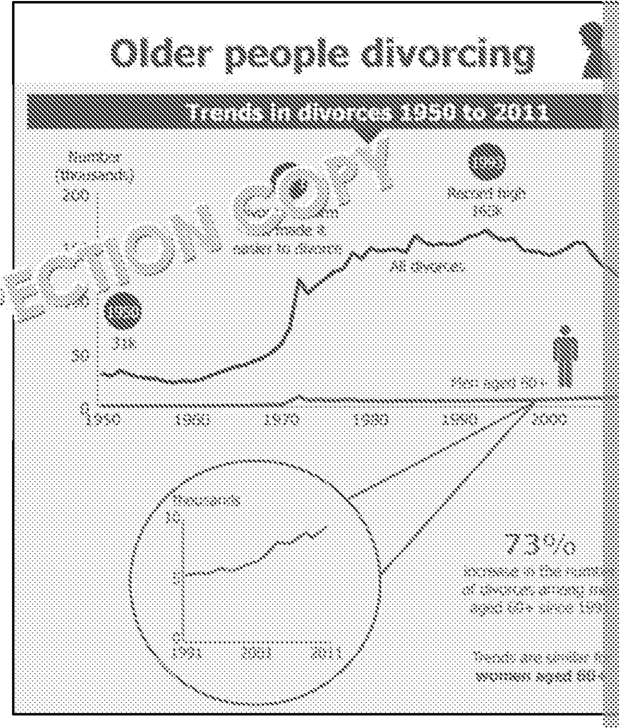
[1] Images of all graphs can be found at **http://www.ons.gov.uk/ons/dcp171778_33263**
http://www.ons.gov.uk/ons/rel/family-demography/older-people-divorcing/201
http://www.ons.gov.uk/ons/rel/family-demography/young-adults-living-with-pa

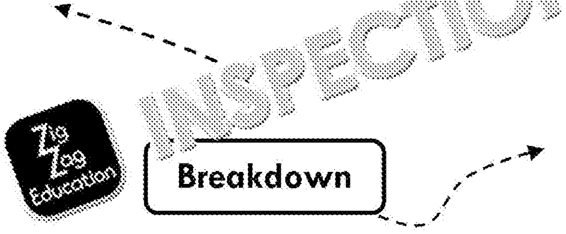

Dependent children by family type in 2003 and 2013
2003
2013
13.2m dependent children
13.3m dependent children
23%
10%
67%
22%
15%
63%
3.0m in lone parent families
1.9m in opposite sex cohabiting couple families
8.4m in married couple families
So the majority of dependent children still live in a married couple family

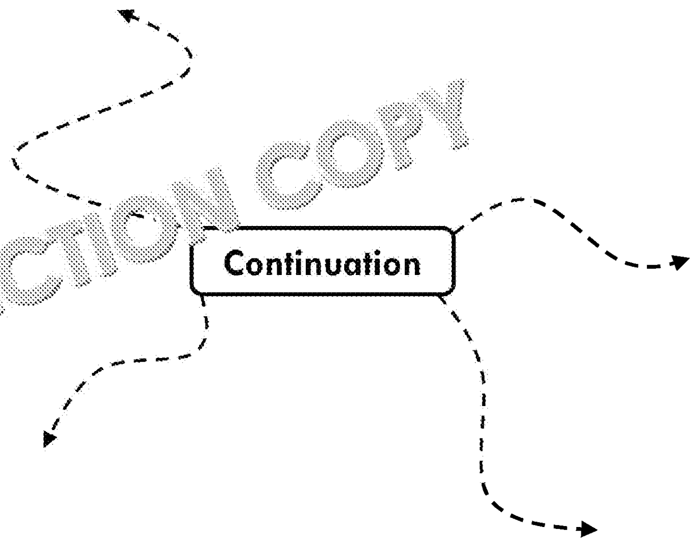

Considering the 26.4 million households by household size in 2013
Four or more people
20%
One person
29%
Three people
16%
35%
Two people
17% of ho
one pe
Of the 7.7m peo
46% are me


Older people divorcing
Trends in divorces 1950 to 2011
Number (thousands)
200
All divorces
Men aged 60+
1950
1960
1970
1980
1990
2000
Thousands
1991
2001
2011
73%

Lesson 13: Plenary Activity Worksheet

Fill in this spider
contemporary so
Remember to inc
Breakdown – ref
Continuation – th
Democratisation –





Lesson Plan 14: Gender roles and do

Lesson Learning Aims

To understand:

- ✓ Biological accounts for segregated gender roles – functionalist and New Right perspectives
- ✓ What domestic labour is and how it is experienced in families
- ✓ The impact and importance of research methods in making theory

You

☐

☐

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Starter

Introduce the new topic (bullet point 3 on the specification: gender role relationships).

Begin by asking what domestic labour is, and as a class or in small grou

Main

Work through the lesson notes and then allow the class to answer the q

Due to Internet and resource requirements, it may be more convenient to set p homework.

Between sections on the class notes, complete this online activity about d
http://www.bbc.co.uk/programmes/articles/4xsS4Nqzhn21v52xYdMPQqJ

Get the class to describe a 'normal' family set-up to complete the answe of what domestic labour is, if it is gendered, contemporary versus traditi

Plenary

Using the definition the class came up with at the beginning of the less everything covered in the lesson, get students to write a definition suitable to be used and applied by any researcher.

This will ensure students have understood the different ways domestic impact this has on research and its accompanying data.

Lesson 14: Gender roles and dome

Learning Objectives –
After this lesson you should understand:

- ✓ Biological accounts for segregated gender roles
- ✓ What domestic labour is and how it is experienced in fa
- ✓ The impact and importance of research methods in maki

When you are born, it is announced that you are a girl or a boy. A baby important to see that this is different from a person's gender. *Sex* refers definition of your body, while *gender* describes the things that make yo and cultural factors. For example, when a baby is born a girl is given a The colour of the hat does not determine the sex of the baby, but it is used of life, different gender expectations and **norms** are attached. The follo roles in the family: what they are, how they are applied and different th why they are used.

Biological differences: A functionalist and New Right perspective
Functionalism as a theory believes that gender roles are natural, with it women are suited to doing different things. Murdock argued that the n all societies, and part of this is to include a sexual division of labour. H differences mean that it is a practical way to distribute tasks to make so because men are stronger than women he says that they are more suite because women bear children, it is logical and natural that they are the

Parsons also highlights the usefulness of gender roles to fulfil family functions. Parsons saw that for the two main functions of the family to fulfilled (primary socialisation and stabilisation of adult personalities), and women need different roles. He defined these as:

1. Instrumental role: The man's job is to be the **breadwinner** of t house, to financially provide for the family
2. Expressive role: A female's job is to provide the emotional su and comfort for the rest of the family, fulfil any caring needs, a after the home

These definitions, therefore, guide the roles of men and women in the h for example, a man has a full-time job while a woman is a mother and housewife. Parsons does not see these roles as problematic because he a that they complement each other, and as a functionalist emphasises tha will be happy and fulfilled if they have a social role.

As you know from previous lessons, the New Right is a political persp segregated gender roles and *functionalist principles to guide their polit* thinkers such as Charles Murray argue that a nuclear family, with a ma for society to work, and they argue that any other family structures or necessary functions. Clearly defined male and female roles are seen as as child socialisation, and to give everyone in society a role.

However, while still functionalists, Wilmott and Young (1973) take a di the contemporary family and particularly gender roles. They argue tha towards a 'symmetrical' family, meaning that a sexual division of labou *conjugal roles*. Their research found that both mum and dad are doing d 72% of men in their study participating in housework. This is then seen 'symmetrical', relationship and family structure. Sometimes called a 'm and Young's perspective is optimistic, and seen as on a path from uneq

While the British Social Attitudes Survey supports the trend that Wilm men doing more around the house, and the Office for National Statistic paid employment than previous eras, the research must be examined c means a move to symmetrical roles and equality or if in fact women no

The definition and meaning of domestic labour

Central to an understanding of gender roles is the concept of *domestic la* unpaid work in the home. It includes things such as household cho also encompasses care work such as raising children and providing car emotional labour which can be understood as providing comfort and su

Himmelweit (1983) describes the differences of domestic and wage labo highlight some concerns with the nature of domestic labour:

- Domestic labour is unpaid, wage labour is paid.
- In wage labour, pay and conditions are negotiable and subject Domestic labour has no contract of terms.

Work and leisure are separated for wage labour, while because domest there is a blurred boundary between what is leisure and what is domes While there is a general consensus and understanding of what domesti important to note how and why definitions differ, and why it matters. A Wilmott and Young's work as her own research undermined findings t stance. She argued that their 72% of men doing housework statistic cou shirt on a Saturday, and so a deeper investigation into the amount, and needed. As she states, 'just because couples do things jointly, doesn't m her own research of 40 women, she found that 15% of men had a 'high and 25% of men had a high involvement with childcare. This is a big va Willmott and Young found to be involved in their research. Therefore, research **operationalises** domestic labour to gain a better understandin

On the next page, some key studies across the last few decades will be looked at to contribute to an understanding of how gender roles are experienced, patterns of domestic labour, and any changes over time.

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Domestic Labour: Key Sociological Studies

Boulton (1983)
Interviewed 50 mothers in London that were not in full-time employment. She found that 18% of them had extensive help from their husbands, while 36% said they received a moderate amount of help, and 46% of these mothers said they received minimal help.

She also found that two-thirds of women experienced motherhood as meaningful, and half of women found childcare frustrating

Gershu[illegible]an [illegible] (2000)
Found [illegible] are taking on more domestic respon[illegible]y, and that wives who have full-time employment do less housework than a housewife.

However, they note that these women still do more, and not in equal proportion to a husband's contribution of domestic labour.

Reynolds et al. (2003)
Interviewed 37 mothers and 30 fathers. They found that women being in paid employment did not equate to an equal share of domestic labour in the home, with more women doing these tasks.

They found that most people still had traditional views of what it means to be a 'good' mother, but that women in work are seen as providing good role models. It was also found that mothers encountered stress when in paid employment because of the idea that they are not being a wholly committed mother.

Featherstone (2009)
Found that for a d[illegible]are is playing with the chi[illegible] a[illegible]aging in fun activities. Howe[illegible] a mum, child care is the mundane and ev[illegible]day tasks. She also found that a mum often supervises, guides or mediates childcare that a father engages in.

Warde and Het
By surveying 30
there is a differ
type of domesti
engaging with.
times more likel
times more likel
do the washing

They also found
daily tasks whic
mundane, while
engaged in was
jobs such as DIY
painting.

This supports All
men do creative
do tedious chor

Man Yee Kan (
Surveyed 2,000
labour as house
responsibilities.

She found econ
affected domes
She found that i
degree, they en
participation of
without this leve
that the more a
housework she c
contributing mor
equality stance
domestic labour
translate in term
actually done.

Time Use Surve
A survey for the
found that wom
week of domest
paid work did 1

It is possible to detect that there is an overall trend of men increasing th labour and childcare. However, in contrast to Wilmott and Young's con family, studies are yet to reflect an equal participation in these tasks. Ge *adaptation* to describe how, although there is still a disparity between m domestic labour, he believes after time this gap will narrow more and m claim will be explored in the next lesson.

These studies also highlight the importance of unpacking terms that m example, how to define domestic labour, whether it includes childcare, desirability or participation.

The *commercialisation of housework* is also an area that examples the imp common-sense understanding. Commercialisation refers to how house have new products created for them. Silver (1987) and Schor (1993) see and new technologies, for example, dishwashers and washing machine for women in the home and make their lives and duties easier. While t be helpful to women, many sociologists and particularly feminists hig burden does not mean an equalising of duties, and that these developm perception of gender norms and who has domestic responsibility. Sclat these increased technologies in fact create new expectations and standa can consequently actually increase domestic duties and expectations.

Lesson 14 Questions

1. Define the instrumental and expressive role.
2. What is the overall trend of domestic labour that emerges from
3. What is the difference between sex and gender?
4. How can Wilmott and Young's approach be understood as a 'm

Extension Task

A: Assessing research and theory
Go back over the class notes and carefully read over the researc
In pairs, discuss whether the studies are useful and what they
of gender roles and domestic labour. Consider things such as:

- the research methods used
- representativeness
- validity
- sample
- operationalisation of concepts

B: Small-scale primary research
Devise a short survey regarding gender roles and domestic labo
to investigate links between the type of family and dome
domestic labour, as well as attitudes and perceptions towards d
While being mindful of confidentiality, discuss and compare yo
If there are differences, can you notice trends as to why? Are the

C: Secondary research
Using Google Scholar, find additional research studies that supp
theories covered in the class notes.
Google Scholar is an online resource that allows you to find
research findings and theories.

Lesson Plan 15: Feminist perspectives of gender ro

Lesson Learning Aims

To understand:

- ✓ Feminist understanding of what gender roles are and how they are created and maintained
- ✓ A feminist perspective to whether equality of domestic labour and gender roles can be reached

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Starter

Use the '**Lesson 15 Starter Activity Worksheet**' as an image springboa
Work through the discussion questions either as a class or in partners a

Main

Work through the lesson notes and then allow the class to answer the q

Activity: To do once you have read through the class notes

Put the students in two groups. Give them some time as a group to prepa
regarding the statement 'Gender socialisation no longer exists'. Each gro
other against) then has a couple of minutes to present their case or argu
both you and others from the group.

Encourage examples and theoretical comments on the issues.

Debate: Gender socialisation no longer exists.

Resources:

For: Consider late modern and postmodern notions of identity and the fa
http://www.theguardian.com/world/2013/dec/23/toys-r-us-stockholm-gen
http://www.theguardian.com/money/2013/dec/17/marks-and-spencer-ger
http://www.theguardian.com/society/2014/aug/09/[illegible]-play-are-gender-s

Against: Consider feminist and functionalist perspectives.
Find examples of children's [illegible] of clothing and toys, for example:
http://www.mothercare.com/clothing/baby_kids_clothing,default,sc.html

While the students are debating, write on the board the issues and point
write these up in their own notes after the debate either as a table or sp

Plenary

Complete the extension task on the '**Lesson 15 Questions**' sheet.

Lesson 15: Feminist perspectives of gender roles

Learning Objectives –
After this lesson you should understand:

- ✓ Feminist understanding of what gender roles are and ho maintained
- ✓ A feminist perspective to whether equality of domestic la reached

As discussed in the previous lesson, domestic labour is informed and u women and men. In this lesson, these gender roles will be further explo will be used to understand the effect of gender roles and to see whethe

Making gender identities
To return to the work of Anne Oakley, she argued that in contrast to th that functionalists use, gender roles and the accompanying domestic la product, or *social constructions*. This means that these roles are not inevi defined, learnt and reproduced. Many feminists argue that they are defined by patriarchal ideology, whereby male domination is seen as the norm, with men and women having segregated roles. Oakley draws attention to how *gender socialisation* instils these norms and reproduces patriarchal structure in society. Feminists argue gender socialisation can be seen throughout an individual's life starting from birth; for example, the way a child's nursery is decorated in blue or pink depending on their sex, and how children are given different toys according to their gender, with girls being given miniature kitchens and baby dolls, while boys receive trucks and DIY kits.

As adults, what sort of roles and identities are there for males and fema

Masculinities
Rutherford (1988) looks at how masculinity is changing. He sees the tra provider and protector, as under threat because of changing structures decline in the traditional labour industry, an increase in divorce, and th this traditional concept of what makes a man to weaken, and new form Rutherford argues that there are now two dominant male identities. Th who is someone that tries to continue the traditional type and reassert h hand, Rutherford notes the 'new man' who in response to the aforeme emotional and takes his role as father as a priority. However, it is que man is seen in society. Duncombe and Marsden (1995) found in their re forthcoming in their 'emotional participation' of a relationship and the ideas of masculinity discouraging men to be emotional.

Femininities

Femininity and the dominant understanding of how to be female has, s experienced a widening of roles and identity, at the same time as seein ideals. For example, Jacques and Radtke (2012), from their interviews w choice and individualism dominated the female identity and role in co women had the freedom and responsibility to choose their own life. H mother and wife was still prioritised by these women, but in contrast t seen as a choice not an expectation. In this research, Jacques and Radtk talking about gender inequality that may be found in gender roles, and that while equality was talked about more openly and as desirable, the does not match up to these new ideals.

Maintaining gender identities: theoretical explanations

The reasons for how and why these gender divides exist differ among f as Delphy (1984) argues that gender roles for women leave them exploit She argues that marriage is one way in which women are made reliant controlled by men, for example, by being a housewife or by having the Delphy sees the exploitation of women as an oppression that must be f organisation of women, to challenge the family structure and the domi

This is in contrast to Marxist feminists, who see women as subordinate patriarchy and capitalism. Benston (1972) argues this because she sees women, because the labour they do in the home, emotionally and with it capitalism would not be able to function. She argues that, because of are compliant and do not question this role. Secombe (1975), also a Ma domestic labour, both in its duties and the fact it is unpaid, is crucial to the metaphor of the theatre to explain the role of women in society. W backstage members of the theatre, because the work they do is not see would not be able to go on. It is for this reason that Dalla Costa and Ja slaves of wage slaves', meaning that while traditional Marxism highlig exploited in the workplace, Marxist feminists argue that women are so because the labour they provide for these men, to support capitalism, i unappreciated.

To support these claims with more recent studies, the work of Metcalf (2009) can be used. In a report for the Equality and Human Rights Commission, she explored the impact that doing domestic labour had women's paid employment and potential to earn. She found that wom are more likely than men to be in part-time work, and less likely than m to be in higher or managerial positions. Working fewer hours and bein in lower positions leads to less pay, and so having to do domestic labo economically impacts women, and makes them more likely to be financially reliant on their partners.

However, it is important to remember that not all feminists agree. Robe draw a different conclusion, in particular about the understanding the domestic labour and economic impacts. Interviewing 160 mothers and the lives of working class women from the years 1890–1940. She found caused the issues they faced, not their role as a woman and mother. In had power and pride in the home, and saw raising children and keepi task, one to which pride could be attached.

In terms of women and the economy in contemporary society, there ha
increase of women in the workplace, which on one hand can be seen as
the public sphere, and they have access to their own income. However,
roles within the home have not necessarily altered to accommodate wo
Many feminists draw attention to how more women in paid employme
of domestic labour. They use the concepts of 'dual burden' and the 'trip
of equalising a woman's responsibility, women now take on more. The
how, in contemporary society, women complete both paid and unpaid
mother comes home from a day at work, and then has to cook the dinn
laundry and look after the children. The term *triple shift* was developed
(1993) who in their research looked at the concept of 'emotion work'. T
emotional work, meaning they are obliged to manage the welfare and ha
family, provide emotional support, empathise and support. Building o
shift, therefore, sees how women are expected to juggle paid employme
emotional labour. This highlights it is not just the physical tasks that m
and me[illegible]or[illegible].

A march of progress for feminists?

Dalla Costa and James are optimistic, however, that this system can be
capitalism and the traditional family structure must be abolished to en
sceptical, and highlights that, because of the physical isolation of dome
the public sphere, it is harder to gain momentum in a transformation. H
wave feminists and their 'the personal is the political' campaigns, as co
challenging this concept.

Oakley argues that society must be rid of gender roles to lead to gende
the housewife, traditional nuclear-family structures and the sexual divi
to lead to a change in ideology away from patriarchy. Her vision is to li
with shared domestic responsibilities, and collective household structu

Lesson 15 Questions

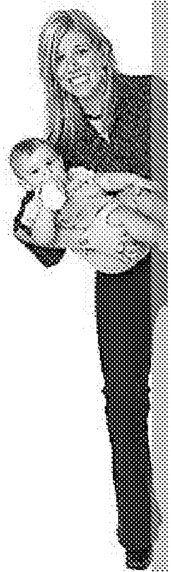
1. Define the concept that Oakley uses to explain how gendered id
2. What does Jacques and Radtke's (2012) study conclude about co
3. Outline a difference between radical and Marxist feminists' und
4. Why are the findings from Roberts (19[illegible]) important to consider
5. What is meant by the 'dual burden'?
6. Metcalf (2009) found that doing domestic labour negatively imp

Exte[illegible]

Disc[illegible]ur initial ideas in partners, and then independently write
questions:

- Will the trend of gender differences in domestic labour conti
  Hint: consider different feminist perspectives, and different f
- How do feminists understand domestic labour?
  Remember to include different types of feminism and differe
- How have gender roles changed in terms of male and female

Lesson 15: Starter Activity Worksheet



Activity:
Look at the above two images. The left image is a 1950s housewife, a
a mother in the early twenty-first century.
In pairs, discuss:

- what each woman's day-to-day life looks like
- whether you would want that life
- the role of the other family members in her family
- similarities between the women
- differences between the women
- how has being a mother changed between these two time fra
- how has being a woman changed between these two time fra

Lesson Plan 16: Parenting roles and non-tra

Lesson Learning Aims

To understand:

- ✓ The way gender identity informs the role of a parent
- ✓ Recent trends and their impact on parenting and domestic labour
- ✓ Non-traditional family approaches to dom[illegible] labour

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Starter

Media [illegible]is:

As a clas[illegible]xplore these two web pages:

http://www.parents.com/parenting/dads/

http://www.parents.com/parenting/moms/

Using content and discursive analysis, identify trends, similarities and representations of motherhood and fatherhood. Link these ideas explic labour.

Encourage the class to also draw on other popular representations, from o

Main

Before reading through the class notes, watch the following trailers for T

http://www.youtube.com/watch?v=PA-wlz5_mR4 – Househusbands (Aust

http://www.youtube.com/watch?v=rAbKBUJ4NRY – Desperate Housewiv

Use these as entry points to discuss motherhood and fatherhood, how the the media representations, differences between how females and males labour and childcare, and how other aspects of gender identity and role

Next, work through the lesson notes and then allow the class to answer *Due to Internet and resource requirements, it m[illegible]re convenient to set t*

Plenary

[illegible]omen becoming 'working mothers' is empowering

Get the students into small groups and on a large piece of paper write responses to this statement, using notes from the last three lessons. Afte the students to move round to another piece of paper and read the othe any that they have missed.

Make sure the students use notes from the 'motherhood' section of thes and functionalist ideas from previous lessons.

Lesson 16: Parenting roles and non-trac

Learning Objectives –
After this lesson you should understand:

- ✓ The way gender identity informs the role of a parent
- ✓ Recent trends and their impact on parenting and domest
- ✓ Non-traditional family approaches to domestic labour

Parenting Roles
Changes in what it means to be a woman or a man, as discussed last les how these affect the ways in which being a mother and father is done, a shape the way domestic labour is carried out.

Fatherhood: Changing roles?
Some sociologists have seen a change in fatherhood, to see a role close concept. For example, it is more common nowadays for a male partner whereas before this was an uncommon practice. Beck, in a late modern fluid and unstable society, people no longer have careers for life. Previ seen as a key signifier for your identity, whereas now men look to their which can remain a constant, to give them purpose and identity. The ri groups such as Fathers 4 Justice is a reflection of men prioritising their father. This group campaigns and lobbies for recognition of fatherhood in divorce and custody cases, arguing that they receive negative stereotyping, and so they want to position themselves as involved parents.

Questions of equal parenting are also particularly relevant to the trend stay-at-home dads. Defined by the ONS as 'economically inactive, look 2012 there were 220,000 men of this status, which is a 30,000 rise since t coincides with a decline of women occupying this status, as can be seen

'Economically inactive, looking after the family/home'	2002
Men	190,000
Women	2.199 million

Despite an increase towards more men taking on domestic labour and in contemporary society it is still dominantly the female that takes on th

The notion of a more [illegible] involved father role can be contrasted to research and policy on paternity rights. Until April 2015 in the UK, a father could have 1 or 2 weeks of paternity leave, and then up to 26 weeks leave if the mother decided to return to work. This is in contrast to the 26 weeks ordinary and 26 weeks additional maternity leave available to mothers. Mothers received 90% of pay for the first 6 weeks they have off, then £138.18 for the following optional 33 weeks. Men received £138.18 a week for any time off they are entitled to. Of this, Smeaton (2006) found that only 50% of fathers took the full 2 weeks available to them, and Thompson (2005) found that only 1 in 5 fathers a follow the birth of their child. However, recent legislation changes have parental leave and pay', which is supposed to have a more equal oppo and care. As it is such a new change, it is not possible to yet assess whe widened the opportunity for a more equal approach to parenting, how concern and consideration for changing gender roles and expectations.

In terms of changing fatherhood, Dermott's (2003) research found that unemployment and labour market changes, as well as increased femal have seen a challenge to the dominant male as breadwinner role. Her r breadwinning was still an important factor in the male and father role, communication and a close relationship to children' was increasingly i This would signal a change in traditional gender roles. However, Derm while the ideas and representation of fathers have altered, this is not su behaviour.

Miller (2011) drew similar conclusions in her research to those of Derm fathers had intentions to break from the traditional gender norms and however under the stress of being a parent, found men fell back into tr tension between wanting to and having the idea to be unconventional, roles, was also found in Henwood and Procter's (2003) research. They i and found that while all the men expressed desire to be an involved pa instead of care, and the process of negotiating fair and equal domestic l achieving.

Motherhood

Meanwhile, the trend of women entering the workplace has impacted t possible to see recent government policy and discourse focus on the no For example, the working family tax credit, Sure Start centres, and the which saw changes in maternity legislation, have contributed to an enc mothers in paid employment. For some, this may be seen as beneficial confined to the role of housewife, and to be in the public sphere. Many economically active as empowering, and meaning they are less likely t their partner.

However, some women still see it as an either/or choice between a care Hewlett (2005) highlights that it is difficult to be successful in the work top female executives in the UK being childless. It is also important to statistics show that the more hours women work in the workplace the l studies such as Brayfield's (1992) research found that even in dual-care as the main provider of domestic labour. As shown in previous lessons heavy responsibility that women must fulfil managing a dual burden o Rapoport and Rapoport (1976) found that working mothers were defin their career.

Domestic labour and gender roles for non-traditional families

It is important to take into account regarding the above studies that the refer to heterosexual couples. Using studies that explore same-sex coupl and their sharing of domestic labour reveals that gender roles do not ha to dictate and define domestic responsibility. For example, Dunne (200 found in her study of 37 cohabiting lesbian couples that they all had sh childcare and domestic responsibilities, which means that sociologists should consider sexuality when looking at gender. It can also be seen a process of negotiation can occur and that an equal and shared division

Another important consideration is to remember that families are not ju about gender roles for women that aren't mothers. Childlessness is inc five women born in 1967 being childless compared to one in nine wom highlights how being a mother is still the primary role for women in so accompanying stereotype of being either desperate or selfish if a woma offers the following reasons for an increase in childlessness:

- Decline in marriage
- Later age of marrying
- Increasing social acceptability of a child-free lifestyle
- Change in attitudes where a cost–benefit analysis of having ch and leisure time potential

While these are based on national statistics and large trends, Gillespie (women who had chosen to be childless to gain understanding. She fou being childless because they are seeing benefits such as increased freed being better off financially, which echo reasons that the ONS put forwa found that an active rejection of motherhood is occurring, whereby hav your sense of self, or that providing childcare is an unwanted burden. T roles are both changing and remaining the same both at once. On one h childless can be seen as a change and break from traditional gender rol women rejecting motherhood on the basis that as a female they have al responsibility, is a reflection that traditional gender roles are still domi

Lesson 16 Questions

1. What is the colloquial term for the group of men that are classifi
   'economically inactive, looking after the family/home'?
2. What legislation and policy changes would suggest the UK is tr
   traditional domestic labour participation?
3. Give reasons to account for a rise in childlessness
4. Are all women subject to doing the majority of domestic labour

Extension Task

A: Research and report:
Use the Internet to research parental leave in the UK and other c
legislation as well as articles that explore differences of rights an
effects on parenting, the child, and the domestic labour bal
policies have.
As a starting point, look up: UK, Norway, USA, Ireland and Bul

Tip: Allocate different countries between groups of you and the
have done the research!

B: Research the campaign group Fathers 4 Justice, and the legislati
Agency. With your findings, discuss in pairs how this shapes ge
domestic labour arrangements.

Lesson Plan 17: Power relationships wi

Lesson Learning Aims

To understand:

- ✓ What the dark side of family life is
- ✓ Debate to what extent gender roles are equal in families
- ✓ How power is defined and exercised and related to the family

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Starter

Trigger warning: content can be sensitive in nature; topics such as domestic v covered.

Open up the topic of today's class through the use of the following videc

http://www.youtube.com/watch?v=RzDr18UYO18
https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_
#t-161115 [0.00- 2.50]
http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_me

Get students to feed back some initial reactions to the videos, particularl perception of the family, power dynamics, and myth-busting common mis

Main

Work through the lesson notes and then allow the class to answer the q
Due to Internet and resource requirements, it may be more convenient to set t

Debate: To do once you have read through the class notes, with the aims lessons and ensuring coverage of bullet point 3 from the specification:

'Relationships in families are equal.'
Split the class into two groups. Assign one group to present 'for' this state Allow time to prepare a short opening speech and recap notes over the debate the statement.

While the students are debating, write on the board the issues and point write these up in their own notes after the debate either as a table or sp

Plenary

Pass the hat:
On individual pieces of paper, write the names of key concepts, words from lessons 13–16. Put all of these slips of paper into a hat. Get the cla must one by one pick a piece of paper out of the hat. They have 30 seco information as they can about the concept that is written on the piece o their chosen concept, they sit down. If they cannot answer on the topic and let someone else talk about it. Students choose who to pass the hat everyone in the circle has sat down.

Lesson 17: Power relationships withi

Learning Objectives –
After this lesson you should understand:

- ✓ What the dark side of family life is
- ✓ The debate of to what extent gender roles are equal in fa
- ✓ How power is defined and exercised and related to the f

Dark side of family life

There is another side to the family and the home that should be conside
consider these aspects, which are negative or often concealed.

Domestic Abuse

Domestic abuse is a serious issue that occurs and is defined by the Home Office as 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

In 2012–2013, the ONS found that 1.2 million women experienced dom
sexually assaulted, as well as 700,000 men being victims of domestic ab
women and 16.3% of men will experience domestic abuse in their lifeti
incidents relating to it is difficult, and Walby highlights that it can be e
including rape, sexual assault, verbal assault and sexual harassment. S
is difficulty in recognising it, both as the victim and an outsider, becau
be more obvious, psychological effects are less known or obvious. This
argues must not be overlooked, with mental effects, such as depression
consequence of domestic abuse, needing recognition.

There is a serious issue of under-reporting of these crimes, not just because they may not be recognised, but some have argued that the following factors can lead to an under-reporting of crime or unwillingness to seek help:

- love
- fear of consequences or outcomes
- victims blaming themselves
- court and criminal proceedings can be traumatising
- historically low conviction rate

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Other issues surrounding gender roles impact dealing with the abuse, f
male is the victim, overarching norms of masculinity can induce shame
prevent men from seeking help or reporting the crime.

Another difficulty in recording and assisting domestic abuse cases is th change. For example, defining what rape is or what domestic violence i through time. For example, it wasn't until 1991 in England that rape wi an offence, or until 2003 that the notion of 'consent' was introduced int

Radical feminists argue that a patriarchal society is to blame for domestic domestic abuse will continue to exist. Others have pointed out that men ca abuse and so they are sceptical of the notion that domestic abuse occurs as

The work of Dobash and Dobash (2004) is useful in outlining current u domestic violence as well as research method implications. They find th and methods that are used, studies regarding domestic violence show domestic abuse is what Dobash and Dobash term as 'symmetrical', mea likely as each other to be a victim or offender. Other studies or statistics trend exists whereby men are more likely than women to be offenders.

One reason for these differences in research may rest on the operationa violence; what counts as domestic violence, what the legal definition i vary across studies, nations and people. Dobash and Dobash argue tha and activists, it is important to clarify the meaning of domestic violence differences in the term. In their own research, in a context of wider soci trends, they interviewed 95 couples to find that more men than women trend. Their research pointed to the need for more research to be done i help better inform policy and understanding. Their findings show that where women are the offenders and men are the victims, the violence c happens less frequently and affects the victims in different ways to wh victim/offender are the other way round.

Child abuse

Another form of abuse within families and the home is child abuse, which is defined as an adult inflicting harm on a child, recognised broadly under the four categories of: physical abuse, sexual abuse, emotional abuse and neglect. In 2012–2013, police recorded 23,000 sex offences against people under the age of 18, and the NSPCC states that 1 in 20 children in the UK have been sexually assaulted, and that on average in the UK at least one child each week is killed 'at the hands of another person'.

Child abuse can come in many forms, such as bullying, domestic abuse, neglect, sexual abuse and online abuse, and similarly to domesti reporting of this type of crime and a difficulty in finding cases and inte NSPCC outlines the following reasons as to why there are issues with u

- Feeling that there is no one there that can support
- [illegible] of the situation
- Fear of vulnerability or consequences
- Their data showed boys to be less forthcoming than girls, with helplines or to talk to their friends
- Children in care are less likely to tell someone than a child in a hou
- Age – some are too young to report it themselves and so it relie

Therefore, while the family is often assessed in terms of its function or power relations, it is important to consider internal family dynamics a home for many.

Power relationships

Men as dominant

Feminists draw attention to the way in which men have control of the f seen in various forms, such as decision-making. Edgell (1980) found th decisions in the home, for example around finances, and while women about trivial or less important things such as decoration, which was als (1997) study which found wives had a subordinate voice in decision-m having the role as the breadwinner. Having the ability to make and enf therefore, seen as being in a position of power and influence. This can a control of the family; Pahl (1989) found that even within couples who w was shared, it was mostly men that controlled how the money was spe suggested factors that contribute to how or why this happens:

- Men are more likely to have higher earnings, and there is often and authority/[illegible]
- Dominant forms of masculinity, whereby men are seen to be the
- [illegible] forms of femininity mean that often women are socialis

The feminist Allan (1985) argues that patriarchal norms and structures me power and women are subordinated and unquestioning of their position. challenged by the existence of other feminist work and activism, as femini in society have occurred that have meant not all women are passive house prominent in both the public and private sphere, although it may be deba

What is power?

Power can be understood in various ways depending on its context and of power will be understood to give insight into power relationships w Lukes (1974) understands power in three dimensions, or what he calls dimensions will be examined in relation to the family below:

1. First face of power: decision-making
   This is a level of power exercised through the ability of some to in a decision and achieve it. It is important to consider which decisi achieves this. As outlined above, in the family, feminist research make some decisions, they are for minor or insignificant things, w decisions regarding the important or significant things such as bu to buy.

2. Second face of power: non-decision-making (agenda setting)
   This refers to the next layer of power, which can be understood a choice, when the reality is that the person with the power has set already. It involves the capacity to set the agenda which may inv conversations and may also contain the power to stop certain actio

To understand this dimension of power, imagine the relationship betw parents and children. In the evening if a parent asks a child whether th bath before or after dinner, is this a case of the first face of power, the a choose an outcome and make a decision? This example is better unders the second face of power, because the parent has set the agenda that th will be having a bath, and by asking the question of when, it gives an il choice in the matter. While the child has been given a degree of power the time, the outcome of the child having a bath is achieved not throug discussion or decision but because the agenda is already set.

3. Third face of power: shaping desires
   This dimension explains how some groups or individuals obta
   two faces of power. It refers to how a group or individual man
   desires. It means that people do not just accept outcomes, but t
   results or actions. The way this face of power is carried out, fo
   example by use of ideology, means that these outcomes are de
   even if they are harmful to the individual. For example, femin
   would employ the understanding of Lukes' third face of powe
   the concept of patriarchy to explain why women who are
   subordinated in a housewife role not only fulfil the role, but ar
   unquestioning of it and actively desire it. This face of power is
   subtle than the others and due to its underlying nature can be
   to trace.

Finally, [illegible] of Westergaard and Resler (1976) and their conceptio
underst[illegible] power dynamics and relationships. While their work focus
in society, it can be applied to class, ethnicity, gender or sexuality unde
argue that 'power is only visible through its consequences', meaning th
or motivations to gauge power, and instead must measure the outcome
there is an increasing amount of legislation to improve the lives of the p
reality this is an illusion and the lived existence of these people is no be
entrenched gap between the rich and the poor. This is a useful approac
As you have seen from previous lessons, many laws and policies are ai
within recent decades. They have particularly focused on facilitating an
focus on changing the role of women. However, it is questionable to wh
traditional nuclear family have occurred, and whether a change in law
and actual lives.

Lesson 17 Questions

1. What is meant by the term the 'dark side' of family life?
2. Why do feminists think men have more power in family and co
3. What are the three faces of power according to Lukes?
4. According to Westergaard and Resler 'power is only visible thr
   does this mean?

Extension Task

Research task: Using the Internet and other sources

A: Define the following words and concepts:
Sexual violence, rape, consent, FGM, trafficking, domestic abuse

Once you have these definitions, compare your findings in smal
Is there one definition? If not, why? Did you come across differenc
have these definitions changed over time? What is the importan

B: Summarise the relevance and impact of the following legislatio
Sexual Offences Act 2003
Protection of Freedom Acts 2012
Anti-Social Behaviour, Crime and Policing Act 2014
Female Genital Mutilation Act 2005

Suggested websites to use:
https://www.gov.uk/domestic-violence-and-abuse
http://www.womensaid.org.uk/
http://www.rapecrisis.org.uk/
http://www.legislation.gov.uk/
http://www.nspcc.org.uk/Inform

Lesson Plan 18: Childhood – social constructionism a

Lesson Learning Aims

To understand:

- ✓ Social constructionism and its use in the definition of childhood
- ✓ Historical concepts and changes to childhood
- ✓ Legislative and policy influences to childhood

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Starter

Policymakers
Get the class into small groups to discuss the task, then feed back each
conclusions.

- **Task:** Tell the class that a very important law is going to be intr going to be applied to all children. Their task is to define and ex
- **Feedback:** get students to consider social and biological aspects decision.
- **Further question:** Is your answer different if it was a law that is world?

Main

Work through the lesson notes and then allow the class to answer the q

When going through the historical changes section, play each of these v through the relevant section:

- Pre-Industrial: ***http://www.youtube.com/watch?v=Bb6XZEaH***
- Industrial: ***http://www.youtube.com/watch?v=87eVOpbcoVo*** [
- Modern: ***https://www.youtube.com/watch?v=dzt7oCFN3ek***

Activity:
Split the class into three groups and assign them an era. Get them to cre childhood and wider society in this time. Encourage ideas such as a role p

The timeline of legislation chart acts as a good springboard for discu understanding of why the legislation came about, what impact it had, l life course.

Plenary

Complete '**Lesson 18: Plenary Activity Worksheet**' and have students 'social construction' or 'biological' column.

Lesson 18: Childhood – Social constructionism and

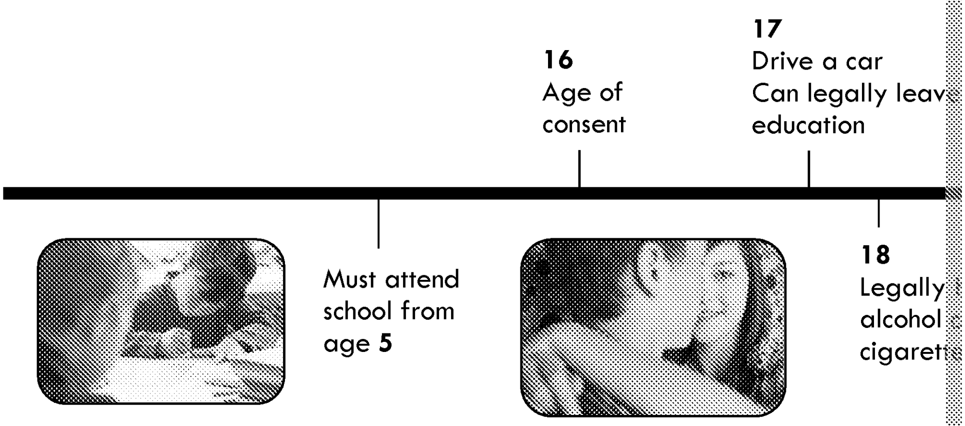
Learning Objectives –
After this lesson you should understand:

- ✓ Social constructionism and its use in the definition of chi
- ✓ Historical concepts and changes to childhood
- ✓ Legislative and policy influences to childhood

Childhood as a social construct
What does it mean to be a child? It is not possible to give an exact or un there is no single law that defines what a child is or what age or charac This means that rather than childhood being an inevitable or *biological* s is a *social construction*.

By establishing norms, values and beliefs, a dominant construction of w Various factors, ideas, groups and individuals impact the shaping of th government, legislation, ideologies and policymakers.

The UN defines a child as 'every human being below the age of eightee applicable to the child, majority is attained earlier' (Article 1, Conventio 1989). While this in part shapes our understanding of what a child is, th influences relevant to the UK that impact the perception of childhood:



Can you say that one of the above points marks the beginning, or cut-off introduction to adulthood? How do you consider ages 12–19; are you a Many highlight that being a teenager should now be considered as ano ageing is a biological process, there are no exact or right answers for th changing nature of the concept of childhood supports the idea that it is

Wagg (1992) argues that childhood is a social construction because the that is applicable to all people in all contexts. There is no universal exp a childhood and, therefore, the term must be seen as a social construct: places and people.

Historical approach to childhood

Social constructions are relevant to the time and place they are constru
times of childhood will be explored in relation to wider society shifts a
meaning:

Pre-Industrial (Pre-1760)

Aries (1960), using a historical approach to understanding different age
era was characterised by:

- Being no different to an adult. Everyone worked on the land an of any age were expected to work, do the same jobs and treated What we know of as 'children' now were seen as 'mini-adults' i
- Work was a central part of life, there was little leisure time and contribute to the labour
- High infant-mortality rates meant children were not assumed to status a [illegible]

Industrial (1760–1950/60s)

With the Industrial Revolution, the lives and status of children underw
structural conditions of wider society:

- Children still worked but not on the land, they now worked in f
- Laws gradually emerged to differentiate children from adults a
- Children were treated differently to adults, they were seen in ne protecting
- Differences in class affected childhood. It was largely a middle- the removal of children working and the increased importance

Modern (1960–present)

Contemporary understanding of childhood revolves around the follow

- Child-centred culture: childhood is a distinct stage of life that is
- Schooling is compulsory from ages 5–17
- Childhood is specialised: services such as paediatrics, social wo as well as products and markets are now distinguished from ot distinctly for children. For example, toys, TV, media, foods, law
- Pilcher (1995) argues that modern childhood is marked separate adulthood and, therefore, a distinct part of the life course. This the differences of rights and responsibilities of children, or by th just for children or adults.
- Teenagers: another distinct category defined by age has emerge separate group, and usually refer to the time and space between to the creation of childhood, teenagers or 'young people' also ha services

The reasons for the above changes are explored in the diagram below.
conceptions and forms do not occur in isolation but instead are related

Medical and public health *advances* – a lower
mortality rate meant that children began to b
and receive more investment

An increase not only in rights but *responsibilities* of [illegible] child [illegible] seen to have certain re[illegible] previously not considered suitable for a child. For example, the UK government has proposed to make it the norm to allow children from the age of 10 to participate in family court hearings.

Reasons for changes in childhood

Increase in *legal recognition* – An increase in the protection of children, and a concern to act on both the familial and state level in the best interest of the child.
Age restrictions have meant the state defines behaviour and activities.

Labour market – structural changes to *industry* and the workplace have altered the need for workers in the economy as well as the type of work being done

Legislation and policy has changed over time, but continued to impact
constructions of childhood. The timeline below explores key influences
and experienced.

1870 Education Act
Introduced compulsory schooling
for 5–13 year olds

Educ
Introd
for a
age o

Education Reform Act 1[illegible]
Introduced the national curriculum
and SATs, marketisation of education and
introduced OFSTED to regulate
schools

Child
Outli
care
safeg
childr

UN Convention of the Rights of the Child 1989. UK ratified in 1991.
International policy that sought to universalise rights and responsibilities for children. Included items such as: children to be equal regardless of their background, the right to an identity, right to thought and religion, protection of harm, access to education.

Child
Duties
childre
the pa

Sexual Offences Act 2003
Defined the age of consent at 16
years old regardless of gender or
sexual orientation

Lesson 18 Questions

1. Explain the term 'social construction' in relation to childhood.
2. How does the introduction of schooling impact childhood?
3. Why do advances in health and medicine contribute to creating
4. What are some important legislative changes that impacted chi

Extension Task

Match the pieces of legislation from the timeline to the era that it oc
industrial, modern)

Lesson 18: Plenary Activity Worksheet

Cut out the statements and stick them under the heading they provide

In the UK, the legal consent age for sex is 16.	In Judaism, at 13 mitzvah and at 1 mitzvah to show they are treated a
In some Latin American cultures, a girl has a Quinceañera aged 15 to mark her entry into adulthood.	The UN has glob states a child is a
Everyone goes through biological changes and stages such as puberty, menstruation, growth spurts.	The youngest rec female from Peru old.
Some babies who are born with foetal alcohol syndrome can remain permanently in the state of childhood, despite their age.	Although there a and different law Western world th accepted as 18.
Psychologists have identified distinct functions and development stages that occur during childhood.	A rare disorder e bodily at four tin years old the suff health of a 40 yea

Social	

Lesson Plan 19: Contemporary c

Lesson Learning Aims

To understand:
- ✓ How sociologists understand childhood today
- ✓ The debate between whether childhood has improved or can be detrimental
- ✓ Differences of childhood across social groups and contexts

You Will N

- ☐ Lesson
- ☐ Lesson the bac
- ☐ Interne
- ☐ Lesson
- ☐ Lesson
- ☐ Student

Starter

True/False Quiz
Get the students to fill in the 'Lesson 19: Starter Activity Worksheet' by r statements. Ask students to compare their answers and get them to discus more ticks in the true column, the more child-centred that family is.

Have students consider whether the answers would be different if someo would be different, how? Consider other ages and social background (e.

Main

Work through the lesson notes and then allow the class to answer the q

The following videos may aid discussion and understanding:
- ***http://www.youtube.com/watch?v=Wd36qxXVePU – [1.11-3.53]*** Docu
- ***http://www.youtube.com/watch?v=yfKJ8Mof6lU –*** International Labo informational video on child labourers
- ***http://www.youtube.com/watch?v=ukGi1uS57H4 –*** *NY Times* short re
- ***http://www.youtube.com/watch?v=a7BFZqQ4ruA*** – *Fish Tank* movie t childhood, class inequalities and Postman's disappearance of childho
- ***http://www.youtube.com/watch?v=T0DUiAwATgg*** – *Supernanny* clip adult authority is not recognised
- ***http://www.youtube.com/watch?v=S8YJA_BOUdM*** [0.00–1.55] – Clip To illustrate authority, child-parent relationships, and contemporary y

To contrast eras of childhood and to illustrate Postman's disappearance of chil
- ***http://www.youtube.com/watch?v=UnOKGto-fuo*** – *Famous Five* clip
- ***http://www.youtube.com/watch?v=dad4-gQfhMs*** – *Thirteen* movie tra

Activity: Split the class into small groups. Complete the task then feed b

The task is to create an essay plan for the following question:
'Explain changes in the status of children and experience of childhood withi include information from this and the previous lesson.

Things to include: historical changes (industrial and modern era), child-ce globalisation, toxic childhood, health and medical advancements, povert commercialisation, sexualisation of childhood, family diversity, class/gen of education, children as consumers, leisure time

Plenary

Fill in the table on the '**Lesson 19: Plenary Activity Worksheet**' to categ childhood. Add ideas from class notes and discussions, and try to inclu

Be sure to include as many ideas and as much detail as possible, this ta structure and revision guide!

Lesson 19: Contemporary chil

Learning Objectives –
After this lesson you should understand:

✓ How sociologists understand childhood today
✓ Differences of childhood across social groups and contex

Child-centred society
Childhood today is often described as *child-centred*. This term refers to t as rising since the 1950s, whereby society has becoming increasingly or youth. As outlined in the previous lesson, this can be seen by factors su definition and recognition, and distinct specialisms such as in governm such as paediatrics, or products such as TV shows.

In earlier work, Cunningham (1976) argues that contemporary parenting revolves around the following three factors: protecting children from adult life, keeping adult and child lives separate, and giving children the right to happiness. These are all done to prioritise childhood in the life of the family and wider society. Not just parents, but the state also has functions and roles that are orientated to putting children first in social consideration. For example, the following all reflect a state's involvement and concern for childhood:

- Compulsory education provides the role of secondary socialis
- Child benefits and family tax credits shows the state's commit
- Governmental departments such as the Department for Educa
- Legislation, e.g. 2004 Children Act which sets guidelines and s

Whichever political or sociological stance you are coming from, the sta with the childhood and the family. For example, New Right policies are 'right' way to raise a child, such as with a nuclear family, while New La supporting families and equalising chances.

So in some ways, it would appear that compared to Victorian Britain, w mines, children of today are very privileged. Children are now importa and society, and both the law and social institutions such as education children. This is supported by Gershuny's (2000) findings, which stated common for both parents to now work, this has not seen a detraction fr his research found that the amount of time parents spend playing with them has increased four times as much. A march of progress stance wo such as this and argue that childhood is a healthy and beneficial time o improving and progressing.

Against a child-centred society
Some are critical of a child-centred society because they see it as having
parents or the state, and their ideas can be seen in opposition to a marc
notions see child-centredness and childhood in contemporary society a

Nanny State
Some argue that a *nanny state* has formed, meaning that there is too mu
legislation. They see these state actions as interferences in family life, a
must be legislatively cared for and supervised by the state is criticised.
depends on the type of government that is in power at the time, as it ca
government creates policies and campaigns around children and famili
Support Agency, New Labour enforces its principles and views this as
helps single parents and alternative family forms. Meanwhile, the Cons
phased that body out and replaced it with the Child Maintenance Servi
make arrangements regarding their children without state assistance.

Toxic Childhood
Sue Palmer (2007) argues that children in contemporary society are suffering. She sees the expansion of technology and wealth leading to the trend that sees parents using things such as TV, games and the Internet to educate their children. Along with junk food and the sources of media available, Palmer argues this is harming children. She examples how previously reading would have been a form of entertainment, however, now children are using technology and playing games, which Palmer attributes to negatively impacting their
attention span, which in turn affects their educational performance. He
the contemporary parenting practices and the way in which childhood

Commodification of Childhood
Pugh's (2009) research found that for a child to feel like they belong in
needed to have certain experiences and certain products; for example,
iPhone. The *commodification* refers to making childhood itself into a co
buy, experience and consume. She found that parents had two respons
neither of them is positive. A parent can either give in to consumer cult
or the alternative is to deny the goods to the child, and then bear the bu
to fully participate in dominant societal cultures. Pugh found that irres
participated in this culture of commodification, and even if they strugg
aspect as important to fulfil, which reflects the extent of its dominance.

Children as consumers
The aspect of having children as a new market is heavily criticised by M
consumers are dangerous [illegible] to continue capitalism to continue
markets. Bocock (1993) has expressed particular concern at the position
encourages an internalisation *of consumer ideologies* from an early age. H
are particularly influenced by the media and advertising, so it is harmf
central position where they have consumer capabilities.

Concern for authority
Cunningham's more recent work (1995) found that adult authority was
diminishing in the face of child-centred culture. He argues that power
an emotional and economic sense, and children as actors within the fa
This can be witnessed, for example, by spoilt children who not only ca
but also an emotional strain.

However, many other sociologists argue that the concern in authority a family and regarding childhood lies in the opposite way to Cunningha adults place controls, expectations and boundaries on children, and wi in society, these continue to expand and increase in pressure. For exam time, space, food and behaviour are set and enforced by parents. Gittin this line of concern, and argues that children are oppressed under an *ag* there is a relationship of adult domination to child dependency, which relations. She notes two responses from children to this power dynami children swearing and smoking to appear older, or 'acting down' whic throwing tantrums.

From a Marxist perspective, Feeley (1972) argues that adults and famili particularly husbands and fathers [illegible] children into consumers and w She argues that a power imbalance between generations means that chil have passivity and complicity instilled in them from a young age, and t prepare children for capitalist control in wider society.

Disappearance of Childhood

The notion that childhood is increasingly central and important to families and society is contended by Postman (1982). In his work he discusses the notion that childhood is disappearing, meaning that children are losing their innocence and there is a social blurring occurring whereby there is no clear distinction between adulthood and childhood. He examples this in a variety of ways, such as how children are now dressing, talking and behaving like adults. This is evi underage drinking and smoking, clothing and the media. TV in particu shows a rise in the dominance of uncensored visual culture, which mea they would not have previously seen until adulthood. Topics that child previously would not have to deal with are include sex, war and suffer leading to an early and undesirable level of maturity.

In response to this argument, Lee (2001) writes that childhood is not di children are exposed to more and increasingly seen as adult consumers end of the day have the capacity to pay or not. It is for this reason that c paradoxical situation, whereby they are dependent and independent at

Dark Side of Childhood

Some would be cautious of claiming that childhood has disappeared, h done to children are important and real and should not be obscured. Ch 16, is a true reality for some and in recent years has received more atten example, the NSPCC received a [illegible] increase in contact to their helplin year, and many [illegible] cases have been in the news. Another to the Department for Work and Pensions, in 2011–2012 there were 3.5 in the UK which is 27% of all children in the population. Other problem as bullying, traumatic events such as family breakdown, and experienc or experiences that impact children and should not be sidelined.

Differential experiences in childhood and inequalities

It is also important to recognise that the social group of children encom
similar in age, but can differ in a wide range of other characteristics.

Gender

In terms of gender, often gender socialisation occurs and so children ex
depending on their sex. It is often found that boys are given more freed
be supervised more. Studies such as Willis (1981) and Cohen (1955) loo
experience of subcultures in young males. They found that boys engage
subcultures because they could form their own values and organise the
outside of mainstream forms and expectations.

However, McRobbie and Garber ([illegible]) carried out research and develo
of subcultures among girls. They were critical of existing research that
girls still participated in their own subcultures, but in different ways to
girls were engaging in their own 'bedroom culture'; while boys spent ti
girls spent more of their youth in their bedrooms. McRobbie and Garbe
consists of aspects such as experimenting in expression of identity and
and gossiping. Due to females being judged and labelled according to t
young girls, as were the older generations, are found more often within
public sphere, and for young girls this means the bedroom. McRobbie a
in showing a gendered experience of childhood, as well as highlighting
research was white male-centric that looked at public space, and their v
girls that were not visible in the public sphere as well as the biased nat

Social Class

Social class, and differences in economic, cultural or social capital can s
experience of childhood. Kohn (1963) argued that educational, cultural
and parents shaped the environment children grow up in, which affect
For example, as Livesey (2014) also explores, middle-class families are
working class families, and they have the economic capital to be able to
experiences for children, which may advantage them.

Hecht's (1998) study of Brazilian children who live on the street is usef
class aspects which can make differences to childhood and the status of
wider society. Although his study was of children in Brazil, it is possib
out in subtler ways in contemporary society of different cultures. The d
children have a different role and status depending on economic positi

Children from poor families → a nurtur***ing*** role → They contribute and are key to keeping family life going. For example, children may be providing childcare for others such as siblings, or they may be obliged to be in paid labour.

Child

Actors arou
after them
For e
children's

Ethnicity

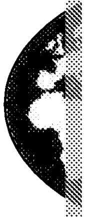
Different places, cultures and ethnicities will bring forward a diversity
childrearing and experience of childhood. Katz's (2004) research is inte
ethnicity can impact a child's sense of space and freedom. The research
communities were not spatially restricted, and the children could explo
outside. This is in contrast to white Western communities which often
example, by drawing boundaries in space, such as children are allowed
the end of the street. Livesey (2014) supports this point by highlighting
may shape the experience of childhood as norms and values may vary.
expectations, rules regarding hair/piercings/clothes and views on what
vary and it shows that childhood is culturally and socially defined.

Health and disability

Moreover, experience of health and disability, and access to health care
and individuals. In the UK, the Mental Health Foundation has found th
mental [illegible] which can affect their education and experience of childh
methods [illegible] difficult to get exact information, but 2010 statistics find t
population suffer from a disability. In relation to the family, disabled c
parents that separate, and other implications of experience of childhoo
physical or medical sense, but also in consequences such as being more
and experiencing obstacles to participating in education and leisure act

Shah (2013) found that disabled children's experience of childhood wa
and teachers offered support and a place of inclusion, and the relations
children's lives. However, for others, exclusion and isolation were felt
schools, and this impacted their experience of childhood in a negative a
important to recognise the diversity and plurality of experiences across
by differences in aspects of identity.

Childhood in a global context



As well as inequalities within the UK, differences in childhood occur significantly on a global scale, and the contrasts are most significant and stark when comparing the **majority** and **minority world**. Both sociologists and non-governmental organisations have produced information on these topics, and serve to particularly re-enforce the notion that childhood is a social construct. Some would argue childhood is a Western construct, whereb
the globalisation of Western childhood has [illegible] so that standards
globe. This may be a good thing or [illegible], such as the outcome of th
of the Child, which seeks to ensure basic standards, rights and equaliti
other hand it can be understood as having imposed certain standards a
of nece[illegible] out of consumer living and superior knowledge idea
thought [illegible] local customs, traditions and knowledge.

Townsend et al. (2003) draw attention to the following facts to highligh
children across the globe; in their study of 46 developing countries, the

- 646 million children are living in **absolute poverty**
- 134 million 7–18 year olds have never been to school
- 375 million children are using unsafe drinking water which ca

Other facts which relate to the status of children in other parts of the w
NGOs, who campaign to change the existence of issues such as:

- The World Health Organisation states that diarrhoea kills 760,
each year. This, combined with the fact that every day 3,000 pe
people three out of four of them are children, draws attention
health advances, particularly for children who are disproporti
- UNICEF and the organisation War Child found that there are
soldiers in the world today. Child soldiers may be used by bot
and may be in both a voluntary and involuntary capacity. It is
consistent, it is generally understood that the **age of majority** i
age for the UK army is 16, which raises questions of the defini
- UNICEF are also concerned about **child labourers**, and state th
million child labourers currently in the world, with 70% of the
conditi

Majority Wor
that are in
the category
the world

Minority Wor
richest 20% o

Child Labour
working, usua

Absolute Pov
applied to in
necessities th
sustain, defin
food and wa

Age of Majo
legally defin

Therefore a child's life in one of these countries or situations is a different sort of concern to that of watching too much TV that Palmer sets outs in her 'Toxic Childhood' research. It is important to be aware that when referring to 'childhood', or the life of a child, it does not have a universal application and the context must be considered.

Lesson 19 Questions

1. Define what is meant by a child-centred society.
2. In list form, give some concerns with a child-centred society.
3. What is meant by the dark side of the family?
4. What is Postman's concern with childhood?
5. What does a child liberationist say about children in contempor

Extension Task

Read the following articles and resources and add anything relevant
When reading them, remember to read with a sociologically critical
the source is displaying, what motivation the author has, what the i
what sociological theories and perspectives would say on this informa

http://www.telegraph.co.uk/news/celebritynews/6931304/Kirsty-Yo
child-centric-society-with-too-many-pushy-parents.html
http://www.theguardian.com/lifeandstyle/2010/feb/07/parents-advis
http://www.huffingtonpost.com/judith-s-beck-phd/child-centered-f
https://www.gov.uk/government/uploads/system/uploads/attachme
view.pdf

Lesson 19: Starter Activity Worksheet

How child-centred is your family?

	T
When deciding what to eat for dinner, your choice will normally win against your parents	
If you had an activity after school that you needed a parent to take you to, but they also had an arrangement, your parent would rearrange their plans	
If you finish school and don't get a job or go to university, you will be able to continue living in the family home	
When choosing where to go on holiday, the decision often revolves around what you want to do while you're away	
You would prefer to be a child now than in the Victorian era	
You are not in employment during school term time	
Your parents make sure you have lunch to take to school	
You have read magazines or websites that are specifically designed for teenagers	

Lesson 19: Plenary Activity Worksheet

Fill in the table below using ideas from class notes and discussions.

March of Progress stance / Contemporary childhood is an improvement for children	**Child-centred society does not exist**

Lesson Plan 20: Demographic c

Lesson Learning Aims

To understand:

- ✓ Identify key demographic trends in the UK over the last 100 years
- ✓ The impact of these trends on society and the family
- ✓ An ageing population and its impacts on ...ts

You W

- ☐ Le
- ☐ Le (fr
- ☐ Le Sp
- ☐ Stu (op

Starter

A: Tre... diction game: Get students to predict the demographic tr notes. Suggested layout below, can do as an activity in books or as

B: Use the '**Lesson 20: Starter Activity Springboard**' to look at the im engage in a discussion about age as a social construct and the emer population.

Main

Work through the lesson notes and then allow the class to answer the q *and resource requirements, it may be more convenient to set the extension task*

When working through the trends table, get students to look back at th activity; did they guess right, do any come of a surprise? Why?

Debate: To do once you have read through the class notes

'The 65+ are a burden to society.'
Split the class into two groups. Assign one group to present 'for' this state Allow them time to prepare a short opening speech and recap notes. Ge statement. While the students are debating, either you or a volunteer to issues and points covered.

After the debate also try to engage students outside of their assigned st they feel about the statement ... wh... side they fall on.

Plenary

To consolidate learning and ensure the activities are useful for revision discussed in the debate in their own notes or as a table or spider diagra

Suggested layout of starter activity:

Trend	Increase or De
Population	
Total Fertility Rate	
Live Births	
Life Expectancy	
Births to Unmarried Couples	
Infant Mortality Rate	
Death Rate	
Actual Deaths	

Lesson 20: Demographic Cha

Learning Objectives –
After this lesson you should understand:

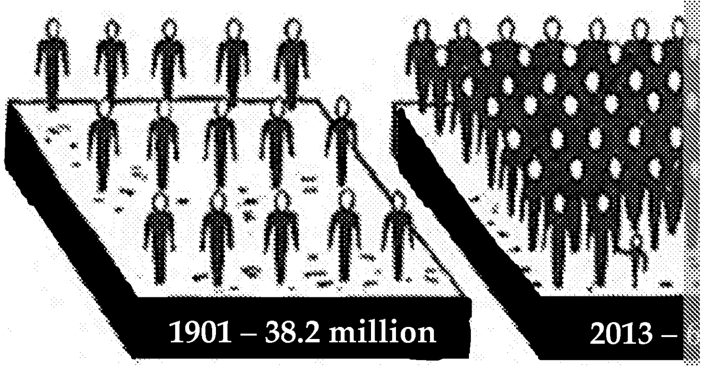
- ✓ Identify key demographic trends in the UK over the last
- ✓ The impact of these trends on society and the family
- ✓ An ageing population and its impacts

Demographic Trends

Births, Deaths, Family Size and Life Expectan

A *demographic trend* means a pattern in social life that can be understoo
statistics. One example of a demographic trend is the concern with the
shows the changes in the number of people living in the UK:

Population of the UK



The table below looks at a variety of key demographic trends that have

Factor	Definition	Key Statistics
Population	All people living in a defined space	1901 – 38.2 million 2013 – 64 million
Total Fertility Rate	The rate of child-bearing, measured as the average number of children born to a woman in her lifetime	1900 – 3.5 children 1997 – 1.7 2012 – 1.94
Live Births	The number of actual births	1901 – 1,093,000 1938 – 621,204 2012 – 729,674
Life Expectancy	The average number of years a person can expect to live	1901 – males: 45, females: 49 1914 – males: 52, females: 55 1918 – males: 44, females: 50 2014 – males: 78.7, females: 82.6 One-third of babies born in 2013 are expected to live to 100 years

Factor	Definition	Key Statistics
Births to unmarried couples	Children born to couples that are not married	1938 – 4.2% of births 2013 – 47.4%
Infant mortality rate	The number of children that die before the age of one, per 1,000	1900 – 140 1930 – 63 2013 – 4.5
Death rate	Number of deaths per 1,000 a year	1901 – 18.4 2011 – 8.8
Actual deaths	The number of people that died in that year	1901 – 632,000 2013 – 506,790

However, it is the [illegible] sociologists and social scientists to understand
they [illegible] and what effect they have.

The average family size has decreased and women are having less chil
contributed to this trend:

- Infant mortality rate changes – Previously, it was common to ha because it was uncertain how many would survive; however, n mortality rate, it is more likely a child will survive.
- Contraception – The availability, accessibility and social percep meant that accidental pregnancies are lower, and it gives famili
- Child-centred culture – Children can be seen as a burden, both e The rising cost of having a child can postpone or prevent peopl Liverpool Victoria Building Society in 2006 estimated that the a £180,000.
- While family sizes are smaller, it is also worth noting that the st trend that women are still having children, just at a later age. Th relates to women having more freedom in choice, as well as bei more career- than family-orientated.
- Changing norms and social attitudes to women being single or childless.

Another notable change is that life expectancy has risen, and mortality can be attributed to the broad categories of changes in work, health and detail below:

Work
- Better and safer working *conditions*
- Change in work *environments*. Shift from production and manufacturing industries to office jobs.
- Less labour and physical work and more service-industry orientated work means a change in injuries and health risks. This does not necessarily mean a complete decline in work-related health issues, however, as evidenced by stress-related illnesses.

Welfare
- The introduction of th care free and accessib
- '*Nanny state*'- govern campaigns have been campaigned against. S information distributior invasion of personal ch smoking ban or campa and veg intake are ex intervention on health.
- Government provisio alter in response to inc

Health
- Advances in *medicine*. For example, in 1800 tuberculosis killed aroun 440 in 1997.
- Increased *awareness* and health *education*. More knowledge and the people can prevent and cure quicker and better.
- Availability of *care* and the NHS meant everyone could receive expe vaccinations in schools ensure a standardised level of health and disea
- Public *hygiene*. The sewage system, clean water and technologies suc health and hygiene of the public
- Nutrition. Refrigerators, expert knowledge and government campaig understand our bodies and food. While food availability has increase if the quality has, with obesity affecting nearly two-thirds of adults in t

An increasing population

In 1955, McKeown published a theory which has had great impact on t an increase in the population size was mediated by economic and socia scientific advances. The diagram below explores the reasons that led to

There is a rise in the population. This has occurred in light of a decline in mortality.

The rise and decline have happened in the context of changing economic and social conditions brought by the Industrial Revolution.

These co living sta have shif doctor, e smoking. personal improvec These asp economy

These social and economic aspects are intertwined in terms of their exi mortality and rising populations. While McKeown argued that the soci he does acknowledge, but doesn't significantly attribute, aspects such a medicine to these demographic social trends. The popular discourse at in health, medicine and science as responsible for changes in the popul thesis, the dominant notion is that economic and social changes brough

Despite this, the thesis is criticised. Some argue that the role of medicin heavily undermined, and that these changes alone do have a large imp made and accessed can save many lives. Others question the use of a ri explanation for these demographic trends, highlighting that these chan across the board, and that they have played out in various ways and to places and people. Moreover, they argue that the term should be unpac compromise living standards should be explored.

An ageing population

The UK has an ageing population, which means that the median age of 65+ age bracket is increasing in comparison to the 16–24 group. With ar advancement in medicine and health, this is hardly a surprising trend. aged 65 and over, with 3 million of these being 80 years or older, which million 16–24 year olds. From a UK total population of just over 64 mill million people in the 65 and over age category. However this number i 2050. What effect will this have on society, the rest of the population, ar

Ageing population as a burden

For many, the trend of more 65+ people than younger people is alarming. draw attention to the **dependency ratio** to express concern. This suggests in retirement burden those who are working and paying taxes. This is bec older age group use public services more than any other group; for examp 2007/08 retired households used an average value of £5,200 of NHS servic compared to £2,800 of non-retired households. Not just in health care, but such as social housing or transport, there are many ways in which public s provide for the elderly, and the concern is that money is spent on looking age group which does not contribute to these funds at that particular time

This poses numerous issues for policymakers as well as concerns of how to spend and budget public funding. Hirsch (2005) argues that with an ageing population, we must pay more into pension schemes, increase the retirement age and make a shift in housing whereby retirement houses are made smaller. The think tank Policy Exchange have found that 11 million people in the UK are at risk of entering a 'pension poverty', and so call for more policy to encourage personal and private savings for retirement, outside of state provisions. Many ar experiencing or will experience a *'pension crisis'*, which has seen the reti 2010 coalition government, being set for men and women at 65 in 2018,

Cowgill and Holmes (1972) examine the change that perceptions and ex from modernisation. They argue there has been a shift in the way that t their relationship to society. The following are aspects which have cont account for why some believe the elderly population are a burden:

- Increase in health and medicine technologies mean that peopl
- Expansion of technology has meant that new jobs have been cr changed, which for some older people has eclipsed their oppo
- Changes in family structure have seen that the elderly are now urbanisation and an increase in city living, there has been an o beanpole families when comparing pre-industrial society to co that elderly people must outsource their care needs that were for by the family.

Against the discourse of age as a burden

However, is it fair to conceptualise the 65+ cohort simply as burdens to
through the concept of childhood, age can be seen as a social constructi
age economically inactive, reliant on the state, and behaving to a boring

Firstly, it is important to consider not all those over the age of 65 are re
economic purposes, or for others because of an enjoyment and satisfact
recognise that being aged over 65 will have different lived experiences
Moreover, some highlight that the over 65s can be conceptualised as an
valuable volunteers and coordinators for things such as charities and p
social group may also be considered as useful contributors to society as
and information which is necessary to continue histories, traditions and

Others criticise the claim that modernisation changes have detrimenta
and highlight that not all elderly people are technologically illiterate. In
been designed to describe the growing bracket of the over 60s age gro
In the UK it is claimed that this group of people use the Internet more

In light of arguments that claim the elderly population are a burden, Pe
which the elderly should be acknowledged in social policy, social resea
interesting aspects which they draw particular attention to is the topic o
highlight that migrants that moved to Europe after World War II receiv
in low-paid jobs. Now that this generation of migrants have aged, Peac
cleavages of disadvantage this social group is open to. For example, the
economic disadvantage or language barriers which have particular rep
their work also highlights that for some elderly people, migration is a s
whereby financially well-off retirees may move to warmer climates.

Secondly, Peace et al. draw attention to the importance of recognising a
phenomenon, which is to be understood as the discrimination of peopl
implicit and subtle so it is hard to detect. The job market is an example
whereby certain jobs are not given to the elder age bracket of people. H
experienced in all aspects of life such as in educational institutions or le
the cultural feature of our society which means we have a fear of agein
stereotypes against the elder population. Following from this, Peace et
making an age-inclusive society, and recommend that this is started by
the multiple discriminations that people may experience.

Impact on family diversity

With a rise in the older population, both beanpole and extended familie
family structure. In [illegible] in the U.K, 7% of the 65+ group provided 1–19
50+ hours. This data shows that the elderly are providing care, not just
beanpole and extended family networks, a *reciprocity of care* arrangeme
the younger section of the elderly, usually the 65–80, provide childcare,
career families, in return for care when they are elderly and need assist

Lesson 20 Questions

1. Give reasons for women having less children today than in the p
2. How have changes in the labour market affected the population
3. What is an ageing population?
4. Is life expectancy the same for everyone in a population?

Extension Task

A: Independent Research and Statistical Analysis

To familiarise yourself with reading and understanding statis gather more information to add to the table in the class notes. T well as exceptions to the trend, and explore differences, for exa and region.

http://www.ons.gov.uk/ons/interactive/vp1-story-of-the-census
http://www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc17
http://www.ons.gov.uk/ons/taxonomy/index.html?nscl=Popula

Afterwards, compare and contrast your findings with a classma found and how these findings are significant.

B: Policy Research

Although while doing your A levels, pensions may seem like a are occurring now will be directly affecting you later on in life. questions by doing your own online research to understand pe population.

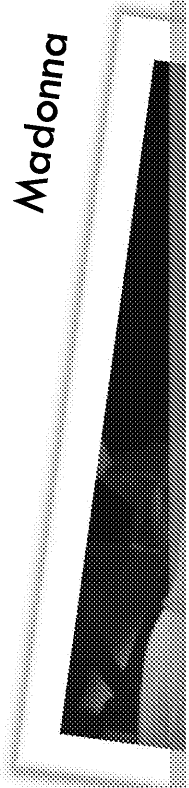
Tip: Remember to be careful in choosing your sources for resea a good place to get a summary or offer analysis, but remember t with official sources such as government websites.

Questions:

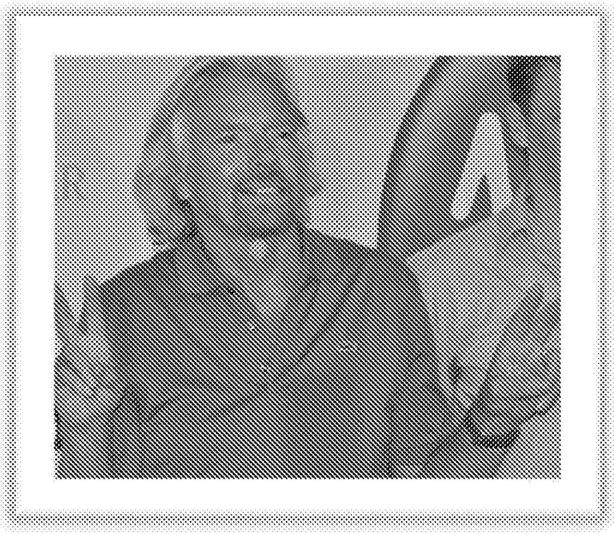
1. What are the earliest ages a person can claim a state pensio
2. What changes are happening or going to occur to pensions
3. What determines how much pension you get?
4. Why have changes been made to pensions recently?
5. What other policies or campaigns affect elderly employmen

Lesson 20: Starter Activity Springboard

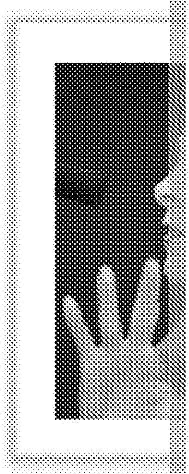
Hugh Hefner



Madonna



Richard Branson



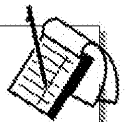
Queen Elizabeth

Look at the images of
think about their image

In pairs, discuss the fol

- Do these peo
- What are our
  should act?
- Do these peo
  society?
- The UK has a
  does this mea
  that carry?

Lesson Plan 21: Migration and Glo



Lesson Learning Aims

To understand:
- ✓ Migration trends in the UK
- ✓ How these trends affect UK society and families

You Will
- ☐ Lesso
- ☐ Lesso (from
- ☐ Stude
- ☐ Intern

Starter

Life as a Migrant research task:
Split the class into five groups. Assign them each a category from; asylu workers, trafficked [illegible] accession country migrants, highly skill

Get the students to research and then share their findings of each grou entering and remaining in the UK.

Be creative in research: find documentaries, blogs, diaries, articles, cam groups and get students to imaginatively collate and present this inform of the experience of their group. For example, students may present thi play of a day in the life.

Some resources:
http://www.refugeecouncil.org.uk/assets/0001/5702/rcchance.pdf
https://www.gov.uk/government/statistics/tables-for-immigration-sta
http://www.youtube.com/watch?v=AZ1M5jgan7Q
http://www.youtube.com/watch?v=3C9VwiCP2bQ
http://eprints.bournemouth.ac.uk/12999/1/Hanna_Janta.pdf

Main

Work through the lesson notes and then allow the class to answer the q *and resource requirements, it may be more convenient to set the extension task*

Activities: To do throughout the lesson

Either individually, in groups or as a class, complete the citizenship quiz:
http://www.theguardian.com/uk/quiz/2013/jan/27/british-citizenship-test-

Use this as a springboard for discussion of immigration policies and conc British. When discussing what it means to be British, watch this advert to commercialisation) of multiculturalism: Coca-Cola's advert for the US:
https://www.youtube.com/watch?v=RiM[illegible]

Explore this interactive map [illegible] and the London as 'the world in on
http://www.theguard[illegible]/interactive/2012/jun/22/london-foreign-n

Use this interactive [illegible] to see changes of migration patterns over time:
http://w[illegible]ignbourhood.statistics.gov.uk/HTMLDocs/dvc123/index.html

Plenary

Speed talking:
Arrange the students in two circles, one inside the other and facing eac minute 30 seconds for each person to share as much information as the theme. After each round, the outside circle moves round one place.

Suggested topics to cover bullet point 5 of the specification: race riots, i globalisation, non-white family structures, birth rates, death rates, life e

Lesson 21: Migration and Globa

Learning Objectives –
After this lesson you should understand:

- ✓ Migration trends in the UK
- ✓ How these trends affect UK society and families
- ✓ Globalisation and its effect on the family

What is globalisation?

Social scientists debate the exact definition and processes involved wit globalisation, however, the general consensus for the central idea of globalisation is that the local affects the global, and the global affects th local. This means, for example, that while sat in the UK, we can know about a natural disaster that has happened halfway across the world. McGrew (1992) uses this notion to describe how there are increased lin and a taking down of boundaries to things such as communication, commodities, knowledge, culture, money, trade and fashion. Giddens (1964) highlights that having global links is not a new phenomenon, bu that the process of globalisation has intensified these links; we are now varying and often dependent relationships. This has happened in a con the development and expansion of, both communication and transport

For example, the Internet now makes it possible for businesses to have someone living in Australia can talk to their friends/family living in Ca and shaped aspects such as the travel and tourism industry, and migra interlinking time, place and relationships, it is possible to see different example, forms of communication mean families can live in different c and be involved in each other's lives, as well as development and acces easier to visit or move to other places.

Migration and the family

Migration is the process whereby people move from one country to an migration: immigration and emigration.

Immigration describes people entering a country with the intent to perm might be people from Europe entering the United States.

The UK has a long history of immigrants joining the state; from the beg when many migrants from Ireland came over due to poverty, to the ma World War II. The 1950s and 1960s saw a large influx of people from A labour market demands, and the most recent waves of immigration hav immigration laws and country access via the European Union.

In 2013–2014, 560,000 people immigrated to the U.K, two-thirds of who this, 23,479 asylum applications were made, meaning that those people because of a feeling of endangerment, and arrived to the UK to be a ref

Emigration describes people leaving a country to live elsewhere. An exa Ireland after the Great Famine in 1845.

In 2013–2014, while 560,000 moved to the UK, there were 316,000 peopl the UK. The trend for emigration has been continually increasing since emigration are usually reported to revolve around seeking new ways o standards of living. The most popular countries to emigrate to over the New Zealand, France, Spain, USA, Germany and Canada. Similar to im of globalisation have significantly altered emigration, and expat comm places outside of the UK.

The term *net migration* is useful when looking at migration rates, as it sh people entering or leaving. The net migration rate is calculated by work between immigrants (those entering the country) and emigrants (those provide comparable rates, this number is usually set at the rate per 1,00

Reasons for migration

Reasons for migration can vary, and social scientists often categorise th four categories:

- *Economic* incentives, such as for a career or higher earnings
- *Social* factors, such as the search for higher standards of living be with friends or family or for educational opportunities
- *Environmental* reasons such as the occurrence or threat of natu
- *Political* motivations, for example to escape conflict or a repres refugee status

It is also important, and useful, to understand migration in terms of pu differentiate the conditions and reasons for migration; *push* factors refe moving away from a location, whereas *pull* factors are aspects which at certain area; this is key in understanding whether a case is immigratio understand whether relocating was a voluntary choice, or forced neces immigrating to a place that has more sun and higher temperatures mus that flees their own country due to war and seeks asylum in another co

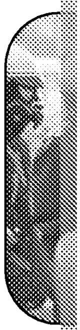
The table below looks at the multitude of reasons for migrating and ex which it might happen.

Factors for migration	Push	
Economic	Poverty, lack of employment prospects	Emp jobs emp infor
Social	Population growth can mean that an area struggles to support the increasing number of people; high levels or risk of diseases locally	Bett of li be c perc educ
Environmental	Natural disasters, or the threat and risk of them; if in a rural area, agricultural problems such as drought or desertification	Wa
Political	Inadequate public services or access to services, such as health care, education; war, civil unrest, political instability, persecution, poor human rights	Offe prov

Effects of migration

Britain is often described as a multicultural society, meaning that there diversity in the nation. In 2013, around 14% of the UK population is no pushes for the term 'super-diversity' to be used to describe the UK's im He argues that now the world is transnationally connected, there are va Previously, these patterns were more consistent, such as former colonie trend for employment purposes. However, now the types of immigran varied, he argues that to refer to an immigrant is to obscure the diversit group. For example, an asylum seeker enters the country with different someone who has relocated due to employment. Vertovec highlights th marketed London as the 'world in one city', which celebrates positive a population.

However, Britain being multicultural may be seen as a source of conflic integration, community cohesion and understanding of national identit political strategies can be a source of tension or conflict.



In terms of getting communities of different ethnicities, religions and backgrounds to exist together, the UK has a history of unrest, for example the Brixton 1981 riots occurred during a recession when African-Caribbean communities disproportionately suffered. Another example of racial tension was the 2001 Bradford riots, when far-right political groups and British Asian communities clashed over tensions of existing in the same community.

These occurrences can be linked to understanding of national identity; While many people and institutions are consciously inclusive to accept white, British-born Christians, there are contentions as to what extent i British. In the 2014 British Social Attitudes Survey, 77% of people want 47% of people believing that immigration has a negative impact on the respondents agreed to the statement that 'you must be born in Britain t report on the survey states that as immigration increased, instead of se tolerance to diversity, there was an opposite effect of hostility and intol multicultural society.

Migrants and ethnic minorities may experience the following as obstacles with life in the UK:

- Housing – migrants are overrepresented in poor housing in cities. This is not only an issue in and of itself, but poor social housing also has links to poor health and lower educational attainment.
- Faith – the calendar around both the education system and the wo accommodates particular requirements for religious groups. Fo example, places have a prayer room, or the way in which school ho holidays such as Easter and Christmas.
- Language – if English is not spoken or is spoken as a second la employment and education difficult as well as present obstacl
- Economic Participation / Employment – while anti-discrimina eliminate the existence of discriminatory practices. The 2009 E Commission report found that immigrants experienced poore workplace harassment in comparison to white British workers of positions in low-skilled jobs. Moreover, migrants are also su

'moral panic'; they are used as a scapegoat for unemployment
issues.

Effects of migration for the family

In terms of family dynamics, ethnicity can shape and affect the way fam experienced. While being mindful of the problems associated with stere trends of the following for ethnic minority families living in the UK:

- Afro-Caribbean men are less likely to be married than white m
- Afro-Caribbean families are more likely to be single mothers th
- Afro-Caribbean individuals are the group most likely to intern of their own ethnicity) or be in a mixed partnership
- Pakistani and Bangladeshi women are more likely to be marri other ethnicity
- Pakistani and Bangladeshi marriages have the lowest divorce ethnic groups
- South Asian families are more likely to have a grandparent in [illegible] cities

There are other considerations to bear in mind when assessing how the to the lives of those born in the UK; some may have negative experienc opportunities and experiences. Inter-generational differences are a goo families may have both positive and negative outcomes. A report from programme, in 2007 argued that migrant children in host countries can as social exclusion, higher rates of dropping out of school, higher rates difficulty in accessing social services. Children being raised in a differe country of origin may create tensions between new cultures and old tra may put stress or add complications to children who are trying to adap sense of being torn between two worlds. However, this is not always ex new hybrid cultures may form, and an expansion of diversity may be b Moreover, having strong cultural ties to a migrant family's place of orig experiences that may be encountered when migrating, such as grief, los exclusion.

Other areas of strain may be experienced when a family cannot migrate children remain in host country. It may be the case that children migrat they send back home to support their parents and wider family; or it m to take up employment. This may be a father moving to a city to work or an increasing trend is for women to migrate to take up employment domestic sector. The 2007 UNICEF report suggests that this separation of as their research found that for children that were left behind and sepa they were more vulnerable to drug abuse and involvement with crimin situate these considerations within the immigration policy of the host c minimum income requirement to sponsor a spouse's immigration statu the EU. This means that an individual must be earning over £18,600 a y granted legal acceptance into the UK; research by the Migrants Rights would mean that 47% of the working population would not have the ca on their earnings. Moreover, research has found that there are obstacle readjusting to life together, if the family is reunited. However, some mi (2009) highlights how families are responding to a range of migrant fam to obstacles, and shaping themselves in flexible ways.

Lesson 21 Questions

1. What is the difference between immigration and emigration?
2. What impact has globalisation had on migration?
3. What are the four broad categories of reasons for migration?
4. What does Vertovec (2007) mean by the term 'super-diversity'?

Extension Task

A: Independent Research

Using the Internet and other sources, expand your understandi
about the 1981 Brixton riots and 2001 Bradford riots. Also look u
Notting Hill riots, 1919 race riots. Search the names of Kimani G
Martin to see more examples of racial incidents causing riots in

Consider whether anything has changed over time, and what di
be found between the UK and the USA.

Remember: the more examples you can use in the exam, the mo
are and the better argument it makes.

B: Primary Research Task

Devise a short survey to investigate what it means to be British.
birthplace, language, traditions and beliefs. Then compile a sam
Be mindful of your sample; try to get a diversity of social charac
respondents (in terms of age, gender, ethnicity).

Use ***http://www.bsa-31.natcen.ac.uk/*** to guide your research, as
findings.

Once you have your results:
Explore the website to see how much your sample differed or m
survey. What do your results show? Write a paragraph summar
Try to place your findings within theoretical debate on multicul
tolerance and inclusion or source of conflict?

C: Media and political approaches to migration

Find and then comparatively analyse the following items:

- An article from the *Daily Mail* and an article from the *Guar*
  get two articles that are on the same particular theme, for
  immigration. Compare the articles in terms of language, t
  Labour, Liberal Democrat, Conservative, Green and UKIP
  How do they frame migration? As a problem or just a tren
  surrounding the topic? What is their approach to underst

Answers to Questions

Lesson 1

1. A family is a couple with or without children, or a lone parent. A household is the term
   are not necessarily related.
2. The warm bath theory is the notion that the home and family provide a warm and com
   father, to sink into, relax, and forget about any other stress
3. The nuclear family is a family unit that has two generations, such as parents and childr
4. Sexual, Reproduction, Education, Economic
5. Primary socialisation and the stabilisation of adult personalities
6. - required families to be geographically m[illegible]
   - changed an individual's status from ascribed to achieved
   - shifted from extended to nuclear families
   - families moved from agricultural areas to cities and areas of industrial or urban work

Extension [illegible]

Answers may include:

- One of Murdock's four functions of the family is for economic purpose. This refers to h
  together resources and financially look after one another.
- Murdock found through his research that all societies needed families regardless of wh
- Families provide a 'warm bath' for people, which means they can participate in work ar
  with the emotional or stressful side of things
- Parsons outlines the stabilisation of adult personality is a role of the family that allows
  of the economy
- Parsons argues the economy shapes the family. Pre-industrial agriculture required the
  saw the rise of the nuclear family. This is because they needed to be geographically m

Lesson 2

1. NHS taking care of health; schools providing socialisation; welfare state to provide eco
   schools / well-being centres
2. Fletcher disagrees with Parsons and argues that the family has not narrowed in its fun
   respond to and increased responsibility
3. Previously families were units of production, because the type of work they did was in
   meaning they extracted and made products. Now fewer families make the products, ar
   buy and consume the goods and services offered.
4. A family that has more equal roles between men and women and a family that spends

Lesson 3

1. Th[illegible] it as the most stable and consistent family unit. They argue that having a ma
   socialisation, as well as provides the most effective functioning of family. They correlat
   and being a beneficial economic asset in society. This is in contrast to the way they vie
   parents, because they argue that this family type cannot provide sufficient socialisatio
   the use of the welfare state.
2. The New Right base their views in ideologies of meritocracy which functionalists also u
   society. Murdock, a key functionalist, argued that the nuclear family is best to provide
   a key strand to New Right thinking. Both also emphasise the need for gender roles an
   family as key in underpinning, or having a central role to, most other aspects of societ
3. Any as listed in the class notes or others not mentioned. To include government legisl
   family forms, child-rearing, childbearing, family taxes, etc.

Lesson 4

1. Using the nuclear family to pass down wealth and property through inheritance and pa
2. The family is used as an apparatus to teach, re-enforce and justify/ legitimise the ideo processes such as parent-child authority relationships.
3. Both theories see the family and home as a place to enable workers to relieve the stre security and emotional support of the home with the family. Functionalists see this as b while Marxists highlight that this is a way of keeping the proletariat from realising the e alienation.
4. The process and status of products and commodities being highly valued and desired.

Extension:

a) Companies such as News Corp, Walmart, discussion on monarchy
b) Japanese word for death by overworking, which supports the idea of the family providi life, or the importance of the pressure valve
c) Statistics of women in temporary, casual and part-time work. Examples of children wor Ni [illegible] 0s,

Lesson 5

1. Radical feminists see the family as a patriarchal institution that is used as an ideologic
2. Radical feminists see women's oppression in terms of patriarchy, while Marxist feminis capitalism and exploitation. Radicals disagree because they argue even without capital feminists argue that an understanding of both of these ideologies must be used to see
3. The family can provide a space of resistance outside of wider society racism, as well a structures to be in control or the head of the household.

Lesson 6

1. First-wave feminism happened in the nineteenth and twentieth centuries and was one o together to organise themselves in a political way. They protested and campaigned ar sought political inclusion. They often focused on white middle-class women's concerns
2. Second wave feminists aimed to make the personal political. They sought for legal cha pay, as well as cultural shifts such as having more women in the workplace. Many char e.g. marital rape was made illegal, the availability of contraception and the ability for a name. These changes had an impact on the personal and political freedoms of women
3. Third-wave feminism is in a different context to the previous first and second waves of
    - Many argue today that men and women have equality, so third-wave feminists ha identification of inequality in a time when some people believe there are no issue
    - A lot of legal and legislative changes have already been made, and so third-wave shifts that must follow.
    - This wave of feminism [illegible] a plurality of strands of focus, to encompass a diversi

Lesson 7

1. Modernity is characterised by rationality, certainty and consistency. An individual is def other structural elements, and the life course is consistent and obvious. In contrast, po diversity and a multiplicity of options for all aspects of life, including identity, gender, s longer a single dominant narrative defining social life.
2. This refers to the shift of a family in terms of how they are defined. What individuals an and services, shapes their position and identity in society.
3. Like postmodernity itself, Shorter sees families as unstable, for example, within the rel increase in, and distribution of, media and technology have legitimised and given rise t forms, which coincides with the postmodern trend of not having a single dominant narr divorce, more women in the workplace and the process of dual socialisation for childre instability and changing nature of families.
4. Stacey researched and wrote in response to New Right policies that were popular in th to these policies that advocated for the nuclear family, that postmodern families displa possible to learn a lot, such as how to have healthy equal relationships, from homosex
5. Negotiated family

Lesson 8

1. Originally a design for a prison, the panoptican is Foucault's term to describe surveilla they are being watched. Society has mechanisms and agencies in place to regulate an
2. By discourses and internalisation of norms, police, social services, the law, teachers/sc
3. Discourse is the way something is talked about. It is the communication and promotion people think or act. Discourses that make claims to be true knowledge, or ones that ca respected and dominant than others. Although those in positions of power have more set a discourse and sometimes discourses of resistance can have just as big an impac
4. Donzelot uses the notion of surveillance to emphasise that families are policed into be discourses. For example, social services will intervene with families, usually lower-class providing the type of family that is seen as normal or dominant.

Extension:
Similarities – in both: the family plays a role, it is a form of social control.
Differences – functionalists see this as a beneficial and crucial process, with the norms that agreed consensus between the whole of society. Versus – Foucault sees it as a way of regu dominant discourses which are set by those with power and knowledge in society.

Lesson 9 and 10

1. Overall decline, people marrying at a later age, more civil than religious marriages, intr marriages.
2. Impact of feminism, increased choice, more women in the workplace and education, a attitudes to premarital sex, cost of weddings, social attitudes to being single
3. Re[illegible] social attitudes, introduction of contraception, trial marriage, rise in divorce
4. Secularisation, changes in law have made it easier, support of the state and welfare, in increasing expectations of marriage, changed social attitudes and removal of stigma

Lesson 11

1. New Right thinkers see these trends as a grave cause for concern as they prioritise th that a breakdown in this will lead to a breakdown in wider society.
2. It reflects increased freedom and choice for women, and means that women who are u have the legal and social ability to leave these relationships.
3. Changes in attitudes to pre-marital sex, the introduction of contraception and increase
4. Beck and Beck-Gernsheim
5. The liquid refers to modernity and love being fluid and changing. It means that nowada open to being moulded or changed.

Extension Task:
Keywords should include at least: liquid love, liquid modernity, individualisation, plastic sexu

Lesson 12

1. Extended, reconstituted, beanpole, same-sex
2. Family diversity refers to families or households that are not in the form of the nuclear characterise family diversity in the following categories: organisational, cultural, class a
3. Changes in legislation, change in social attitudes, secularisation, reproductive technolo
4. Adoption, IVF

Lesson 13

1. Family that has a female as the head of the household.
2. Chester (1985) argued that non-nuclear family forms are not for the course of an indi as phases, for example the rise in singletons. He also highlights that the traditional mo with slight variations, for example, through remarriages and reconstituted families.
3. Ford and Millar (1998) in their research draw attention to how being a mother for sing experienced, a great source of pride in these women's identities. This is echoed by An motherhood for teenage mothers can provide an important sense of purpose for these the child, economic and social class positions are found to have more of an impact tha highlight Cashmore's (1985) point that single parenting is healthier for all involved tha partnership.
4. Life-course analysis is useful because it allows for a layered and multidimensional unde discussing family life as static social phenomena, this approach takes into account cha give a more detailed understanding both on an individual level and on a social pattern such as economics and culture, to add to the understanding of familial patterns.

Ideas to include on plenary spider diagram:
Breakdown
- New Right: Charles Murray and the underclass
- Liquid Love – Bauman – no stability and lower emotional standards in fluid world
- Overall decline in marriages, rise in divorce

Continuation
- Chester – neo-conventional family
- Life-course analysis
- Remarriage, reconstituted families and cohabitation rates
- 16[illegible] singletons decline and living with parents rates
- Black feminists – lone-parent families are traditional structure for African-Caribbean fa

Diversification
- Increase in 45+ singletons – freedom and choice
- Lone-parent families – Cashmore – dark side of family life, feminist – increased choice
- Same-sex families – Dunne – equality in relationships, Stacey – equality in relationship
- Beck & Beck-Gernsheim – 'normal chaos' of love, negotiated family
- Giddens – pure relationship, confluent love, plastic sexuality
- Rapoport and Rapoport – diversity as human right
- Life-course analysis

Lesson 14

1. Parsons identified the instrumental role as the breadwinner, who earns an income and usually the female, is the caring and nurturing role of looking after the home and child
2. That men's contribution and participation to housework is increasing but it is not at an
3. Sex defines the biological characteristics of a person that defines them as a man or wo cultural differences between masculinity and femininity'
4. March of progress is used to describe a trend of increasing equality, and they see that continue to narrow.

Lesson 15

1. Gender socialisation – this is [illegible] individuals being treated differently from w they are a boy or girl. [illegible] highlights that this treatment, which is done in a variety o signifiers and [illegible] shape interests, goes on to influence an individual's choices and
2. B[illegible] and a wife is still the dominant conception of what it means to be a wo this [illegible]anged from previous generations because before, this was an expectation o argued that it was their choice to want to fulfil these roles.
3. Radical feminists see domestic labour as a way of exploiting women under patriarchy, as sustaining patriarchy but crucially also for the continuation of capitalism.
   Radical feminists see women as needing to organise together to retaliate against male need for the proletariat to act together to effectively overthrow capitalism, which will al
4. Roberts highlights that some women may enjoy being a housewife or mother, and that and pride. She also highlights that these women saw poverty and economic factors as
5. The dual burden refers to being in both paid employment and doing unpaid labour suc
6. Reduced earnings, reduced career progression, lower status and position in employme financially dependent on her partner.

Lesson 16

1. House husband, stay-at-home dad.
2. The shift from maternity and paternity leave to 'shared parental leave and pay'.
3. Decline in marriage, later age of marrying, increasing social acceptability of a childfree cost–benefit analysis of having children is weighed against work and leisure time pote of motherhood by women.
4. Women in same-sex couples do not experience the same inequality for domestic labou to negotiate domestic labour differently as their labour does not include childcare. It is marriages not to do all the domestic duties because, as Beck, Giddens and Wilmot and relationships in contemporary society, or because there is a [illegible] in house husbands, a

Lesson 17

1. Negat[illegible] or [illegible] elements of family life such as domestic or child abuse.
2. P[illegible] dominant forms of masculinity and femininity, males as breadwinners
3. 1 – [illegible]on-making, 2 – agenda setting / non-decision making, 3 – shaping desires
4. Their conception of power argues that power should be understood in its outcomes, a or intention. For example, policies to facilitate women being in work do not reflect an in Westergaard and Resler, an indicator of whether more equal power dynamics exist wou experience of the public and private sphere, which can be measured by things such as husbands.

Lesson 18

1. Childhood can be understood as a social construction because it is created and define
   stage, but instead can change depending on its contexts and meaning.
2. Creating compulsory education impacts the construction of childhood because it differe
   child's life into school which means they are no longer working, which has wider effects
   life. Creating a compulsory system of education also saw in many ways an opportunity
   opportunity.
3. In pre-industrial times, there was a high infant mortality rate. Improved health provisio
   that the infant mortality rate was lowered, which changed the status of a child. When it
   was a culture of not getting attached to children as they may not survive. However, as
   children could be valued and invested into more as it was more certain they would sur
   specialisms such as paediatrics are also important as they reflect an increasingly child
4. Any from the timeline in the class [illegible] as well as any others independently found that
   or family laws.

Lesson 19

1. A child-centred society refers to a society that is organised and focused around childre
   protect children and ensure their rights and responsibilities.
2. That it encourages a nanny state, commercialisation of children, inadequate socialisati
   markets and authority
3. The often concealed elements such as child abuse, and harmful or damaging occurren
   breakdown.
4. Postman is concerned that childhood is disappearing, because children are increasing
   as behaviour, clothes and preferences, he argues that innocence in childhood is lost a
   dangers of adult life from an early age.
5. Adults are placing controls and boundaries on the lives of children, and they think child
   against these expectations and authority.

Extension Activity

March of progress stance/ Child-centred society is an improvement for children	Child-centred society does not exist or is not prevalent	
Education	Postman – disappearing childhood	N
Laws	Dark side of childhood	E
Historical comparisons	Global comparisons	F
Health	Inequalities among children	F
Opportunity	Child liberationists	
Employment	Age patriarchy – Gittins	
Gershuny – family time		

Lesson 20

1. Infant mortality rate, contraception, child-centred culture, cost of children, changed att
2. The shift in industries from the primary and secondary sector to the tertiary sector me
   to less physical and manual labour and more office jobs. Safer and better working con
   worth noting that new work-related illnesses such as stress have arisen in the new lab
3. When the median age of a population is increasing, particularly the 65+ bracket is inc
   group.
4. No: gender effects; females live longer than boys. Class/employment status; middle cla
   labour jobs or the long-term unemployed.

Lesson 21

1. Immigration is entering and moving in to a new country, and used when referring to m host country. Emigration refers to people moving out of, and leaving their native count point of view from the old country.
2. Developments and spread of technology, particularly communication and transport tec more accessible and easier.
3. Economic, social, environmental, political
4. The term refers to the multiple and differing patterns of migration that can occur, as a patterns. He argues it is important to understand the differences among motivations a

Family Unit Theory Worksheet – Answ

Theory/perspective	Key Theorists	Key concepts
Functionalism	Murdock	Universal unit Sexual, reproductive, education, economic functions
	Parsons	Primary socialisation, stabilisation of adult personality Ascription v achievement Industrialisation
	Wilmott & Young Fletcher	Family roles narrowed Stage 4 family Family [illegible] increased
Marxism	Marx	Socialisation- to be passive False class consciousness Reserve army of labourers
	Engels	Family is an ideological tool Used to pass down inheritance
	Zaretsky	'Pressure Valve'
	Althusser (neo-Marxist)	Ideological state apparatus
	Marcuse (neo-Marxist)	Commodity fetishism, family as consumers
New Right	Murray	Nuclear family as ideal Criticises single mothers and family diversity Promotes gendered division of labour Based on meritocracy & individualism
Feminism (general)		Gendered division of labour exploits women Family diversity is positive 1st, 2nd, 3rd waves- changes in legislation, campaigns for rights and culture shifts
Radical feminism	Delphy and Leonard	Patriarchy as problem
Marxist feminism	Benston	Provides workers Structured so male is dominant Patriarchy & capitalism the issue Dual burden, triple shift
Black feminism	Carby	Family as place of resistance Criticises white feminism – Eurocentric Intersectional- considers gender, ethnicity, class
Postmodernist	[illegible]	Couples- divorce, instability Dual socialisation
	Stacey	Same sex couples Opportunity for equality Fluid, uncertain, pick and mix
	Beck	Negotiated family, individualism, gender equality Internalisation of norms
	Foucault	Discourse Possibility for resistance- diversity
	Donzelot	Surveillance, policing of families