



STOCKHOLMS UNIVERSITET
Sociologiska institutionen

Syllabus of “Family Sociology”, SC, 7.5 ECTS-credits
(”Familjesociologi”, AN, 7,5 högskolepoäng)

1. Decision

The syllabus is approved by the Board of the Department of Sociology (Institutionsstyrelsen) at Stockholm University as of 2010-11-25.

2. General information

The course comprises 7.5 ECTS credits at the advanced level.
The syllabus is valid from the spring semester of 2014, onwards.

3. Course code

SO7061

4. Educational entry requirements

Bachelor’s degree in social sciences.

5. Course organization and content

The course is provided on a full-time basis.

The course provides an overview of theories and research in family sociology with some additional emphasis on the relationship between family and work, the gender and generational dimensions of family life, and social, economic, political and cultural context of family life. Changes in family organization and behavior in Sweden and other Western societies are a particular focus. The course literature consists of theoretical explications as well as recent empirical research. Students are expected to critically examine and evaluate research on the family and to relate it to policy discourse in contemporary Sweden and other wealthy societies.

6. Learning outcomes

After having completed the course, students will be able to:

- Understand, describe in theoretical terms and apply in concrete situations the *fundamental concepts* in sociological theories on family organization and behavior, including family formation and dissolution, household organization, relations between intimate partners and/or between generations, and connections between families and their social, economic, political and cultural contexts.
- Know and describe major *trends and variations* in family organization and behavior in contemporary Western societies
- Compare, synthesize and evaluate different *theoretical explanations* for variation and change in family organization and behavior in contemporary societies.
- Understand, explain and cite appropriate *evidence for sources of change and variation* in family organization and behavior in contemporary societies.
- Understand, explain and cite appropriate *evidence for consequences of change and variation* in family organization and behavior in contemporary societies.
- Understand, describe in theoretical terms and apply in concrete situations *dimensions* of generation and gender in family organization and behavior.
- Understand, describe in theoretical terms and apply in concrete situations the relationships between families and their social, economic, political and cultural contexts.

7. Teaching

Teaching is conducted through lectures and discussion of materials from assigned readings and lectures.

8. Assessment and examination

Students will receive questions on the assigned readings before each semiA&M–Gēeting. In order to properly understand and discuss these questions, the students need to read the assigned literature prior to each meeting. All students are expected to actively discuss each question.

Attendance at the seminar meetings is mandatory. Examination will be in three parts.

- * All students are expected to read all required reading before each lecture, and prepare notes on a number of discussion questions (found on Athena, a few days before each lecture). These discussion questions form the starting point to discuss the literature in class, and it is expected that all students, when asked, have prepared an informed insight to each of the questions.
- In addition to the above, Each individual student will introduce one article / chapter in class. During a mini presentation of 2 to 3 minutes (no slides), the problem, theory, methods and main conclusions of the assigned article will be introduced, and this will serve as a starting point of the discussion of the class discussion. The assigned article will be part of the required course literature for that lecture. Assignment will be random.

- * An essay of approximately 6-7 pages (excluding references, Times New Roman, 12 pt, line spacing 1.5), in which the European Pillar of Social Rights (a guiding EU policy initiative) is critically analyzed from a family perspective, based on theories and empirical evidence covered during the course – as well as additional literature on the (policy) topic of choice. Students are free to choose which of the “20 principles” that constitute the European Pillar of Social Rights to analyse, but should focus on only one. Before writing the essay, students will discuss and have the topic and the overall framework of their essay approved by the course coordinator. Note that the part of an essay that exceeds 7 pages will not be read.

The students’ performance is graded Fail, Pass or Pass with distinction on each of the following criteria:

- (i) *Choice of and argumentation for the topic chosen and formulation of the question addressed (essay)*
- (ii) *Understanding of and ability to describe in theoretical terms fundamental concepts that are relevant to the chosen topic (essay)*
- (iii) *Description of the major trends and / or variations in the phenomenon covered (essay)*
- (iv) *Comparison, synthesis and evaluation of relevant theoretical approaches (essay)*
- (v) *An understanding of the social, economic, political and cultural contexts of family life relevant to the chosen topic (essay)*
- (vi) *Ability to communicate in a clear, flawless and structured manner (essay)*

The students’ performance is graded Sufficient or Not sufficient on the following criterion: *Classroom participation and literature reviews*

The essay is evaluated according to the following criterion-referenced assessment (criterion i-vi above): **A** = Excellent, **B** = Very good, **C** = Good, **D** = Satisfactory, **E** = Sufficient, **Fx** = Not sufficient, **F** = Fail.

To receive grade **A** the judgement Pass with distinction is needed for at least 5 of the 6 criteria.

To receive grade **B** the judgement Pass with distinction is needed for at least 4 of the 6 criteria.

To receive grade **C** the judgement Pass with distinction is needed for at least 2 of the 6 criteria.

To receive grade **D** the judgement Pass with distinction is needed for at least 1 of the 6 criteria.

To receive grade **E** the judgement Pass is needed for all criteria.

The judgment Fail in one of the above criteria leads to grade **Fx**.

The judgment Fail in more than one of the above criteria leads to grade **F**.

Students receiving grade Fx or F are entitled to further examination as long as the course is provided in order to achieve at least grade E. Students receiving Fx can hand in a complement to their essay to get a passing grade. The type of complement is decided by the course coordinator based on the reason for the non-passing grade. Students receiving F need to hand in a new essay to get a passing grade. A student with grade E is not entitled to another examination to raise his/her grade.

Students who received grade Fx or F on exams twice from the same examiner can request to be evaluated by another examiner. Such request should be sent to the Director of Studies.

Students can request to be examined according to this syllabus up to three semesters after it is no longer valid. Such requests should be sent to the Director of Studies.

9. Literature

Some links will only work when logged in at the Stockholm University Library website.

Introduction

Esping-Andersen, G. (2016). *Families in the 21st Century*. Stockholm: SNS Förlag. Pp. 1-68.

<https://www.sns.se/wp-content/uploads/2016/10/families-in-the-21st-century-webb.pdf>

Theories of the family

Chambers, Deborah (2012) *A Sociology of Family Life: Change and Diversity in Intimate Relations*. Cambridge, UK: Polity Press. Pp. 1-93.

To be purchased from Akademibokhandeln.

The state and the family

Grunow, D. & Evertsson, M. (2016) *Couples' transitions to parenthood. Analysing gender and work in Europe*. Edward Elgar Publishing: Pp. 3-20 (ch. 1); 79-100 (ch. 4); 173-195 (ch. 8).

Available electronically at the university library: <https://libris.kb.se/bib/19943656>

Neyer, G. 2011. "Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The second 'NO'", *Demographic Research* 24: 225-250.

<http://www.demographic-research.org/volumes/vol24/10/>

Oláh, L. 2011. "Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The second 'YES'", *Demographic Research* 24: 217-224.

<http://www.demographic-research.org/volumes/vol24/9/>

Ferragina, Emmanuele. 2020. Family policy and women's employment outcomes in 45 high-income countries: A systematic qualitative review of 238 comparative and national studies. *Social Policy and Administration*, 1-51.

<https://onlinelibrary.wiley.com/doi/full/10.1111/spol.12584>

Families and inequalities

Kalmijn, Matthijs. 1998. "Intermarriage and homogamy: Causes, patterns, trends." *Annual Review of Sociology* 24: 395-421.

<http://www.jstor.org/stable/223487>

Van Bavel, Jan & Klesment, Martin. 2017. "Educational Pairings, Motherhood, and Women's Relative Earnings in Europe", *Demography*, 54(6). 2331-2349.

<https://link.springer.com/article/10.1007/s13524-017-0621-z>

Nieuwenhuis, R. (2020). Family Policy: Neglected Determinant of Vertical Income Inequality. In R. Nieuwenhuis & W. Van Lancker (Eds.), *The Palgrave Handbook of Family Policy* (pp. 657–681). Springer International Publishing.
https://doi.org/10.1007/978-3-030-54618-2_25

Vogler, Carolyn. 1998. “Money in the household: some underlying issues of power.” *The Sociological Review* 46(4): 687-713.
<http://onlinelibrary.wiley.com/doi/10.1111/1467-954X.00136/pdf>

Partnerships, separations and single parents

Andersson, Gunnar, Turid Noack, Ane Seierstad, Harald Weedon-Fekjaer 2006. “The demographics of same-sex marriages in Norway and Sweden.” *Demography*, 43:79-98.
<http://link.springer.com/article/10.1353/dem.2006.0001#page-1>

Cherlin, Andrew. 2004. “The Deinstitutionalization of American Marriage.” *Journal of Marriage and Family* 66(4):848-861.
<http://onlinelibrary.wiley.com/doi/10.1111/j.0022-2445.2004.00058.x/abstract>

Härkönen, Juho. 2014. “Divorce: Trends, patterns, causes, consequences.” Pp. 303-322 in Treas, Judith K., Scott, Jacqueline & Richard, Martin (eds.) *The Wiley-Blackwell Companion to the Sociology of Families*. Chichester: John Wiley & Sons.
<http://onlinelibrary.wiley.com/doi/10.1002/9781118374085.ch15/summary>

Bernardi, Laura & Mortelmans, Dimitri 2018. “Changing Lone Parents, Changing Life Course”, pp 1-28 in Bernardi, L. & Mortelmans, D.(eds) *Lone Parenthood in the Life Course, Life Course Research and Social Policies 8*, Springer Open.
<https://link.springer.com/book/10.1007/978-3-319-63295-7>

Relations between generations

Lundholm, E., Malmberg, G. (2009) Between elderly parents and grandchildren – Geographic proximity and trend in four-generation families. *Population Ageing*, 2, pp121-137. <http://link.springer.com/article/10.1007/s12062-010-9022-4#page-1>

Ganong, L., Coleman, M. (2006) Patterns of exchange and intergenerational responsibilities after divorce and remarriage. *Journal of Ageing studies*, 20, pp 265-278.
<http://www.sciencedirect.com/science/article/pii/S0890406506000089>

Daatland, S O., Herlofson, K., Lima, I A. (2011) Balancing generations: on the strength and character of family norms in the West and East of Europe. *Ageing & Society* 31, pp 1159-1179.
<http://journals.cambridge.org/action/login.jsessionid=914065C1362C4825DBA1576CD8E76617.journals> (use the search function)

Lee, R. D., & Mason, A. (2011). Generational economics in a changing world. *Population and Development Review*, 37(s1), pp. 115-142.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1728-4457.2011.00380.x/full>

Ruggles, Steven, and Misty Heggeness. "Intergenerational coresidence in developing countries." *Population and development review* 34.2 (2008): 253-281.
<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1728-4457.2008.00219.x>

Divisions of labour

Evertsson, M. & Nermo, M. (2007). "Changing resources and the division of housework: A longitudinal study of Swedish couples", *European Sociological Review*, 23, 455-470.
<http://esr.oxfordjournals.org/content/23/4/455.full.pdf+html>

Hook, J. L. (2006). "Care in context: Men's unpaid work in 20 countries, 1965-2003", *American Sociological Review*, 71, 639-660.
<http://asr.sagepub.com/content/71/4/639.full.pdf+html>

Lewis, J., Campbell, M. & Huerta, C. (2008). "Patterns of paid and unpaid work in Western Europe: gender, commodification, preferences and the implications for policy", *Journal of European Social Policy*, 18, 21-37.
<http://esp.sagepub.com/content/18/1/21.full.pdf+html>

Perry-Jenkins, Maureen, and Naomi Gerstel. 2019. Work and family in the second decade of the 21st Century. *Journal of Marriage and Family* 82: 420-53.
<https://onlinelibrary.wiley.com/doi/full/10.1111/jomf.12636>

Chung, Heejung, Holly Birkett, Sarah Forbes, and Hyojin Seo. 2021. COVID-19, flexible working, and implications for gender equality in the United Kingdom. *Gender & Society* 35(2):218-32. <https://journals.sagepub.com/doi/full/10.1177/08912432211001304>

Schedule, fall 2022

Day	Time	Theme	Teacher	Place
Monday 3 Oct.	10-12	Introduction	Rense Nieuwenhuis	F331
Thursday 6 Oct.	13-16	Theories of the family	Rense Nieuwenhuis	F307
Friday 7 Oct.	13-16	The state and the family	Cassandra Engeman	F379
Monday 10 Oct.	13-16	Families and inequalities	Rense Nieuwenhuis	F371
Tuesday 11 Oct.	13-16	Partnerships, separations and single parents	Rense Nieuwenhuis	F487
Friday 14 Oct.	10-13	Relations between generations	Martin Kolk	F331
Tuesday 18 Oct.	9-12	Division of labour	Cassandra Engeman	F379
Tuesday 1 Nov.	12	Deadline for essays		
Tuesday 28 February	12	Deadline for essay - Retakes		

Coordinator: Rense Nieuwenhuis, Swedish Institute for Social Research, Stockholm University
Email: rense.nieuwenhuis@sofi.su.se, Room: F972