



Faculty of Social Sciences

## **SOCB42, Feminist Perspectives of Caring Relations and Family Policies, 10 credits**

*Feministiska perspektiv på omsorgsrelationer och familjepolitik, 10 högskolepoäng*  
**First Cycle / Grundnivå**

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### **Details of approval**

The syllabus was approved by the board of the Department of Sociology on 2021-05-27 and was last revised on 2021-11-25. The revised syllabus comes into effect 2022-01-17 and is valid from the spring semester 2022.

### **General information**

The course is given as a freestanding course and as an elective course in the Bachelor's programme in sociology and the Bachelor's programme in social anthropology.

*Language of instruction:* English

*Main field of study*      *Specialisation*

Sociology              G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

### **Learning outcomes**

For a Pass on the course, the student shall

#### **Knowledge and understanding**

- show understanding and knowledge of central concepts in feminist and sociological research on the development of welfare and family policy, and research on caring relations (1)
- show advanced understanding and knowledge of different theoretical perspectives and approaches to issues of family policy and sociology of the family and be able to identify their advantages and limitations, (2)

- show advanced understanding and knowledge of how family policy in various ways - structurally and from an actor perspective - structures, enables and limits different individuals with different circumstances, within and between families. (3)
- show understanding and knowledge of central concepts in feminist and sociological research on the development of welfare and family policy and research on caring relations (1)
- show advanced understanding and knowledge of different theoretical perspectives and approaches to issues of family policy and sociology of the family and be able to identify their advantages and limitations, (2)
- show advanced understanding and knowledge of how family policy in various ways - structurally and from an actor perspective - structures, enables and limits different individuals with different circumstances, within and between families. (3)

### **Competence and skills**

- demonstrate an ability to account for how feminist analyses and studies of family policy and caring relations differ from those of traditional welfare research. (4)
- demonstrate skills and the ability to identify and formulate relevant issues for the field, on the basis of feminist theories and concepts (5).
- demonstrate the ability to apply central concepts and theories in feminist family research on different types of materials, (6)
- demonstrate the ability to show insight and understanding of, and to argue in support of, various theoretical positions, using a scholarly approach. (7)

### **Judgement and approach**

- demonstrate the ability to reflect critically on fundamental ethical and epistemological issues in relation to theories, perspectives and studies as well as presentations and reports. (8)
- demonstrate insight into the limitations and opportunities regarding research, its role in society and the individual's responsibility for how the research is used. (9)
- demonstrate an ability for ethical considerations in relation to a concrete empirical study. (10)

### **Course content**

The course aims to provide understanding and knowledge of feminist perspectives on family policy and caring relations. More concretely, the course examines how the development of family policy affects and influences different caregiving practices, focusing particularly on gender, generation, migration and class. The students read empirical and theoretical texts on the development of family policy and investigate its consequences for family and caring relations in various social and cultural contexts. Particular interest will be dedicated to the situation in the Nordic welfare states.

The course consists of two parts. The first part: the family in the welfare state: Feminist perspectives/The Family in the Welfare State: Feminist Perspectives (4 credits), starts with studies of family policy in a number of countries. Here, theories of different welfare models are also introduced. Particularly importance is attributed to how different countries have solved the question of parental leave and childcare.

The second part of the course: Caring Relation and Practices (6 credits), addresses research on caregiving practices in everyday life with special focus on the challenges encountered by different family constellations in today's society. The general aim is to develop knowledge and understanding of how political decisions and systems influence and control family and caring relations.

## Course design

The teaching consists of lectures, seminars and exercises done individually and in groups.

Participation in seminars and exercises is compulsory unless there are valid reasons to the contrary. Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or re-take compulsory components. This also applies to students who have been absent because of duties related to elected office, e.g. as a student representative.

## Assessment

Module 1 (4 credits) is assessed through an individual written take-home exam. (Learning outcomes 1, 2, 3, 5, 6)

Module 2 (6 credits) is assessed through an individual written take-home exam. (Learning outcomes 4, 7, 8, 9, 10)

The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses completed in the past year (catch-up exam). within a year of a major change or discontinuation of the course at least two further re-examinations are offered on the same course content. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

## Grades

Grading scale includes the grades: Fail, E, D, C, B, A

The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A, the student must show excellent results. For the grade of Fail the student will have shown unacceptable results. At the start of the course, students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied on the course.

The grade for the whole course consists of a mean of graded tests (where A =5, B = 4, C = 3, D = 2 and E = 1) weighted according to the number of credits for each component. To pass the course, the student must have been awarded at least an E grade on all components assessed with the grading scale E-A, Fail and a Pass grade on all components assessed with the grading scale Pass/Fail, and must have participated in all compulsory components.

## **Entry requirements**

For admission to the course, students must have completed course requirements of 60 credits in social sciences subjects or equivalent. Oral and written proficiency in English equivalent to English 6/B in Swedish upper secondary school is a requirement. International qualifications will be assessed in accordance with national guidelines. A general exemption from the requirement of proficiency in Swedish is applied.

## **Further information**

The course is given as a freestanding course in a cooperation between Lund University, the University of Amsterdam and the University of Birmingham. The three universities jointly offer a course each (digital teaching) worth 10 credits on the main theme of Equity, Diversity and Inclusion.