

The Napier Press

FAMILIES AND HOUSEHOLDS

STUDENT WORKBOOK

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NAPIER PRESS **Sociology**

TOPIC 1 Couples

Learning Objectives

After studying this Topic, you should:

- Know about gender roles in the domestic division of labour.
- Know about power relationships between couples, including decision-making, control of resources and domestic violence.
- Be able to analyse how far these roles and relationships have changed over time.
- Be able to evaluate different sociological views on couples' roles and relationships.



Topic 1

Couples

Getting Started (page 166)

Write your answers to the Getting Started activity here.

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
- a.
- b.
- c.

Give two examples of patriarchy in the Victorian family (page 167).

- 1.
- 2.

Parsons: instrumental and expressive roles (page 167)

1. Define the following terms:
 - a. Instrumental role
 - b. Expressive role
2. According to Parsons, what is the difference between these roles based on?
3. Which other perspective would share this view?
4. Give two criticisms of Parsons.

Joint and segregated conjugal roles (page 167)

1. Define the following terms:
 - a. Segregated conjugal roles
 - b. Joint conjugal roles
2. According to Young and Wilmott, which social class is more likely to have segregated conjugal roles?

The symmetrical family (pages 167-168)

1. Explain what is meant by the 'march of progress' view.
2. Give three characteristics of a symmetrical family.
 - a.
 - b.
 - c.

3. According to Young and Willmott, which couples are most likely to be symmetrical?
4. Identify four social changes that have encouraged the rise of the symmetrical family.
 - a.
 - b.
 - c.
 - d.

Application (page 168)

Write your answer here.

A feminist view of housework (page 168)

1. Why do feminists reject the 'march of progress' view?
2. How does Oakley criticise Young and Willmott?
3. Briefly outline Oakley's findings on men's involvement in (a) housework and (b) childcare.
4. What did Boulton find in relation to men's involvement in childcare?
5. Give two examples of sex-typing of tasks.

Analysis and evaluation (page 168)

Write your answer here.

Are couples becoming more equal? (pages 168-172)

The march of progress view (page 169)

Using Table 4A, answer the following:

1. In which type of couple is the domestic work most equally shared?
2. In which type of couple is the domestic work most unequally shared?
3. How do these statistics support the march of progress view?

The feminist view (page 169)

Using Table 4B, answer the following:

1. Which of the tasks are always/usually undertaken by (a) men (b) women?
2. In your view, has there been a significant change since 1994 in who carries out the tasks?
3. How does the data support the feminist view of women having a dual burden in the family?
4. What does the quantitative data fail to show in relation to women's domestic tasks?

Taking responsibility for children (pages 169-170)

According to Boulton, women take responsibility for children's security and well-being. How is this view supported by the following studies:

- a. Ferri and Smith?
- b. Dex and Ward?
- c. Braun, Vincent and Ball?

Emotion work and the triple shift (page 170)

1. Define 'emotion work'.
2. What three activities make up the 'triple shift'?
 - a.
 - b.
 - c.

Taking responsibility for 'quality time' (page 170)

1. According to Southerton, why do mothers today face greater difficulties in trying to organise quality time?
2. How do men's and women's leisure time differ?

Analysis and evaluation (page 171)

Write your answer here.

Explaining the gender division of labour (pages 171-172)

1. Summarise the following explanations for the unequal division of labour:
 - a. The cultural or ideological explanation
 - b. The material or economic explanation

2. Summarise the evidence from the studies for each explanation in the table below.

Cultural explanation	Material explanation
Jonathan Gershuny	Man Yee Kan
Man Yee Kan	Sara Arber and Jay Ginn
British Social Attitudes Survey	Xavier Ramos
Gillian Dunne	Oriel Sullivan

Box 29 Same-sex couples and gender scripts (page 171)

- What were Dunne's two findings about lesbian couples?
 -
 -
- How does Dunne explain the difference between lesbian and heterosexual couples?
- Which perspective would support Dunne's explanation?

Activity: Research *Are couples becoming more equal?* (page 172)

Write your answers to Questions 5-9 here.

5.

6.

7.

8.

9.

Resources and decision-making in households (pages 172-173)

What three points do Barrett and McIntosh make about family resources?

1.

2.

3.

Money management (page 172)

Define Pahl and Vogler's two types of control over family income:

1. The allowance system

2. Pooling

Decision-making (pages 172-173)

Define Edgell's three types of decision and who tends to make these.

1. Very important decisions
2. Important decisions
3. Less important decisions

Cultural versus material explanations (page 173)

How do feminists explain the differences in decision-making?

The meaning of money (page 173)

1. Give an example where pooling may not indicate equality.
2. Suggest why having separate money may not necessarily mean inequality in a couple.

Application (page 173)

Write your answer here.

A 'personal life' perspective on money (page 173)

Why may same-sex couples have different arrangements from heterosexual couples in relation to money?

Activity: Discussion *Resources and sharing of decisions?* (page 173)

Write your summary here.

Domestic violence (pages 174-176)

1. Define domestic violence.
2. Why do sociologists reject the view that domestic violence has psychological rather than social causes?
3. According to Dobash and Dobash, how does marriage legitimate domestic violence?
4. What do the following three studies show about domestic violence?
 - a. Sylvia Walby and Jonathan Allen
 - b. Donna Ansara and Michelle Hindin
 - c. Aliyah Dar

Official statistics (page 174)

Give the two main reasons why official statistics understate the true extent of domestic violence.

1.

2.

Explanations of domestic violence (pages 175-176)

Complete the table below. *Continue on a separate sheet if necessary.*

Summary of radical feminist view

Evaluation

Summary of materialist view

Evaluation

Application (page 176)

Write your answer here.

Activity: Media *Why don't domestic violence victims leave?* (page 176)

Write your summary here.

QuickCheck Questions (page 177)

Write your answers below.

1.

2.

3.

4.

5.

6.

7.

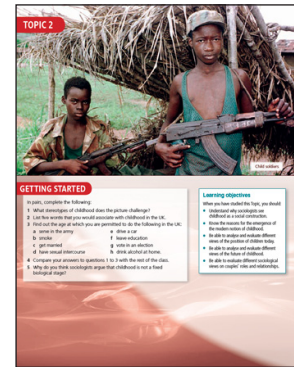
Now answer the Questions to try on page 177 of your textbook.

TOPIC 2 Childhood

Learning Objectives

After studying this Topic, you should:

- Understand why sociologists see childhood as a social construction.
- Know the reasons for the emergence of the modern notion of childhood.
- Be able to analyse and evaluate different views of the position of children today.
- Be able to analyse and evaluate different views of the future of childhood.



Topic 2

Childhood

Getting Started (page 178)

Write your answers to the Getting Started activity here.

- 1.
- 2.
- 3a.
- 3b.
- 3c.
- 3d.
- 3e.
- 3f.
- 3g.
- 3h.
- 4.
- 5.

Childhood as a social construct (pages 179-181)

The modern western notion of childhood (page 179)

Identify three features of childhood in our society.

- 1.
- 2.
- 3.

Application (page 179)

Write your answers here.

1.

2.

Cross-cultural differences in childhood (pages 179-180)

Give three examples of how children are treated differently in different societies.

1.

2.

3.

The globalisation of western childhood (page 180)

Explain what is meant by 'the globalisation of western childhood'.

Activity: Webquest *Child labour laws around the world* (page 180)

Write your summary of the discussion from section B of the activity here.

a.

b.

Historical differences in childhood (page 180)

1. Give two ways in which children were seen to be the same as adults in the Middle Ages.
 - a.
 - b.
2. How does the painting illustrate Ariès' view of childhood in the Middle Ages?
3. How were parental attitudes to children different in the Middle Ages?

The modern cult of childhood (page 181)

1. Give three reasons for the emergence of the modern notion of childhood.
 - a.
 - b.
 - c.
2. State one criticism of Ariès' work.

Analysis and evaluation (page 181)

Write your answer here.

Reasons for the changes in the position of children (page 181)

Sort the reasons for changes in the position of childhood on page 181 into those associated with changes in laws and those associated with other social changes.

Laws	Other social changes

The future of childhood (pages 181-183)

Topic 2

Childhood

The disappearance of childhood (page 182)

1. State three ways in which Postman argues that childhood is disappearing:
 - a.
 - b.
 - c.
2. According to Postman, what is the main reason for this disappearance?

The information hierarchy (page 182)

1. Outline how in Postman's view the information hierarchy has been destroyed.
2. Give one criticism of this view.

Application (page 182)

Write your answer here.

Childhood in postmodernity (page 182)

1. According to Jenks, what is the difference between childhood in modernity and postmodernity?

2. How does Jenks see parents' relationships with their children in postmodern society?

3. Give two criticisms of Jenks' work.

a.

b.

Activity: Media *The accordion family* (page 183)

Write your summary here.

Has the position of children improved? (pages 183-186)

The march of progress view (page 183)

Give three ways in which children's lives have improved according to the march of progress view.

1.

2.

3.

Activity: Webquest *The cost of child-centredness* (page 183)

Write your summary here.

Toxic childhood (page 183)

1. According to Palmer, what are the causes of 'toxic childhood'?

2. Give three examples of childhood health problems that are increasing.
 - a.

 - b.

 - c.

The conflict view (pages 184-186)

Give the two criticisms that the conflict view makes of the march of progress view.

- 1.

- 2.

Inequalities among children (page 184)

Give examples of the inequalities among children in relation to:

1. gender

2. ethnicity
3. social class

Inequalities between children and adults (page 184)

Give an example of each of the following ways in which adults control children:

1. Neglect and abuse
2. Controls over children's space.
3. Controls over children's time.
4. Controls over children's bodies.
5. Controls over children's access to resources.

Age patriarchy (pages 185-186)

1. Define age patriarchy.
2. How might children resist the status of 'child'?
3. Give two criticisms of the child liberationist view.
 - a.
 - b.

Activity: Discussion *Has the position of children improved?* (page 186)

Write your summary here.

The 'new sociology of childhood' (page 186)

1. What is meant by the idea that children are mere 'socialisation projects'?
2. How are children seen by the 'new sociology of childhood'?
3. What methods are most appropriate for studying a child's point of view? Give reasons for your answer.

QuickCheck Questions (page 187)

Write your answers below.

1.

2.

3.

4.

5.

6.

7.

Now answer the Questions to try on page 187 of your textbook.

TOPIC 3 Theories of the family

Learning Objectives

After studying this Topic, you should:

- Understand the functionalist, Marxist, feminist and personal life perspectives on the family.
- Be able to analyse the similarities and differences between these perspectives.
- Be able to evaluate the usefulness of these perspectives on the family.



Getting Started (page 188)

Write your answers to the Getting Started activity here.

1.

2.

The functionalist perspective on the family (pages 189-191)

1. Define the term 'value consensus'.
2. According to Murdock, what are the four essential functions performed by the family?
 - a.
 - b.
 - c.
 - d.

Application (page 189)

Write your answer here.

Criticisms of Murdock (pages 189)

Give two criticisms of Murdock's functionalist view of the family.

- 1.
- 2.

Activity: Webquest *Alternatives to the nuclear family* (page 189)

Write your summary from section C of the activity here.

a.

b.

Parsons' 'functional fit' theory (pages 189-191)

1. Define the following terms:
 - a. The nuclear family
 - b. The extended family
2. According to Parsons, industrial society needs a geographically and socially mobile workforce. Explain why this is the case.
3. Explain how the nuclear family meets each of these two needs.

Box 30 The evidence against Parsons (page 190)

Outline the three criticisms of Parsons.

- 1.
- 2.
- 3.

Loss of functions (page 191)

What two essential or 'irreducible' functions does Parsons suggest that the nuclear family now performs?

- 1.
- 2.

The Marxist perspective on the family (pages 191-193)

1. Define the two social classes identified by Marxists:
 - a. The capitalist class
 - b. The working class
2. According to Marxists, who or what does the family benefit?

Inheritance of property (pages 191-192)

1. Why did Marx claim there was no family in primitive communism?
2. According to Engels, why is monogamy essential in class society?

3. According to Engels, what did the rise of the monogamous nuclear family mean for women?
4. According to Marxists, why will the overthrow of capitalism mean the end of the patriarchal nuclear family?

Ideological functions (page 192)

1. What is the Marxist definition of ideology?
2. Explain two ideological functions of the family.
 - a.
 - b.

Application (page 192)

Write your answer here.

A unit of consumption (page 192)

Identify three ways in which the family is an important market for consumer goods.

- 1.
- 2.
- 3.

Criticisms of the Marxist perspective (page 192)

State three criticisms of the Marxist perspective.

- 1.
- 2.
- 3.

Activity: Quiz (page 193)

Write your answers here by inserting the correct numbers after each of the following:

Functionalist

Marxist

Both

Feminist perspectives on the family (pages 193-194)**Liberal feminism** (page 193)

1. What do liberal feminists campaign for?
2. In what way do liberal feminists agree with 'march of progress' theorists? What evidence do they give for this?
3. Why are liberal feminists criticised by other feminists?

Marxist feminism (pages 193-194)

1. According to Marxist feminists, what is the main cause of women's oppression?
2. Identify three ways in which Marxist feminists see women as being oppressed.
 - a.

b.

c.

3. According to Marxist feminists, how will the oppression of women be overcome?

Radical feminism (pages 194)

1. According to radical feminists, what are the two features of the division between men and women in patriarchal society?

a.

b.

2. Give two solutions that radical feminists propose to overcome women's oppression.

a.

b.

3. Why do liberal feminists criticise radical feminists' views?

Difference feminism (page 194)

1. What is the main argument of difference feminism?

2. Why do other feminists reject this argument?

Analysis and evaluation (page 194)

Write your answer here.

The personal life perspective on families (pages 194-196)

Identify two features that functionalist, Marxist and feminist perspectives on the family can be said to share.

1.

2.

The sociology of personal life (pages 195-196)

1. What is the main emphasis of the personal life perspective?
2. Give five examples of relationships that may give individuals a sense of belonging.
3. In what ways does the personal life perspective challenge the conventional 'blood and marriage' view of family relationships?

Analysis and evaluation (page 195)

Write your answer here.

Donor-conceived children (page 195-196)

What problems might be faced by donor-conceived children, their parents and others?

Activity: Media *Donor-conceived children* (page 196)

Write your summary here.

Evaluation of the personal life perspective (page 196)

1. Identify one strength of the personal life perspective.
2. State one criticism of the personal life perspective.
3. Identify two ways in which the personal life perspective differs from functionalism.
 - a.
 - b.

Activity: Discussion *The family and wider society* (page 196)

Write your summary here.

QuickCheck Questions (page 197)

Write your answers below.

1.

2.

3.

4.

5.

6.

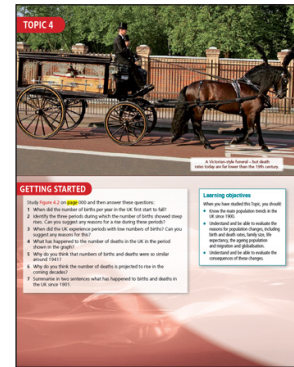
Now answer the Questions to try on page 197 of your textbook.

TOPIC 4 Demography

Learning Objectives

After studying this Topic, you should:

- Know the main population trends in the UK since 1900.
- Understand and be able to evaluate the reasons for population changes.
- Be able to analyse the similarities and differences between these perspectives.
- Be able to evaluate the usefulness of these perspectives on the family.



Topic 4

Demography

Getting Started (page 198)

Write your answers to the Getting Started activity here.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

1. Identify the four factors that affect the size of a country's population.
 - a.
 - b.
 - c.
 - d.
2. Define the following terms:
 - a. Natural change
 - b. Net migration

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1. Define the following terms:
 - a. Birth rate
 - b. Total fertility rate
2. Identify two reasons for changes in the fertility and birth rates.
 - a.
 - b.

Reasons for the decline in the birth rate (pages 199-201)

Summarise each of the following reasons for the decline in the birth rate:

1. Changes in the position of women
2. Decline in the infant mortality rate
3. Children are now an economic liability
4. Child centredness

Analysis and evaluation (page 200)

Write your answer here.

Future trends in birth rates (page 201 and Figure 4.2)

1. What is the reason for the slight increase in births since 2001?
2. What does the overall projection show about the number of births up to 2041?

Effects of changes in fertility (page 201)

What is the effect of fewer babies being born on:

1. The family?
2. The dependency ratio?
3. Public services and policies?

Application (page 201)

Write your answer here.

Deaths (pages 202-203)

Define death rate.

Reasons for the decline in the death rate (pages 202-203)

1. According to Tranter, what was the main reason for the decline in the death rate from 1850 to 1970.
2. By the 1950s, what kinds of diseases had become the main cause of death?
3. Summarise each of the following social factors that had an impact on death rates:
 - a. Improved nutrition
 - b. Medical improvements
 - c. Smoking and diet
 - d. Public health measures
 - e. Other social changes

Life expectancy (page 203)

1. Define life expectancy.
2. What is the difference in life expectancy for a baby boy born in 1900 as compared with a baby boy born in 2013?
3. Give one reason why average life expectancy was low in 1900.
4. What is the projected number of centenarians in 2100?

Question (page 203)

Write your answer here.

Reason 1

Reason 2

Reason 3

The ageing population (pages 203-205)

1. Identify three factors that have caused the ageing of the population.

a.

b.

c.

2. Summarise the effects of an ageing population on:

a. Public services

b. One-person pensioner households

c. The dependency ratio

Ageism, modernity and postmodernity (pages 204-205)

1. Define ageism.
2. In what ways might ageism be seen?

Modern society and old age (page 204)

1. What do you understand by the term 'structured dependency'?
2. How do Marxists view old age in capitalist society?
3. How does age determine people's roles in modern society?

Postmodern society and old age (pages 204-205)

1. How does the life course in postmodern society differ from that in modern society?
2. How do people use consumption to create their identities in postmodern society?
3. What does this mean for old people's identities and ageist stereotypes?

Activity: Research *Media portrayals of older people* (page 205)

Write your summary here.

Inequality among the old (page 205)

How might a person's previous occupational position affect them when they are older?

Analysis and evaluation (page 205)

Write your answer here.

Policy implications (page 205)

Identify three policy implications of an ageing population.

- 1.
- 2
- 3.

Migration (pages 205-206)

Define the following terms:

1. Immigration
2. Emigration
3. Net migration

Immigration (pages 205-206)

1. Draw a timeline to show the groups who migrated to the UK from 1900 to the 1970s.
You may want to do this on a sheet of graph paper, or a poster to display in your classroom.

2. What part of the world do most immigrants to the UK now come from?

Emigration (page 206)

1. Define the following terms in relation to emigration:
 - a. Economic 'push' factors
 - b. Economic 'pull' factors
2. What other reasons might migrants have for leaving their country?

The impact of migration on the UK population structure (page 206 and Table 4D)

1. Using Table 4D, explain how immigration is causing natural population increase.
2. How does immigration affect the age structure of the population:
 - a. Directly?
 - b. Indirectly?
3. Identify three effects of immigration on the dependency ratio.

Activity: Webquest *Britain's future population* (page 206)

Write your summary here.

1. The effect of changes to fertility rates

2. The effect of changes to life expectancy

3. The effect of differing rates of migration

Globalisation and migration (pages 206-208)

1. Define globalisation.
2. What processes are giving rise to globalisation?
3. How does today's pattern of super-diversity differ from pre-1990s migration patterns?
4. In your view, which type of migrant - citizen, denizen or helot - are asylum seekers most likely to be? Give your reasons.
5. In what ways does the feminisation of migration reflect the gender division of labour in western societies?

Migrant identities (page 207-208)

1. List some of the factors that make up our identity.
2. Give an example of a 'hybrid identity'.

3. What is meant by 'hierarchical identities'? Use an example to illustrate this.
4. What does Eriksen mean by 'transnational identities'?

The politicisation of migration (page 208)

1. What is meant by 'assimilationism'? Why might this be a controversial policy?
2. What is meant by multiculturalism?
3. Why is 'shallow' diversity more likely to be accepted than 'deep' diversity?
4. Why has there been a move back towards assimilation policies in recent years?
5. Why does Castles see assimilationist policies as counter-productive?

Activity: Webquest *The 'Life in the UK' test* (page 208)

Write your summary here.

QuickCheck Questions (page 209)

Write your answers below.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

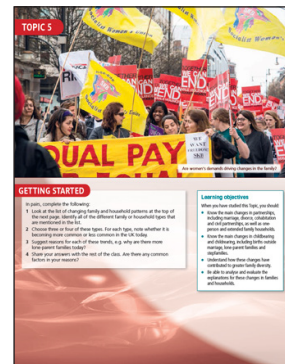
Now answer the Questions to try on page 209 of your textbook.

TOPIC 5 Changing family patterns

Learning Objectives

After studying this Topic, you should:

- Know the main changes in partnerships, including marriage, divorce, cohabitation and civil partnerships, as well as one-person and extended family households.
- Know the main changes in childbearing and childrearing, including births outside marriage, lone-parent families and stepfamilies.
- Understand how these changes have contributed to greater family diversity.
- Be able to analyse and evaluate the explanations for these changes in families and households.



Topic 5

Changing family patterns

Getting Started (page 210)

Write your answers to the Getting Started activity here.

- 1.
- 2.
- 3.
- 4.

Divorce (pages 211-215)

Changing patterns of divorce (page 211 and Figure 4.4)

1. Describe the trend in divorces shown in Figure 4.4.
2. Which gender is responsible for most divorce petitions?
3. What is the most common reason for a woman to be granted a divorce?

Application (page 211)

Write your answers here.

- 1.
- 2.
- 3.

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Box 31 - A brief history of divorce law (page 212)

Draw a timeline to show the changes to divorce law outlined in the Box.

You may want to do this on a large sheet of paper, or a poster to display in your classroom.

Explanations for the increase in divorce (pages 212-215)**1. Changes in the law**

- a. On your timeline of divorce law, mark those changes in the law that:
 - equalise the grounds for divorce.
 - widen the grounds for divorce.
 - make divorce cheaper.
- b. Give three other possible solutions to the breakdown of a marriage, apart from divorce.

2. Declining stigma and changing attitudes

- a. What is stigma?
- b. Why has the stigma surrounding divorce decreased?

3. Secularisation

- a. Define secularisation.
- b. Why might secularisation lead to more divorce?

4. Rising expectations of marriage

- a. Why do couples have higher expectations of marriage today?

- b. Why are functionalists optimistic about marriage despite higher divorce rates?
- c. What aspect of rising divorce rates do functionalists fail to explain?

5. Women's increased financial independence

Give four reasons for women's increased financial independence today.

- a.
- b.
- c.
- d.

6. Feminist explanations

- a. What role does the dual burden play in causing an increased divorced rate?
- b. According to radical feminists, why are women more likely to file for divorce?

7. Modernity and individualisation

How does individualism contribute to a higher divorce rate?

The meaning of a high divorce rate (pages 214-215)

Summarise the different sociological views on divorce in the table below:

Perspective	Effect of high divorce rate
The New Right	
Feminists	
Postmodernists and individualisation thesis	
Functionalists	
Interactionists	
The personal life perspective	

Activity: Media *The impact of divorce on children* (page 215)

Write your summary here.

Marriage (page 215)

Identify four changes in the pattern of marriage in recent years.

- 1.
- 2.
- 3.
- 4.

Reasons for changing patterns of marriage (page 215-216)

1. Summarise the following reasons for changes in first marriages:
 - a. Changing attitudes to marriage
 - b. Secularisation
 - c. Declining stigma attached to alternatives to marriage
 - d. Changes in the position in women
 - e. Fear of divorce
2. Why have remarriages increased?
3. Why are couples marrying at a later age?
4. Give two reasons why couples today may be less likely to get married in church.

Cohabitation (pages 216-217)

1. Define cohabitation.
2. Note four patterns of cohabitation.
 - a.
 - b.
 - c.
 - d.

Reasons for the increase in cohabitation (page 216)

Give four reasons for the increase in cohabitation.

- 1.
- 2.
- 3.
- 4.

Analysis and evaluation (page 216)

Write your answers here.

- (a)
- (b)

The relationship between cohabitation and marriage (page 217)

Identify two different ways in which cohabitation may be seen by couples.

- 1.
- 2.

Activity: Discussion *Cohabitation is becoming 'marriage by another name'* (page 217)

Write your summary here.

Same-sex relationships (pages 217)

1. Identify three rights that are the same for same-sex couples and heterosexual couples.
 - a.
 - b.
 - c.
2. Explain what Weeks means by 'chosen families'.
3. According to Weston, how have same-sex relationships changed since the 1970s?
4. What has been the impact of legal acceptance on same-sex couples?
5. Why might some gay people see legal recognition of same-sex relationships as limiting?

One-person households (pages 217-218)

1. Note the three patterns of one-person households today.
 - a.
 - b.
 - c.
2. Give two reasons for the increased number of one-person households.
 - a.
 - b.

'Living apart together' (page 218)

Give two reasons why couples may choose to live apart.

- 1.
- 2.

Parents and children (pages 218-220)**Childbearing** (page 218)

1. Note the three patterns of childbearing today.
 - a.
 - b.
 - c.
2. Give two reasons for the changes in patterns of childbearing.
 - a.
 - b.

Application (page 219)

Write your answers here.

- 1.
- 2.

Lone-parent families (page 219)

1. Give two reasons for the rise in the number of lone-parent families.
 - a.
 - b.
2. Give three reasons why lone-parent families tend to be headed by women.
 - a.
 - b.
 - c.
3. Give two reasons why some women may be 'single by choice'.
 - a.
 - b.

Lone parenthood, the welfare state and poverty (page 219)

1. What reason does Murray give for the increase in lone-parent families?
2. What is meant by a 'perverse incentive'?
3. What is meant by the term 'dependency culture'?
4. According to Murray, what is the solution to the dependency culture?

5. Give four reasons why lone-parent families are likely to be in poverty.

- a.
- b.
- c.
- d.

Stepfamilies (page 220)

1. Why are the children in stepfamilies more likely to be from the woman's previous relationship rather than the man's?
2. Why might stepfamilies face poverty?
3. What tensions might exist in stepfamilies?

Ethnic differences in family patterns (pages 220-221)

Table 4E Families with dependent children (page 220)

Using Table 4E, complete the grid below.

Family type	Ethnic group with highest percentage (%)	Ethnic group with lowest percentage (%)
Married couples	(%)	(%)
Cohabiting couples	(%)	(%)
Lone parents	(%)	(%)

1. Suggest two reasons why black families are more likely to be lone-parent families than families in other ethnic groups.
 - a.
 - b.
2. Why does Mirza argue that the statistics on lone-parent black families may not reflect the true situation?
3. Identify two reasons why Asian households tend to be larger than those other ethnic groups.

The extended family today (pages 221-222)

Summarise the evidence from the following studies for the continued existence of the extended family today:

- a. Charles
- b. Willmott
- c. Chamberlain
- d. Bell

The 'beanpole' family (page 222)

1. Identify two features of the 'beanpole' family.
 - a.
 - b.

2. Which two demographic changes have encouraged the 'beanpole' family?

a.

b.

Obligations to relatives (page 222)

1. List the order of obligation to help with household tasks that Cheal identifies.

2. Which gender is more likely to be chosen as a caregiver?

Application (page 222)

Write your answer here.

Activity: Research *Patterns of obligation* (page 222)

Write your summary here.

QuickCheck Questions (page 223)

Write your answers below.

1.

2.

3.

4.

5.

6.

7.

Now answer the Questions to try on page 223 of your textbook.

TOPIC 6 Family diversity

Learning Objectives

After studying this Topic, you should:

- Be able to describe a range of different sociological views of family diversity.
- Understand the difference between modernist and postmodernist approaches to family diversity.
- Be able to analyse and evaluate sociological explanations of family diversity.



Topic 6

Family diversity

Getting Started (page 224)

Write your answers to the Getting Started activity here.

1.

2.

3.

Modernism and the nuclear family (pages 225-28)

Outline what is meant by a 'modernist' perspective on the family.

Functionalism (page 225)

1. What are Parsons' two irreducible functions of the family?

a.

b.

2. According to functionalists, which type of family is most appropriate to perform these functions in modern society?

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Analysis and evaluation (page 225)

Write your answer here.

The New Right (pages 225-226)

1. Describe the family type that the New Right regard as normal.
2. What reasons do the New Right give for supporting this type of family?
3. Give three reasons why the New Right see lone-parent families as harmful to children.
 - a.
 - b.
 - c.
4. Summarise Benson's findings on cohabitation versus marriage. How does this support the New Right view?
5. Identify two solutions to family problems proposed by New Right thinkers.
 - a.
 - b.

Activity: Media *The conventional nuclear family* (page 226)

Write your summary here.

Criticisms of the New Right (page 226)

Briefly summarise the five criticisms of the New Right view of the family.

- 1.
- 2.
- 3.
- 4.
- 5.

Chester: the neo-conventional family (pages 226-227)

1. What does Chester mean by the neo-conventional family?
2. What five patterns does Chester identify to show that there has been little change to the modern family.
 - a.
 - b.
 - c.
 - d.
 - e.

The Rapoports: five types of family diversity (page 227-228)

Identify and briefly describe the Rapoports' five types of family diversity.

- 1.
- 2.
- 3.
- 4.
- 5.

Application (page 228)

Write your answer here.

Activity: Research *How different generations view family diversity* (page 228)

Write your summary here.

Postmodernism and family diversity (pages 228-232)**Box 32 - Postmodern society and the family** (page 228)

1. What are the two key characteristics of postmodern society?
 - a.
 - b.
2. What impact do these characteristics have on family life?

Stacey: postmodern families (pages 228-229)

1. According to Stacey, how have women benefited from the greater freedom of postmodern society?

2. What method did Stacey use in her research?
3. What does Stacey mean by the 'divorce-extended family'? How do divorce-extended families reflect the postmodernist view of family life?

The individualisation thesis (page 229)

Summarise this thesis.

Box 33 - Life course analysis (page 229)

1. Explain what is meant by 'life course analysis'.
2. What are the two major strengths of using this method to investigate families?
 - a.
 - b.

Giddens: choice and equality (page 230)

1. Give the two reasons for greater choice and equality in families and marriage.
 - a.
 - b.
2. What does this mean for couples today?

The pure relationship (page 230)

1. According to Giddens, what holds relationships together today?

2. What is the key feature of the 'pure relationship'?
3. Why does Giddens see the pure relationship as a 'rolling contract'?

Same-sex couples as pioneers (page 230)

Why does Giddens see same-sex couples as pioneers of new family types?

Beck: the negotiated family (page 231)

1. What does Beck mean by 'risk society'?
2. Identify two social trends that have undermined the patriarchal family.
 - a.
 - b.
3. What is the 'negotiated family'?

Application (page 231)

Write your answer here.

The zombie family (page 231)

What does Beck mean by the 'zombie family'?

The personal life perspective (page 231)

State three criticisms that the personal life perspective makes of the individualisation thesis.

1.

2.

3.

The connectedness thesis (pages 231-232)

1. How does Finch and Mason's study of extended families support the connectedness thesis?

2. Why does the connectedness thesis see Giddens' view of the pure relationship as incorrect?

3. Give three examples of gender differences in how far individuals have choices about their relationships.

a.

b.

c.

Application (page 232)

Write your answer here.

The power of structures (page 232)

Give an example of how structures continue to limit choice in relationships and families.

Activity: Discussion *is the nuclear family best?* (page 232)

Write your summary here.

QuickCheck Questions (page 233)

Write your answers below.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Now answer the Questions to try on page 233 of your textbook.

TOPIC 7 Families and social policy

Learning Objectives

After studying this Topic, you should:

- Know some of the ways in which social policies may affect families.
- Understand the different sociological perspectives on families and social policy.
- Be able to analyse these perspectives and evaluate their usefulness in explaining the relationship between families and social policy.



Topic 7

Families and social policy

Getting Started (page 234)

Write your answers to the Getting Started activity here.

1.

2.

A comparative view of family policy (page 235)

Complete the following to summarise the cross-cultural examples of how the state can affect family life.

China's one-child policy

Communist Romania

Nazi family policy

Democratic societies

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Activity: Media *China's one-child policy* (page 235)

Write a summary paragraph to answer the question, 'Should governments be able to control aspects of family life?'

Perspectives on families and social policy (pages 236-240)**Functionalism (page 236)**

1. How do functionalists see society?
2. How do they view the role of policies in relation to the family?

Application (page 236)

Write your answers here.

- 1.
- 2.

Criticisms of functionalism (page 236)

What are the two main criticisms of the functionalist view of social policy in relation to the family?

- 1.
- 2.

Donzelot: policing the family (page 236)

1. What is meant by the following terms?
 - a. Surveillance (Foucault)
 - b. The policing of families
2. In what way does Donzelot's view of the effect of policy on family life differ from the functionalists' view?

The New Right (page 236-237)

1. Describe the roles of the adults in the New Right view of the 'traditional' nuclear family. How does their view compare to the functionalists'?
2. Give three examples of policies that the New Right see as threatening the conventional family and producing social problems.
3. Explain what is meant by the idea that welfare benefits are 'perverse incentives'.
4. Give two examples of ways in which benefits may act as 'perverse incentives'.
5. Explain one way in which taxes might be used to encourage the traditional nuclear family.
6. How do the New Right and functionalism differ in their views of the impact of welfare policies on family life?
7. Give four criticisms of the New Right view.

Analysis and evaluation (page 237)

Write your answer here. (You might find it useful to look back at Topic 2 *Childhood* for an explanation of social construction.)

Complete the table below on family policies from 1979 to 2015 (page 238).

Government	Policy	New Right: for or against?
Conservatives 1979-1997	Eg. Banning promotion of homosexuality by local authorities	For
New Labour 1997-2010		
Coalition 2010-2015		

Feminism (pages 238-239)

Explain how feminists show that policy creates a self-fulfilling prophecy.

Policies supporting the patriarchal family (page 239)

Complete the table to show how feminists see policies maintaining the patriarchal family.

Policy	How it maintains the patriarchal family
Tax and benefits	
Childcare	
Care for the sick and elderly	

Evaluation of the feminist view (page 239)

How has the feminist view of social policy been criticised? Give examples of some policies that illustrate the criticism.

Activity: Webquest *Improving family policy* (page 239)

Make your notes here for your policy area. Use these to help you prepare your handout.

Gender regimes (page 240)

1. Define the two types of gender regime identified by Drew:
 - a. Individualistic
 - b. Familistic
2. Give one example of a country with an individualistic gender regime and one example of a country with a familistic gender regime.

Application (page 240)

Write your answer here.

Activity: Discussion *The impact of policy on family life* (page 240)

Complete your preparation for your presentation below.

QuickCheck Questions (page 241)

Write your answers to the questions here.

1.

2.

3.

4.

5.

6.

7.

Now answer the Questions to try on page 241 of your textbook.