

SOS2402 - Family, gender equality and the welfare state

This course gives an introduction to family change from a gender and welfare state perspective. Theoretically the course is informed by gender perspectives on the welfare state and on theories on personal relationships in modern societies. Among the questions addressed are: What typifies the Nordic/Norwegian welfare state approach to family, gender and work? The course examines a wide range of policies (e.g. parental leave, daddy quotas, state-sponsored day care for children, cash for care benefits). What are the effects of policy interventions on gender equality and fertility? To what extent are family forms and practices characterised by change and diversity, in particular in relation to gender and class? How can personal relationships in families be conceptualised and studied from a gender equality perspective in a Nordic/Norwegian context? The course literature highlights the Nordic/Norwegian experience through analyses of comparative statistical data and national case studies, and by contrasting the Nordic experience with that of other European countries.

This course is intended for both Norwegian and international students.

Learning outcome

Knowledge

- Obtain theoretically based knowledge about family changes from gender equality and welfare state perspectives
- Acquire knowledge of the significance of institutional contexts for changes in family and gender relations

Skills

- Make use of central sociological theories to discuss concrete political reforms, institutions and processes
- Give an oral and written presentation of central sociological themes
- Evaluate and give constructive comments to other students' or researchers' work
- Attain knowledge of those fundamentals necessary for presentations of scientific work
- Attend discussions and contribute to professional teamwork: by introducing own standpoint and joint work

Competences

- Be aware of limitations as well as strength of theories and research results
- Practice esteem regarding the division between knowledge based academic content or assumption.