



SCHOOL OF SOCIAL AND CULTURAL STUDIES

*Te Kura Mahinga Tangata*

Sociology and Social Policy

**SPOL 209/309**

*Social Policy and the Family*

# Course Outline

**CRN: 4653/4655 : 22/24 POINTS: TRIMESTER 2, 2009**

*Teaching dates: 13 July – 16 October 2009*

*Study week: 19 – 23 October 2009*

*Examination period: 27 October – 14 November 2009*

**COURSE COORDINATOR: DR CAROL HARRINGTON**

*Room 1006, Murphy Building*

*Tel: (04) 463 5233 ext 7451*

*Email: [carol.harrington@vuw.ac.nz](mailto:carol.harrington@vuw.ac.nz)*

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**LECTURES: Wednesday 3–4pm & Thursday 3–5 pm, NEW KIRK 203**

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## SCHOOL LOCATION

Sociology and Social Policy staff are on levels 9 and 10 of the Murphy Building. The academic staff are on level 10 and the School of Social and Cultural Studies Administration Office is on level 9. The student noticeboard is on level 9, although you may also find items of interest on the staff noticeboard on level 10.

## WEBSITE

The School website can be found at: <http://www.victoria.ac.nz/sacs>.

On the same page you can also find **Sociolog**, a chronicle of reflections written by SOSC/SPOL/SSRE staff and postgraduate students.

## LECTURE & TUTORIAL TIMES

**Lectures:** Wednesday 3-4pm and Thursday 3-5pm, KK203

**Tutorials:** To be arranged

## COURSE COORDINATOR

Dr Carol Harrington is responsible for the administration of SPOL 209/309. Her contact details are:

Room: Murphy 1006

Tel: 463 5233 ext 7451

Email: [carol.harrington@vuw.ac.nz](mailto:carol.harrington@vuw.ac.nz)

Office Hours: Wednesday 4-5pm and Thursday 12 noon-1pm

## OTHER CONTACT INFORMATION

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: <a href="mailto:Allison.Kirkman@vuw.ac.nz">Allison.Kirkman@vuw.ac.nz</a>
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: <a href="mailto:Hal.Levine@vuw.ac.nz">Hal.Levine@vuw.ac.nz</a>
Maori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: <a href="mailto:Trevor.Bradley@vuw.ac.nz">Trevor.Bradley@vuw.ac.nz</a>
Students with Disabilities Liaison:	Dr Carol Harrington, MY 1012 Tel: 463 7451 E-m: <a href="mailto:Carol.Harrington@vuw.ac.nz">Carol.Harrington@vuw.ac.nz</a>
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: <a href="mailto:Carol.Hogan@vuw.ac.nz">Carol.Hogan@vuw.ac.nz</a>
School Administrators:	Monica Lichti, Alison Melling, Heather Day MY921, Tel: 463 5317; 463 5258; 463 5677 E-m: <a href="mailto:sacs@vuw.ac.nz">sacs@vuw.ac.nz</a>

## AIMS AND LEARNING OBJECTIVES

This course explores state and societal constructions of family and family roles through current political and social debates. In critically reflecting on social constructions students explore the relationships between and role of individuals, families, communities, and the state in improving well-being in New Zealand. On successfully completing this course students will be able to:

- ✳ Explain important social science concepts for analysing family processes.
- ✳ Analyse how demographic, cultural and social policy change have affected families and households.
- ✳ Evaluate contemporary policy debates and practices regarding families.
- ✳ Describe basic principles and problems of research design for family policy development.

## COURSE MATERIALS

**Student notes are available for this course.** For the first two weeks of trimester all undergraduate texts and student notes are sold from the Memorial Theatre foyer; postgraduate textbooks and student notes are available from the top floor of VicBooks in the Student Union Building, Kelburn Campus. After that, undergraduate texts will be sold from VicBooks and student notes from the Student Notes Distribution Centre on the ground floor, Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00am–6.00pm from Monday–Friday during term time (closing at 5.00 pm in the holidays). Tel: 463 5515.

## ADDITIONAL INFORMATION ON SPOL 209/309

This course has information on BlackBoard at: <http://www.blackboard.vuw.ac.nz>

## GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcacademic/Publications.aspx>

## ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## WORKLOAD

The design of the course is based upon an assumption that students will need to spend on course work a minimum of 14 hours each week for those at 200-level, and 16 hours a week for those at 300-level (including class contact hours). This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for 200-level and 300-level courses.

## EXTENSIONS ON DUE DATES

If you are given an extension, a new submission date will be identified and you will have to submit the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date. If you need an extension, ask Dr Harrington **before** the due date.

Please note that exam timetable clashes will be taken into account in extensions for Essay Two.

## MANDATORY COURSE REQUIREMENTS

To meet mandatory course requirements, students must:

- submit both essays as well as
- submit the research poster

## COURSE ASSESSMENT

Some class time will be devoted to how to approach assignments. Students are also welcome to consult Dr Harrington directly for further guidance.

### *Essay One*

*Weighting: 40%*

*Due: Friday 21 August 2009 by 4pm*

*Word count: SPOL 209 2000 words; SPOL 309 2500 words*

The first essay should include a historical narrative *and* an analytical argument.

1. Discuss historical continuity and change in social constructions of the child and children's needs. You may focus on New Zealand, another country, or international protocols and trends.
2. Discuss historical continuity and change in social constructions of paternal responsibility and fatherhood. You may focus on New Zealand, another country, or international protocols and trends.

3. Discuss historical continuity and change in social constructions of maternal responsibility and motherhood. You may focus on New Zealand, another country, or international protocols and trends.
4. Discuss historical continuity and change in social constructions of family. You may focus on New Zealand, another country, or international protocols and trends.
5. Discuss how policy makers have responded to ex-nuptial births from the late nineteenth century to the present day. You may focus on New Zealand, another country, or international protocols and trends.
6. Discuss historical continuity and change in the institution of marriage. You may focus on New Zealand, another country, or international protocols and trends.
7. Discuss how the families and households of migrant minorities (e.g. Pacific, Chinese) have been affected by migration to New Zealand from a historical perspective.
8. Discuss the impact of British colonisation on Māori families and households.
9. Special topic: If you want to do a question not on the list you *must* discuss it with Dr Harrington and get approval first.

***Research Poster***

***Weighting: 20%***

***Due: Tuesday 15 September by 4pm***

The research poster must contain a research question, a statement of research aims and an outline of the research method. The research question and aims must be related to an aspect of family life and have clear policy relevance. All students must give a brief in-class presentation about their research poster.

Each poster will accommodate four A4 sheets.

SPOL 209 : Students will cover New Zealand within their research design and question.

SPOL 309: Students will cover New Zealand and at least one other country in their research design and question.

## *Essay Two*

**Weighting: 40%**

Please note that assessment for this piece of work consists of the following two components:

### *1) In-Class Presentation*

**Weighting 10%**

*Due dates: 14 October 2009 by 9am for PowerPoint slide*

*14/15 October 2009 - Presentation in-class*

Students will be presenting their plan for Essay Two in-class on either 14 or 15 October 2009 (to be advised closer to the date; both classes will be devoted to presentations). Your PowerPoint slide for your presentation must be emailed to [carol.harrington@vuw.ac.nz](mailto:carol.harrington@vuw.ac.nz) by 9am on 14 October 2009

### *2) Essay Two*

**Weighting: 30%**

*Due date: 27 October 2009 by 4pm*

*Word count: SPOL 209 & SPOL 309 1500 words*

Students should select a contemporary government program intended to impact on family life. Programs may deal with

- Intimate partner violence
- Family violence
- Child abuse and neglect
- Work/life balance
- Care of dependent adults
- Divorce
- Ex-nuptial births
- Parenting
- Youth crime
- Migration
- Household division of labour and/or income
- Special topic: if you want to do a topic not on the above list you *must* discuss it with me and get approval first.

The programme you select may be from New Zealand or abroad.

You should structure your essay and presentation around the questions below. **However, do not simply write short answers to each question! Do not use the questions as sub-headings! Not every question requires equal space.** You do not have to provide a full answer to every question. For example if you think the policy in question is misguided then obviously you do not have to make suggestions on how it could be strengthened.

- What problem does the program seek to address?
- When and how did this problem come to government attention?
- How is the problem connected to family life? Is family the cause of the problem, the solution to the problem or both?
- What previous programs did the government have in place to deal with the problem?
- What family outcomes does the program seek to support?
- What techniques does the program use to support or change an aspect of family life? Is there anything new or innovative about the program?
- What values, knowledge and information informed the development of the program?
- Can you point to important values, knowledge or information that should have informed program development and did not?
- What evidence is there about the affect of the program on individuals, families and the community?
- Is the program effective?
- Is the program misguided?
- Could the program be strengthened? How?

## **HANDING IN ESSAYS AND OTHER WRITTEN ASSIGNMENTS**

**You must submit a hard copy and an electronic copy of your essays.** Hard copies are submitted following the process below. Electronic copies must be emailed to [carol.harrington@vuw.ac.nz](mailto:carol.harrington@vuw.ac.nz).

It is the policy of the Sociology and Social Policy Programme that all written assignments must be handed in to the School's Assignment Box on level 9 of the Murphy Building by 4 pm on the due date.

They **MUST NOT** be placed in individual staff pigeon-holes, or under staff office doors, or handed to lecturers or tutors.

This is to ensure that all work is properly recorded when submitted, and to avoid problems which have arisen in the past, when work has "gone missing".

At 4 p.m. a School Administrator will empty the box, date-stamp work and record its receipt, before handing it to the appropriate markers.



### **Identifying your Essay or Assignment – Cover Sheet**

Please include the School's Assignment Cover Sheet (which can be found at the back of this course outline) as a front sheet when submitting your assignments. This ensures that you have provided essential information. You may wish to have a front page of your own on your assignment, but the top sheet must be the School's Assignment Cover Sheet. Further copies can be found at the School's Administration office on level 9 of Murphy building, and also on the School's assignment box.

#### **Students must keep a photocopy of every written assignment.**

Unless students have followed this procedure, the School will accept no responsibility for pieces of written work claimed to have been handed in.

### **GRADES AND PENALTIES FOR LATE SUBMISSIONS**

#### **Grades**

Sociology and Social Policy staff members follow University policy in giving letter grades for all internally assessed work instead of giving numerical marks. The following table sets out the range of marks within which each letter grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

<b>PASS:</b>	<b>A+</b>	<b>85% or over</b>	<b>FAILURE:</b>	<b>D</b>	<b>40% - 49%</b>
	<b>A</b>	<b>80% - 84%</b>		<b>E</b>	<b>Below 40%</b>
	<b>A-</b>	<b>75% - 79%</b>			
	<b>B+</b>	<b>70% - 74%</b>			
	<b>B</b>	<b>65% - 69%</b>			
	<b>B-</b>	<b>60% - 64%</b>			
	<b>C+</b>	<b>55% - 59%</b>			
	<b>C</b>	<b>50% - 54%</b>			

All the course instructors are requested to make sure that each student is informed about the above system of assessment.

### Penalties for Late Submissions

Late submissions for student assignments in all Sociology and Social Policy undergraduate papers are subject to a penalty. The exact deduction will be calculated on the basis of one half-mark per day late for each 10 marks, i.e.:

Mark out of maximum of	Then deduct the following marks for each day it is late
10	½
20	1
30	1 ½
40	2

Where the due date is a Friday, any written work not handed in by 4 pm will be liable to a two-day penalty. To be effective, this policy will be consistently applied in all papers.

### OUTLINE OF LECTURES AND DISCUSSIONS

Please note that our Thursday class is a double session. All classes will combine both lecturing and discussion. Students must read the required reading before class and bring a copy of the reading to class. All required readings are in the Student Notes for this course.

<b>WEEK ONE: Introducing Social Policy and the Family</b> <b>July 15&amp;16</b> Required reading: Ministry of Social Development <i>New Zealand Families Today: A Briefing for the Families Commission</i> . July 2004 22-41 (electronic 24-43)
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<b>WEEK TWO: The Family, the Individual, and the State</b> <b>July 22&amp;23</b> Required reading: Carole Pateman <i>Feminist Critiques of the Public/Private Dichotomy</i> <i>The Disorder of Women: Democracy, Feminism and Political Theory</i> Stanford: Stanford University Press 1989: 118-140
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**WEEK THREE Protecting and Caring for Children**

**July 29&30**

Required reading

Margaret Tennant *Complicating Childhood: Gender, Ethnicity, and "Disadvantage" within the New Zealand Children's Health Camps Movement Prepared for the International Conference on Work-Life Balance across the Life Course, The University of Edinburgh, 30 June to 2 July 2004*

**WEEK FOUR: Theorizing Family Violence**

**August 5&6**

Required reading

Janet Fanslow 2005 *Intimate Partner Violence Beyond Zero Tolerance: Key Issues and Future Directions for Family Violence Work in New Zealand Families* Commission

**WEEK FIVE: Family Stability**

**August 12&13**

Paul Callister and Stuart Birks 2006 *Two Parents, Two Households: New Zealand Data Collections, Language and Complex Parenting* Blue Skies Report No. 2/06, 9-21; appendix, 54

Jill Goldson 2006 *Hello, I'm a Voice, Let Me Talk: Child-inclusive Mediation in Family Separation*. Families Commission Innovative Practice Report No. 1/06 5-15, appendix 20-22

Kay Goodger "Explanations for Growth of Sole Parent Benefit Numbers in the 1970s in New Zealand" *Radical Statistics* 69 (Autumn) 1998. no page numbers (7 pages). <http://www.radstats.org.uk/no069/article5.htm> (Accessed 5 May 2008).

**WEEK SIX: Research on Families** **August 19&20**

Required reading:

**Qualitative: the example of Caring**

Adelaide Collins and Huhana Hickey 2006 *The Role of Whānau in the Lives of Māori with Physical Disabilities* Blue Skies Report No. 12/06. 15-25; appendix 37; 13-14 list of participants.

Mary Beheny and Christine Stephens *Older Adult's Experience of Family Life: Linked Lives and Independent Living: A Qualitative Analysis of Interviews with Thirty Six Older Adults*. Families Commission Blue Skies Report No. 21/07, 9-29. appendix, 34. method, 7-8.

**Quantitative:** Jeremy Robertson, Vanessa Rogers and Jan Pryor "Fertility" in *Review of the Empirical Literature Assessing the Impacts of Government Policies on Family Form*. Wellington Families Commission, 2006: 44-60.

**NB: Essay One due:**

**August 21 4pm**

**MID-TRIMESTER BREAK**

**August 24-September 6**

**WEEK NINE: Policy Discourse on Good Families** **September 9&10**

Required reading:

Robyn Seth-Purdie, Andrew Cameron and Francis Luketina 2006 "Relationships and Parenting" in *What Makes Your Family Tick? Families with Dependent Children – Successful Outcomes Project*. Report on Public Consultation. Families Commission 45-51 (47-53 electronic)

Families Commission 2005 *Families with Dependent Children – Successful Outcomes: Review of the Literature* Prepared on Behalf of the Families Commission, 13-31

John D'Emilio. "Laying Claim to the Family" in *The World Turned: Essays on Gay History, Politics and Culture* Durham and London Duke University Press 2002, 174-190.

**WEEK TEN: Research Poster Sessions**

**September 16&17**

**WEEK ELEVEN: Mothering and Fathering****September 23&24**

Required reading.

Barbara Hobson and David Morgan Introduction *Making Men into Fathers: Men, Masculinities and the Social Politics of Fatherhood* Cambridge: Cambridge University Press, 2002, 1-21

Maureen Baker, "The Elusive Pregnancy: Choice and Empowerment in Medically Assisted Conception" *Women's Health and Urban Life*, III (1) 2004: 34-55.

**WEEK TWELVE: Sharing Money and Domestic Work****September 30, October 1**

Kahu, Ella R and Mandy Morgan 2007 "Weaving Cohesive Identities as Mothers and Workers" *Kōtuitui: New Zealand Journal of Social Policy* 2:55, 55-73

Maureen Baker, Dilemmas in the Work-Life Balance of "Welfare Mothers"  
Prepared for the International Conference on Work-Life Balance across the Life Course, The University of Edinburgh, 30 June to 2 July 2004.

Robin Fleming in association with Julia Taiapa, Anna Pasikale, and Susan Kell Easting "Family Money and Household Money" *The Common Purse: Income Sharing in New Zealand Families* Auckland University Press, Bridget Williams Books, 1997. 1-22

**WEEK THIRTEEN: Family Group Conferences****October 7&8**

Required Reading

Gabrielle M Maxwell and Allison Morris The New Zealand model of family group conferences in *Family conferencing and juvenile justice: the way forward or misplaced optimism? Australian studies in law, crime and justice* Christine Alder and Joy Wundersitz (eds) Canberra: Australian Institute of Criminology, 1994

Required reading

**WEEK FOURTEEN: Student presentations****October 14&15**

## CITATIONS AND BIBLIOGRAPHIES

Both essays must contain proper citations. Students may use either in-text citations, or footnotes or endnotes. Your citation format must be consistent. Be sure to include page numbers for citations unless you really are summarising an entire book or article. A good rule to remember is that you should provide enough information about your sources for your reader to be able to trace them. Both essays must include an alphabeticised bibliography listing works cited in the essay. The bibliography **should not** include works consulted but not cited. If you are uncertain about how to do citations please consult Dr Harrington.

## RESOURCES FOR FURTHER RESEARCH:

### Websites

Ministry of Social Development <http://www.msd.govt.nz/>  
Families Commission <http://www.nzfamilies.org.nz/>  
Children, Young Persons and their Families <http://www.cyf.govt.nz/>  
Children with High and Complex Needs <http://www.hcn.govt.nz/>  
Strengthening Families <http://www.strengtheningfamilies.govt.nz/>  
Preventing violence in the home <http://www.dvc.org.nz/>  
Child Poverty Action Group <http://www.cpag.org.nz/>  
Columbia University Clearinghouse in Child, Youth and Family Policies.  
<http://www.childpolicyintl.org/home1.html>  
United Nations <http://www.un.org/esa/socdev/family/>

### Electronic Resources Available Through the Library.

*The father: historical, psychological, and cultural perspectives* [electronic resource] / Luigi Zoja ; English translation by Henry Martin  
*Mothering and ambivalence* [electronic resource] / edited by Wendy Hollway and Brid Featherstone. London ; New York : Routledge, 1997

### Journals

*New Zealand Social Policy Journal*  
*Journal of Marriage and the Family*  
*Journal of Family History*  
*Journal of Comparative Family Studies*  
*Family Relations*  
*Family Process*

**Books on Three Day Loan:**

**Family History:**

- Casey, James *The history of the family* Oxford, U.K. : B. Blackwell, 1989
- Goody, Jack *The European family : an historico-anthropological essay* Malden, Mass : Blackwell, 2000
- Goody, Jack *The development of the family and marriage in Europe* Cambridge [Cambridgeshire] ; New York : Cambridge University Press, 1983
- Kertzer, David I. and Marzio Barbagli. (eds) *The history of the European family* New Haven : Yale University Press, 2001-2002
- Mitterauer, Michael and Reinhard Sieder ; translated by Karla Oosterveen and Manfred Horzinger *The European family : patriarchy to partnership from the Middle Ages to the present* Oxford : Blackwell, 1982
- Ozment, Steven *Ancestors : the loving family in old Europe* Cambridge, Mass. : Harvard University Press, 2001
- Schuurman, Anton, Pieter Spierenburg (ed) *Private domain, public inquiry : families and life-styles in the Netherlands and Europe, 1550 to the present* / Hilversum : Verloren, 1996
- Secombe, Wally *A millennium of family change : feudalism to capitalism in Northwestern Europe* London ; New York : Verso, 1992
- Secombe, Wally *Weathering the storm : working-class families from the Industrial Revolution to the fertility decline* London : Verso, 1993
- Wall, Richard (ed) in collaboration with Jean Robin and Peter Laslett of the SSRC Cambridge Group for the History of Population and Social Structure *Family forms in historic Europe* Cambridge, U.K. : Cambridge University Press, 1983.

**Motherhood**

- Berg, Allison *Mothering the race : women's narratives of reproduction, 1890-1930* Urbana : University of Illinois Press, 2002
- Bock, Gisela and Pat Thane (eds) *Maternity and gender policies : women and the rise of the European welfare states, 1880-1950s* London [England] ; New York : Routledge, 1991
- Ehrenreich, Barbara Deirdre English *For her own good : 150 years of the experts' advice to women* New York : Anchor Press/Doubleday, 1979

- Everingham, Christine *Motherhood and modernity : an investigation into the rational dimension of mothering* Buckingham; Bristol, Pa. : Open University Press, 1994
- Kedgley, Sue *Mum's the word : the untold story of motherhood in New Zealand* Auckland, N.Z. : Random House, 1996
- Koven, Seth & Sonya Michel (eds) *Mothers of a new world : maternalist politics and the origins of welfare states* New York : Routledge, 1993
- Mink, Gwendolyn *The wages of motherhood : inequality in the welfare state, 1917-1942* Ithaca, NY : Cornell University Press, 1995
- Ram, Kalpana and Margaret Jolly. (eds) *Maternities and modernities : colonial and postcolonial experiences in Asia and the Pacific* Cambridge [England] ; New York : Cambridge University Press, 1998

### **Fatherhood**

- Birks, Stuart and Paul Callister. (ed) *Perspectives on fathering II* Palmerston North, N.Z. : Centre for Public Policy Evaluation, Massey University, 1999
- Coltrane, Scott *Family man : fatherhood, housework, and gender equity* New York : Oxford University Press, 1996
- Hobson, Barbara (ed) *Making men into fathers : men, masculinities, and the social politics of fatherhood* Cambridge, UK ; New York : Cambridge University Press, 2002
- LaRossa, Ralph *The modernization of fatherhood : a social and political history* Chicago : University of Chicago Press, c1997
- Lupton, Deborah and Lesley Barclay *Constructing fatherhood : discourses and experiences* London ; Thousand Oaks, Calif. : SAGE, 1997
- Stanley, Kate (ed) *Daddy dearest? : active fatherhood and public policy* London : Institute for Public Policy Research, 2005

### **Childhood**

- Brown Alyson and David Barrett. *Knowledge of evil : child prostitution and child sexual abuse in twentieth-century England* Cullompton, Devon, UK ; Portland, Or. : Willan, 2002
- Cook, Daniel Thomas *The commodification of childhood : the children's clothing industry and the rise of the child consumer* Durham : Duke University Press, c2004
- Cunningham, Hugh *Children and childhood in western society since 1500* Harlow, England ; New York Pearson Longman, 2005



- Dalley, Bronwyn *Family matters : child welfare in twentieth-century New Zealand*  
Auckland, N.Z. : Auckland University Press in association with the  
Historical Branch, Dept. of Internal Affairs, 1998
- Handel, Gerald, Spencer Cahill, Frederick Elkin *Children and society : the sociology  
of children and childhood socialization* Los Angeles : Roxbury Pub., c2007
- Hetherington, Penelope *Settlers, servants and slaves : Aboriginal and European  
children in nineteenth-century Western Australia* . Nedlands, W.A. :  
University of Western Australia Press, 2002.
- Holland, Patricia *Picturing childhood : the myth of the child in popular imagery*  
London : I. B. Tauris, 2004
- Mintz, Steven. *Huck's raft : a history of American childhood* Cambridge, Mass. :  
Belknap Press of Harvard University Press, 2004.
- O'Malley, Andrew *The making of the modern child : children's literature and  
childhood in the late eighteenth century* New York : Routledge, 2003.
- Penglase, Joanna *Orphans of the living : growing up in 'care' in twentieth-century  
Australia* North Fremantle, W.A. : Fremantle Press, 2007
- Prout, Alan *The body, childhood and society* New York, N.Y. : St. Martin's Press ;  
Basingstoke, Hants. : Macmillan, 1999
- Rahikainen, Marjatta *Centuries of child labour : European experiences from the  
seventeenth to the twentieth century* Aldershot, Hampshire, England ;  
Burlington, VT: Ashgate, 2004
- Riley, Denise *War in the nursery : theories of the child and mother*. London : Virago,  
1983.
- Ritchie, Jane and James *The next generation : child rearing in New Zealand*  
Auckland, N.Z. : Penguin, 1997
- Rosenheim, Margaret K. et al (ed) *A century of juvenile justice* Chicago : University  
of Chicago Press, 2002
- Rousseau, George (ed) *Children and sexuality : the Greeks to the Great War*  
Basingstoke [England] ; New York : Palgrave Macmillan, 2007
- Sealand, Judith *The failed century of the child : governing America's young in the  
twentieth century* Cambridge ; New York : Cambridge University Press,  
2003
- Weber, Carolyn A. (ed) *Romanticism and parenting: image, instruction and ideology*  
Newcastle, UK : Cambridge Scholars Publishing, 2007.
- Wyness, Michael *Childhood and society : an introduction to the sociology of childhood*  
New York : Palgrave Macmillan, 2006

## **Marriage**

- Coontz, Stephanie. *Marriage, a history : from obedience to intimacy or how love conquered marriage* New York : Viking, 2005
- Hartman, Mary S. *The household and the making of history : a subversive view of the Western past* Cambridge, UK ; New York : Cambridge University Press, 2004
- Lasch, Christopher ; edited by Elisabeth Lasch-Quinn *Women and the common life : love, marriage, and feminism* New York : W. W. Norton & Co., c1997
- Lasch, Christopher *Haven in a heartless world : the family besieged* New York : Basic Books, c1977
- Yalom, Marilyn *A history of the wife* London : Pandora, 2001

## **Households, Work and Work/Life Balance**

- Beer, William R. *Househusbands : men and housework in American families.* New York, N.Y. : Praeger South Hadley, Mass. : J.F. Bergin Publishers, 1983
- Boydston, Jeanne *Home and work : housework, wages, and the ideology of labor in the early republic* New York : Oxford University Press, 1990.
- Coles, Anne and Anne-Meike Fechter (eds) *Gender and family among transnational professionals* New York : Routledge, 2008
- Conaghan, Joanne and Kerry Rittich (eds). *Labour law, work, and family : critical and comparative perspectives* Oxford ; New York : Oxford University Press, 2005.
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## Assignment Cover Sheet

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Full Name: \_\_\_\_\_  
*(Last name)* *(First name)*

Student ID: \_\_\_\_\_ Course (eg ANTH101): \_\_\_\_\_

Tutorial Day: \_\_\_\_\_ Tutorial Time: \_\_\_\_\_

Tutor (if applicable): \_\_\_\_\_

Assignment Due Date: \_\_\_\_\_

### CERTIFICATION OF AUTHENTICITY

*I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_