



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, 2008

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: TUES 11AM – 1PM CO 216, THURS 12 NOON – 1.00 PM, CO 119

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## **LECTURER**

Dr Carol Harrington  
Murphy Building, MY 1006  
Tel: 463 5233 ext. 7451  
e-mail [carol.harrington@vuw.ac.nz](mailto:carol.harrington@vuw.ac.nz)

## **OFFICE HOURS**

Tuesdays and Thursdays 4.00 -5.00pm

## **LECTURES**

Lectures:      Tuesdays 11-12.50 in Cotton 216  
                    Thursdays 12-12.50 in Cotton 118

## **PROGRAMME LOCATION**

The Sociology Programme is located in the Murphy Building. The staff offices are on level 10 and the School Office is on level 9. Additional information will be posted on the School's student notice board, which is located on Murphy level 9.

## **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.

## **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 a 200-level and 16 hours a week for those at a 300-level (that includes 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.

## **OUTLINE OF LECTURES AND DISCUSSIONS**

Please note that our Tuesday class is a double session. All classes will combine both lecture 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 notebook which can be purchased from the Student Notes Distribution centre in the Student Union Building.

### **WEEK ONE**

- 1. Introducing Social Policy and the Family** **8 July**
- 2. Counting Families. Family, Kinship and Household** **10 July**

Required reading: Ministry of Social Development *New Zealand Families Today: A Briefing for the Families Commission*. July 2004 22-41 (electronic 24-43)

### **WEEK TWO**

- 3. Privacy, Family and the State** **15 July**
- 4. The Family the Individual and the State** **17 July**

Required reading:

Carole Pateman *Feminist Critiques of the Public/Private Dichotomy The Disorder of Women: Democracy, Feminism and Political Theory* Stanford: Stanford University Press 1989: 118-140

### WEEK THREE

5. **Policy Discourse on Good Families** **22 July**
6. **Good Parenting** **24 July**

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

### WEEK FOUR

7. **Family Stability** **29 July**
8. **Single Parents and Liable Parents** **31 July**

Required reading:

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

### WEEK FIVE

9. **Mothers, paid work and policy change** **5 August**
10. **Fathering and Social Policy** **7 August**

Required reading.

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

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

## WEEK SIX

**11. Single Mothers** **12 August**

**12. Work-Life Balance** **14 August**

Required reading:

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.

*Essay 1 due:* **22 August**

## WEEK SEVEN AND EIGHT: MIDTERM BREAK

## WEEK NINE

**13. Social Policy, Kinship Systems and Obligation to Care** **2 September**

**14. Introducing Qualitative Research Design** **4 September**

Required reading:

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.

## WEEK TEN

**15. Sharing Money and Domestic Work** **9 September**

**16. Families and Migration** **11 September**

Required reading

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

Neil Lunt with Mervyl McPherson and Julee Browning *Les Families et Whānau sans Frontières: New Zealand and Transnational Family Obligation* Blue Skies Report No. 1/06 pp. 29-37

#### **WEEK ELEVEN**

**17. Protecting and Caring for Children 16 September**

**18. Policy Solutions for Abused and Neglected Children 18 September**

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 TWELVE**

**19. Intimate Partner Violence 23 September**

**20. Theorizing Family Violence 25 September**

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 THIRTEEN**

**21. Family Values 30 September**

**22. Family Group Conferences 2 October**

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

## WEEK FOURTEEN

### 23. How does social policy impact on our families? 7 October

Required reading

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.

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).

### 24. Review 9 October

### Essay 2 due 17 October

Note: Extensions will be granted in the case of exam time table clashes

## MANDATORY COURSE REQUIREMENTS

Students must complete more than 50% average of all the internal assessments to meet mandatory course requirements.

## COURSE ASSESSMENT

Class time will be devoted on how to approach assignments. Students are also welcome to consult Dr Harrington for further guidance.

*Essay One* *Worth 40% of the final grade*

*Due: Friday, 4pm, 5 September*

*Word count: SPOL 209 2500words; SPOL 309 3000 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***

***Worth 20% of the final grade***

***Due: 4pm, Friday 19 September***

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.

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*

*Worth 40% of the final grade*

*Due Date: 4pm, Friday, 17 October 2008*

*Word count: SPOL 209 2500 words; SPOL 309 3000 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 program you select may be from New Zealand or abroad.

You should structure your essay 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 ASSIGNMENTS

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

You must submit a hard copy and an electronic copy of your essays. Hard copies must be place in the assignment box located to the side of the lifts on level 9, Murphy Building. Electronic copies must be e-mailed to [carol.harrington@vuw.ac.nz](mailto:carol.harrington@vuw.ac.nz).

Assignments **MUST NOT** be placed in individual staff pigeonholes, 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 that have arisen in the past when work has "gone missing".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

### School Cover Sheet

Please include a School Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

***Students MUST keep a photocopy of every written assignment***

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

## GRADES

The Social Policy Programme follows 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> | A+      | 85% or over                                   | Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.<br>As above, but less individual insight and preparation.<br>High level of understanding exhibited. Assignment well presented.<br>Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory. |
|             | A       | 80%-84%                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|             | A-      | 75%-79%                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|             | B+      | 70-74%                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|             | B       | 65%-69%                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|             | B-      | 60%-64%                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|             | C+      | 55%-59%                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| C           | 50%-54% |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Fail</b> | D       | 40%-49%                                       | Little evidence of reading or comprehension. No insight. Poor presentation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|             | K       | Failed to meet mandatory course requirements. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## LATE PENALTIES

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses 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. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

*Note that assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.*

## EXTENSIONS

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.

## **ACADEMIC INTEGRITY AND PLAGIARISM**

The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited and if you are found guilty you will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Any plagiarised work submitted for this course will result in a fail and referred for further disciplinary action by the university

Find out more about plagiarism, and how to avoid it, on the University's website: [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

### **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

## Citations and Bibliography.

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 alphabetised 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*  
*Journal of Family Studies*

## **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
- Sealander, 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.
- Crompton, Rosemary, Suzan Lewis, Clare Lyonette. *Women, men, work and family in Europe* Basingstoke [England] ; New York : Palgrave Macmillan, 2007.
- Davidson, Caroline *A woman's work is never done : a history of housework in the British Isles 1650-1950* London : Chatto & Windus, 1982
- Economic and Social Commission for Asia and the Pacific. *The Family and older persons in Bangladesh, Pakistan and Sri Lanka* New York : United Nations, 1999
- Epstein Cynthia Fuchs and Arne L. Kalleberg, (eds) *Fighting for time : shifting boundaries of work and social life* New York : Russell Sage Foundation, 2004.
- Fleming, Robin in association with Julia Taiapa [et al.]. *The common purse : income sharing in New Zealand families /* Auckland [N.Z.] : Auckland University Press ; [Wellington, N.Z.] : Bridget Williams Books, 1997
- Gambles, Richenda Suzan Lewis, and Rhona Rapoport *The myth of work-life balance : the challenge of our time for men, women and societies* Chichester, England ; Hoboken, NJ : John Wiley & Sons, 2006

- Halpern, Diane F., Susan Elaine Murphy. (eds) *From work-family balance to work-family interaction: changing the metaphor* Mahwah, NJ : Lawrence Erlbaum, 2005
- Johnson, Lesley and Justine Lloyd *Sentenced to everyday life : feminism and the housewife* Oxford ; New York : Berg, 2004.
- Jones, Fiona Ronald J. Burke, and Mina Westman. (eds) *Work-life balance : a psychological perspective* Hove, East Sussex ; New York : Psychology Press, 2005
- Lewis Jane (ed) *Children, changing families and welfare states* Northampton, Mass. : Edward Elgar Pub., 2006
- May, Margaret and Edward Brunson *Understanding work-life balance : policies for a family friendly Britain* Policy Press 2004
- Nash, Simon *Families and paid work : the legislative interface and current policy directions in Aotearoa New Zealand* Palmerston North, [N.Z.] : Social Policy Research Centre, Massey University, 1997
- Oakley, Ann *The sociology of housework* Oxford : Basil Blackwell, 1985.
- Pasikale, Anna & Tai George. *For the family first : a study of income allocation within Pacific Islands families in New Zealand : the Pacific Islands component of the Intra Family Income & Resource Allocation Project* Wellington, N.Z. : Destini Inc., 1995.
- Probert Rebecca (ed) *Family life and the law : under one roof* . Aldershot, England ; Burlington, VT : Ashgate, 2007.
- Taiapa, Julia Te Urikore Turupa *The economics of the whanau : the Maori component Ta te whanau ohanga /*. Palmerston North [N.Z.] : Dept. of Maori Studies, Massey University, [1994]
- Shelton, Beth Anne *Women, men, and time : gender differences in paid work, housework, and leisure* New York : Greenwood Press, 1992.
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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* available in hardcopy or under "about Victoria" on the Victoria homepage at:

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## OTHER CONTACT INFORMATION

Head of School:

Assoc. Professor Jenny Neale, MY1013

Tel: 463 5827 E-m: [Jenny.Neale@vuw.ac.nz](mailto:Jenny.Neale@vuw.ac.nz)

International Student Liaison:

Dr Hal Levine MY1023

Tel: 463 6132 E-m: [Hal.Levine@vuw.ac.nz](mailto:Hal.Levine@vuw.ac.nz)

Maori and Pacific Student Liaison

Dr David Pearson, MY1020

Tel: 463 6748 E-m: [david.pearson@vuw.ac.nz](mailto:david.pearson@vuw.ac.nz)

Students with Disabilities Liaison:

Dr Russil Durrant, MY1120

Tel: 463 9980 E-m: [russil.durrant@vuw.ac.nz](mailto:russil.durrant@vuw.ac.nz)

School Manager:

Carol Hogan, MY918

Tel: 463 6546 E-m: [Carol.Hogan@vuw.ac.nz](mailto:Carol.Hogan@vuw.ac.nz)

School Administrators:

Monica Lichti, Alison Melling, Adam Meers  
MY921, Tel: 463 5317, E-m: [sacs@vuw.ac.nz](mailto:sacs@vuw.ac.nz)

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# School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

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SOCIAL SCIENCE RESEARCH

## Assignment Cover Sheet

*(please write legibly)*

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: \_\_\_\_\_