



SCHOOL OF SOCIAL AND CULTURAL STUDIES

Te Kura Mahinga Tangata

Sociology and Social Policy

SPOL 209

Social Policy and the Family

Course Outline

CRN: 4653: 20 POINTS: TRIMESTER 2, 2012

Trimester Dates: 16 July – 17 November 2012

Teaching Dates: 16 July – 19 October 2012

Mid-trimester Break: 27 August – 9 September 2012

Study/Examination period: 22 October- 17 November 2012

COURSE COORDINATOR: DR CAROL HARRINGTON

Room 1006, Murphy Building

Tel: (04) 463 5233 ext 7451

Email: carol.harrington@vuw.ac.nz

LECTURES: Tuesday 9-10am & Thursday 9-11am, MY103

SCHOOL LOCATION

The Sociology and Social Policy staff are located on levels 9 and 10 of the Murphy Building. The staff studies are on level 10 and the School Office is on level 9. The Sociology and Social Policy student notice board for items relating to Sociology and Social Policy courses is on level 9, although you may find other items of interest on the staff notice boards on level 10.

LECTURE & TUTORIAL TIMES

Lectures: Tuesdays 9-10am Murphy 103
Thursdays 9-11am Murphy 103

Tutorial: Takes place in the second hour of lecture time on Thursdays. There is no tutorial in the first week.

COURSE COORDINATOR

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

Room: Murphy 1006

Tel: 463 5233 ext 7451

Email: carol.harrington@vuw.ac.nz

Office Hours: Thursdays 10.30am-12.30pm

OTHER CONTACT INFORMATION

Head of School:	Dr Allison Kirkman, MY1013 Tel: 463 5676 E-m: allison.kirkman@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: hal.levine@vuw.ac.nz
Maori and Pacific Student Liaison:	Dr Trevor Bradley, MY1101 Tel: 463 5432 E-m: trevor.bradley@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: carol.hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Alison Melling, Helen Beaglehole MY921, Tel: 463 5317; 463 5258; 463 5677 E-m: sacs@vuw.ac.nz

COURSE PRESCRIPTION

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.

LEARNING OBJECTIVES

On successfully completing this course students will be able to:

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

COURSE MATERIALS

Student notes are available for this course. All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 9–27 July 2012, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 4 of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

COMMUNICATION OF ADDITIONAL INFORMATION

This course has information on Blackboard at: <http://www.blackboard.vuw.ac.nz>
The School website can be found at: <http://www.victoria.ac.nz/sacs>. On the same page you will also find *Sociolog*, a chronicle of reflections written by SOSC/SPOL staff and postgraduate students.

EXPECTED WORKLOAD

University guidelines stipulate that a one-trimester course worth 20 points should require 13 hours per week, including class time, of student work.

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
- submit the research poster.

COURSE ASSESSMENT

SPOL 209 is internally assessed (there is no final examination). 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 (Learning Objective 2)
of the final grade*

Worth 40%

Due: MONDAY AUGUST 20, 2012 by 4pm

Word count: 2000 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 (Learning Objectives 1&4) Worth 20% of the final grade
Due: SEPTEMBER 24 (hand-in at the SACs desk – posters won't fit in the essay box).***

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.

***In-Class Presentation on Essay Two (Learning Objective 3) Worth 10% of the final grade
Students will prepare ONE or TWO PowerPoint slides about their topic for the second essay.
Due dates: PowerPoint slide due by 4 PM e-mailed to Carol OCTOBER 15.
Presentations in-class on OCTOBER 16 & 18***

Essay Two (Learning Objective 3)
Due: MONDAY 29TH OCTOBER 4PM.
Word count: 1500 words.

Worth 30% of the final grade

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?

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.

You do not have to put citations on the research poster.

HANDING IN ESSAYS AND OTHER WRITTEN ASSIGNMENTS

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.

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

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	1/2
20	1
30	1 1/2
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 courses.

CLASS REPRESENTATIVE

A class representative will be recruited in consultation with the class at the beginning of the course. The class representative's name and contact details will be available to the Victoria University of Wellington Students' Association (VUWSA), the course coordinator and the class (on BlackBoard). The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

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>

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

ADDITIONAL SUPPORT

Student Learning and Support also run study skills workshops specific to Māori and Pasifika students which students could be referred to for help:

Information for Māori Students:

www.victoria.ac.nz/st_services/slss/infofor/maoristudents.aspx or www.victoria.ac.nz/st_services/tpa/index

Information for Pasifika students:

www.victoria.ac.nz/st_services/slss/infofor/pasifikastudents.aspx or www.victoria.ac.nz/st_services/tpa/index

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SPOL 209 (or any other course) please see the Faculty of Humanities and Social Sciences for a Change of Course Form. Failure to do so may have consequences for enrolment, bursaries, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal, on your record if you do not act promptly.

Information on withdrawals and refunds may be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

LECTURE OUTLINE

JULY 17 & 19: INTRODUCING SOCIAL POLICY AND THE FAMILY

Required reading: Amber Gazso Reinvigorating the debate: Questioning the assumptions about and models of "the family" in Canadian social assistance policy *Women's Studies International Forum* 32 (2009): 150-162.

JULY 24 & 26: PROTECTING AND CARING FOR CHILDREN

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

JULY 31 & AUGUST 2: FAMILY GROUP CONFERENCES

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

AUGUST 7 & 9: THE FAMILY, THE INDIVIDUAL AND THE STATE

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

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.

AUGUST 14 & 16: MOTHERING AND FATHERING

Maggie Kirkman Being a "real" mum: Motherhood through donated eggs and embryos *Women's Studies International Forum* 31: 241-248.

Gareth Rouch "Fatherhood and family life: securing low skilled/low paid men within the margins of society." Institute of Policy Studies Working Paper 10/07 April, 2010.

AUGUST 21 & 23: NB:ESSAY 1 DUE AUGUST 20 4PM RESEARCHING FAMILIES AND POLICY MODELS

Reading: Browse the Families Commission research reports.
<http://www.nzfamilies.org.nz/research/publications>

MID TRIMESTER BREAK

SEPTEMBER 11 & 13: SHARING MONEY, HOUSEWORK AND PAID WORK

Maureen Baker 2010 Motherhood, employment and the “child penalty” *Women’s Studies International Forum* 33: 215-224.

Brough, P., O’Driscoll, M. P., & Biggs, A. (2009). Parental leave and work-family balance among employed parents following childbirth: An exploratory investigation in Australia and New Zealand. *Kotuitui: New Zealand Journal of Social Sciences Online*, 4(1), 71–87. doi:10.1080/1177083X.2009.9522445

SEPTEMBER 18 & 20: FAMILIES, CARING AND DYING

Jeanette Henderson and Liz Forbat 2002 Relationship-based social policy: personal and policy constructions of “care” in *Critical Social Policy* 22(4): 669-687.

SEPTEMBER 25 & 27: RESEARCH POSTER SESSIONS

OCTOBER 2 & 4: FAMILY STABILITY

Carol Lacroix 2006 Freedom, desire and power: Gender processes and presumptions of shared care and responsibility after parental separation *Women’s Studies International Forum* 29: 184-196.

Kay Goodger 1998 Maintaining Sole Parent Families in New Zealand: An Historical Review *Social Policy Journal of New Zealand* Issue 10: Jun 31 page Word File. Available At: <https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj10/maintaining-sole-parent-families-in-new-zealand.html>

OCTOBER 9 & 11: FAMILY VIOLENCE

Required reading

Powell, A., & Murray, S. (2008). Children and Domestic Violence: Constructing a Policy Problem in Australia and New Zealand. *Social & Legal Studies*, 17(4), 453–473.

OCTOBER 16 & 18: STUDENT PRESENTATIONS

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.
- Penglas, 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.

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]
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