

Department/Program: Department of Sociology
 Year: Winter 2013, Term 2, January to April 2014
 Course Title: FMST 440-001 Family Economic Issues
 Course Schedule: Tue Thu 2:00-3:30
 Location(s): ANSO 134

Instructor: Dr. Phyllis J. Johnson
 Office location: Anthropology & Sociology Building, Room 2122
 Office phone: 604-822-4300
 Office hours: Tue Thu 3:30-4:30 or by appointment
 E-mail address: phyllis.johnson@ubc.ca

Course Description (from calendar):

The study of the impact of economic issues on families.

Prerequisites and/or Course Restrictions (from calendar):

FMST 238

Format of the course: Lecture with class discussion and participation expected.

Required and Recommended Reading:

Required:

1. Readings are available through UBC Library e-journals (unless indicated otherwise, these are required readings).
2. Some web sites are listed on the outline as reference sources

Course Assignments, Due dates and Grading:

Mid-term exam	25%	Thu Feb 6
Class participation	15%	
Paper	25%	Due: Wed, April 9
Final Exam	35%	As scheduled by Registrar

Course Objectives:

At the end of the course, I expect that students will be able to

1. Summarize the financial status of Canadian families and individuals, noting variables affecting change in their financial status since the 1990s.
2. Understand the various definitions of economic well-being and measures used by nations and the UN to assess well-being of nations.
3. Reflect on theories about unemployment and poverty.
4. Summarize current research about coping with unemployment, poverty.
5. Discuss research about the financial situation of children and their parents post-divorce.
6. Consider the impact of changing family composition and financial status on intergenerational support to children and the elderly.
7. Critically assess social policies for the unemployed, those in poverty, the divorced, and the elderly.

Course Policies:**Attendance:**

The calendar says: Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. **I require documentation, e.g., signed medical note, if assignments/exams are missed due to illness/accidents.**

Specific Accommodations:

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Academic Dishonesty:

Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. The following tutorial presents how to ensure you are summarizing or paraphrasing information without plagiarizing it: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>

Records, Final Marks, and Review of Assigned Standing:

Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standings. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Late Assignments:

Marks are reduced by 10% for each day late.

Directions for Required Paper: See attached information.

Class Participation/Projects: I expect you to be prepared for class sessions by reading the material for that week and contributing your knowledge and ideas to class sessions. I have included questions for each reading to facilitate your preparation for class and examinations. Based on weekly readings, there are two assignments to be turned in as part of your discussion mark: These are due on Tuesday, January 14; and Thursday, January 23.

Exam Format:

The midterm will include multiple choice and short answer questions. The final exam is over new content since the midterm, i.e., it is not comprehensive. The final exam will have short answer and essay questions. I will give a choice of questions to be answered for the essay questions.

UBC Connect and Email: Please be sure you include FMST 440 in the subject line when emailing me. Some materials will be posted on UBC Connect—mainly an overview of topics to be covered in lecture.

Course Schedule

Date	Topic, Required Readings
Tues Jan 7	<p>Overview; Family Economic Issues</p> <p>Assign well-being index report due Tuesday, Jan. 14th.</p>
Thu Jan 9	<p>Family Economic Well-being & Economic Security in Canada</p> <p>a) Definitions/measurement of well-being (handouts).</p> <p>b) Vanier Institute of the Family (2013). <i>The Current State of Canadian Finances. 2012/13 Report</i>. http://www.vanierinstitute.ca/family_finances Read: Income & Expenditures (pp. 7, 13-16); Savings, Debt, Net Worth (pp. 17-24). What does this information indicate about Canadian families and their well-being?</p> <p>c) Banting, K. (2005). Do we know where we are going? The new social policy in Canada. <i>Canadian Public Policy, XXXI (4)</i>, 421-429. <u>Questions:</u> 1) What is the role of policy in providing economic security? 2) How have approaches to economic security changed over time? 3) What is needed to make the new social policy approach work?</p>
Tues Jan 14	<p>National Indices of Well-Being</p> <p><u>For your assigned index, answer the following questions (to be shared in class & handed in)</u></p> <ol style="list-style-type: none"> 1) What is the purpose of the index? 2) What broad categories are included in the index? 3) How much of the index focuses on financial/economic aspects of well-being? 4) What are some trends identified on the web site? Select 2 main dimensions to describe. 5) How might this information be useful for family life educators? For policy makers? <ol style="list-style-type: none"> 1. Gross Domestic Product (GDP) 2. Genuine Progress Indicator (GPI) (2 websites) http://dieoff.org/page11.htm www.gpiatlantic.org/ 3. UN Human Development Index (HDI) http://hdr.undp.org/en/statistics/hdi 4. OECD Better Life Index http://www.oecdbetterlifeindex.org http://www.oecd.org/document/1010,3746,en_2649_201185_48791306_1_1_1_1,00.html 5. HRSDC Index http://www4.hrsdc.gc.ca/h.4m.2@-eng.jsp 6. Canadian Index of Well-Being http://www.ciw.ca/en/

<p>Thu Jan 16</p>	<p>Employment/Unemployment Data/Measurement:</p> <p>Read pages 10-12. Vanier Institute of the Family (2013). <i>The Current State of Canadian Finances. 2012/13 Report</i>. http://www.vanierinstitute.ca/family_finances</p> <p>Lundetræ, K., Gabrielsen, E., & Mykletun, R. (2010). Do basic skills predict youth unemployment (16- to 24-year-olds) also when controlled for accomplished upper-secondary school? A cross-country comparison. <i>Journal of Education and Work</i>, 23(3), 233-254. doi:10.1080/13639081003745439</p> <p><u>Questions:</u> 1) Why is unemployment an issue in young adulthood? 2) Describe approaches to educational skills, employment regulation, unemployment rates, and drop-out rates in each of the three welfare regimes. 3) What types of skills are needed for today's labour market? 4) What variables besides education have been found to predict youth unemployment? 5) Summarize the <u>key</u> findings, indicating how Canada compares to the other countries. 6) What implications do the results suggest for education and basic skills training in our educational system?</p>
<p>Tues Jan 21</p>	<p>Effect of Unemployment and Underemployment on Individuals & Families</p> <p>Lessons from the Great Depression & the Great Recession</p> <p>Ström, S. (2003). Unemployment and families: A review of research. <i>Social Service Review</i>, (Sept.), 399-430.</p> <p><u>Questions:</u> Summarize the effect of unemployment on the following: unemployed individual, spouse of unemployed individual, children of unemployed parents. <i>Note:</i> this article presents social and health but not economic consequences. How does this information compare to findings from The Great Depression? Also, speculate on the effects due to the Great Recession?</p> <p>Newman, L. A., MacDougall, C. M., & Baum, F. E. (2009). Australian children's accounts of the closure of a car factory: Global restructuring and local impacts. <i>Community, Work & Family</i>, 12(2), 143-158. doi:10.1080/13668800902778934</p> <p><u>Questions:</u> 1) How did the children react to their parent's unemployment when the factory closed? 2) What were positive things about the situation? 3) Why was the impact of changing finances not a major issue? 4) What types of programs might employers or governments implement to minimize effects of plant closures on families and communities?</p> <p>Eamon, M. K., & Wu C.-F. (2011). Effects of unemployment and underemployment on material hardship in single-mother families. <i>Children and Youth Services Review</i>, 33, 233-241.</p> <p><u>Questions:</u> 1) What are employment problems and how are they addressed in this article? Comment on the category "adequate employment". 2) What are material hardships? 3) Which variables were associated with material hardship, that is, who experienced material hardships, which types of hardship, and why? 4) What are implications of this research for social assistance policies that focus on single mothers and employment?</p>

Thu Jan 23	<p>Theories of Unemployment’s Effect on Individuals: Coping with Unemployment</p> <p>Ball, M., & Orford, J. (2002). Meaningful patterns of activity amongst the long-term intercity unemployed: A qualitative study. <i>Journal of Community & Applied Social Psychology</i>, 12, 377-396.</p> <p><u>Assignment 2: Answer the following questions to be used for discussion and to hand in:</u></p> <ol style="list-style-type: none"> 1) Why did the participants remain unemployed rather than getting re-employed? 2) Describe “meaningful patterns of activity”? 3) If you were in a similar situation to the participants, describe which meaningful activity you would select, why you would select it, and how you would feel about it. 4) How important would social support, religious beliefs, social comparison, etc., be to you in developing this meaningful activity? Explain.
Tues Jan 28	<p>Economic/Financial Security for the Unemployed</p> <p>A) Reducing Impact of Unemployment on Families and Individuals (re-employment, realign work & family, informal economy)</p> <p>Mazerolle, M. J. & Singh, G. (2004). Economic and social correlates of re-employment following job displacement. <i>The American Journal of Economics and Sociology</i>, 63 (3), 717-730.</p> <p><u>Questions:</u> 1) Who are displaced workers? 2) What variables fostered re-employment for this group of displaced workers? 3) What potential role could employers have in re-employment of displaced workers? 4) Discuss the pros and cons of the employers’ role.</p> <p>Baek, E., & DeVaney, S.A. (2010). How do families manage their economic hardship? <i>Family Relations</i>, 59, 358-368.</p> <p><u>Questions:</u> Describe families who experience economic hardship. What methods are potentially available to handle their economic hardship? Which variables determined choice of savings over credit use and choice of miscellaneous methods over credit use?</p>
Thu Jan. 30	<p>B) Preventing/Limiting Economic Distress from Unemployment: Job Creation, Job Retention, and Employment Insurance</p> <p>www.hrsdc.gc.ca (Employment Insurance). Administered by Service Canada: http://www.servicecanada.gc.ca/eng/sc/ei/benefits/regular.shtml</p>
Tues Feb. 4	<p>Income Inequality: Measurement & Trends</p> <p>Picot, G., & Myles, J. (2005). Income inequality and low income in Canada: An international perspective. Statistics Canada Catalogue no. 11F0019MIE--No. 240. (This will be presented in lecture).</p> <p>Read pages 7, 8, 25. Vanier Institute of the Family (2013). <i>The Current State of Canadian Finances. 2012/13 Report</i>. http://www.vanierinstitute.ca/family_finances</p> <p>Midterm Exam Review</p>
Thu Feb 6	<p>Midterm Exam: Content through January 30</p>

Tues Feb 11	<p>Poverty Theories</p> <p>Rank, M. R. (2001). The effect of poverty on America's families. <i>Journal of Family Issues</i>, 22(7), 882-903. Pages 887-892 present the causes of poverty; you will be expected to know these for today.</p> <p><u>The rest of the article supplements lectures on subsequent days as follows:</u></p> <ol style="list-style-type: none"> 1) Pages 883-886 provide an overview of poverty rates; noting cross-sectional and longitudinal rates as well as variations in risk over the life course (this fits with the Feb 13th lecture). 2) Pages 893-895 summarize individual and family effects of poverty (this fits best with Life in Poverty lectures next week). 3) Pages 895-898 identify programs that have been used and their effectiveness (this fits best with the March 6th & 13th lectures).
Thu Feb 13	<p>Poverty Measurement & Trends</p> <p>Read pages 9, 26, Vanier Institute of the Family (2013). <i>The Current State of Canadian Finances. 2012/13 Report</i>. http://www.vanierinstitute.ca/family_finances</p> <p>www.ccsd.ca (Canada Council on Social Development for poverty reports/data/fact sheets). For each province there is (or soon will be) a report about poverty trends and policies in the province, <i>Poverty Reduction Policies and Programs</i>, (<u>A recommended but not required reading for Poverty Trends</u>). The following is a link to the report about BC. http://www.ccsd.ca/Reports/BC_Social_Development_Report_FINAL.pdf</p>
Feb 17- 21	<p>Midterm Reading Break: No Classes</p>
Tues Feb. 25	<p>Life in Poverty: Food Insecurity</p> <p>Tarasuk, V. (2001). A critical examination of community-based responses to household food insecurity in Canada. <i>Health Education & Behavior</i>, 28(4), 487-499.</p> <p>Tarasuk, V., & Eakin, J. M. (2003). Charitable food assistance as symbolic gesture: An ethnographic study of food banks in Ontario. <i>Social Science & Medicine</i>, 56, 1505-1515.</p> <p><u>Questions:</u> 1) How effective are food banks in providing food security? 2) What alternatives are there to food banks? 3) How effective are these alternatives in providing food security? 4) How do food banks operate, and how do the workers view their effectiveness? 5) What suggested changes would improve food security for low income families and individuals?</p>

<p>Thu Feb. 27</p>	<p>Life in Poverty: Homelessness</p> <p>Meanwell, M. (2012). Experiencing homelessness: A review of recent literature. <i>Sociology Compass</i> 6 (1), 72-85.</p> <p><u>Questions:</u> What are key aspects of life on the streets compared with life in shelters? What patterns are summarized in this review article for the effect of gender, ethnicity, and sexual orientation on the experience of homelessness?</p> <p>Patterson, A., & Tweed, R. (2009). Escaping homelessness: Anticipated and perceived facilitators. <i>Journal of Community Psychology</i>, 37(7), 846-858. doi:10.1002/jcop.20335</p> <p><u>Questions:</u> Before reading the article, identify variables that you think would be critical for individuals/families to be able to exit homelessness. Then answer these questions based on the article: 1) What factors did the group of <i>current</i> homeless identify as possible facilitators of their exiting homelessness? 2) What factors did the group of <i>former</i> homeless identify as factors that had facilitated their exit from homelessness? 3) Discuss how this information might be incorporated in social programs.</p>
<p>Tues Mar. 4</p>	<p>Life in Poverty: Providing for Family</p> <p>Collins, S., Neysmith, S., Porter, E., & Reitsma-Street, M. (2009). Women's provisioning work: Counting the cost for women living on low income. <i>Community, Work & Family</i>, 12(1), 21-37. doi:10.1080/13668800802009422</p> <p>Gazso, A. (2007). Balancing expectations for employability and family responsibilities while on social assistance: Low-income mothers' experiences in three Canadian provinces. <i>Family Relations</i>, 56, 454-466.</p> <p><u>Questions:</u> These first two articles deal with the strategies and the consequences to women of providing for their families in times of reduced federal and provincial financial support, coupled with a focus on employment of low-income, single mothers. <u>From Collins et al.:</u> 1) Identify the strategies the women use for providing for their families. 2) What are the effects of family and community networks on these strategies? 3) How do the provisioning strategies differ when times are tough? 4) What are the consequences of the provisioning activities on the women? <u>From Gazso:</u> 1) What are the consequences of employability and family responsibilities on low-income mothers? Reactions to what you read?</p> <p>Percy, M. (2003). Feeling loved, having friends to count on, and taking care of myself: Minority children living in poverty describe what is "special" to them. <i>Journal of Children and Poverty</i>, 9(1), 55-70. (Children's view)</p> <p><u>Questions:</u> Summarize potential effects of poverty on children. Then, summarize how the children in this study coped with their poverty situation, creating a life for themselves in poverty. Reactions to what you read?</p>

<p>Thu Mar 6</p>	<p>Economic/Financial Security for Low Income</p> <p>Income Assistance BC, Canada (lecture)</p> <p>Canada Council on Social Development. <i>Poverty Reduction Policies and Programs: British Columbia</i>. Read pages 25-33, beginning with subheading “Overview of Current Anti-Poverty Not-for-Profit Organizations and Their Programs” www.ccsd.ca/Reports/BC_Social_Development_Report_FINAL.pdf</p>
<p>Tues Mar 11</p>	<p>Market-based strategies (lecture will emphasize Individual Development Accounts)</p> <p>Cooney, K., & Williams Shanks, T. R. (2010). New approaches to old problems: Market-based strategies for poverty alleviation. <i>Social Service Review</i>, 84 (1), 29-55. <u>Comment:</u> Understand the pros and cons of each of the approaches; that is, know what the approaches are and how effective they have been.</p>
<p>Thu Mar 13</p>	<p>Welfare-to-Work Strategies: Evaluation</p> <p>Livermore, M., Powers, R., Davis, B. C., & Lim, Y. (2011). Failing to make ends meet: Dubious financial success among employed former welfare to work program participants. <i>Journal of Family and Economic Issues</i>, 32, 73-83. <u>Comment:</u> This is a U.S. study of former participants in a program designed to help low income mothers leave income assistance by becoming employed. <u>Questions:</u> 1) How successful are their jobs in providing income and benefits to meet their needs? Explain. 2) In addition to a job, what other sources do they rely on for support? 3) Based on participants’ self-assessment, how well are they meeting their needs? 4) Give some examples of needs that are difficult to meet, and/or problems they have had in meeting needs. 5) Based on the multivariate analyses, describe those who are not meeting their needs and those who are closer to meeting their needs. 6) Your thoughts: how effective was getting employment as a strategy for financial security? <p>Green, A. R. (2013). Patchwork: Poor women’s stories of resewing the shredded safety net. <i>Affilia</i>, 28, 51-64. <u>Comment:</u> This article describes three case studies of single-parent mothers navigating social services, and various difficulties they encounter. <u>Questions:</u> 1) What are common themes in the case studies? 2) What changes in policy were recommended by the author?</p> </p>

<p>Tues Mar 18</p> <p>Thu Mar 20</p>	<p>Economic Security and Well-Being of Divorced Families</p> <p>Financial Situation Post-Divorce Gadalla, T. (2008). Gender differences in poverty rates after marital dissolution: A longitudinal study. <i>Journal of Divorce & Remarriage</i>, 49 (3/4), 225-238.</p> <p><u>Questions:</u> 1) Describe men’s and women’s rates of poverty and how these change over time. 2) What implications are there for financial security post-divorce? 3) What are possible reasons for these patterns?</p> <p>Eldar-Avidan, D., Haj-Yahia, M. M., Greenbaum, C. W. (2008). Money matters: Young adults’ perception of the economic consequences of their parents’ divorce. <i>Journal of Family and Economic Issues</i>, 29, 74-85.</p> <p><u>Questions:</u> 1) What do we learn about the impact of divorce on financial security by asking young adults about their parents’ divorce? 2) How could this information be used in family life education programs or support groups for divorced families?</p> <p>Spousal Support (lecture)</p>
<p>Tues Mar. 25</p> <p>Thu Mar 27</p>	<p>Economic Security and Well-Being of Divorced Families (cont.)</p> <p>Child Support Guidelines & Effect on Families Natalier, K., & Hewitt, B. (2010). It’s not just about the money’: Non-resident fathers’ perspectives on paying child support. <i>Sociology</i>, 44, 489-505.</p> <p><u>Questions:</u> Before reading the article, 1) What are your views about each parent’s contribution to child support? 2) Under what conditions would you consider it acceptable for child support not to be paid? 3) Summarize these non-resident fathers’ views about paying child support. 4) How could this information be used in family life education programs or support groups for divorced families?</p> <p>Child Support Issues; Divorce’s impact on intergenerational support Ganong, L. & Coleman, M. (2006). Patterns of exchange and intergenerational responsibilities after divorce and remarriage. <i>Journal of Aging Studies</i>, 20, 265-278.</p> <p><u>Questions:</u> 1) How does divorce alter intergenerational exchanges a) to own children, to stepchildren, to step-parent(s)? 2) Are fathers or mothers more likely to support adult children? 3) What are reasons for the patterns identified?</p>

<p>Tues Apr 1</p>	<p>Economic Security & Well Being of the Elderly</p> <p>Overview of Financial Resources of Elderly www.hrsdc.gc.ca (Canada Pension Plan, Old Age Security, other programs).</p>
<p>Thu Apr 3</p>	<p>Adequacy of Financial Resources: Focus on Gender and Immigration</p> <p>Kaida, L., & Boyd, M. (2011). Poverty variations among the elderly: The roles of income security policies and family co-residence, <i>Canadian Journal on Aging</i>, 30, 1, 83-100.</p> <p><u>Questions:</u> The study addresses potential inadequacies of existing income security policies.</p> <ol style="list-style-type: none"> 1) Identify why the policies seem to be inadequate. 2) In your view, what is the role of “family”, “employers”, and “government” in providing income security for the elderly? 3) How do your views compare to those of the authors?
<p>Tues Apr 8</p>	<p>Timing of Retirement; Quality of Life of Elderly</p> <p>Bowling, A., Gabriel, Z., Dykes, J., Dowding, L. M., Evans, O., Fleissig, A., Banister, D., & Sutton, S. (2003). Let’s ask them: A national survey of definitions of quality of life and its enhancement among people aged 65 and over. <i>International Journal of Aging and Human Development</i>, 56, 269-306.</p> <p><u>Questions:</u> 1) How did they define quality of life? 2) What were the most important domains leading to quality of life? 3) How could their quality of life be improved?</p> <p>Review for Final Exam</p>
<p>Wed Apr 9</p>	<p>Papers Due; date stamped and turned into the paper drop-off box in the AnSo Building. Counted late if not date stamped by 4:30.</p>

GUIDELINES FOR FMST 440 RESEARCH PAPER:

DATE DUE: Wednesday, April 9th by 4:30. Please turn in a hard copy (run off back-to-back) to the paper drop-off box in the AnSo Building no later than 4:30. Also, e-mail a copy to phyllis.johnson@ubc.ca and keep a copy for your records. Please do not put the paper under my office door.

Write a review of research on one of the topics listed below. In your introduction to your paper, identify the focus and organization of the literature review; follow this with a statement that you will identify future research and policy approaches for your topic. For the review of research, select **a minimum of 10 research articles that deal with the topic**. The articles should be a report of a research study rather than a review of already published research. A book or book chapter that presents the findings of a research study is counted as a research article. You may use non-Canadian data for the review. The required readings may also be incorporated, but these do not count as part of the 10 research articles.

After writing a review of the research literature, provide two additional sections to your paper and include a subheading for each 1) Future research and 2) Policy initiatives and potential impact on families. Specifically, for the Future Research section, do the following: Based on the researchers' summaries of future research and your understanding of the topic, formulate ideas about what research should be done on this topic in the future. Identify research that is related to what you have read but goes beyond what has been done (e.g., youth unemployment—future research should relate to “youth” not to married unemployed women). Be sure to cite the source of a research idea when it is not your own idea. For the Policy section, do the following: Summarize existing policies and make suggestions for policy initiatives or directions for the area, or justify why a policy change is not needed. In order to make policy suggestions, you will need to explore existing Canadian social programs/policies related to your topic. Use government web sites, course readings, and class lectures for information to summarize the policy (cite sources). Other sources of policy information are the journal, *Canadian Public Policy*, and organizations such as *Canadian Policy Research Network*. Note: these references are in addition to the 10 minimum required for the review of literature portion of your paper.

The final paper should be **10-15 pages double-spaced, word-processed; reference list (bibliography) is not included in this page count**. Please cite references in the text of the paper and prepare a bibliography of references used. Use the American Psychological Association citation style (6th Edition).

POTENTIAL TOPICS:

Quality of Life or Economic Well-Being of a group (e.g., Elderly, Low Income, Single Mothers, Youth, Refugees or Immigrants; could focus on a specific ethnic/cultural group)

Unemployment and Effect on Children

Unemployment and Effect on Marital Relations

Unemployment and Effect on Individual's well-being

Unemployment and Health (physical or mental)

Long-term Unemployment

Youth Unemployment

Planning for Retirement; Readiness for Retirement

Filial Responsibility for Elderly

Eldercare Issues, especially those with a financial or economic focus

Economic Well-being of Children of Divorce: Role of Child Support Guidelines

Economic Well-being of Men and/or Women after Divorce
 Evaluations of Welfare Programs, e.g., workfare programs
 Effect of Welfare (social assistance) or Poverty on Child Outcomes (education, development)
 Homelessness
 Food security
 Economic Issues for Immigrant or Refugee Families (e.g., employment, underemployment, foreign credential recognition and impact on families/individuals)
 Economic Issues Relevant to First Nations families
 Intergenerational financial exchanges within families
Note. If you are interested in a topic not on the list, please clear it with me. If you plan to live in a country other than Canada, incorporate that country's policies if you prefer.

MARKING CRITERIA

Review of Literature

The literature review is organized and begins with an introduction that outlines what is to follow (focus of the review of literature), defines terms as necessary (e.g., unemployment), summarizes statistical trends, presents theory, research findings, and methods used, and provides a critical assessment of the information. Ensure your topic is focused so that the readings can provide sufficient depth of information.

Future Research (Identify this part by using a subheading of Future Research)

Identify future research that is related to what you have read but goes beyond what has been done. You may cite some of the ideas given in your articles or come up with your own ideas. Example: If you studied youth unemployment, your ideas should relate to what additional research needs to be done about this group. It would not be appropriate to say that future research should study married women, for example.

Policy (Identify this part by using a subheading of Policy)

Summarize current policies from class notes (identify as such) plus government web sites or publications. If there isn't a policy, suggest what might be appropriate to do. If there is a policy, summarize it and discuss what seems to work or requires reform to improve the situation for the group you have studied. You also may find that some of your research articles have ideas or implications for policy. Use these but give the author credit for the idea (i.e., cite the reference).

Selection of References

Quantity of at least 10 research articles for the review of literature; web sites and articles for the Policy section are in addition to the articles for the review; recent articles -- some topics may not have as much current research as others; articles are research studies rather than literature reviews or book chapters; original articles are cited rather than secondary sources.

Technical Details

Clearly and neatly presented, grammar and spelling correct, proofread, pages numbered; subheadings may be used; length is 10-15 pages; APA 6th Edition format is followed.

Paper is worth 25% of the course. Letter grade as follows:

A = Strong in all of the above areas.

B = Good in the literature summary, technical details; is limited in one of the implications (future research or policy), but acceptable in the other one.

C = Acceptable on the literature summary, limited in technical details, limited in the implications for research and policy (or acceptable on research/policy and limited in literature review).

D = Limited in each of the areas.