

**Sociology 971: Seminar on the Demography of Fertility, Families, and Households  
Spring 2017**

Wednesdays 9:30-11:30am  
Social Science 4405

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In this seminar, we will read, discuss, and evaluate recent work on a range of substantive issues central to the social demography of fertility, families, and households. We will place particular emphasis on developing a solid understanding of trends and associated explanations as well as individual-level correlates of a range of family behaviors. Because the “demography of fertility, families, and households” encompasses a body of research that is far too vast to be covered completely in a single semester, we will not be able to read deeply on any one subject but will summarize the broader literature while reading representative work on a wide range of topics. In the process of writing a research paper, you will have the opportunity to read more deeply on a particular area of interest. A weekly schedule for the semester is as follows:

<b>Week</b>	<b>Date</b>	<b>Topic</b>
1	January 18	Introduction and Overview (including Recent Social and Economic Trends)
2	January 25	Theoretical Perspectives on Family Life
3	February 1	Marriage and Cohabitation
4	February 8	Divorce, Remarriage and Stepfamilies
5	February 15	Family Structure and Child Wellbeing **9-11am
6	February 22	<i>NO CLASS</i>
7	March 1	Same-Sex Couples and Parents
8	March 8	Fertility in Industrialized Countries
9	March 15	Nonmarital Childbearing (including Teen Childbearing)
10	March 22	<i>SPRING BREAK – NO CLASS</i>
11	March 29	Family Complexity
12	April 5	Work and Family
13	April 12	Inequality in U.S. Family Life
14	April 19	Families in Cross-National Perspective
15	April 26	Public Policies Related to Families and Children
16	May 3	Presentation of Student Papers **9am-12pm

The readings focus mostly on the contemporary U.S. with a few readings about industrialized countries more generally. This is not for lack of interest in other places but simply the need to cover a wide range of topics in a single semester and, therefore, the inability to consider the notable variation across country contexts. I encourage you to contribute insights from your own knowledge, research or readings about other countries in class. Also, we will not focus explicitly on

methodological issues or techniques, much of which is covered in the demographic techniques sequence and advanced statistics courses.

## **Requirements**

This class will keep you busy! Requirements are: (1) come to class prepared to discuss the required readings; (2) send discussion questions by Monday 9am before the class sessions where we will have guided discussions; (3) work with a classmate to collaboratively prepare brief presentations and lead discussion (see below for details); (4) write and present a research paper; (5) provide written feedback on a colleague's research paper.

This course has two main overall objectives: the first is for everyone to develop a high level of comfort with recent research in the broad field of family demography. The second is to write the first draft of an empirical research paper that, with revision, could be submitted to a professional journal such as *Journal of Marriage and Family* or *Demography*.

Class time will take two formats (not necessarily alternating each week):

1) **Guided Discussion (abbreviated as 'GD' below).** Each GD week, every class member is (of course) expected to read the assigned readings carefully and then to send 3 thoughtful discussion questions to the class. Discussion questions should address important substantive, theoretical, data, and methodological issues about the topic for that week. Each question can be on a single reading or can address broader issues across multiple readings. Students should email their discussion questions to the class via the course email list ([soc971-1-s17@lists.wisc.edu](mailto:soc971-1-s17@lists.wisc.edu)) or post on the course website **no later than 9am on the Monday before class** (earlier if possible). *Two* students for each GD class will be responsible for combining and organizing the questions by topic/theme into one document and bringing paper copies to class. These two students will also be responsible for facilitating class discussion during class, drawing on (but certainly not limited to) the questions they distributed.

2) **Presentations and Discussion (abbreviated as 'P+D' below).**

Each P+D week, the first hour of class will be comprised of three presentations of roughly 20 minutes each. The first will provide an overview of trends and differentials in the family behavior(s) of interest that week (e.g., marriage and cohabitation). The second will provide an overview of the big questions and related theories (covering both the classic works and more recent developments). The third will provide an overview of key issues related to data, measurement, and methods. For each segment, 15 minutes will be devoted to the presentation and 5 minutes to Q&A/discussion. These presentations should, of course, emphasize content rather than form. Students are expected to consult additional information about their assignment as needed (e.g., Census data for trends, other research articles for ideas about theory and data/measurement). After a short break, we will reconvene for a discussion of the assigned readings that, again, everyone will have read carefully. I will use the final 10-15 minutes of class to summarize and address issues that were not covered.

Two students (or some weeks 4 students) will be responsible for preparing the presentations and leading discussion. All presentations should have accompanying handouts or Powerpoint slides. I will be available throughout the week to meet or discuss via email how to prepare these

presentations. If you are one of the students who are presenting in a given class session, you do not need to submit discussion questions for that session. All other participants should submit questions as usual.

There are currently 7 students enrolled in the class. The GD weeks involve 2 students leading discussion, and the P+D weeks involve 2-4 students. There are a total of 28 'slots' over the 12 weeks of the course (not including the first and last classes and the two dates we won't meet). Each student should sign up to lead in one of these capacities **4 times** over the semester.

We will spend the final class session presenting and discussing your research papers. As in most graduate seminars, the standard for papers is that they will eventually be submittable for review at a professional journal such as *Demography* or *Journal of Marriage and Family*. Because this is no easy task, I recommend that you get started on your papers as soon as possible. Hopefully, most of you are already engaged in work that could form the basis of this paper. This paper does not need to be something entirely new. It can be a write-up of preliminary results of research that you are currently involved doing (perhaps something you will be presenting at the Population Association of America annual meetings?). It can also be a substantially improved version of a paper that you have submitted for a previous class. Regardless, I would like to meet with everyone (if useful to you) sometime during the first few weeks of the semester to discuss what you would like to work on for your research paper.

I would like you to submit the paper in stages:

1. Submit a 1-2-paragraph summary of your proposed topic by February 8.
2. Submit a 2-4-page research proposal (including background, research question/hypothesis, proposed data and methods) by March 1.
3. Submit a summary of preliminary results by March 29.
4. Submit draft of full paper to assigned reviewer by April 12.
5. Submit reviews to author and to me on April 26.
6. Present papers in class and submit final version on May 3.

If you haven't seen it, I encourage you to read a very good article by Lynn White about how to write an empirical journal article:

White, Lynn. 2005. "Writes of Passage: Writing an Empirical Journal Article." *Journal of Marriage and Family* 67(4):791-798.

I am hoping that we can run the presentation of papers during the last class like a (very efficient!) conference. (**We will need to start the class earlier and/or end later, and we will discuss timing.**) We can allot 20 minutes per person—12-15 minutes to present the paper and 5-8 minutes for Q&A and constructive feedback.

## Course Readings

Most assigned readings are journal articles (primarily from *Journal of Marriage and Family*, *Demography*, *Population Studies*, and *Population and Development Review*), as well as a few book chapters. I will post them all on the course website. You could also easily find the articles via Google Scholar. Please note that the reading list is subject to change if I find new/better readings to add or exchange. Any changes I do make will leave time for adequate preparation (i.e., 2-3 weeks in advance).

## Departmental Learning Objectives

Beyond the specific substantive and methodological content that we will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities for graduate student learning by the Department of Sociology:

1. Students will demonstrate a broad understanding of major theories, methodologies, and research findings in the sociological literature.
2. Students will complete an original research project in one of the subfields of sociology.
3. Students will evaluate social science literature and employ most appropriate methods and practices in their own research.
4. Students will develop analytical thinking skills that enable them to evaluate information pertinent to their research question.
5. Students will communicate in a clear, organized engaging manner, using language, methods, and critical tools appropriate to the social sciences.
6. Students will understand, recognize, and apply principles of ethical and professional conduct.

## Expectations and Information

Course Policies. The professor adheres to all Department, College, and University policies regarding accommodations for students with disabilities, religious holidays, incompletes, plagiarism, and student evaluation of the course and its instruction.

Writing Center. Students are encouraged to take advantage of the resources and classes offered by the Writing Center (located at 6171 Helen C. White Hall). See: [www.writing.wisc.edu](http://www.writing.wisc.edu).

Academic integrity. As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the Office of the Dean of Students: <https://www.students.wisc.edu/doso/academic-integrity>. According to UWS 14, academic misconduct is defined as, an individual:

- Seeks to claim credit for the work or efforts of another without authorization or citation;
- Uses unauthorized materials or fabricated data in any academic exercise;
- Forges or falsifies academic documents or records;
- Intentionally impedes or damages the academic work of others;
- Engages in conduct aimed at making false representation of a student's academic performance;
- Assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students' website (above). If you have questions about plagiarism specifically, you should consult the information on the Writing Center website regarding "Quoting and Paraphrasing Sources" (<http://writing.wisc.edu/Handbook/QuotingSources.html>). Knowledge of these rules is your responsibility, and lack of familiarity with these rules in no way constitutes an excuse for acts of misconduct. If you have questions about the rules for any of the assignments or exams, please do not hesitate to ask.

## **Reading List by Week**

### **Week 1, January 18: Introduction and Overview (including Recent Social and Economic Trends)**

Jacobsen, Linda A. and Mark Mather. 2010. "U.S. Economic and Social Trends since 2000." *Population Bulletin*, Vol. 65, No. 1. Population Reference Bureau. And update here: <http://www.prb.org/Publications/Reports/2011/us-economic-social-trends-update1.aspx>

Ruggles, Steven. 2015. "Patriarchy, Power, and Pay: The Transformation of American Families, 1800–2015." *Demography* 52: 1797-1823.

### **Week 2, January 25: Theoretical Perspectives on Family Life (GD)**

D'Onofrio, Brian M. and Benjamin B. Lahey. 2010. "Biosocial Influences on the Family: A Decade in Review." *Journal of Marriage and Family* 72(3):762-782.

Elder, Glen H., Jr. 1998. "The Life Course as Developmental Theory." *Child Development* 69(1):1-12.

Ferree, Myra Marx. 2010. "Filling the Glass: Gender Perspectives on Families." *Journal of Marriage and Family* 72(3):420-439.

Parsons, Talcott. 1943. "The Kinship System of the Contemporary United States." *American Anthropologist* 45:22-38.

Sawhill, Isabel V. 1977. "Economic Perspectives on the Family." *Daedalus* 106(2):115-125.

### **Week 3, February 1: Marriage and Cohabitation (P+D)**

Cherlin, Andrew J. 2004. "The Deinstitutionalization of American Marriage." *Journal of Marriage and Family* 66:848-861.

Fincham, Frank D. and Steven R. H. Beach. 2010. "Marriage in the New Millennium: A Decade in Review." *Journal of Marriage and Family* 72(3):630-649.

Musick, Kelly and Larry Bumpass. 2012. "Reexamining the Case for Marriage: Union Formation and Changes in Well-Being." *Journal of Marriage and Family* 74(1):1-18.

Smock, Pamela J. 2000. "Cohabitation in the United States: An Appraisal of Research Themes, Findings, and Implications." *Annual Review of Sociology* 26:1-20.

#### **Week 4, February 8: Divorce, Remarriage and Stepfamilies (P+D)**

Amato, Paul R. 2010. "Research on Divorce: Continuing Trends and New Developments." *Journal of Marriage and Family* 72(3):650-666.

Cherlin Andrew J., Furstenberg Frank F. Jr. 1994. "Stepfamilies in the United States - A Reconsideration." *Annual Review of Sociology* 20:359-81

Sweeney, Megan. 2010. "Remarriage and Stepfamilies: Strategic Sites for Family Scholarship in the 21st Century." *Journal of Marriage and Family* 72:667-684.

Tach, Laura and Alicia Eads. 2015. "Trends in the Economic Consequences of Marital and Cohabitation Dissolution in the United States." *Demography* 52:401-32.

#### **Week 5, February 15: Family Structure and Child Wellbeing (GD) \*\*Meet 9:00-11:00am\*\***

Fomby, Paula and Andrew J. Cherlin. 2007. "Family Instability and Child Well-Being." *American Sociological Review* 72:181-204.

McLanahan, Sara, Laura Tach, and Daniel Schneider. 2013. "The Causal Effects of Father Absence." *Annual Review of Sociology* 39:399-427.

Thomson Elizabeth, Thomas L. Hanson, and Sara S. McLanahan. 1994. "Family Structure and Child Well-Being; Economic Resources vs. Parental Behaviors." *Social Forces* 73(1):221-42. AND Thomson Elizabeth and Sara S. McLanahan. 2012. "Reflections on 'Family Structure and Child Well-Being; Economic-Resources vs. Parental Behaviors.'" *Social Forces* 91(1):45-53.

Waldfogel, Jane, Terry-Ann Craigie and Jeanne Brooks-Gunn. 2010. "Fragile Families and Child Wellbeing." *Future of Children* 20(2): 87-112.

#### **Week 6, February 22 – NO CLASS**

#### **Week 7, March 1: Same-Sex Couples and Parents (P+D)**

Giddings, Lisa, John M. Nunley, Alyssa Schneebaum and Joachim Zietz. 2014. "Birth Cohort and the Specialization Gap between Same-Sex and Different-Sex Couples." *Demography* 51(2):509-34.

Manning, Wendy D., Susan L. Brown, and J. Bart Stykes. 2016. "Same-Sex and Different-Sex Cohabiting Couple Relationship Stability." *Demography* 53(4): 1489-1522.

Rosenfeld, Michael J. 2015. "Revisiting the Data from the New Family Structure Study: Taking Family Instability into Account." *Sociological Science* 2:478-501.

Umberson, Debra, Mieke B. Thomeer, Rhiannon Kroeger, Amy Lodge, and Minle Xu. 2015. "Challenges and Opportunities for Research on Same-Sex Relationships." *Journal of Marriage and Family* 77:96-111.

### **Week 8, March 8: Fertility in Industrialized Countries (P+D)**

Bloom, David E., David Canning, Günther Fink and Jocelyn E. Finlay. 2010. "The Cost of Low Fertility in Europe." *European Journal of Population / Revue européenne de Démographie* 26(2):141-58.

Boling, Patricia. 2008. "Demography, Culture, and Policy: Understanding Japan's Low Fertility." *Population Development and Review* 34(2):307-26.

Hayford, Sarah R. 2013. "Marriage (Still) Matters: The Contribution of Demographic Change to Trends in Childlessness in the United States." *Demography* 50(5):1641-61.

Morgan, S. Philip. 2003. "Is Low Fertility a Twenty-First Century Demographic Crisis?" *Demography* 40(4):589-603.

### **Week 9, March 15: Nonmarital Childbearing (including Teen Childbearing) (P+D)**

Cherlin, Andrew J., David C. Ribar, and Suzumi Yasutake. 2016. "Nonmarital First Births, Marriage, and Income Inequality." *American Sociological Review* 81(4):749-70.

England, Paula, Lawrence Wu, and Emily Shafer. 2013. "Cohort Trends in Premarital Births: What Role for the Retreat from Marriage?" *Demography* 50:2075-2104.

Furstenberg, Frank. 2016. "Reconsidering Teenage Pregnancy and Parenthood." *Societies* 6:33.

Schneider, Daniel and Orestes P. Hastings. 2015. "Socioeconomic Variation in the Effect of Economic Conditions on Marriage and Nonmarital Fertility in the United States: Evidence from the Great Recession." *Demography* 52(6):1893-915.

### **Week 10, March 22: SPRING BREAK – NO CLASS**

### **Week 11, March 29: Family Complexity (P+D)**

Cancian, Maria, Daniel R. Meyer and Steven T. Cook. 2011. "The Evolution of Family Complexity from the Perspective of Nonmarital Children." *Demography* 48:957–982.

Furstenberg, Frank F. 2014. "Fifty Years of Family Change: From Consensus to Complexity." *The Annals of the American Academy of Political and Social Science* 654(1):12-30.

Guzzo, Karen. 2016. "Challenges in Measuring and Studying Multipartnered Fertility in American Survey Data." *Population Research and Policy Review* 35(4): 553-579.

McLanahan, Sara. 2011. "Family Instability and Complexity after a Nonmarital Birth: Outcomes for Children in Fragile Families." Chapter 5 (pp. 108-133) in *Social Class and Changing Families in an Unequal America*, edited by Marcia J. Carlson and Paula England Stanford, CA: Stanford University Press.

Tach, Laura, Kathryn Edin, Hope Harvey and Brielle Bryan. 2014. "The Family-Go-Round: Family Complexity and Father Involvement from a Father's Perspective." *The Annals of the American Academy of Political and Social Science* 654(1):169-84.

### **Week 12, April 5: Work and Family (GD)**

Bianchi, Suzanne M. and Melissa A. Milkie. 2010. "Work and Family Research in the First Decade of the 21<sup>st</sup> Century." *Journal of Marriage and Family* 72(3):705-725.

Goldscheider, Frances, Eva Bernhardt and Trude Lappegård. 2015. "The Gender Revolution: A Framework for Understanding Changing Family and Demographic Behavior." *Population and Development Review* 41(2):207-39.

Juhn, Chinhui and Kristin McCue. 2017. "Specialization Then and Now: Marriage, Children, and the Gender Earnings Gap across Cohorts." *Journal of Economic Perspectives* 31(1): 183-2.

Killewald, Alexandra and Javier García-Manglano. 2016. "Tethered Lives: A Couple-Based Perspective on the Consequences of Parenthood for Time Use, Occupation, and Wages." *Social Science Research* 60: 266-282.

### **Week 13, April 12: Inequality in U.S. Family Life (P+D)**

Kalil, Ariel, Rebecca Ryan and Michael Corey. 2012. "Diverging Destinies: Maternal Education and the Developmental Gradient in Time with Children." *Demography* 49(4):1361-83.

McLanahan, Sara. 2004. "Diverging Destinies: How Children Fare Under the Second Demographic Transition." *Demography* 41:607-27.

AND



McLanahan, Sara and Wade Jacobsen. 2014. "Diverging Destinies Revisited," pp. 3-23, in *Families in an Era of Increasing Inequality: Diverging Destinies*, edited by Paul R. Amato, Alan Booth, Susan M. McHale and Jennifer Van Hook. Springer.

Musick, Kelly, Paula England, Sarah Edgington, and Nicole Kangas. 2009. "Education Differences in Intended and Unintended Fertility." *Social Forces* 88(2) 543-572.

Schwartz, Christine. 2010. "Earnings Inequality and the Changing Association between Spouses' Earnings." *American Journal of Sociology* 115(5): 1524-57.

#### **Week 14, April 19: Families in Cross-National Perspective (P+D)**

Kalmijn, Matthijs. 2013. "The Educational Gradient in Marriage: A Comparison of 25 European Countries." *Demography* 50(4):1499-1520.

Lesthaeghe, Ron. 2010. "The Unfolding Story of the Second Demographic Transition." *Population and Development Review* 36(2):211-51.

OECD. 2011. "Families Are Changing," Chapter 1 (pp. 17-53), in *Doing Better for Families*. Paris: OECD Publishing.

Raymo, James M., Hyunjoon Park, Yu Xie and Wei-jun Jean Yeung. 2015. "Marriage and Family in East Asia: Continuity and Change." *Annual Review of Sociology* 41: 471-492.

#### **Week 15, April 26: Public Policies Related to Families and Children (GD)**

Haskins, Ron and Isabel V. Sawhill. 2016. "The Decline of the American Family." *The Annals of the American Academy of Political and Social Science* 667(1):8-34.

Hegewisch, Ariane and Janet C. Gornick. 2011. "The Impact of Work-Family Policies on Women's Employment: A Review of Research from OECD Countries." *Community, Work & Family* 14(2):119-38.

Lopoo, Leonard M. and Kerri M. Raissian. 2014. "U.S. Social Policy and Family Complexity." *The ANNALS of the American Academy of Political and Social Science* 654(1):213-230.

Smeeding, Timothy M. and Jane Waldfogel. 2010. "Fighting Poverty: Attentive Policy Can Make a Huge Difference." *Journal of Policy Analysis and Management* 29(2):401-07.

#### **Week 16, May 3: Presentation of student papers \*\*Meet 9:00-12:00pm\*\***

Revised: February 1, 2017