



**SYLLABUS FOR SOC 425/525: ISSUES IN FAMILY SOCIOLOGY:  
HOUSEHOLD AND FAMILY DEMOGRAPHY**

Department of Sociology, University of Oregon  
12:00-1:20 p.m. Monday/Wednesday, 260 Condon  
CRN: 17192/17208 Credits: 04  
<http://blackboard.uoregon.edu/>

**I. PROFESSOR:** Patricia A. Gwartney, Ph.D. (*a.k.a.* Patty)

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*Education is only a ladder to  
gather fruit from the tree of  
knowledge; it is not the fruit itself.*

**Consultations/Office Hours:** I encourage you to raise questions freely in class; this is the best way to get answers and clarifications. For any inquiry that might benefit another student, please use Blackboard's "discussion board." For personal questions, feel free to telephone or e-mail me any time of the day or day of the week; I will get back to you as soon as possible. If you need a face-to-face meeting, office hours are 2:00 - 3:30 PM Mondays and Wednesdays.

**II. THE COURSE IN GENERAL:** How are American families and households organized? What are people's living arrangements? How have these changed over time? In what ways are family and household structures similar and different across social groups? What are the consequences – demographic, social, economic, or political – of different household and family forms? How do households and families organize themselves to respond to change? What are the major issues facing parents and children? Through a combination of lectures, small group work, Student Interest Teams, class discussions, readings, films, and original research, this course explores answers to these questions.

The goals for this course are, most broadly, for students to learn the changing structure of American households and families and major issues affecting families and children. In the process, you will integrate the theory, methods, and statistics that you learned previously, form an original research question, and develop skills in data collection, data analysis, collaborating with others, and presenting before audiences. **This class is designed for students who really care about learning and who seek to gain confidence as independent learners.**

This course is divided into three roughly equivalent sections: In the first third, the course materials and activities will expose you to the basics on American households and families as well as potential data sources for your research project. At the end of the first three or four weeks, you should have one or two ideas of a topic you would like to explore in depth. In the second third, you will choose one of 17 broad topics, join a **Student Interest Team (SIT)** on that topic, review research on it together, and summarize that research for the class. In the final third, you will conduct original research projects on your topic. In the last week of class, SITs will present the results of their research projects to the class.

This course helps to fulfill the University of Oregon's mission statement in several ways. It will develop your skills in theory, data collection, and data analysis essential in sociological research, helping you to "think logically," "live ethically," and "generate new knowledge." These skills will be valuable to you in nearly any kind of job you undertake or graduate program in which you enroll in the future, whether it be business, law, social work, administration, or any kind of social science. As such, this course helps establish "a framework for lifelong learning." If successful, this course will enable you to "question critically" what you read and hear about families and households.

**Prerequisites:** You must have basic knowledge of sociological theory, research methods, and statistical data analysis for this course, i.e., successful completion of Soc 310, 311, and 312 or their equivalents. You will exercise these skills fully in this course. This course also assumes that you have some prior exposure to sociology of the family and/or demography, i.e. Soc 330 or 303. (To refresh, re-read the pertinent chapters in any introductory sociology textbook.)

**Academic Deadlines**

Sept. 24: Process a complete drop (100% refund, no W recorded)  
Oct. 1: Drop this course (100% refund, no W recorded)  
Oct. 2: Drop this course (75% refund, no W recorded)  
Oct. 8: Withdraw from this course (75% refund, W recorded)  
Oct. 15: Withdraw from this course (50% refund, W recorded)  
Oct. 22: Withdraw from this course (25% refund, W recorded)  
Nov. 12: Withdraw from this course (0% refund, W recorded)  
Nov. 12: Change grading option for this course



UNIVERSITY OF OREGON

### Mission Statement

The University of Oregon is a comprehensive research university that serves its students and the people of Oregon, the nation, and the world through the creation and transfer of knowledge in the liberal arts, the natural and social sciences, and the professions. It is the Association of American Universities flagship institution of the Oregon University System.

The university is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service. Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through

- a commitment to undergraduate education, with a goal of helping the individual learn to question critically, think logically, communicate clearly, act creatively, and live ethically
- a commitment to graduate education to develop creators and innovators who will generate new knowledge and shape experience for the benefit of humanity
- a recognition that research, both basic and applied, is essential to the intellectual health of the university, as well as to the enrichment of the lives of Oregonians, by energizing the state's economic, cultural, and political structure
- the establishment of a framework for lifelong learning that leads to productive careers and to the enduring joy of inquiry
- the integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university's mission and support its spirit of community
- the acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it
- a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community
- a commitment to international awareness and understanding, and to the development of a faculty and student body that are capable of participating effectively in a global society
- the conviction that freedom of thought and expression is the bedrock principle on which university activity is based
- the cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life
- a continuing commitment to affordable public higher education

**III. METHOD OF INSTRUCTION:** People learn in different ways – some by listening, some by reading, some by doing, and some by watching. (To discover what kind of learner you are, complete the questionnaire at: <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>). In order to try to meet students' needs, I try to structure all my classes to cover the various different learning styles. Thus, you will engage in a combination of readings, lectures, small group activities, assignments, videos, presentations, original research, quizzes, as well as participation and attendance. Each of these is described in below.

- A. **Required Readings:** This class has only a few required readings for the first third of the class, and these will be posted on the class website. Subsequently, students will choose articles related to their own interests (SIT topic); these are available both online and in the Knight Library. In the second third of the course, SITs will summarize and present 9-12 journal articles, following a prescribed format. I encourage SITs to share their reviews with each other, to benefit your research projects, e.g., by posting them on BB.
- B. **Small Group Activities:** In the first class meeting, I will randomly divide students into six Small Groups of about six students each. These groups will be most active in the first few weeks, before you form SITs. Typically, Small Groups brainstorm for 5-15 minutes – to discuss issues, solve problems, and other types of in-class learning. Small Groups will also prepare and conduct two brief class presentations together. While some students dislike Small Group work, your future employers value people with skill and experience working in teams of randomly-selected people. It is also one way for students to affirm UO's "community standards" (see policy statement below).



University of Oregon

## POLICY STATEMENTS

### University of Oregon: Policy Statement

#### 1.000 Administrative Organization and Procedures

Title: University of Oregon **Affirmation of Community Standards**

Purpose: To set forth and affirm a clear and cogent statement of common community standards.

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. The University of Oregon has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. We affirm our respect for the rights and well-being of all members.

**We further affirm our commitment to:**

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

C. **Student Interest Teams (SITs):** In the second third of the class, students will choose the topic that interests them most from the list below. This list corresponds to the 20-page list of **“Readings and Data Resources”** for the course. You should skim the article titles on that list before choosing your SIT. Each SIT will have just three or four members, so you should have a back-up plan if you do not get your first choice. (Note: SIT activities are independent of Small Group activities.)

1. Households Generally
2. Marriage & Families Generally
3. Finding a Mate: Availability, Similarity & Difference
4. Gendered Division of Domestic & Market Labor in Families, Time with Kids, Marital Quality
5. Fertility, Family Structure & Child Outcomes
6. Premarital & Nonmarital Cohabitation
7. Out-of-Wedlock Childbearing, Single Parenthood & Child Well-Being
8. Separation & Divorce
9. Remarriage & Stepfamilies
10. Fatherhood
11. Gay & Lesbian Households & Families
12. Welfare, Child Support, and Family Inequality
13. Sex and Sexuality
14. Racial/Ethnic Differences in Family Processes
15. Comparative/Crossnational Perspectives
16. Historical Perspectives on Families & Households
17. Theoretical Perspectives on Marriage & the Family

D. **Quizzes:** Two to four short quizzes covering readings and presentations will be given. Each will comprise 20-25 questions, including multiple choice, true/false, and short answer. They are designed to assess the extent to which each student has kept up with readings, listened to lecture and presentations, and understood the material. Advance notice for the quizzes will be given in the class meeting before they occur.

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- E. **Assignments:** Many students are kinesthetic learners; this means that they learn best while doing – and usually perform much better on assignments or papers than exams. Thus, this class will include structured assignments that help build toward your final research project. All assignments are posted on the class website, but I will print Assignments 7 and 9 for distribution and completion in class.

All students must complete all assignments. Read each assignment carefully and follow the instructions exactly. Hand in neat, legible, and well-organized assignments only. Typed assignments should be printed back-to-back or on the blank backs of previously-used paper.

*Students are responsible for making sure your professor has copies of your assignments. Keep a second copy of them all until you receive your final grade.*

Assignments will be scored, not graded. Scores refer to the number of points assigned each item. Each is worth the points indicated. See page 8 for “Assessment Guidelines.” Scores will be posted in Blackboard’s “Gradebook” as quickly as possible. Carefully read the section on page 5 about late work and missed deliverables.

- F. **Class Participation and Attendance:** Because this class meets only 20 times, attendance is mandatory – including the first class meeting. Anyone missing the first class will be bumped from the course in order to admit a student on the waiting list. Attendance will be taken and missed classes posted on the Gradebook. Any student missing three or more classes, for any reason, risks a ‘Y’ grade. However, if you truly contract an infection, please don’t attend class. (The rest of us don’t want your viruses or germs!) Email me in advance and bring a doctor’s note to the next class.

On the basis of class participation and attendance, I reserve the right to raise or lower a grade by one-third, e.g., I might raise a C+ to a B- for a student who showed leadership in Small Groups and raised excellent comments in class, but vice versa for someone unfamiliar with the readings, or who routinely slept, arrived late, departed early, entirely missed class, or behaved disruptively (see “Classroom Etiquette” on p. 5).

- G. **Videos:** Since you are part of the “video generation,” we will try viewing certain videos to illustrate course themes. I welcome your recommendations. You also have an extra credit video review assignment that is due on the last day of class

**IV. STUDENT DELIVERABLES AND GRADING SCHEME:** The table below summarizes student deliverables and the grading scheme for this course. No incompletes or deferred grades will be assigned, except in truly extraordinary cases (e.g., childbirth). See “Advice” on p. 5 for missed deliverables policy.

Student Deliverables	Description	Grade Scheme
<b>A. Small Group work</b>	See comments on pp. 2-3.	5%
<b>B. Quizzes</b>	Two to four short quizzes related to readings & presentations.	15%
<b>C. Assignments</b>	Assignment 1: Family Demographic Autobiography	5%
	Assignment 2: Small Group Presentation	5%
	Assignment 3: Analyzing Census Data	15%
	Assignment 4: Small Group Debates	5%
	Assignment 5 a, b, c: Review Three Articles	15%
	Assignment 6: SIT Presentation, Summarizing Articles	10%
	Assignment 7:* Peer Evaluations of Article Summaries	5%
	Assignment 8: Abstract of Proposed Research Project	5%
	Assignment 9:* Peer Evaluations of Final Projects	5%
	Assignment 10: Extra Credit Video Review	(3%)
<i>* Note: Assignments 7 and 9 will be completed in class</i>		
<b>D. SIT research project</b>	Posters, video, skit, or mock debate. SITs must base it on original data analysis, e.g., census data, in-depth interviews, questionnaires developed and distributed, etc.	15%
<b>E. Class participation and attendance</b>	See comments on pp. 4 and 5.	Prof’s option

**V. MISCELLANEOUS INSTRUCTION, POLICY, AND ADVICE**

A. **Getting to Know You:** On the first day of class, each student should complete a short questionnaire to help me get to know you better as a student. I will also take students' photos in their Small Groups, which I use to create a "class map" to help me learn your names. To further facilitate me learning names, you and your Small Group should sit in the same area of the classroom for the entire term.

B. **Blackboard (BB) Website** (<http://blackboard.uoregon.edu/>): You are automatically enrolled on the class' BB website, using UO's email address for you. (View your DuckWeb area to ensure that UO has your accurate email address.) All required readings and assignments are posted on BB, as well as data that you might find useful for your research project. Assignment and quiz scores will be posted a one to three days after you turn them in.

It is your responsibility to check BB (and listen in class) for announcements concerning assignment due dates and syllabus updates. Use BB's "discussion board" to ask questions about assignments. I check it every day (except some weekends). Students can also use BB to communicate with each other, e.g., asking each other about assignments or setting up study groups.

C. **Email:** I typically receive 40-50 email messages daily, of which I must reply to half. Therefore, do not expect me to become your email buddy. You should only send me email because you are too sick to attend class or if I ask you to email me an assignment. Questions about due dates, when scores will be posted, about assignments, when the next quiz will take place, etc. should be posted on BB's "discussion board," so that all students can benefit from the answers. If you wish to discuss an assignment score, an issue concerning group work, or complain about something, come to my office hours or request an appointment after class. Above all, practice proper "netiquette" when sending me – or anyone – an email message (see <http://www.uoregon.edu/~cchome/etiquette.html#Xtte96425>). Before you click the send button, think to yourself, "Would I want my mother to read this?"

D. **Advice, Late Work, and Missed Deliverables:** Learning the material in this course will require steady application. You will learn less if you fall behind. Do all of the required readings and preparations for presentations *before* class meetings.

Late assignments create class administration problems. It is unreasonable to expect me to grade late assignments while already working on others. Moreover, it is unfair to students who turn in their work on time to give full credit for late assignments after the correct answers have been handed back and discussed in class. Therefore, assignments turned in after they are due will have their normally-assigned grade reduced at a rate of 10% per day. Even if your late assignment ends up with nearly zero points, *you still must turn it in* to pass the class. If you require an extension for a due date and I judge your reason valid, I will grant it, provided that you discuss it with me before the due date.

Hand in assignments directly to me. Do not leave assignments on or under my office door. Also, do not leave assignments with the Sociology secretaries; it is not their job to keep track of them for you. If you are unable to do so, make two copies; keep one copy for yourself and leave a copy in Prof. Gwartney's Sociology Department mailbox in 736 PLC Building.

E. **Classroom Etiquette:** Many students do not need me to remind them about basic classroom civility. But the routine rudeness of certain students has become so disruptive in recent courses that I have decided to list some guidelines for classroom decorum, because it relates to class participation.

- Fill your stomach before class. It disrupts others' concentration to see, smell, and hear you chowing down on a bucket of fried chicken, a burger and fries, or whatever.
- Do not leave and reenter the classroom, even when Small Groups are forming or in session. Walking across the class and banging the door as you exit and reenter distracts everyone else.
  - Empty your bladder before class or hold it until the class ends.

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- Wet your whistle by bringing a covered beverage to class. If you forget, being thirsty for an hour might help you to remember in the future.
- Arrive to class on time. If for some reason you cannot, do not allow the door to bang shut announcing your late appearance. If you will be more than ten minutes late, do not attend at all.
- Speak only when called upon.
  - If you don't hear something in lecture, raise your hand immediately and ask me. Never ask your neighbor.
  - Notice when class begins and immediately stop chatting with your friend or neighbor.
  - If you need to borrow a pen, paper, stapler, tissue, or whatever – ask your neighbor before or after class, not during it.
- Turn off your cell phone and put it away.
- Take lecture notes by hand and leave your laptop computer at home. Why? Students who use laptops in class regularly receive the lowest grades, because they surf the internet and send/read email, instead of typing notes. Lecture notes will be posted on BB, usually before class meetings.
- Do not rip pages out of your notebook, rearrange your backpack, trim your toenails, or stand to dress or undress during class. Think of how such behaviors can disrupt – or disgust – others.
- Turn in your assignments before class, after class, or when asked to do so instead of striding to the front of the classroom to put it on the podium during a video, lecture, or presentations.
- If you have an issue to discuss with me, wait until after class. Interrupting or trying to speak while I set up the computer, review lecture notes, install a DVD, or return graded assignments ensures that I will not remember what you said.
- If you have a complaint, speak to me directly. Loudly grumbling about “unfair” grades or that “grader jerk” is passive (and possibly passive aggressive). Only actively asking me about the problem will result in a genuine reassessment. Sometime graders do err, in which case I will handle it honestly and immediately.
- If you openly read a newspaper, work on an assignment for another class, or engage in other irrelevant activities in this class, the materials will not be confiscated (as some of my colleagues do), but I will make a note of it for the class participation portion of your grade.
- Inevitably, some students participate more than others, and many smart people are shy. Take care to avoid dominating discussion and gently encourage your quieter classmates to participate.

Remember, every student has paid more for this class than for any concert ticket or sporting-event ticket they have ever purchased. Every student has the right to get their money's worth. If you find another student's behavior rude or disruptive to your learning, call them on it (after class) – or ask me to do so. Such students will, ultimately, get their comeuppance, for those who do not focus on the course do not learn the material well and will get bad grades. However, they have no right to distract you from learning what this course has to offer and getting a good grade. If you are a student who is just going through the hoops and does not really care about what you learn, a different class will suit you better than this one.

**VI: COURSE OUTLINE:** This outline is rough; the schedule will adapt as the course unfolds, so please regard this it as flexible. Listen in class and regularly check BB for schedule updates, especially assignment due dates.

Timeline	Theme	Required Readings & Deliverables	Activities, Other
Week 1	Review syllabus and course expectations What is a family? American families basics	McFalls. 2003. “What’s a Household? What’s a Family?” U.S. Census Bureau. 2000. “America’s Families and Living Arrangements” Bianchi & Casper. 2000. “American Families.” <i>Population Bulletin</i> 55(3): 1-44.	Break into Small Groups Getting to know each other Small Groups: What is the ideal family?

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Timeline	Theme	Required Readings & Deliverables	Activities, Other
Week 2	American family and household structure, trends Demographic data sources: census, vital statistics How to read census tables	Assignment 1 due (family autobiography) Waite, L.J. 1995. "Does Marriage Matter?" <i>Demography</i> 32:483-520. Teachman, J., L.M. Tedrow, K.D. Crowder. 2000. "The Changing Demography of America's Families." <i>Journal of Marriage and the Family</i> 62:1234-46	Small Groups prepare for Week 3 Wedn., Oct 4 – meet at Knight Library to learn research resources, including <a href="http://www.census.gov">www.census.gov</a>
Week 3	Issues affecting marriage and child well-being	Chapters from: McLanahan, Donahue & Haskins. 2005. <i>Marriage and Child Wellbeing</i> Assignment 2 (Small Group presentations)	Contemporary family issues: Small Group presentations Brainstorm research project ideas
Week 4	How to read journal articles Mixed-race marriages	Assignment 3 due (analyzing census data) Presser, H.B. 1994. "Employment Schedules among Dual-Earner Spouses and the Division of Household Labor." <i>American Sociological Review</i> 59:348-64.	Form SITs SITs choose articles for members to review in Assignment 5. Note: Two students cannot review the same article!
Week 4	Debates in family research	Assignment 4 due (Small Group debates)	Debate Week: In-class mock debates SITs assigned dates and times for presentations
Weeks 5 and 6	In-depth look at research in SITs' topics	Assignment 5 due (three article reviews) Assignment 6 (presentations) Assignment 7 (in-class peer evaluations)	SITs summarize articles reviewed in their area Discuss readings.
Week 7	Students' research: How to pose hypotheses, develop research designs, develop surveys, etc.	Review relevant chapters of any basic research methods textbook.	SITs present research in progress
Week 8	Students' research: How to analyze data, and create tables and graphs	Assignment 8 due (abstract of proposed research project)	
Week 9	Students' research: How to create effective posters		Research presentations
Week 10	Students' research	Assignment 9 (in-class peer evaluations of final projects) Assignment 10 (extra credit) due on the last day of class	Research presentations Poster session

## Guidelines on How Student Deliverables Will Be Assessed

	<b>A: Exceeds Expectations</b>	<b>B: Meets Expectations</b>	<b>C: Approaching Expectations</b>	<b>D: Does Not Meet Expectations</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>✓ Completes entire assignment.</li> <li>✓ Follows all instructions.</li> <li>✓ Performs above and beyond requirements.</li> <li>✓ Shows innovative thinking.</li> <li>✓ Demonstrates thorough understanding of assignment's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Completes most parts of the assignment.</li> <li>✓ Follows most instructions.</li> <li>✓ Meets requirements.</li> <li>✓ Shows thoughtfulness.</li> <li>✓ Demonstrates understanding of assignment's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Completes the main parts of the assignment.</li> <li>✓ Misses some instructions.</li> <li>✓ Meets some requirements.</li> <li>✓ Shows routine thought.</li> <li>✓ Demonstrates some or inconsistent understanding of assignment's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Does not complete main parts of the assignment.</li> <li>✓ Misses major instructions.</li> <li>✓ Meets few or no requirements.</li> <li>✓ Shows little thought.</li> <li>✓ Demonstrates little or no understanding of assignment's purpose.</li> </ul>
<b>Calculations (if applicable)</b>	<ul style="list-style-type: none"> <li>✓ All calculations complete.</li> <li>✓ All calculations accurate.</li> <li>✓ Exhibits analytic thoughtfulness.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Most calculations complete.</li> <li>✓ Mostly accurate calculations.</li> <li>✓ Exhibits thoughtfulness.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Some calculations complete.</li> <li>✓ Some accurate calculations.</li> <li>✓ Exhibits some analytic thought.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Most calculations <u>in</u>complete.</li> <li>✓ Mostly <u>in</u>accurate calculations.</li> <li>✓ Exhibits little or no analytic thought.</li> </ul>
<b>Interpretation</b>	<ul style="list-style-type: none"> <li>✓ Accurately interprets all results.</li> <li>✓ Thoroughly interprets all results.</li> <li>✓ Extends explanation beyond requirements.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Accurately interprets most results.</li> <li>✓ Thoroughly interprets most results.</li> <li>✓ Meets explanatory requirements.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Some results interpreted accurately.</li> <li>✓ Some results interpreted thoroughly.</li> <li>✓ Meets some explanatory requirements.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Most results interpreted <u>in</u>accurately.</li> <li>✓ Most results not interpreted thoroughly.</li> <li>✓ Does not meet explanatory requirements.</li> </ul>
<b>Small Groups &amp; Class Participations</b>	<ul style="list-style-type: none"> <li>✓ Demonstrates excellent listening and sharing skills.</li> <li>✓ Supports others' contributions.</li> <li>✓ Chosen by group to represent group work to others (leadership).</li> <li>✓ Never behaves disruptively.</li> <li>✓ Misses no classes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates good listening and sharing skills.</li> <li>✓ Usually supports others' taking part.</li> <li>✓ Shares leadership and representation duties or performs support work.</li> <li>✓ Rarely behaves disruptively.</li> <li>✓ Rarely misses class.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adequate or inconsistent listening and sharing skills.</li> <li>✓ Indifferent to others' taking part.</li> <li>✓ Avoids leading and representing</li> <li>✓ Avoids participating.</li> <li>✓ Sometimes disrupts class.</li> <li>✓ Misses several classes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shuts down others' views or showboats.</li> <li>✓ Does not lead or represent the group.</li> <li>✓ Participates little or not at all.</li> <li>✓ Often behaves disruptively in classroom.</li> <li>✓ Misses four or more classes.</li> </ul>

## READINGS AND DATA RESOURCES

You can find most readings online on JSTOR or through Project Muse; see page 29 for details.

### Required Readings

- McFalls, J.A. 2003. "What's a Household? What's a Family?"  
<http://www.prb.org/Template.cfm?Section=PRB&template=/ContentManagement/ContentDisplay.cfm&ContentID=9771>
- U.S. Census Bureau. 2000 America's Families and Living Arrangements  
<http://www.census.gov/prod/2001pubs/p20-537.pdf>
- Bianchi, S.M. & L.M. Casper. 2000. "American Families." *Population Bulletin* 55:1-44. This booklet analyzes the American family in the latter half of the 20th century to better understand what change portends for the future.  
[http://www.soc.upenn.edu/courses/2004/fall/soc007\\_hpkoehler/readings/bian00a.pdf](http://www.soc.upenn.edu/courses/2004/fall/soc007_hpkoehler/readings/bian00a.pdf)
- Waite, L.J. 1995. "Does Marriage Matter?" *Demography* 32:483-520.
- Teachman, J., L.M. Tedrow, K.D. Crowder. 2000. "The Changing Demography of America's Families." *Journal of Marriage and the Family* 62:1234-46  
<http://links.jstor.org/sici?sici=0022-2445%28200011%2962%3A4%3C1234%3ATCDOAF%3E2.0.CO%3B2-P>
- McLanahan, S.S., E. Donahue & R. Haskins. 2005. *Marriage and Child Wellbeing*.  
[http://www.futureofchildren.org/usr\\_doc/Marriage\\_vol15\\_no2\\_fall05.pdf](http://www.futureofchildren.org/usr_doc/Marriage_vol15_no2_fall05.pdf) (for all 177 pages)  
[http://www.futureofchildren.org/pubs-info2825/pubs-info\\_show.htm?doc\\_id=289923](http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=289923) (to select a chapter)
- Presser, H.B. 1994. "Employment Schedules among Dual-Earner Spouses and the Division of Household Labor." *American Sociological Review* 59:348-64.  
<http://links.jstor.org/sici?sici=0003-1224%28199406%2959%3A3%3C348%3AESADSA%3E2.0.CO%3B2-G>

### Debate Readings

#### Responsible Fathering

- Doherty, W.J., E. Kouneski & M. Erickson. 1998. "Responsible Fathering: An Overview and Conceptual Framework." *Journal of Marriage and Family* 60:277-92.  
<http://links.jstor.org/sici?sici=0022-2445%28199805%2960%3A2%3C277%3ARFAOAC%3E2.0.CO%3B2-1>
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## Data Resources

You can use the resources below to locate, download, and analyze data, or to borrow questions from surveys for use in your own survey, or to get ideas for a research project.

### U.S. Census Bureau [www.census.gov](http://www.census.gov)

This is a treasure-trove of data that students will learn how to use in class. Many census tables are posted on Blackboard for students to use for research projects if they wish.

### National Survey of Family Growth (NSFG) <http://www.cdc.gov/nchs/nsfg.htm#Datadocpu>

The NSFG survey series has interviewed tens of thousands of women and men to supplement vital statistics data on fertility, family formation, and divorce. It provides national estimates of month/year of first intercourse, pregnancy, birth expectations, sexual activity, contraceptive use, family planning services, fecundity, sterility, infertility, prenatal medical care, women's and infants' health, ethnicity, education, religion, occupation, income, child care, and histories of contraception, marriage, cohabitation, education, living arrangements, and work.

**Integrated Public Use Microdata Series (IPUMS)** <http://www.ipums.umn.edu/>

IPUMS is part of the University of Minnesota's Historical Census Projects. IPUMS consists of 25 high-precision samples of the American population drawn from thirteen federal censuses, 1850 to 1990. It provides a valuable data on long-term changes in the U.S. families and households.

**National Survey of Families and Households (NSFH)** <http://www.ssc.wisc.edu/nsfh/>

The NSFH was designed to provide a broad range of information on family life to serve as a resource for cross-disciplinary research. It collected detailed life-history information, including respondents' childhood living arrangements, departures and returns to parents' homes, histories of marriage, cohabitation, education, fertility, and employment, as well as marital and parenting relationships, kin contact, and economic and psychological well-being. Interviews were conducted in 1987-88, 1992-94, and 2001-2003. Data can be analyzed on the web site or downloaded for use.

**Fragile Families and Child Wellbeing Study** <http://www.fragilefamilies.princeton.edu/>

The Fragile Families and Child Wellbeing study is in the process of conducting interviews with a cohort of 5,000 children who were born to unmarried couples between 1998 and 2000 across the U.S. Data on each child will be collected for five years. This website describes the study and allows certain data downloads. It also includes many working papers and evidence of initial data analysis.

**Time, Love, and Cash among Couples with Children (TLC3)**

This longitudinal, qualitative study of 75 romantically involved parents (50 cohabiting, 25 married) who recently shared a birth aims to determine the consequences of nonmarital childbearing for children and parents. The principal investigators, Kathryn Edin and Paula England, are interviewing parents over the first fifty months of their child's life, asking about the impact of unplanned pregnancy, unmarried couples' expectations, parenting styles, child support's impact on earnings, common couple conflicts, why cohabitants break up, and child rearing after relationship dissolution.

**Inter-university Consortium for Political and Social Research (ICPSR)** [www.icpsr.umich.edu/](http://www.icpsr.umich.edu/)

ICPSR at the University of Michigan provides access (from a University of Oregon server) to an extensive array of existing survey data that you can download and analyze if you wish. Search for "family" or "household" and numerous potential data sources will pop up on an array of topics, for an array of countries.

**National Center for Health Statistics (NCHS)** <http://www.cdc.gov/nchs/>

NCHS publishes *Vital Statistics of the United States* with annual data and analyses related to births, marriage, divorce, and other topics. Each report typically contains 50 or more tables, breaking down the numerical data into rates cross-tabulated by race, Hispanic origin, age, marital status, education, state, region, and other indicators. Many of the tables include data from previous years for the sake of comparison, reaching back in some cases to 1909. NCHS also publishes annual and occasional special reports on such topics as *Nonmarital Childbearing in the United States, 1940-99* ([http://www.cdc.gov/nchs/data/nvs48\\_16.pdf](http://www.cdc.gov/nchs/data/nvs48_16.pdf)), national trends in health and disease, etc.

**Alan Guttmacher Institute (AGI)** <http://www.agi-usa.org/>

AGI is a nonpartisan organization that provides research, policy analysis, and public education about reproductive health. AGI posts time-series data and statistical reports on such topics as teen pregnancy, abortions, and miscarriages, and total number of pregnancies in the U.S.

**Annie E. Casey Foundation** <http://www.aecf.org/kidscount/>

The Annie E. Casey Foundation, a private charitable organization, aims to initiate and develop "public policies, human-service reforms, and community supports" to assist disadvantaged children in the US. The *Kids Count Data Book* "uses the best available data to measure the educational, social, economic, and physical well-being of children" all over the US. This site offers public access to the online database for the *Kids Count Data Book*. It includes tables of state and national data profiles based on statistical indicators, lists of states ranked by indicator, interactive line graphs allowing users to compare indicators from up to eight areas, and color-coded U.S. maps with Kids Count data. Users can download all of the raw data files in a compressed .zip file or they may download raw data files individually as either a MS Excel spreadsheet file (.xls) or a comma-delimited text file (.csv). Overall, this site does an excellent job of synthesizing child-related data from quality data sources.

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**Child Stats** <http://www.childstats.gov/>

The Federal Interagency Forum on Child and Family Statistics was established in 1994 to coordinate the collection of federal data on child and family issues and conditions. The website serves as a clearinghouse for Forum reports and publications. It also offers federal statistics on children and families and a collection of related links.

### Online Journal Availability

In addition to being available in the UO Knight Library on paper, the following journals are available on JSTOR for the years indicated at: <http://www.jstor.org/jstor/>. To access them, you must sign onto JSTOR through a UO server.

Journal	Years Available on JSTOR
<i>American Ethnologist</i>	1974 - 1997
<i>American Journal of Sociology</i>	1895 - 2000
<i>American Sociological Review</i>	1936 - 2003
<i>Annual Review of Sociology</i>	1975 - 2000
<i>Demography</i>	1964 - 2003 (for recent issues, go to recent journal issues at <a href="http://muse.jhu.edu/journals/demography/">http://muse.jhu.edu/journals/demography/</a> )
<i>Family Planning Perspectives</i> (also known as <i>International Family Planning Perspectives</i> )	1969 - 2004
<i>Economic History Review</i>	1927 - 2000
<i>Gender &amp; Society</i>	1987 - 2002
<i>Historical Journal</i>	1958 - 2000
<i>International Migration Review</i>	1966 - 2000
<i>Journal of Interdisciplinary History</i>	1970 - 2000
<i>Journal of Labor Economics</i>	1983 - 2001
<i>Journal of Marriage &amp; Family</i>	1964 - 2000
<i>Journal of Political Economy</i>	1892 - 2000
<i>Journal of the Royal Anthropological Institute of Great Britain and Ireland</i> (since 1965 called <i>Man</i> )	1907 - 2000
<i>Population and Development Review</i>	1975 - 2003
<i>Population Index</i>	1937 - 1985
<i>Population Studies</i>	1947 - 2002
<i>Quarterly Journal of Economics</i>	1886 - 2000
<i>Sociological Forum</i>	1986 - 2000
<i>Social Forces</i>	1925 - 2002 (plus links to recent content 2003-2005)
<i>Studies in Family Planning</i>	1963 - 2003

You can find more recent journal issues archived with Project Muse, at <http://muse.jhu.edu/journals/>. Many other journals not available on JSTOR or Project Muse can be reached through UO's Knight Library online (e.g., *Social Science and Medicine*, *Journal of Family and Economic Issues*, and *Developmental Psychology*) or through their publisher's website (e.g., *Journal of Family Issues* at <http://jfi.sagepub.com/>). Only a few journals appear to be available only in paper form at UO's Knight Library, e.g., *Social Research*.