

CSDE 595B and Public Affairs 573C

Demography, Poverty, and Child Well-Being

Course Overview

This seminar takes a multi-disciplinary approach to understanding demographic aspects of poverty and child well-being in the U.S. We will explore the theoretical and empirical aspects of the research on:

- Measuring child poverty and well-being
- Comparisons of child poverty and well-being between the U.S. and other rich countries
- Effects of family structure, poverty, and income on child well-being
- Effects of cash and in-kind transfers on child-well-being
- Effects of income, poverty, and child well-being on family structure
- Relationships among welfare reform, parental employment, and child well-being
- Demographic impacts of income support policy that affect poverty and well-being
- Fragile families and marriage promotion policy

We also will critically examine the policy implications of this research. The seminar is intended for students from the social sciences and applied social sciences who are interested in taking a multi-disciplinary approach to understanding these issues and in improving their abilities to critically assess social science research. Students are expected to have had at least two graduate level courses in quantitative methods, with an emphasis on applied regression analysis.

Readings

Please purchase from the University Bookstore:

Growing up with a single parent: What hurts, what helps? by Gary Sandefur and Sara McLanahan, Harvard University Press, 1994.

This book has become the classic study of the consequences of family structure for children's well-being. We will read all of it, and then see how more recent research has confirmed or challenged its key findings.

The **other assigned readings** come from multi-disciplinary sources. They are either on the web, on UW's e-reserve web site for CSDE 595, or on regular 4-hour reserve in Odegaard Library. Some of the non-web reserve items are also available at the CSDE library in 114 Raitt Hall. To locate the e-reserve readings, go to <http://www.lib.washington.edu/services/course>, and search by course or instructor to access the readings for CSDE 595. Then find the author and title of the work you want to read and click on the link. For readings available on web sites, the reading list provides the URLs so you can go to the site, read the paper and, if you wish, print it. For the readings that are available only by hard copy; you will need to go to

Odegaard Library [and, when indicated, the CSDE library] and check them out at the reserve reading desk.

Course requirements

Readings and class participation: Students are expected to be active participants in the seminar, prepared to discuss all assigned readings each week and having read your classmates' questions/comments [see below].

Discussion questions/comments. Starting with the class of April 14, each class members will prepare one or two questions or a comment based on the week's readings that could be used as starting points for class discussions. You do **not** have to do this assignment for the 2 weeks when you will be presenting an article [see below]. In addition, to accommodate deadlines or exams in other courses, illness, and emergencies, you may skip this assignment once. This means you will do this assignment for 6 of the 9 classes.

The questions/comments are meant to generate a range of views and concerns about the issues covered in the class session. They are also intended to provoke discussion about how the assigned articles address the issues. For example, you might ask about the appropriateness and plausibility of an article's assumptions (explicit or implicit) or its theoretical perspective. You might want to question a study's empirical methods, its interpretation of the empirical findings, or its discussion of the findings' policy implications. You might want to comment on how the research could be extended.

If possible, e-mail your questions/comment to the class and me by Wednesday evening. This will give us at least a day to think about the issues that everyone has raised. Late submissions will not be accepted except for illness or other extenuating circumstances. The questions will not be graded but are an important ingredient of the seminar and of your contribution to a stimulating intellectual environment.

Presentations and short critiques of articles: Each student will prepare two in-class presentations of research papers, to be chosen from the list of assigned readings and three short essays. Each essay (3-5 double spaced pages) will critically assess an assigned article. Two of the three will discuss the articles you present (as discussed below). The third will discuss another assigned reading. (If you would like to write your third essay about an article that is on the course outline but not assigned, or perhaps one that is not on the list at all, check with me first.) The purpose of this assignment is to develop your ability to read closely and analyze critically recent research, and to develop further a sense of how good research builds on existing knowledge and points to future breakthroughs.

Each essay should first briefly summarize the article's main topics, how the article fits into the literature, how the topic is theoretically and empirically analyzed, and the major findings. Then the essay should critique aspects of the article that you find deficient or incomplete. Here are some issues to consider: Did it ignore a plausible alternative conceptual framework? Are the data suitable for the empirical analysis and hypothesis tests? Is there a better data set for studying the issue? Are the statistical methods and model specifications appropriate and, even if they are, could the author have used other methods as well? (Your assessment of the methods need not be critical, but should be analytical.) Has the author overstated or misinterpreted the findings? How sensible are any policy suggestions and are they adequately supported by the study's findings? How can future research build on the article? Other issues,

problems, suggestions for improving the research? Last, the essay should assess the main contribution (or contributions) the article makes to the literature. (This section could go before the criticisms if you wish.)

Before we meet on April 7, please select 3 to 4 articles that you would like to present, some from the first 5 sessions, others from the last 4. Each article will be presented by one reviewer, so you need more than two choices because two or more students will probably choose some articles. More than one student can write an essay on articles that will not be presented. I recommend that your articles come from more than one social science field, but this is not required.

Students will present their articles to the class using the following format. The presenter first summarizes the paper objectively. The presenter does not review the entire paper but, rather, describes the general theoretical and empirical approaches, explains how the article fits into the literature, and highlights what the author thinks are the major findings and their implications. Then, the presenter takes on the discussant role and critiques the paper (drawing from the essay). This format is more commonly used in small conferences than large ones. In a real conference, the author would then have the opportunity to respond to the presenter. Other class members may wish to take on this role.

Presentations should be 20-25 minutes. (Be sure to rehearse your presentation so it stays under 25 minutes.) You should use no more than 10 minutes to summarize the paper. Feel free to use PowerPoint, overheads, or handouts. If you plan to use PowerPoint or Word for your presentation, send me an electronic copy of the presentation file no later than the morning of the presentation.

Two documents from the *Journal of Marriage and Family* web site will probably be helpful when reviewing articles: [How to Review an Article](#) and [Guidelines for Reviewers](#)

The essay on the article for your first presentation is due May 9. The essay on the article for your second presentation is due June 6. The third essay is due June 10.

Grading

Class participation and discussion questions	30%
Two short essays with presentations	50% [25% each]
Third essay	20%

Office Hours, Phone, and E-mail

Office hours: Office hours: Tuesday 3-5, after class, or by appointment in 225 Parrington
Phone: 685-2055
E-mail: plotnick@u.washington.edu

To set an appointment, please call me or send an e-mail requesting an appointment. I have an open door policy – knock if you want to see me and if I'm in, I usually can take time to talk. If not, we can set up a meeting time.

I check my e-mail regularly and will respond quickly to simple questions and other routine matters. E-mail is not very useful for detailed give-and-take discussions such as providing advice on your paper, or for questions that raise complex issues.

Disability Accommodation

If you would like to request academic accommodation because of a disability, please contact Disabled Student Services, 4045 Brooklyn Avenue NE, Room 230, 543-6450 (for TTY: 685-7264), <http://www.washington.edu/admin/dso/index.html>. If you have a letter from Disabled Student Services indicating that you have a disability requiring academic accommodation, please discuss with me the accommodations you need for the class.

Course Topics and Assigned Readings

* means the article is assigned. The other items are also good recent studies, but are optional. Assignments for April 21 and later are tentative and may change depending on student interests.

April 7 Course introduction; Measuring child poverty and well-being; International comparisons

In addition to reading these materials, in the interest of improving communication among people with different social science backgrounds, please think about and jot down a few notes about how your academic field tends to approach the kinds of issues covered in the course. How would you answer questions such as: How does an X think about personal and family behavior, where X = psychologist, economist, etc.? What are your field's guiding assumptions that are typically used to analyze behavior and inform policy recommendations? Also, what special terms or jargon does your field use that may confuse other people? I would like us to share these thoughts at our first class. Thanks.

- * Rainwater, Lee and Timothy Smeeding, *Poor Kids in a Rich Country*, New York: Russell Sage Foundation, 2003. chapters 1, 2 and 4. Odegaard reserve
- * Garfinkel, Irwin; Lee Rainwater, and Timothy Smeeding. "Equal opportunities for children: Social welfare expenditures in the English-speaking countries and Western Europe," <http://www.irp.wisc.edu/publications/focus.htm>. The full paper is available as LIS [Luxembourg Income Study] working paper 379 June 2004, <http://www.lisproject.org/publications/liswps/379.pdf>
- * Iceland, John. "The CNSTAT workshop on experimental poverty measures, June 2004," <http://www.irp.wisc.edu/publications/focus.htm>. The complete report is available at <http://www.nap.edu/catalog/11166.html> [It is free, but you will need to sign in.]
- * Micklewright, John. "Social exclusion and children: A European view for a US debate," Centre for Analysis of Social Exclusion, Feb. 2002. E-reserve

2005 federal poverty guidelines and thresholds: <http://aspe.hhs.gov/poverty/index.shtml>

[Income, Poverty and Health Insurance Coverage in the United States: 2003](#) Current Population Report P60-226 [This is the official annual report on poverty for 2003.]

Historical poverty tables from the [Current Population Survey: 1959-2003](#). Table 3 under “People” provides child poverty data.

National Center for Children in Poverty: [Rate of Children in Low-Income Families Varies Widely by State \(2004\)](#)

Bradbury, Bruce and Markus Jantti, “Child Poverty across the Industrialized World: Evidence from the Luxembourg Income Study,” in K. Vleminckx and T. Smeeding (eds.), *Child Well-being, Child Poverty and Child Policy in Modern Nations. What Do We Know?* The Policy Press, Bristol, England, 2001. Federman M, Garner TI, and Short K, et al. “What does it mean to be poor in America?” *Monthly Labor Review* 119 (5): 3-17 May 1996. E-reserve

Burtless, Gary and Tim Smeeding, “The level, trend, and composition of poverty” and “U.S. poverty in cross-national perspective,” both in *Understanding Poverty*, Sheldon Danziger and Robert Haveman [eds.] Harvard University Press 2001.

Corcoran, Mary, “Mobility, persistence, and the consequences of poverty for children: Child and adult outcomes” in *Understanding Poverty*, Danziger and Haveman [eds.], 2001.

Sawhill, Isabel (ed.) *One Percent for Kids*, Washington DC: Brookings Institution, 2003,

April 14 Effects of family structure on child well-being: The classic analysis

* Sandefur, Gary and Sara McLanahan. *Growing up with a single parent: What hurts, what helps?* Harvard University Press, 1994. Entire book.

* Ellwood, David and Christopher Jencks, "The spread of single parent families in the US since 1960" chapter 2 in *The Future of the Family*, Moynihan et al. [eds.] New York: Russell Sage Foundation, 2004.

* Moffitt, Robert. “Remarks on the analysis of causal relationships in population research,” *Demography*, February 2005, 42:1, pp. 91-108. E-reserve

McLanahan, Sara. 1985 "Family structure and the reproduction of poverty." *American Journal of Sociology*, (January) 90 pp. 873-901. At JSTOR <http://www.jstor.org>

Cancian, Maria and Deborah Reed, “Changes in family structure: Implications for poverty and related policy,” chapter 2 in *Understanding Poverty*, Sheldon Danziger and Robert Haveman [eds.] 2001.

April 21 Effects of family structure on child well-being: Recent research

- * Ginther, Donna and Robert Pollak. "Family structure and children's educational outcomes: Blended families, stylized facts, and descriptive regressions," *Demography* Nov 2004, pp. 671-696.
- * Osborne, Cynthia, Sara McLanahan and Jeanne Brooks-Gunn. "Young Children's Behavioral Problems in Married and Cohabiting Families," Center for Research on Child Wellbeing Working Paper # 03-09-FF Revised September 2004
<http://crcw.princeton.edu/workingpapers/WP03-09-FF-Osborne.pdf>
- * King, Valarie and Juliana Sobolewski, "Nonresident Fathers' Contributions to Adolescent Well-Being," presented at PAA conference, March 2005 Philadelphia.
- * Harknett, Kristen. "Children's Elevated risk of asthma in unmarried families: Underlying structural and behavioral mechanisms," Center for Research on Child Wellbeing, Working Paper #2005-01-FF. <http://crcw.princeton.edu/workingpapers/WP05-01-FF-Harknett.pdf>
- * Brown, Susan. "Family Structure and Child Well-Being: The Significance of Parental Cohabitation," *Journal of Marriage and Family*. May 2004 Vol.66, Iss. 2;pp. 351-68
- * Manning, Wendy and Kathleen Lamb, "[Adolescent Well-Being in Cohabiting, Married, and Single-Parent Families](#)," *Journal of Marriage and Family* Nov 2003. Vol. 65, Iss. 4; pp. 876-893.

Amato, Paul and Jacob Cheadle. "The Long Reach of Divorce: Divorce and Child Well-Being Across Three Generations," *Journal of Marriage and Family* 67 (Feb 2005): 191-206

Biblarz, Timothy and Adrian Raftery, "Family Structure, Educational Attainment and Socioeconomic Success: Rethinking the 'Pathology of Matriarchy,'" *American Journal of Sociology* (Sept 1999) 105: 321-65.

Biblarz, Timothy and Greg Gottainer "[Family structure and children's success: A comparison of widowed and divorced single-mother families](#)," *Journal of Marriage and the Family*. May 2000. Vol. 62, Iss. 2; pp. 533-48.

Sun, Yongmin. "[The Well-Being of Adolescents in Households With No Biological Parents](#)," *Journal of Marriage and Family* Nov 2003. Vol. 65, Iss. 4; pp. 894-909

Lang, Kevin and Jay Zagorsky, "Does Growing Up with a Parent Absent Really Hurt?" *Journal of Human Resources* (2001), 36: 253-273.

Duncan, Greg, Martha Hill and Wei-Jun J. Yeung. "Childhood family structure and young adult behavior" *Journal of Population Economics*, Volume 14, No. 2, 2001, pp.271-99.

Carlson, Marcia and Mary Corcoran, "[Family structure and children's behavioral and cognitive outcomes](#)," *Journal of Marriage and Family* Aug 2001. Vol. 63, Iss. 3; pp. 779-92.

Sigle-Rushton, Wendy and Sara McLanahan “Father absence and child well-being: A critical review,” chapter 5 in *The future of the family*, Moynihan et al. [eds.] New York: Russell Sage Foundation, 2004.

Ermisch, John F. and Marco Francesconi, “Family structure and children's achievements,” *Journal of Population Economics* Volume 14, No. 2, 2001, pp 249-270

Page, Marianne and Anne Stevens. “Understanding racial differences in the economic costs of growing up in a single parent family,” *Demography* Feb 2005, 75-90.

Consequences of early and nonmarital childbearing

* Haveman, Robert et al. “Intergenerational effects of nonmarital and early childbearing,” pp. 287-316 in L. Wu and B. Wolfe [eds.] *Out of wedlock: Causes and consequences of nonmarital fertility*, New York: Russell Sage Foundation, 2001.

* Lichter, Daniel and Deborah Graefe, “Finding a mate? The marital and cohabitation histories of unwed mothers,” pp. 317-344 in L. Wu and B. Wolfe [eds.] *Out of wedlock: Causes and consequences of nonmarital fertility*, New York: Russell Sage Foundation, 2001.

Brien, Michael, Gregory Loya, and John Pepper. “Teenage childbearing and cognitive development,” *Journal of Population Economics* (2002) 15: 391–416.

Furstenburg, Frank. “Teenage childbearing as a public issue and private concern,” *Annual Review of Sociology* 2003. 29: 23–39.

Hoffman, Saul. “Teenage childbearing is not so bad after all...or is it? A review of the new literature,” *Family Planning Perspectives*, 30:5 Sept/Oct 1998, pp. 236-39, 243.

Korenman, Sanders et al. “Unintended pregnancy and the consequences of nonmarital childbearing,” pp. 259-286 in L. Wu and B. Wolfe [eds.] *Out of wedlock: Causes and consequences of nonmarital fertility*, New York: Russell Sage Foundation, 2001.

Maynard, Rebecca, [ed]. *Kids having kids: Economic costs and social consequences of teen pregnancy*. Washington DC: Urban Institute Press, 1997.

Ribar, David C. “The socioeconomic consequences of young women's childbearing: Reconciling disparate evidence,” *Journal of Population Economics* (1999) 12: 547-65.

April 28 Consequences of income (including income transfers) and poverty for child well-being

* Duncan, Greg et al. “How much does childhood poverty affect the life chances of children?” *American Sociological Review*, v. 63, June 1998, pp. 406-423. **E-reserve**

* Guo, Guang and Kathleen Harris, “The mechanism mediating the effects of poverty on children’s intellectual development” *Demography* Nov 2000, pp.431-448. **E-reserve**

* Sobolewski, Juliana and Paul Amato. “Economic Hardship in the Family of Origin and Children’s Psychological Well-Being in Adulthood,” *Journal of Marriage and Family*, Feb 2005, pp. 141-56.

- * Hobcraft, John and Kathleen Kiernan, "Childhood poverty, early motherhood and adult social exclusion," *British Journal of Sociology* Sept 1, 2001 v52 i3 pp. 495-517.
- * Linver, M., Brooks-Gunn, J., and Kohen, D. (2002). Family processes as pathways from income to young children's development. *Developmental Psychology*, 38(5), 719-734.
OR
- * Yeung, J., Linver, M., and Brooks-Gunn, J. (2002). How money matters for young children's development: Parental investment and family processes. *Child Development*, 73(6) 1861-1879.
- * Morris, Pamela, Greg Duncan and Christopher Rodrigues, Does Money Really Matter? Estimating Impacts of Family Income on Children's Achievement with Data from Random-Assignment Experiments,"
<http://www.northwestern.edu/ipr/publications/papers/2004/duncan/1doesmoneymatter.pdf>

Transfer income and child well-being

- * Levine, David and David Zimmerman. "Children's welfare exposure and subsequent development," *Journal of Public Economics* 89 (Jan. 2005) pp. 31– 56. OR
- * Smith, J., Brooks-Gunn, J., Kohen, D., and McCarton, C. 2001. "Transitions on and off AFDC: Implications for parenting and children's cognitive development." *Child Development*, 72(5), 1512-1533.
- * Bitler, MP and Currie, J. "Does WIC work? The effects of WIC on pregnancy and birth outcomes," *Journal of Policy Analysis and Management*, winter 2005, pp. 73-91.

Ackerman, Brian, Eleanor Brown, and Carroll Izard. "The Relations Between Persistent Poverty and Contextual Risk and Children's Behavior in Elementary School," *Developmental Psychology* May 2004, 367-77.

Aughinbaugh, Alison and Maury Gittleman. "Does Money Matter? A Comparison of the Effect of Income on Child Development in the United States and Great Britain." *Journal of Human Resources* 38(2) 2003, pp. 416-440.

Blau, David. "The effect of income on child development," *Review of Economics and Statistics*, 81(2) May 1999, 261-76.

Burgess, Simon, Carol Propper and John Rigg. "The Impact of Low-Income on Child Health: Evidence from a Birth Cohort Study," CASE paper 85, May 2004
<http://sticerd.lse.ac.uk/dps/case/cp/CASEpaper85.pdf>

Currie, Janet. "The effect of welfare on child outcomes," pp.177-204 in *Welfare, the Family, and Reproductive Behavior: Research Perspectives*. National Research Council, edited by R. Moffitt, Washington DC: National Academy Press, 1998.

Duncan, Greg and Brooks-Gunn, Jean. (eds.), *Consequences of growing up poor*, New York: Russell Sage Foundation, 1997. Chapters 3, 18.

Garces, Eliana; Duncan Thomas and Janet Currie. "Longer-Term Effects of Head Start," *American Economic Review*, Vol. 92 No. 4 pp. 999 - 1012

- Ku, Inhoe and Robert Plotnick. "Do children from welfare families obtain less schooling?" *Demography*, 40:1, February 2003, 151-170
- Leventhal, T., & Brooks-Gunn, J. (2002). Poverty and child development. *The International Encyclopedia of the Social and Behavioral Sciences*, 3(14), Article 78, 11889-11893. (358).
- Mayer, Susan, *What Money Can't Buy* Cambridge MA: Harvard University Press, 1997.
- McCulloch, Andrew and Heather E. Joshi. "Child development and family resources: Evidence from the second generation of the 1958 British birth cohort," *Journal of Population Economics* (2002) 15(2): 283-304.
- McLoyd, Vonnie. "Socioeconomic disadvantage and child development," *American Psychologist*, 53 (2): 185-204. 1998.
- Taylor, Beck, Eric Dearing, and Kathleen McCartney. 2004. "Incomes and outcomes in early childhood." *Journal of Human Resources* 39(4): 980-1007.
- Wong, Y., Irv Garfinkel, and Sara McLanahan, "Single mother families in 8 countries – economic status and social policy," *Social Service Review* 67 (2): 177-197 June 1993.

May 5 Effects of child well-being on family structure and Demographic effects of income support policy relevant for understanding poverty

Reverse causality: Effects of child well-being on family structure

- * Reichman, Nancy, Hope Corman, and Kelly Noonan, "Effects of child health on parent's relationship status," *Demography*, Volume 41-Number 3, August 2004: 569–584
- * Fertig, Angela, 2004. "Healthy baby, healthy marriage? "The effect of children's health on divorce," Center for Research on Child Well-being working paper. <http://www.wws.princeton.edu/~chw/papers/fertighealthybaby.pdf>

Demographic effects of income support policy relevant for understanding poverty

- * Blau, Francine, Lawrence Kahn, and Jane Waldfogel. 2004. "The Impact of Welfare Benefits on Single Motherhood and Headship of Young Women: Evidence from the Census." *Journal of Human Resources* 39(2) pp. 382-404.
 - * Acs, Gregory and Susan Nelson, "Changes in living arrangements during the late 1990s: Do welfare policies matter?" *Journal of Policy Analysis and Management*, spring 2004, pp. 273-90.
 - * Harknett, Kristen and Gennetian, Lisa. "How an Earnings Supplement Can Affect Union Formation Among Low-Income Single Mothers," *Demography* August 2003, 40:3, pp. 451-78.
 - * Bitler, Marianne et al. "The impact of welfare reform on marriage and divorce," *Demography* 41(2) May 2004: 213–236
- Bitler, Marianne et al. "Welfare reform and children's living arrangements," RAND working paper 2003.

- Blackburn, McKinley, "The effects of the welfare system on marital dissolution," *Journal of Population Economics* 16:3, August 2003, pp. 477 – 500.
- Carlson, Marcia et al. "The effects of welfare and child support on union formation," *Population Research and Policy Review* 23 (5-6): 513-542 Oct-Dec 2004.
- Dickert-Conlin, Stacy and Scott Houser. "EITC and marriage," *National Tax Journal*; March 2002; pp. 25-40.
- Ellwood, David. "The impact of the earned income tax credit and social policy reforms on work, marriage and cohabitation," *National Tax Journal*; Dec 2000; pp. 1063-1105.
- * Heim, Bradley 2003 "Does child support enforcement reduce divorce rates?" *Journal of Human Resources* 38(4): 773-791.
- * Nepomnyaschy, Lenna. "Child support and father-child contact in fragile families," Center for Research on Child Wellbeing Working Paper # 04-12-FF, Princeton University July 2004 <http://crcw.princeton.edu/workingpapers/WP04-12-FF-Nepomnyaschy.pdf>
- Garfinkel, Irwin, Chien-Chung Huang, Sara McLanahan and Daniel Gaylin. "The roles of child support enforcement and welfare in non-marital childbearing," *Journal of Population Economics*, 2003 pp. 16:55–70.
- Argys L. M., Peters, H. E., Brooks-Gunn, J., & Smith, J. R. (1998). The impact of child support on cognitive outcomes of young children. *Demography*, 35, 159-173.
- Aizer, Anna and Sara McLanahan. "The Impact of Child Support on Fertility, Parental Investments and Child Well-being," Working Paper # 04-03-FF April, 2004 <http://crcw.princeton.edu/workingpapers/WP04-02-FF-Aizer.pdf>
- Fertig, Angela, Irwin Garfinkel, and Sara McLanahan "The Effect of Child Support Enforcement on Bargaining Power among Married and Cohabiting Couples," presented at the PAA conference, March 2005, Philadelphia.
- Peters, H. Elizabeth, Robert Plotnick and Se-Ook Jeong. "How will welfare reform affect family structure and childbearing decisions?" Pp. 59-91 in R.A. Gordon & H. Walberg (Eds) *Changing Welfare*. New York: Kluwer Academic/Plenum Publishers, 2003.
- Moffitt, Robert, "The Effect of Welfare on Marriage and Fertility: What Do We Know and What Do We Need to Know?" in *Welfare, the Family, and Reproductive Behavior: Research Perspectives*. National Research Council, edited by R. Moffitt. Washington DC: National Academy Press. 1998.
- Huang, Chien-Chung. "The Impact of Child Support Enforcement on Nonmarital and Marital Births: Does It Differ by Racial and Age Groups?" *Social Service Review* June 2002.

May 12 Demographic effects of income support policy relevant for understanding poverty, continued

Welfare, the family cap and non-marital childbearing

* Aasave, Arnstein. "The impact of economic resources on premarital childbearing and subsequent marriage among young American women," *Demography* Volume 40-Number 1, February 2003: 105–126.

* Joyce, Ted, Robert Kaestner, Sanders Korenman and Stanley Henshaw, "Family cap provisions and changes in births and abortions," *Population Research and Policy Review* 23, 2004, pp. 475–511.

Hoffman, Saul and Michael Foster. "The young and not quite so young: Age variation in the impact of AFDC benefits on nonmarital childbearing," pp. 173-201 in L. Wu and B. Wolfe [eds.] *Out of wedlock: Causes and consequences of nonmarital fertility*, New York: Russell Sage Foundation, 2001

Lundberg, Shelly and Robert Plotnick "Teenage premarital childbearing: Do economic incentives matter?" *Journal of Labor Economics*, 13:2, April 1995, 177-200.

Kearney, Melissa, 2004. "Is There an Effect of Incremental Welfare Benefits on Fertility Behavior? A Look at the Family Cap," *Journal of Human Resources* 39(2), 295-325

Dyer, Wendy and Robert Fairlie. "Do family caps reduce out-of-wedlock births? Evidence from Arkansas, Georgia, Indiana, New Jersey and Virginia," *Population Research and Policy Review* 23 (5-6) Oct-Dec 2004, pp. 441-73.

Welfare and child maltreatment

Paxson, Christina and Jane Waldfogel "Work, welfare, and child maltreatment," *Journal of Labor Economics*, 20(3), July 2002, pp. 435-474.

Welfare and migration

* McKinnish, Teresa. "Importing the poor," *Journal of Human Resources*, win 2005, pp 57-76.

O'Keefe, Suzanne, "Locational choice of AFDC recipients within California: A conditional logit analysis," *Journal of Public Economics* 2004, pp. 1521-1542.

Peterson, Paul and Mark Rom, 1990. *Welfare Magnets: A New Case for a National Standard*. Washington DC: The Brookings Institution.

May 19 Welfare reform, parental employment, and child well-being

* Hao, Lingxin and Andrew Cherlin. [Welfare reform and teenage pregnancy, childbirth, and school dropout](#) *Journal of Marriage and Family*, Feb 2004. Vol. 66, Iss. 1; pp. 179-94.

* Haider, Steven, Alison Jacknowitz and Robert Schoeni. "Welfare work requirements and child well-being: Evidence from the effects on breast-feeding," *Demography*, August 2003, 40:3 pp. 479-98.

- * Lohman, Brenda, et al. "Welfare History, Sanctions, and Developmental Outcomes among Low-Income Children and Youth," *Social Service Review*, March 2004, 41-73.
- * Dunifon, Rachel, Kathryn Hynes and H. Elizabeth Peters, "Welfare Reform and Family Structure," presented at the PAA conference, March 2005, Philadelphia.
- * Hsueh, JoAnn and Lisa Gennetian "Effects of Welfare and Employment Policies on Adolescents with Younger Siblings: Exploring the Mini-Mom Phenomenon" presented at the PAA conference, March 2005, Philadelphia.
- * Morris, Pamela, Greg J. Duncan and Elizabeth Clark-Kauffman "Child well-being in an era of welfare reform: The sensitivity of transitions in development to policy change," to appear in *Developmental Psychology*.

Blank, Rebecca and Ronald Haskins, *The New World of Welfare*, Washington DC: The Brookings Institution, 2001, chapters 15, 16, 17.

Chase-Lansdale, P. Lindsay et al. "Mothers' Transitions from Welfare to Work and the Well-being of Preschoolers and Adolescents." *Science*. Vol 299, March 7, 2003.

Duncan, Greg J., and P. Lindsay Chase-Lansdale, eds. *For Better and for Worse: Welfare Reform and the Well-Being of Children and Families*. New York: Russell Sage Foundation 2001.

Morris, Pamela, et. al. *How Welfare and Work Policies Affect Children: A Synthesis of Research*. MDRC, March 2001. This and the next report are excellent, but very long.

Gennetian, Lisa et. al. *How Welfare and Work Policies Affect Adolescents: A Synthesis of Research*. MDRC, May 2002.

Gennetian, Lisa. "How sibling composition affects adolescent schooling outcomes when welfare reform policies increase maternal employment," *Eastern Economic Journal*. Winter 2004. Vol. 30, Iss. 1; p. 81-100.

May 26 Fragile families, multiple partner fertility

- * Carlson, Marcia, Sara McLanahan and Paula England. 2004. "Union Formation in Fragile Families." *Demography* 41(2) pp. 237-262.
- * Gibson, Christina, Kathryn Edin and Sara McLanahan. "High hopes but even higher expectations: The retreat from marriage among low income couples," Center for Research on Child Wellbeing Working Paper # 03-06-FF June 2003
<http://crcw.princeton.edu/workingpapers/WP03-06-FF-Gibson.pdf>
- * Osborne, Cynthia and Sara McLanahan. "The Effects of Partnership Instability on Parenting and Young Children's Health and Behavior," Center for Research on Child Wellbeing, Working Paper #2004-16-FF. <http://crcw.princeton.edu/workingpapers/WP04-16FF-OSborne.pdf>
- * Carlson, Marcia J and Frank F. Furstenberg, Jr., "Complex Families: Documenting the Prevalence and Correlates of Multi-Partnered Fertility in the United States," Center for Research on Child Wellbeing Working Paper # 03-14-FF REVISED November 2004

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For following the literature in the future – The journals below regularly have articles on the seminar's topics. Articles on these issues appear in a wide variety of other academic journals as well.

Child Development
Developmental Psychology
Demography
Journal of Human Resources
Journal of Marriage and Family [formerly, *Journal of Marriage and the Family*]
Journal of Labor Economics
Journal of Policy Analysis and Management
Journal of Population Economics
Journal of Public Economics
Perspectives on Sexual and Reproductive health [formerly, *Family Planning Perspectives*]
Population Research and Policy Review
Social Service Review

Two recent excellent books with chapters by leading scholars on a range of issues related to those covered in this course:

- Social inequality*, edited by Kathryn Neckerman, Russell Sage Foundation, 2004.
- Unequal chances: Family background and economic success*, edited by Samuel Bowles, Herbert Gintis and Melissa Groves, Russell Sage Foundation, 2005.