

CSDE 595B and Public Affairs 573B

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 underpinnings, empirical evidence and policy implications 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
- Effects of child gender on child well-being
- Relationships among welfare reform, parental employment, and child well-being
- Demographic impacts of income support policies that affect poverty and well-being
- Fragile families and marriage promotion policy

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**, marked by * or #, come from multi-disciplinary sources. Most are on the web. Some are either on UW's e-reserve web site for CSDE 595, or on regular 2-hour reserve in Odegaard Library. Some of the non-web reserve items are also available at the CSDE library in 114 Raitt Hall. Readings without a * or # are optional and represent other high quality recent work on the issues of the seminar.

To view readings on web sites, click on the journal title or URL listed for an assigned reading. This will either take you directly to the article or, in a number of cases, to journal issue in which the reading appears or to the journal's main page, where you can then find the year and issue in which the article appears site. You can, of course, print those article if you wish.

To locate the e-reserve readings, go to <http://www.lib.washington.edu/services/course>, click on the **Seattle campus link**, search for 'Plotnick' (**do not pick "Search by course" or "Search by instructor"**). Then click on the "Demography and public policy" link. For some reason, there is also a "Special topics" link, but it has no readings on-line. Find the author and title of the paper you want to read and click on the link.

For the few readings 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 4, each class members will prepare 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. [The choice of which week to skip does not need my approval.] This means you are responsible for completing this assignment for 6 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 Monday evening. This will give us some time to think about the issues that everyone raises. 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 on the course outline but not assigned, or perhaps one that is not on the list at all, this may be possible, but 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 4, please select 4 or 5 articles that you would like to present, some from sessions of April 11, 18, 25 and May 2, others from the sessions of May 9, 16, 23 and 30. 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 may be helpful when reviewing articles: [How to Review an Article](#) and [Guidelines for Reviewers](#)

The essay on the first article that you present is due May 5. The essay on the second article that you present is due June 2. The third is due June 7.

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: Thursday 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 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

March 28	Course introduction; Measuring child poverty and well-being; International comparisons
April 4	Effects of family structure on child well-being: The classic analysis
April 11	Effects of family structure on child well-being: Recent research
April 18	Consequences of income (including income transfers) and poverty for child well-being
April 25	Effects of child well-being on family structure & Demographic impacts of income support policies that affect poverty and well-being
May 2	Demographic impacts of income support policies that affect poverty and well-being, continued
May 9	Welfare reform, parental employment, and child well-being
May 16	Effects of child gender on parents’ behavior and child well-being
May 23	Fragile families
May 30	Marriage promotion policy

In the reading list for weeks 3 - 10, * means the article is assigned and may be chosen for a presentation and # means the article is assigned but may NOT be chosen for a presentation.

The other items are also good recent studies or important earlier works, but are optional. Assignments for April 18 and later may change depending on the availability of new studies, especially those presented at the March PAA conference.

March 28 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 seminar. How would you answer questions such as: How does an X think about personal and family behavior, where X = sociologist, economist, etc.? What are your field's guiding assumptions that are typically used to analyze behavior and inform policy recommendations? Are there special terms or jargon in your field 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 and CSDE 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>. Full paper is available as a LIS [Luxembourg Income Study] working paper, <http://www.lisproject.org/publications/liswps/379.pdf>
 - * Micklewright, John. "Social exclusion and children: A European view for a US debate," Centre for Analysis of Social Exclusion, Feb. 2002. E-reserve
- 2006 federal poverty guidelines and thresholds: <http://aspe.hhs.gov/poverty/index.shtml>
- [Income, Poverty and Health Insurance Coverage in the United States: 2004](#). Current Population Report P60-229 [The official annual report on poverty for 2004]
- Historical poverty tables from the [Current Population Survey: 1959-2004](#). Table 3 under "People" provides child poverty data. Census Bureau's main page on poverty <http://www.census.gov/hhes/www/poverty/poverty.html>
- National Center for Children in Poverty: [Low-Income Children in the United States: National and State Trend Data, 1994-2004](#)
- Chen, Wen-Hao and Miles Corak, 2005. "Child poverty and changes in child poverty in rich countries since 1990," UNICEF Innocenti Research Center working paper. http://www.unicef-icdc.org/publications/pdf/iwp_2005_02_final.pdf
- 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.

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 Univ Press 2001. Odegaard reserve

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

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

April 4 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. Odegaard and CSDE reserve

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

Foster, E. Michael, 2002. "How economists think about family resources and child development," *Child Development*, 73(6) pp. 1904-1914. Recommended for non-economists but not required. Note: the second page is out of order – check the page numbers when reading

<http://www.blackwell-synergy.com/servlet/useragent?func=showIssues&code=cdev>

Ellwood, David and Christopher Jencks. 2004. "The uneven spread of single-parent families: What do we know? Where do we look for answers?" pp. 3-78 in *Social Inequality*, Kathryn Neckerman (ed.), Russell Sage Foundation.

McLanahan, Sara. 1985 "Family structure and the reproduction of poverty." *American Journal of Sociology*, (January) 90 pp. 873-901.

<http://www.jstor.org/browse/00029602?config=jstor>

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. Odegaard reserve

April 11 Effects of family structure on child well-being: Recent research

* Auginbach, Alison et al. 2005 "The impact of family structure transitions on youth achievement: Evidence from the children of the NLSY79," *Demography* 42(3) pp. 447-468.

* Ginther, Donna and Robert Pollak. 2004. "Family structure and children's educational outcomes: Blended families, stylized facts, and descriptive regressions," *Demography* 41(4) Nov, pp. 671-696.

- * Carlson, Marcia. 2006. Family Structure, Father Involvement, and Adolescent Behavioral Outcomes *Journal of Marriage and Family*, Volume 68 (1) Feb, pp. 137-154.
 - * Harknett, Kristen. "Children's elevated risk of asthma in unmarried families: Underlying structural and behavioral mechanisms," Center for Research on Child Wellbeing, Working Paper. <http://crcw.princeton.edu/workingpapers/WP05-01-FF-Harknett.pdf>
 - * Brown, Susan. 2004 "Family Structure and Child Well-Being: The Significance of Parental Cohabitation," *Journal of Marriage and Family*. 66(2) pp. 351-68.
 - * Manning, Wendy and Kathleen Lamb. 2003. "Adolescent well-being in cohabiting, married, and single-parent families," *Journal of Marriage and Family* 65(4) pp. 876-893.
 - * Becher, Julie and David Ribar. 2006. "Breaking up the empty nest: Implications for grown children," presented at the 2006 PAA conference. E-reserve
- Osborne, Cynthia, Sara McLanahan and Jeanne Brooks-Gunn. 2004 "Young Children's Behavioral Problems in Married and Cohabiting Families," Center for Research on Child Wellbeing <http://crew.princeton.edu/workingpapers/WP03-09-FF-Osborne.pdf>
- Gennetian, Lisa. 2005. "One or two parents? Half or step siblings? The effect of family structure on young children's achievement," *Journal of Population Economics*, 18(3) pp. 415-436.
- Albrecht, Chris and Jay Teachman. 2003. "Childhood living arrangements and the risk of premarital intercourse." *Journal of Family Issues* 24(7): 867-894. <http://jfi.sagepub.com/content/vol24/issue7/>
- Sigel-Rushton, Wendy et al. "Parental divorce and subsequent disadvantage: A cross-cohort comparison," *Demography* 42(3) pp. 427-446.
- Hango, Darcy and Sharon Houseknecht. 2005. "Marital disruption and accidents/injuries among children," *Journal of Family Issues* 26(1) pp. 3-31 <http://jfi.sagepub.com/content/vol27/issue1>
- Videon, Tami. 2005. "Parent-child relations and children's psychological well-being: Do dads matter?" *Journal of Family Issues* 26(1) pp. 55-78. <http://jfi.sagepub.com/content/vol27/issue1>
- Amato, Paul and Jacob Cheadle. 2005. "The Long Reach of divorce: Divorce and child well-being across three generations," *Journal of Marriage and Family* 67 pp. 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.
- Bumpass, Larry and Hsien-Hen Lu. 2000. "Trends in Cohabitation and Implications for Children's Family Contexts in the United States." *Population Studies*, 54:29-41.
- Sun, Yongmin. 2003. "The Well-Being of Adolescents in Households With No Biological Parents," *Journal of Marriage and Family*.65(4) pp. 894-909
- Lang, Kevin and Jay Zagorsky, 2001. "Does growing up with a parent absent really hurt?" *Journal of Human Resources*, 36: 253-273. <http://www.jstor.org/browse/0022166x?config=jstor>

- Duncan, Greg, Martha Hill and Wei-Jun J. Yeung. "Childhood family structure and young adult behavior" *Journal of Population Economics*, 14(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, pp. 779-92.
- Gruber, Jonathan. 2004 "Is Making Divorce Easier Bad for Children? The Long-Run Implications of Unilateral Divorce," *Journal of Labor Economics*, 22:4, pp. 799-833.
- 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
- * 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. Odegaard and CSDE reserve
 - * Hotz, V. Joseph, Susan McElroy and Seth Sanders, 2005. "Teenage childbearing and its life cycle consequences," *Journal of Human Resources* 40 (summer), pp. 683-715. <http://www.ingentaconnect.com/content/0022166x/> In the same issue:
- Holmlund, Helena. 2005. "Estimating long-term consequences of [Swedish] teenage childbearing," *Journal of Human Resources* 40 (summer), pp. 716-743. <http://www.ingentaconnect.com/content/0022166x/>
- 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. Odegaard and CSDE reserve.
- 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. Odegaard and CSDE reserve
- 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.
- 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 18 Consequences of income (including income transfers) and poverty for child well-being

- * Duncan, Greg et al. 1998 “How much does childhood poverty affect the life chances of children?” *American Sociological Review*, v 63, June, pp. 406-423. E-reserve
- * Oreopoulos, Philip Marianne Page, and Ann Stevens. 2005. “The intergenerational effects of worker displacement,” working paper, University of California-Davis. E-reserve
- * Berger, Lawrence, Christina Paxson and Jane Waldfogel 2005. “Income and child development,” Center for Research on Child Wellbeing Working Paper.
<http://crcw.princeton.edu/workingpapers/WP05-16-FF-Paxson.pdf>
- * Guo, Guang and Kathleen Harris, “The mechanism mediating the effects of poverty on children’s intellectual development” *Demography* Nov 2000, pp.431-448.
- * 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.
- * National Institute of Child Health and Human Development Early Child Care Research Network, 2005. “Duration and Developmental Timing of Poverty and Children's Cognitive and Social Development From Birth Through Third Grade,” *Child Development* 76(4, July) pp. 795-810. <http://www.blackwell-synergy.com/toc/cdev/76/4>
- * Slack, Kristen & Joan Yoo. 2005. “Food Hardships and Child Behavior Problems among Low-Income Children,” *Social Service Review* 79(3) pp. 511-536.
<http://www.journals.uchicago.edu/SSR/journal/contents/v79n3.html>

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. E-reserve
- 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. E-reserve
 - * Bitler, M. and Currie, J. 2005 “Does WIC work? The effects of WIC on pregnancy and birth outcomes,” *Journal of Policy Analysis and Management*, winter 24(1), 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.
<http://www.jstor.org/browse/0022166x?config=jstor>
- 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.
- Dahl, Gordon and Lance Lochner. 2005. "The impact of family income on child achievement" Institute for Research on Poverty discussion paper 1305-05.
<http://www.irp.wisc.edu/publications/dps/dplist2005.htm>
- Duncan, Greg and Brooks-Gunn, Jean. (eds.), *Consequences of growing up poor*, New York: Russell Sage Foundation, 1997. Chapters 3, 18. Odegaard reserve
- Garces, Eliana; Duncan Thomas and Janet Currie. 2002. "Longer-Term Effects of Head Start," *American Economic Review*, 92(4) pp. 999 – 1012.
- Hobcraft, John and Kathleen Kiernan, "Childhood poverty, early motherhood and adult social exclusion," *British Journal of Sociology* Sept, 2001 2(3) pp. 495-517.
- Ted Joyce et al. 2005. "The Changing Association between Prenatal Participation in WIC and Birth Outcomes in New York City," *Journal of Policy Analysis and Management*. Fall 24(4), pp. 661-686.
- Ku, Inhoe and Robert Plotnick. "Do children from welfare families obtain less schooling?" *Demography*, 40:1, February 2003, 151-170
- 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.
- 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.
- 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>
- Taylor, Beck, Eric Dearing, and Kathleen McCartney. 2004. "Incomes and outcomes in early childhood." *Journal of Human Resources* 39(4): 980-1007.
<http://www.ingentaconnect.com/content/0022166x/>
- 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.

April 25 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

- * Jenkins Jennifer, et al. 2005. "Mutual Influence of Marital Conflict and Children's Behavior Problems: Shared and Nonshared Family Risks," *Child Development* 76(1) pp. 24-39. <http://www.blackwell-synergy.com/toc/cdev/76/1>
- * Reichman, Nancy, Hope Corman, and Kelly Noonan, 2004 "Effects of child health on parent's relationship status," *Demography*, 41(3) 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 poverty and child well-being

- # Grogger, Jeffrey and Lynn Karoly. 2005. *Welfare reform: Effects of a decade of change*. Harvard University Press. chapter 8. Odegard reserve
- * Bitler, Marianne et al. 2006. "Welfare reform and children's living arrangements," *Journal of Human Resources*, 41(1), pp. 1-27. <http://www.ingentaconnect.com/content/0022166x/>
OR
- * Bitler, Marianne et al. 2004. "The impact of welfare reform on marriage and divorce," *Demography* 41(2) 213–236
- * Blau, Francine, L. Kahn, & J. 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 <http://www.ingentaconnect.com/content/0022166x/>
- * Anna Gassman-Pines and Hirokazu Yoshikawa. 2006. "Five-year effects of an anti-poverty program on marriage among never-married mothers" *Journal of Policy Analysis and Management* 25(1) pp. 11-30.
- Blackburn, McKinley, "The effects of the welfare system on marital dissolution," *Journal of Population Economics* 16:3, August 2003, pp. 477 – 500.
- 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. <http://www3.interscience.wiley.com/cgi-bin/jissue/107631791>
- 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.
- Harknett, Kristen and Gennetian, Lisa. 2003 "How an earnings supplement can affect union formation among low-income single mothers," *Demography* 40:3, pp. 451-78. **OR**

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*. R. Moffitt [ed.] Washington DC: National Academy Press. 1998.

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.

Child support policy

* Aizer, Anna and Sara McLanahan. 2006. "The impact of child support on fertility, parental investments and child well-being," *Journal of Human Resources* 41(1), pp. 28-46. <http://www.ingentaconnect.com/content/0022166x/>

* Heim, Bradley 2003 "Does child support enforcement reduce divorce rates?" *Journal of Human Resources* 38(4): 773-791.

* Nepomnyaschy, Lenna and Irwin Garfinkel. 2006 "Child Support Enforcement and Fathers' Contributions to Their Nonmarital Children," Center for Research on Child Wellbeing Working Paper. <http://crcw.princeton.edu/workingpapers/WP06-09-FF.pdf>

Nepomnyaschy, Lenna. 2004. "Child support and father-child contact in fragile families," Center for Research on Child Wellbeing Working Paper # 04-12-FF, Princeton University <http://crcw.princeton.edu/workingpapers/WP04-12-FF-Nepomnyaschy.pdf>

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Child Development
Developmental Psychology
Demography
Journal of Aging and Social Policy
Journal of Family Issues
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
Population Research and Policy Review
Social Service Review
The Future of Children <http://www.futureofchildren.org/homepage2824/index.htm>

Web sites relevant to course issues:

Center for Research on Child Well-Being, Princeton University (The mission ... is to identify and contribute to the development of economically efficient, politically feasible, and socially viable policies that address the needs of children in the areas of education, health, income, family, and community.) <http://crcw.princeton.edu>

Fragile Families and Child Wellbeing Study, Princeton University
<http://www.fragilefamilies.princeton.edu/index.asp>

The Brookings Institution. <http://www.brook.edu/>. Its **Center on Families and Children** is at http://www.brookings.edu/es/ccf/ccf_hp.htm

National Poverty Center <http://www.npc.umich.edu/> Has research papers on poverty issues as well as extensive links to poverty-related sources.

Institute for Research on Poverty, <http://www.irp.wisc.edu/> See their publications, especially the discussion papers, as well as extensive links to poverty-related sources.

National Center for Children in Poverty. (The mission ... is to identify and promote strategies that reduce the incidence of young child poverty in the United States and that improve the life chances of the millions of children under age six who are growing up poor.) <http://cpmnet.columbia.edu/dept/nccp/>

Manpower Demonstration Research Corporation (MDRC is a nonprofit, nonpartisan social policy research organization. Through rigorous research, we aim to build knowledge that improves the well-being of low-income people and the effectiveness of public policies and programs.) <http://www.mdrc.org>

The Urban Institute (The Urban Institute investigates social and economic problems confronting the nation and analyzes efforts to solve these problems. The Institute seeks to increase Americans' awareness of important public choices and improve the formulation and implementation of government decisions.) <http://www.urban.org>

Child Trends, Inc. (Child Trends, Inc. is a nonprofit, nonpartisan research organization that studies children, youth, and families through research, data collection, and data analysis.) <http://www.childtrends.org>

RAND (RAND aims to: Provide practical guidance by making policy choices clear and addressing barriers to effective policy implementation; develop innovative solutions to complex problems by bringing together researchers in all relevant academic specialties; achieve complete objectivity by avoiding partisanship and disregarding vested interests; meet the highest technical standards by employing advanced

empirical methods and rigorous peer review, and serve the public interest by widely disseminating research findings.) <http://www.rand.org>,
http://www.rand.org/research_areas/children/, http://www.rand.org/research_areas/population/

Centre for Analysis of Social Exclusion (CASE). The best British research center on families, poverty and policy. <http://sticerd.lse.ac.uk/case/>

The Luxembourg Income Study. LIS is a cooperative research project with a membership that includes 25 countries on four continents: Europe, America, Asia and Oceania. The LIS database is a collection of household income surveys that provide demographic, income and expenditure information. The web site contains many working papers on poverty, inequality, social policy and related issues both for specific countries and with cross-national comparisons. <http://www.lisproject.org/>

Mathematica Policy Research [a high quality for-profit consulting firm] (MPR, Inc., conducts public policy research and surveys for federal and state governments as well as private-sector clients. We study health care, education, welfare, employment, nutrition, child development, and other policy issues.) <http://www.mathematica-mpr.com/>

Federal government sites of interest:

US Census Bureau <http://www.census.gov/>

Congressional Budget Office <http://www.cbo.gov>

Bureau of Labor Statistics <http://www.bls.gov>

Assistant Secretary for Planning and Evaluation (ASPE is the principal advisor to the Secretary of the Department of Health and Human Services on policy development issues.) <http://aspe.os.dhhs.gov>

The “**Green Book**” is compiled every other year by the staff of the Committee on Ways and Means of the U.S. House of Representatives. It provides program descriptions and historical data on a wide variety of social welfare policy topics, including Social Security, employment, earnings, poverty, welfare, child support, health insurance, the elderly, families with children, food stamps, Medicaid, child care, and taxation. It has become a standard reference work for those interested in the direction of social policy in the United States. <http://www.gpoaccess.gov/wmprints/green/2004.html>

Advocacy research organizations with useful information:

The Annie E. Casey Foundation (A private charitable organization dedicated to helping build better futures for disadvantaged children in the United States.) <http://www.aecf.org/>

Center on Budget and Policy Priorities (The CBPP is a nonpartisan research organization and policy institute that conducts research and analysis on a range of government policies and programs, with an emphasis on those affecting low- and moderate-income people.) <http://www.cbpp.org>

Center for Law and Social Policy (“CLASP is a national non-profit organization with expertise in both law and policy affecting the poor. Through education, policy research and advocacy, CLASP seeks to improve the economic conditions of low-income families with children and secure access for the poor to our civil justice system.) <http://www.clasp.org>

Children's Defense Fund (The mission ... is to Leave No Child Behind® and to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start, and a Moral Start in life and successful passage to adulthood with the help of caring families and communities.) <http://www.childrensdefense.org/>

The Institute for Women's Policy Research “conducts rigorous research and disseminates its findings to address the needs of women, promote public dialogue, and strengthen families, communities, and societies. IWPR focuses on issues of poverty and welfare, employment and earnings, work and family issues, health and safety, and women's civic and political participation.” <http://www.iwpr.org>

The Cato Institute (“seeks to broaden the parameters of public policy debate to allow consideration of the traditional American principles of limited government, individual liberty, free markets and peace.”) <http://www.cato.org>

The Heritage Foundation (“ is a research and educational institute -- a think tank -- whose mission is to formulate and promote conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense.”) <http://www.heritage.org/>