This course is designed to build knowledge on the key theories, empirical patterns, and contemporary debates in the study of family demography, with lesser attention to methodology. (Some students previously took my seminar Families and Modern Social Theory; those who haven’t may find interesting background material in that syllabus: http://www.terpconnect.umd.edu/~pnc/FMST-syllabus.pdf.) Students are expected to read assigned material and write a response paper before the seminar meeting each week, and a summary essay or research report at the end of the semester. In addition, each student will do an origin/impact analysis of one of the assigned readings and make a brief presentation to the class. Evaluation will be based on participation, weekly writings, the presentation, and the final paper.

Policies

Academic integrity. Students must be familiar with the UMD Code of Academic Integrity (http://president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf). In this course there is zero tolerance for academic dishonesty.

Classroom conduct. Students should not come to class late, as this creates a distraction for those who are participating. If your schedule regularly does not permit you to be in class from beginning to end, do not take the course. Students who need to leave early should sit at the back and leave quietly. Students may not use laptops, tablet computers, or mobile phones in class. If you have a need for keeping your phone handy in class notify the professor in advance for an exception.

Discussion. We will discuss course readings and related material, as well as current events, social issues, and politics. Everyone is free to express personal opinions and disagree with others, including the professor – just raise your hand. All discussion must be polite and respectful, and differences of opinion are tolerated. I will work to ensure the classroom is a safe space for all of use to participate freely. Please let me know if you have any concerns or suggestions for accomplishing this.

Difficult subjects. The content of this course may include topics that are difficult for some people to confront or discuss. As the professor, I cannot anticipate what those topics are, or who will be affected, but I can be sensitive and work with students who let me know of their needs. If there is a topic you are unable to discuss or need to be warned about, please notify me so we can make appropriate arrangements for your work. We will endeavor to be sensitive and considerate. However, we cannot prevent all students from being exposed to topics or ideas that they find objectionable or offensive.

Universal learning

The principle of universal learning means that our classroom and our interactions should be as inclusive as possible. Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to meet both your needs and the requirements of the course. Students with particular needs should contact the UMD Disability Support Service (http://www.counseling.umd.edu/DSS/), which will forward the necessary information to me. Please do it now instead of waiting till late in the semester.
SCHEDULE

January 28

Theoretical perspectives in demography


February 4

Demographic transition


February 11

Fertility in poor countries


February 18

Second demographic transition


February 25

U.S. History


March 4

Marriage and social class


March 11

Divorce


March 18

Spring break
March 25

Transition to adulthood


April 1

Women and families in Asia and Africa


April 8

U.S. economic conditions and family outcomes


April 15

Policy, race, and nonmarital births


**April 22**

**More U.S. inequality issues**


Cohen, Philip N. 2015. “Divergent Responses to Family Inequality.”

**April 29**

**Family structure and child wellbeing**


**May 6**

**Maternal mortality**


May 13

**Immigrant families**