

**PAM 3360 / Sociology 3360**  
**Evolving Families: Challenges to Public Policy**  
**Malott Hall 406**  
**Fall 2008**

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**Class Times: T/Th, 10:10 – 11:25**  
**Office Hours: W, 10:30 –12:00,**  
and by appointment  
**Office Hours: T, 11:30-12:30,**  
and by appointment,

American family life is constantly undergoing change. Recent debates regarding the state of the American family, who can (and cannot) marry, paternal responsibility, maternal roles, and sexuality highlight challenges to conventional definitions of “family,” and the rights and responsibilities of its members. Various scholars have suggested that important aspects of family life – such as marriage – have become “de-institutionalized.” This course examines the social institution of the family, challenges to the institution’s well-being and stability, and public policy attempts to address these transformations. Topics include family structure and responsibilities; marriage as a traditional building block of the family; challenges to marriage, including non-marital childbearing, cohabitation, and same-sex unions; challenges to family functions, such as sexuality education and paternal involvement; balancing work and family life; and poverty. The role of public policy in managing and shaping these developments will be discussed.

**Assignments/Assessments:**

There are two papers for this class. The first paper is worth 10%. The second writing assignment proceeds in 3 stages; stage 1 will be worth 5%, stage 2 will be worth 10%, and stage 3 (the Final Paper) is worth 20%. Your grade will also be based on class attendance and discussion (10%); a midterm exam (20%); and a final exam (25%). Exams will cover material from readings, lectures, and articles distributed in class, and will consist of essays, short answers, and multiple choice.

Class discussion is an essential part of the class. References to personal experiences and outside materials (movies, novels, etc.) are valued, but must be balanced with references to the assigned readings. There will be ample opportunity to share personal experiences on the discussion board, which will also serve as a location for class participation.

Assignments should be turned in **IN CLASS**, unless you have made alternative arrangements with the professor. A copy of each assignment should also be placed in the **digital drop-box**, which will note the date and time it is received.

**Extra Credit:** There will be several opportunities to obtain extra credit during the semester, by attending lectures and writing up short reviews of these talks. These will be announced throughout the semester, and on blackboard. The worth of these extra credit assignments will only be valued in single points, and cannot take the place of performing well on other assignments; they can assist if you are on the border between grades.

**Absences and Late Papers:** Students are responsible for all announcements and material covered during absences. Make-up exams and extensions are offered only for extreme circumstances. **Late assignments will be penalized a half-grade for each day late, and will only be accepted for 3 days. Assignments must be turned in IN CLASS, unless prior approval is received from the instructor.**

**Due Dates:**

**Paper 1:** 9/18.

**Paper 2:**

Stage 1. Topic, Due 10/7

Stage 2. Annotated Bibliography, Due 11/4.

Stage 3. Final Paper, 12/4. (Draft Option, Final Paper – DUE BY 11/20).

Mid-Term exam: 10/23.

Final exam: Thursday, December 18<sup>th</sup>, 2:00 – 4:30. Location TBA.

**Readings:** The majority of readings for this course are accessible via the Cornell library. Most of the links to articles can be found on Blackboard (under COURSE DOCUMENTS). If you cannot access the articles via Blackboard, you can use the full information in the syllabus to access them via the library (in E-Journals). Articles that are not down-loadable (indicated by a \*\*\*) will be available on reserve at Mann Library, or distributed in class.

**Cornell Code of Academic Integrity:** The University Faculty Senate has developed a Code of Academic Integrity that governs all student academic undertakings. Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. All outside assistance and sources shall be acknowledged. (See <http://web.cornell.edu/UniversityFaculty/docs/AIC.pdf> for specifics on conduct).

**DATES****TOPIC / READINGS**

8/28

**INTRODUCTION: What Are Families? Who is IN? Who is NOT? And what are families supposed to do, anyway?**

9/2, 4

**The Culture Wars: Perspectives on How Families Are Doing**

1. David Popenoe. 1993. "American Family Decline, 1960-1990: A Review and Appraisal," *Journal of Marriage and the Family* 55:527-42.
2. Stephanie Coontz. 1992. "The Way We Wish We Were: Defining the Family Crisis," pp. 8-22 in *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books. (\*\*\*)
3. William P. O'Hare. 2004. "Trends in the Well-Being of America's Children." *The American People: Census 2000* series. New York: Russell Sage Foundation and Population Reference Bureau. (Copies also on Reserve at Mann Library).

**Paper 1: Argumentative Essay → How is the Family Doing? (Due 9/18)**

9/9

**Setting the Stage: Demographic Change, Ideological Stasis?**

4. Daniel T. Lichter and Zhenchao Qian. 2004. "Marriage and Family in a Multicultural Society." *The American People: Census 2000* series. New York: Russell Sage Foundation and Population Reference Bureau. (Copies also on Reserve at Mann Library).
5. Arland Thornton and Linda Young-DeMarco. 2001. "Four Decades of Trends in Attitudes Toward Family Issues in the United States: The 1960s Through the 1990s," *Journal of Marriage and Family* 63(4):1009-1038. (Skim for overall trends)

9/11

**The U.S. in Comparative Perspective**

6. Martin, Gary and Vladimir Kats. 2003. "Families and Work in Transition in 12 Countries, 1980-2001," *Monthly Labor Review*, pp. 3-24. (Provides a comparison between the demographic changes and familial strategies in the US and other developed countries).

**ISSUE I. CHALLENGES TO MARRIAGE**

9/16, 18

**A Little History of Marriage: Timing, Reasons, Relevance. Paper 1 Due**

7. Valerie Oppenheimer. 1988. "A Theory of Marriage Timing," *American Journal of Sociology* 94:563-591.
8. Linda Waite. 1995. "Does Marriage Matter?" *Demography* 32:483-507.

9. Andrew Cherlin. 2005. "The Deinstitutionalization of American Marriage." *Journal of Marriage and Family* 66:848-861.

9/23, 25

**Challenges to Marriage: Contesting Gender Roles, Remaining Single, Same Sex Unions?**

10. Jessie Bernard. 1981. "The Good Provider Role: Its Rise and Fall." *American Psychologist* 36(1):1-12.
11. Peggy Orenstein. July 1, 2001. "Parasites in Pret-a-Porter," *New York Times Magazine*, pp. 31-35.
12. Jeni Loftus. 2001. "America's Liberalization in Attitudes Toward Homosexuality, 1973 to 1998," *American Sociological Review* 66: 762-782.
13. Benoit Denizet-Lewis. April 27, 2008. "Young Gay Rites," *New York Times Magazine*.

9/30, 10/2

**Challenges to Marriage: Cohabitation**

On 9/30, there will be a **library workshop** in Stone Lab (Mann Library), from 10:10 to 11:25.

Please arrive a few minutes early so we can determine computer arrangements. You will be given a hands-on instruction on how to do scholarly literature searches and utilize Refworks to print out your bibliography for the final project. Refworks is also the ideal way to take notes on the articles read in this class.

14. Pamela J. Smock, Wendy D. Manning, and Meredith Porter. 2005. "Everything's There Except Money: How Money Shapes Decisions to Marry among Cohabitators." *Journal of Marriage and Family* 67(3):680-697.
15. Joanna M. Reed. 2006. "Not Crossing the 'Extra Line': How Cohabitators with Children View Their Unions." *Journal of Marriage and the Family* 68(5): 1117-1131.

Optional: Sharon Sassler. 2004. "The Process of Entering into Cohabiting Unions." *Journal of Marriage and Family* 66:491-505.

*Please inform us if you will not be attending on 9/30 or 10/9 for holiday observance.*

**10/7, 9 Challenges to Marriage: Economic Barriers Paper 2, Part A Due**

16. Kathryn Edin. 2000. "What Do Low-Income Single Mothers Say About Marriage?" *Social Problems* 47(1): 112-133.
17. Katherine Boo. 2003. "The Marriage Cure: Is Wedlock Really A Way Out of Poverty?" *The New Yorker* (August 18, 2003), p. 105-.

**No Class October 14<sup>th</sup> -- Fall Break!**

**10/16 Response to Challenges? Marriage Promotion**

18. Kristi Williams, Sharon Sassler, and Lisa Nicholson. 2008. "For Better or For Worse? The Consequences of Marriage and Cohabitation for Single Mothers." *Social Forces* 86(4):1481-1512.
19. Amy M. Donley & James D. Wright. 2008. "For Richer or For Poorer: The Impact of State-Level Legislation on Marriage, Divorce, and Other Outcomes." *Sociological Spectrum* 28:133-159.

**10/21** Film: *Let's Get Married*

**MIDTERM – OCTOBER 23**

**ISSUE II: SEXUALITY EDUCATION & TEEN PREGNANCY**

**10/28, 30 What Do We Know About Sexual Activity of Young Adults?**

20. Laura Duberstein Lindberg, John S. Santelli, and Susheela Singh. 2006. "Changes in Formal Sex Education, 1995 – 2002." *Perspectives on Sexual and Reproductive Health*, 38(4):182-189.
21. Kristin E. Ito, Ziya Gizlice, Judy Owen-O'Dowd, Evelyn Foust, Peter A. Leone, and William C. Miller. 2006. "Parent Opinion of Sexuality Education in a State with Mandated Abstinence Education: Does Policy Match Parental Preference?" *Journal of Adolescent Health* 39:634-651.
22. Laura Duberstein and Susheela Singh. 2008. "Sexual Behavior of Single Adult American Women," *Perspectives on Sexual and Reproductive Health* 40(1):27-33.

**11/4, 6 Ramifications of U.S. Policies on Sexuality Education**

**Paper 2, Part B Due**

23. Peter S. Bearman and Hannah Bruckner. 2001. "Promising the Future: Virginity Pledges and First Intercourse." *American Journal of Sociology* 106(4):859-912.

24. Jacqueline E. Darroch, Susheela Singh, Jennifer J. Frost, and the Study Team. 2001. "Differences in Teenage Pregnancy Rates Among Five Developed Countries: The Roles of Sexual Activity and Contraceptive Use." *Family Planning Perspectives* 33(6):244-250, 281.
25. Susan Rose. 2006. "Going Too Far? Sex, Sin, and Social Policy." *Social Forces* 84(2):1208-1232. [Warning: Clear Political Bias]
26. Randall Patterson. March 30, 2008. "Students of Virginity." *The New York Times Magazine*, pp. 38-43.

**ISSUE III: PATERNAL RESPONSIBILITIES, RIGHTS, & INVOLVEMENT**  
**11/11, 13      What Does "Fathering" Mean?**

26. Scott Coltrane. 1996. "Parenting in Transition," Chapter 1 in Family Man: Fatherhood, Housework, and Gender Equity (New York: Oxford University Press), pp. 3-21. (\*\*\*)
27. Jennifer Hamer and Kathleen Marchioro. 2002. "Becoming Custodial Dads: Exploring Parenting among Low-Income and Working-Class African American Fathers." *Journal of Marriage and the Family* 64(1):116-129.
28. Marcia J. Carlson. 2005. "Family Structure, Father Involvement, and Adolescent Behavioral Outcomes." *Journal of Marriage and the Family* 68:137-154.

**11/18      Becoming Fathers . . . or Not**

29. Laura Duberstein Lindberg, Adam Sonfield, and Alison Gemmill. 2008. "Reassessing Adolescent Male Sexual and Reproductive Health in the United States: Research and Recommendations." *American Journal of Men's Health*, 2(1):40-56.
30. Dalton Conley, "A Man's Right to Choose," Op-Ed in *The New York Times*, December 1, 2005 (Handout).

**ISSUE IV: WORK – FAMILY BALANCE**

**11/20      JUGGLING FAMILY CARE & PAID WORK**  
**Draft of Final Paper Due (Optional)**

31. Julia Overturf Johnson. 2005. "Who's Minding the Kids? Child Care Arrangements: Winter 2002." *Current Population Reports*, P70-101. U.S. Census Bureau, Washington, D.C.

32. Penny E. Becker and Phyllis Moen. 1999. "Scaling Back: Dual-Earner Couples' Work-Family Strategies," *Journal of Marriage and the Family* 61:995-1007.

Extra, for those of you thinking of going into Law or Business . . . This reading is NOT required, but is interesting . . . Robert M. Orrange. 2002. "Aspiring Law and Business Professionals' Orientations to Work and Family Life," *Journal of Family Issues* 23(2):287-317.

**11/25**

**Middle Class Options**

34. Lisa Belkin. "The Opt-Out Revolution," *The New York Times Magazine*, October 26, 2003. (For a response to this by Katha Pollitt in *The Nation*, go to:  
<http://www.thenation.com/doc.html?i=2003117&s=pollitt>.)

35. Pamela Stone. 2007. "The Rhetoric and Reality of 'Opting Out,'" *Contexts* 6(4):14-19.

Optional: Kathleen Gerson. "What Do Women and Men Want?" *The American Prospect*, February 19, 2007.  
([http://www.prospect.org/cs/articles?article=what\\_do\\_women\\_and\\_men\\_want](http://www.prospect.org/cs/articles?article=what_do_women_and_men_want)).

Optional (and short!): Louise Story. "Many Women at Elite Colleges Set Career Path to Motherhood," *The New York Times*, September 20, 2005, Pp. A1, A18. Also, Letters to the Editor, Sept. 22, 2005, Sept. 27, 2005.

**THANKSGIVING BREAK**

**12/2, 4**

**Juggling Work & Family: Perspectives from Disadvantaged Families**

36. Alesah Durfee and Marcia K. Meyers. 2006. "Who Gets What From Government? Distributional Consequences of Child-Care Assistance Policies." *Journal of Marriage and Family* 68:733-748.
37. Marcia K. Meyers and Judy M. Lee. 2003. "Working but Poor: How Are Families Faring?" *Children and Youth Services Review* 25(3): 177-201.
38. Rachel A. Gordon, Robert Kaestner, and Sanders Korenman. 2008. "Child Care and Work Absences: Trade-Offs by Type of Care." *Journal of Marriage and Family* 70:239-254.

**FINAL PAPER DUE, 12/4**

**FINAL EXAM: Thursday, Dec. 18<sup>th</sup>, 2:00 – 4:30**

**PAM 336, Assignment #1.**

**Argumentative Essay: Is the American Family in Trouble?**

**Due: 9/18/08**

The readings for Week 2 present several different arguments regarding the state of the American family. Your job for this assignment is to consider which perspective most resonates with you, and explain why. This requires you to think about where you stand in this debate, and write an argumentative essay in support of your position. You may adhere to a family decline perspective, a family change point of view, or the combination perspective that suggests that American social policy is not doing enough to bridge the gap between the reasons for decline and the more sanguine view of change. There is **no right answer** to this question.

It might help you get a handle on this assignment if you can narrow down the one or two issues that you find most interesting/troubling/complicated regarding the American family, and see how (if) the articles address this issue. For example, are you most concerned with how divorce affects families today? Or worried about how marriage and parenting fit together for women? Or high levels of non-marital childbearing? Or do you think that marriage is no longer a viable institution, for whatever reasons (indicate what those might be). Then turn to the articles to see how (if) the authors address these concerns. What kinds of evidence do they present in support of their arguments, and do you find that evidence convincing? Or do they not address the issue at all? The best essays will account for opposing perspectives when explaining why you do not adhere to a particular view.

**Format: Your paper should be between 3 and 5 pages long.**

- A. **Introduction:** What is your opinion, or thesis? You **must** take a stand here, as this provides the basis for the rest of your essay. You need not believe in the position you take (go ahead and play devil's advocate!), though expressing concern about an issue you think about will better enable your instructor to gear the class towards those issues.
- B. **Perspective Review:** What is the argument put forth by Popenoe in his article? What about the argument offered by Coontz? What are the justifications for their assertions (i.e. the supporting data, historical knowledge)? Your argument should draw on the information from these articles to build your case; for example, you may want to reiterate the **main** points made by the author(s) in support of their argument.
- C. **Assessing these Data:** How does the data help form your opinion? Is it at all altered by the opposing author's view? Are there strengths or weaknesses in the data, and if so, what are they?
- D. **Conclude:** Return to what you have stated in your thesis, and conclude your argument. You may provide some future things to think about that could further support your assertions. Remember, your focus is to remain on the American family. We will be returning to this theme (family decline) throughout the class. Perhaps by the course end you will have changed your view?

**All papers must be typed, with 1" margins, and a reasonable (i.e. 11 or 12 pt) font.** Papers should be **spell checked** and **grammar checked** as there will be deductions for each error. **NO PLASTIC COVERS, PLEASE.** Papers in excess of 5 pages will be penalized – editing is difficult, but will help improve your paper.

**PAM 336, FINAL PROJECT**  
**AN ANALYSIS OF FAMILY CHANGE**  
**FINAL PAPER DUE December 4th**

Your final project requires you to prepare a (short) paper on a policy-relevant topic related to the family. Your job for this assignment is to identify a topic of policy relevance (related to the topic of our course), review some of the existing research on this topic, present the background data indicating why this topic is of importance, how the issue has changed over time, and possible future developments or causes for concern. And you must do this **concisely!** Your job is to provide the background information policy makers might use in forming social programs or public policies.

While you are free to select an issue of interest to you (with approval), a list of suggested topics that are relevant to our class is provided below. Your job for this assignment is to “set the stage” and explain what about this topic is potentially of interest to policy makers, and how this has changed (or remained the same) over time.

**PROJECT COMPONENTS.** The project will proceed in **three** stages:

**Stage 1. Identifying a trend to examine. (DUE 10/7, and worth 5% of total grade).** Select *at least* two topics of interest. Turn these into research questions (i.e., why; how). Explain why the topic is important and describe its social science and policy relevance.

**Stage 2. Annotated Bibliography (DUE 11/4, worth 10% of total grade).** After receiving approval for your topic, review literature that is directly related to your research question (please draw on least 4 recent social science journal articles). You should also supplement these readings with data from various government sources (e.g., the Census Bureau, the Center for Disease Control), as well as monographs released from think tanks (e.g., The National Campaign to Prevent Teen Pregnancy, The Urban Institute, Brookings, The Heritage Foundation, The National Marriage Project, Child Trends), to “set the stage” for your project, and provide the demographic contours of the issue. You will turn in an Annotated Bibliography of the 4 scholarly sources, and also list other data sources under consideration. (Handout on Annotated Bibliography)

**Stage 3: Final Paper.** The **FINAL PAPER (DUE 12/4, worth 20% of total grade)** should lay out the topic studied, and discuss why it is of policy relevance. Next, the paper should describe the issue, and detail how the issue has changed over time. The text of the paper should integrate tables, graphs, and information from scholarly journals. The emphasis of this paper is on describing changing demographic trends, and their contribution to the creation of policy relevant issues. There is no set page-length; be mindful that policy briefs, at least the ones that are most useful, are not excessively long, are carefully edited, and combine data, graphics, and text to clearly convey a message. (Please note that the use of the words “number” and “percentage” differ in their meaning). In presenting the data, make sure to reference your graphs in the write-up, and do not simply reiterate the data points in the table or depicted in the graph.

Students are allowed to turn in an optional **draft** of their final paper, by 11/20. After that date, you will need to make an appointment to discuss your paper with either the professor or TA.

## **Suggested topics for PAM 3360 FINAL PAPER:**

- \* **Changes in cohabitation:** Who does it – age, educational attainment, race; outcomes (marriage, break-up); acceptance of cohabitation; legal views of cohabitation. Impact for childbearing/parenting.
- \* **Challenges to father involvement:** What proportion of men are fathers, and how has becoming a father changed over time? What proportion of fathers are employed, full-time caregivers (Mr. Moms), and how does that vary by educational attainment, race, income? What happens to fathers when marriages end (divorce) or cohabiting couples break up?
- \* **Transformations in non-marital births:** Birth rates over time; demographics of women having non-marital births; changes in shares of births that are born to cohabiting women; global views towards non-marital childbearing.
- \* **The changing demographics of American children:** Racial and ethnic make-up of minors (< 18) living in the U.S.; % living below poverty level (compared with other groups, like the elderly). Regional concentration of children.
- \* **Changes in teen pregnancy.** Trends over time in the proportion of teens (15 to 19) who become pregnant, give birth, terminate pregnancies. Demographic characteristics of those becoming teen mothers (race, educational attainment, age). Factors contributing/reducing conception.
- \* **Changes in marriage age / who marries:** Median age at marriage; ethnic / racial differences in who marries; educational attainment of the married, divorced, never married population.
- \* **Changes in female / male labor force participation:** % of women employed for pay: full-time, part-time; Variations by maternal / paternal status; variations by age of child, educational attainment of mothers (fathers?), marital status.
- \* **Changes in educational attainment:** How has the educational profile of Americans changed since 1950? What proportion of young adults go on to college? What share complete college? How long does it take? And what are the ramifications for family stability and formation?
- \* **American Singles:** How has the profile of who is single changed in the U.S. since the 1950s? How does the likelihood of being single vary with age, by sex, across racial / ethnic groups, by educational attainment? What does this suggest about being unmarried?
- \* **Parents in America:** What proportion of men and women are childless in middle-age? How do they compare with those who are parents? How have definitions of childlessness varied over time (childless versus childfree), and how does the demographic profile of those who are childless differ from those who are parents, in terms of education, race, age, poverty status? Has the age profile of parents changed over time?
- \* **Child Care arrangements:** What proportion of pre-school children require non-parental care because of parental employment? What care is available, what is the utilization of different forms of care, are there income/racial/ethnic/family structure differences in use of particular forms of care? What are the long-term ramifications of child care on children's outcomes?
- \* **The Impact of Shift Work on Family Functioning:** A substantial share of American families include someone who works a non-standard shift. What proportion of women/men do so? How do families in such situations function? What are some of the reasons families engage in shift-work? What impact does shift-work involvement have on family stability?
- \* **Evaluations of Public Policies:** How have the marriage promotion programs evolving from the changed Welfare Bill performed? Have such programs been effective, in what ways? What about Abstinence Education? Maternal employment of former Welfare recipients? Select a particular policy related to welfare reform, and review the literature assessing the outcomes.

Other possible topics: Families with disabled children; Children with disabled parents; Changes in divorce. **These are suggestions only. You can select an issue you are more interested in, but it must somehow relate to this class.**

## Instructions for compiling an Annotated Bibliography (Due 11/4)

**NOTE:** Please list the **Research Question** that has been approved at the top of your paper. This sets the stage for the literature you have reviewed.

As you begin to search the literature for articles relevant to your own particular topic, it helps to summarize the literature that is out there. But that can be overwhelming. Pulling together an Annotated Bibliography will help organize the reading *that is relevant to your particular topic*. For this assignment, you are to summarize **FOUR** of your sources, and present them as **Annotated References**. Summaries of social science research appear in a number of forms. You should already be familiar with **Abstracts**, found at the beginning of articles and outlining the essential elements of a work. **Annotations** of research give brief information beyond that appearing in the title, and are more specific to your research topic than a general abstract. But annotations still require concise language and precise usage. Annotations are generally a lengthy paragraph. To write an effective annotation, you must be able to read for the main ideas in a piece of research, recognize the relevance of these ideas **for your particular paper goal**, and organize them clearly and succinctly. It would help if you asked these questions of each article:

1. What question is posed by this work?
2. What is the method of data collection and analysis? Was an interview administered, or in-depth interviews conducted? Were previous studies reanalyzed, or were new data collected? Was the research analyzed qualitatively (with in-depth interviews and small samples) or quantitatively (numerically, statistically, generally with sample sizes of at least 100)? When was the research conducted? Where (local, or nationally representative sample)?
3. What are the findings? Given the hypotheses to be tested, what did the researchers discover? Remember to focus on how this article is relevant to **your** paper topic.

When you are compiling your **Reference** section, list all sources alphabetically by the author's last name. When the source you have cited has more than one author, all authors' full names should be included, in the same order in which they appear on the book's title page or after the title of the article. Alphabetize under the first author's name. The first author should be listed last name first, and the other author(s) should be listed first name first. I prefer Chicago Style for formatting.

Information needed: Author(s) name. **Date**. "Title of article." Journal Volume of Journal: Pages.

### **Examples of References: (This is how they should appear in your Bibliography)**

Lichter, Daniel T., Felicia B. LeClere, and Diane K. McLaughlin. 1991. "Local Marriage Markets and the Marital Behavior of Black and White Women." American Journal of Sociology 96:843-67.

Seltzer, Judith. 1994. "Consequences of Marriage Dissolution for Children." Annual Review of Sociology 20:235-66.

**What about data sources?**

You will also be looking for descriptive data on the topic you have chosen. Some of the necessary data will be mentioned in the scholarly articles you have selected. Use these as a guideline, to track down the original data, and update it with more current information. Some sources you should check:

The U.S. Census Bureau (<http://www.census.gov/>)

Child Trends: ([www.childtrends.org](http://www.childtrends.org))

The Center for Disease Control / NCHS

The Urban Institute

The Heritage Foundation

The Bureau of Labor Statistics

Many of the monographs these organizations put out indicate how they should be referenced. If you have questions on how to cite a piece of work, e-mail me.