



**Stockholm  
University**

**Department of Sociology**

## **Family Dynamics in a Changing Europe**

Spring semester 2020, 7.5 ECTS credits (5 p)

This course is arranged at the advanced level for students who want an introduction to contemporary research on fertility and family dynamics in Europe. The course is offered within the multidisciplinary Master's program in Demography at Stockholm University, but is open also to other students at advanced Social Science levels.

The course provides an overview of recent theory and research on changes and dynamics in family-demographic behavior in contemporary Europe. With its variation in cultural, political, economic, and institutional settings, Europe is the ideal place to test various hypotheses on the causes and consequences of family demographic change in economically developed societies. The recent transformation of Central and Eastern Europe, and the increasing importance of international migration have added to the variety of demographic dynamics of the continent. The seminar series cover changes in living arrangements, union dynamics, and childbearing; causes and consequences of family-demographic change; relationships between social policy and family-demographic change; and family dynamics in relation to international migration. Particular attention is devoted to comparative research within Europe.

### **General information**

The course consists of 7.5 ECTS credits and is at advanced level in Demography. Course applicants should have a Bachelor's degree and the equivalence of English 6.

### **Course organization**

The course is provided at half time during 9 weeks. Course participants meet regularly for lectures and discussion of literature. Examination is done by means of paper presentations, active participation in class discussions and an independent course paper related to the course contents.

### **Coordinator/ teacher**

Martin Kolk (e-mail: [martin.kolk@sociology.su.se](mailto:martin.kolk@sociology.su.se), office: B879)

## **Learning outcomes**

After completion of this course, participants are expected to be able to:

In terms of knowledge and understanding:

- Identify innovative topics of research on family dynamics in Europe

In terms of accomplishment and competence:

- Formulate a research question that can be addressed by means of making references to existing demographic literature in Europe
- Formulate a research question that can be addressed by taking advantage of the variation in contexts across countries in Europe
- Address a research question related to some aspect of family dynamics in Europe by reviewing the most relevant literature on it

In terms of values and evaluation:

- Critically evaluate different approaches to family demographic research by researchers from different disciplines and by researchers from different countries in Europe and North America

## **Instruction and examination**

Course work and examination consist of discussion of lecture contents and the writing of a course paper on a topic related to the course contents. The course work is evaluated according to the following degrees:

A = Excellent. This grade is given when the student in his or her work produces novel ideas to specific research question(s), synthesizes them to a higher analytical level, and provides a very relevant, critical, well formulated and well connected review of the topic related to his or her specific research question(s).

B = Very good. This grade is given when the student in his or her work synthesizes ideas at a high analytical level, and provides a relevant, thorough, critical, well formulated and well connected review of the topic related to his or her specific research question(s).

C = Good. This grade is given when the student in his or her work provides a relevant, thorough, critical, well written and well connected review of the topic related to his or her specific research question(s).

D = Satisfactory. This grade is given when the student in his or her work provides a relevant and accurate review of the topic he or she addresses.

E = Sufficient. This grade is given when the student in his or her work provides an accurately formulated but not entirely focused review of the topic he or she addresses.

Fx = Insufficient. This grade is given when the student in his or her work provides a limited and/or only partly relevant review of the topic he or she addresses.

F = Fail. This grade is given when the student in his or her work provides a limited and irrelevant review of the topic he or she addresses.

In order to pass the course an E or higher grade is required for all parts of the course work. Students with grade F or Fx are entitled to another examination as long as the course is provided in order to achieve at least grade E. A student with E or a higher grade is not entitled to another examination to raise his or her grade. Students who have received grade Fx or F on exams twice from the same examiner is entitled to request to be evaluated by another examiner. Such requests should be sent to the Director of Studies. Students can request to be examined according to this syllabus for up to three semesters after it has ceased to be valid.

### **Plagiarism, cheating and unauthorized cooperation**

As part of your responsibility as a student, you need to be familiar with the rules for examination. Detailed information is available at the department's and Stockholm University's website [www.su.se/regelboken](http://www.su.se/regelboken). Teachers are obliged to report suspicion of cheating and plagiarism to the Director of Studies and the Disciplinary Board. Plagiarism and cheating always become a disciplinary matter and may lead to suspension.

One example of plagiarism is to exactly, or almost exactly, copy a text word for word (also applies to single sentences) without indicating where it comes from. This also applies to texts you have previously written yourself (self-plagiarism). Cheating can for example consist of bringing unauthorized equipment or aid, such as a phone, for a written test. Study groups are encouraged, but when it comes to exam assignments you must be careful to work alone (unless otherwise stated) in order not to risk partaking in unauthorized cooperation.

## Literature

The course literature consists of articles that are available through Stockholm University's library and cover the following topics (complete list of papers at the end of this document):

The Second Demographic Transition

Diversity in family demography across Europe

The "New Europe": Societies in transition

Migration and family dynamics

Social policy and demographic behavior

## Course Schedule Spring 2020 – Family Dynamics in a Changing Europe

Tue	21-jan	13-16	Introduction
Thurs	30-jan	13-16	The Second Demographic Transition
Wed	5-feb	13-16	Diversity in family demography across Europe
Tue	11-feb	13-16	The "New Europe": Societies in transition
Wed	19-feb	13-16	Migration and family dynamics
Wed	26-feb	13-16	Social policy and demographic behavior
Tues	10-mar	13-16	Student presentations (compulsory)
Wed	11-mar	13-16	Student presentations (compulsory)

Student papers due: 20 March

# Literature

## Introduction

Andersson, Gunnar, Gerda Neyer, and Hill Kulu (2013). The Demography of Europe: Introduction. In G. Neyer et al., *The Demography of Europe* (pp. 1-6). Doordrecht: Springer. (This book is available as an E-book at SU library)

## The Second Demographic Transition (SDT)

Zaidi, B., & Morgan, S. P. (2017). The second demographic transition theory: A review and appraisal. *Annual Review of Sociology*, 43, 473-492.

Perelli-Harris, Brienna, Wendy Sigle-Rushton, Michaela Kreyenfeld, Trude Lapppegård, Renske Keizer, and Caroline Berghammer (2010). "The educational gradient of childbearing within cohabitation in Europe." *Population and Development Review* 36(4): 775-801.

Huinink, Johannes (2013). "De-standardisation or changing life course patterns? Transition to adulthood from a demographic perspective". In G. Neyer et al., *The Demography of Europe* (pp. 99-118). Doordrecht: Springer.

Watkins, Susan Cotts (1990). "From local to national communities: The transformation of demographic regimes in Western Europe 1870-1960". *Population and Development Review* 16(2): 241-272.

Van de Kaa, D. J. (2001). Postmodern fertility preferences: From changing value orientation to new behavior. *Population and Development Review*, 27, 290-331.

## Diversity across Europe

Reher, David (1998). "Family ties in Western Europe: Persistent contrasts". *Population and Development Review* 24(2): 203-234.

Murphy, M. (2008). Variations in kinship networks across geographic and social space. *Population and Development Review*, 34(1), 19-49.

Wall, R. (1998). Characteristics of European family and household systems. *Historical Social Research/Historische Sozialforschung*, 44-66.

Kalmijn, Matthijs (2007). "Explaining cross-national differences in marriage, cohabitation, and divorce in Europe, 1990-2000". *Population Studies* 61(3): 243-263.

Thomson, Elizabeth (2014). "Family complexity in Europe". *The ANNALS of the American Academy of Political and Social Sciences* 654: 245-258.

## **The “New Europe”**

Steinbach, A., Kuhnt, A. K., & Knüll, M. (2016). The prevalence of single-parent families and stepfamilies in Europe: can the Hajnal line help us to describe regional patterns?. *The history of The family*, 21(4), 578-595.

Mayer, Karl Ulrich, and Eva Schulze (2013). “Delaying parenthood in East and West Germany: A mixed-methods study of the onset of childbirth and the vocabulary of motives of women of the birth cohort of 1971”. In G. Neyer et al., *The Demography of Europe* (pp54-97). Doordrecht: Springer.

Perelli-Harris, Brienna (2005). ”The path to lowest-low fertility in Ukraine”. *Population Studies* 59: 55-70.

Billingsley, Sunnee and Aija Duntava (2017). “Putting the pieces together: 40 years of fertility trends across 19 post-socialist countries”. *Post-Soviet Affairs* 33(5): 389-410.

Sobotka, Tomás, Vegard Skirbekk, and Dimiter Philipov (2011). “Economic recession and fertility in the developed world”. *Population and Development Review* 37(2):267-306.

## **Migration and family dynamics**

Kulu, Hill, and Amparo González-Ferrer (2014). “Family-dynamics among immigrants and their descendants in Europe: Current research and opportunity”. *European Journal of Population* 30: 411-435.

Glick, Jennifer (2010). “Connecting complex processes: A decade of research on immigrant families”. *Journal of Marriage and Family* 72(3):498-515.

Lillehagen, M., & Lyngstad, T. H. (2018). Immigrant mothers’ preferences for children’s sexes: A register-based study of fertility behaviour in Norway. *Population studies*, 72(1), 91-107.

Andersson, Gunnar, Ognjen Obućina, and Kirk Scott (2015). “Marriage and Divorce of Immigrants and Descendants of Immigrants in Sweden”. *Demographic Research* 33: 31–64.

Beauchemin, Cris, Jocelyn Nappa, Bruno Schoumaker, Pau Baizan, Amparo Gonzalez-Ferrer, Kim Caarls, Valentina Mazzucato (2015). “Reunifying versus living apart together across borders: A comparative analysis of Sub-Saharan migration to Europe”. *International Migration Review* 49(1): 173-199.

## **Social policy and demographic behavior**

Orloff, Ann Shola (1993). “Gender and the social rights of citizenship: The comparative analysis of gender relations and welfare states”. *American Sociological Review* 58(3): 303-328.

McDonald, Peter (2000). “Gender equity in theories of fertility transition”. *Population and Development Review* 26(3): 427-439.

Neyer, Gerda, and Gunnar Andersson (2008). "Consequences of family policies on childbearing behavior: Effects or artifacts?" *Population and Development Review* 34(4): 699-724.

Billingsley, Sunnee, and Tommy Ferrarini (2014). "Family policy and fertility intentions in 21 European countries". *Journal of Marriage and Family* 76(2): 428-445.

Goldscheider, Frances K., Eva Bernhardt, and Trude Lappegård (2015). "The gender revolution: A framework for understanding family and demographic behavior." *Population and Development Review* 41(2): 207-239.