

UNIVERSITY OF TORONTO
Department of Sociology
Social Factors in Child Development

Sociology 305H1S Winter, 2013

Lectures: W 12-2:00 Room: SS2118

Tutorials: W 4-5 or W5-6 in FE 36 Students choose one.

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Office Hours: M 1-2

Prerequisites: Completion of a SOC 200 or higher level course. Students lacking the prerequisite can be removed at any time without notice.

COURSE DESCRIPTION

This is a research-based course that looks at how sociologists currently think about children and their development from infancy through adolescence to near adulthood. We will focus mostly on evidence from large-scale surveys as well as from past censuses and other historical data. We give very little coverage to schools and the Sociology of Education. Sociologists are interested in “social facts”, emergent properties of groups, hierarchies and networks as well as in the process of longer term societal transformation. Many are interested in evaluating social policies claimed to improve child outcomes as well as in issues of expertise, authority, resource allocation, selection and hierarchy. This is a research-oriented course and all students will be required to complete a major research paper that reports their analysis of publicly accessible survey and/or census data. Research ethics are especially important for research involving children so we shall only be using “privacy-oriented” data files. The course would be helpful to students intending a career in education, marketing, law, social work or social policy. It would also be a good preparation for students considering application to graduate school or to the Federal or Provincial Public Service.

There is no single set text. Readings are made available via “simplelink” in this course outline through Blackboard. Simplelink allows students to develop online personal bibliographies using the U of T Library’s Refworks tool. If Simplelink does not work try to find the article under Course Documents.

Recommended but not required

Albanese, Patrizia. *Children in Canada Today*. Oxford University Press Canada. 2013.

Ambert, Anne Marie. *Changing Families: Relationships in Context*. Second or later edition. Pearson Canada. 2013.

Feigelman, William and Yih-Jin Young. *Hands-On Sociology*. 2006. Third or later edition. Pearson Education Inc.

Reference only

Kail, Robert V. and Anne Barnfield. *Children and their Development*. Second or later edition. Pearson Canada.

Tutorial Sessions and Research Component

Students should plan to attend and be active participants in one of the two weekly tutorial sessions. These will help students to engage in active learning through carrying out individual research projects using data from the 1880 to 1900 and 2000 US Censuses and the 1881 to 1911 and 1981 to 2001 Censuses of Canada as well as relevant cycles of the National Longitudinal Survey of Children and Youth and General Social Survey. Students will develop their problem-formulation and research skills by using library resources as well as an online package, Survey Documentation and Analysis - SDA) that are free to the student and require only access to a web browser in order to test hypotheses regarding social change in some aspect of family demography. Students will be taught how to use SDA in tutorials. This means that it's very important to attend tutorials. Further support for these applications is also available from professional librarians on the fifth floor in Robarts Library (Data and Map Library). Those who already know how to use SAS, SPSS, STATA etc., and have the relevant license, may use such applications if they wish but will be on their own. Students will develop their communication skills by using Excel and PowerPoint (or similar applications from Open Office which can be downloaded free) to create a poster suitable for presentation at a conference or science fair, along with a 12-page descriptive and analytical paper that provides the scholarly argumentation and bibliography associated with the poster. Examples of such posters will be made available. Students will make brief presentations during tutorials.

REQUIREMENTS, GRADING & DUE DATE

First Class. Wednesday Jan 9, 2013 from noon to 2:00. (No tutorials in the first week). One-page outline (or two pages if double-spaced) of proposed poster and analytical paper: 15%. Wed. Feb. 13th 2013. You may revise this in the light of feedback received and your developing understandings.

Reading Week. Feb. 18-22, 2013. (University closed on Ontario Family Day)

Midterm In-Class Test. Wednesday February 27th, 2013. This consists of a multiple choice test: 20% and a short answer test: 20%.

Final Poster: or up to 12 well-constructed PowerPoint slides: 20% (Due at last class: April 3rd).

Final Analytical Paper in support of the poster: up to 12 pages long: 25%. (Due on the last day of classes: April 5th).

See FAS Calendar for last day to drop courses with S section codes from academic record

Some Acronyms

BHPS (British Household Panel Survey)

ECLS (Early Child Longitudinal Study: US Kindergarten Class of 1998-99)

IPUMS (Integrated Public Use Microdata Series: US Censuses from 1950)

NLSCY (National Longitudinal Survey of Children and Youth: Canada from 1994-95)

NSAF (National Survey of America's Families)
PSID (Panel Study on Income Dynamics)
SDA (Survey Documentation and Analysis: an online data analysis tool for many of the above).

The website of the University of Michigan's International Consortium for Political and Social Research (ICPSR) www.icpsr.umich.edu has an online learning feature that provides help in the use and interpretation of data analysis with the SDA package.

One-page outline of your research project (or two pages if double-spaced).
An outline indicates your research question, how it relates to the concepts and previous research in the discipline, and what data you will use in order to address that research question. In other words you need to posit one or more sociological hypotheses and then show how these will be illustrated (or perhaps disconfirmed) by empirical data. Possible topics might be oriented to current issues related to children and youth, using SDA to analyze NLSCY data for Canada or ECLS data for the USA or Census data from either country. These might include the prevalence and correlates of children's exposure to low income, lone parenthood, divorce or public housing, to parental smoking and substance use, to various styles of parenting, to non-official home languages, to various regimes of day-care or early childhood education in different provinces. Students should consider research questions around outcome measures such as physical health, mental health or cognitive outcomes, including respiratory problems, anxiety, hyperactivity and Ritalin medication, direct and indirect aggression, receptive vocabulary scores, etc. Focus on adolescents could lead to questions about parental control, sexual behaviour, bullying, and so forth. Census data from the first decades of the 20th and 21st Centuries can be used to answer questions about the children of immigrants and minorities in the US and Canada, for example about their participation in education and paid work.

Data sources for online analysis with SDA could include Canadian Census or survey data (NLSCY data are available at www.chass.utoronto.ca/datalib): alternatively US Census data (at www.ipums.org) or the ECLS data also available for online analysis. You should demonstrate your "due diligence" in establishing that variables relevant to your research question exist in such data sources.

Your outline should have a title. Bear in mind that your eventual report will have sections with headings such as: Introduction; Sociological Literature; Methods and Data; Results; Limitations; Discussion; Conclusion; References. It should give sufficient information that the instructor can form a judgment as to whether or not your research question makes sense and that the proposal is feasible. You have very limited space for this outline so repeated drafts will be needed. Write in complete sentences and break up your text into paragraphs.

COURSE OUTLINE

Week 1: January 9, 2013.

How have children been viewed in the past? How did Margaret Mead and Benjamin Spock influence parenting practices in the West? Do sociological perspectives on children differ from those of economists, historians, psychologists, medical professionals, social workers, teachers or grandmothers? What outcomes are considered relevant and measurable?

Tutorials: Introduction to online data analysis using SDA.

Reading: Schama, Simon, "Casting Roles: Children of Nature". Pages 145-9 from *Citizens: A Chronicle of the French Revolution*. Vintage Books, 1989.

Gratton, Brian, "Race, the Children of Immigrants and Social Science Theory." *Journal of American Ethnic History*, vol. 21, no. 4 (Summer, 2002): 74-84.

Zelizer, Viviana, "Kids and Commerce." *Childhood*, vol 9, no. 4: 375-96.

Optional: Kail & Barnfield: pages 6-19. "Foundational Theories of Child Development".

Week 2: January 16, 2013.

Poverty: transient and persistent: relative and absolute measurement: UN Rights of the Child: legislated targets for child poverty: Canada's Low Income Cutoff measure (LICO). On 24 November 1989 the Canadian House of Commons unanimously passed an all-party resolution to eliminate poverty among Canadian children by the year 2000. Yet in 2005 a report by UNICEF placed Canada nineteenth in a ranking of the relative poverty.

Reading:

Jenkins, Stephen P.; Schluter, Christian; Wagner, Gert, "The Dynamics of Child Poverty: Britain and Germany Compared." *Journal of comparative family studies* 34.3 (2003):337-355. <http://simplelink.library.utoronto.ca/url.cfm/160474>

Berger, Lawrence M., Jennifer Hill and Jane Waldfogel. "Maternity Leave, Early Maternal Employment and Child Health and Development in the US." *The Economic Journal*. Vol 115, (February), F29-F47. 2005.

ISER News. Summer 2011, "Research Shows Stark Inequalities in Pre-School Kids." (Page 1) and "Breast-Fed Babies Behave Better" (Page 8). Locate this under the week's reading on the Blackboard page.

Optional: Kail & Barnfield on the Family Economic Stress Model (FESM), p. 529-31.

Week 3: January 23, 2013.

Home ownership, birth order, child spacing, family size and maternal age at birth as predictors of child outcomes: Resource Dilution and Confluence models.

Reading:

Boyle, Michael H., "Home Ownership and the Emotional and Behavioral Problems of Children and Youth", *Child Development*, vol. 73 (3): 883-92, May / June 2002.

Jaeger, Mads Meier "Sibship size and educational attainment: a joint test of the Confluence Model and the Resource Dilution Hypothesis." *Research in Social Stratification and Mobility*, 27, 2009, 1-12.

Zajonc, Robert B. and Patricia R. Mullally. "Birth Order: Reconciling conflicting effects." *American Psychologist*, vol. 52 (7): 685-99, July 1997.

Li, Guofang. "Home environment and second-language acquisition: the importance of family capital." *British Journal of Sociology of Education* 28.3 (2007):285-299.
<http://simplelink.library.utoronto.ca/url.cfm/97625>

Optional: Kail & Barnfield: pages 483-7.

Week 4: January 30, 2013.

Neighbourhood and community factors in child development

Tutorials: Introduction to online data analysis using SDA.

Wasserman, Miriam. "The Geography of Life's Chances." *Regional Review – Federal Reserve Bank of Boston*. Boston: Fourth Quarter, 2001, vol. 11, issue 4: 24-32. Locate this under the week's reading on the Blackboard page.

Peters, A. 2002. "Is your community child-friendly?" *Canadian Social Trends*. (67): 2-5.

Willms, J. Douglas. Maps of Socio-Economic Characteristics of Census Tracts. From Willms, J. Douglas (Ed.) *Vulnerable Children*. University of Alberta Press. Locate these under the week's reading on the Blackboard page.

Fulton, Mary et al. "The Influence of Blood Lead on the Ability and Attainment of Children in Edinburgh". *The Lancet* 329.8544 (1987):1221-1226.

<http://simplelink.library.utoronto.ca/url.cfm/84632>

Kohen, Dafna, Jeanne Brooks-Gunn, Tama Leventhal and Clyde Hertzman. Neighbourhood Income and Social Disorder in Canada: Associations with Young Children's Competencies. *Child Development*. Nov. / Dec. 2002, vol. 73 (6): 1844-60.

Kohen, Dafna, Tama Leventhal, S. Susan Dahinten and Cameron N. McIntosh. Neighbourhood Disadvantage: Pathways of Effects for Young Children. *Child Development*, Jan/Feb. 2008, vol. 79 (1): 156-69.

Abada, Teresa, Feng Hou and Bali Ram, "Racially Mixed Neighbourhoods, Perceived Neighbourhood Social Cohesion and Adolescent Health in Canada." *Social Science and Medicine*, vol. 65: 2004-17, 2007.

Optional: Kail & Barnfield: pages 528-31.

Week 5. February 6, 2013.

The Day care / pre-K debate: issues of quality and quantity in day-care; early learning, etc. Child outcomes: cognitive, emotional, behavioral, health and mental health, career success, conduct disorder and criminality: short term and long term perspectives on child outcomes.

Reading:

Anonymous. "Can Child Care Impact Risk for Depression?" FPG Snapshot. University of North Carolina, Chapel Hill NC. May, 2007. This summarizes a research paper by McLaughlin et al. (*Child Development*, 2007) that used data from the Carolina Abecedarian Intervention.

Waldfoegel, Jane, *Social Mobility, Life Chances and the Early Years*. CASE Paper 88. Centre for the Analysis of Social Exclusion. London School of Economics and Political Science, November 2004.

Lefebvre, Pierre, Philip Merrigan and Matthieu Verstraete. 2008. "Childcare Policy and Cognitive Outcomes of Children: Results from a Large Scale Quasi-Experiment on Universal Childcare in Canada". Working Paper 08-23. Inter-university Centre on Risk, Economic Policies and Employment (CIRPEE). University of Montreal. This uses a "differences in differences" approach in order to establish a control group. Students should go to the CIRPEE web site for further working papers on this and related topics.

Gordon, Stephen, "Equity and the Quebec Daycare Program." *Worthwhile Canadian Initiative* blog, June, 2006.

Optional: Kail & Barnfield: pages 523-6.

Week 6: February 13, 2013. DUE: Short (one page) description of final paper topic and/or research question. If have not yet chosen a single topic, you may describe two topics that you are considering (max: one page each).

Topic for February 13th - Dysfunctional and conflict-laden families parents with depressive symptoms, child abuse and other child outcomes.

Mustillo, Sarah A., Shannon Dorsey, Kate Conover and Barbara J. Burns, Parental Depression and Child Outcomes: The Mediating Effects of Abuse and Neglect. *Jnl. of Marriage and the Family*, vol. 73, Feb. 2011: 164-80.

Amato, Paul, R. and Bruce Keith. "Parental Divorce and the Well-Being of Children: A Meta-Analysis", *Psychological Bulletin*, 110 (1) 1991: 26-46.

Cherlin, Andrew J. "Longitudinal studies on effects of divorce on children in Great Britain and the United States." *Science* 252.5011 (1991):1386-1390.

<http://simplelink.library.utoronto.ca/url.cfm/97500>

Optional: Kail & Barnfield: pages 465-74.

February 20, 2013. Reading Week.

Week 7. Feb. 27, 2013. In-Class Test (on material up to the break) from noon to 2:00 pm

Week 8: March 6, 2013.

More on what divorce of their parents means for the children. Visiting rights linked to child support payments? Sole custody or shared parenting? The 1999 Senate/Commons Committee on Joint Child Custody and Access ("For the Sake of the Children").

Cherlin, Andrew J. "Going to extremes: Family structure, children's well-being, and social science." *Demography* 36.4 (1999):421.

<http://simplelink.library.utoronto.ca/url.cfm/97504>

Cherlin, Andrew J. "Parental divorce in childhood and demographic outcomes in young adulthood." *Demography* 32.3 (1995):299-318.

<http://simplelink.library.utoronto.ca/url.cfm/97501>

Fomby, Paula; Andrew J. Cherlin. "Family instability and child well-being." *American Sociological Review* 72.2 (2007):181-204.

<http://simplelink.library.utoronto.ca/url.cfm/97503>

Juby, Heather; Le Bourdais, Celine; Marcil-Gratton, Nicole. "Sharing roles, sharing custody? Couples' characteristics and children's living arrangements at separation." *Journal of Marriage and Family*. vol. 67, no. 1, pp. 157-172, Feb 2005

<http://simplelink.library.utoronto.ca/url.cfm/160353>

Optional: Kail & Barnfield: pages 475-8.

Week 9: March 13, 2013.

Children in step-families and blended families: shared custody, nonresident biological fathers, stepfathers, stepmothers, stepsiblings and half-siblings: reprise on the effects of birth order and family size.

Nonresident fathers and children: Parents' new unions and frequency of contact.
Juby, Heather; Billette, Jean-Michel; Laplante, Benoît; Le Bourdais, Céline
Journal of Family Issues. Vol 28(9), Sep 2007, pp. 1220-1245
<http://simplelink.library.utoronto.ca/url.cfm/160359>

Week 10: March 20, 2013

Beer, William R. "Introduction" and "Conclusion: The Sociology of Stepsiblings". In
Strangers in the House: The World of Stepsiblings and Half-Siblings. Transaction
Publishers.

Daly, Martin and Margo Wilson. "Evolutionary Social Psychology and Family
Homicide". *Science*, vol. 242, 1988 : 519-242.

Daly, Martin, Lisa S. Singh and Margo Wilson. "Children Fathered by Previous Partners:
A risk factor for violence against women". *Canadian Journal of Public Health*, 1993 :
209-10.

Optional: Kail & Barnfield: pages 478-82.

Week 11: March 27, 2013.

Adolescents in high school: neighbourhood quality issues again: also peer groups. Gender
differences, pubertal timing, biology and culture. Teens and pre-teens: Aggression,
Anxiety and Obesity. Bullying, exclusion and hierarchy in adolescent peer groups. Early
union formation and childbearing: the transition to adulthood.

Reading:

Hango, Darcy W and Celine Le Bourdais "Early Union Formation in Canada: Links with
Education: Mise en union precoce au Canada: liens avec l'Education." *European journal
of population* 23.3-4 (2007):339-368. Special Issue on "Becoming a Young Adult: An
International Perspective on Transition to Adulthood".
<http://simplelink.library.utoronto.ca/url.cfm/160348>

Optional: Kail & Barnfield: pages 499-512.

Week 12: April 3, 2013.

Student presentations and wrap-up.

COURSE POLICIES

Students must use Blackboard. They must also use the online data analysis package,
SDA. They are encouraged to use e-Resources of the U of T Library system, including
Refworks. Course Web Site: The course website prepared on the Blackboard system will
contain the course syllabus, all handouts, links of interest, and course announcements.

Students are responsible for the content of all course materials and for checking their official utoronto.ca email addresses regularly.

Discussion boards will be enabled on the course web site. All students using these boards are expected to behave respectfully towards their classmates and towards the professor and TA on these boards.

Some U of T resources are only available to users identified as coming from a U of T server. If you are off-campus you may have to identify yourself with your UTORID and password ID, using MYACCESS. Other resources are available to anyone. Students should consider looking for the Directory of Open Access Journals and for the Directory of Open Access Repositories. For example all articles, from the Canadian Journal of Population are available at DOAJ: Directory of Open Access Journals
<http://www.doaj.org/doaj?func=openurl&issn=03801489&genre=journal>

Students may wish to consider using downloading and using the Open Office suite of programs (a free, though not entirely compatible, version of Microsoft Office).

If health issues or serious personal circumstances mean that students require an accommodation for missed or late term work they must submit the U of T Medical Certificate, the U of T Health Service Form or a letter from their College Registrar. Students who miss tests will be assigned a mark of 0 unless they provide appropriate documentation.

In preparation for the possibility of an academic disruption caused by flu or some other event all students should update their contact information on ROSI and any other relevant system. They should also make sure that they have access to the following:

Contact information of one or two other students in the course
A computer that is not in a U of T lab – for example, in a residence room or at home,
UToronto email (not forwarded!!), Blackboard courses, online library resources:
Information on campus health services and pandemic information

Clear writing is important to all of us. I recommend that all students take advantage of writing workshops made available by the Faculty of Arts and Science, through the library or by their college. The website "Writing at the University of Toronto" has moved to
www.writing.utoronto.ca

Attendance:

Attendance is required. Students are responsible for all material presented in class. Students who are unable to attend class on a given day are responsible for obtaining from their classmates notes on all material covered, as well as information regarding any administrative announcements that may have been made.

Preparation and Participation

Students are expected to complete all assigned readings in advance of the class period for which they are assigned, and to attend class prepared to discuss the assigned readings. However we will not be assigning formal credit in the grading scheme to class participation including preparation, contributions to in-class discussions, and in-class group work participation. It is likely that students who participate will also learn a lot and will therefore obtain higher marks. Thus there's a probable indirect effect on grades.

Plagiarism:

Plagiarism occurs when one person presents as one's own the words or ideas of another. This includes quoting sources, paraphrasing, or summarizing source materials without indicating through the use of proper citation methods that the specific material in question was quoted, paraphrased, or summarized from that source. All suspected instances of plagiarism, without exception will be reported to the university for investigation and appropriate handling.

Turning in an old paper of one's own, or large parts thereof, for credit in a second course, is also considered an academic offense that results in students being referred to the Office of Academic Integrity. See section B.I.1.(e) of the *Code of Behaviour on Academic Matters*.

Use of Turnitin.com

To deter and detect plagiarism, this course will make use of the turnitin.com system. In addition to submitting a hard copy of the research proposal in class on the due date, each student must upload the proposal to Turnitin.com. Students agree that by taking this course all required papers may be subject to textual similarity review to detect plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

The unique course identification number for this course will be made available on the Blackboard Site. A 1-page document that provides the basic steps for students to set up their own accounts and submit papers is available on the following U of T web site <http://www.utoronto.ca/ota/turnitin/TurnitinGuideForStudents.pdf>.

Turnitin also incorporates a reliable means of submitting assignments electronically. Where possible, however, we also require hard copies of all assignments either in class (see below) or in the 3rd year courses drop box in room 225 at 725 Spadina Avenue (open from 9:00 to 5:00 Monday to Friday. Room 225 is outside the carpeted area of the Sociology Dept. There is a date stamp machine.

Student participation in tutorial sessions

Students should write out brief speaking notes as their responses to course readings and should be prepared to present these in tutorials. These responses should not summarize the readings, but rather engage the ideas they present.

Submitting Assignments

All assignments are due at the beginning of class on due date provided. Except in the event of a declared academic disruption all assignments must be submitted in hard copy. If an academic disruption has been declared then assignments should be submitted to the instructor electronically. Turnitin incorporates a reliable means of accepting assignments electronically. Late papers will be penalized 10% for the first week and 5% per day thereafter. Late reading responses will not be accepted. Answers or essays which receive high marks are well-written, sociologically informed and take a scholarly view of the issues being discussed. In support of the U of T Double-Sided Printing Initiative I am happy to accept essays and other assignments that are printed double-sided.

Missed Tests

Students who miss tests will be assigned a mark of 0 unless they provide appropriate documentation, i.e. U of T medical certificate. Students with excused absences will have the weighted mean of their two other tests used as the mark for the missed test. Students missing more than one test will write one cumulative makeup test covering material from both missed tests.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>

Use of Writing Labs:

All students are encouraged to use their available writing labs. Writing tutors provide help you to think through your ideas, develop a thesis, organize your paper, present your evidence effectively, argue logically, and express yourself more clearly and concisely. Proofreading and copyediting for spelling, grammar, or format are not within the primary scope of the writing labs' services.

Students who wish to create a 5-minute Utube presentation of the highlights of their project are encouraged to do so. See <http://www.utube.com>. This is optional: not required.

Online Access to ECLS and NLSCY Survey Data

The ECLS data are available for online analysis with SDA (in this case SDA is aware of sampling strata and clusters as well as weights) from the ICPSR site at the University of Michigan www.icpsr.umich.edu. A comparable Canadian survey is the NLSCY which you can find in SDA format at www.chass.utoronto.ca/datalib.

An internet search using ECLS along with SDA should get you to the ICPSR site.

<http://www.researchconnections.org/childcare/sdatools/studies/3676>

There is also, but this may require further authorization.

<http://www.icpsr.umich.edu/icpsrweb/DSDR/sdatools/studies/4440>

There are various terms of use to which users must agree.

Another useful Web resource is the US Urban Institute's National Survey of America's Families (NSAF). Online data analysis using SDA can be carried out at the ICPSR website www.icpsr.umich.edu using study number 3927. Just do an internet search for "National Survey of America's Families" and "SDA". You will need to set up "guest credentials". Different files are provided including: Focal Child Data, Adult Pair Data and Random Adult Data. It's often a good idea to focus on "constructed variables". It's best to carry out weighted analysis but be careful about subgroups having small sample sizes.

Some Suggestions about How to Structure Your Final Paper

You are expected to write up a double spaced, academic paper that fully explains why you are interested in one particular topic, what you will have done, and what you think is new/ interesting (or your contributions). To present your descriptive or analytical findings in an academic way, you may organize the paper as follows:

In Introduction, you may mention what your research questions are, and briefly summarize your argument. This will be a redraft of the proposal you handed in and upon which you received comments. You might want to clarify why you raise this research question (perhaps based on the limitations of the existing literature?) or why you think addressing this question is meaningful/ important. You may want to keep this section within one page.

In Literature Review, you may summarize/analyze what you learned from the lectures, and all other articles (either assigned in this course or found by yourself). Please be reminded that "Lecture notes #" is NOT an appropriate citation. You need to trace back the original article mentioned in the lecture notes, and cite the original article. All those quoted theories/studies have to be highly related to what you are trying to argue. For this quantitatively-oriented paper, results from previous research are important, since you may want to compare them with what you have found. That is the way people make contributions. Overall, you may want to keep this section within three pages.

In Data, Variables and Methods, you may plan to write around two pages or fewer. Firstly, you need to introduce all datasets you will be using. Please remember that SDA is NOT a dataset, but a software tool that helps you get your results from a given source of data. So, are they census data or survey data? What are they called, and in which year were they conducted? You might be using data from the ECLS or the NLSCY or one of the Public Use Microdata Files (individuals, families or households) from a Canadian Census or maybe one of the Canadian General Social Survey (GSS) files though be aware that the Canadian GSS covers children under 15 only indirectly. Your reader needs to know what data you are using and those who created the data like to be cited. The IPUMS web site provides a suggested citation. If you use both census and survey data, be aware that surveys typically restrict themselves to particular populations, for example the Canadian GSS targets persons aged 15 and over. SDA stands for Survey Documentation and Analysis. The "documentation" part is really important. Don't forget to use the online codebook. This often includes highly relevant information about how variables

were defined. If you are using IPUMS data make sure to check the definitions of variables that are given on the IPUMS web site.

What filters did you use? SDA allows you to specify one or more filter variables that restrict your analysis to a relevant sub-population, for example age-groups from 25 to 64. What is your dependent variable? What are your independent (predictor) variables?

How are your variables displayed? Do they need to be recoded? For example, is age a continuous or categorical variable? If it is the former, what's the range and would it make sense to have SDA summarize it by calculating averages (means)? If it is categorical, what are the groups like? Bear in mind that confidentiality considerations may mean that the categories are unduly broad. For ethnicity, specify which groups are included. Remember that country of origin, ethnicity, nationality, visible minority status and region of birth are separate indicators.

Generally it's a good idea to introduce your independent variables one by one. Age, gender and immigration status are often relevant predictors. Bear in mind that Age may sometimes be indistinguishable from birth cohort.

In the "methods" part, most of you may stick to descriptive analysis of cross tabulations (make sure you choose the appropriate percentages, row, column or total) or means, which is completely fine. Remember, though, that it's usually safest to interpret your findings as "association" (correlation) rather than "causality."

Results or Findings is the core part of your paper. Before you start to write, you should have got your tables/graphs/figures done already. So, right now your job is to explain them one by one. There are two formats, either of which is fine. For one, you could paste all your tables/graphs/figures in your Appendix, and only leave the text in this section. For the other, you could paste each table/graph/figure within the text, right before or after the relevant paragraphs. Be sensitive to (changing) trends and comparisons, and use numbers to demonstrate your assertions. It would be much better if you could explore the reasons of the displayed trends/comparisons. You should try to keep this section within five pages.

In Conclusion, Discussion and Limitations, you should summarize your argument, link your findings with your research questions, emphasize your contribution, and put some thoughts that you think may deserve a further examination. The suggested length of this part is between 1 and 2 pages.

In References, list all articles/books/websites you will have quoted in the paper. If you don't quote a particular item, it shouldn't appear in your references. One page is suggested for this section. You may wish to cite your data source here, possibly following one of these examples.

Canada. Statistics Canada. Census of Canada, 2001: public use microdata file - families file [computer file]. Ottawa, Ont.: Statistics Canada [producer]; Statistics Canada. Data

Liberation Initiative [distributor], 2006/02/01. (STC 95M0018XCB)

Canada. Statistics Canada. National Longitudinal Survey of Children and Youth Cycle 3, 19981999 public use microdata file, general file. [Reloaded 2006/09/21]. Ottawa, Ont.: Statistics Canada [producer].

Quality assessment for the content of the slide-set (up to 12 slides) or poster

There should be a title as well as your name. You don't need to mention the names of the instructor or the TA.

We will look for the following in each student's slide-set or poster: equal points to each item in the following list. Grading for the associated research paper are along similar lines but are more closely related to the standard essay format with which students should be familiar.

Does the text of the slide-set or poster show how the topic relates to family demography?

Is the research question clearly posed?

Are the data sources relevant to the research question?

Is the analysis technically correct?

Is the discussion grounded in the findings?

Is there any discussion of limitations? (Good to have this!)

Are the data sources properly cited?

If relevant, are there any "thank-you" acknowledgments to staff at the U of T data library? Does the slide-set or poster have visual appeal? Is there a good balance between text, charts, pictures and tables?

How well does the slide-set or poster present a story?

Is the presentation organized so that the viewer can easily understand it? Does it flow smoothly and logically?

How well does the slide-set or poster represent the associated research paper?

If you are submitting a sequence of PowerPoint slides it's easier for us to administer if the sequence is printed on to a set of pages and handed in. You may also email them to the instructor at cjonescan@gmail.com: particularly if you have gone to the trouble of making a single big poster that I can admire on my fancy big screen. Colour printing is optional. If you want the instructor to see the colours but don't want to break the bank then email the instructor the presentation.

Students who wish to create a 5-minute Utube presentation of the highlights of their project are encouraged to do so. See <http://www.utube.com>. This is optional: not required.