

UNIVERSITY OF TORONTO  
Department of Sociology  
Social Factors in Child Development

Sociology 305H1S Winter, 2015

Lectures: W 12-2:00 Room: SS 2102

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

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Turnitin: students must submit their assignments to Turnitin via Blackboard course page.

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**Prerequisites:** Previous successful completion of a Sociology 200+ level course. Students without prerequisites will be removed without notice from the list of registered students.

## COURSE DESCRIPTION

This course 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 little coverage to schools and the Sociology of Education though we devote some space to early learning and the “day care debate”. Sociologists are interested in inequality, “vertical equity”, “social facts”, emergent properties of groups, hierarchies and networks as well as in the process of longer term societal transformation. Some evaluate social policies claimed to improve child outcomes. Some study the effects of parental breakup on children of marital or common-law unions. Others analyze how the framing of children’s issues is linked to political or religious agendas. All students are 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.

Readings in addition to the required text are made available via “permalink” in this course outline through Blackboard. If Permalink does not work try to find the article in Course Documents or by a search on its title using the box on the main U of T Library page at <http://onesearch.library.utoronto.ca/>.

### Required

Albanese, Patrizia. *Children in Canada Today*. Oxford University Press Canada. 2013. A later edition is in preparation but is unlikely to be available in time for this course.

### Recommended but not required

Ambert, Anne Marie. *Changing Families: Relationships in Context*. Third Canadian edition. Pearson Canada. 2015.

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

Numerous videos and photographic collections relate to the sociology of childhood. One such is Michael Apted's "Seven Up" series started in 1964. Most recently it's "56 Up".

### 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 via [www.ipums.org](http://www.ipums.org) 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 via [www.chass.utoronto.ca/datalib](http://www.chass.utoronto.ca/datalib). 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 child development. 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**

Outline. One and a half-page single spaced outline (or three pages if double-spaced) of proposed poster and analytical paper: 20%. Wed. Feb. 11<sup>th</sup> 2015. You may revise this in the light of feedback received and your developing understandings. See below for guidelines.

Midterm In-Class Test. Wednesday February 25<sup>th</sup>, 2015. 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 1<sup>st</sup>). See pages 9-12 for guidelines on final poster and paper.

Final Analytical Paper in support of the poster: up to 12 pages long: 20%. (Due on the last day of classes.

Guidelines for the one and a half-page single spaced outline of your research project (or three 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 propose 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 20<sup>th</sup> and 21<sup>st</sup> 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.

The main Canadian national survey of children is the NLSCY for which you can find "public use" and "synthetic" data in SDA format at [www.chass.utoronto.ca/datalib](http://www.chass.utoronto.ca/datalib). There is also a Quebec Longitudinal Survey. The NLSCY asked very many questions about children and their parents but, for example, there are no questions about speech impediments, nor about handedness: - nor about household pets, though childhood respiratory allergies were clearly of interest.

You should demonstrate your "due diligence" in establishing that variables relevant to your research question exist in such data sources. NLSCY Codebooks are helpful here. They can be found in a folder under the heading Assignments on the Blackboard page.

Qualitatively inclined students might consider the challenging task of a proposal aiming to guess at the assumptions and agendas of those behind the NLSCY, through analysis of the emphasis given to certain topics and the ways in which questions were phrased.

Very basic data on children are included in samples from past Censuses. Canadian data are available at [www.chass.utoronto.ca/datalib](http://www.chass.utoronto.ca/datalib)): alternatively US Census data (at [www.ipums.org](http://www.ipums.org) where (free) registration is required for online data analysis with SDA).

A US survey roughly comparable to NLSCY is the ECLS. Data are available for online analysis with SDA from the ICPSR site at the University of Michigan [www.icpsr.umich.edu](http://www.icpsr.umich.edu). This site has an online learning feature that provides help in the use and interpretation of data analysis with the SDA package.

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 by Week

### Week 1: January 7, 2015.

How have children been viewed in the past? How did Jean-Jacques Rousseau, Margaret Mead and Benjamin Spock influence parenting practices in the West? Do sociologists' perspectives on children differ from those of economists, historians, psychologists, medical types, social workers, teachers? What outcomes are relevant and measurable?

Tutorials: Introduction to the instructional lab in FE36 & online data analysis using SDA.

BBC Radio 4 Podcast. In Our Time History: Childhood. IOTH Archive. December 9, 1999. Locate by an online search. Download to your Android or iOS etc.

Albanese, Patrizia. *Children in Canada Today*. Chap. 1: Histories of Childhood.

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

Gratton, Brian, "Race, the Children of Immigrants and Social Science Theory." *Journal of American Ethnic History*, vol. 21, no. 4 (Summer, 2002): 74-84. Stable URL: <http://www.jstor.org.myaccess.library.utoronto.ca/stable/27501204>

Zelizer, Viviana, "Kids and Commerce." *Childhood*, vol 9, no. 4: 375-96. [http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/09075682/v09i0004/375\\_kac](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/09075682/v09i0004/375_kac)

### Week 2: January 14, 2015.

Child Poverty: transient and persistent: relative and absolute measurement: the "Family Economic Stress Model". UN Rights of the Child: legislated targets for child poverty: Canada's Low Income Cutoff measure (LICO) vs. the Low Income Measure (LIM) which is explicitly relativist. On 24 Nov. 1989 the Canadian House of Commons unanimously passed an all-party resolution to eliminate poverty among Canadian children by the year 2000. This has not happened and results vary according to the measure chosen but overall Canadian trend since 1989 has been broadly towards slightly lower incidence of child poverty as measured by the percent in households below LICO.

Reading:

Albanese, Patrizia. *Children in Canada Today*. Chaps 2 & 9.

Main, Gil and Jonathan Bradshaw, "A Child Material Deprivation Index", *Child Indicators. Res.* 2012.

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. No permalink. Find by title search from main U T Library page.

Optional: Ambert, Anne Marie. *Changing Families: Relationships in Context*. Chap. 4

**Week 3: January 21, 2015.**

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

Reading: Albanese, Patrizia. *Children in Canada Today*. Chap. 4.

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.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00093920/v73i0003/883\\_hoateabpocay](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00093920/v73i0003/883_hoateabpocay)

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.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02765624/v27i0001/1\\_ssaeaamatrdh](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02765624/v27i0001/1_ssaeaamatrdh)

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

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/0003066x/v52i0007/685\\_borce](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/0003066x/v52i0007/685_borce)

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://www.jstor.org.myaccess.library.utoronto.ca/stable/30036207>

Optional: Ambert, Anne Marie. *Changing Families: Relationships in Context*. Chap. 11. “Sibling Relationships...”

**Week 4: January 28, 2015.**

The “neighbourhood effects” debates: - mostly about urban neighbourhoods and low income or welfare dependent populations. Differing interpretations of the Moving To Opportunity (MTO / Gautraux) experiments. Sorting and segregation: community factors in child development. See Globe: Toronto neighbourhoods ranked by new 'equity score'.

Tutorials: Introduction to online data analysis using SDA.

Gagné, Lynda G and Ana Ferrer Housing, Neighbourhoods and Development Outcomes of Children in Canada. *Canadian Public Policy / Analyse de Politiques*, Vol. 32, No. 3 (Sep., 2006), pp. 275-300.

Stable URL: <http://www.jstor.org.myaccess.library.utoronto.ca/stable/4128739>

Oreopoulos, Philip "Neighbourhood Effects in Canada: A Critique". *Canadian Public Policy / Analyse de Politiques*, Vol. 34, No. 2 (Jun., 2008), pp. 237-258.

Stable URL: <http://www.jstor.org.myaccess.library.utoronto.ca/stable/25463609>

Willms, J. Douglas. Maps of Socio-Economic Characteristics of Census Tracts. From Willms, J. Douglas (Ed.) *Vulnerable Children*. University of Alberta Press. Locate this under the week's reading (Course Documents) 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://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01406736/v329i8544/1221\\_ioblotaocie](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01406736/v329i8544/1221_ioblotaocie)

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.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00093920/v73i0006/1844\\_niapascawycc](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00093920/v73i0006/1844_niapascawycc)

OR:

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.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00093920/v79i0001/156\\_ndpoefyc](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00093920/v79i0001/156_ndpoefyc)

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.

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02779536/v65i0010/2004\\_rmpnscaahic](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/02779536/v65i0010/2004_rmpnscaahic)

Optional: Ambert, Anne Marie. *Changing Families: Relationships in Context*. Chap. 5 ("Impacts of Neighbourhoods and Housing Conditions...")

### **Week 5. February 4, 2015.**

The Day care / universal pre-K debate: issues of quality, quantity and vertical equity in subsidizing day-care; early learning, etc. Should subsidies to early learning be universal or restricted to disadvantaged groups or neighbourhoods? Why not tax back day care subsidies when given to middle / higher income families? Different visions of society and class interests are shown in debates such as this. Child outcomes: cognitive, emotional, behavioral, health and mental health, career success, conduct disorder and criminality: short-term and long-term perspectives on child outcomes. What can we conclude from small scale demonstration projects on children from disadvantaged populations (the Abecedarian Intervention or the High/Scope Perry Pre-School Project)? Did Head Start "work" in the USA? What can be expected of Ontario's Full Day Early Learning Kindergarten (FDELK) program? Sociologists point out the vertical equity issue when families with two good incomes get heavily subsidized child care, as they did in the original Quebec arrangement and may continue to do in likely variations of that model.

Reading:

Albanese, Patrizia. *Children in Canada Today*. Chap. 7.

Coalition for Evidence-Based Policy web site at <http://evidencebasedprograms.org>  
Social Programs that Work. Few if any studies reach the the US Congress Top Tier  
evidence standard. See <http://evidencebasedprograms.org/about/early-childhood>

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 to establish an ersatz control group, so not top tier quality. Locate this under the week's reading (Course Documents) on Blackboard.

Gordon, Stephen, "Equity and the Quebec Daycare Program." *Worthwhile Canadian Initiative* blog, June, 2006. This suggests a vertical equity issue in that middle class parents take up subsidized day care more than lower class parents. Locate this under the week's reading (Course Documents) on the Blackboard page.

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. Locate this under the week's reading (Course Documents) on the Blackboard page.

Vanderlee, Mary-Louise, et al. Final Report: Evaluation of the Implementation of the Ontario FDELK Program. Ontario Ministry of Education. (dated Fall, 2012 but unavailable until 12 months later.) Evidence-based policy or policy-based evidence?

**Week 6: February 11, 2015.** DUE: Short (One and a half-page single spaced outline) 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 and a half pages each).

Topic for February 12<sup>th</sup> – Parenting styles: dysfunctional and conflict-laden families: parents with depressive symptoms, child abuse and other child outcomes. Which children are at greater risk of experiencing separation of their parents? Does it matter?

Albanese, Patrizia. *Children in Canada Today*. Chap. 10.

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.  
[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00222445/v73i0001/164\\_pdacotmeoaaan](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00222445/v73i0001/164_pdacotmeoaaan)

Amato, Paul, R. and Bruce Keith. "Parental Divorce and the Well-Being of Children: A Meta-Analysis", *Psychological Bulletin*, 110 (1) 1991: 26-46.  
[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00332909/v110i0001/26\\_pdatwocam](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00332909/v110i0001/26_pdatwocam)

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://www.jstor.org.myaccess.library.utoronto.ca/stable/2875912>

OR

Cherlin, Andrew J. et al. "Parental divorce in childhood and demographic outcomes in young adulthood." *Demography* 32.3 (1995): 299-318.  
<http://www.jstor.org.myaccess.library.utoronto.ca/stable/2061682>

Jensen, An-Magritt and Clausen, Sten-Erik (2003) Children and Family Dissolution in Norway : The Impact of Consensual Unions *Childhood*, 2003, Volume 10, Issue 1, pp. 65-81.

Optional: Ambert, Anne Marie. *Changing Families: Relationships in Context*. Chaps. 12 & 13. "Effects of Divorce on Children..."; "Family Violence"

**February 18, 2015.** This falls in Reading Week.

**Week 7. Feb. 25, 2015.** In-Class Test (on material up to the break) from noon to 2:00 pm

**Week 8: March 4, 2015.**

More on the "effects of divorce" debate: what breakup of the parental union 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"). Some contributions to or commentaries upon this illustrate the degree of mutual hatred that can sometimes exist between ex-spouses.

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

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/2648081>

OR

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

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/25472457>

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://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00222445/v67i0001/157\\_srscccaclaas](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00222445/v67i0001/157_srscccaclaas)

Optional: Ambert, Anne Marie. *Changing Families: Relationships in Context*. Chap. 12 (again but with focus upon the effects of parental remarriage / re-partnering upon children: also the role of grandparents).

**Week 9: March 11, 2015.**

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://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/0192513x/v28i0009/1220\\_nfac](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/0192513x/v28i0009/1220_nfac)

**Week 10: March 18, 2015**

Beer, William R. "Introduction" and "Conclusion: The Sociology of Stepsiblings". In *Strangers in the House: The World of Stepsiblings and Half-Siblings*. Transaction Publishers. Locate under the week's reading on the Blackboard page.

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

<http://www.jstor.org.myaccess.library.utoronto.ca/stable/1702049>

OR

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. Locate this under the week's reading (Course Documents) on the Blackboard page.

**Week 11: March 25, 2015**

Adolescents in high school: neighbourhood quality issues again: also peer groups and gangs. 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." *European journal of population* 23.3-4 (2007):339-368. Special Issue on "Becoming a Young Adult."

[http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01686577/v23i3-4/339\\_euficpaclal](http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01686577/v23i3-4/339_euficpaclal)

Optional: Ambert, Anne Marie. *Changing Families: Relationships in Context*. Chap. 5 (again): also Chap 6.

### **Week 12: April 1, 2015**

Student presentations: don't be shy: this is a great opportunity to practice public speaking in front of a sympathetic audience!

### 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 have done, and what you claim is new/ interesting (or your contributions). To present your descriptive or analytical findings in an academic way, you could 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 or any other 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 relevant information about how variables were defined. If you are using IPUMS data (US Census) 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. (Think about that for a bit).

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 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 support your assertions. 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 compose 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, 1998/1999 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.

Does the text of the slide-set or poster show how the topic relates to child development?

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? (It's 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? You don't need to thank the instructor or the TA?

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 [cjones@chass.utoronto.ca](mailto:cjones@chass.utoronto.ca): particularly if you have gone to the trouble of making a single big colourful poster that I can admire on my fancy big screen.

## **COURSE POLICIES**

Students must use Blackboard. Those with smart phones or tablets or iPod touch must download the (free) *Blackboard Mobile Learning* app. Students 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.

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).

### **Missed Tests or Assignments**

U of T resources for students include a web site: [www.distressedstudent.utoronto.ca](http://www.distressedstudent.utoronto.ca)  
If health issues or serious personal circumstances mean that students require an accommodation for missed or late term work they must submit documentation from their physician or college registrar within two weeks: – see below.

### **DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR**

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test will not be considered.

- In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is not acceptable. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your TA during their office hours.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or to your TA during their office hours.

Students who miss tests will be assigned a mark of 0 unless they provide appropriate documentation. 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.

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](http://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.

### **Academic Integrity**

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 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 Turnitin.com service are described on the Turnitin.com web site.

Turnitin via the Blackboard course page also incorporates a reliable means of submitting assignments electronically. 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 4:30 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.

### **Accessibility Needs and Volunteer Note Takers**

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](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>. U of T Accessibility Services usually requests a volunteer who will make their notes available for the benefit of students with a relevant disability. Email the instructor if you are prepared to commit to this worthwhile task.

### **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.

### **Some Acronyms for surveys relevant to child development.**

BCS70: (The 1970 British Cohort Study)

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 1850)

MCS (Millennium Cohort Survey: (A project following the lives of around 19,000 children born in the UK in 2000-01)

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

NSHD (National Survey of Health and Development: children born in England, Scotland or Wales in one week of March 1946)

PSID (Panel Study on Income Dynamics: US data on families)

SDA (Survey Documentation and Analysis: an online data analysis tool).

STC Statistics Canada (formerly Dominion Bureau of Statistics).