

**UNIVERSITY OF TORONTO
DEPARTMENT OF SOCIOLOGY
Sociological Life Course Research
SOC396H1S – L0101
Winter 2017**

Instructor: Professor Can M. Aybek, DAAD Hannah Arendt Visiting Professor

Class time and location: Mondays from 4-6pm, SS2120

Office location: Munk School, North House, 1 Devonshire Place, Room 219N

Office hours: Mondays, 1-2pm

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Course Description:

This course introduces students to sociological life course research. The life course paradigm is based on the core idea that time matters and aging is a sequence of life phases and transitions. Life course researchers typically investigate the interplay between multiple analytical levels: social, economic, and population (age) structures on the macro-level; institutions, organizations, and social networks on the meso-level; and biographical action on the micro-level. During this course we will address such issues as how human lives are embedded in and shaped by the historical context; how individuals, within the constraints of historical and social circumstances, construct their own life course through their choices and actions; how life domains, including, such as work, family, and health, are intertwined; and how the impact of a specific transition in life is contingent on when it occurs.

Prerequisite: A SOC course at the 200+ level; students without this prerequisite will be removed at any time discovered and without notice.

Distribution Requirement Status: Social Science Breadth

Requirement: Society and its Institutions (3)

Weekly class sessions consist of lecture presentations and discussion based on required readings. Key issues will be identified, and major recent studies reviewed and evaluated. Session topics are listed below.

Readings

The majority of the readings will be made available in electronic format through Blackboard or a download platform. Some publications may be accessible as hard copies or in electronic form through the U of T Library/Library website.

Requirements and Grading:

There will be two in-class multiple choice tests, and two take-home essay-type tests. Each covers lectures and readings up to the date administered. The schedule of tests and weighting in the final grade, are as follows:

Test 1:	Multiple Choice	Feb. 13	20% of final grade
Take-home Essay 1:	Distributed on Feb. 13 and due two weeks later	Feb. 27	30% of final grade
Take-home Essay 2:	Distributed on Mar. 20, and due one week later	Mar. 27	30% of final grade
Test 2:	Multiple Choice	Apr. 03	20% of final grade.

Take-home essays must be submitted in class; email submissions are not accepted. One make-up test will be held for all students missing a test for valid reasons with documentation (see next section).

University policy is that cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts and Science.

Missing Test

Students who missed a test due to medical reasons are required to submit a signed University of Toronto Verification of Student Illness or Injury (download the form from this site:

<http://www.illnessverification.utoronto.ca/getattachment/index/Verification-of-Illness-or-Iniury-form-Jan-22-2013.pdf.aspx>) to their teaching assistant (TA) in a sealed envelope addressed to the instructor before taking a make-up test. Those who missed a test due to other than medical reasons should submit necessary documents to their TA within 48 hours in a sealed envelope addressed to the instructor after the missed test date. It is the responsibility of the student to contact his/her TA to make arrangements for a make-up test. Students are permitted to write a make-up test only if the signed Verification of Student Illness or Injury form is submitted before the makeup test. Students who fail to make up a test will be assigned a mark of zero (0) for the missed test. Those who cannot take a scheduled make-up test should contact the TA at least one day before the make-up test.

Late Essay

Late essays submitted within 24 hours after the class on the due date will receive a deduction of 10% of the mark for the assignment. For example, an essay that could have marked 80 without the penalty will be marked 72 if it was submitted within 24 hours after the deadline. Each additional 24 hours of delay in submission will result in additional penalty of 10% mark deduction.

Communication

E-mails should be sent from your utoronto e-mail only, and **SOC396H1** should be in the subject line.

Re-Grading Test/Assignment

All requests for re-grading of a term test or a course assignment should be made within one week of the date when the test/assignment is posted on the blackboard. No re-grading requests will be considered if the request is submitted after one week from the date when the result of the

test/assignment is posted on the blackboard. In making a re-grading request, a short memo, clearly stating specific reasons that justify the request, must be submitted. The deadline for making these requests applies to all students including those who take the make-up test.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://www.accessibility.utoronto.ca/Home/About-Us.htm>.

COURSE OUTLINE

(test dates are underlined, essay submission deadlines are put in *italic*)

Part 1: Introduction

Session 01 (Jan 09): What is Sociological Life Course Research? An Overview.

Session 02 (Jan 16): Basic Concepts of the Sociological Life Course Perspective

Part 2: The Life Courses, Societies and Institutions

Session 03 (Jan 23): Life Course and Social Structure

Session 04 (Jan 30): Life Courses, the State and Its Institutions

Session 05 (Feb 6): Historical Perspectives on the Life Course

Part 3: Social Change and the Life Course

Session 06 (Feb 13): Collective Life Courses: Generations

Session 07 (Feb 27): The Standard Biography and Variance in Life Courses

Session 08 (Mar 06): Normative Structuration: Age Norms

Part 4: Status Passages, Transitions and Turning Points

Session 09 (Mar 13): From Youth to Adulthood (1): Paths from School to Work

Session 10 (Mar 20): From Youth to Adulthood (2): Patterns of Leaving Home

Session 11 (Mar 27): From Here to There: Migration from a Life Course Perspective

Part 5: Taking Stock – What is the Added Value of the Life Course Perspective?

Session 12 (Apr 03): Achievements and Challenges of Life Course Research

REQUIRED READINGS FOR EACH SESSION

(test dates are underlined, essay submission deadlines are put in *italic*)

* IMPORTANT NOTE: The following list of readings is only preliminary and may be changed until the beginning of the course. *

Part 1: Introduction

Session 01 (Jan 09): What is Sociological Life Course Research? An Overview.

Heinz, W. R., Huinink, J., Swader, C. S., & Weymann, A. (2009). General Introduction. In W. R. Heinz, J. Huinink, & A. Weymann (Eds.), *The Life Course Reader. Individuals and Societies across Time* (pp. 15–30). Frankfurt/Main: Campus.

Session 02 (Jan 16): Basic Concepts of the Sociological Life Course Perspective

Marshall, V. W., & Mueller, M. M. (2003). Theoretical Roots of the Life-Course Perspective. In W. R. Heinz & V. W. Marshall (Eds.), *Social Dynamics of the Life Course: Transitions, Institutions, and Interrelations* (pp. 3–32). Hawthorne, NY: Aldine de Gruyter.

Part 2: The Life Courses, Societies and Institutions

Session 03 (Jan 23): Life Course and Social Structure

Cain, L. D., Jr. (1964). Life Course and Social Structure. In R. E. L. Faris (Ed.), *Handbook of modern sociology* (pp. 272–309). Chicago: Rand McNally

Session 04 (Jan 30): Life Courses, the State and Its Institutions

Mayer, K. U., & Schoepflin, U. (1989). The State and the Life Course. *Annual Review of Sociology*, 15(1), 187–209. doi:10.1146/annurev.so.15.080189.001155

Session 05 (Feb 6): Historical Perspectives on the Life Course

Bengtson, V. L., & Allen, K. R. (1993). The Life Course Perspective Applied to Families Over Time. In P. Boss, W. J. Doherty, R. LaRossa, W. R. Schumm, & S. K. Steinmetz (Eds.), *Sourcebook of Family Theories and Methods: A Contextual Approach* (pp. 469–504). Boston, MA: Springer US.

Modell, J., Furstenberg, F., & Hershberg, T. (1976). Social Change and Transitions to Adulthood in Historical Perspective. *Journal of Family History*, 1(1), 7–32. doi: 10.1177/036319907600100103

Part 3: Social Change and the Life Course

Session 06 (Feb 13): Collective Life Courses: Generations

Mannheim, K. (1952 [1927/28]). The Problem of Generations. In K. Mannheim & P. Kecskemeti (Eds.), *Essays on the Sociology of Knowledge* (pp. 276-322). London: Routledge.

Alwin, D. F., & McCammon, R. J. (2003). Generations, Cohorts, and Social Change. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the Life Course* (pp. 23–49). Boston, MA: Springer US.

Note: A test based on lectures and readings in Parts 1 and 2 will be administered in the first hour of the this class. Also take-home essay exam based on the same material will be distributed.

Session 07 (Feb 27): The Standard Biography and Variance in Life Courses

Liefbroer, A. C. (1999). From Youth to Adulthood: Understanding Changing Patterns of Family Formation from a Life Course Perspective. In L. J. G. van Wissen & P. A. Dykstra (Eds.), *Population Issues: An Interdisciplinary Focus* (pp. 53–85). Dordrecht: Springer Netherlands.

Session 08 (Mar 06): Normative Structuration: Age Norms

Settersten, R. A. (2003). Age Structuring and the Rhythm of the Life Course. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the Life Course* (pp. 81–98). New York.

Part 4: Status Passages, Transitions and Turning Points

Session 09 (Mar 13): From Youth to Adulthood (1): Paths from School to Work

Raffe, D. (2009). Explaining Cross-National Differences in Education-to-Work Transitions. In A. Furlong (Ed.), *Handbook of Youth and Young Adulthood* (pp. 105–113). Oxon, OX, New York, NY: Routledge.

Session 10 (Mar 20): From Youth to Adulthood (2): Patterns of Leaving Home

Billari, F. C., & Liefbroer, A. C. (2007). Should I Stay or Should I Go? The Impact of Age Norms on Leaving Home. *Demography*, 44(1), 181–198.

Windzio, M., & Aybek, C. (2015). Marriage, Norm-Orientations and Leaving Parental Home: Turkish Immigrant and Native Families in Germany. *Comparative Population Studies*, 40(2), 105–130.

Note: A take-home essay exam based on lectures and readings in Session 06 to Session 09 will be distributed at the end of this class, due next week.

Session 11 (Mar 27): From Here to There: Migration from a Life Course Perspective

Jasso, G. (2003). Migration, Human Development and the Life Course. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the Life Course* (pp. 331–364). New York.

Wingens, M., Windzio, M., de Valk, H., & Aybek, C. (2011). The Sociological Life Course Approach and Research on Migration and Integration. In M. Wingens, M. Windzio, H. de Valk, & C. Aybek (Eds.), *A Life-Course Perspective on Migration and Integration* (pp. 1–26). Dordrecht: Springer.

Part 5: Taking Stock – What is the Added Value of the Life Course Perspective?

Session 12 (Apr 03): Achievements and Challenges of Life Course Research

O'Rand, A. M. (2003). The Future of the Life Course. In J. T. Mortimer & M. J. Shanahan (Eds.), *Handbook of the Life Course* (pp. 693–701). New York.

Note: A test based on lectures and readings in Parts 3 and 4 will be administered in the first hour of this class.