

SOC332H1S: LIVES IN CANADA

Program only version

Winter 2019

Class meets: Thursdays 3-6 PM

Location: SS 1088

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INTRODUCTION

Much sociological work considers people at one point in their lives: while working, while in school, while parents of young children, and so forth. Life course analysis makes its special contribution by paying attention to biographies and to the ways that (1) human life histories are shaped by a person's place in society and in social history, (2) how individual lives unfold, and (3) how human life decisions cumulate to affect societies.

This course concerns lives in twentieth century and early twenty-first century Canada, with some comparisons to other highly developed countries.

PREREQUISITES: SOC201, SOC202, SOC 204, and 1.0 SOC FCE chosen from SOC 251, SOC 252, or SOC 254. Students without these prerequisites will be removed at any time they are discovered.

EXCLUSION: SOC 257, SOC 357

RECOMMENDED PREPARATION: SOC 220 or SOC281

EVALUATION

- 1) In-class mid-term test, February 14: 25%.
- 2) Final test, April 4: 25%.
- 3) Essay, due March 21: 50%

Course e-mail policies:

- 1) We will only accept e-mails from your University of Toronto e-mail account. Please put "SOC 332" in your subject line so we know the message is course-related.

2) We cannot provide instant or even overnight response. We will make every effort to reply promptly.

3) Many important course announcements will be sent to you through Quercus. Please check for these regularly.

4) E-mails asking for information in this course outline (e.g. “How much is the midterm worth?) will NOT be answered. Read this outline!

Course Website:

Our Quercus website is open to students enrolled in the course. On it you will find the course outline; announcements as they are made; grades; and lecture notes. The lecture notes are usually posted the day before the lecture. Most students like to print the notes off, bring them to class, and add marginal notes on extra things that come up in class.

It is your responsibility to check for course news regularly.

TOPICS AND REQUIRED READINGS

READINGS FOR YOUR ANALYTIC BIOGRAPHY

Your essay assignment, an analytic biography based on a life history interview you will do, is described below.

For this project you will need to read some chapters from:

Earl Babbie and Lance W. Roberts. 2018. *Fundamentals of Social Research, Fourth Canadian Edition*. Toronto: Nelson Education.

Be sure to read Chapter 1 (on general principles of inquiry), Chapter 3 (on ethical issues), and Chapter 11 (on qualitative interviewing).

You may also find it useful to consult the following book on social trends in Canada: Lance W. Roberts et al., editors, 2005. *Recent Social Trends in Canada, 1900-2000*. Montreal: McGill-Queen's University Press.

You can easily get to a complete electronic version by going to the U of T Library site, going to the catalogue, and searching for the title. Click on the electronic resource and you can then scroll through the entire book online. It has a lot of tables on aspects of the life course in Canada, which will be useful to those of you who interview a person who has lived in Canada for much or all of his or her life.

January 10: Introduction; Principles of Life Course Analysis

REQUIRED READING

Elder Jr., Glen H. 1999. "Beyond 'Children of the Great Depression.'" Pp. 301-343 in *Children of the Great Depression: Social Change in Life Experience, 25th Anniversary Edition*. Harper Collins Canada.

Elder explains some core ideas of life course analysis and gives some wonderfully meaty examples of the impact of historical timing of lives, with special emphasis on the effects of the Great Depression and World War II. The next three weeks continue with additional classic arguments about the importance of when people are born and when they enter adulthood.

NON-REQUIRED READING

McDaniel, Susan A. 2001. "Born at the Right Time?" *Canadian Journal of Sociology* 26:193-214.

McDaniel discusses Canadians (especially women) born in six different periods, from 1916-26 to 1965-75. She provides useful materials about Canadian society in different times (e.g. when the Old Age Pension started, and what unemployment rates were like). This material will be useful for those of you whose respondents lived much of their lives in Canada. To see a chart with the most essential information on it, see McDaniel on Blackboard.

January 17: The Size of One's Cohort

REQUIRED READING

Pampel, Fred C. and H. Elizabeth Peters. 1995. "The Easterlin Effect." *Annual Review of Sociology* 21:163-194.

Easterlin argued that people born into large birth cohorts have too many competitors throughout life, and hence have more troubles in education, work, family, and criminal aspects of the life course. Pampel and Peters give a solid overview of Easterlin's own work and the large body of related work.

NON-REQUIRED READING

Wright, Robert E., and Paul S. Maxim. 1987. "Canadian fertility trends: a further test of the Easterlin hypothesis." *Canadian Review of Sociology and Anthropology* 24: 339-357. See especially Figures 1 and 2.

Wright and Maxim examine the Easterlin argument for Canada.

January 24: Why Different Generations Have Different Cultures, Part I; first tutorial

REQUIRED READING FOR LECTURE

Mannheim, Karl. 1952. "The Problem of Generations." Pp. 288-320 in *Essays in the Sociology of Knowledge*. London: Routledge and Kegan Paul.

Mannheim's classic paper is challenging but highly rewarding. Lectures will include some of the very interesting contemporary research using Mannheim's ideas.

NON-REQUIRED READING

Blais, Andre, Elisabeth Gidengil, Neil Nevitte, and Richard Nadeau. 2004. "Where Does Voter Decline Come From?" *European Journal of Political Research* 43: 221-236.

This paper applies Mannheim's ideas to voting turnout in Canada. How does the rate of voting vary with life course stage and with generation?

Milkman, Ruth. 2017. "A New Political Generation: Millennials and the Post-2008 Wave of Protest." *American Sociological Review* 82: 1-31.

This very recent article uses Mannheim in its discussion of today's generations and some of their political movements.

Schuman, Howard and Willard L. Rodgers. 2004. "Cohorts, Chronology, and Collective Memories." *Public Opinion Quarterly* 68: 217-254.

REQUIRED READING FOR TUTORIAL

Babbie and Roberts, Chapters 1 and 3 (research basics, ethical issues, selecting and recruiting a respondent)

January 31: Mannheim and Related Research, Continued; second tutorial

REQUIRED READING FOR TUTORIAL

Babbie and Roberts, Chapter 11 (qualitative interviewing)

February 7: The Changing Transition to Adulthood

REQUIRED READING FOR LECTURE

Shanahan, Michael J. 2000. "Pathways to Adulthood in Changing Societies: Variability and Mechanisms in Life Course Perspective." *Annual Review of Sociology* 26: 667-692.

Shanahan discusses changes in the patterns of early life transitions over time, and some important differences among countries. The lecture will include additional materials including some of the important changes since Shanahan wrote.

February 14: *In-class midterm test*

February 21: *Reading week, no class*

February 28: Trajectories of Family Background, Education, Work, and Networks

How does one's family background affect one's education, how do both affect one's first job, and how do all of these affect later work? The standard account of these linkages, with focus on Canada.

REQUIRED READING

Three chapters from *Canadian Social Trends, Volume 3*, Thompson Educational Publishing, 2000:

Judith A. Frederick and Monica Boyd, "The Impact of Family Structure on High School Completion," pp.135-137.

Miles Corak, "Getting Ahead: Does Your Parents' Income Count?" Pp. 138-142.

Patrice de Broucker and Laval Lavallee, "Getting Ahead: Does Your Parents' Education Count?" Pp. 143-147.

NON-REQUIRED READING

Bonnie H. Erickson. 2004. "The distribution of gendered social capital in Canada." Pp. 27-50 in Henk Flap and Beate Volker (eds.), *Creation and Returns of Social Capital: A New Research Program*. London, UK: Routledge.

March 7: Age and Health

How mental and physical health, and their causes, are related to age. How health inequalities increase with age. How this varies between countries and between historical periods.

REQUIRED READING

McMullin, Julie and Josh Curtis. 2017. "Age and Social Time." Pp. 271-274 in Julie McMullin and Josh Curtis, *Understanding Social Inequality, Third Edition*. Don Mills, Ontario: Oxford University Press.

Mirowsky, John, and Catherine E. Ross..1999. "Well-Being Across the Life Course." Pp. 328-347 in *A Handbook for the Study of Mental Health*, Cambridge: Cambridge University Press.

NON-REQUIRED READING

Prus, Steven G. 2007. "Age, SES and health: a population level analysis of health inequalities over the life course." *Sociology of Health and Illness* 29: 275-296.

Prus, Steven G. 2011. "Comparing social determinants of self-rated health across the United States and Canada." *Social Science & Medicine* 73: 50-59.

The two readings by Prus provide more details on age and health in Canada than does the shorter reading by McMullin and Curtis.

March 14: Biography and Health; third tutorial

How life events and circumstances affect health, and how health affects later life. The required reading is recent and includes a number of Canadian examples. The optional reading provides a more full and clear description of the theory linking life course and health.

REQUIRED READING FOR LECTURE

Seabrook, James A. And William R. Avison. 2012. "Socioeconomic Status and Cumulative Disadvantage Processes across the Life Course: Implications for Health Outcomes." *Canadian Review of Sociology* 49: 50-68.

This reading has lots of useful information about biography and health in Canada.

NON-REQUIRED READING

Pearlin, Leonard I., Scott Schieman, Elena M. Fazio, and Stephen C. Meersman. 2005. "Stress, Health, and the Life Course: Some Conceptual Perspectives." *Journal of Health and Social Behavior* 46: 205-219.

This reading is a clear explanation of the theories and ideas that shape the required reading by Seabrook and Avison.

REQUIRED READING FOR TUTORIAL

Review Babbie and Roberts, Chapters 1, 3, and 11. This tutorial will focus on details of how to write your analytic biography.

March 21: Age and Crime; *Essays Due*

How is age related to the chances of committing a crime, and to the chances of being a victim of crime?

REQUIRED READING

Macmillan, Ross. 2001. "Violence and the Life Course: The Consequences of Victimization for Personal and Social Development." *Annual Review of Sociology* 27:1-22.

Steffensmeier, Darrell, and Cathy Streifel. 1991. "Age, Gender, and Crime Across Three Historical Periods: 1935, 1960, and 1985." *Social Forces* 69: 869-894.

NON-REQUIRED READING

Carrington, Peter J. 2011. "Population aging and crime in Canada, 2000-2041." *Canadian Journal of Criminology* 43: 331-346.

March 28: **Biography and Crime**

How crime fits into biographies; how it is affected by past and current life circumstances, and how it in turn affects later life.

REQUIRED READING

Hagan, John. 1991. "Destiny and Drift: Subcultural Preferences, Status Attainments, and the Risks and Rewards of Youth." *American Sociological Review* 56: 567-582.

NON-REQUIRED READING

Brayne, Sarah. 2014. "Surveillance and System Avoidance: Criminal Justice Contact and Institutional Attachment." *American Sociological Review* 79: 367-391.

John H. Laub and Robert J. Sampson. 2001. "Understanding Desistance from Crime." *Crime and Justice* 28:1-70.

Massoglia, Michael, and Christopher Uggen. 2010. "Settling Down and Aging Out." *American Journal of Sociology* 116: 543-82.

Tanner, Julian, Scott Davies, and Bill O'Grady. 1999. "What Happened to Yesterday's Rebels?" *Social Problems* 46: 350-274.

April 4: ***In-class final test***

ESSAYS

Your essay will be an *analytic biography*. In an analytic biography, you apply course materials to discuss, interpret, and explain one person's life, and at the same time use information about the life story to reflect on ways that our course materials could be extended or improved.

You need to interview someone old enough to have had a long life – someone 65 or older would be best. If you cannot find a volunteer 65 or older, someone 60 or older would be OK. You may use anyone who is willing to tell you about his or her life. You must observe proper procedure for work with human subjects. This includes explaining your project and plans to the potential respondent, having them read and sign the consent form provided for you on the course

website, and protecting their privacy. There will be more discussion of this in the tutorials.

You **MUST** use course materials to analyse the biography, and use the biography to reflect on course materials. Beware the temptation to just tell a terrific story about a fascinating life. Every life, closely considered, is fascinating, but it does not become sociology until it is analysed with sociological concepts, theories, and findings. Include the signed consent form with your paper.

DO NOT conduct the interview until you know how to do so properly. Wait until after the first tutorial, when we will discuss how to select a respondent, obtain informed consent, and do an interview. NEVER conduct interviews, or any other form of research on human subjects, until you have completed informed consent procedures. Doing research on people in a carefully ethical manner is essential.

You will probably need to do some additional background reading to help make sense of your biography. For example, you may interview someone who spent many years in another country, so you will need to look up relevant information about that context.

There is a strict page limit of no more than 15 pages for the essay, double spaced, with font size 12 points or larger and margins at least 1". References, figures and tables are not included in the page limit.

Please use ASA referencing style. Include a cover page with your name and student number, course information (SOC 332, Lives in Canada, Professor Bonnie H. Erickson) and the title of your essay. Please number your pages, starting with 1 for the first page of your text (not the cover page).

IMPORTANT! HOW TO SUBMIT YOUR ESSAY

You must hand in a hard copy of your essay **AND** you must submit it to Turnitin.com, on or before March 21.

Handing in your hard copy. This is due March 21. You may hand this in weekdays 9-5 in room 225, 725 Spadina Avenue, or in class March 21.

NO FAX OR E-MAIL SUBMISSIONS WILL BE ACCEPTED.

Submitting your paper to Turnitin.com: This must also be done on or before March 21. Detailed instructions will be provided. Please note the following paragraph:

Students will be required to submit their course essays to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides the essay proposal and sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.** The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto. If a student wishes to use this option, the student must notify the professor no later than January 24.

DO NOT PLAGIARIZE

Be careful to avoid plagiarism. That is, do not copy words from someone else's writings and present them as your own. If you include someone else's words, use quotation marks and give proper references.

It is NOT enough to just include your source in your list of references.

It is NOT enough to use words from a source and then cite the source. You MUST use quotation marks for quotations.

Plagiarism is a serious academic offense with very heavy penalties (see the Academic Handbook).

See also the section on ACADEMIC INTEGRITY below.

LATE ESSAYS

If your essay is handed in late, I will deduct 10% of the maximum possible grade for *each weekday* the work is late. For example if you submit your paper March 22 (one day late) and get 75% for it, the grade will be reduced to 65%. These are serious penalties – do not be late! The maximum penalty is 100% of your grade, for papers 10 or more days late.

MISSED TESTS

If you do not write a test at the scheduled time, you will get a grade of zero.

PERMISSION FOR LATE SUBMISSIONS AND MAKE-UP TESTS

If you have acceptable reasons concerning things beyond your control, you may apply for permission to write a make-up test or hand in your essay late. You must have a very good reason, and you must be able to document it.

The most common reason is ill health that makes it impossible to write the test at the scheduled time, or a period of ill health that makes it impossible to complete your essay on time. You must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoroto.ca). This form may only be completed by a physician, surgeon, nurse practitioner, dentist or clinical psychologist. You may also provide a doctor's note IF this note contains the same information as the Verification form. Submit the form to your professor (Professor Erickson). To protect your privacy, submit it in a sealed envelope addressed to the instructor. Please note that it is your responsibility to work ahead on your essay, so a minor short illness days before the due date is not an excuse for lateness.

In case of personal or family crisis, or any other problem that is not possible to document through the Verification of Student Illness or Injury form, consult with your college registrar. College registrars are very experienced, very discreet, and there to help you. They can assess your situation. If they tell me they have documentation on file showing that you have a good reason for delay, I will accept their recommendation.

Unacceptable reasons for lateness include: (1) "It is the end of term and I have so many tests and assignments." So does every other student! And you knew this was coming; it is your responsibility to work ahead. (2) "My family has booked me in for a vacation/my sister's wedding in a foreign country/ other trips or occasions." It is your responsibility to show up for your academic work, including lectures, tests, and handing in essays. (3) "My computer crashed." It is your responsibility to work ahead and to back up your work. (4) "I got stuck in traffic, my

car broke down, etc.” It is your responsibility to show up on time.

DATES FOR MAKE-UP TESTS

Dates for make-up tests will be determined when I know which students need them and when these students can write them. Students who need a make-up test should notify the instructor on the day of the test.

STUDENTS WHO NEED ACCOMMODATIONS

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please approach Accessibility Services at (416) 978 8060 or at accessibility.utoronto.ca.

Accommodations include getting a volunteer note-taker and writing tests under special conditions.

Do not approach your professor or TA about accommodations. Accessibility services has the necessary expertise, and they provide full confidentiality, so your privacy is protected.

ACADEMIC INTEGRITY

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your University of Toronto degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto’s Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else’s ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else’s answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.
- Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centers, the Academic Success Centre, or the U of T Writing Website.