

Family Demography

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Classroom: [BA 1240](#)
Class Time: Thu 9 to 11 a.m.
Tutorials: Thu 11 a.m. to noon (BA1240)

Quercus:
<https://q.utoronto.ca/courses/78539>

Course Description & Objectives

This course examines changes in family behaviors and household relationships from a demographic perspective. Lectures and assigned readings will consider explanations and debates about changing family forms and family variation, examine the social and economic consequences of inconsistencies between public definitions of family and the realities of family life, as well as the implications of larger demographic processes for people's lived experiences within families.

During the first part of the class, we will discuss demographic perspectives on the family, review the broad trends in family transitions and structures, and introduce theoretical perspectives on family change.

Then we will turn to topics that dominate current research in family demography: family formation, cohabitation and marriage, fertility and childbearing; intergenerational relationships; international migration and families; and the intersection of work and family.

The class combines different ways of approaching the material to accommodate various learning styles: This includes individual reading of assigned texts, writing assignments, online group discussions, lectures with interactive components, along with short movie clips and in-class quizzes.

Course objectives

In this course, you will

1. develop your understanding of important demographic changes
2. develop your knowledge of theoretical explanations for these changes and the processes that fuel these changes,
3. and learn how these larger demographic processes shape the lived experiences of individuals, families and the inequalities between different social groups.

Prerequisite

The prerequisite to take SOC320H1S is SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1, SOC252H1, SOC254H1. Students without this prerequisite can be removed at any time without notice.

Learning Components and Course Requirements

Class and tutorial participation. While attendance will not be taken in class, it is strongly recommended that you attend class and tutorials regularly. The lectures will introduce material not covered by the readings, and elaborate on the assigned texts. Many of the tutorials will take the form of workshops and will include participation exercises (*worth 6% of the final grade*). You can miss one tutorial and still receive full credit. If you miss more than one tutorial and wish to make up for the missed participation exercises, you can complete one of the make-up assignments (see below).

Readings. On average, we will read approximately 45-50 pages of material per week (sometimes less, sometimes more). The lectures build on the readings, and I expect that you have read the assigned texts ahead of class. Please bring a copy of the assigned readings with you to class. It is critical that you keep up with these readings. They form the basis for the writing assignments and are part of the material covered by the mid-term test.

Memos. Over the course of the semester, you will write four 600-650 word reflection papers on the readings assigned to the week the memo is due (see class schedule). In these memos you will be asked to summarize the central points, connect the texts to one another, discuss the points you are taking away from the texts, questions they raised for you, connections to other class material, or strengths and limitations. These memos will also be useful for test preparation. The memos are due 24 hours before the class period the readings are assigned to. You will receive feedback via a grading rubric (see memo instructions) and community feedback provided by the TA and the instructor. Please consult the full memo instructions on Quercus. (*Each memo worth 6%, in total 24% of final grade*)

3-2-1 reading responses. On **five** occasions during the semester (see class schedule), reading responses will take the form of shorter writing assignments due 24 hours before the class period the readings are assigned to. **For each of the assigned readings:** identify 3 central points you take away from the text, 2 points that remained unclear to you, and 1 discussion question. These reading responses should consist of full sentences but can be submitted in bullet point format. These should not take long. To give you an idea of the approximate expected length, a good length for these reading responses would be between 200-220 words per reading. Please consult the full assignment instructions on Quercus. (*5 assignments worth 3% each, in total 15% of final grade*)

Midterm Test. There will be one in-class test at the midpoint of the semester. The test will consist of multiple choice and essay questions. You will be asked to synthesize the readings, and course material discussed in class to fully answer the questions. Readings, lectures, and video clips are part of the test material. The mid-term test will cover material from weeks 1 through 5 (*worth 25% of final grade*)

Term paper and short in-class presentation. For this class, you are expected to write a 2800-3000 word paper based on library research. You may choose any course-related topic and any question that allows you to analyze the interconnections between demographic processes and families. There will be a separate handout with more specific instructions. (*in total worth 30% of the final grade*)

- This will include a **proposal** for your paper, including a mini literature review of a few texts central to your research question (*worth 5% of final grade*).
- Optional: You can also hand in and receive feedback on a **draft of the paper** (see Course Schedule).
- Each student will give a short **5-minute presentation** of the paper during the last class session (*worth 5% of the final grade*)

- The **final version** of the course paper (*worth 20% of the final grade*) is due at the end of the semester on **Friday, April 5th by 11:45 p.m.**

Optional tutorial makeup assignments. To make up for missed tutorials, you have the following options:

- Worth one tutorial: Find a newspaper article or online blog entry about a family demography-related topic and write a 250-word critical response about it
- Worth two tutorials: Create an infographic on a family demography issue (250 words) (instructions will be posted on Quercus)
- Worth two tutorials: Attend a talk at U of T on a family demography or family issue (to be pre-approved by the instructor) and write a 250-word critical response about it

Overview of grade components

Occasions		Each worth	Fraction of final grade
	Tutorial participation		6%
4 x	Memos	6%	24%
5 x	3-2-1 reading responses	3%	15%
	Mid-term test		25%
	Paper proposal		5%
	Final paper		20%
	Paper presentation		5%
	Total		100%

Percentage grades will translate to letter grades as follows (standard university grade scale):

Percentage	Letter Grade	Grade Point Value	Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0	67-69	C+	2.3
85-89	A	4.0	63-66	C	2.0
80-84	A-	3.7	60-62	C-	1.7
77-79	B+	3.3	57-59	D+	1.3
73-76	B	3.0	53-56	D	1.0
70-72	B-	2.7	50-52	D-	0.7
			0-49	F	0.0

Course Material

Readings. All required readings will be available electronically on the course website on Quercus.

Students' responsibility. You are expected to know the contents of the syllabus. Please consult the syllabus before emailing the TA and the instructor. And you are responsible for all the material covered in class and tutorials, as well as announcements posted on the course website (make sure to turn on the notifications of your choice on Quercus).

Assignment Submission, Extensions & Late Policies

All writing assignments should be submitted on the course website according to the deadlines outlined out for each assignment (see Course Schedule).

Turnitin. Normally, students will be required to submit their course essays to Turnitin.com for a 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:

<http://www.teaching.utoronto.ca/teaching/academicintegrity/turnitin/conditions-use.htm>

Assignments not submitted through Turnitin will receive a grade of zero (0%) unless a student instead provides, along with their assignment, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submitted was 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.

Submitting Assignments Late. The late deduction is 5% for each day the assignment is late starting with the day the assignment is due. For example, a memo submitted on Thursday at 8 a.m. would receive a 10% late penalty.

Extensions. On one occasion during the semester you can submit an assignment up to 72 hours late no questions asked (no need to provide documentation). If you require further extensions for a documented reason (see below), please let me know ahead of the due date and provide the necessary documentation.

Documentation. If you miss the test or an assignment deadline, you must obtain one of the following forms of documentation to get an extension or make-up opportunity (midterm test). Please do not contact the instructor or the TA unless you are taking steps to obtain one of the following:

- In case of **illness**, you must supply a duly completed **Verification of Student Illness or Injury form** (see www.illnessverification.utoronto.ca). A doctor's note is also acceptable but must contain the start date and anticipated end date of the illness, and be submitted in class or instructor 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 in class or instructor office hours.
- **Letter from Accessibility Services.** This documentation is useful for ongoing medical issues that require special accommodation.

Course Policies

1. **Classroom discussions.** Everybody in this class will bring different life experiences and prior knowledge to the table. This is also an opportunity to learn from each other. Sometimes there may be different opinions or perspectives on the subjects under discussion among class members. It is important that we all strive to collectively create an environment in which everybody feels comfortable to voice their opinion. Respecting each other's points of view is crucial for the participation in this course.
2. **Accessibility.** The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible. If you are registered with

Accessibility Services, please forward your accommodations paperwork to the instructor within the first two weeks of the course so that arrangements can be made.

3. **Use of technology:** Please turn your mobile phone off or on silent before class. On the first day of class, we will discuss the use of technology in the classroom. All class members will be required to follow the agreed-upon rules.
4. **Recording of lectures.** If you wish to record the lecture for your own personal use, please get in touch with the instructor first. Students who are entitled to record the lectures because of accessibility accommodations are required to sign a form stating that the recording is made for personal use only. Out of fairness to everybody (and because it is unlawful to record somebody without their consent), this will be required of all students who wish to make a recording of the lectures.
However, the recording of lectures is not recommended. Studies have shown that students who take notes have better learning outcomes. Good note taking requires that you think about and systematize the material for yourself while you are listening to the lecture. This will help you to recognize the central points the lecture makes, and to better retain the material.

Communication & Office Hours

Email

Please use your **University of Toronto email** to communicate with me with regard to **personal matters**. Please also include "SOC320" and a brief description in the subject line. I will typically answer emails within 72 hours, during the workweek (i.e. Monday through Friday, between 9 a.m. – 6 p.m.). Keep in mind that for simple questions, email is the preferred method of communication. However, for longer questions, students should come to office hours.

Discussion board

To clarify questions regarding the **syllabus**, or **assignments**, please use the relevant **discussion board** on the course website if you need clarification outside of class. Other students may have the same or similar questions. Using the discussion board ensures that everybody has access to the same information.

Office hours

My office hours are **by appointment**. This is to ensure students registered for this seminar get the opportunity for one-on-one consultations. However, arrangements for "group" office hours can be made if requested. You may use office hours as an opportunity to explore ideas and experiences related to the course material, discuss plans for a career in Sociology, or other course and career-related matters. If you wish to schedule an appointment with me, please use the appointment slots made available weekly on Quercus. Should all these slots be taken, please email me directly (irene.boeckmann@utoronto.ca). In your email, include details about the nature of your meeting request and a list of dates/times when you are available. You will typically receive a response within 72 hours.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters. This is the rule book for academic behaviour at the U of T, and it is your responsibility to read this material and comply fully with it: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

The University of Toronto treats academic integrity and academic misconduct very seriously. Academic misconduct includes, but is not limited to:

- Sharing answers to assignments, including on social media, email, or in person
- Copying material word-for-word from a source (including, but not limited to the textbook, lectures, or study group notes), not placing the words within quotation marks and citing the source
- 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 including having someone re/write or add material to your work
- Lending your work to another student who submits it as his/her own
- Letting someone else look at your answers on a test
- Falsifying or altering any documentation required by the University, including doctor's notes
- Submitting an altered assignment/test for re-grading

Students who commit an academic offense face serious penalties. University policy requires cases of academic dishonesty to be reported to the department chair and the university.

You find additional information on the university's rules and expectations about academic integrity here: <http://www.artsci.utoronto.ca/osai/students>

Grade Appeals

We do our very best to grade work fairly, consistently, and accurately. Nevertheless, one of us may unintentionally err in our grading duties. If you believe that your assignment or test has been mismarked, please adhere to the following rules:

- For simple mathematical errors, simply alert your TA of the mistake.
- All requests for re-grading tests or course assignments should be made to your TA. Please **wait for 24 hours** after the assignment has been returned to the class and submit your request **within two weeks of that date**. Requests submitted at a later date will not be considered.

- A **short memo** that clearly states specific reasons to justify the request and backs up these reasons with evidence from your assignment must be submitted to your TA.

If your appeal is deemed appropriate, the entirety of your test/assignment will be re-graded. Please note that upon re-grade your mark may go down, stay the same, or go up.

Course Schedule & Due Dates

All assigned readings are available on Quercus. Please note that the course schedule may be subject to minor changes at the the discretion of the instructor.

	Date	Subject	Tutorials	Assignments
1	01/10	Introduction to Family Demography, and the Course		Please read the syllabus in its entirety
2	01/17	Changing Partnership Behavior, Changing Families Readings: <ul style="list-style-type: none"> ▪ Le Bourdais, Céline, and Évelyne Lapiere-Adamcyk 2004. "Changes in Conjugal Life in Canada: Is Cohabitation Progressively Replacing Marriage?" <i>Journal of Marriage and Family</i> 66:929-942. ▪ Coontz, Stephanie 2004. "The World Historical Transformation of Marriage." <i>Journal of Marriage and Family</i> 66:974-979. ▪ Bianchi, Suzanne 2014. A Demographic Perspective on Family Change. <i>Journal of Family Theory & Review</i> 6(1):35-44. 	Reading sociological literature and how to write a strong memo	3-2-1 reading response 1 due Wed 01/16, 9 a.m.
3	01/24	Family Complexity Introductory video clips: <ul style="list-style-type: none"> ▪ Windsor Star 2013. Census - Canadian Families: Then and now (~3:19) Readings: <ul style="list-style-type: none"> ▪ Thomson, Elizabeth 2014. Family Complexity in Europe. <i>The ANNALS of the American Academy of Political and Social Science</i> 654(1):245-258. ▪ Cherlin, A.J. and Seltzer, J.A., 2014. Family complexity, the family safety net, and public policy. <i>The ANNALS of the American Academy of Political and Social Science</i> 654(1):231-239. 	Choosing a research topic	Memo 1 due Wed 01/23, 9 a.m.

	Date	Subject	Tutorials	Assignments
4	01/31	<p>Transitions to Adulthood</p> <p>Introductory video clip: TEDx Talk 2015. Jeffrey Jensen Arnett, Professor of Psychology at Clark University, on "Why does it take so long to grow up today?" (~12 min)</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Furstenberg, F. F. (2008). The intersections of social class and the transition to adulthood. In J. T. Mortimer (Ed.). <i>Social Class and Transitions to Adulthood. New Directions for Child and Adolescent Development</i> 119:1-10. ▪ Fussell, E., & Gauthier, A. H. (2005). American Women's Transition to Adulthood in Comparative Perspective. In: Settersten, R., Furstenberg, F. & Rumbaut, R. (Eds.). <i>On the frontier of adulthood: Theory, research, and public policy</i> (pp. 76-109). ▪ Torkelson, J. 2012. "A queer vision of emerging adulthood: Seeing sexuality in the transition to adulthood." <i>Sexuality Research and Social Policy</i> 9(2):132-142. 	Conducting library research	3-2-1 reading response 2 due Wed 01/30, 9 a.m.
5	02/07	<p>Demographic Change & Inequality</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ McLanahan, Sara, 2004. Diverging destinies: How children are faring under the second demographic transition. <i>Demography</i> 41(4):607-627. ▪ Cohen, Philip 2014. Divergent Responses to Family Inequality. In: Amato, P.R. et al. (Eds.). <i>Families in an Era of Increasing Inequality</i>. New York: Springer, p. 25-33. 	Building a research proposal and writing a literature review	Memo 2 due Wed 02/06, 9 a.m.
6	02/14	MIDTERM TEST	<i>No tutorial</i>	-
7	02/21	READING WEEK		
8	02/28	<p>Fertility and Government Policies</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ McDonald, Peter 2006. Low Fertility and the State: The Efficacy of Policy. <i>Population and Development Review</i> 32(3):485-510. 	How to provide effective peer feedback Please bring 2	3-2-1 reading response 3 due Wed 02/27, 9 a.m. Research Proposal

	Date	Subject	Tutorials	Assignments
		<ul style="list-style-type: none"> Settles, B.H., Sheng, X., Zang, Y. and Zhao, J. 2013. The one-child policy and its impact on Chinese families. In <i>International handbook of Chinese families</i>, pp. 627-646. Springer New York. 	paper copies of your proposal to the tutorial	due Wed 02/27, 11:45 p.m. on Quercus
9	03/07	<p>Fertility Decisions: Childfree Families, Infertility, Access to Assisted Reproductive Technologies & Commercial Surrogacy</p> <p>Introductory Podcast: Interview with Amrita Pande, Senior Lecturer in Sociology, University of Cape Town, on her project titled "Made In India," segment from the podcast "Thinking Allowed," BBC Radio 4, (start listening at minute 12:40 min, ~16 min)</p> <p>Readings:</p> <ul style="list-style-type: none"> Rudrappa, S. and Collins, C., 2015. Altruistic agencies and compassionate consumers: Moral framing of transnational surrogacy. <i>Gender & Society</i> 29(6):937-959. Pande, A., 2010. Commercial surrogacy in India: manufacturing a perfect mother-worker. <i>Signs</i> 35(4):969-992. 	How to find statistical information and write about it effectively	Memo 3 due Wed 03/06, 9 a.m.
10	03/14	<p>Transnational migration & families</p> <p>Introductory video clip: Clip from lecture on the feminization of migration by Rhacel Salazar Parreñas, Professor of Sociology and Gender Studies at the University of Southern California</p> <p>Readings:</p> <ul style="list-style-type: none"> Parreñas, R.S., 2001. Mothering from a distance: Emotions, gender, & intergenerational relations in Filipino transnational families. <i>Feminist studies</i> 27(2):361-390. TBA 	Arguments, Claims, Criticism, Evidence	<p>3-2-1 reading response 4 due Wed 03/13, 9 a.m.</p> <p>Optional: First full draft of term paper due Friday, 03/15, 11:45 p.m.</p>
11	03/21	<p>Aging Societies & Care Work</p> <p>Introductory video clip: The Economist 2014. The World in 2015: Global population and the changing shape of world demographics (~4:15)</p> <p>Readings:</p> <ul style="list-style-type: none"> Reczek, C. and Umberson, D., 2016. Greedy Spouse, Needy Parent: The Marital Dynamics of 	Citations, plagiarism and academic integrity	Memo 4 due Wed 03/20, 9 a.m.

	Date	Subject	Tutorials	Assignments
		<p>Gay, Lesbian, and Heterosexual Intergenerational Caregivers. <i>Journal of Marriage and Family</i>, 78:957–974.</p> <ul style="list-style-type: none"> TBA 		
12	03/28	<p>Policies for Today's Families</p> <p>Introductory materials:</p> <ul style="list-style-type: none"> Podcast "How to get Dads to Take Parental Leave? Seeing Other Dads Do It" from National Public Radio, Morning Edition, February 8, 2016 (~4 min) International Labour Organization 2016. Decent Work in the Care Economy (~4 min) <p>Readings:</p> <ul style="list-style-type: none"> Beaujot, R., Du, C.J. and Ravanera, Z. 2013. Family policies in Quebec and the rest of Canada: Implications for fertility, child-care, women's paid work, and child development indicators. <i>Canadian Public Policy</i> 39(2): 221-240. TBA Supplementary reading (no reading response required): De Leon, C. & Maceda, Z.M. 2016. Kwentong Bayan: Labour of Love. In: Drawn to Change. Graphic History Collective with Paul Buhle (Eds.). <i>Graphic Histories of Working-Class Struggle</i>, pp. 176-187. 	How to present effectively	<p>3-2-1 reading response 5 due Wed 03/27, 9 a.m.</p> <p>Term paper due Friday, 03/29, 11:45 p.m.</p>
13	04/04	<p>Paper presentations</p> <p>(For the paper presentations, we will split the class into two groups. Class will be held in two separate locations (TBA) and last from 9 a.m. to noon)</p>	No separate tutorial	

Student Contacts

If you are unable to attend class, I highly recommend obtain notes from another student in the class. There is space below to write down the contact information:

Name: _____

Name: _____

E-mail: _____

E-mail: _____

Phone: _____

Phone: _____

Other: _____

Other: _____