

## Family Demography

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**TAs:** TBA  
**TA office hours:** TBA

**Classroom:** MP 103  
**Class Time:** Thu 2 to 4 p.m.  
**Office Hours:** Wed 4-5 p.m. & Thu 4.30-5.30 p.m.  
**Class website:** <https://portal.utoronto.ca>

### 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 union formation and 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; health 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, active listening to podcasts, short writing assignments, lectures with interactive components, along with short movie clips and in-class quizzes.

### Course objectives

In this course, you will

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

### Prerequisite

The prerequisite to take SOC303H1S is a sociology course at the 200+ level (the recommended preparation for this course is SOC214H1). Students who have not completed a 200+ level course will be removed at any time discovered and without notice.

## Learning Components and Course Requirements

**Syllabus Quiz.** During the first week of class, complete the syllabus quiz on the course website (*worth 1% of the final grade*).

**Readings.** On average we will read approximately 45-50 pages of material per week (sometimes less, sometimes more). The lectures will build and elaborate on the readings, and I expect that you have read the assigned texts ahead of class. It is critical that you keep up with these readings. They are part of the material covered by the mid-term and final test. In selected weeks you will also write short reflection papers on the assigned texts (see Memos), in other weeks complete reading quizzes on the course website (with the exception of the week of the mid-term and the final test).

**Class attendance and participation.** While attendance will not be taken in class, it is strongly recommended that you attend class every week. The lectures will introduce material not covered by the readings, and elaborate on the assigned texts. Most class periods will also have an interactive component. We will use “Kahoot!” – a free game-based learning platform – during lectures to introduce or review material in class (see also Course Materials on p. 3).

**Memos.** Over the course of the semester, you will write 4 one-page, single-spaced memos (550-600 words) on the assigned readings in weeks 2, 4, 9 and 11 (see class schedule). In these memos, 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 be a useful tool to jog your memory when preparing for the tests. See pages 6-8 of the syllabus for detailed instructions. The memos are due on the day before the class the readings are assigned to, i.e. on Wednesday evening at 5 p.m. You will receive feedback via a grading rubric (see memo instructions) and community feedback provided by the TAs and myself. Should you wish to receive further feedback on your memos, please email [TA TBA] and set up a time to discuss your memo during office hours. (*each memo 7.25%, in total 29% of final grade*)

**Reading quizzes.** Over the course of the semester there will be 6 online reading quizzes, consisting of 15 multiple choice questions. These reading quizzes will be available from Mondays at 9 a.m. through Wednesday evenings at 5 p.m. In week 1, the reading quiz will be available until the first day of the class, Thursday Jan 5<sup>th</sup>, at 11:45 p.m. (*each worth 2%, in total 10% of final grade*)

**Midterm and Final Test.** There will be two in-class tests, one at the midpoint and one at the end of the semester. The tests will consist of multiple choice and three short answer questions. You will be asked to synthesize the readings, and course material discussed in class to fully answer the questions. Readings, lectures and film clips watched in class are part of the test material. The mid-term test will cover material from weeks 1 through 5, and the final test will cover the material from the entire semester (*each test worth 25%, in total 50% of the final grade*)

**Short in-class assignments.** From time to time, I will give you short in-class assignments to complete (5 times during the semester). You will receive full credit for completing and handing them in. (*each assignment worth 1%, in total 5% of final grade*)

**Online group discussion.** In week 4, the class will be held online: There will be an online lecture, and you will watch a documentary online. Based on these two learning components and the readings, you will participate in an online discussion in smaller groups on Blackboard. You will post at least one discussion question, and respond at least twice to your fellow classmates' posts. Your posts will be graded on frequency and content (grading rubric will be posted ahead of time). (*5% of final grade*)

## Overview of grade components

		Each worth	Fraction of final grade
1 x	Syllabus quiz	1%	1%
5 x	Reading quizzes	2%	10%
4 x	Memos	7.25%	29%
1 x	Online group discussion	5%	5%
5 x	Short in-class assignments	1%	5%
1 x	Mid-term test	25%	25%
1 x	Final test	25%	25%
	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 Materials

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

**Laptop, tablet or smartphone** (not required, but recommended): We will use “Kahoot!” in this class, a free game-based learning platform. You can access “Kahoot!” on a laptop, tablet or smartphone. If you do not have access to one of these, you will still be able to participate in the learning experience (let me know if you have any questions or concerns). If you plan to use your smartphone, it is easiest to access “Kahoot!” through the app (available for Android phones and iPhones).

## Academic Integrity

Academic integrity is required of all students at the University of Toronto. If you are unsure about some aspects of academic integrity, please do not hesitate to talk to me. Academic dishonesty includes cheating, fabrication, plagiarism, and facilitating dishonesty. Know where you stand by reading the “[Code of Behaviour on Academic Matters](#)” in the Calendar of the Faculty of Arts and Science. **It is your responsibility to read this material and comply fully with it.**

Students who commit an academic offence 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](#).

Avoid plagiarism by citing properly. The university offers excellent writing support at [college writing centers](#), and provides [writing advice](#) online, including resources that explain [how not to plagiarize](#). See also referencing guidelines included on page 7 in the syllabus.

## Communication and Assignment Submission

### Communication

Please use your University of Toronto email to communicate with me with regard to personal matters. I will do my best to respond to your emails within 24 hours from Monday to Friday between 9 a.m. and 5 p.m. Please include the class number "SOC303" into the subject line and provide your full name and student number in the body of your email.

To clarify questions regarding the syllabus, assignments, as well as substantive questions about assigned texts ahead or after class, please use the designated discussion boards on the course website. Other students may have the same or similar questions. Using discussion boards ensures that everybody has equal access to the same information.

Please do not hesitate to come and talk to me if you have any questions or concerns about the class, or if you need assistance. My office hours are on Wednesdays 4-5 p.m. and Thursdays 4.30-5.30 p.m. The TAs will also hold office hours (TBA).

### Assignment Submission

All memos should be submitted on the course website according to the deadlines outlined for each assignment. Please DO NOT email or put any memos, under the door to my office or the TAs office.

**Please note:** Students agree that by taking this course all required papers may be subject to submission for textual similarity review to **Turnitin.com** for the detection of plagiarism. All submitted papers will be included as source documents in the **Turnitin.com** reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the **Turnitin.com** service are described on the **Turnitin.com** web site.

Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) unless a student instead provides, along with their paper, 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.

## Missing Deadlines or Tests

Memos and reading quizzes are due on Wednesday evenings at 5 p.m (exception: week 1). Unless you provide official documentation, **late submission** will result in a 5% reduction of the assignment grade for every day that they are late, starting with the day that they are due (e.g. a memo submitted at 8 p.m. on Wednesday would lose 5%, a memo submitted on Thursday at 10 a.m. would lose 10%).

**Make-up tests** will only be given for legitimate, documented reasons. Please let me know ahead of time if you are going to miss a test and provide official documentation (see below) as soon as possible. We will schedule an alternative date for you to take the test. It is your responsibility to bring the necessary documentation.

There will be no make-up opportunities for **in-class assignments**. As they are worth a small fraction of your final grade, missing one or two in-class assignments will not drastically lower your final grade.

Please note: Under university regulations, make-up tests or extensions are only required to be provided in circumstances where the student informs the instructor of his/her circumstances within 7 days of the missed assignment due date or test.

**Documentation.** If you miss a deadline or a test, you must provide one of the following types of documentation:

1. **Verification of Student Illness or Injury form**, available at:  
<http://www.illnessverification.utoronto.ca/index.php>  
Please provide the form to your Physician, Surgeon, Nurse Practitioner, Registered Psychologist, or Dentist for completion.
2. **College registrar's letter.** This documentation is useful in cases of personal or family crisis, or any other problem that is not possible to document through the Verification of Student Illness or Injury form.
3. **Letter from Accessibility Services.** This documentation is useful for ongoing medical issues that require special accommodation.

### Accessibility Needs

If you **require accommodations** or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> or call Accessibility Services at 416-978-8060 the as soon as possible.

## Memos

You will write **4 one-page, single-spaced memos**, between 550 and 600 words in length, reflecting on **the assigned readings for the week**.

- Please put your name, the date, student ID, and the number of the memo (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> memo) at the top of each memo. Please upload as a Word document or PDF and name the document as follows: “[yourUTORid]\_memo[#]”, for example: “smithm\_memo1.docx”
- The memos are **due on Wednesday evening at 5 p.m. before the class the readings are assigned to**. Please upload an electronic copy to the course website. Please DO NOT email or put any written assignments, including memos, under the door to my office. Should online submission fail, please email me the memo and submit the electronic copy when the course website is working again (so that all your work is "on record" on the course website).

These memos should not be difficult or time-consuming, but you should be systematic in your approach to the memos. Following these steps helps to ensure that you cover all of the bases:

1. Write the memo following the **Writing Guidelines A-D** below (you may also want to check the grading rubric).
2. Check the memo for spelling errors, referencing rules and clarity of writing. Importantly, make sure it is transparent to the reader how you organized your memo.
3. Note on **active voice**: Try to use active voice whenever possible.  
*An example of a sentence in active voice would be "Banks refused to make mortgage loans in poor urban neighborhoods." A sentence in passive voice such as "Poor neighborhoods were discriminated against" leaves us wondering who was the perpetrator of discrimination.*
4. A strong memo supports **arguments with evidence**. Use specific examples or evidence from the readings or your prior knowledge to illustrate the arguments/points you are making. It is not sufficient to state that you agree or disagree with the author. Explain why.  
*Example: "Increased pollution had a negative impact on children's health in the city." (=argument) "For example, the proportion of toddlers treated for respiratory diseases has increased from 5 percent ten years ago, to 12 percent today." (=evidence).*
5. A strong memo **considers different aspects of an argument, or different points of view** (e.g. *on the one hand... on the other hand..., First... Second...*), and connects arguments logically to each other (e.g. using *However... Furthermore... Likewise...*)
6. Use the **Referencing Guidelines** laid out on page 8. Please make sure to refer to the readings by the last name of the author(s).

### Writing Guidelines

- A. First paragraph: Summarize each text in two or three sentences (but not more). What are the **central arguments** the author makes? For empirical studies: What is the research question the author/s is addressing? What are important findings? What are the central points the author wants you to take away from the study? Note: The point of this paragraph is to practice identifying the central ideas of a text. I am not looking for detailed summaries here.
- B. Write a few sentences about how the readings relate to each other: Do they raise similar points, do they disagree with each other, or do they shed light on different aspects of an issue or question?
- C. The goal of this next paragraph is to demonstrate that you have actively engaged with the assigned texts. To do this, take a moment to sit back and reflect on what the broader points/arguments raised in the text are. What do you think about the arguments the author(s) is/are making?  
Spend this paragraph discussing what stood out or seemed especially thought provoking or

surprising to you, and explain why. For example: How did the author(s) further your understanding of the issue? What are the strengths of the text or the study? Did the author(s) omit important aspects, what are possible limitations of their research and/or argument? Why would it be important to consider the omitted point or aspect? How do the points the author(s) make connect to the material discussed in class so far?

While writing this paragraph, it is especially important to keep reminding yourself of points 4. (evidence/examples) and 5. (considering different aspects/points of view) above.

- D. Conclude with a brief paragraph bringing the paragraphs of the memo together. What are the major points you are taking away from the readings? What questions did the readings raise for you? Are there any points that remained unclear or confusing?

**Grading**

Your memo will be graded in 6 different areas – coverage, connection, discussion, evidence, organization, and writing style, as noted in the rubric (8 points for exemplary, 6 for acceptable, 4 for needs improvement, and 2 for unacceptable). 48 points in total are possible. Grades will translate in the following way:

Points	%	Points	%	Points	%	Points	%	Points	%
48	100	44	92	40	83	36	75	32	67
47	98	43	90	39	81	35	73	31	65
46	96	42	88	38	79	34	71	30	63
45	94	41	85	37	77	33	69	29	60

	<b>Exemplary</b> <i>8 points</i>	<b>Acceptable</b> <i>6 points</i>	<b>Needs improvement</b> <i>4 points</i>	<b>Unacceptable in this form</b> <i>2 points</i>
<b>Coverage</b>	Covers the central points/arguments of the readings assigned for the week thoroughly and thoughtfully, contains no factual errors	Covers some of the main points, but misses the central arguments, no factual errors (or only on or two very minor errors)	Covers the two readings briefly, and/or contains factual errors	Only covers one reading, or contains important factual errors
<b>Connection</b>	Connects readings to one another effectively	Connects readings to one another	Attempts to connect readings to one another	Lack of connection across readings
<b>Discussion</b>	Demonstrates thorough engagement with the texts, discusses strengths/limitations thoroughly and thoughtfully, considers different points of view	Demonstrates engagement with the texts, discusses strengths/limitations thoughtfully	Discussion of texts attempted, lack of evidence of thorough engagement with the text	Lack of discussion
<b>Evidence/ Examples</b>	Provides specific and fitting evidence/examples to illustrate points/arguments	Provides evidence/examples	Sparse provision of evidence/examples, or only tangentially related to arguments	Lack of examples/evidence
<b>Organization</b>	Very clearly organized, including concluding paragraph	Clearly organized, including concluding paragraph	Concluding paragraph, but organization less explicit	No concluding paragraph or organizational logic
<b>Writing Style</b>	Adheres to writing guidelines completely or almost completely	Author makes one or two mistakes in a particular category, but also writes correctly elsewhere	Same as for a "6," but in more than one category, or else makes consistent errors in one category	Multiple patterns of errors

These memo guidelines and grading rubric are adapted from an assignment developed by Prof. Joya Misra at the University of Massachusetts.

## Referencing Guidelines

An important part of any academic writing is the discussion and integration of other people's ideas into one's own work. Academic integrity includes transparency about one's sources. Conventions about how to reference other scholars' work differ across disciplines. The following referencing style is common in sociology (American Sociological Association Style), but you will find variations in different sociology books and journals:

### Paraphrasing

When you refer to ideas or concepts discussed in a reading in your memos, your paper, or the mid-term test, note the **name of the author and the year of publication in parentheses** at the end of the sentence.

Two alternative examples:

- (1) While most couples moved to a more equitable division of housework and childcare, wives still remained the primary household manager (Rubin 1994).
- (2) Rubin (1994) argues that most couples moved to a more equitable division of housework and childcare, but that wives remained the primary household manager.

### Direct quotation

If you take a sentence or any part of a sentence from a text, put the sentence/part of the sentence in quotation marks and add the **name of the author, year and page number** in parentheses at the end.

Example:

"Even in families where husbands now share many of the tasks, their wives still bear full responsibility for the organization of family life." (Rubin 1994:261).

### References/Bibliography

Please include a bibliography/list of references at the end of your papers.

Example: Book

Rubin, Lilian B. 1994. *Families on the Fault Line: America's Working Class Speaks about the Family, the Economy, Race and Ethnicity*. New York: HarperCollins.

Example: Journal article

Kang, Millian. 2003. "The Managed Hand: The Commercialization of Bodies and Emotions in Korean Immigrant-Owned Nail Salons." *Gender & Society* 17(2):820-839.

For more examples, there are numerous summaries of the ASA Style Guide online, such as this one:

[http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick\\_Tips\\_for\\_ASA\\_Style.pdf](http://www.asanet.org/sites/default/files/savvy/documents/teaching/pdfs/Quick_Tips_for_ASA_Style.pdf)

**One of the criteria we use to grade your written work is writing style which includes how effectively these referencing guidelines are followed. Plagiarism will not be tolerated. Please let me know if you have questions about paraphrasing, quoting or referencing different kinds of work.**

## Course Schedule & Due Dates

All readings will be available online. Please note: Weeks 3-13 schedule & readings are subject to change.

Week	Class	Topics & Readings	Assignment Due Dates & Tests
1	01/05	<p>Introduction to the Course and to Family Demography</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Bianchi 2011. Explanations of Family Change: A Family Demographic Perspective.</li> <li>Duffy &amp; Pupo 2011. Employment in the New Economy and the Impact on Canadian Families.</li> </ul>	<p><b>Reading Quiz 1 &amp; Syllabus Quiz</b> due on Thu 01/05, at 11:45 p.m.</p>
2	01/12	<p>Theoretical Perspectives on Marriage and Family Change</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Le Bourdais, Céline, and Évelyne Lapierre-Adamcyk 2004. "Changes in conjugal life in Canada: Is cohabitation progressively replacing marriage?" <i>Journal of Marriage and Family</i> 66:929-942</li> <li>Coontz, Stephanie 2004. "The World Historical Transformation of Marriage." <i>Journal of Marriage and Family</i> 66:974-979</li> </ul>	<p><b>Memo 1</b> due on Wed 01/11, at 5 p.m.</p>
3	01/19	<p>Family Heterogeneity &amp; Diversity</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Manning, W., Brown, S.L. and Stykes, J., 2016. Same-Sex and Different-Sex Cohabiting Couple Relationship Stability. <i>Demography</i> 53:937–953.</li> <li>Edin, K., Kefalas, M.J. and Reed, J.M., 2004. A peek inside the black box: What marriage means for poor unmarried parents. <i>Journal of Marriage and Family</i> 66(4):1007-1014.</li> </ul>	<p><b>Reading Quiz 2</b> due on Wed 01/18, at 5 p.m.</p>
4	01/26	<p>Population Policies &amp; Trends</p> <p><i>Please note: No class will be held on 01/26 (and no instructor office hours during this week). In lieu of class, there will be an online lecture, and class discussion this week. The lecture will be available starting Tuesday 01/24 at 9 a.m.</i></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Miller, Grant, and Christine Valente 2016. Population Policy: Abortion and Modern Contraception are Substitutes. <i>Demography</i> 53:979–1009.</li> <li>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.</li> </ul> <p><b>Documentary:</b> "Overpopulated. BBC Documentary"</p>	<p><b>Online Discussion Board</b> will be available from Tue 01/24, at 9 a.m. to Fri 01/27 at 11.45 p.m.</p>

5	02/02	<p>Low fertility and Pro-Natalist Policies</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Brown, J.A. and Ferree, M.M., 2005. Close Your Eyes and Think of England. Pronatalism in the British Print Media. <i>Gender &amp; Society</i> 19(1):5-24.</li> <li>▪ Lee, M. and Lin, Y.H., 2016. Transition from Anti-natalist to Pro-natalist Policies in Taiwan. <i>In: Low Fertility, Institutions, and their Policies</i> (pp. 259-281). Springer International Publishing.</li> </ul>	<b>Memo 2</b> due on Wed 02/01 at 5 p.m.
6	02/09	<i>The mid-term test will cover material from weeks 1-5</i>	<b>Midterm-test</b>
7	02/16	<p>Childlessness, Surrogacy, and Assisted Reproductive Technologies</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ TBA</li> <li>▪ Pande, A., 2011. Transnational commercial surrogacy in India: gifts for global sisters? <i>Reproductive biomedicine online</i>, 23(5), pp.618-625.</li> </ul>	<b>Reading Quiz 3</b> due on Wed 02/15 at 5 p.m.
8	<i>READING WEEK – NO CLASS</i>		
9	03/02	<p>Demographic Change &amp; Inequality</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ McLanahan, S., 2004. Diverging destinies: How children are faring under the second demographic transition. <i>Demography</i> 41(4):607-627.</li> <li>▪ Hou, F. and Myles, J., 2008. The Changing Role of Education in the Marriage Market: Assortative Marriage. <i>Canadian Journal of Sociology</i> 33(2):337-366.</li> </ul>	<b>Memo 3</b> due on Wed 03/01 at 5 p.m.
10	03/09	<p>Families, Health &amp; Mortality</p> <p><b>Readings:</b> TBA</p>	<b>Reading Quiz 4</b> due on Wed 03/08 at 5 p.m.
11	03/16	<p>Transnational migration &amp; families</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>▪ Hamilton, E.R. and Hale, J.M., 2016. Changes in the Transnational Family Structures of Mexican Farm Workers in the Era of Border Militarization. <i>Demography</i>, 53(5), pp.1429-1451.</li> <li>▪ Parreñas, R.S., 2001. Mothering from a distance: Emotions, gender, and intergenerational relations in Filipino transnational families. <i>Feminist studies</i> 27(2):pp.361-390.</li> </ul>	<b>Memo 4</b> due on Wed 02/15 at 5 p.m.
12	03/23	<p>Aging societies, intergenerational relationships, and care work</p> <p><b>Readings:</b> TBA</p>	<b>Reading Quiz 5</b> due on Wed 03/22 at 5 p.m.
13	03/30	<i>The final test will cover material from the entire semester.</i>	<b>Final test</b>