

Family Demography

Instructor: Irene Boeckmann
Office: Rm 388, Sociology Department,
725 Spadina Ave, 3rd floor
Office hours: by appointment
Email: irene.boeckmann@utoronto.ca
TA: Dana Wray
Email: dana.wray@mail.utoronto.ca
Office hours: by appointment

Classroom: [LM 157](#)
Class Time: Tue 6-8 p.m.
Tutorials: Tue 8-9 p.m. (LM157)
Quercus:
<https://q.utoronto.ca/courses/123785>

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, family variation, and the implications of larger demographic processes for families and people's experiences as family members.

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 selected topics in family demography, including public policies related to fertility and childbearing, international migration and families, aging societies and care work, and inequalities in the pathways to parenthood.

The class combines different ways of approaching the material, including individual reading of assigned texts and writing assignments, in-class group discussions and exercises, lectures with interactive components and short movie clips. The tutorials are designed to develop and strengthen students' research, writing, and analytical skills.

Course objectives

In this course, you will

1. develop your understanding of important demographic changes
2. build your knowledge of theoretical explanations for these changes and the processes that fuel them,
3. learn how these larger demographic processes shape the lived experiences of individuals, families and the inequalities between different social groups,
4. and hone your research and writing skills, including how to make evidence-based arguments, perform efficient library research, and locate salient data for your own research online.

Prerequisite

The prerequisite to take SOC320H1 is SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1, SOC252H1, SOC254H1. Students without this prerequisite will be removed at any time without notice.

Learning Components and Course Requirements

Class and tutorial participation. 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. In-class assignments and tutorial participation exercises will be part of your class/tutorial participation grade. Each in-class assignment or tutorial exercise is worth 1 participation point (=up to 2 participation points per week, *cumulatively worth 6% of the final grade*).

You can miss one class/tutorial (up to two participation points) and still receive full participation credit. If you miss more than one class/tutorial session and wish to make up for the missed participation points, you have the option to complete make-up assignments (see below).

Readings & other assigned materials. 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 in-class test. In most weeks, supplementary newspaper articles, video-clips or podcast segments serve as an introduction to the week's readings.

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 course 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. They should not take long. A good approximate length for these reading responses would be between 220-250 words per reading. Please consult the full assignment instructions on Quercus. (*worth in total 15% of final grade*)

In-class Test. There will be one in-class test (see course schedule). The test will consist of multiple choice and open-ended 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 test will cover material from weeks 1 through 7. (*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. The tutorials are designed to guide you through all the steps and parts of the assignment, and separate handouts with more specific instructions are available in the Term Paper Assignment module (please scroll down to access it). (*in total worth 30% of the final grade*)

Assignment parts (for due dates, please consult the course schedule):

1. **Drafting a research question:** The tutorial in week 3 will help you to get started with the paper, including identifying a (preliminary) topic for your paper, and drafting a research question. We will

provide you with feedback on your draft question, and you are very welcome to come and talk to us about your ideas during office hours. (*not graded*)

2. The **paper proposal** will include a mini literature review of a few texts central to your research question, and a proposed outline of your paper (*worth 5% of final grade*).
3. Optional: You can also hand in and receive feedback on a **draft of your paper**. (*not graded*)
4. Each student will give a **5-minute presentation** of their paper during the last class session (*worth 5% of the final grade*)
5. **Final version** of the term paper (*worth 20% of the final grade*)

Optional makeup assignments. To make up for participation points, you have the following options:

- Find a newspaper article or online blog entry about a family demography-related topic and write a 250-300 word **critical response** about it
- Create an **infographic** on a family demography issue (250-300 words) (instructions available on Quercus, see Module Optional Participation Points Makeup Assignments at the very bottom)
- **Attend a talk** at U of T on a family demography or family issue (to be pre-approved by the instructor) and write a 250-300 word critical response about it

Each makeup assignment is worth one participation point, i.e. makes up for one missed in-class activity or tutorial exercise. You can complete each makeup assignment only once (i.e. if you wish to make up for 2 participation points complete two different makeup assignments).

Overview of grade components

Occasions		Fraction of final grade
10x	Participation	In total: 6%
4 x	Memos	In total: 24%
5 x	3-2-1 reading responses	In total: 15%
1x	Mid-term test	25%
1x	Paper proposal	5%
1x	Final paper	20%
1x	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.

Student 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 the 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. 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 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 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.

Submitting Assignments Late. The late deduction is 5% for each 24-hour period the assignment is late starting with the day the assignment is due. For example, a memo submitted on Wednesday at 8 a.m. would receive a 5% late penalty, a memo submitted on Wednesday at 8 p.m. a 10% late deduction.

Extensions. On one occasion during the semester you can submit an assignment up to 48 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 to proactively contact your college registrar if you are dealing with crisis that is interfering with your studies. College registrars can help you negotiate solutions with the instructors of all the classes you are taking in a given semester. 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.

Missing the In-class Test. Should you miss the in-class test for a documented reason, please notify me as soon as possible (within one week of the test at the latest). Please provide me with the documentation before the agreed upon makeup test (you can bring it with you to the makeup test).

Course Policies

1. **Classroom discussions.** Everybody in this class brings different life experiences and prior knowledge to the table. This is also an opportunity for us 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 voicing 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/as> 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. **Technology in the classroom:** Please turn your mobile phone on silent before class. On the first day of class, we will discuss the use of technology in class.
 - a. For in-class group assignments, it will be useful to have at least one group member with a laptop. If you do have one, please bring it with you.
 - b. Occasionally, we will use mobile app- or web-based interactive tools.
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 in Ontario), 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 you to 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 retain the material better. Good note taking is much more efficient and saves you a lot of time in the end.

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 48 hours, during the workweek (i.e. Monday through Friday, between 9 a.m. – 5 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. Please do not use the messaging tool on Quercus.

Office hours

The instructor’s and the TA’s office hours are **by appointment**. This is to ensure students registered for this class 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 ask questions, explore ideas and experiences related to the course material and the term paper, discuss your plans for future studies in Sociology, or other course and career-related matters.

If you wish to **schedule an appointment** with the instructor or the TA, please use the appointment slots made available weekly on **Quercus**: Click on the “Calendar” in the menu on the left-hand side, then go to “Find Appointments” on the right-hand side. Each slot is 15 minutes. If you need more time, you can book more than one adjacent slot. You can also leave a note about what you would like to talk about in the “comments” box. Should all the slots for a given week be taken, please email me (irene.boeckmann@utoronto.ca). Please include details about the nature of your meeting request and a list of dates/times when you are available in your message. You will typically receive a response within 48 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.

	Date	Lecture	Tutorial	Assignments
1	09/10	<p>What is family demography? How have Canadian families changed? What types of data do family demographers rely on?</p> <p>+ Introduction to the course & the teaching team</p> <p>Readings:</p> <ul style="list-style-type: none"> Bianchi, Suzanne 2014. A Demographic Perspective on Family Change. <i>Journal of Family Theory & Review</i> 6(1):35-44. Syllabus 	<p>Activity: How do governments collect data on families?</p>	<p>Please read the syllabus in its entirety</p>
2	09/17	<p>Changing Partnership Behavior, Changing Families</p> <p>Introductory video clip: Windsor Star 2013. Census - Canadian Families: Then and now (~3:19)</p> <p>Readings:</p> <ul style="list-style-type: none"> Coontz, Stephanie 2004. "The World Historical Transformation of Marriage." <i>Journal of Marriage and Family</i> 66:974-979. 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. 	<p>(1) Strategies to read peer-reviewed journal articles efficiently & effectively</p> <p>(2) How to write a strong memo</p>	<p>3-2-1 reading response 1 due Mon 09/16, 6 pm</p>
3	09/24	<p>Explaining Family Change</p> <p>Readings:</p> <ul style="list-style-type: none"> Zaidi, Batoool, and S. Philip Morgan 2017. "The second demographic transition theory: A review and appraisal." <i>Annual Review of Sociology</i> 43:473-492. Goldscheider, Frances, Eva Bernhardt, and Trude Lappegård 2015. The gender revolution: A framework for understanding changing family and demographic behavior." <i>Population and Development Review</i> 41(2): 207-239. 	<p>Getting started with the term paper: formulating a research question & building a research proposal</p>	<p>Memo 1 due Mon 09/23, 6 pm</p>

	Date	Lecture	Tutorial	Assignments
4	10/01	<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 & introduction to U of T library resources	3-2-1 reading response 2 due Mon 09/30, 6 pm
5	10/08	<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. 	Writing a literature review & how to cite scholarly work	Memo 2 due Mon 10/07, 6 pm
6	10/15	<p>Fertility and Government Policies I: Reducing Fertility</p> <p>Reading: Settles, Barbara H. et al 2013. The one-child policy and its impact on Chinese families. In <i>International handbook of Chinese families</i>, p. 627-646. Springer</p>	How to provide effective peer feedback	3-2-1 reading response 3 due Mon 10/14, 6 pm Paper Proposal due Tue 10/15, 6 pm

	Date	Lecture	Tutorial	Assignments
7	10/22	<p>Fertilty and Government Policies II: Increasing Fertility</p> <p>Short Introductory Newspaper Articles</p> <ul style="list-style-type: none"> Daley, Suzanne & Kulish, Nicholas. Germany Fights Population Drop. In <i>The New York Times</i>, August 13, 2013. Lee, Jihye. 2019. The #NoMarriage Movement Is Adding to Korea’s Economic Woes. <i>Bloomberg</i> <p>Readings (please focus primarily on these in memo):</p> <ul style="list-style-type: none"> Olah, Livia Sz 2011. Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The second “YES”. In <i>Demographic Research</i> 24(9):217-224. Neyer, Gerda 2011. Should governments in Europe be more aggressive in pushing for gender equality to raise fertility? The second “NO”. In <i>Demographic Research</i> 24(9):225-250. 	How to locate salient statistical information and write about it effectively	Memo 3 due Mon 10/21, 6 pm
8	10/29	IN-CLASS TEST	<i>No tutorial</i>	
9	11/05	READING WEEK		
10	11/12	<p>Inequalities in Pathways to Parenthood</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"> Pande, Amrita. 2010. Commercial surrogacy in India: manufacturing a perfect mother-worker. <i>Signs</i> 35(4):969-992. Rudrappa, Sharmila and Caitlyn Collins. 2015. Altruistic agencies and compassionate consumers: Moral framing of transnational surrogacy. <i>Gender & Society</i> 29(6):937-959. 	Excel workshop: How to create graphical representations of statistical data	<p>3-2-1 reading response 4 due Mon 11/11, 6 pm</p> <p>Optional: First draft of term paper due Tue 11/12 6pm</p> <p><i>Find relevant statistical information to include in your term paper so you can work on your figure or table in this week’s tutorial</i></p>

	Date	Lecture	Tutorial	Assignments
11	11/19	<p>Transnational Migration, Families & Care Work</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"> ▪ Lan, Pei-Chia 2003. "Maid or madam? Filipina migrant workers and the continuity of domestic labor." <i>Gender & Society</i> 17(2):187-208. ▪ Hoang, Lan Anh and Brenda S. A. Yeoh. 2011. Breadwinning Wives and "Left-Behind" Husbands: Men and Masculinities in the Vietnamese Transnational Family. <i>Gender & Society</i>, 25(6), 717–739. 	How to make strong and persuasive arguments	Memo 4 due Mon 11/18, 6 pm
12	11/26	<p>Aging Societies & Care Work</p> <p>Introductory video clip: 2060 & the world population pyramid (~4:15)</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Peng, Ito. 2018. Culture, institution and diverse approaches to care and care work in East Asia. <i>Current Sociology</i> 66(4):643-659. ▪ Tronto, Joan. 2013. <i>Caring Democracy</i>. NYU Press (chapter, TBA) 	How to present effectively	3-2-1 reading response 5 due Mon 11/25, 6 pm
13	12/03	Paper presentations (6 to 9 p.m., location TBA)		<p>PowerPoint presentation due Tue 12/03 at noon</p> <p>Term paper due 12/03 at 6 pm</p>