

Family Demography

Instructor: Irene Boeckmann
Office: Rm 388 at Sociology Department
(725 Spadina Ave, 3rd floor)
Office Hours: Thu 2-4 p.m.
Email: irene.boeckmann@utoronto.ca
TA: Julia Ingenfeld
Email: TBA
Office hours: Rm 225

Classroom: BA 1170
Class Time: Thu 10 a.m. to noon

Class website: <https://portal.utoronto.ca>
Top Hat: <https://app.tophat.com/e/126032>
Top Hat Join Code: 126032

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, 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 SOC303 is 1.0 SOC FCE at the 200+ level (the recommended preparation for this course is SOC214). Students who do not meet this requirement will be removed at any time discovered and without notice.

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Learning Components and Course Requirements

Class 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. The class will also have an interactive component using Top Hat. You will be able to access lecture slides on Top Hat, and we will use the platform to introduce and review material in class in the form of discussion questions and in-class quizzes. Participation in these activities will be part of your class participation grade. (see also Course Materials on p. 3). *(5% of final grade)*

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. 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 and final exam.

Memos. Over the course of the semester, you will write four 600-650 word reflection papers on the assigned readings (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, i.e. on Wednesday mornings at 10 a.m. You will receive feedback via a grading rubric and community feedback provided by the TA and the instructor. Please consult the full assignment instructions on Blackboard. *(Each memo worth 7%, in total 28% of final grade)*

Online group discussion. Based on the weeks' readings and the class material from previous weeks, you will participate in an online discussion in smaller groups on Blackboard in week 4. You will post at least one discussion question, and respond at least three times to your fellow classmates' posts. Your posts will be graded on content, timeliness and frequency. Please consult the full assignment instructions on Blackboard. *(5% 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 class, i.e. on Wednesday mornings at 10 a.m. 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. Please consult the full assignment instructions on Blackboard. *(5 assignments worth 2% each, 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 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, and the final test will cover the material from the entire semester. *(Each test worth 25%, in total 50% of final grade)*

Syllabus Quiz. Please complete the syllabus quiz on the course website any time before the 3rd class period on January 18th, at 10 a.m. *(1% of final grade)*.

Overview of grade components

Occurrences		Each worth	Fraction of final grade
	Class participation		5%
4 x	Memos	7%	28%
5 x	3-2-1 reading responses	2%	10%
1 x	Online group discussion		6%
1 x	Mid-term test		25%
1 x	Final test		25%
1 x	Syllabus quiz		1%
	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.

Top Hat. We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/126032>

Note: Our **Course Join Code** is **126032**

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Note on laptops, tablets or smartphones: If you do not have access to an electronic device for this class, you will still be able to participate in the learning experience and get credit for participation. Please let me ahead of time if you wish to participate in another way, or if you have any questions or concerns regarding Top Hat.

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. This includes lending your work on assignments to others, or sharing answers to quiz and test questions, including on social media, email, or in person. 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 14 in the syllabus.

Communication & Office Hours

Personal matters. Please use your University of Toronto **email** to communicate with me with regard to personal matters. Please include the class number "SOC303" in the subject line and provide your full name and student number in the body of your email. 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.

Questions regarding the **syllabus**, **assignment instructions**, or **substantive questions about assigned texts or class material**. Please use the designated discussion boards on Blackboard. Other students may have the same or similar questions. Using discussion boards ensures that everybody has equal access to the same information.

The instructor's **office hours** are on Thursdays from 2-4 p.m. 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. The TAs will also hold office hours (TBA, no TA office hours during week 1 and 2).

Assignment Submission

All **memos** and **reading responses** should be submitted on Blackboard according to the deadlines outlined for each assignment. Please DO NOT email assignments.

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, Late Submission & Make-up Tests

Memos and **3-2-1 reading responses** are due 24 hours before class, i.e. on Wednesday mornings at 10 a.m. 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 noon on Wednesday would lose 5%, a memo submitted on Thursday at 10 a.m. would lose 10%).

There will be no make-up opportunities for **in-class assignments** (you can miss 2 classes without losing any points, we will count your 8 highest participation grades). Each of these assignments is worth a small fraction of your final grade. So missing a couple of them will not drastically lower your final grade.

Make-up tests will only be given for legitimate, documented reasons. Please notify me promptly if you missed or are going to miss a test and provide official documentation (see below) as soon as possible. It is your responsibility to bring the necessary documentation. Make-up tests will be given during office hours.

Please note: Under university regulations, make-up tests or extensions are only required to be provided in circumstances where students inform the instructor of their 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.

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.

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. I will gladly work with the service on any needed accommodation.

Course Schedule & Due Dates

Please note the course schedule and assigned materials are subject to change.

Week	Class	Topics & Readings	Due Dates
1	01/04	<p>Introduction to Family Demography and the Course</p> <p>Introductory video clip: Statistics Canada 2011. An overview of families, households and marital status data, 2011 Census</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Casper, Lynne M. 2007. "Family Demography." The Blackwell Encyclopedia of Sociology. Ritzer, George (ed). Blackwell Publishing. ▪ Duffy, A. & Pupo, N. 2011. "Employment in the New Economy and the Impact on Canadian Families." Pp. 98-114 in <i>A Life in Balance? Reopening the Family-Work Debate</i>, edited by Krull, C. & Sempruch, J. Vancouver: UBC Press. 	<p>3-2-1 reading response 1 due 24 hours before the first class on Wed 01/03 at 10 a.m.</p>
2	01/11	<p>Theoretical Perspectives on Family Change</p> <p>Introductory video clip: Population Europe 2013. Interview with Elizabeth Thompson, Professor Emerita of Demography, University of Stockholm</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Coontz, Stephanie 2004. "The World Historical Transformation of Marriage." <i>Journal of Marriage and Family</i> 66:974-979. 	<p>Memo 1 due Wed 01/10 at 10 a.m.</p>
3	01/18	<p>Beyond the Heteronormative Nuclear Family</p> <p>Introductory video clips:</p> <ul style="list-style-type: none"> ▪ NCFR 2013. Andrew Cherlin on marriage, cohabitation, and societal trends in family formation, National Council on Family Relations, Washington DC. (~6 min) <p>Readings:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Thomson, E., Lappegård, T., Carlson, M., Evans, A. and Gray, E., 2014. Childbearing Across Partnerships in Australia, the United States, Norway, and Sweden. <i>Demography</i> 51(2):485-508. 	<p>3-2-1 reading response 2 due Wed 01/17 at 10 a.m.</p> <p>Syllabus Quiz due before the third class period on Thu 01/18 at 10 a.m.</p>

Week	Class	Topics & Readings	Due Dates
4	01/25	<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., Kennedy, S., McLoyd, V.C., Rumbaut, R.G. and Settersten, R.A. 2004. „Growing up is harder to do.” <i>Contexts</i> 3(3):33-41. ▪ Fussell, E., Gauthier, A.H. & Evans, A. 2007. “Heterogeneity in the transition to adulthood: The cases of Australia, Canada, and the United States.” <i>European Journal of Population</i> 23(3-4):389-414. ▪ 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. 	<p>Online Group Discussions start on Fri 01/19 at 10 a.m., and end on Thu 01/25 at 10 a.m.</p> <p><u>First post (discussion question) due on Mon 01/22 at 10a.m.</u></p>
5	02/01	<p>Demographic Change & Inequality</p> <p>Introductory video clip: Norton Sociology 2015. Which families are in poverty? (~1:15 min)</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ McLanahan, S., 2004. Diverging destinies: How children are faring under the second demographic transition. <i>Demography</i> 41(4):607-627. ▪ 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. 	<p>Memo 2 due Wed 01/31 at 10 a.m.</p>
6	02/08	<p>Mid-term test covers material from weeks 1-5</p> <p><i>(Please note: no office hours on Thu 02/08)</i></p>	<p>Midterm-test</p>

Week	Class	Topics & Readings	Due Dates
7	02/15	<p>Population Policies: Too few or too many children?</p> <p>Introductory video clip: Population Europe 2013. Interview with Gerda Neyer, Professor of Demography, University of Stockholm, Sweden (~7 min)</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Brown, J.A. and Ferree, M.M., 2005. Close Your Eyes and Think of England. Pronatalism in the British Print Media. <i>Gender & Society</i> 19(1):5-24. ▪ 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. ▪ Lee, M. and Lin, Y.H., 2016. Transition from Anti-natalist to Pro-natalist Policies in Taiwan. In: <i>Low Fertility, Institutions, and their Policies</i> (pp. 259-281). Springer International Publishing. 	<p>3-2-1 reading response 3 due Wed 02/14 at 10 a.m.</p>
8	<i>READING WEEK – NO CLASS</i>		
9	03/01	<p>Fertility decisions, childfree families, infertility & assisted reproductive technologies</p> <p>Introductory video clip: Amrita Pande, Senior Lecturer in Sociology, University of Cape Town, on her project titled "Made In India," segment from the South African Broadcasting Corporation, Morning Live (~6:30 min)</p> <p>Readings:</p> <ul style="list-style-type: none"> ▪ Arvidsson, A., Johnsdotter, S. and Essén, B., 2015. Views of Swedish commissioning parents relating to the exploitation discourse in using transnational surrogacy. <i>PloS one</i> 10(5):1-12. ▪ Pande, A., 2010. Commercial surrogacy in India: manufacturing a perfect mother-worker. <i>Signs</i> 35(4):969-992. ▪ Scala, Francesca 2014. IVF Policy and the Stratification of Reproduction in Canada. In: <i>Exploring Reproduction in Canada</i>. (pp.48-73). McGill-Queen's University Press. 	<p>Memo 3 due Wed 02/28 at 10 a.m.</p> <p><i>Please note: instructor office hours this week are held on Tue 02/27, 4.30-5.30 p.m. (no office hours on Thu 03/01)</i></p>

Week	Class	Topics & Readings	Due Dates
10	03/08	<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"> 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):1429-1451. Parreñas, R.S., 2001. Mothering from a distance: Emotions, gender, & intergenerational relations in Filipino transnational families. <i>Feminist studies</i> 27(2):361-390. 	<p>3-2-1 reading response 4 due Wed 03/07 at 10 a.m.</p>
11	03/15	<p><i>Aging societies, intergenerational relationships & care work</i></p> <p>Introductory video clip: Population Europe 2013. Interview with Jane Falkingham, Professor of Demography and International Social Policy, University of Southampton, UK (~6 min)</p> <p>Readings:</p> <ul style="list-style-type: none"> Reczek, C. and Umberson, D., 2016. Greedy Spouse, Needy Parent: The Marital Dynamics of Gay, Lesbian, and Heterosexual Intergenerational Caregivers. <i>Journal of Marriage and Family</i>, 78:957–974. Michel, S. and Peng, I., 2012. All in the family? Migrants, nationhood, and care regimes in Asia and North America. <i>Journal of European Social Policy</i>, 22(4):406-418. 	<p>Memo 4 due Wed 03/14 at 10 a.m.</p>
12	03/22	<p><i>Policies for Today's Families</i></p> <p>Introductory video clip: International Labour Organization 2016. Decent Work in the Care Economy (~4 min)</p> <p>Readings:</p> <ul style="list-style-type: none"> Lewis, S., 2001. Restructuring workplace cultures: the ultimate work-family challenge? <i>Women in management Review</i> 16(1):21-29. Macdonald, D. & McInturff, K. 2015. Family Policies for the Way We Live Now. <i>Our Schools / Our Selves</i> 24(4): 39-51. 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. 	<p>3-2-1 reading response 5 due Wed 03/21 at 10 a.m.</p>
13	03/29	<p><i>The final test will cover material from the entire semester.</i></p>	<p>Final test</p>