



Sociology UNIVERSITY OF TORONTO

Family Demography SOC 303 H1F

**Riva Lieflander
Fall, 2013**

Class schedule:

Lecture: Thursday, 12:00-14:00 in

Tutorial I: Tuesday, 10:00-12:00 in

Tutorial II: Thursday, 10:00-12:00 in

N.B.: Students sign up for only one tutorial.

Professor's office hours:

Thursday, 10:30-11:30, Room 225 – Office C (725 Spadina Ave.)

E-mail:

riva.lieflander@uottawa.ca

& through Virtual Campus course web site

Teaching assistant:

e-mail through Virtual Campus course web site

Any questions sent by email should receive a response within two business days or during the following class if it takes place within the 48 hours following receipt of the email. Note that the professor and TA reserve the right not to answer an email if the level of language used is inadequate or inappropriate.

On virtual campus:

Yes

OFFICIAL COURSE DESCRIPTION

Describes the political, social and economic implications of diversity in family structure. Uses empirical studies in the sociological tradition to describe current trends in living arrangements and family relationships. Examines social and economic consequences of the inconsistencies between public definitions and the reality of family life.

Prerequisite: A 200+ level SOC course. Students without course prerequisites can be removed at any time.

Recommended Preparation: SOC214H1

GENERAL COURSE OBJECTIVES

By the end of the course, students will have good familiarity with the basic principles of demographic analysis as these pertain to the social institution of the family, with special emphasis on families in Canada. Students will also be able to analyze and to interpret basic statistical output, using SPSS and one of two Public Use Microdata Files (PUMF's) from Statistics Canada, and to apply their findings to an assessment of public policy(ies) affecting families in Canada.

TEACHING METHODS

The course consists of lectures, tutorials, readings, class discussions, and both individual as well as collaborative (group) research. If needed and desired, a few *optional* help sessions *may* be offered, outside of class time, to assist students in their preparation of the technical assignment and the analytical research essay, and in their review for the mid-term test and final exam. Office hours will also regularly be held to assist students on an individual and/or group basis.

STUDENTS ARE EXPECTED TO READ THE ASSIGNED TEXTBOOK CHAPTERS AND/OR JOURNAL ARTICLES/PAPERS before the lecture for which they have been assigned, and to review some or all of the additional recommended resources independently. **POSTED LECTURE SLIDES DO NOT CONTAIN ALL INFORMATION NEEDED TO SUCCEED IN THIS COURSE, AND CANNOT REPLACE REGULAR ATTENDANCE AT LECTURES/TUTORIALS, AND TIMELY STUDY OF THE REQUIRED COURSE READINGS.** Students are also expected to participate in class discussions, in both lectures and tutorials.

ASSESSMENT METHODS

Students will be evaluated on the basis of one technical assignment, one mid-term test, one analytical research essay, participation in weekly tutorials, and one comprehensive final exam, as follows:

Components of Final Mark

Evaluation format	Weight	Date
Technical Assignment	15 %	October 4 2013
Mid-Term Test	15 %	October 17 2013
Research Essay Proposal	5%	October 25 2013
Research Essay	20 %	December 3 2013
Tutorial Participation	10%	Assessed after final tutorial
Final Exam	35 %	TBA: December 9-20 2013

The final date for submission of the Technical Assignment, with penalty for lateness, is October 17 2013, by midnight. No Technical Assignment submitted later than this date will be considered for evaluation, without appropriate documentation as described below.

The final date for submission of the Research Essay, with penalty for lateness, is December 9 2013, by midnight. No Research Essay submitted later than this date will be considered for evaluation.

Language quality and late submissions

You will be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. Additional details about available writing help are provided below. Poor writing will be penalized up to 15%, at the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate or letter from a College Registrar.

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, employment, personal plans, or any misreading of the examination timetable are not acceptable.

A penalty of 5% will be given for each subsequent day following the due date (weekends not included). This goes for assignments submitted through e-mail as well, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

You should advise your professor as early as possible if a religious holiday or a religious event will force you to be absent during an evaluation.

SCHEDULE

The actual schedule may vary slightly from the following outline. Any changes will be announced on the Virtual Campus course web site, and at the lectures/tutorials.

*N.B.: All chapters indicated in the Assignments & Readings column, below, refer to the **required** Cheal & Albanese and Trovato textbooks, listed in the "Required" subsection of the course syllabus Bibliography. Other required readings are stated by author and title, and are also listed as well as linked, in the "Required" subsection of the course syllabus Bibliography.*

DATE	TOPIC	LOCATION	ASSIGNMENTS & READINGS
Lecture 1 September 12	Introduction to the course objectives and plan; overview of "family" and "family demography"; introduction of key demographic concepts and principles; importance of using "the sociological imagination" in a family demography context; <i>Technical Assignment distributed</i>		Cheal & Albanese 1-2; Trovato 1-2; <i>VIF Families Count</i> ; <i>Technical Assignment distributed</i>
Tutorial Week 1	No tutorials or office hours held during the first week	N/A	N/A

Lecture 2 September 19	Demographic Transition Theory; fertility and mortality transition; epidemiological transition; mobility transition		Trovato 3, 6-10 (only those sections focusing on the fertility, morbidity/epidemiological, mortality, and mobility components of the larger demographic transition)
Tutorial Week 2 September 17 or 19	Formation of course-long tutorial groups; general review of basic statistical terms, variable levels of measurement, measures of central tendency, and measures of dispersion; downloading PUMF data sets and documentation		Tutorial notes; Ensure, <u>before the class</u> , that you can log on; BRING YOUR USB MEMORY KEY
Lecture 3 September 26	Nuptiality: mate selection, separation and divorce, and changing family patterns		Cheal & Albanese 3, 5, 8, 11; Trovato 4-5; Ambert "Cohabitation and Marriage"
Tutorial Week 3 September 24 or 26	General review of descriptive and inferential statistics, techniques of interpretation of bivariate and multivariate contingency tables, and chi-square test of independence; SPSS introductory lab for Technical Assignment		Tutorial notes
Lecture 4 October 3	Fertility: Children and family structures; <i>Research Essay Assignment distributed</i>		Cheal & Albanese 4, 15; Trovato 6; Ambert "Same-Sex Couples and Same-Sex Parent Families"; VIF <i>Families and Incarceration</i> ; <i>Research Essay Assignment distributed</i>
Tutorial Week 4 October 1 or 3	Lab time for Technical Assignment		Tutorial notes
October 4 By midnight	<u><i>Technical Assignment due</i></u>	N/A	<u><i>Technical Assignment due</i></u>
Lecture 5 October 10	Aging and family changes; health and morbidity; mortality and family impacts; review for Midterm Test		Cheal & Albanese 6-7; Trovato 7; VIF <i>Caregiving and Canadian Families</i>
Tutorial Week 5 October 8 or 10	Review for Midterm Test; tutorial groups' selection of topic and variables for Research Essay		Tutorial notes; Lecture notes; Required course readings
Lecture 6 October 17	<u><i>Midterm Test</i></u>		<u><i>Midterm Test</i></u>
Tutorial Week 6 October 15 or 17	Lab and discussion time for Research Essay		Tutorial notes; Lecture notes; Required course readings
October 18	<u><i>Technical Assignment returned</i></u>	N/A	<u><i>Technical Assignment returned</i></u>
Lecture 7 October 24	Mobility: Internal and international migration, urbanization		Trovato 8-10; VIF <i>On the Family Farm</i>
Tutorial Week 7 October 22 or 24	Lab and discussion time for Research Essay		Tutorial notes; Lecture notes; Required course readings
October 25 By midnight	<u><i>Research Essay Proposal due</i></u>	N/A	<u><i>Research Essay Proposal due</i></u>

Lecture 8 October 31	Paid and unpaid work; financial realities and poverty; <i>Midterm Test returned</i>		Cheal & Albanese 9-10; PEPSO et al. report; <i>Midterm Test Returned</i>
Tutorial Week 8 October 29 or 31	Lab and discussion time for Research Essay; <i>Research Essay Proposal returned</i>		Tutorial notes; Lecture notes; Required course readings; <i>Research Essay Proposal returned</i>
November 4	Last day to drop courses with F section codes from academic record and GPA. After this deadline a mark is recorded for each course, whether course work is completed or not (a 0/zero is assigned for incomplete work), and calculated into the GPA.	N/A	N/A
Lecture 9 November 7	Immigration, race, ethnicity, language, and religion		Cheal & Albanese 12; Trovato 9; <i>VIF The New Faces of Canada;</i> <i>VIF Aboriginal Families</i>
Tutorial Week 9 November 5 or 7	Lab and discussion time for Research Essay		Tutorial notes; Lecture notes; Required course readings
November 11-12	<u><i>November break: No Classes</i></u>	N/A	Work on Research Essay; review lecture and tutorial slides and notes, and required readings
Lecture 10 November 14	Disabilities; addiction; PTSD and military families		Cheal & Albanese 13; <i>VIF Families Living With Disability</i>
Tutorial Week 10A November 12	<i>Due to the loss of their tutorial session during the November break, Tutorial Group I members may attend Tutorial Group II's session on Thursday, November 14, <u>FOR TUTORIAL WEEK 10 ONLY</u></i>		N/A
Tutorial Week 10B November 14	Lab and discussion time for Research Essay		Tutorial notes; Lecture notes; Required course readings
Lecture 11 November 21	Violence		Cheal & Albanese 14; <i>VIF Against All Odds: Normalized Gambling;</i> <i>Harrison: The First Casualty</i>
Tutorial Week 11 November 19 or 21	Lab and discussion time for Research Essay		Tutorial notes; Lecture notes; Required course readings
Lecture 12 November 28	The future of families, family demography, and family policy; Final Exam review		Cheal & Albanese 15-16 Trovato 3-4,12
Tutorial Week 12 November 26 or 28	Lab and discussion time for Research Essay		Tutorial notes; Lecture notes; Required course readings
December 3 By midnight	<u><i>Research Essay due</i></u>	N/A	<u><i>Research Essay due</i></u>
Exam period December 9-20 Date: TBA	<u><i>Final Exam</i></u>	Location: TBA	All lecture and tutorial slides, notes, and discussions, and all required readings; <u><i>Final Exam</i></u>
December 20	<i>Research Essay returned</i>	N/A	<i>Research Essay Returned</i>

BIBLIOGRAPHY

Required Texts:

Ambert, Anne-Marie (2005). "Cohabitation and Marriage: How Are They Related?"
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=253> - .UfwVs1OGFYg

Ambert, Anne-Marie (2005). "Same Sex-Couples and Same-Sex Parent Families: Relationships, Parenting and Issues of Marriage".
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=252> - .UfwUS1OGFYg

*** Cheal, David & Patrizia Albanese, Eds. (2014). *Canadian Families Today: New Perspectives. Third Edition*. Don Mills: Oxford University Press.

Harrison, Deborah (2002). *The First Casualty: Violence Against Women in Canadian Military Communities*.
<http://site.ebrary.com.myaccess.library.utoronto.ca/lib/utoronto/docDetail.action?docID=10214981>

Poverty and Employment Precarity in Southern Ontario (PEPSO) (2013). *It's More than Poverty: Employment Precarity and Household Well-being*.
<http://www.unitedwaytoronto.com/whatWeDo/reports/PEPSO.php>

*** Trovato, Frank (2009). *Canada's Population in a Global Context: An Introduction to Social Demography*. Don Mills: Oxford University Press.

Vanier Institute of the Family (VIF) (2002). *Families Living With Disability*.
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=273> - .UfwZ6FOGFYg

Vanier Institute of the Family (VIF) (2005). *Caregiving and Canadian Families*.
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=262> - .UfwPi1OGFYg

Vanier Institute of the Family (VIF) (2006). *Aboriginal Families: Recovery on Their Own Terms*.
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=236> - .UfwQh1OGFYg

Vanier institute of the Family (VIF) (2006). *Against All Odds: Normalized Gambling*.
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=237> - .UfwKB1OGFYg

Vanier Institute of the Family (VIF) (2006). *The New Faces of Canada*.
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=238> - .UfwOZVOGFYg

Vanier Institute of the Family (VIF) (2010). *Families Count: Profiling Canada's Families IV*.
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=118> - .UfwGUFOGFYg

Vanier Institute of the Family (VIF) (2012). *Families and Incarceration*.
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=415> - .UfwKq1OGFYg

Vanier Institute of the Family (VIF) (2012). *On the Family Farm*.
<http://www.vanierinstitute.ca/modules/news/newsitem.php?ItemId=433> - .UfwMfFOGFYg

Recommended (Reference) Texts:

American Psychological Association (2009). *Publication Manual of the American Psychological Association (Sixth ed.)*. Washington, DC: American Psychological Association.

Trovato, Frank (2012). *Population and Society: Essential Readings. Second Edition*. Don Mills: Oxford University Press.

Other required and/or recommended readings may be posted on the Virtual Campus course web site, or available through the University's online holdings.

Getting Help

Do not hesitate to contact me if you need any assistance or would like to discuss your course progress. I am available during regularly scheduled office hours, after class, and also by e-mail.

Academic Support

Your Registrar is a reliable first-stop whenever you have questions, concerns or are facing issues that are getting in the way of your success.

The **Academic Success Centre** is the place to go to learn how to develop skills in time management, exam preparation, textbook reading, note-taking, and dealing with anxiety, procrastination and perfectionism. Make an appointment with a learning skills counsellor at the reception desk or by calling 416-978-7970. You can also visit the ASC drop-in centre in the Koffler building at 214 College Street. www.asc.utoronto.ca.

Tutors are available at **First Nations House** to help aboriginal students develop their research, essay writing and study skills. Tutors can also help students find academic support in specific fields of study, such as math and science. www.fnh.utoronto.ca. 416-978-8227.

If you're facing challenging personal circumstances that are affecting your academic performance, feel free to seek emotional and psychological support from U of T's **Counselling and Psychological Services**. www.caps.utoronto.ca. 416-978-8070.

Writing and Language Support

There are a wide range of resources for writing support made available in Arts and Science to help all students become better writers and communicators. You can find information about college writing centres at:

<http://www.writing.utoronto.ca/writing-centres/arts-and-science> and
<http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.

Please note, especially, "How Not to Plagiarize", and other advice on documentation format and methods of integrating sources, which are listed in the section at:

<http://www.writing.utoronto.ca/advice/using-sources>.

Writing Plus Workshops:

The St. George Campus College Writing Centres, with the participation of the Arts and Science Students' Union (ASSU), the Academic Success Centre, University of Toronto Libraries, and the Career Centre, are offering this campus-wide series of academic skills workshops to the University's entire student body. All workshops are free and there is no need to pre-register. Come for one, or come for all! The Writing Plus workshop series is described at: <http://www.writing.utoronto.ca/writing-plus>.

English Language Learning program (ELL):

Information about the English Language Learning program (ELL) is available at: <http://www.artsci.utoronto.ca/current/undergraduate/ell>. Please note especially the Communication Cafe, which meets weekly at four different times and locations for the first five weeks of each term. For more information, please contact the ELL Coordinator Leora Freedman at leora.freedman@utoronto.ca.

AccessAbility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, **Accessibility Services** is your home base for support. It is important to contact the office as soon as you are accepted to U of T so that accommodations for your needs are in place before classes start. All information about your disability is confidential and won't be shared with units outside of Accessibility Services without your consent. www.accessibility.utoronto.ca. 416-978-8060.

The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course.

The role of Accessibility Services is to facilitate the inclusion of students with disabilities into all aspects of university life. Our focus is on skills development, especially in the areas of self-advocacy and academic skills.

Services are provided to students with a documented disability. It can be physical, sensory, a learning disability, or a mental health disorder. Students with temporary disabilities (e.g. broken arm) are also eligible for the service.

Students first go through an intake interview to discuss their eligibility and needs. Where appropriate, students are referred to one of the Service's professionals (e.g. Adaptive Technologist Consultant, Learning Disability Specialist) to discuss strategies and determine accommodations. All discussions are kept confidential with Accessibility Services and information is disclosed outside the Service only with permission of the student.

Services provided include:

- alternative [test & examination arrangements](#)
- authorization of test and exam accommodations coordinated by [Test and Exam Services](#)
- [note-taking](#) services
- sign language interpreters
- adaptive equipment & assistive devices
- alternative format for printed materials
- information & resource materials on health conditions & disability related issues
- liaison with academic & administrative units within the University & with off-campus agencies.

Robarts Location

Voice: 416 978-8060

Fax: 416 978-8246

TTY: 416-978-1902

Email: accessibility.services@utoronto.ca

Huron Street Location

Voice: 416 978-7677

Fax: 416 978-5729

TTY: 416 978-1902

Email: as.huronstreet@utoronto.ca

Special Accommodations

If you develop a prolonged illness or encounter a personal crisis that will affect your participation in the course, please contact the course instructor as soon as the problem becomes apparent. Your best strategy for dealing with anything that may prevent you from completing the course in a way that is satisfactory to you is to discuss your concerns as soon as possible with the course instructor so that we can work out a way of responding to them together.

Laptop Use

Students take notes with laptops. They sometimes have also been observed to do e-mail, Twitter, Facebook, and to watch YouTube or movies during class. The impact of doing these last practices during a university lecture is to undermine education. It is not only distracting to you, but it is also distracting to other students and potentially also to the instructor. It additionally implies that university learning is boring and that you would rather be somewhere else. Out of respect for your own learning and the learning of others, please restrict your laptop use to appropriate course-related activities, only, during lectures and tutorials.

Note on In-Class Interactions

A successful university course rests on an implicit contract between the instructors and the students. This contract commits all parties to certain ground rules for the course:

- Students are expected to come to the lectures prepared. This implies that the readings are complete (with appropriate notes).
- The instructor should make every attempt to answer questions from students and to present course material clearly and effectively.
- Students should come to class on time. Walking into the classroom late is distracting to everyone else.
- All cell phones must be turned off before entering the classroom. Phone calls and/or text messaging are not permitted in the classroom.
- All discussions in the class should relate to the course.
- Unless permitted by the instructor under special circumstances, students may not surf the Internet, use email, or engage in any other Internet activities during lectures and tutorials.
- Students and instructors should maintain standards of courtesy and respect for others at all times.

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* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. According to the Code:

"It shall be an offence for a student knowingly:

(d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism."

And according to the University of Toronto Writing Centre, "Wherever in the Code an offence is described as depending on 'knowing', the offence shall likewise be deemed to have been committed if the person ought reasonably to have known."

Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
 - working in groups on assignments that are supposed to be individual work,
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

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

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me.

If you have questions about appropriate research and citation methods, additional information may be obtained from me, and/or from other available campus resources like the [U of T Writing Website](#).