

SOC 332H1F: LIVES IN CANADA

Program only version

Fall 2022

Class meets: Thursdays 3:10 – 6:00 PM

Location: OI 5150

Professor: Bonnie H. Erickson
E-mail: ericson@chass.utoronto.ca

Office hours: Because of COVID-19, your instructor and teaching assistant will not hold office hours in person in an office. Students can consult with the instructor and the TA by email at any time, or on Zoom by appointment.

Readings: Available through Quercus

Teaching Assistant: Kyla Simms
k.simms@mail.utoronto.ca

INTRODUCTION

Much sociological work considers people at one point in their lives: while working, while in school, while parents of young children, and so forth. Life course analysis makes its special contribution by paying attention to biographies and to the ways that (1) human life histories are shaped by a person's place in society and in social history, (2) how individual lives unfold, and (3) how human life decisions cumulate to affect societies.

This course concerns lives in twentieth century and early twenty-first century Canada, with some comparisons to other highly developed countries.

PREREQUISITES: SOC201, SOC202, SOC 204, and 1.0 SOC FCE chosen from SOC 251, SOC 252, or SOC 254. Students without these prerequisites will be removed at any time they are discovered.

EXCLUSION: SOC 257, SOC 357

RECOMMENDED PREPARATION: SOC 220

EVALUATION

- (1) Mid-term test, October 13: 25%.
- 2) Final test, December 1: 25%.
- 3) Essay, due December 1: 50%

Course e-mail policies:

- 1) We will only accept e-mails from your University of Toronto e-mail account. Please put "SOC 332" in your subject line so we know the message is course-related.
- 2) We cannot provide instant or even overnight response. We will make every effort to reply promptly.
- 3) Many important course announcements will be sent to you through Quercus. Please check for these regularly.
- 4) E-mails asking for information in this course outline (e.g. "How much is the midterm worth?") will NOT be answered. Read this outline!

TOPICS AND REQUIRED READINGS

READINGS FOR YOUR ANALYTIC BIOGRAPHY

Your essay assignment, an analytic biography based on a life history interview you will do, is described below.

For this project you will need to read some chapters from:

Earl Babbie and Lance W. Roberts. 2018. *Fundamentals of Social Research, Fourth Canadian Edition*. Toronto: Nelson Education.

Be sure to read Chapter 1 (on general principles of inquiry), Chapter 3 (on ethical issues), and Chapter 11 (on qualitative interviewing).

You may also find it useful to consult the following book on social trends in Canada: Lance W. Roberts et al., editors, 2005. *Recent Social Trends in Canada, 1900-2000*. Montreal: McGill-Queen's University Press.

You can easily get to a complete electronic version by going to the U of T Library site, going to the catalogue, and searching for the title. Click on the electronic resource and you can then scroll through the entire book online. It has a lot of tables on aspects of the life course in Canada, which will be useful to those of you who interview a person who has lived in Canada for much or all of his or her life.

September 8: Introduction; Principles of Life Course Analysis

REQUIRED READING

Elder Jr., Glen H. 1999. "Beyond 'Children of the Great Depression.'" Pp. 301-343 in *Children*

of the Great Depression: Social Change in Life Experience, 25th Anniversary Edition.
Harper Collins Canada.

Elder explains some core ideas of life course analysis and gives some wonderfully meaty examples of the impact of historical timing of lives, with special emphasis on the effects of the Great Depression and World War II. The next three weeks continue with additional classic arguments about the importance of when people are born and when they enter adulthood.

NON-REQUIRED READING

McDaniel, Susan A. 2001. "Born at the Right Time?" *Canadian Journal of Sociology* 26:193-214.

McDaniel discusses Canadians (especially women) born in six different periods, from 1916-26 to 1965-75. She provides useful materials about Canadian society in different times (e.g. when the Old Age Pension started, and what unemployment rates were like). This material will be useful for those of you whose respondents lived much of their lives in Canada. This article includes a chart with the most essential information on it.

September 15: The Size of One's Cohort

REQUIRED READING

Pampel, Fred C. and H. Elizabeth Peters. 1995. "The Easterlin Effect." *Annual Review of Sociology* 21:163-194.

Easterlin argued that people born into large birth cohorts have too many competitors throughout life, and hence have more troubles in education, work, family, and criminal aspects of the life course. Pampel and Peters give a solid overview of Easterlin's own work and the large body of related work.

NON-REQUIRED READING

Wright, Robert E., and Paul S. Maxim. 1987. "Canadian fertility trends: a further test of the Easterlin hypothesis." *Canadian Review of Sociology and Anthropology* 24: 339-357.
See especially Figures 1 and 2.

Wright and Maxim examine the Easterlin argument for Canada.

September 22: Why Different Generations Have Different Cultures, Part I; first tutorial on your interviews

REQUIRED READING FOR LECTURE

Mannheim, Karl. 1952. "The Problem of Generations." Pp. 288-320 in *Essays in the Sociology of Knowledge*. London: Routledge and Kegan Paul.

Mannheim's classic paper is challenging but highly rewarding. Lectures will include some of the very interesting contemporary research using Mannheim's ideas.

NON-REQUIRED READING

Blais, Andre, Elisabeth Gidengil, Neil Nevitte, and Richard Nadeau. 2004. "Where Does Voter Decline Come From?" *European Journal of Political Research* 43: 221-236.

This paper applies Mannheim's ideas to voting turnout in Canada. How does the rate of voting vary with life course stage and with generation?

Milkman, Ruth. 2017. "A New Political Generation: Millennials and the Post-2008 Wave of Protest." *American Sociological Review* 82: 1-31.

This very recent article uses Mannheim in its discussion of today's generations and some of their political movements.

Schuman, Howard and Willard L. Rodgers. 2004. "Cohorts, Chronology, and Collective Memories." *Public Opinion Quarterly* 68: 217-254.

REQUIRED READING FOR TUTORIAL

Babbie and Roberts, Chapters 1 and 3 (research basics, ethical issues, selecting and recruiting a respondent)

September 29: Mannheim and Related Research, Continued; second tutorial on your interviews

REQUIRED READING FOR TUTORIAL

Babbie and Roberts, Chapter 11 (qualitative interviewing)

October 6: The Changing Transition to Adulthood

REQUIRED READING FOR LECTURE

Shanahan, Michael J. 2000. "Pathways to Adulthood in Changing Societies: Variability and Mechanisms in Life Course Perspective." *Annual Review of Sociology* 26: 667-692.

Shanahan discusses changes in the patterns of early life transitions over time, and some important differences among countries. The lecture will include additional materials including some of the important changes since Shanahan wrote.

October 13: *Midterm test*

October 20: Trajectories of Family Background, Education, Work, and Networks

How does one's family background affect one's education, how do both affect one's first job, and how do all of these affect later work? The standard account of these linkages, with focus on Canada.

REQUIRED READING

Three chapters from *Canadian Social Trends, Volume 3*, Thompson Educational Publishing, 2000:

Judith A. Frederick and Monica Boyd, "The Impact of Family Structure on High School Completion," pp.135-137.

Miles Corak, "Getting Ahead: Does Your Parents' Income Count?" Pp. 138-142.

Patrice de Broucker and Laval Lavallee, "Getting Ahead: Does Your Parents' Education Count?" Pp. 143-147.

NON-REQUIRED READING

Bonnie H. Erickson. 2004. "The distribution of gendered social capital in Canada." Pp. 27-50 in Henk Flap and Beate Volker (eds.), *Creation and Returns of Social Capital: A New Research Program*. London, UK: Routledge.

October 27: Age and Health

How mental and physical health, and their causes, are related to age. How health inequalities increase with age. How this varies between countries and between historical periods.

REQUIRED READING

McMullin, Julie and Josh Curtis. 2017. "Age and Social Time." Pp. 271-274 in Julie McMullin and Josh Curtis, *Understanding Social Inequality, Third Edition*. Don Mills, Ontario: Oxford University Press.

Mirowsky, John, and Catherine E. Ross..1999. "Well-Being Across the Life Course." Pp. 328-347 in *A Handbook for the Study of Mental Health*., Cambridge: Cambridge University Press.

NON-REQUIRED READING

Prus, Steven G. 2007. "Age, SES and health: a population level analysis of health inequalities over the life course." *Sociology of Health and Illness* 29: 275-296.

Prus, Steven G. 2011. "Comparing social determinants of self-rated health across the United

States and Canada.” *Social Science & Medicine* 73: 50-59.

The two readings by Prus provide more details on age and health in Canada than does the shorter reading by McMullin and Curtis.

November 3: Biography and Health; third tutorial on your essays

How life events and circumstances affect health, and how health affects later life. The required reading is recent and includes a number of Canadian examples. The optional reading provides a more full and clear description of the theory linking life course and health.

REQUIRED READING FOR LECTURE

First read Pearlin et al., which is a clear and up to date explanation of key theoretical ideas and some major findings for our topic today. Then quickly read Seabrook and Avison for lots of useful information about biography and health in Canada, using the same theoretical perspectives more fully explained in Pearlin et al.

Pearlin, Leonard I., Scott Schieman, Elena M. Fazio, and Stephen C. Meersman. 2005. “Stress, Health, and the Life Course: Some Conceptual Perspectives.” *Journal of Health and Social Behavior* 46: 205-219.

Seabrook, James A. And William R. Avison. 2012. “Socioeconomic Status and Cumulative Disadvantage Processes across the Life Course: Implications for Health Outcomes.” *Canadian Review of Sociology* 49: 50-68.

REQUIRED READING FOR TUTORIAL

Review Babbie and Roberts, Chapters 1, 3, and 11. This tutorial will focus on details of how to write your analytic biography.

November 17: Age and Crime

How is age related to the chances of committing a crime, and to the chances of being a victim of crime?

REQUIRED READING

Macmillan, Ross. 2001. “Violence and the Life Course: The Consequences of Victimization for Personal and Social Development.” *Annual Review of Sociology* 27:1-22.

Steffensmeier, Darrell, and Cathy Streifel. 1991. “Age, Gender, and Crime Across Three Historical Periods: 1935, 1960, and 1985.” *Social Forces* 69: 869-894.

NON-REQUIRED READING

Carrington, Peter J. 2011. “Population aging and crime in Canada, 2000-2041. *Canadian Journal*

of *Criminology* 43: 331-346.

November 24: Biography and Crime

How crime fits into biographies; how it is affected by past and current life circumstances, and how it in turn affects later life. Your required reading (Laub, Rowan, and Sampson) sums up the most important and influential long-term study of crime over the life courses of men from childhood to old age. Your optional reading Broidy and Thompson reviews crime and biography for girls and women. Other optional readings help to extend and update this work.

REQUIRED READING

Laub, John H., Zachary R. Rowan, and Robert J. Sampson. 2018. "The Age-Graded Theory of Informal Social Control." In David P. Farrington, Lila Kazemian, and Alex R. Piquero (eds.), *The Oxford Handbook of Developmental and Life-Course Criminology* (online edition).

NON-REQUIRED READING

Brayne, Sarah. 2014. "Surveillance and System Avoidance: Criminal Justice Contact and Institutional Attachment." *American Sociological Review* 79: 367-391.

Broidy, Lisa M. and Carleen M. Thompson. 2018. "Developmental and Life-Course Findings on Women and Girls." In David P. Farrington, Lila Kazemian, and Alex R. Piquero (eds.), *The Oxford Handbook of Developmental and Life-Course Criminology* (online edition).

Hagan, John. 1991. "Destiny and Drift: Subcultural Preferences, Status Attainments, and the Risks and Rewards of Youth." *American Sociological Review* 56: 567-582.

Massoglia, Michael, and Christopher Uggen. 2010. "Settling Down and Aging Out." *American Journal of Sociology* 116: 543-82.

December 1: final test

EVALUATION

- 1) Mid-term test, October 13: 25%.
- 2) Final test, December 1: 25%.
- 3) Essay, due December 1: 50%

ESSAYS

Your essay will be an *analytic biography*. In an analytic biography, you apply course materials to discuss, interpret, and explain one person's life, and at the same time use information about the life story to reflect on ways that our course materials could be extended or improved.

You need to interview someone old enough to have had a long life – someone 65 or older

would be best. If you cannot find a volunteer 65 or older, someone 60 or older would be OK. You may use anyone who is willing to tell you about his or her life. You must observe proper procedure for work with human subjects. This includes explaining your project and plans to the potential respondent, having them read and sign the consent form provided for you on the course website, and protecting their privacy. There will be more discussion of this in the tutorials.

You **MUST** use course materials to analyse the biography and use the biography to reflect on course materials. Beware the temptation to just tell a terrific story about a fascinating life. Every life, closely considered, is fascinating, but it does not become sociology until it is analysed with sociological concepts, theories, and findings. Include the signed consent form with your paper.

DO NOT conduct the interview until you know how to do so properly. Wait until after the first tutorial, when we will discuss how to select a respondent, obtain informed consent, and do an interview. **NEVER** conduct interviews, or any other form of research on human subjects, until you have completed informed consent procedures. Doing research on people in a carefully ethical manner is essential.

You will probably need to do some additional background reading to help make sense of your biography. For example, you may interview someone who spent many years in another country, so you will need to look up relevant information about that context.

There is a strict page limit of no more than 15 pages for the essay, double spaced, with font size 12 points or larger and margins at least 1". References, figures and tables are not included in the page limit.

Please use ASA referencing style. Include a cover page with your name and student number, course information (SOC 332, Lives in Canada, Professor Bonnie H. Erickson) and the title of your essay. Please number your pages, starting with 1 for the first page of your text (not the cover page).

IMPORTANT! HOW TO SUBMIT YOUR ESSAY

You must submit your essay to Quercus by midnight December 1. Since all of us are extremely busy at the end of term, it is **HIGHLY** recommended to submit your essay a week or two before this. You also should submit your essay at least a day in advance so you can feedback on possible problems found by the plagiarism detector. For example, students often forget to put the quotation marks around a passage copied from a source. This is plagiarism (presenting the words of another as if they were your own) even if you follow the quote with a reference to the source.

PROCEDURES FOR PLAGIARISM DETECTION

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Students are permitted, under our conditions of use, to opt-out of using the university's plagiarism detection tool. If a student chooses not to submit their assignment through the

University's plagiarism detection tool, instructors will need to find alternative arrangements to check their work as rigorously. (It should be noted that very few students choose to opt out.) Students cannot be penalized for choosing to opt out. If students choose to opt out, they should let their instructor know well in advance of submitting their paper. In this case, the instructor may ask them to submit all of their rough work for an assignment or the instructor may have a short meeting with them and ask pointed questions about their research methodology. Students who do not use the plagiarism detector, and who do not make acceptable alternative arrangements, will receive a grade of zero.

If students in this class wish to opt out of the plagiarism detection tool, they must notify their professor at the start of the course (for our course, by our second class, September 15). They must provide additional materials to show they have done their work themselves. This may include annotated bibliographies, notes for the paper or proposal, and working drafts. They should discuss what they will provide, and when, with Professor Erickson and set up a schedule by September 22. This is quite a bit of extra work, so few students choose this option, but you are welcome to do so.

DO NOT PLAGIARIZE

Be careful to avoid plagiarism. That is, do not copy words from someone else's writings and present them as your own. If you include someone else's words, use quotation marks and give proper references.

It is NOT enough to just include your source in your list of references.

It is NOT enough to use words from a source and then cite the source. You **MUST** use quotation marks for quotations.

Plagiarism is a serious academic offense with very heavy penalties (see the Academic Handbook).

See also the section on ACADEMIC INTEGRITY below.

LATE ESSAYS

If your essay is handed in late, I will deduct 10% of the maximum possible grade for *each weekday* the work is late. For example, if you submit your paper December 2 (one day late) and get 75% for it, the grade will be reduced to 65%. These are serious penalties – do not be late! The maximum penalty is 100% of your grade, for papers 10 or more days late.

MISSED TESTS

If you do not write a test at the scheduled time, you will get a grade of zero.

PERMISSION FOR LATE SUBMISSIONS AND MAKE-UP TESTS

If you have acceptable reasons concerning things beyond your control, you may apply for permission to write a make-up test or hand in your essay late.

The most common reason is ill health that makes it impossible to write the test at the scheduled time, or a period of ill health that makes it impossible to complete your essay on time. Because of the COVID-19 pandemic, we no longer require students to get a form filled in by a doctor. Instead, you must do two things. (1) Send an e-mail to your instructor (Professor Erickson) explaining that you are ill and will need to be late with your work. It is not necessary to tell your instructor what your health issue is, this is a personal matter and your privacy must

be respected. **ONLY** send such emails to your instructor, not the TA nor any other person. (2) Declare your absence on the system (ACORN).

In other cases, such as personal or family crisis, get a letter from your registrar. College registrars are very experienced, very discreet, and there to help you. The registrar will assess your situation and send an email to your instructor with their recommendations. The registrar does not normally tell the instructor what the problem is, since your privacy should be respected.

DATES FOR MAKE-UP TESTS

Dates will be arranged when we know who is entitled to write a make-up test and when they can do so. If you must miss a test, send your instructor an e-mail no later than the day of the test. Include **ALL** the times you would be able to write the make-up test during the week following the test. Be prepared to provide suitable documentation as described above.

STUDENTS WHO NEED ACCOMMODATIONS

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please approach Accessibility Services at (416) 978 8060 or at accessibility.utoronto.ca.

Accommodations include getting a volunteer note-taker and writing tests under special conditions.

Do not approach your professor or TA about accommodations. Accessibility services has the necessary expertise, and they provide full confidentiality, so your privacy is protected.

ACADEMIC INTEGRITY

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your University of Toronto degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- 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 (this includes working in groups on assignments that are supposed to be individual work).

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 (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code of Behaviour on Academic Matters*. 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, you are expected to seek out additional information from me or other available campus resources like the College Writing Centers, the Academic Success Centre, or the U of T Writing Website.