

Requirements and evaluation:

1. Participation (20%):

Class discussion leaders (10%): Each week, some pre-designated students will start the session by summarizing (5 minutes) the main points of argument in the assigned readings. They are expected to prepare a few questions or highlight some points of debate to spark and orient class discussion. The summaries and discussion starters should be broadly drafted in a **short paper (one page long) to be handed in**. A sign-up sheet will be available for students to select their preferred day to lead.

Participation in discussions (10%): Students are expected to read all the assigned readings in order to actively participate into the class discussions.

Both leading and participating in discussions will be evaluated on the clarity of the presentation, the quality, rigour and relevance of the interventions, the openness towards others' point of views, and the critical and constructive nature of the exchanges.

2. Take-home exam: the take-home exam is designed to ensure that students understand the concepts and definitions introduced in the readings and discussions, and to further stimulate reflection. The exam should be approximately 5 to 6 pages (doubled space) long and will count for **20%** of the final grade. It will be based on the materials read up to September 23. The exam will be **distributed on September 23** and is **due on October 7**.

3. Research and presentation of a court case dealing with family issues: working in small teams, students will choose a recent court case dealing with family issues, such as union rights and obligations (e.g., the rights and obligations of cohabiting couples at separation) or legal parenthood (e.g., the number of parents a child can have or the rights and obligations of separated parents in terms of custody and child support). First, they are expected to make a clear and succinct presentation of the case and of the main arguments of the ruling. Second, half of the team is expected to take position in favour of the ruling decision and to present the arguments to support their claim; the other half is to argue against the ruling. Students are to do a class presentation of their research and to turn in a copy of the synopsis of their presentation or of their Power Point or video presentation (**October 28**). The oral and written presentation will count for **20%** of the final grade and will be evaluated according to the quality of the documentation and the clarity and logic of the presentation.

4. A final paper that consists of conducting a personal research on a chosen topic in family sociology. This research should result in a 20 pages long paper (doubled space), including references, which comprises a critical review of existing studies on the chosen topic. Figures or tables may be included but will not count to the paper length.

The topic of research should be chosen by turning in a proposal indicating your goals (1 page or less) by **November 11 at the latest**. Students must set up individual meetings with the professor to review proposals.

Final papers will be presented during the last day of class, on **November 25**; this presentation will count for **10%** of the final grade. The final paper is due on **December 10** and will be graded on **30%**. The evaluation will be based on: the clarity, the precision and logic of the writing and of the argumentation; the capacity of synthesis; the effort and quality of the

personal reflection and critical analysis; a judicious use of data, if appropriate; the quality of the bibliography.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Disability and illness policies

Individuals with university recognised disabilities will be afforded special considerations in the setting of examination times and venues and depending on the type of disability may be given extra time to complete the required work. Assignments and/or projects that are late due to illness will not be accepted without an authoritative third-party excuse and explanation. Examinations will not be re-scheduled without the same considerations.

Academic Integrity

McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/ssr/honest for more information). (approved by Senate on 29 January 2003)

L'Université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/)

Right to submit in English or French written work that is to be graded

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. (approved by Senate on 21 January 2009)

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue.

Calendar, Themes and Due Dates

Date	Theme	Requirements
1. September 2	Introduction	
2. September 9	Kinship and family systems	
3. September 16	Theorizing families	
4. September 23	Defining and measuring families	Take-home exam distributed
5. September 30	Diversification of conjugal and family life	
6. October 7	Marriage or cohabitation: Any difference?	Due date: Take-home exam
7. October 14	Marriage, parenthood and earnings	
8. October 21	Family and parenthood in question	Approval of final paper topic
9. October 28	Court cases related to family issues	Students' debates
10. November 4	Family change and intergenerational relations	
11. November 11	Family Policies	Research proposal
12. November 18	Open topic	
13. November 25	Final Paper	Students' presentation
December 10		Due date: Final paper

Schedule and Reading list

Readings can either be found by clicking the hyperlink in the syllabus or on *myCourses* (readings are not in both places). You can also search for articles through the library.

- 1. Introduction** (September 2)
 Presentation of the syllabus and discussion on interests and expectations.
 Brief introduction to different approaches to study 'family'.
- 2. Kinship and family systems** (September 9)
 Segalen, M. 1986. *Historical Anthropology of the Family*. New York: Cambridge University Press. Chap. 2 "Kinship and kinship groups", p. 43-61. [on *myCourses*]
 Reher, D.S. 1998. "[Family ties in Western Europe: Persistent Contrasts](#)". *Population and Development Review* 24(2): 203-234.
 Ruggles, S. 2003. "[Multigenerational Families in Nineteenth-Century America](#)". *Continuity and Change* 18(1): 139-165.
- 3. Theorizing families** (September 16)
 Parsons, T. 1949. "The Social Structure of the Family". In R. Anshen (ed.), *The Family: Its Function and Destiny*. New York: Harper & Brothers, p. 241-274. [on *myCourses*]
 Oppenheimer, V.K. 1997. "[Women's Employment and the Gain to Marriage: The Specialization and Trading Model](#)". *Annual Review of Sociology* 23: 431-453.
 Cherlin, A. 2012. "[Goode's World Revolution and Family Patterns: A Reconsideration at Fifty Years](#)". *Population and Development Review* 38(4): 577-607.

Goldscheider, F., E. Bernhardt and T. Lappergård. 2015. "[The Gender Revolution: A Framework for Understanding Family and Demographic Behavior](#)". *Population and Development Review* 41(2): 207-239.

4. **Defining and measuring families** (September 23)

Statistics Canada. [Portrait of children's family life in Canada in 2016](#). Ottawa: Statistics Canada (cat. n° 98-200-X2016006).

Statistics Canada. [Young adults living with their parents in Canada in 2016](#). Ottawa: Statistics Canada (cat. n° 98-200-X2016008).

Toulemon, L. and S. Penneç. 2010. "[Multi-residence in France and Australia. Why count them? What is at stake? Double counting and actual family situations](#)". *Demographic Research* 23(1): 1-20 & 28-34.

Stewart, S.D. 2005. "[Boundary Ambiguity in Stepfamilies](#)". *Journal of Family Issues* 26(7): 1002-1029.

[For more details on concepts: Statistics Canada. 2017. *2016 Census of Population: Families, households and marital status*. Ottawa: Statistics Canada (cat. n° 98-501-X2016004) [2016 Census – Family Concepts -- on *myCourses*].

5. **Diversification of conjugal and family life** (September 30)

Sobotka, T. and L. Toulemon. 2008. "[Changing Family and Partnership Behaviour: Common Trends and Persistent Diversity across Europe](#)". *Demographic Research* 19(6): 85-138.

Guzzo, K.B. 2014. "[New Partners, More Kids: Multiple-Partner Fertility in the United States](#)". *Annals of the American Academy of Political and Social Science* 654(1): 66-86.

Kolk, M. and G. Andersson. 2020. "[Two decades of Same-Sex Marriage in Sweden: A Demographic Account of Developments in Marriage, Childbearing, and Divorce](#)". *Demography* 57(1): 147-169.

6. **Marriage or cohabitation: Any difference?** (October 7)

Heikel, N. and R. Keizer. 2015. "[Risk-avoidance or utmost commitment? Dutch focus group research on cohabitation and marriage](#)". *Demographic Research* 32(10): 312–340

Hamplová, D., C. Le Bourdais and É. Lapierre-Adamcyk, 2014. "[Is the Cohabitation-Marriage Gap in Money Pooling Universal?](#)". *Journal of Marriage and Family* 76(5): 983-997.

Hogerbrugge, M.J.A. and P.A. Dykstra. 2009. "[The Family Ties of Unmarried Cohabiting and Married Persons in the Netherlands](#)". *Journal of Marriage and Family* 71(1): 135-145.

Soons, J.P.M. and M. Kalmijn. 2009. "[Is Marriage More Than Cohabitation? Well-Being Differences in 30 European Countries](#)". *Journal of Marriage and Family* 71(5): 1141-1157.

7. **Marriage, parenthood and earnings** (October 14)

Budig, M.J. and M. Lim. 2016. "[Cohort Differences and the Marriage Premium: Emergence of Gender-Neutral Household Specialization Effects](#)". *Journal of Marriage and Family* 78(5): 1352-1370.

Juhn, C. and K. McCue. 2017. "[Specialization Then and Now: Marriage, Children, and the Gender Earnings Gap across Cohorts](#)". *Journal of Economic Perspectives* 31(1): 183-204.

Pal, Ipshita, and Jane Waldfogel. 2016. "[The Family Gap in Pay: New Evidence for 1967 to 2013](#)". *RSF: The Russell Sage Foundation Journal of the Social Sciences* 2(4): 104-127.

Weeden, K.A., C. Youngjoo and M. Bucca. 2016. "[Long Work Hours, Part-Time Work, and Trends in the Gender Gap in Pay, the Motherhood Wage Penalty, and the Fatherhood Wage Premium](#)". *RSF: The Russell Sage Foundation Journal of the Social Sciences* 2(4): 71–102.

8. **Family and parenthood in question** (October 21)

Harder, L. 2011. *After the Nuclear Age? Some Contemporary Developments in Families and Family Law in Canada*. Ottawa: The Vanier Institute of the Family, coll. "Contemporary Family Trends". [on *myCourses*]

Malia, S.E. 2005. "[Balancing Family Members' Interests Regarding Stepparent Rights and Obligations: A Social Policy Challenge](#)". *Family Relations* 54(2): 298-319.

Tremblay, R. 2015. "[Surrogates in Quebec: The Good, the Bad, and the Foreigner](#)". *Canadian Journal of Women and the Law* 27(1): 94-111.

Ontario Superior Court of Justice, Family Court. 2003. "[Between Grace Kerr & Alfred A. Mamo](#)", 16 p.

Court of Appeal for Ontario. 2007. "[Between A.A. – and - B.B. and C.C.](#)", 14 p.

9. **Students' presentation: Court cases related to family issues** (October 28)

10. **Family change and intergenerational relations** (November 4)

Bengston, V.L. 2001. "[Beyond the Nuclear Family: The Increasing Importance of Multigenerational Bonds](#)". *Journal of Marriage and the Family* 63(1): 1-16.

Coleman, M., L.H. Ganong, J.D. Hans, E.A. Sharp and T.C. Rothrauff. 2005. "[Filial Obligations in Post-Divorce Stepfamilies](#)". *Journal of Divorce and Remarriage* 43(3): 1-27.

Kalmijn, M. 2007. "[Gender Differences in the Effects of Divorce, Widowhood and Remarriage on Intergenerational Support: Does Marriage Protect Fathers?](#)". *Social Forces* 85(3): 1079-1104.

Shapiro, A. 2012. "[Rethinking Marital Status: Partnership History and Intergenerational Relationships in American Families](#)". *Advances in Life Course Research* 17(3): 168-176.

11. **Family Policies** (November 11)

Beaujot, R., C. Jiangqin and Z. Ravenara. 2013. "[Family Policies in Quebec and the Rest of Canada: Implications for Fertility, Child-Care, Women's Paid Work, and Child Development Indicators](#)". *Canadian Public Policy* 39(2): 221-239.

Antecol, H., K. Bedard and J. Stearns. 2016. "[Equal but Inequitable: Who Benefits from Gender-Neutral Tenure Clock Stopping Policies?](#)". *American Economic Review* 108(9): 2420-41.

Chen, M., S. Gletel-Basten and P.S.F. Yip. 2020. "[Targeting and Mismatching of Family Policies in High-Income Pacific Asian Societies: A Review of Financial Incentives](#)". *Population Research and Policy Review* 39(3): 389-413.

Mayer, M. and C. Le Bourdais. 2019. "[Sharing Parental Leave Among Dual-Earner Couples in Canada: Does Reserved Paternity Leave Make a Difference?](#)". *Population Research and Policy Review* 38(2): 215-239.

12. **Open topic** (November 18)

Readings TBA.

13. *Students' presentation of their final paper* (November 25)