

SOCI 502 Sociology of Fertility
Fall 2019
Peterson 310, Fridays 12:35pm-2:25pm

Institution
728

with Br... Octo
aur... @n... ca
728

Format: We meet once a week for 2 hours. I have selected a series of topics and chosen background readings for each of those topics. Class periods will be devoted to discussion of these topics and students will take responsibility for facilitating these discussions on a rotating basis. Additional topics may be added as warranted by participants' interests.

Grade:

1. Regular class participation (15%). All students are expected to be active participants in class. This includes arriving to class with the assigned readings in hand (electronically or in hard copy), having read the assigned readings, having identified questions or comments you may have on the readings. You must speak in class and offer constructive thoughtful comments to receive full credit for participation.

Note: If students are not participating I will change this to require written reading summaries at each class period. I will then likely increase the contribution of class participation to the overall grade and decrease the contribution of the final paper.

2. Discussion leader (15%). Once during weeks 6-13 (11 October-29 November) each student must sign up to be a discussion leader. There will be more than 1 student for each week and you must work together to make sure you can lead a thoughtful, interesting, and engaging discussion that day. There are no specific requirements other than competent mastery of the material, but efforts to enhance the class (e.g. audio/visual aids such as video clips, graphs) will be appreciated by your peers and likely improve your grade (20%). For weeks 4 and 5 (27 Sept and 4 Oct) we will be discussing contemporary theories of fertility decline. All students must be familiar with the readings, but you will sign up to be the expert of 1 reading. You must come to class prepared to answer questions about "your" theory and be prepared to discuss how it

compares and contrasts with classical theories of fertility change and other contemporary theories of fertility. You will need to submit a brief summary of your theory (~1 page).

4. Group project on high fertility (20%). For week 9 (1 Nov) we will have group presentations. The class will divide into at most 4 equal groups (the exact size and number of groups will be determined once the add/drop period has ended). Each group will then pick a topic related to high fertility to present to the class. The nature of the presentation and specific topic are open and you will be graded on the content and the presentation itself.
5. Final research paper (30%: proposal 5%, paper 25%). All students will submit a final research paper on a topic related to fertility. Papers are due 3 December but no late penalty will be applied until 13 December. Proposals are due by November 8 in class.

Graduate students must write either an empirical study or a proposal for an empirical study. Papers will likely be roughly 7000 words long.

Undergraduate students may write a simpler theoretical research paper without tying explicitly to data. Paper should be roughly 3000 words and must include at least ten (10) scholarly sources from within the past 20 years. Undergraduates may elect to write an empirical study or a proposal for an empirical study. Students writing a thesis or planning on attending graduate school may prefer this option.

Written Work

All written work must be typed using Times New Roman 12 or Arial 10 font with 2.54 cm/1 inch margins on all sides. Evaluation will include the substance of the paper and the quality of the writing (including grammar and spelling as well as the clarity of presentation).

Late assignment policy

All assignments are due at the start of class on the day they are due. Assignments turned in late will be marked down 1 full letter grade for each 24 hour period late. That is, an assignment due on February 26th will be marked down 1 letter grade if turned in on February 27th, 2 letter grades if turned in on February 28th, and 3 letter grades if turned in on March 1st.

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.

Email: There are two key points regarding email for this class.

To communicate with you I will most likely use the email tool on the course website on myCourses. It is your responsibility to check this email account (or have it forwarded to an account you use more regularly). It is also your responsibility to ensure that I receive any messages from you. I recommend sending messages through the course website to ensure your messages to me from a non-McGill account are not mistaken as SPAM.

Email is a written document and should be treated as a permanent record of communication. Each email should be addressed specifically (e.g. “Professor Brauner-Otto,” or Dear Prof. Otto) and include your name as a closing. Do not use texting shortcuts or incomplete sentences. Emails to me should be more formal than emails to your friends or family. If it is too cumbersome to properly compose an email from your phone then you should wait until you have access to a computer. I will not respond to emails that do not follow these guidelines.

Tardiness. Tardiness, arriving late to class, will not be tolerated. Students who are more than 10 minutes late to class will not be allowed to attend that day. Students repeatedly arriving late to class will be asked to withdraw from the course. If the time of this class is too difficult for you to accommodate then you need to find another class.

Leaving early. Leaving class early will not be allowed. M M

ur p
e

c o

Caldwell, John C. 1982. "A Theory of Fertility: From High Plateau to Destablization." Pp. 157-180 in *Theory of Fertility Decline*. New York: Academic Press.

4 27-Sep

Contemporary Theories of Fertility Change I

Lesthaeghe, Ron and Johan Surkyn. 1988. "Cultural Dynamics and Economic Theories of Fertility Change." Population and Development Review. 14(1): 1-45

Thornton, Arland. 2001. "The Developmental Paradigm, Reading History Sideways, and Family Change." Demography 38(4): 449-466.

McDonald, P. 2000. "Gender equity in theories of fertility transition." Population and Development Review 26 (3), 427-440.

Casterline, John. 2001. "Diffusion Processes and Fertility Transition: Introduction." Pp. 1-16 in *Diffusion Processes and Fertility Transition*, edited by J. B. Casterline. Washington: National Academy Press

5 04-Oct

Contemporary Theories of Fertility Change II

Pollak, R.A. and Susan C. Watkins. 1993. "Cultural and economic approaches to fertility: Proper marriage or mesalliance?" Population and Development Review 19(3): 467-496.

Bachrach, Christine A. and S. Philip Morgan 2013. "A Cognitive-Social Model of Fertility Intentions." Population and Development Review 39(3): 459-485.

Lesthaeghe, Ron. 2010. "The Unfolding Story of the Second Demographic Transition." Population and Development Review 36: 211-251.

Zaidi, Batool and S. Philip Morgan. 2017. "The Second Demographic Transition Theory: A Review and Appraisal." Annual Review of Sociology 43: 473-492.

Goldscheider, Frances, Eva Bernhardt, and Trude Lappegard. 2015. "The Gender Revolution: A Framework for Unde

Mason, Karen O. 2001. "Gender and Family Systems in the Fertility Transition."
Population and Development Review 27(Supplement: Global Fertility
Transitions): 160-176.

Thornton, Arland, T. Fricke, L.S. Yang, and J.S. Chang. 1994. "The

Supplemental readings

- Axinn, William G. and Scott T. Yabiku. 2001. "Social Change, the Social Organization of Families, and Fertility Limitation." American Journal of Sociology. 106(5): 1219-61.
- Brauner-Otto, Sarah R., William G. Axinn, and Dirgha J. Ghimire. 2007. "The Spread of Health Services and Fertility Transition." Demography 44(4): 747-70.
- Freedman, Ronald. 1987. "The Contribution of Social Science Research to Population Policy and Family Planning Program Effectiveness." Studies in Family Planning. 18(2): 57-82
- Lesthaeghe, Ron and Christopher Wilson. 1986. "Modes of Production, Secularization, and the Pace of Fertility Decline in Western Europe, 1870-1930." Pp. 261-292 in Ansley J. Coale and Susan Cotts Watkins, eds. *The Decline of Fertility in Europe*. Princeton University Press.

8 25-Oct Education and Fertility

- Singh, Susheela and John Casterline. 1985. "The Socio- economic Determinants of Fertility." Chapter 9 (Pp.199-220) in Cleland, John and John Hobcraft, Eds., *Reproductive Change in Developing Countries: Insights from the World Fertility Survey*.

Rindfuss, R. R., K. B. Guzzo, and S. P. Morgan 2003. "The changing institutional context of low fertility." *Population Research and Policy Review*

