

Course Syllabus



Population and Society or Demography Matters and Why

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Office Hours, T&R 1-2 OR email me & we'll find a better time that suits your schedule.

Introduction

Sociology 3200, Population and Society, introduces population study through a sociological lens. There are other classes on population topics throughout the USU: in geography; anthropology; history, health, and marketing. Sociology, because it is the science of society, will include aspects of each of these topics as well as including a uniquely sociological perspective on demographic thinking and how the understanding of population processes is deeply embedded into modern and not-so-modern societies.

To begin, you should know that the study of population is called, formally, demography. Demographics is sometimes thought of as the statistical study of populations and the composition of populations. Demography is more than that in that it is also studying the ways that populations change internally and in interaction with other populations; as well as the processes that bring about the changes.

The course itself will include an overview of the field, examining the methods and materials of demography, the processes involved in the field, including the three basic variables involved in population change: fertility, mortality and migration.

Warning: Demographics are about the basics of human life, including birth and death and the processes associated with each so that the course is not for sissies. The course does not spend lots of time studying the biology of human life, but be prepared: biology is part of demography.

Goals for the course:

1. Communicate effectively and accurately about population topics.
2. Think critically, analytically, and reason logically about social issues and/or social problems.
3. Understand and use sociological principles, concepts, and theories to examine demographic issues
4. Understand and evaluate the application of critical thought and methods to population issues

In pursuit of these goals, you will use research assignments, quizzes and in-class projects to

- Build an understanding of the demographic aspects of social life;
- Identify and critically evaluate the contributions of demography to larger political, social, cultural, and, as appropriate, historical events;
- Identify and critically evaluate the contributions of larger political, social, cultural and historical events to demographic processes;
- Identify and critically evaluate the forces and institutions that influence individual demographic events; and
- Identify, comprehend, and apply the quantitative and qualitative methods of sociological research to analysis of population.

Assessment - the assessment for the course is varied so that you are able to do well, no matter whether you are good at quizzes, reading, writing, or just showing up in class:

1. Two short quizzes will be utilized to ensure that we all agree on definitions. The short quizzes will be in class multiple choice, true-false or even short answer. 30% of the grade. One will be at mid-terms; one will be the final.

2. About once a week the class will read articles from Pew; NYTimes; Washington Post; a journal article; Population Reference Bureau, or other, based source. Once or twice during the term pairs of students will be assigned one article and the pair will lead the class discussion on the article. Five percent of the course grade comes from thinking through, preparing and leading the in-class presentation.
3. Regarding item 2, all students will also read the article and all students are expected to comment on the article. Each student is expected to comment or ask a question about the article and to then comment or ask a question about one other student's comment. The students who are not presenting still need to read the article also – ahead of time. All questions and comments must be turned in on the discussion segment of Canvas prior to the beginning of the relevant class session. If you are not in class, you may turn in the questions on Canvas but all questions must be turned in by the beginning of that class session or else the questions will be marked as 0. Ten percent of the class grade comes from these Discussions.
4. There will also be the occasional in-class project or possibly field trip or speaker. You are expected to attend each of these if they occur and these count as part of the in-class grade for another 10%.
5. There will be two longer papers on demographic topics that will utilize writing fellows. These will total 45% of the grade. Twenty percent is the writing, five percent is meeting with the writing fellow. If you do not plan on meeting with the writing fellow, please realize that you will have forfeited up to ten percent of the grade!

So: Quizzes 30% total; Discussions plus in class presentation plus class projects 25%; papers 45%

The writing fellows cannot help you with the content of the paper other than to assist in ensuring that you have covered all of the topics that are requested in the paper. They will, however, help you to clarify your writing and to make sure that you have properly referenced your work. They will assist you to follow a coherent line of thought and will generally give suggestions for improving your writing. Improving your writing and developing research skills are among the most important items that are learned in this class.

Quizzes

There will be 2 quizzes. Each quiz is cumulative. The quizzes are between 20 and 30 questions and each accounts for 15% of your grade. The quizzes are about the ideas being discussed in class. These will be multiple choice, true false, and/or short answer. In other words, these will be definitions, concepts and big ideas.

Attendance

You are expected to be in class at least 60% of the time. It is your responsibility to keep track of any subtle variations from this expectation. Failure to be in-class out of the total grade, dropping 1% per missed time.

What to expect, gradewise:

- A 100% to 93%
- A- < 93% to 90%
- B+ < 90% to 87%
- B < 87% to 83%
- B- < 83% to 80%
- C+ < 80% to 77%
- C < 77% to 73%
- C- < 73% to 70%
- D+ < 70% to 67%
- D < 67% to 60%
- F < 60% to 0%

Writing Fellows:

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Teaching Fellow: Samantha Patterson

- Ms Patterson is not a tutor but will assist with grading and will occasionally supervise class periods.

Class Readings and Course Schedule

The professor reserves the right to alter the course schedule and to add and/or subtract course readings. The readings are built into the course MODULES. For readings, please go to the **Modules in Canvas**



Because population is a dynamic topic and because new information is added daily, readings may be added to the course daily or weekly. You will be expected to read the new information unless otherwise instructed.

Academic Freedom and Professional Responsibilities (Faculty Code)

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching AND of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: [USU Policies Section 403 \(http://www.usu.edu/hr/files/uploads/Policies/403.pdf\)](http://www.usu.edu/hr/files/uploads/Policies/403.pdf)

Academic Integrity - "The Honor System" (Student Code)

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [Article VII Grievances \(http://www.usu.edu/student-services/studentcode/article7.cfm#secVII1\)](http://www.usu.edu/student-services/studentcode/article7.cfm#secVII1)

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Harassment

Harassment includes more than sexual harassment. It may include harassment based on religion, ethnicity, race, disability or many other aspects of life that result in an unwelcome learning or working environment as defined by the Affirmative Action/Equal Employment Opportunity Commission. If you feel you are a victim of harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."











Withdrawal Policy and "I" Grade Policy



Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

(My name is Dr. Berry or Professor Berry).

Assignments Summary:

Date	Details	
Tue Jan 10, 2017	 Office Hours (https://usu.instructure.com/calendar?event_id=655486&include_contexts=course_444330)	1pm to 2pm
Thu Jan 12, 2017	 Population Autobiography https://usu.instructure.com/courses/444330/assignments/2162495	due by 11:59pm
Thu Jan 26, 2017	 Library Visit (https://usu.instructure.com/courses/444330/assignments/2162365)	due by 10:30am
Tue Feb 14, 2017	 Cemetery Visit (https://usu.instructure.com/courses/444330/assignments/2162369)	due by 11:59pm
Thu Feb 23, 2017	 Writing about population - https://usu.instructure.com/courses/444330/assignments/2162753	due by 10:30am
Thu Apr 13, 2017	 Writing about Population #2 https://usu.instructure.com/courses/444330/assignments/2162754	due by 10:30am
Fri Apr 28, 2017	 In-Class Discussions https://usu.instructure.com/courses/444330/assignments/2157672	due by 11:59pm
	 In-class Presentation of article (https://usu.instructure.com/courses/444330/assignments/2157673)	
	 Quiz 1 (https://usu.instructure.com/courses/444330/assignments/2174803)	
	 Quiz 2 (https://usu.instructure.com/courses/444330/assignments/2174818)	

[View Progress](#)

+ Module

☰ Introduction - Read Chapter 1

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☰ [The Pop Song! \(Thank you, Mark Mather! and it didn't used to be an add for PRB\)](#)

✔ ⚙

☰ [Demographic Quizlet](#)

✔ ⚙

☰ [US Population Growth Slows in General](#)

✔ ⚙

☰ [Pop Growth Vimeo](#)

✔ ⚙

☰ Census, registers, surveys, and stuff (The Methods and Materials of Demography) - ...

✔ + ⚙

☰ [Population Autobiography](#)
Jan 12 | 3 pts

✔ ⚙

☰ [Library Visit](#)
Jan 26 | 3 pts

✔ ⚙

☰ [more children than we thought cuz we missed some - Implications?](#)

✔ ⚙

☰ Demographic Transition - Chapter 3

✔ + ⚙

☰ Population Pyramids - Chapter 4 - Age & Sex

✔ + ⚙

☰ [World Pop Pyramids](#)

































































✔ ⚙

☰ [3 shapes of pop pyramids](#)

✔ ⚙

☰ Aging

✔ + ⚙

  millenials vs boomers	 
  Rand: Aging In Russia_2015	 
  Weeks_ Age structure	 
  mortality - Chapter 5 and then Chapter 6	  
  Where you die depends on where you live?	 
  Cemetery Visit Feb 14 3 pts	 
  Fertility - Chapter 7	  
  Germany's Birth Rate; abortion rights; fertlilty issues in general	 
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  Families - Chapter 8	  
  living at home	 
  migration - Chapter 9	  
  Americans moving at Historically low rates	 
  Most popular Surnames	 
  International Migration Day - not so many migrants as you think!	 
  The Rise of the Sunbelt	 

☰ ▼ refugees

☑ + ⚙️

☰ 🔗 displaced from homes

☑ ⚙️

☰ 🔗 Europe and refugees

☑ ⚙️

☰ ▼ rural & urban - Chapter 10 (think "development")

☑ + ⚙️

☰ 🔗 Census

☑ ⚙️

☰ 🔗 Demography and voting

☑ ⚙️