Syllabus for Sociology 3200 - Population and Society

Spring 2016

Class Meets: Tu/Th 9:00-10:20, Old Main 121
Instructor: Dr. Erin Hofmann
  Phone: 797-9123
  Email: erin.hofmann@usu.edu
  Office: MAIN 224J
  Office hours: Monday 1-3, Thursday, 2:30-4:30, or by appointment
TA: Sofiya Yuvshanova (sofiya.yuvshanova@aggiemail.usu.edu)
Writing fellows: Melanie Fenstermaker
  Jeannie Woller

Course Objectives:

Population studies (also known as demography) is an interdisciplinary field, encompassing the study of the size, geographic distribution, and composition of human populations, and the processes of fertility, mortality, and migration through which populations change. Population studies relies heavily on the use of mathematics and statistics to describe population change, but it has a strong and equally fascinating social component. Population processes are closely connected to many of the pressing problems facing contemporary societies: environmental issues, immigration and border control, decreasing rates of marriage in the United States and Europe, the HIV epidemic in Africa.

This course provides an overview of the field of population studies. I emphasize a sociological approach, but economic, geographic, anthropological, and biological perspectives will also be used. The course objectives, the ways they will be evaluated, and their relationship to the learning objectives used in USU’s IDEA course evaluation system, are presented below:

<table>
<thead>
<tr>
<th>IDEA objective</th>
<th>Course objective</th>
<th>Method of evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gaining factual knowledge</td>
<td>1. You will become familiar with the basic terminology, indicators, and theories used in demography 2. You will become familiar with key global population trends and issues</td>
<td>Quizzes, exams, reading responses</td>
</tr>
<tr>
<td>2. Learning to find and use resources for answering questions or solving problems</td>
<td>3. You will learn how common demographic data are collected, where they are archived, and how they should be interpreted</td>
<td>Written assignments; quizzes; exams</td>
</tr>
<tr>
<td>3. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>4. You will use demographic data to analyze and critically evaluate arguments</td>
<td>In-class exercises, written assignments</td>
</tr>
</tbody>
</table>
Required Texts:

3. Additional readings will be posted on Canvas

Course Requirements and Grading:

Grades in the class will be based on 4 sources:

1. **In-class and homework assignments (25%)**
   I expect you to come to every class, on time, and prepared to participate in class discussions. I will not take attendance, but I will a) call on students randomly during class and b) regularly require in-class exercises and written assignments. Less frequently, there will be short homework assignments. I will grade both in class and homework assignments assignments on completeness, NOT content, although responses with little evidence of effort will be graded down.

2. **Written assignments (40%)**
   Over the course of the semester, there will be three written assignments. The assignments will require you to select a single country or U.S. state and write about demographic conditions in that country or state. Written assignments will require drafts and scheduled meetings with university writing fellows. Details on individual assignments will be provided as the semester progresses.

3. **On-line quizzes (5%)**
   In order to assess how well you are understanding the readings and lectures, and to help you prepare for exams, every other week there will be short quizzes posted on Canvas. These quizzes will review the material covered in the preceding two weeks.

4. **Exams (30%)**
   There will be three exams during the course of the semester, which together will contribute 35% of your final grade. The exams are NOT cumulative and will include true/false, multiple choice, short answer and short essay questions.

Course policies

1) **Classroom conduct**
   When you come to class, I expect you to focus on class. That means no texting, facebook, outside reading materials, or unrelated conversations. If you have a question or are confused, please raise your hand – I am happy to take questions at any time. Disruptive behavior will negatively impact your class participation grade.
2) **Required materials**
   Please bring something to write with and some paper to every class. There will often be (unannounced) in-class assignments that you will need to hand in, and which may require your own paper. You are welcome to take notes on a laptop or tablet, but I will need hard copies of in-class assignments. Bringing your textbook or printouts of the day’s readings may be helpful, but is not required.

3) **Classroom civility**
   Topics in sociology classes can evoke passionate opinions. I don’t expect you to always agree with me, or with the authors of your readings. I don’t expect you to agree with all of your classmates all the time. But I do expect civility. I strive to treat all of my students with respect and consideration, and I expect the same of you. Disrespectful comments, disruptive or aggressive behavior, and rudeness will not be tolerated.

4) **Academic integrity**
   Plagiarism or cheating of any kind will not be tolerated. 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.” (http://www.usu.edu/policies/pdf/Acad-Integrity.pdf) 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. A single instance of plagiarism can be grounds for failing the course or even expulsion from the University.

5) **Missing classes**
   If you are unable to come to class, you must let me know in advance of the class period, and have a good reason for missing class, in order to be considered excused. If extreme circumstances prevent you from giving me advance notice of your absence, I must be informed of your reasons for missing class as soon as possible after the fact. In-class exercises and assignments cannot be made up unless the absence is excused. If you must miss class, you should get notes from a classmate. PowerPoint files will be available on Canvas, but they are not a substitute for class notes. I cannot answer “What did I miss?” questions over email, but I will be happy to discuss any missed material in office hours.

6) **Late/missing assignments**
   Assignments are due at the date and time specified, and assignments turned in late will lose 20% of the grade if turned in within 24 hours of the deadline, and an additional 20% for each 24 hours after. I require that written assignments be turned in through Canvas, and you are responsible for making sure that your assignment uploads correctly by the posted due date.

7) **Missing exams**
   Make-up exams are possible only in extreme circumstances and will require written proof of an emergency or university-sponsored event.
8) **Contacting the professor**  
I encourage you to contact me by email or Canvas message if you have specific questions about the course, or to set up an appointment. I will respond to emails or Canvas messages within 24 hours (possibly up to 48 hours for messages sent on Friday afternoon or over a weekend).

9) **Accommodation for students with disabilities**  
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. Please contact me early in the course so that we can arrange reasonable accommodations to support your success in the course.

**Course schedule**

**PART 1: INTRODUCTION TO DEMOGRAPHY**

Tues, 1/12  *Fundamentals of demography*

Thurs, 1/14  *Fundamentals of demography*  
Reading: Transitions in World Population, pp. 3-13 (Canvas)  
PRB Handbook, pp. 2-4 & 29-33

Tues, 1/19  *Fundamentals of demography*  
Reading: Portrait of America, chapter 1  
QUIZ #1 AVAILABLE

Thurs, 1/21  *Demographic data*  
Reading: 2015 World Population Data Sheet

Tues, 1/26  *Demographic data*

**PART 2: MORTALITY, FERTILITY, AND MIGRATION**

Thurs, 1/28  *Mortality*  
Reading: PRB Handbook pp. 16-22

Tues, 2/2  *Demographic data*  
LIBRARY DAY  
QUIZ #2 AVAILABLE

Thurs, 2/4  *Mortality*
Tues, 2/9  *Mortality*  
Reading: Omran, “The Epidemiological Transition” (Canvas)

Thurs, 2/11  *Fertility*  
Reading: PRB Handbook, pp. 9-13  
PAPER #1 DRAFT DUE

Tues, 2/16  MONDAY SCHEDULE/NO CLASS

Thurs, 2/18  *Fertility*  
PAPER #1 FINAL DUE

Tues, 2/23  *Fertility*  
Reading: Knodel et al., “Fertility Transition in Thailand” (Canvas)  
QUIZ #3 AVAILABLE

Thurs, 2/25  *Migration*  
Reading: The Challenge of Managing Global Migration (Canvas)

Tues, 3/1  *Migration*

Thurs, 3/3  *Mid-term exam*

**PART 3: SOCIAL DEMOGRAPHY**

Tues, 3/15  *Low fertility and the SDT*  
Reading: Portrait of America, Chapter 2

Thurs, 3/17  *Low fertility and the SDT*

Tues, 3/22  *Immigration*  
Reading: Portrait of America, Chapter 5  
QUIZ #4 AVAILABLE  
PAPER #2 DRAFT DUE

Thurs, 3/24  *Immigration*

Tues, 3/29  *Race, ethnicity and inequality*  
Reading: Portrait of America, Chapter 6  
PAPER #2 FINAL DUE

Thurs, 3/31  *Race, ethnicity and inequality*  
Reading: Portrait of America, Chapter 7

Tues, 4/5  *Race, ethnicity and inequality*  
QUIZ #5 AVAILABLE
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs, 4/7</td>
<td>Health, mortality and inequality</td>
<td>Reading: Portrait of America, Chapter 8</td>
</tr>
<tr>
<td>Tues, 4/12</td>
<td>Health, mortality and inequality</td>
<td></td>
</tr>
<tr>
<td>Thurs, 4/14</td>
<td>Population aging</td>
<td>Reading: &quot;India’s Aging Population&quot; (Canvas)</td>
</tr>
<tr>
<td>Tues, 4/19</td>
<td>Overpopulation</td>
<td>QUIZ #6 AVAILABLE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PAPER #3 DRAFT DUE (OPTIONAL)</td>
</tr>
<tr>
<td>Thurs, 4/21</td>
<td>Overpopulation</td>
<td>Reading: Lam, “How the World Survived the Population Bomb” (Canvas)</td>
</tr>
<tr>
<td>Tues, 4/26</td>
<td>Overpopulation</td>
<td></td>
</tr>
<tr>
<td>Thurs, 4/28</td>
<td>Overpopulation</td>
<td></td>
</tr>
<tr>
<td>Tues, 5/3</td>
<td>Final exam (9:30-11:20)</td>
<td></td>
</tr>
</tbody>
</table>