

# POPULATION & SOCIETY



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## **Sociology 3650—Population and Society**

ONLINE, Fall 2016

**Instructor:** Yvette Young

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**Class Website:** Canvas website, address TBD

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**Email:** Please use Canvas email

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**Office Location:** BEH 414

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**Office Hours:** By Appointment

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### ***COURSE DESCRIPTION***

The number of people living on earth continues to grow. Not only is the overall world population growing, the composition of the earth's population is constantly changing. These changes exert powerful influences on society, impacting the well-being of people in many ways. For instance, population change influences economic development, the natural environment, health care, and other important societal phenomenon. This creates a need for studying and understanding population dynamics. This course is devoted to the study of demographic processes, their causes, and their consequences. We will review population trends across time and across cultures, learn how to empirically measure changes in the population, and discuss how these trends impact society, policy, and culture.

### ***PREREQUISITES***

Students must have completed SOC 3112 or FCS 3210 or ECON 3640 or PSY 3000 or an equivalent statistics course approved by the instructor – prior to enrolling in SOC 3650.

### ***COURSE STRUCTURE AND ORGANIZATION***

The material for this class is organized on weekly pages on Canvas. A schedule with links to each weekly pages can be found on the course home page. Each week's page lists the required readings and provides links to lecture videos and slides. The weekly pages also contain links to assignments and additional resources.

## GEN ED

Successful completion of SOC 3650 will satisfy the following University of Utah general education requirements: *IR*, *QB*, and *QI*.

In fulfillment of the *IR-International Requirement*, the course focus is, at all times, global and comparative. Students will be encouraged to contrast demographic processes, as well as their causes and consequences, across regions and countries. The course will often compare demographic events occurring in global sectors described by terms such as ‘developed’ and ‘developing’. Specifically, in this course students will:



- Learn to interpret and apply global demographic data collected across international settings.
- Develop an understanding of worldwide variation in fertility, mortality, and migration patterns, cultivate sensitivity to how variations in cultural, economic, and historical factors contribute to cross-cultural differences, and acquire an ability to examine these differences using a comparative framework.
- Critically assess empirical research and theoretical perspectives offered to explain regional and cross-national differences in demographic outcomes.
- Build an awareness of how our livelihoods and those of the world’s populations are interdependent through a host of phenomena, such as migrations, the spread of infectious disease, and the shared threats to natural resources and the physical environment posed by population pressure on ecosystems.

In fulfillment of the *QB-Quantitative Reasoning* & *QI-Quantitative Intensive* requirements, the course involves the calculation and interpretation of population statistics. Specifically, this class is designed so that students:

- Develop a critical understanding of how demographic data are created.
- Build quantitative skills that are essential for describing and analyzing features of population composition, distribution, and dynamics.
- Practice constructing, reading, and interpreting quantitative measures that describe population and population change.
- Learn how to communicate, orally and in writing, about the quantitative characteristics of populations and their significance.

The course is divided into four units. Unit one provides an introduction to the study of population and population growth. Unit two considers the basic demographic processes of fertility, migration and mortality. Unit three focuses on how the population is structured vis-à-vis age, geography, and the family. Unit four considers timely topics related to population and society—for example, the effect of wars and conflict on population change and whether the natural environment is affected by population dynamics.

<b>Unit I:</b>	Weeks 1-5	<b><i>Population and Population Growth</i></b>
<b>Unit II:</b>	Weeks 6-10	<b><i>Mortality, Fertility, Migration</i></b>
<b>Unit III:</b>	Weeks 11-13	<b><i>Population Structure and Characteristics</i></b>
<b>Unit IV:</b>	Week 14-15	<b><i>Policy and Implications</i></b>

## **COURSE REQUIREMENTS**

### **Readings**

All students should have access to the following required textbook:

**Weeks, John R.** 2016. *Population: An Introduction to Concepts and Issues*. 12th Edition. Boston, MA: Cengage Learning. ISBN: 978-1-305-09450-5

Additional readings are listed on the final page of the syllabus, and will be posted on the course website.

You may want to consider obtaining a copy of *Population and Society: An Introduction to Demography* by Poston and Bouvier (you can find it on Amazon). It is not required, but it may come in handy when completing your assignments and online exams.

### **Calculator**

All students should have access to a basic calculator, in order to complete homework assignments and exams. The calculator needs to do addition, subtraction, multiplication, division, exponents, and logs.

### **Assignments**

There will be a series of 6 quantitative assignments throughout the term; these are mostly designed to practice calculations and interpretations of empirical data. Detailed assignment sheets will be posted on Canvas at least one week prior to the due date. There are also a handful of writing assignments that are described on Canvas.

Late assignments will be accepted at the discretion of the instructor. **Arrangements must be made BEFORE the assignment deadline.** The instructor will deduct points for any late assignments she agrees to accept. *Any assignment that is more than one week late will not be accepted.* Under no circumstances will late exams be accepted.

#### **Late Assignment Submissions:**

All assignments are due on Canvas before the date and time listed. Any assignment received even one minute after the deadline or later will be considered late.

- The Canvas clock is the final word on the time “stamp” on all assignments, assessments, discussions, and other submissions.

The only exceptions to this policy are those due to officially sanctioned University activities, religious holidays, and illness with medical documentation. Please plan ahead in order to submit assignments early or no later than the deadline to avoid the loss of points due to late submissions or missed opportunities.

### **Exams**

There will be three exams, each consisting of multiple choice questions, short answer, calculations, and interpretations. Exam 1 covers Unit 1; Exam 2 covers Units 2; Exam 3 covers Units 3 and 4, but may also cover material from throughout the semester. All exams will be taken online. Material covered may include assigned readings, websites, discussions, and films.

- Exams are hosted on Canvas
- No make-up exams are available and no late exams will be accepted

## GRADING

The instructor will do her best to post all grades on Canvas within 7-days of submission. It is the student's responsibility to report and discuss grade discrepancies with the instructor as soon as possible.

Assignments will constitute 60% of your final grade. The three exams will make up the other 40% of your final grade.

## ACCOMMODATIONS

As a general rule, please discuss any concerns, absences, or difficulties with the professor before they impede your ability to meet any course requirements.

**Americans with Disabilities Act (ADA):** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Grading Scale	
A	94-100
A-	90-93.9
B+	87-89.9
B	84-86.9
B-	80-83.9
C+	77-79.9
C	74-76.9
C-	70-73.9
D+	67-69.9
D	64-66.9
D-	60-63.9
E	0-59.9

## OTHER REQUIREMENTS

### Computer Skills Required

Ability to use a web browser to surf the Canvas pages and upload files is required. Many of the required course materials are posted online. **It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course.**

If you experience computer issues, you are required to notify the instructor **before** any assignments are late. Please familiarize yourself with campus technical support resources and computer labs in the event of any computer issues.

### Announcements:

Your instructor will post periodic reminders for upcoming assignments, new information, assignment and assessment deadlines, and other pertinent course related information. Announcements can be accessed on the class website.

*In order to receive these weekly announcements in a timely manner, please set-up your Profile on Canvas to forward announcements to your email, SmartPhone, iPad, or other mobile device.* If the information has been posted as an announcement or sent as a class email it is your responsibility to adhere to any deadlines or requirements contained therein.



## Instructor Contact:

If you need to contact me with any questions or problems please use the Canvas email. This will ensure that I receive and reply to your message in a timely manner.

- I respond to emails Monday through Friday from 8:00 a.m. to 5:00 p.m. However, you should not expect an immediate response. I typically respond 24 hours after I receive an email. Additional time may be required if your query requires considerable thought and/or a lengthy explanation.
- With the previous point in mind, I do not respond to emails within 24 hours of exam or assignment due dates. Any questions or requests for clarification should be made well in advance.

## FAQs relating to the course requirements:

- **It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course.**
- Equipment failures will not be an acceptable excuse for late or absent assignments. If you have technical difficulties you can obtain assistance from the CSBS Computing Help Desk:

(801) 585-5959, M-F, 8am – 5pm  
tacchelpdesk@utah.edu

- You are responsible for making sure your assignments, including attachments, are received before the deadline **and in a common, readable file format** (i.e. .docx, .txt, .pdf). Please ensure you have attached the correct file before closing the Canvas Assignment page.
- The instructor uses an online plagiarism detection service in this course.
- Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.

## ACADEMIC HONESTY

Following the Student Code means zero-tolerance for academic misconduct in this course. “Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” All instances of academic misconduct will be referred to the Department Chair or the Dean of the College. For detailed definitions and possible academic sanctions please see: <http://www.admin.utah.edu/ppmanual/8/8-10.html>. **Students found guilty of cheating or plagiarism are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course.** The university subscribes to Turnitin.com, an electronic service that verifies the originality of student work. Enrollment in this course may require that some or all of your assignments be submitted to Turnitin this semester. Documents submitted to Turnitin are retained, anonymously, in the company’s databases. *For more information on what constitutes plagiarism see [https://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](https://writing.wisc.edu/Handbook/QPA_paraphrase.html). A PDF containing this information can also be found in the modules.*

## NETIQUETTE

This course involves online interaction between the students enrolled in the course. Some of the topics we discuss are “sensitive” topics, and many are issues about which people have strong feelings. It is crucial that discussions and disagreements remain civil and academic in tone. You can find additional information about Netiquette and University Policy on Canvas and at [http://www.weber.edu/ppm/Policies/6-22\\_StudentCode.html](http://www.weber.edu/ppm/Policies/6-22_StudentCode.html).

## TENTATIVE SCHEDULE

📖 Reading is in a required text   📄 Reading posted on Canvas   🔗 Misc. Link

Date		Topics	Assignments
<b>Week 1</b> 8/22–8/26	<b>Unit One:</b>	<b>The Population and Population Growth</b> Introduction and Course Overview 📄 Population Handbook (reference material, skim)	
<b>Week 2</b> 8/29–9/2	Topic Readings	Introduction to Demography 📖 Weeks: Chapter 1 📄 Siebert and Kunzig (National Geographic 2011) 🎥 Videos: <i>7 billion</i> and <i>Are you typical?</i>	Discussion Post
<b>Week 3</b> 9/5 9/6–9/9	Topic Readings	Population Trends <b>Labor Day</b> 📖 Weeks: Chapter 2 📄 World Population Data Sheet 🎥 Video: <i>World in the Balance</i> and <i>World Population</i>	#1: World Population
<b>Week 4</b> 9/12–9/16	Topic Readings	Demographic Perspectives 📖 Weeks: Chapter 3 📄 Transitions in World Population (PRB)	#2: Pop Growth Exercise
<b>Week 5</b> 9/19–9/23	Topic Readings	Demographic Data 📖 Weeks: Chapter 4	
<b>Week 6</b>		<b>Exam 1</b> (Available 9/26–9/30)	
<b>Week 7</b> 10/3–10/7	<b>Unit Two:</b> Topic Readings	<b>Population Processes</b> Mortality 📖 Weeks: Chapter 5 📄 Life Tables (Guillot) 📄 Read 1 of these articles: Oeppen or Olshansky 📄 Read 1 of these articles: Lamptey, Marmot, Nolte, or Schroeder	#3: Mortality Exercise
10/10–10/14		<b>Fall Break</b>	
<b>Week 8</b> 10/17–10/21	Topic Readings	Fertility 📖 Weeks: Chapter 6 📄 Fertility Transitions (Bongaarts) 📄 Read 1: Balter, Downs, or Morgan 📄 Read 1: Kane, Gorney (National Geographic 2011), or Sedgh	Article Summaries #5: Fertility Exercise
<b>Week 9</b> 10/24–10/28	Topic Readings	Migration 📖 Weeks: Chapter 7 📄 Martin, P. and E. Midgley 📄 Yaukey	Article Summaries
<b>Week 10</b>		<b>Exam 2</b> (Available 10/31–11/4)	
<b>Week 11</b> 11/7–11/11	<b>Unit Three:</b> Topic Readings	<b>Population Structure</b> The Age Transition (and the Life Course) 📖 Weeks: Chapter 8 📄 Kinsella 📄 Rindfuss, R. R. (skim) 📄 Lee, R. D. and J. R. Goldstein	#6: Migration and Aging Exercise

Date		Topics	Assignments
<b>Week 12</b> 11/14-11/18	Topic Readings	The Family and Household Transition 📖 Weeks: Chapter 10 📖 Waite, L. J. 📖 Moen, P. 📖 Goldin, C. and L. F. Katz	Discussion Post
<b>Week 13</b> 11/21-11/23  11/24-11/25	<b>Unit Four:</b> Topic Readings	<b>Policy and Implications</b> Population and Sustainability 📖 Weeks: Chapter 11 📖 The Economist, “A tale of two bellies” 📖 The Economist, “The new demographics: How to live with an ageing population” 📖 Boulding, K. 🎥 Video: Population Bomb <b>Thanksgiving</b>	
<b>Week 14</b> 11/28-12/2		Population and the Environment 📖 Weeks: Chapter 11 📖 Critical links (De Souza, et al.) 📖 Demographic Dividend (Bloom, et al.) 🎥 Video: Population Bomb	Discussion Post
<b>Week 15</b> 12/5-12/8		What Lies Ahead 📖 Weeks: Chapter 11 📖 Lee, R. D. and J. Haaga	
<b>Finals</b>		<b>Exam 3</b> (Available 12/12 through 12/16)	

### ADDITIONAL READINGS

POPULATION HANDBOOK (2011, 6th edition): This is a good general resource created by the Population Reference Bureau that can be consulted throughout the course. It is not necessarily listed on the syllabus, but will provide a reader-friendly summary and overview of most topics covered. <http://www.prb.org/pdf11/prb-population-handbook-2011.pdf>

WORLD POPULATION DATASHEET 2010: Cross-national demographic data compiled by the Population Reference Bureau. A PDF has been saved to the course website, or it can be accessed on-line: [http://www.prb.org/pdf10/10wpds\\_eng.pdf](http://www.prb.org/pdf10/10wpds_eng.pdf)

NATIONAL GEOGRAPHIC: We will read several articles from a Special Series entitled “7 Billion” of this popular magazine. All articles, graphics, and photos can be accessed online at <http://ngm.nationalgeographic.com/7-billion>, or in print at the Marriott Library. The feature articles that we will discuss in class include:

Cynthia Gorney	“Brazil’s Girl Power”	(September 2011)
Robert Kunzig	“The City Solution”	(December 2011)
Charles Siebert	“The Food Ark”	(July 2011)

The remaining articles, chapters, and reports are posted (as PDFs) on the course website.

*\*\* Additional readings may be announced and posted throughout the term*

Balter, M. et al. 2006. The baby deficit. *Science*, vol. 312, pp. 1894-1897.

Bongaarts J. 2008. Fertility transitions in developing countries: progress or stagnation. *Studies in Family Planning*, vol. 39, pp. 105-100.

Boulding, K. (1965). The menace of methuselah: Possible consequences of increased life expectancy. *Journal of the Washington Academy of Sciences* 55 (7), 171–179. Reprinted in *Population and Development Review* (2003), 29(2): 293–40.

Bloom, D. E., D. Canning, and J. Sevilla (2002). *The Demographic Dividend: A New Perspective on the Economic Consequences of Population Change*. Santa Monica, CA: RAND Corporation, Chapter 2 “Demographic Transitions and the Demographic Dividend”

- De Souza, R.-M., J. S. Williams, and F. A. B. Meyerson (2003). Critical links: Population, health and the environment. *Population Bulletin* 58 (3)
- Downs, B. (2003). Fertility of American women: June 2002. *Current Population Reports P20-548*. U.S. Census Bureau. Washington, D.C.
- The Economist (2002, November 3). A tale of two bellies: The remarkable demographic difference between America and Europe. *The Economist* 364 (8287), 11
- The Economist (2001, August 24). The new demographics: How to live with an ageing population. *The Economist* 361 (8246), 5
- Goldin, C. and L. F. Katz (2002). The power of the pill: Oral contraceptives and women's career and marriage decisions. *Journal of Political Economy* 110(4):730–770.
- Guillot, M 2003. Life Tables. In Demeny & McNiccoll (Eds). *Encyclopedia of Population*, pp 594-603.
- Kane, P. and Choi, C.Y. 1999. China's one child policy. *British Medical Journal*, vol 319, pp. 992-994.
- Kinsella, K and Phillips, D.R. 2005. Global aging: The challenge of success. *Population Bulletin* vol. 60, no. 1, pp. 5-39.
- Lamprey, P., M. Wigley, D. Carr, and Y. Collymore. 2002. *Facing the HIV/AIDS Pandemic*. Washington, D.C.: Population Reference Bureau. <http://www.prb.org> (skim)
- Lee, R. D. and J. R. Goldstein (2003). Rescaling the life cycle: Longevity and proportionality. In J. R. Carey and S. Tuljapurkar (Eds.), *Life Span: Evolutionary, Ecological, and Demographic Perspectives*, pp. 183–207. Supplement to *Population and Development Review*, Vol. 29. Population Council, New York.
- Lee, R. D. and J. Haaga (2002). Government spending in an older america. *PRB Reports on America* 3 (1). Population Reference Bureau, Washington, D.C. Available at <http://www.prb.org>
- Marmot, M. (2002). The influence of income on health: Views of an epidemiologist. *Health Affairs* 21 (2), 31–46.
- Martin, P. and E. Midgley (2003). Immigration: Shaping and reshaping America. *Population Bulletin* 58(2).
- Moen, P. (2001). The career quandry. *PRB Reports on America* 2 (1). Population Reference Bureau, Washington, D.C. Available at <http://www.prb.org>
- Morgan, S. P. (2003). Is low fertility a 21st century demographic crisis? *Demography* 40(4):589-603
- Nolte, E. and McKee, C.M. 2008. Measuring the health of nations: Updating an earlier analysis. *The Commonwealth Fund Pub.* 1090.
- Oeppen, J. and J. W. Vaupel. 2002. Broken limits to life expectancy. *Science* 296(5570):1029–1031 (skim)
- Olshansky, S.J. and Carnes, B.A. 2009. The future of human longevity. In Uhlenberg, P. (ed.) *International Handbook of Population Aging*, pp. 731-745.
- Population Reference Bureau Staff (2004). Transitions in world population. *Population Bulletin* 59(1):3-40.
- Rindfuss, R. R. (1991). The young adult years: Diversity, structural change, and fertility. *Demography* 28(4):493–512.
- Schroeder, S.A. 2007. We can do better – improving the health of the American people. *New England Journal of Medicine*, vol. 357, pp. 1221-1228.
- Sedgh, G. et al. 2007. Induced abortion: Estimated rates and trends worldwide. *The Lancet*, 370, 1338-1345
- Yaukey, D. and Anderton, D. L. 2001. Chapter 9. Migration. In *Demography: The Study of Human Population*. Pp 271-307.
- Waite, L. J. (1995). Does marriage matter? *Demography* 32 (4), 483–507

## **THE FINE PRINT**

Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking (I know I mentioned this before, but it's worth repeating).

**THIS SYLLABUS IS SUBJECT TO CHANGE.** It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in advance through course announcement or Canvas email.

## University Policies

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.

Students who are distracting to the instructor and/or other students may be asked to leave the classroom. This includes students enrolled in an online course who should follow basic netiquette and professional behavior via the online course delivery. “Netiquette” stands for “Internet Etiquette”, and refers to the set of practices developed over the years to make the online course experience pleasant for everyone. Like other forms of etiquette, netiquette is primarily concerned with matters of courtesy in communications.

Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Specifically:

- Be open-minded and supportive to all viewpoints, even those with which you do not agree.
- Speak with respect to each other and the instructor.
- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
- Profanity or off-color language and photos are never appropriate.
- Using angry or abusive language is called “flaming;” it is not acceptable and will be dealt with according to the Student Code.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks ?????.
- Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.