Globalization is one of the most powerful processes confronting human societies and the global physical environment in the 21st century. Although not often discussed, the demographic fates of nations such as patterns of fertility decline, population aging, and cross-border migration are interconnected with their economic wellbeing and position on the world stage. For example, new waves of immigration, especially from Asia and Latin America, transform the cultural and racial-ethnic composition of US society. Strain on the natural environment looms as billion-plus populations of China and India grow more prosperous and begin to consume and pollute like "developed" nations. Many countries in Africa and elsewhere in the developing world face instability as AIDS decimates large segments of their working-age populations. A dramatic fertility decline is underway in much of Europe, threatening to destabilize pension and social security systems. What are the causes of these dramatic trends, what are the consequences, and can individuals and government policy do anything to address these issues? These are among the questions we will address in this course.

This course offers an introduction to the field of demography, or the scientific study of human populations. Using a demographic perspective, we will describe and analyze the implications of past and current trends of population growth and composition in developed and developing countries, and focus on the socio-economic determinants and consequences of these trends.

This course explores the social structural impacts of historical, contemporary, and projected global population problems at regional, national, and local levels. Online lectures first introduce you to basic demographic models of fertility, mortality, and migration, and then quickly move on to investigate specific demographic-related problems in areas such as environment, gender inequality, population aging, HIV/AIDS, international migration, urbanization and poverty. There will be specific attention paid to examining and comparing across major economic divisions in the developed versus developing world. Finally, similarities and comparisons will be made among and between world regions such as, sub-Saharan Africa, Latin America, Southeast Asia, East Asia and Eastern Europe.

Lastly, this class moves beyond theoretical notions of global population problems to explore personal activism. Our role as social actors on the stage in the midst of these phenomena must be determined. How are we impacted by these processes and how have others been impacted? If there are others who have been adversely affected, what is to be done? Mahatma Gandhi challenged, "Are we able to be the change [we] wish to see in the world?" This class explores our individual and societal opportunities to bring about change. We will have an opportunity to explore what some local and international non-profit organizations are doing to counter the adverse affects of the issues we discuss. I will also give you ideas and contact information for organizations with which you may want to volunteer in the future.

Course Objectives

Upon completion of this course, you will be able to:
1) Identify and differentiate between the different demographic dimensions of the 21st century;
2) Critically evaluate competing perspectives of global population problems;
3) Apply competing perspectives and concepts of these phenomena to current events;
4) Participate in local solutions that seek to minimize adverse effects of global population problems.

Course Grading

1] Weekly Discussion Comments 40%
2] Midterm 30%
3] Second Exam 30%

Each week under 'discussion' I will post my online lectures, web links and images to explore, and links to DVDs. Below you also have the weekly reading list you can access through electronic
reserve. When you have completed the aforementioned, complete ‘assignment’ for the week.

The readings are engaging and yet intensive. Please don’t be discouraged by complex arguments. Be patient and always give yourselves adequate time to review the material. Always read with purpose; understand the main thesis and suggestions. Engage with the author’s premise and determine ways in which you agree and in which you disagree. Expect to read approximately 10-30 pgs/wk.

1) Weekly Discussion Comments

Online participation is crucial. This is my only way to discern whether you are completing the readings, connecting and perusing the web links and images I provide, watching my online lectures and viewing the multimedia. Each week you will be given one assignment that you will complete by midnight Sunday. Usually you will be asked to summarize the readings, lectures and multimedia in some way. Occasionally you will be asked to submit a simulation of the U.N. General Assembly or a report from a non-profit organization. Between 6-8 paragraphs are required.

1 point poorly written, incomplete or inconclusive
2 points average work yet incomplete or poorly written
3 points well written, complete and conclusive

2) Midterm

The midterm will cover reading assignments, online lectures and multi-media resources used on discussion boards. The week prior to the exam, I will provide a study guide. There will be 8 essay questions and 4 short answers.

You will take the exam in the testing center on the university main campus. You have a week to take the exam; you have three hours at the testing center to complete the exam. You should take photo ID and pencil. No notes and no reading materials allowed.

http://testingcenter.utah.edu/hours/test-proctoring-service.html

Testing Center hours:
Monday, Wednesday & Friday, 8:00 am - 3:00 pm       Tuesday & Thursday, 4:00 pm - 8:30 pm

3) Second Exam

IT IS NOT COMPREHENSIVE; it will only cover the second half of the semester.

The second exam will cover reading assignments, online lectures and multi-media resources used on discussion boards. The week prior to the exam, I will provide a study guide. There will be 8 essay questions and 4 short answers.

You will take the exam in the testing center on the university main campus. You have a week to take the exam; you have three hours at the testing center to complete the exam. You should take photo ID and pencil. No notes and no reading materials allowed.

http://testingcenter.utah.edu/hours/test-proctoring-service.html

Testing Center hours:
Monday, Wednesday & Friday, 8:00 am - 3:00 pm       Tuesday & Thursday, 4:00 pm - 8:30 pm

Grading Scale

A   93-100
A-  90-92
B+  87-89
B   83-86
B-  80-82
C+  77-79
C   73-76
C-  70-72
D+  67-69
D   63-66
D-  60-62
E   below 60
Class Format ADA Statement

“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 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.”
(www.hr.utah.edu/oeo/ada/guide/faculty/)

Weekly Readings
***Find readings on electronic reserve. Not all the readings found on the reserve list are used. You may look up according to author or title. Read in order enumerated so that each makes more sense.

May 14-20 Week 1: Introduction to population-theory and concepts

May 21-27 Week 2: Fertility and mortality

May 28-June 3 Week 3: Health, morbidity and longevity

June 4-10 Week 4: Population and environment

June 11-17 Week 5: Fertility change and sex selection

June 18-24 Week 6: MIDTERM

June 25-July 1 Week 7: Population aging

July 2-July 8 Week 8: HIV/AIDS

July 9-July 15 Week 9: War, violence and terrorism

July 16-22 Week 10: Immigration and urbanization

July 23-29 Week 11: FINAL