1. Key information:

Time of class: Monday, Wednesday and Friday, 12:55-1:45  
Classroom: Fine Arts Auditorium  
Instructor: Professor Zachary Zimmer  
Instructor's office hours: Monday and Wednesday 10:00-11:30, except as announced in class  
Instructor's office location: Room 307 S-BEH  
Contact instructor: Contact is available through WebCT  
Teaching assistant: To be named  
Teaching assistant office hours: To be named  
Teaching assistant office location: To be named  
Contact teaching assistant: To be named

2. Course description:

The number of people living on earth continues to grow (it is now nearly 7 billion) and the composition of this population is changing. The constant change in the world's population has 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 very important societal phenomenon. This creates a need for studying and understanding basic demographic processes. This course is devoted to the study of the demographic processes, their causes and their consequences.

The course is divided into nine units. Unit one provides an introduction to the study of population. Unit two looks at population growth. Units three through five consider the three basic demographic processes: fertility, migration and mortality. Units six through nine consider four of today's most important topics related to population change: age structure, population aging, HIV/AIDS, and the environment. Units are subject to change but will be in place by the first day of class.

This course is international, quantitative and contemporary. By being international, the course focus is, at all times, global and comparative. Students will be encouraged to contrast demographic processes, and their causes and consequences, across regions and countries, and the course will often look at demographic events occurring in ‘developed’ and ‘developing’ regions of the world. By being quantitative, the course involves both the calculation and examination of population statistics. Students will be expected to learn how to calculate various measures investigating demographic phenomenon and gain the ability to interpret these measures. By being contemporary, the course will, as frequently as is possible, reference current world events and make connections between population phenomenon and current world events. Students will be encouraged to keep up with current global events during the semester, and will be given an assignment specifically designed to help them do so.

The international, quantitative and contemporary qualities of the course merge when
students are asked to recognize levels and trends in key demographic measures. Students are not expected to memorize specific numbers, but they are expected to obtain some general knowledge of quantitative information relevant to population phenomenon. As an example, it is not necessary to know the exact population of the world, but it is necessary to recognize that it is somewhere around six and half billion. Students are also expected to know generally how key demographic measures, like growth rates or fertility rates, differ across regions and major world countries. This course will also focus on why these demographic rates and measures differ across the globe, both in a practical and theoretical sense.

The remainder of this syllabus is a guide. Topics, dates, readings, etc., are subject to change as the class progresses. These changes will be discussed during class time and it is up to each student to ensure that they are aware of any changes.

3. Required course materials:

i. A textbook called: *Population: An Introduction to Concepts and Issues* (10/e), by John R. Weeks. The textbook is subject to change. It is possible that it will be replaced by a set of readings, which will be provided in the final official syllabus.

ii. A set of supplemental readings that will be made available via WebCT.

iii. Lecture notes that are used as class overheads are provided via WebCT. The best idea is to print out the overheads before class and bring them to class.

iv. Several films will be shown during class.

v. Students need a calculator that can do basic calculations as well as logs and exponents. Calculators should be brought to class, particularly on days where we are examining concepts and measures. **A calculator is required for tests. Students should not forget to bring their calculator to class for tests.**

4. Assessments:

Grades are based on six assignments, three tests, and participation. In total 500 points are available.

a) Assignments (total value = 175 points)

**There are strict rules regarding handing in assignments, and students should make sure they understand these rules.** Assignments are posted on WebCT. Assignments 1 to 5 will be posted one week before the due date. Assignment 6 is a semester long assignment posted the first week of class and due near the end of class.

**All assignments must be handed in as hard copies. No electronic versions of assignments are accepted.** Assignments are due at the beginning of class on the due date. Anyone not in class on a particular day should arrange to the hand in the assignment at some other time. All students should keep a copy of their assignment.
The following is the schedule for assignments:

**Assignments are subject to change before the final official syllabus.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date posted</th>
<th>Date due</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Demographic rates</td>
<td>To be announced</td>
<td>To be announced</td>
<td>20</td>
</tr>
<tr>
<td>2. Population projections</td>
<td>To be announced</td>
<td>To be announced</td>
<td>25</td>
</tr>
<tr>
<td>3: Fertility</td>
<td>To be announced</td>
<td>To be announced</td>
<td>25</td>
</tr>
<tr>
<td>4: Mortality</td>
<td>To be announced</td>
<td>To be announced</td>
<td>25</td>
</tr>
<tr>
<td>5: Age &amp; sex structure</td>
<td>To be announced</td>
<td>To be announced</td>
<td>30</td>
</tr>
<tr>
<td>6: Population in the news</td>
<td>To be announced</td>
<td>To be announced</td>
<td>50</td>
</tr>
</tbody>
</table>

**Late assignment policy:** Any assignment not handed in by the start of class on the due date is considered late. Late assignments handed in within a week of the due date will automatically be deducted five points. No assignments will be accepted if it is more than one week overdue. *Any assignment more than one week overdue will automatically score zero points.* There is one exception and it is explained in the ‘no excuses’ rule.

**Handing in an assignment outside of class time:** Options for handing in assignments outside of class time are a) handing it in to the instructor during office hours; b) handing it in to the TA during office hours; c) making specific arrangements with the instructor or TA beforehand; d) handing it in to the Sociology office during regular office hours. If handing in an assignment to the Sociology office during regular office hours, ask the staff to place the time and date on the assignment, and ask them to forward the assignment to the instructor or TA.

**The no excuses rule:** There is one exception for late assignments. Each student gets a one time only grace period where an assignment is not counted as late if it is handed in within one week of the due date, no questions asked and no excuses needed. **THIS IS A ONE TIME EXCEPTION ONLY, AND ONLY APPLIES IF THE ASSIGNMENT IS HANDED IN WITHIN ONE WEEK OF THE DUE DATE. DO NOT INTERPRET THIS AS HAVING UNLIMITED TIME TO HAND IN AN ASSIGNMENT. THE RULE DOES NOT APPLY IF THE ASSIGNMENT IS MORE THAN ONE WEEK LATE. ANY ASSIGNMENT MORE THAN ONE WEEK LATE IS AUTOMATICALLY SCORED ZERO.** A second late assignment will be penalized as described above.

b. Tests: (total value = 300 points)

There will be four tests, each of which will contain a selection of multiple choice questions, short and medium length answers, calculations and interpretations. Tests are used to determine whether students are keeping up with the course material and whether they understand concepts, measures and main ideas from the text, lectures, readings and films. There are no make-up tests and no extra credits. Any test not taken is given a score of zero. Any special arrangements to take test outside of the scheduled time must be made in advance and must be for very good reasons. The point value and the dates of the tests are as follows:
The following schedule is subject to change before the final official syllabus.

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1 (units 1 and 2)</td>
<td>To be announced</td>
<td>60</td>
</tr>
<tr>
<td>Test 2 (units 3 and 4)</td>
<td>To be announced</td>
<td>70</td>
</tr>
<tr>
<td>Test 3 (units 5 and 6)</td>
<td>To be announced</td>
<td>80</td>
</tr>
<tr>
<td>Term 3 test (units 7, 8 and 9)</td>
<td>On scheduled final exam day</td>
<td>90</td>
</tr>
</tbody>
</table>

c. Participation/attendance: (total value = 25 points)

Attendance will be taken on six occasions during the semester. The dates that attendance is taken is determined by random selection made by the instructor prior to the start of the semester. Attendance will not be taken during the first day of class or on test days, but may be taken on any other day. Students will receive five points for being present and may receive up to twenty-five points in total. This means that students will receive the full value for attendance if they are present on five of the six days in which attendance is taken. Once a student is counted present on five days, they score the maximum amount for attendance.

d. Determining your grade:

Points received will be converted into a grade as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>465 to 500</td>
<td>A</td>
</tr>
<tr>
<td>450 to 464</td>
<td>A-</td>
</tr>
<tr>
<td>435 to 449</td>
<td>B+</td>
</tr>
<tr>
<td>400 to 434</td>
<td>B</td>
</tr>
<tr>
<td>385 to 399</td>
<td>B-</td>
</tr>
<tr>
<td>350 to 384</td>
<td>C+</td>
</tr>
<tr>
<td>325 to 349</td>
<td>C</td>
</tr>
<tr>
<td>300 to 324</td>
<td>C-</td>
</tr>
<tr>
<td>250 to 299</td>
<td>D</td>
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<tr>
<td>000 to 249</td>
<td>E</td>
</tr>
</tbody>
</table>
5. Class units, subject to change

Specific dates will be announced in the final official syllabus.

UNIT 1: Introduction to the study of population:

UNIT 2: Population growth

UNIT 3: Fertility

UNIT 4: Migration

UNIT 5: Mortality

UNIT 6: HIV/AIDS

UNIT 7: Age and sex structure

UNIT 8: Population aging

UNIT 9: Environment

6. WebCT:

This course is assisted by WebCT. All students should make sure that they have access to the WebCT website for this course. At the WebCT website for this course, students will find the following:

a) All assignments
b) All class notes
c) All supplementary readings
d) Example questions for tests
e) A running tally of scores on tests, assignments and attendance
f) Important emails from the instructor and TA
g) A way to contact the instructor through email

It is important that students check their WebCT inbox regularly for important messages from the instructor and TA.

7. Meeting the University of Utah course requirements:

This course meets the University of Utah’s International Requirement. Accordingly, the course’s focus is international and comparative, focuses on cross-border phenomena and examines either contemporary issues or how historical issues relate to current ones. Specifically, in this course students will:

i. Learn to locate, interpret and apply global demographic data collected across international settings.
ii. Develop a working understanding of worldwide variation in fertility, mortality, and migration patterns, cultivate sensitivity to how variation in cultural, economic, and historical factors contribute to contemporary global demographic disparities, and acquire an ability to examine these differences using a comparative framework.

iii. Critically assess empirical research and theoretical perspectives offered to explain regional and cross-national differences in demographic outcomes.

iv. 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.

This course also meets the University of Utah’s Quantitative Reasoning and Quantitative Intensive requirements. In line with these requirements, this class is designed so that students:

i. Develop a critical understanding of how demographic data are created;

ii. Build quantitative skills that are essential for describing and analyzing features of population composition, distribution, and dynamics.

iii. Practice constructing, reading, and interpreting quantitative measures that describe population and population change; and

iv. Learn how to communicate, orally and in writing, about the quantitative characteristics of populations & their significance.

8. Expectations

- Students are expected to arrive to class on time. Students not in class by the start of class should enter quietly and sit near the back. Students should not enter the classroom if they are going to arrive more than 10 minutes late.
- Cell phones should be turned off before class.
- Students should not talk amongst themselves during class time.
- Reading the paper, surfing the internet, text messaging, or doing any other activity that reduces the student’s attention during class is prohibited.
- Courtesy and respect should be shown at all times to fellow students.
- Students should adhere to the University of Utah code of conduct.
- Plagiarism on assignments and cheating on tests will be dealt with in the harshest manner allowed.

9. Other

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.” For detailed definitions and possible academic sanctions please see: http://www.admin.utah.edu/ppmanual/8/8-10.html.

**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.

**Students’ Rights and Responsibilities:** In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah’s Student Code, which states “the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”