

# POPULATION & SOCIETY

*Sociology 3650-001*

**Fall 2012**



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## **Class Meeting**

Monday, Wednesday and Friday 10:45 – 11:35  
115 BEHS

## **Instructor**

Tom Quinn, M.A., M.S.  
tom.quinn@soc.utah.edu  
Office Hours: By appointment

## **Teaching Assistants**

Office Hours: TBA

## **Course Overview**

The number of people living on earth continues to grow (*we just recently reached 7 billion people worldwide*). 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.

The course is divided into six units. Unit one provides an introduction to the study of population and population growth. Units two through four consider the basic demographic processes of fertility, migration and mortality. Unit five focuses on the age-sex structure and population aging. Unit six 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.

### **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.

### **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 & 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 & their significance.

## **Expectations**

In order to maintain a positive, civil environment for learning, students shall 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."*

It is assumed that all work submitted to instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, failure in the course, and/or expulsion from the university. 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>. A copy has been posted on Web-CT.

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.

## **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.

## COURSE REQUIREMENTS

### Canvas & U-mail:

All course materials, including lecture notes and assignment sheets, will be posted on the course website (Canvas). Students are expected to check the course website frequently. Important course-related announcements will be made via Canvas, as well as through students' University of Utah U-mail addresses.

### Readings

All students should have access to the following textbook:

*Poston & Bouvier's Population & Society: An Introduction to Demography (1<sup>st</sup> edition) Cambridge University Press. ISBN: 978-0521872874*

Additional readings are listed on the final page of the syllabus, and will be posted on the course website. Readings should be completed before coming to class on the day they are listed on the course schedule.

### Calculator

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

### Online Discussions

(25 points total: 5 points each)

Per our discussion in class, there will be five days this semester in which we have an online discussion in lieu of coming to school. Students will be required to create one post having to do with the subject matter and respond to the posts of at least two other classmates. The specific dates will likely be determined by either instructor fiat or class vote. All students are expected to be civil and respectful in their posts and responses.

### Assignments

(175 points total: 25, 30, 30, 35, 30, 20)

There will be a series of 6 assignments throughout the term; these are mostly designed to practice calculations and interpretations of empirical data. Detailed assignment sheets (with instructions and grading criteria) will be posted on Web-CT at least one week prior to the due date. All assignments are due in-class at the start of the assigned class period. Late assignments that are turned in within one week of the due date are penalized at least 5 points. No assignments will be accepted after one-week of the due date.

### Exams

(250 points total: 75, 75, 100)

There will be three in-class exams, each consisting of multiple choice questions, short answer, calculations, and interpretations. Exam 1 covers Units 1 and 2; Exam 2 covers Units 3 and 4; Exam 3 covers Units 5 and 6, but will also cover material from throughout the semester.

Material covered may include assigned readings in-class speakers, discussions, and films.

- a calculator and a single sheet of notes are permitted for all exams
- no make-up exams are available

## COURSE GRADING

- Instructor will post all grades on the course website within 7-days of submission.
- It is the student's responsibility to report and discuss grade discrepancies with the instructor.
- The instructor will entertain grade change requests, but such discussions should occur outside of class time, and at least 24 hours after the assignment/exam was handed back. (i.e., take the time to reflect on the comments provided and review answer keys prior to disputing a grade)

### **Final Course Grades**

Final course grades will be determined by summing the points received on six assignments (175 points), three exams (250 points), and attendance (25 points) – for a total of 450 points. Letter grades will be assigned based on the following:

Points	Percent	Grade
417 to 450	93 -100%	A
416 to 403	90 - 92%	A-
402 to 390	87 – 89%	B+
389 to 372	83 – 86%	B
371 to 358	80 – 82%	B-
357 to 345	77 – 79%	C+
344 to 327	73 – 76%	C
326 to 313	70 – 72%	C-
312 to 268	60 – 69%	D
000 to 267	0 – 59%	E

### **Extra Credit**

- Up to 10 points of extra credit can be earned.
- All extra credit must be submitted prior to the final day of class.

*Option #1:* Attend a lecture, performance, or film screening that deals with a topic relevant to course material. While some events may be announced during class, students are generally expected to identify appropriate lectures/events occurring on campus or in the community. After the event, students should submit a paper of about 4 pages (double spaced) summarizing and discussing the event they attended. The essay should provide a detailed summary of the event, but more importantly a critical discussion and application of the event's topic to the topics and issues discussed in class. [*up to 10 points possible; you can only do this once*]

*Option #2:* Clip a newspaper or magazine article that is relevant to the course. Each article should be accompanied by a short essay of about 2 pages (double spaced) describing how the article pertains to the issues and topics discussed in class. [*up to 5 points possible; You can do this twice*]

*Option #3:* Propose an alternate assignment to the instructor. [*up to 10 points possible; you can only do this once*]

## COURSE SCHEDULE (Rough estimate)

	Date	Topic	Readings*	Assignment
<b>UNIT 1</b>		Intro & Syllabus <i>- Videos : 7 billion &amp; Are you typical?</i>	Population Handbook	
		What is Demography? <i>- Definitions, concepts, terminology</i>	Chpt 1	
		What is Demography? <i>- Discussion of global trends</i>	World Population Data Sheet	
		Demographic Data	Chpt 2	
		Population Growth <i>- Intro &amp; Measures</i> <i>- Video: World Population</i>	Chpts 9-10	#1: World Populations
		Population Growth <i>- Theories</i>		
			Chpt 11 Siebert, Kunzig	
<b>UNIT 2</b>		Fertility <i>- Measures</i>	Chpt 3	#2: Pop Growth Exercise
		Fertility <i>- Theories</i>	Balter, Bongaarts, Sedgh	
		Fertility <i>- Trends &amp; Family Planning</i> <i>- Video: Japan Robot Nation</i>	Chpt 4	
		Fertility <i>- Current Topics &amp; Discussions</i>	Kane, Gorney	#3: Fertility Exercise
		Catch-Up, Review, Summary		
		<b>Exam #1</b> <i>- In class. Can use one sheet of notes &amp; calculator. Covers Units 1 and 2.</i>		
<b>UNIT 3</b>		Mortality <i>- Intro &amp; Measures</i>	Chpts 5	
		Mortality <i>- Standardization</i>		
		Mortality <i>- Life Tables &amp; Life Expectancy</i>	Guillot	
		Mortality <i>- Trends</i>	Nolte, Schroeder, Olshansky	#4. Mortality Exercise
		Mortality <i>- Current Topics &amp; Discussions (HIV/AIDS)</i>		

<b>UNIT 4</b>		Migration - <i>Internal versus International</i>	Chpts 6-7	
		Migration - <i>Measures &amp; Trends</i>	Yaukey	
		Migration - <i>Current Topics &amp; Discussion</i>	Chpt 12	
		Catch-Up, Review, Summary		
	No Class—Independence Day			
	<b>Exam #2</b> <i>In class. Can use one sheet of notes &amp; calculator. Covers Units 1 and 2.</i>			
<b>UNIT 5</b>		Age Structure & Pop Aging	Chpts 8	
		Age Structure & Pop Aging - <i>Current Topics &amp; Discussion</i>	Kinsella	
<b>UNIT 6</b>		Policy & Implications	Chpts 13-14	#5. Migration & Aging
		Policy & Implications - <i>Video: Population Bomb</i>		
		Policy & Implications - <i>Topic TBA (War/Conflict)</i> - <i>Topic TBA (Environment)</i>		
		Catch-Up, Review, Summary		#6. Self Evaluation
		<b>Exam #3</b> - In class. Can use one sheet of notes & calculator. Covers primarily Units 5 & 6 with some cumulative review of topics from Units 1-4.		

## ADDITIONAL READINGS

POPULATION HANDBOOK (2011, 6<sup>th</sup> 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 discuss several articles from a Special Series entitled “7 Billion” of this popular magazine. All articles, graphics, and photos can be accessed on-line. <http://ngm.nationalgeographic.com/7-billion>. An app is also available for \$4.99. Please refer to the I-Tunes, Droid, or Kindle App Stores if you would like to purchase the app. 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 \*\*

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.

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.

Nolte, E. and McKee, C.M. 2008. Measuring the health of nations: Updating an earlier analysis. The Commonwealth Fund Pub. 1090.

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.

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.

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