

Population & Society (Online)

SOC 3650-090
Spring 2014

Instructor:

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(preferred)

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***Please note that this is a TENTATIVE syllabus that is subject to change. A final version of the syllabus will be made available right before the semester starts.*

COURSE STRUCTURE

This course will be delivered ENTIRELY online through the **Canvas** learning management system (see the **ONLINE LEARNING** section of this syllabus). You are expected to communicate with your instructor and other classmates about assignments and course materials. Most of your work, however, is done on your own through reading required text and accompanying lecture materials. This course is not self-paced. You will have weekly assignments with weekly due dates. In order to successfully complete this course, you must submit your assignments on time.

COURSE DESCRIPTION

There are 7 BILLION people on Earth. Around 3% of them are international migrants. Every minute there are 271 births and 106 deaths worldwide. Women in Niger average 7.6 children while this number is 1.4 in Japan. The average life expectancy for the newborns from Japan is 83 years while this number is 57 years for those from Niger. Why do we care the number of people who are born, die, and move, within and across populations? Because these numbers dramatically affect almost every aspect of human existence, on micro- and macro-level. They are also the driving force that shapes and reshapes the structure and functions of our society.

This course is devoted to the study of demographic processes, their causes, and their consequences. We will explore the major components of demography – mortality, fertility, and migrations – and how these components influence the world around us over time and across space. The focus of this course is the interaction between demographic behaviors, population processes and social changes. For instance, we will examine how changes in demographic behaviors at the individual level (i.e. how you plan your own life in terms of education, marriage, fertility, labor force participation, migration, saving, and preparing for retirement, etc.) affect the macro-level social structure and how macro-level demographic changes define individual opportunities and life chances. We will also discuss how population size, composition and structure affect economic and social conditions and drive policy making regarding resource

allocation and redistribution (i.e. providing more support for the growing body of older population). This course makes use of global and comparative perspectives to illustrate and analyze the population-society interaction. The main topics will be addressed and contrasted between developed and developing societies as well as population subgroups within a society, through a combination of theoretical understanding, knowledge of empirical evidence, and policy implications.

This course is arranged into six modules. Module 1 defines demography, describes demographic data, deals with basics of demographic measurement related to population growth and distribution, and briefly introduces the topics covered by the other modules. Modules 2, 3, and 4 examine major issues and theoretical perspectives related to the three demographic processes – fertility, mortality, and migration – respectively. Module 5 addresses age and sex structure of population and population aging as well as their social and economic consequences. Module 6 illustrates the implications of population processes on politics and policy making.

COURSE EXPECTATIONS

This three-credit course fulfills the Quantitative Reasoning (QR) and Quantitative Intensive (QI) requirement of the University of Utah. It involves the calculation and interpretation of demography statistics. Specifically, it is designed for students to:

- 1) develop a critical understanding of key concepts of demography and how demographic data – regionally and globally – are collected, described, and analyzed;
- 2) learn how to construct, read, and interpret quantitative population statistics used to describe population and population changes;
- 3) be able to communicate this information, orally and in writing, via class activities and presentations to the audience.

This course also meets the International Requirement (IR) of the institution. It has a global focus and encourages students to contrast demographic processes, as well as their causes and consequences, across regions and countries. Specifically, in this course students will:

- 4) describe the basic mechanisms of population processes in a given population and across populations in the world;
- 5) understand variation in fertility, mortality, and migration patterns worldwide and examine these differences using a comparative perspective that is sensitive to cultural, economic, and historical factors that contribute to these differences to begin with;
- 6) gain an awareness of how the world's populations are interdependent through a host of phenomena, such as international migrations, the spread of infectious disease, and the fact that we all are responsible for maintaining a sustainable environment.

READINGS

Required Text:

Poston & Bouvier. 2010. *Population and Society: An Introduction to Demography*. Cambridge University Press

You can order the text online or get it from the U's campus bookstore.

You can use your personal computer to do population calculations, or you will need a scientific calculator for basic equations as well as logs/exponents in your study.

TENTATIVE Additional Assigned Readings (will be made available in the Canvas by the Instructor):

- 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.
- Haupt, A., Kane, T. T., & Haub, C. (2011). *Population Reference Bureau's Population Handbook* (6th ed, 2011). Washington, D.C.: Population Reference Bureau. Available at <http://www.prb.org/Publications/Reports/2011/prb-population-handbook-2011.aspx> (a good reference for demographic concepts and methods)
- 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.
- McKinlay, J.B. and McKinlay, S.M. 1994. *Medical measures and the decline of mortality*. In, The Sociology of Health and Illness, pp. 10-23.
- 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.
- Population Reference Bureau (2013). World population data sheet. Online available at <http://www.prb.org>, (a good reference for global demographic patterns and trends).
- Population Reference Bureau Staff (2013). Demographic Trends in Muslim Countries @ <http://www.prb.org/Publications/Articles/2013/demographics-muslims.aspx>
- Population Reference Bureau Staff (2013). From Population Pyramids to Pillars @ <http://www.prb.org/Publications/Articles/2013/population-pyramids.aspx>
- Population Reference Bureau Staff (2013). When Technology and Tradition Collide: From Gender Bias to Sex Selection @ <http://www.prb.org/Publications/Reports/2012/sex-selection.aspx>
- Population Reference Bureau Staff (2013). China Has Too Many Bachelors @ <http://www.prb.org/Publications/Articles/2012/china-census-excess-males.aspx>

Videos: TBD

COURSE REQUIREMENT AND GRADING

***Overview of Course Requirements**

Grades in this class come from your performance on assignments and exams as well as extra credit actions. Grades are structured as follows:

Requirements	Description	Points	Due
1	Midterm Exam	30	March 8 @ 11:59 PM
	Final Exam	25	April 20 @ 11:59 PM

2	Weekly Assignments	45	Every Saturday @ 11:59PM
3	Extra Credit	5	April 20 @ 11:59 PM
Total Points		105	

1 Midterm and Final Exam (55%)

There will be *two* non-cumulative exams throughout the semester: midterm and final exam, covering materials lectured in the first and second half of the semester respectively. Both exams will be timed, open notes and book exams completed online in **Canvas**. **You may use whatever materials you wish to help you out, but you must not consult another person.** You will have a week in which to take the exam, but only 120 minutes to complete it. Do not open the exam before you plan on taking it! Once you begin the exam, the timer starts and you will be unable to stop it. Make sure you are ready to take the exam and you are in a stable computer environment before starting it. Exams are worth 55 percent of your final grade.

***Make-up Exams**

If you are unable or unwilling to take an exam at the specified time slot, you must make an arrangement with the instructor and take the exam earlier. You cannot take an exam late. Exceptions are given to emergencies only. If you miss an exam, you will receive zero. To request an exception, you must present the document showing an emergency or a legitimate reason to the instructor.

2 Weekly Assignments (40%)

Each week (except for the week of spring break and exam) you will have an assignment due by Saturday @ 11:59PM. These assignments are designed to test whether you have completed the assigned readings, gone through the course materials, and understood the information covered in that specific week. Assignments will range from taking quizzes, writing discussion posts/short essays for assigned readings or videos, resolving problem sets involving calculating and analyzing population statistics, and the like (more detailed information available closer to due date). You may be encouraged to form an online study group to complete some of the assignments but you will also be required to do others on your own. Weekly assignments will be submitted online and they are worth 40 percent of your final grade.

3 Extra Credit (up to 5%)

You can earn up to 5 points of extra credit towards your final grade for the following actions:

- 1) Participate in the General Discussion Board by posting to it to answer other students' questions (see ***If You Have Questions** on the **ONLINE LEARNING** section of this syllabus for the using of discussion board). You may earn up to ½ of a point for EACH helpful post.
- 2) Point out the possible typos/mistakes found in the course materials to the instructor. Typos and mistakes are rare yet possible. You may earn up to ½ of a point for pinpointing EACH typo/mistake found.
- 3) Attend a lecture related to course topics and write a short response. You may earn up to 2 points for EACH lecture attended.
- 4) Recommend a song, video, or article related to course material that we could discuss. You may earn up to 2 points for EACH recommendation.

All actions can be added up yet you can only earn up to 5 points of extra credit in total. All extra credit needs to be completed by 11:59pm of **April. 20**, 2014.

***Grading Scale**

Final grades assigned for this course will be based on the percentage of total points (yes, I do round .5 up to 1) earned and are assigned as follows:

A 100%-94%	B + 89%-87%	C + 79%-77%	D + 69%-67%	E 59%-0%
B 86%-83%	C 76%-73%	D 66%-63%		
A - 90%-93%	B - 80%-82%	C - 70%-72%	D - 60%-62%	

***Late Policy**

The deadline is enforced electronically by **Canvas** based on its server's clock of **Utah Time**. All submissions (including weekly assignments and exams) will be due at 11:59PM on the corresponding Saturdays. Be sure to pay close attention to deadlines. It is your responsibility to submit on time.

No late submission will be accepted. There is no exception. A late/missed assignment will receive zero automatically.

Please remember that being late by one second is late. Do **not** ask the instructor to accept your submission because it is "only one second late." Do **not** send your assignment by email because it is late. Please also note that **no** make-up weekly assignments will be given, even for emergency situations.

NOTE: Computer related problems (i.e. electronic or equipment failure, lack of internet access) are never a valid excuse for not completing or submitting an assignment on time. It is your responsibility to maintain your computer and related equipment in order to participate in this online course. Therefore it is advisable to complete the assignments early enough to take into account any problems that may occur.

ONLINE LEARNING

If this is your first online class, this section is very important reading! Even if you have taken an online class before, please review this information.

Often students new to online learning perceive and expect online courses to be easy and involve little to no work on their part. This is a misperception, and in fact, online courses may be more demanding than a face-to-face course depending on the learning style of the student. Online courses are not recommended for all students.

***Canvas Learning Management System**

You must use **Canvas** to participate in this course. You will use your uID account to login to the course from the **Canvas** login page (www.cis.utah.edu or <https://utah.instrucure.com>).

In **Canvas**, you will access online lessons, course materials, and resources. At designated times throughout the semester you will use **Canvas** to participate in a blend of evaluation activities, consisting of discussion board, weekly assignments, and exams. You will use **Canvas'** built-in communication techniques such as emails, discussion boards to communicate with the instructor and your classmates.

***Course Materials**

As an online class, the instructor will present information through the use of several methods – lecture notes (written form), handouts (PDF), use of assigned and additional readings, and video materials where/when possible. It is your responsibility to keep up on class material, lecture notes, and required readings. Your readings will come from both the assigned textbook and scholarly articles that I post on *Canvas*. You will not successfully complete this course without doing the assigned readings.

***Participation**

Every student is expected to take an active role in the online learning setting by finishing all assigned readings as scheduled, submitting assignments on a timely fashion, taking exams at allotted time slot and contributing to online discussions by asking questions and answering other students' questions. Be sure to check the course website and your email via *Canvas* system on a regular basis. It is highly encouraged that you follow the course schedule closely and not get lagged behind.

***Weekly Time Commitment**

Expect to spend an average of six to nine hours per week on this condensed three-unit online course. Even though this course does not have a weekly face-to-face meeting, the time commitment per week is the same as a three-unit lecture class. Look carefully at your work schedule, school schedule, and family obligations and allow plenty of time for each.

***If You Have Questions**

When taking an online course you must take the initiative to ask your instructor questions if you do not understand the material, either through discussion board or *Canvas* email. I will maintain a General Discussion Board where I will give you updates and where you can write questions to the instructor about the course, course materials, assignments, and exams. I will follow the discussions on this board and respond where necessary. Posting to the General Discussion Board is not required, but checking it is required. You will be held responsible for any information I post there, so be sure to keep an eye on it. If you respond to the questions put by fellow students, you can earn extra point for it. Please keep in mind that your response from the instructor may not be instantaneous. You can expect an answer from your instructor to your post or email in about 24 hours during the week. It may take longer during the weekend. You must take the response time into consideration when completing your work and must not wait until the last day, or you may not have time to receive a response before your assignment is due.

I will also set up a Student Discussion Board for discussions among students. I will NOT follow or respond to discussions on this board, though. You have to move the question to the General Discussion Board if you expect an answer from your instructor. Students may also create their own discussion board and again, the instructor will not follow or respond to discussions on the individual board.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that the

instructor can help you find a solution.

*** Netiquette Rules**

Online etiquette is important to keep in mind when communicating with others on the Internet. Discussion board, 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:

- Adhere to the same standards of behavior online that you follow in real life.
- Posting photos or comments that would be considered off-topic in a classroom is still off-topic in an online setting.
- Off-color language and photos are never appropriate.
- Using angry or abusive language online will not be tolerated, 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 e.g. !!!! and question marks e.g. ?????.
- Course e-mails, discussion postings and other online course communications are part of the classroom and as such, are university property and therefore will be 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.

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.

ACADEMIC INTEGRITY AND PLAGIARISM

Students must abide by the highest standards of academic integrity. Academic misconduct, including plagiarism, is a serious offense. It is assumed that all work submitted for evaluation will be your own work (except for group assignments when applicable). Zero-tolerance for academic misconduct applies to this course. All instances of academic misconduct will be referred to the Department Chair or the Dean of the College for further disciplinary action. See below.

Per University of Utah regulations (Policy # 6-400), “A student who engages in academic misconduct,” as defined in Part I.B., including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student's degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of

student academic and behavioral misconduct policies
(<http://regulations.utah.edu/academics/6-400.php>).

COURSE OUTLINE AND READING SCHEDULE

Module	Week		Topic	Readings	Video	Due
Module 1	1	Jan 6	Syllabus & Introduction	Population Handbook	7 billion & Are you typical?	Assignment: TBD
	2	Jan 13	What is Demography? & Demographic Data	Chapters 1-2 World Population Data Sheet @ http://www.prb.org/		Assignment: TBD
	3	Jan 20	Population Growth	Chapters 9-10	World Population	Assignment: World Populations
	4	Jan 27	Population Distribution	Chapter 11 & Additional reading		Assignment: Pop Growth Exercise
Module 2	5	Feb 3	Fertility: Measures & Theories	Chapter 3 & Additional reading		Assignment: TBD
	6	Feb 10	Fertility: Trends & Family Planning	Chapter 4 & Additional reading	Japan: Robot Nation	Assignment: Fertility Exercise
Module 3	7	Feb 17	Mortality: Intro & Measures	Chapter 5, & Additional reading		Assignment: TBD
	8	Feb 24	Mortality: standardization & Life Tables & Life Expectancy	Additional reading		Assignment: Mortality Exercise
<i>Midterm Exam</i>	9	Mar 3	<i>Exam 1 (covering Modules 1, 2, and 3)</i>			
<i>Spring Break</i>	10	Mar 10	<i>No class</i>			
Module 4	11	Mar 17	Migration: Intro	Chapters 6-7		Assignment: TBD
	12	Mar 24	Migration: Measures & Trends	Chapter 12 & Additional reading		Assignment: TBD
Module 5	14	Mar 31	Age Structure & Pop Aging	Chapter 8 & Additional reading		Assignment: Migration & Aging
Module 6	15	Apr 7	Policy & Implications	Chapters 13-14	Population Bomb	Assignment: TBD
<i>Final Exam</i>	16	Apr 14	<i>Exam 2 (covering primarily Modules 4, 5, and 6 with some cumulative review of topics from Modules 1-3)</i>			

