

POPULATION AND SOCIETY, SOC 3002

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Spring, 2009
T/TH 9:30-10:45 am
MUEN E113

Course objectives: Both in the past and in the present, demography has helped to define, inform, and guide much social research. This course will provide an in-depth understanding of our social world, including basic demographic processes (birth, mobility, and death), and demographic structures (variations in sex, age, race, socioeconomic status, and family relations). My goal is to provide you with demographic data, techniques, and concepts that will prove useful in future classes, in work, and in assessing general social issues. Part of the course that examines demographic techniques requires basic math skills.

Course structure: This class will combine lectures with class participation and discussion. Each period, I will lecture on a particular aspect of the field and will draw on the assigned readings while identifying the contributions and critical aspects of the major readings, and raise central issues and questions. You will be expected to cover the assigned readings, to gain an appreciation for the critical literature, and to participate in class discussions.

Office hours, mailbox, and telephone number: My office hours are from 10:45-11:45 on Tuesdays in Ketchum 205. No appointment is needed during office hours. You may leave messages in my mailbox in the main office (Ketchum 219), call me, or e-mail me at the address above. If you want an appointment with me outside my regular office hours, talk with me before or after class, or call me. You can also meet me in my office in the Population Program (1424 Broadway, Room 210, in IBS #3, which is the second building north of Starbucks on Broadway).

Required material: Yaukey, David, Douglas L. Anderton, and Jennifer Hickey Lundquist. 2007. *Demography: The Study of Human Population*. Third edition. Long Grove, Illinois: Waveland Press.

Levitt, Steven D., and Stephen J. Dubner. 2005. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. NY: HarperCollins Publishers, Inc. 242 pages.

2008 World Population Data Sheet. Population Reference Bureau. Available at bookstore and online (see <http://www.prb.org/Publications/Datasheets/2008/2008wpds.aspx>).

You will be evaluated by your performance on the following tasks:

<u>Task</u>	<u>Number</u>	<u>Percentage of Total Grade</u>
Tests	3	60%
Mini-assignments	4-5	20%
In-class assignments	2-4	10%
Attendance		4%
Class participation		6%

Tests: The non-cumulative tests will be comprised of short answer, multiple choice, and true-false questions. Please be punctual for tests. Students who are more than 10 minutes late for a test will be docked 1 point for each minute late; students who are more than 30 minutes late for a test will not be allowed to take the test. Everyone must take the final. But students can decide to drop one of the first two tests if they are willing to deduct 5 points from the other test.

Mini-assignments: I will pass out up to six short assignments the class period before they are due; they will be due at the beginning of the next class. They will ascertain your opinion about specific topics or check your understanding of the material. These assignments are due in class so that everyone has a chance to complete the work before class, more actively follow class discussion, and be a more informed participant in class discussion. Because turning in mini-assignments after class defeats the main purpose of the assignments, mini-assignments that are turned in after the class will receive a grade no higher than a B. Assignments that are turned in one day late will be downgraded two full letter grades. I will not accept assignments that are turned in two days after they are due. I do not accept e-mailed assignments. Students can drop one of the six assignments. I will also post assignments on the class website. Thus, if you miss a class, you should check the website for any future assignments.

In-class Assignments: These short exercises will give you additional insight about the topic and will provide additional information for questions and discussion. I will accept in-class assignments that are turned in after class but on the same day, but will deduct 20 points from the grade. I will not accept in-class assignments that are turned in a day or more after class.

I will allow the absence for reasonable excuses, including: medical illness (with a note from your doctor), court appearances (with a note from a court official), university-sanctioned athletic events (with a note from the athletic department), family emergencies or deaths (with a note from the funeral director), and special religious observances (with a note from your pastor, minister, priest, or rabbi one week before the event). Most other excuses, especially after the fact, will not be accepted. You will be expected to turn in your assignments early if you know that you will miss class.

Grading: Written work is graded on content as well as style, grammar, spelling, and organization. Papers with more than three spelling errors (this includes misspelling the same word over three times) will be downgraded 3 to 10 points. Students are responsible for keeping all graded material.

The Writing Center provides free one-on-one writing consultation, is a terrific way to improve your writing (see <http://www.colorado.edu/pwr/writingcenter.html>). Each of you should consider using these services at least once during the semester.

Attendance: I encourage you to attend class on a regular basis. Class attendance will be taken through iclickers. To be marked present for a class, you must respond to at least 75% of all questions asked during the class. Punctuality is a virtue: if arrive to class late or leave early, you may not receive attendance credit. No excuses are needed or accepted. Further, you will be allowed to miss 3 classes without attendance penalty. Each class is worth 3.33 attendance points. Please let me know if you find that you need to miss two or more classes in a row.

Class Participation: You are expected to actively participate in class. This includes discussing the readings and assignments, identifying relevant demographic trends, and participating in small group discussions. This component will comprise 25% of your class participation grade. I will also evaluate participation based on iclicker responses, which will be based on your participation, not whether your answers are correct. I will calculate your iclicker participation as a percentage of all possible responses. This component will comprise 75% of your class participation grade.

Extra Credit: You can earn extra credit by (1) reporting on a university presentation that I announce, (2) submitting test questions, (3) writing a book report. The extra credit book report is described in more detail below. During the semester, I will announce several demographic presentations, including those offered through the Population Program. You can receive 2 points extra credit on your final grade by turning in a no more than 2-page double-spaced summary of the presentation in class the day after the presentation.

You can receive up to 3 points extra credit on each test if you e-mail me up to five short answer, true false, and multiple choice questions, along with their answers and source (e.g., readings, exercises, or lecture) one week before the test. Note, because this extra credit is linked to the test, you must also take the test.

Disabilities: If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. (303-492-8671, Willard 322, www.Colorado.edu/disabilityservices).

Honor Code: CU-Boulder students are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Using someone else's iclicker is one form of cheating. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who violate the academic integrity policy may be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and to sensitive topics. Kindly maintain a professional demeanor.

Sexual Harassment: CU-Boulder policies on Sexual Harassment and on Amorous Relationships apply to all students, staff, and faculty. Individuals who believe that they have been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 (see also <http://www.colorado.edu/odh>) or the Office of Judicial Affairs at 303-492-5550.

Important Dates

Administrative drop: I will administratively drop you from this course if you do not attend the first three class periods.

First test: Thursday, February 5, in class

Second test: Thursday, March 19, in class

Spring Break: March 23-March 27

Last day of class: April 30

Final test: Saturday, May 2, 4:30 - 5:30 p.m.

Acknowledgements: This course is structured to provide students at CU a similar experience to those found at other universities around the country. I am especially indebted to comments, suggestions, and resources provided by Dudley Poston, Texas A&M University, John Weeks, San Diego State University, and the American Sociological Association's Teaching Resources Center.

Schedule

Week	Week of	Topic	Chapter
Part One: A Demographic Perspective			
1	Jan. 13	Introduction With mini-assignment and in-class assignment	Yaukey 1
2	Jan. 20	Demographic Data	Yaukey 2
3	Jan. 27	Population Growth With mini-assignment	Yaukey 3
4	Feb. 3	Age and Sex Structure With mini-assignment	Yaukey 4
Part Two: Population Processes			
5	Feb. 10	Mortality Concepts and Measures With mini-assignment and in-class assignment	Yaukey 5
6	Feb. 17	Mortality Trends and Levels With regular assignment	
7	Feb. 24	Morbidity and Health	Yaukey 6
8	Mar. 3	Fertility Concepts and Measures With mini-assignment	Yaukey 7
9	Mar. 10	Fertility Trends and Levels	Levitt 4
10	Mar. 17	Marriage and Householding	Yaukey 8
11	Mar. 24	SPRING BREAK	
Part Three: Population Structure and Characteristics			
12	Mar. 31	Migration and Urbanization With regular assignment	Yaukey 9, 10
13	Apr. 7	Diversity: Race and Ethnicity With in-assignment	Yaukey 11
14	Apr. 14	Diversity: Socioeconomic Status	Levitt 2, 3
15	Apr. 21	Diversity: Perfect Parents I and II	Levitt 5,6
16	Apr. 28	Environmental Demography and Population Policy With mini-assignment	

Extra Credit: You may earn extra credit by reading and writing a review of a book selected from a list of books on the following pages. The review will consist of no less than 6 double-spaced typed pages (about 250 words per page), with about 3 pages of summary and 3 pages of critique, appraisal, and reflection. I will assign a letter grade to the review. The grade of A on the review will raise your final course grade by $2/3^{\text{rds}}$ of a grade (6.6 points), for example, raising it from B to A-. The grade of B on the review will raise your final course grade by $1/3^{\text{rd}}$ of a grade (3.3), for instance, raising it from C+ to B-. The grade of C on the review will result in no change in your final course grade. The book reviews will be submitted to me on December 13, the last class day of the course.

No more than two students may review the same book. So if you decide to review a book for extra credit, make your choice and inform me in writing (e-mail is best) right away. If two others have already chosen the book you wish to review, you will need to choose another book.

Students who usually receive the grades of A or B on these book reviews are those who write more than

the minimum six page book reviews. Further, you will receive a higher grade if you incorporate and cite other published book reviews. If you do not cite other published book reviews, you will receive a grade of B or lower. Norlin Library should have most if not all of the books. I have a few of them that I would be happy to loan to you.

Although not required, I encourage you to post on Amazon.com a shortened version of the review you submit to me. Further, if time permits, it would be helpful for you to highlight some of the book findings when we discuss the book's topic in class.

If you plan to complete the extra credit book report, you must receive approval from me before Mar. 20.

Books for Extra Credit Book Review

- Anderson, Margo J., and Stephen E. Fienberg. 1999. *Who Counts? The Politics of Census-Taking in Contemporary America*. NY: Russell Sage Foundation.
- Bean, Frank D., and Gillian Stevens. 2003. *America's Newcomers and the Dynamics of Diversity*. NY: Russell Sage Foundation.
- Bianchi, Suzanne, and Lynne Casper. 2001. *Continuity and Change in the American Family: Anchoring the Future*.
- Borjas, George J. 1999. *Heaven's Door: Immigration Policy and the American Economy*. NJ: Princeton University Press.
- Brokaw, Tom. 1998. *The Greatest Generation*. NY: Random House.
- Carlson, Elwood. 2008. *The Lucky Few: Between the Greatest Generation and the Baby Boom*. London: Springer.
- Castles, Stephen, and Mark J. Miller. 2003. *The Age of Migration, third Edition: International Population Movements in the Modern World*. NY: Guilford Press. 338 pages.
- Cohen, Joel. 1995. *How Many People Can the Earth Support?* NY: W. W. Norton.
- Cohn, Samuel K., Jr. 2003. *The Black Death Transformed: Disease and Culture in Early Renaissance Europe*. NY: Oxford University Press
- Comberg, Bjorn. 2002. *The Skeptical Environmentalist*. London: Cambridge Press.
- Diamond, Jared. 1999. *Guns, Germs, and Steel: The Fates of Human Societies*. NY: W. W. Norton.
- Dworkin, Ronald. 1993. *Life's Dominion: An Argument about Abortion, Euthanasia, and Individual Freedom*. NY: Knopf.
- Farmer, Paul. 1999. *Infections and Inequalities: The Modern Plagues*. Berkeley, CA: University of California Press.
- Goldscheider, Frances K., and Calvin Goldscheider. 1993. *Leaving Home Before Marriage: Ethnicity, Familism, and Generational Relationships*. Madison: The University of Wisconsin Press.
- Goldscheider, Frances K., and Linda J. Waite. 1991. *New Families, No Families: The Transformation of the American Home*. Berkeley: University of California Press.
- Greil, Arthur L. 1991. *Not Yet Pregnant; Infertile Couples in Contemporary America*. New Brunswick, NJ: Rutgers University Press.
- Griswold, Robert L. 1993. *Fatherhood in America: A History*. NY: Basic Books.
- Harris, Marvin, and Eric B. Ross. 1987. *Death, Sex, and Fertility: Population Regulation in Preindustrial and Developing Societies*. NY: Columbia University Press.
- Harkavy, Oscar. 1995. *Curbing Population Growth: An Insider's Perspective on the Population Movement*. NY: Plenum Press.
- Hayflick, Leonard. 1996. *How and Why We Age*. NY: Ballantine Books.
- Hernandez, Donald J. 1993. *America's Children: Resources from Family, Government, and the Economy*. NY: Russell Sage Foundation.
- Huntington, Samuel P. 1996. *Clash of Civilizations and the Remaking of World Order*. NY: Simon & Schuster.
- Kaplan, Robert D. 2000. *The Coming Anarchy: Shattering the Dreams of the Post Cold War*. NY: Vintage Books.

- Kertzer, David I. 1993. *Sacrificed for Honor: Italian Infant Abandonment and the Politics of Reproductive Control*. Boston: Beacon Press.
- Klinenberg, Eric. 2002. *Heat Wave: A Social Autopsy of Disaster in Chicago*. Chicago: University of Chicago Press.
- Lang, Susan L. 1991. *Women Without Children: The Reasons, The Reward, The Regrets*. NY: Pharos Books.
- Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. 1994. *The Social Organization of Sexuality: Sexual Practices in the United States*. Chicago: The University of Chicago Press. 718 pages.
- Livi-Bacci, Massimo. 2001. *A Concise History of World Population*. Third edition. Malden, MA: Blackwell Publishers.
- Marsh, Margaret, and Wanda Ronner. 1996. *The Empty Cradle: Infertility in America from Colonial Times to the Present*. Baltimore: The Johns Hopkins University Press.
- Marsiglio, William. 1998. *Procreative Man*. NY: New York University Press.
- Massey, Douglas S., and Nancy Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.
- Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2003. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. NY: Russell Sage Foundation.
- McKeown, Thomas. 1979. *The Role of Medicine: Dream, Mirage, or Nemesis?* NY: Princeton University Press.
- McLaren, Angus. 1990. *A History of Contraception: From Antiquity to the Present Day*. Oxford: Basil Blackwell Limited.
- Michie, Helena, and Naomi R. Cahn. 1997. *Confinements: Fertility and Infertility in Contemporary Culture*. New Brunswick: Rutgers University Press.
- Mirowsky, John, and Catherine E. Ross. 2003. *Education, Social Status, and Health*. NY: Aldine de Gruyter.
- Mitford, Jessica. 1992. *The American Way of Birth*. NY: Dutton.
- Moffett, George D. 1994. *Critical Masses: The Global Population Challenge*. NY: Viking Press.
- Olshansky, S. Jay, and Bruce A. Carnes. 2000. *The Quest for Immortality: Science at the Frontiers of Aging*. NY: W. W. Norton & Company.
- Perlmann, Joel, and Mary Waters. 2002. *The New Race Question: How the Census Counts Multiracial Individuals*. NY: Russell Sage Foundation.
- Reskin, Barbara, and Irene Padavic. 1994. *Women and Men at Work*. Thousand Oaks, CA: Pine Forge Press.
- Rogers, Richard G., Robert A. Hummer, and Charles B. Nam. 2000. *Living and Dying in the USA: Behavioral, Health, and Social Differentials in Adult Mortality*. NY: Academic Press.
- Rowe, John W., and Robert L. Kahn. 1998. *Successful Aging*. NY: Random House.
- Simon, Julian L. 1990. *Population Matters: People, Resources, Environment, and Immigration*. New Brunswick: Transaction Publishers.
- Telles, Edward E. 2006. *Race in Another America: The Significance of Skin Color in Brazil*. Princeton, NJ: Princeton University Press.
- Tolnay, Stewart E. 1999. *The Bottom Rung: African American Family Life on Southern Farms*. IL: University of Illinois Press.
- Waite, Linda J. and Maggie Gallagher. 2001. *The Case for Marriage: Why Married People Are Happier, Healthier, and Better Off Financially*.
- Waters, Mary C. 1999. *Black Identities: West Indian Immigrant Ideas and American Realities*. NY: Russell Sage Foundation.
- Winder, Robert. 2005. *Bloody Foreigners*. UK: Time Warner Books. [Traces immigrants into Britain.]
- Wilson, William Julius. 1996. *When Work Disappears: The World of the New Urban Poor*. NY: Alfred A. Knopf.