Population and Society
Express II Spring 2017

Adjunct Professor: Dr. Joe D. Francis
Department of Sociology and Anthropology
Email: francisj1@cofc.edu
Office hours: TBD (or by appointment)
Office Location: xxx

Meeting Time/Place for class:
4:00-6:45 pm. Tuesday/Thursday
109 Education Center

COURSE PREREQUISITES(S):
SOCY 101 or SOCY 102 or HONS 167 or PERMISSION OF INSTRUCTOR

COURSE OVERVIEW

This course is about basic demographic processes (mostly births, deaths and population movements) and how they contribute to shape the growth and changes in total population. Beyond studying aggregate changes in population, the course examines why these changes occur and their consequences on individuals and societies. Not only will we will explore the key concepts and measures used to study population dynamics, we will also examine population structure at a given period. Specifically, the course will examine the Age/Sex Composition and race/ethnicity organization of the population. Lastly the course will discuss population distribution—Rural-Urban settlements, regional aggregations and other spatial arrangements.

While teaching the basics needed for students in sociology, the course also examines how concepts and tools of demographic analysis can be applied to a wide range of social, economic, business and health problems. We will examine interrelationships between population change and changes in society, the economy and environment in the US and throughout the world.

Throughout the course we will introduce the variety of data sources, data, methods, and indicators that demographers use to assess movements and properties of populations. We will learn how to construct rates (e.g. crude birth rate, crude death rate) and ratios (e.g. sex ratio, dependency ratio) and proportions and percentages (proportion Hispanic, percentage married with children). Sometime will be devoted to the concept of cohort and how it is used in age/sex analysis and life tables.

COURSE GOALS AND OBJECTIVES

Upon successful completion of this course, students should be able to: 1) define demography and describe the key features of demographic theory, data and methods; 2) use key concepts related to population structures (including population age structure, sex composition, population size, population growth rates, etc.) to describe a population; 3) understand how mortality and fertility have changed over time and vary across countries and subparts of the United States; 4) understand how international and domestic migration influence population growth and characteristics of a population; 5) explain how demography is intertwined with urbanization and population distribution and 6) identify how demographic change in the United States and around the globe is relevant to contemporary society and public policy debates.; 7) interpret tables, figures and maps with demographic data; 8) construct various rates, proportions and probabilities that demographers use; 9) know what a cohort is, how and why it is employed in demographic analysis.
TEXTBOOK AND READINGS


Any additional readings appropriate to each week’s topic can be found in folders on the OAKS website or hyperlinked in the course syllabus below. Readings may be added/removed based on class interests and relevant news items. If we alter any readings, we will inform you in class or via an email.

COURSE WEBSITE

A course site has been established on OAKS for SOCY 352.01. This site contains PowerPoint slides, course documents, announcements, and means for discussing assignments and issues with the instructor. I will post PowerPoint slides for each class lecture on the site either before or immediately after class starts.

CLASS FORMAT

Most class periods will include a combination of lecture/class discussion and in-class exercises. That is, classes will combine lectures, class discussion, hands-on exercises, and student presentations. The textbook includes short essays that are designed to provoke different views on population-related matters. In order to participate fully in class discussion and activities, students are expected to complete the assigned readings before they are discussed in class. Typically, I will lecture on a particular topic, drawing on your readings and connecting the material to other fields of research, policy, and your everyday experiences. I will emphasize the critical aspects of the material and together we will discuss the implications of the demographic approach and findings.

We encourage active participation in discussion, and will call on individual students to ensure that we hear from everyone. Points will be taken off for tardiness and missed classes. Two missed classes will be permitted without penalty.

COURSE REQUIREMENTS

**Class attendance and participation: 14 points**

Students are expected to attend all classes. To participate effectively in class discussions, it is important to read all assignments prior to the class in which they are scheduled to be discussed. Participation will, partially, be assessed by the quantity and quality of your contributions to in class discussions. If you are not entirely comfortable speaking in class, another way to participate is to send us links and comments on news articles that relate to course topics.
Population Topics Presentation: 6 points (6 presentations x 1 points each)
To encourage your getting familiar with discussing topics related to population and society, each week the student will be expected to work up materials—table, chart, map, accompanying text—on some topic and present that material in class.

Homework/Lab Exercises: 25 points (5 homework assignments * 5 points each)
Homework is due at the start of class on the assigned date. Late homework automatically receives a .5 deduction per day, and will receive a 0 if not turned in within a week unless you have contacted us regarding extenuating circumstances prior to the due date.

Population poster project: 60 points
With a partner or on your own, you will develop a poster on a current population “problem” or “opportunity” facing a population geography (i.e. country, state, county or place) of your choice. Your poster will: 1) provide background on the issue (visually are useful here); 2) highlight a potential population related policy that is currently being proposed/implemented to address this challenge (you can also suggest a policy from another country that you think might be useful and 3) address the critiques that you would expect opponents to the policy might make. You must reference at least 2 scholarly sources (i.e. something from a journal-check out Google scholar search) and 2 popular press sources (i.e. New York Times, Wall Street Journal, Washington Post, the Economist, etc.). Posters will be 12 inches wide by 42 inches long and printed on matt paper.

Population project presentation: 10 points
Your presentation can either be given at a departmental function (e.g. Sociology Club, faculty meeting) or college-wide event (College Research Presentations).

Grading:

Each of the above course requirements will be graded independently and the points designated above are the maximum that will be assigned for each activity. To illustrate, your score on a given homework or lab exercise can range from zero to 5 points depending on your performance on that homework or lab assignment. Grading for classroom attendance and participation will be a function of how many times you are absent from class without prior approval and how much you contribute to class discussions, helping classmates, being a constructive force in the course. Numerical grades will be assigned to each component and summarized to a final numeric score, and then assigned a letter grade according. Your final numeric score will be determined according to the following distribution:

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<tr>
<th>Final score</th>
<th>Letter grade</th>
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<tr>
<td>98-100</td>
<td>A+</td>
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<tr>
<td>93-97</td>
<td>A</td>
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<td>90-92</td>
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<td>87-89</td>
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<td>83-86</td>
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<td>80-82</td>
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<td>73-76</td>
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<td>70-72</td>
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<td>67-69</td>
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<td>63-66</td>
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<td>60-62</td>
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**INCOMPLETEs, DROPS, AND WITHDRAWALS**

In accordance with departmental and college policies, I will not grant incompletes except in extreme cases in which documentation is provided. Please visit the Academic Affairs website (http://undergrad.cofc.edu/) for guidelines and deadlines for requesting incompletes, withdrawing from the course, or dropping it entirely.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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| Tuesday       | Intro to the course. Intro to population   | Lundquist, et. al. Chapter 1.  
                          and society and why it is important |Weeks Chapter 1  
                          Poston and Bouvier, Ch. 1  
                          http://blogs.census.gov/ Select from Random Samplings or  
| March 7       | Global population trends in history;      | Lundquist, et. al. Chapter 3  
                          Global variations in population size  
                          and growth; Demographic Transition  |Weeks, Chapter 2  
                          Poston and Bouvier, Ch. 10  
                          http://www.census.gov/popclock/  
                          http://www.poodwaddle.com/clocks/worldclock/  
                          http://www.worldpopdata.org/index.php/map |
| Thursday      | Theories of population change             | Weeks, Ch.3  
                          Poston and Bouvier, Ch.9  
| March 14      | Sources of demographic data               | Lundquist, et. al. Chapter 2  
                          Weeks, Chapter 4  
                          Poston and Bouvier, Chapter 2  
                          http://www.census.gov/ QuickFacts  
                          https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml Summary Tables  
                          In class, Identify interest groups* Get in population issue/policy groups (teams of 2) http://www.prb.org- good place to look for specific population issues. |
| March 16      | Census Geography                         | Weeks, Ch.4, pages 131-135  
                          https://www.census.gov/geo/reference/webatlas/ |
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<th>Day</th>
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| Thursday  | Age and Sex Structure      | Lundquist, et. al. Chapter 4  
| March 23  |                            | Weeks, Chapter 8  
|           |                            | Poston and Bouvier, Ch. 8  
| Tuesday   | Mortality                  | Lundquist, et. al. Chapter 5  
| March 28  |                            | Weeks, Chapter 5  
|           |                            | Poston and Bouvier, Ch. 5  
| Thursday  | Health and Morbidity       | Lundquist, et. al., Chapter 6  
| March 30  |                            | Weeks, Chapter 5  
|           |                            |  |
| Tuesday   | Fertility Levels and Changes | Lundquist, et. al. Chapter 7  
| April 4   |                            | Weeks, Chapter 6  
|           |                            | Poston and Bouvier, Ch. 3  
|           |                            | [https://wonder.cdc.gov/natality.html](https://wonder.cdc.gov/natality.html)  
| Tuesday   | Population aging Population Pyramids | Weeks, Chapter 8  
| April 6   |                            | Poston and Bouvier, Ch. 8  
|           |                            | Constructing a Population Pyramid  
| Tuesday   | Unions and Households      | Lundquist, et. al., Chapter 8  
| April 11  |                            | Weeks, Ch.10  
|           |                            | Homework #? Due: Calculating fertility rates (bring printed copy to class AND upload to Google docs)  
| Thursday  | Migration                  | Lundquist, et. al., Chapter 9  
| April 13  |                            | Weeks, Chapter 7  
|           |                            | Poston and Bouvier, Ch. 6, 7  
|           |                            | Census Bureau:  
|           |                            | [http://www.census.gov/topics/population/migration.html](http://www.census.gov/topics/population/migration.html)  

**Population Dynamics & Demographic Structure**
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<tr>
<th>Date</th>
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<tr>
<td>Tuesday</td>
<td>Class Project Presentations</td>
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**THE HONOR CODE AND ACADEMIC INTEGRITY**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission--is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any
assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honorsystem/studenthandbook/index.php

DISABILITY ACCOMMODATION

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services/SNAP, located on the first floor of the Lightsey Center, Suite 104. If you have a documented disability, you should contact me via email to schedule an appointment to meet with me to discuss accommodations. Additional information on the services provided by the Center may be found here: http://disabilityservices.cofc.edu/

STATEMENT ON RELIGIOUS ACCOMMODATION FOR STUDENTS

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion.

The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof. The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College. A partial list of religious holidays that might pose conflicts with the academic calendar may be found here: http://president.cofc.edu/communityrelations/rlc/accommodation.php

NOTICE REGARDING MENTAL HEALTH/ILLNESS

Stress and transitions associated with college and young adulthood have been shown to take a toll on the mental health and well-being among college students. Mental Health/Illness can be an extremely personal and emotional issue. I am not trained as a counselor or psychologist, but there are people on and around campus who are trained extensively to handle mental and emotional health concerns should you or someone you know be struggling with an issue related to mental health. Below, please find list of mental health resources available to you as a College of Charleston student.

Counseling and Substance Abuse Services:
CLASSROOM ETIQUETTE

Because we will be covering a number of topics throughout the course of the semester which you may find controversial, I expect you to be respectful toward your classmates, regardless of their viewpoints, so that we can maintain a comfortable learning environment in the classroom. I encourage you to share your views, ideas, and questions while remaining open minded to the viewpoints presented by others.

ELECTRONICS POLICY

I know from personal experience that the lure of your smartphone or laptop can be irresistible at times. I also know it can be incredibly distracting for everyone when someone is frantically typing away and it isn’t about the class. Moreover, and more importantly, several studies have found that “students who use their mobile phones during class lectures tend to write down less information, recall less information, and perform worse on a multiple-choice test than those students who abstain from using their mobile phones during class.” (http://www.facultyfocus.com/articles/teaching-professor-blog/the-age-of-distracti

Therefore, all electronic items should be turned off during class time. I will make exceptions when we want to look something up or are working on a project. If you need special accommodations regarding this policy, please let me know.