

Sociology 345: Human Populations
UCB 331, TuTh 2:00-3:15

Spring 2004
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Office hours are Monday 12:30-3:30 and Tuesday and Thursday 12:30-1:30 in UCB 347. If you need to see me and cannot do so during these office hours, I will make an appointment for some other time. During office hours no appointment is needed: I will see anyone who comes on a drop-in basis. At other times (except during the last half-hour before any of my classes) if I am in drop-ins will generally be welcome – but to be sure of finding me in, you may wish to make an appointment or call in advance.

This will be an introduction to demography, the study of human populations. The size and structure of populations result from the operation over time of three basic processes by which individuals enter or leave a population: birth (fertility), migration, and death (mortality). The causes and effects of these processes, and the implications of the population size and structure that result, make up the field of demography. This course will provide an overview of the field. Since a grasp of basic demographic concepts is essential in order to understand the substantive insights of the field on which we will focus, the course will include an introduction to the most common demographic measures. A reasonable degree of comfort with quantitative logic will be helpful, but no advanced mathematical or statistical background is needed. Aside from the core material for which all students will be responsible, there will be a good deal of flexibility to pursue one's individual interests in the required term paper. Basically, any topic related to one of the three basic demographic processes will be appropriate. As examples, a student interested in fertility might choose to focus on family planning programs or the politics of abortion; a student interested in migration might choose a particular group of migrants to Hawaii and discuss why they came and how their presence has affected Hawaii; a student interested in mortality might try to explain why women typically live longer than men, or how the AIDS epidemic is affecting some country or region of the world. These examples are only illustrative; many others would also make sense in the context of this class.

Although no background is assumed, students will be expected to work hard and invest a good deal of thought in the course. The class will be conducted as a seminar, meaning that active participation in discussions is central. The professor will present some material, but formal lecturing will be kept to a minimum.

There are two required texts.

- David M. Heer and Jill S. Grigsby, *Society and Population* (Prentice-Hall, 1992) will be given out in photocopied form since it is out of print. Please do not write on your copy until you have decided that you are staying in the course. If you decide to withdraw from the course, please return the photocopied text to me.
- James A. Palmore and Robert W. Gardner, *Measuring Mortality, Fertility, and Natural Increase: A Self-Teaching Guide to Elementary Measures* (East-West Center) is available in the campus bookstore.

We will not be using the other book the bookstore has in stock for the course; if you already bought it you may wish to return it.

In the reading assignments below, the texts are referred to as H & G and P & G respectively. In addition to the texts, we will be reading a selection of journal articles or selections from books which will be distributed in class one or two sessions before they are to be discussed. There may be as many as a dozen such pieces in the course, but not more. Some of these are shown in the syllabus; others will be added.

Grades will be based on:

- Two problem sets (10 points each, for a total of 20)
- Class participation, including reaction papers, discussed below (10 points)
- Three (take-home) midterms (10 points each, for a total of 30 points)
- One (take-home) final exam (15 points)
- Proposal for research paper (5 points)
- Class presentation of your research (5 points)
- Research paper (15 points)

If I have reason to suspect that any take-home exam has not been done independently, any remaining exams will be in-class rather than take-home to ensure that no further collaboration occurs. Whether they remain take-home or end up as in-class, you will be free to use any or all of your course materials in all exams and any quizzes.

To determine grades, points earned will be translated into the student's percent of possible points. The cutoffs for letter grades are then as follows:

- 94% or better = A
- 90-93% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 77-79% = C+
- 73-76% = C
- 70-72% = C-
- 60-69% = D
- less than 60% = F

Except for problem sets and any in-class quizzes, all assignments must be typed. Problem sets must be neat and legible, but need not be typed unless your writing is difficult for others to read.

If students do not seem to be keeping up with the readings and thinking enough about the material to participate constructively in discussion, the instructor reserves the right to add short take-home writing assignments or in-class pop quizzes as an incentive. Each such assignment will be worth 5 points. However, I hope that students' desire to learn, combined with the requirement of reaction papers (below) will make this unnecessary.

Except when the reason for lateness of any take-home assignment is well-documented, compelling, and beyond the student's control, late work will be penalized by 10% for each week or fraction of a week that it is behind schedule. In the case of a reason for lateness meeting all three of the criteria above, a revised schedule can be worked out by negotiation. When pop quizzes are missed due to absence, makeups will be allowed only if the reason for the absence, similarly, is well-documented, compelling, and beyond the student's control.

Below, reading assignments for each class meeting are listed. (Again, a number of short readings from sources other than the two texts will be added, to be distributed in class.) Students will need to have done these readings in advance in order to be able to contribute to, and get as much as possible out of, our group process. To insure that everyone is prepared to discuss all readings, a short (a few sentences will do; 1 page maximum) reaction paper is due at the beginning of each class for which any new reading is assigned. These could, for example, identify the most interesting or important points in the reading(s) from your point of view, raise questions, comment on the connections between the new materials and those already covered... The point is simply to demonstrate that you have done and thought about the reading. Reaction papers will not be graded, but will count as a part of your participation in the course. If you miss a class in which a new reading was started, you will still need to turn in one of these brief reaction papers on the reading.

During the last several class sessions, we will be hearing presentations of student research. Each student will be required to submit at least one question for each presentation heard, suitable for possible use on the final exam. Such questions should be either objective (multiple-choice or true-false), fill-in-the-blank, or short-answer, and the correct answer should be given along with the question. These questions will be due at the end of each class. Be careful to write legibly; I can't use your question if I can't read it! Like the reaction papers, these questions will not be graded but will count as one form of participation.

Please be aware that...

The Department of Sociology will not accept or tolerate instances of academic dishonesty or plagiarism among its students or faculty. Falsifying data, sources, or experimental results, submitting others' work as if it were yours, presenting the words or ideas of others without full and appropriate citation, and cheating on examinations are all instances of academic fraud. Students who knowingly commit any of these offenses will (1) receive a failing grade in the course, and (2) receive a letter of reprimand from the

professor, a copy of which will be placed in their files. A repeated instance of academic fraud will result in a petition to have the student permanently expelled from the university. Students who may be unsure as to whether or not their writing or other work may constitute academic fraud should seek the advice of their professor before formal submission or presentation. Plagiarism and academic fraud are the most serious of offenses but they are avoidable with a modicum of care and forethought.

Any student with a documented disability who would like to request accommodation should contact the University Disability Services Office – Campus Center Room 311, 933-0816(V), 933-3334 (TTY) – as early in the term as possible.

Schedule of Topics and Assignments

- Jan. 13 Introduction
- Jan. 15 The growth of human population H & G, Ch. 1
- Jan. 20 Geographic distribution H & G, Ch. 2
- Jan. 22 Environmental constraints H & G, Ch. 3
- Jan. 27 Hardin, 1968: “The tragedy of the commons”, *Science* 162:1243-1248.
- Jan. 29
- Feb. 3 first midterm due; discussion of previous readings continues
THIS WEEK: INDIVIDUAL CONFERENCES ABOUT POSSIBLE
PAPER TOPICS
- Feb. 5 Mortality P & G, Ch. 1 & 2
- Feb. 10 discussion of mortality methodology continues; problem set 1 to be given out.
- Feb. 12 paper proposal due; substantive discussion of mortality H & G, Ch. 4
- Feb. 17 problem set 1 due; substantive discussion of mortality continues
- Feb. 19
- Feb. 24 Gove, 1973: “Sex, marital status, and mortality”. *American Journal of Sociology* 79(1):45-67.
- Feb. 26 Ravenholt, 1984: “Addiction mortality in the United States, 1980: Tobacco, alcohol, and other substances”. *Population and Development Review* 10(4): 697-724.
- Mar. 2 midterm # 2 due
- Mar. 4 Fertility measurement P & G, Ch. 3
- Mar. 9 discussion of fertility measurement continues
- Mar. 11 problem set 2 given out; substantive issues in fertility H & G, Ch. 5

Mar. 16

Mar. 18 problem set 2 due; midterm # 3 given out

SPRING BREAK

Mar. 30 Migration

H & G, Ch. 6

Apr. 1 midterm # 3 due; Age-sex composition

H & G, Ch. 7

Apr. 6

Apr. 8 Population and economic development

H & G, Ch. 8

Apr. 13 Population and political power

H & G, Ch. 9

Apr. 15 Population legislation and policy

H & G, Ch. 10

Apr. 20 presentations

Apr. 22 presentations

Apr. 27 presentations

Apr. 29 presentations

May 4 presentations

May 5 (non-class day) TERM PAPERS DUE

May 13, 4:00 P.M.: due date for take-home final exam (if final turns out to be in-class, the time slot is 2:00-4:00 May 13th)