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SOC 301-02C/03C: Population Problems
Fall 2020

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Instructor: Dr. Maggie Bohm-Jordan
Lecture: SOC 301-02C: Tuesday, 2:00PM – 4:50PM, (see Course live Zoom sessions)
　　　　　SOC 301-03C: Thursday, 2:00PM – 4:50PM (see below for live Zoom sessions)
Office Hours: Online
E-mail: mbohmjor@uwsp.edu

COURSE DESCRIPTION AND OBJECTIVES

This course provides a comprehensive overview of the field of population studies. Topics to be covered include world population, demographic data, population theories, population processes (i.e., fertility, mortality, and migration), population structure and characteristics (e.g., age and sex structure, household structure, socioeconomic characteristics, race/ethnicity, urban or rural residence), population and development, population policy, and applied demography.

Critical Thinking	1. Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.
	2. Identify (a.), analyze (b.), evaluate (c.), or construct (d.) reasoning as they apply it to general or discipline-specific questions or issues.

Course Learning Outcomes
Upon successful completion of this course, students will be able to:
1. Develop critical thinking skills to explain and predict various aspects of population problems.
2. Demonstrate an understanding of the basic concepts and theories of demography, the dynamics of population processes, population compositions, and the interaction between population and the environment.
3. Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct and organized presentation/piece of writing with properly documented and supported ideas, evidence and information suitable to the topic, purpose and audience.
4. Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

Textbook (Required)
Weeks, John. 2020. *Population: An Introduction to Concepts and Issues*. 13th ed. Cengage.
Optional: Strunk, William and E.B. White. 2000. The Elements of Style. 4thed. Longman Publishers.

Grading

Discussion posts	35% (7@5% each)	A: 93-100, A- :90-92.99	
UN debates assignments	40% (4@10% each)	B+: 87-89.99, B: 83-86.99, B- : 80-82.99	
Country Project/Grad/research	15%	C+: 77-79.99, C: 73-76.99, C- : 70-72.99	
CP or Grad Presentation	5%	D+: 67-69.99, D: 63-66.99, D- : 60-62.99	
Critical Thinking Quiz & IRB	5% & extra credit	F: 0.00 – 59.99	

Discussions (35% at 5% each)

There are 7 discussion posts, due according to the Course Outline by 11:59pm (see below). 4 UN topics from the debates, 3 documentaries. Be sure to answer the questions in an in-depth, well-thought-out manner. Each discussion is worth 5 points. The main post(s) is 3 points and provide at least one reference to the course material (use APA or ASA reference style). Engage in on-going, productive conversation with a minimum of two of your classmates (up to 2 points) throughout the week. See Course Outline and Canvas for due dates.

- UN discussion 1: Health & Mortality
- UN discussion 2: Fertility
- UN discussion 3: Migration
- UN discussion 4: Age/Family/Life Chances
- Documentary Discussion 1: Crossing Arizona
- Documentary Discussion 2: World in the Balance
- Documentary Discussion 3: Before the Flood

5 United Nation debates and 4 United Nation debate assignments (40%, 10% each)

Choose a country as soon as possible so that you can begin searching for data sources. These data are most accessible in the United Nations Yearbooks online at http://unstats.un.org/unsd/demographic/products/dyb/dyb2.htm Other information, such as historical information about your country can be found at various sources across the Internet and libraries. Make sure all information utilized are from accredited websites (Wikipedia is not an accredited website).

Students will participate/present in 5 United Nation (UN) debates and discussion on several topics in class. There will be 4 population response (#1-4) and each is worth up to 10%. Each student will submit their responses on their country selection in Canvas. These responses is to help student prepare for their country projects. Topics are but not limited to the several components required in the country project. Papers will be typed (double-spaced, Times New Roman, 12font, 1-inch margin). More information and guideline will be provided in Canvas.

1. September 22nd: Health & Mortality
2. October 6th: Fertility
3. October 20th: Migration
4. November 3rd: Age/Family/Life Chances
5. November 17th: Other topics

Option A: Country Project (15%)

Each student will select a country on the first day of class. Your project should describe the basic demographic status of the country you have chosen. Don't think of this as a paper you write for my eyes only, but as a report that can be filed in a library. **There will be no duplicated country**. Country project will have at least 10-pages (typed, double spaced, 12 font, Times New Roman) paper using the questions below as *guidelines*. You also need to include a reference page (does not count towards the 10 pages). There are eight main components (#2 through #9) to your country project, but some might be irrelevant (missing data) to a country. In such case, student will decide on other topics to substitute the missing content/component in their country. In deciding which issues to focus upon, use your own judgment or consult with me. The guidelines for organizing your demographic country project in conjunction with the reading in John Weeks'

Population: An Introduction to Concepts and Issues & e-readings are as follows:

1. **Introduction**

Tell readers what the report is about and what the purposes of the report are. Explain why you choose the country for your analysis (i.e., why is it important or interesting to study the demographic status of the country academically and practically, and/or what personal reasons motivate you to select the country). Outline what you plan to discuss in your report.

2. **History and Geography**

Briefly describe the physical setting (note: you may want to attach a map) and history of the country under study.

Chapter 1: Describe the history of population growth over time, leading to the current demographic situation. What is the current population and how has the population grown over time? What is the current rate of growth? What is the implied doubling time? What are the crude birth and death rates, the natural rate of increase, incidence of internal migration, and the rate of international in- or out-migration? The following link from the OECD may be helpful to you here. http://stats.oecd.org/Index.aspx?DataSetCode=MIG

3. **Data**

Discuss what data are available for your country (e.g., census data, vital statistics, and survey data). Also discuss the sources and quality of data used for your report. You should use the latest data possible and for certain sections (e.g., population changes) longitudinal data as well.

Chapter 2: Discuss the sources of data available for your country, including vital census data, vital registration data, and survey data (if it's a developing country, see if any data are available from the Demographic Health Surveys: http://www.measuredhs.com/Where-We-Work/Country-List.cfm

Also, look for data in the UN Demographic Yearbooks. Search the Internet for country-specific sites that link to the census/statistical agencies for that country.

4. **Population Changes**

Show changes in population size and growth rate with tables and/or graphs and discuss the reasons for the changes. How much of the demographic transition has this nation experienced? Is the experience of its demographic transition consistent with demographic transition theory?

Chapter 3: Do some research on the prevailing political philosophy of your chosen country. Would this philosophy come closest to Malthus, Marx, or someone (or thing) else? Where is this nation in terms of the several parts of the demographic transition? Has the timing of demographic events been consistent with the transition perspective? Are rates of natural increase high in rural areas? Is there evidence of rapid rural-urban migration that might be consistent with the perspective of demographic change and response?

5. **Health and Mortality Rates**

Discuss crude death rate, cause-specific mortality rates, infant mortality rate, and life expectancy for men and women, respectively.

Chapter 4: Find as much information as possible about mortality – age/sex specific mortality rates, life expectancy, and deaths by cause – for at least two different dates separated by 10 years minimum. Compare the data. What are the mortality trends? Two sources you may

wish to consult, if you cannot find official government publications are:
http://www.census.gov/population/international/data/idb/informationGateway.php
(be sure to set parameters for your individual country) AND/OR
http://www.who.int/gho/countries/en/#C

6. Fertility Rates

Discuss crude birth rate, general fertility rate, total fertility rate, and, if possible, gross reproduction rate and net reproduction rate. Analyze the causes of low/high fertility.

Chapter 5: Find as many different measures of fertility as possible for at least two different dates separated by 10 years (http://www.census.gov/population/international/data/idb/informationGateway.php may be of some use here). What changes have been occurring over time? Discuss how some of the key proximate determinants of fertility may be operating to influence fertility rates. Which theories of the fertility transition seem to best explain the data that you have acquired for this country? Do your best to apply them, if they fit.

7. Migration Rates

Discuss gross rate of immigration, gross rate of emigration, and crude net migration rate. Examine why migration rates are low or high.

Chapter 6 & 7: What are the patterns of internal migration, especially rural-to-urban? What are the patterns of migration from or to other countries? Are there any studies available relating migration to other demographic (such as fertility) or socioeconomic (such as labor force participation) variables? Are the data available to calculate migration rates by age and/or to calculate the migration ratio? Which of the various theories of migration seem best able to explain patterns of migration within, to, and/or from this country? A good resource for information is *Migration News* at http://migration.ucdavis.edu/mn/

8. Age and Sex Structure

Show and discuss the sex ratio. Provide a population pyramid, analyze the age and sex structure, and discuss the implications for employment, school, and social services.

Chapter 8: Locate age/sex pyramids for the most current dates available. "Read" the age structure discussing the implied history of population growth, and the implications for the future of the current cohort structure. What is the number and proportion of older people in the population, and how have those figures been changing over time? How are older people treated? Are there differences in sociodemographic characteristics between the young and old in society that would suggest a source of future social change as new cohorts flow into the older ages? What is the sex ratio at the older ages, and how do you account for it?

9. Family Demography

What is the current and historical pattern/trend on your country's family structure?

Chapter 9: Describe the trends over time in family and household structure. Are they related to changes in age at marriage and/or to changes in gender roles? How do the population characteristics of women compare with those of men? Have there been recent changes in education and labor force participation, for example, what might suggest a rise in the status of women?

10. Population Policy

What is the current mortality, fertility, and migration policies of the country? What population policy should be pursued in the near future to achieve the desired social and economic goals?

Chapter 10: Discuss the use and abuse of resources (supply vs. demand), environmental constraints, food security, economic development, and sustainability.

11. Conclusion and Future implications

Summarize your findings and discuss their potential future implications for social, economic, and political developments of the country. In other words, what can/should/should not be examined in the future of your selected country.

12. References

Include references for all data sources and citations in your report. Evidence of deliberate or major plagiarism will result in failing the project. Please use APA or ASA reference/citation style

13. Appendix (use this section for figures and tables)

Figures and tables must be numbered consecutively (e.g., Figure 1, Figure 2, Table 1, Table 2). Each should include a title, source(s), and notes (if applicable). All figures and tables should be placed at the end of the report (first all figures, and then all tables). In the text, guide the reader to the table or graph through such statement as: Table 1 shows the population growth rates of the country from 1950 to 2020…(see Appendix, Figure 1). Only when appropriate, you can compare your country with another country or other countries in population changes, mortality, fertility, migration, and/or age and sex structure. Doing so will make your paper stronger. Note: you are not writing a comparative project.

Option B: Graduate School portfolio (15%)

Deadline pending on the graduate school. Portfolio should include but not limited to:
1. Cover letter/ Letter of Intention
2. CV or resume
3. Writing sample
4. 3 references (names only, actual letter of recommendation not required)
5. Written
   a. Why this school? (What does this school have to offer that others do not?)
   b. How will you benefit from this school?
   c. Future path (career?)

Option C: Proposal or full research paper (15%)

Select a topic focusing on population problems (mortality/fertility/migration/other topics). Proposal focuses on the literature review and need to include at least 10 scholarly journal articles and pages vary between 12+ pages not including references. Full research paper should have over 15 articles and 15+ pages. Due December 18th, 2020.
1. Introduction
2. Significance (Ex, why is your topic important? Why should we care to read it?)
3. Research question(s)
4. **Literature review** (background/support of the topic)
5. Theory

6. Data/methods (very brief)
7. Conclusion/ discussions
8. Future implications
9. References

Presentation on Country project/ Graduate school/ Proposal/Full research paper (5%)
Students will present their selected topic on Week 14 and Week 15. Powerpoint Required.

Critical Thinking Module and Quiz (5%)
This course is part of the critical thinking and learning initiative at UWSP. Students will recognize critical thinking as a process of identifying, analyzing, evaluation, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem solving). Students will complete the critical thinking lesson module and a quiz to assess students' ability to think critically. Critical Thinking Module can be found in Canvas.

Research Ethics and Compliance Training and Certificate (Extra credits, 5 points)
This course will provide students with Institutional Review Board training and after completion each student will receive a 3- year certificate. The training will be provided from CITI Program and a workshop will be provided on the first day of class.
https://www.uwsp.edu/acadaff/orsp/Pages/IRB-Training.aspx

Late and Make-up Policy
Only proper documentation can be accepted as justification for make-up assignments (without late penalty), such as a doctor/coach/supervisor's note, a subpoena, etc. A simple self-narration of an emergency or a special occasion whether in oral or written forms, cannot be accepted as proper documentation and thus will not justify a make-up assignment. Late work will start from 50% of the grade.

Online Classroom Etiquette
The online classroom is a learning environment and community, and as such, it is expected that students do their best to minimize disruptions that can distract from their learning and that of their peers.

Academic Integrity
Academic integrity is central to the mission of this institution. Academic dishonesty in any form will not be tolerated and will receive disciplinary sanctions per the UWSP policies. The UWSP policies regarding student academic standards and disciplinary procedures can be found here: http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf. If I observe academic misconduct, or if suspicions of academic dishonesty are reported to me, I will request that the identified parties come to my office to discuss the situation, and then the procedures set out in UWS/UWSP Chapter 14 will be followed. Students can visit the UWSP Tutoring-Learning Center http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx and the Purdue Online Writing Lab for further resources:
https://owl.english.purdue.edu/owl/resource/589/01/

Diversity and Inclusion
UWSP supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated. These differences include race/ethnicity, gender, class, political view, religion, color, national origin, sexual orientation, disability, age, marital or family status, as well as personality, learning styles, and life experiences. We expect that students, faculty, administrators, and staff will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, experiences, and worldviews may be different from their own.

Disability Support Services
The Americans with Disabilities Act (ADA) requires educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP policies, go http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: http://www4.uwsp.edu/special/disability

COURSE OUTLINE

DATES	Topic/readings/video	Due Dates
Part One: A Demographic Perspective		
Week 1 Sep 3	Introduction and Country selection Chapter 1 – Introduction to Demography	Post your country on Canvas
Week 2 Sep 8/10	Chapter 2 – Demographic Data and Applied Demography e-reading – Ezeh, et. al. (2012). Chapter 3 – Demographic Perspectives and Theories e-reading: Kirk (1996)	-CT Quiz
Part Two: Population Processes		
Week 3 Sep 15/17	Chapter 4 – Health and Mortality Transition e-reading: Atella and Kopinska (2014)	-Proposal topic outline
Week 4 Sep 22/24	United Nations debate/discussion 1: Health & Mortality Issues	*-IRB (HSR-Human Subject Research)*
Week 5 Sep 29/ Oct 1	Chapter 5 – The Fertility Transition e-readings: Yount, et al., (2014)	UN Assignment 1 UN Discussion 1
Week 6 Oct 6/8	UN debate/discussion 2: Fertility Issues	
Week 7 Oct 13/15	Chapter 6 – The Migration Transition e-readings: Lee (1966); McCabe & Merissner (2010); Pierce & Selee (2017). Video: Crossing Arizona	UN Assignment 2 UN Discussion 2

	Chapter 7 – The Urban Transition	
Week 8 **Oct 20/22**	UN debate/discussion 3: Migration issues	Documentary Discussion 1
Part Three: Using the Demographic Perspective		
Week 9 Oct 27/29	Chapter 8: The Age Transition Chapter 9: Family Demography and Life Chances e-reading: Thornton & Young-DeMarco (2001) Video: World in the Balance: The People Paradox	UN Assignment 3 UN Discussion 3
Week 10 **Nov 3/5**	UN debate/discussion 4: Age/Family/Life Chances issues	Documentary Discussion 2
Week 11 Nov 10/12	Chapter 10 – Population, the Environment, and Global Sustainability Video: Before the Flood	Drafts due UN Assignment 4 UN Discussion 4
Week 12 **Nov 17/19**	UN debate/discussion 5: Other topics (Food, Water, Human rights, Law & Justice, War…….)	Documentary Discussion 3
Week 13	Thanksgiving Break	
Week 14 **Dec 1/3**	Country Project /Graduate school/Proposal/Full research Presentation	
Week 15 **Dec 8/10**	Country Project /Graduate school/Proposal/Full research Presentation	
	Final CP/ Graduate portfolio / Proposal/ FR due 12/18	

*Unforeseen circumstances may necessitate changes in the course requirements and/or schedules. Any changes will be announced in advance. *Additional reading are posted on Canvas*
Last day to add/drop class without a grade: September 14th
Last day to drop a 16 week course: November 6th

Live ZOOM Session

	SOC 301-02C: 2:00-4:50pm (Tuesday) Meeting ID: 941 9806 0032 (NO password needed) Join URL: https://uwsp.zoom.us/j/94198060032	**SOC 301-03C: 2:00-4:50pm (Thursday)** Meeting ID: 990 7784 2491 (NO password needed) Join URL: https://uwsp.zoom.us/j/99077842491
Week 1		**September 3**
Week 2	**September 8**	
Week 4	**September 22**	**September 24**
Week 6	**October 6**	**October 8**
Week 8	**October 20**	**October 22**
Week 10	**November 3**	**November 5**
Week 12	**November 17**	**November 19**
Week 14	**December 1**	**December 3**
Week 15	**December 8**	**December 10**

Grading Criteria
Criteria used to grade the country project but not limited to the following:

1.   The completeness and organization of the report
The report must include the minimum components set out above and reflect the foregoing structure.

2.   The accuracy of data and interpretation
The data must be recorded and interpreted accurately.

3.   Thoughtful analysis and conclusion
Try to provide insights into the social reality of the chosen country and demography in general.

4.   Integration of materials
Relate information from one table or graph to the others. Do not describe each table separately and go on to the next, and try to create an overall picture of what is going on demographically and socially in the country of your analysis.

5.   Linkage to class materials
When appropriate, link your findings to text materials (textbook, e-readings, videos, etc) and class discussions. Talk about how your findings parallel, or differ from, the theories, patterns, and trends discussed in readings and lectures. Of course, you may include materials from other classes or sources as well.

6.   Quality of writing
Writing should be clear, concise, and to the point. Everything including grammar, spelling, and punctuation counts. Have a friend or someone from Tutoring-Learning Center (018 Albertson Hall. 715-346-3568) read your report before submission.

7.   Length
The report should be at least 10 pages typed, double-spaced pages of text. Map, figures, tables, and references are to be after the text (see #11 & #12 above). 10 points will be deducted for each missing page.

8.   References
APA or ASA in-text citation and references format.

Due Date
The Country report, Proposal, and full research paper is due on December 18th 2020 by 11:59pm in Canvas. See "Late and Make-up Policy" for late work. Graduate packet due date vary on application due date.