

## POPULATION AND SOCIETY, SOCY 3002

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Spring, 2016  
T/TH 9:30-10:45 am  
DUAN G2B47  
Receiver: CB

**Course objectives:** 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 concepts, data, and techniques that will prove useful in future classes, work, and 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, gain an appreciation for the critical literature, and participate in class discussions.

**Office hours, mailbox, and telephone number:** My office hours are from 10:45-11:45 on Tuesdays in Ketchum 312. No appointment is needed during office hours. You may leave messages in my mailbox in the main office in Ketchum, 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 e-mail me. You can also meet me in my office in the Population Program, Institute of Behavioral Science (IBS, Room 483, 4<sup>th</sup> Floor, 1440 15<sup>th</sup> Street, which is behind the Armory). The four-story IBS building is located at the corner of 15th Street and Grandview, and is one block from University Avenue and across from Varsity Lake (see <http://www.colorado.edu/campusmap/map.html?bldg=IBS>).

### **Required material:**

Lundquist, Jennifer Hickes, Douglas L. Anderton, and David Yaukey. 2015. *Demography: The Study of Human Population*. Long Grove, IL: Waveland Press, Inc. ISBN: 1-4786-1306-8

Woolf, Steven H., and Laudan Aron, editors. 2013. *U.S. Health in International Perspective: Shorter Lives, Poorer Health*. National Research Council and Institute of Medicine (NRC/IOM). Washington, DC: The National Academies Press. Read online at:  
[http://books.nap.edu/openbook.php?record\\_id=13497&page=R2](http://books.nap.edu/openbook.php?record_id=13497&page=R2)

*2015 World Population Data Sheet*. Population Reference Bureau. Available online at:  
[http://www.prb.org/pdf15/2015-world-population-data-sheet\\_eng.pdf](http://www.prb.org/pdf15/2015-world-population-data-sheet_eng.pdf).

**Tests:** The three non-cumulative tests will be comprised primarily of multiple choice questions, but may also include several short answer 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. Students can drop one of the first two tests, but everyone must take the final. There are no make-up tests.

**Exercises:** Most of the exercises are associated with the textbook and are available at: <http://www.demographytextbook.com/>. I'll post modified or additional exercises on D2L. The exercises may require you to perform different calculations, collect information, access and analyze data, or write up a brief report. Some of the assignments will be relatively complex and time consuming, so you should allow enough time to fully complete the assignment.

The regular assignments are due at the beginning of 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 assignments after class defeats their main purpose, I will mark down by one letter grade assignments that are turned in after the beginning of class, by two letter grades assignments that are turned in one day late, and will not accept assignments that are turned in two days after they are due. I do not accept e-mailed assignments. If you miss a class, you should check the website for any future exercises.

**In-Class Presentation:** During the semester, you will give one in-class presentation on one of the demographic topics covered in the textbook. You can present by yourself or work in groups of 2 to 3. You need to sign up for a particular week *and receive approval from me* for your topic. Each presentation should last about 4 minutes. You can use this time to give a formal presentation, present your own video, show and discuss a short video, or generate class discussion and debate. You will be evaluated on how well you research and present your topic. You should turn in one page (which can be the last slide of your PowerPoint presentation) with 4-6 central reference sources you used for your research, such as the U.S. Census, the WHO, the UN, or PRB. If you create a PowerPoint presentation, you should e-mail it to me by 5:00 pm the night before class (up to -10 points for late submissions [-2 points for each hour late]), so I can load it for the discussants. Further, unless you have a convincing excuse, rescheduling presentations after the 2<sup>nd</sup> week of class will result in a 5-point reduction in the presentation grade.

Most people will receive a grade of "B" on their presentations. Outstanding presentations will demonstrate additional research, in-depth understanding of the issue presented, a novel or especially strong and compelling presentation, and central academic citations. Underwhelming presentations may show a superficial coverage of a topic that is based on nonacademic sources.

**Class Website:** Additional class material, including assignments, abbreviated presentations, and study guides, will be available on Desire2Learn. I will post new material by about 10:00 p.m. the night before each class, if not sooner.

**Attendance:** I strongly 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 half of all questions asked during the class. Punctuality is a virtue: if you arrive to class late or leave early, you may not receive attendance credit. Iclickers will not be used for attendance in the first week of class or for the days that tests are administered. Each class is worth approximately 4.17 attendance points. You will be allowed to miss three classes without attendance penalty. The three-class allowance is in lieu of excused absences. Thus, no excuses are needed or accepted for missing class or forgetting your iclicker. You will receive an extra 1/3<sup>rd</sup> bump in your final letter grade (3.33 points) for perfect attendance (from the first to the last day of class).

**Class Participation:** You are expected to actively participate in discussing the readings and assignments, identifying relevant demographic trends, and participating in small group discussions. A small group of students who regularly provide positive, constructive, and insightful comments and questions in class may receive an extra 2-3% bump in their final letter grade.

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

| Task                               | Number | Percentage of Total Grade |
|------------------------------------|--------|---------------------------|
| Tests                              | 3      | 50%                       |
| Exercises                          | 10     | 25%                       |
| In-class presentation              | 1      | 10%                       |
| Attendance and class participation |        | 15%                       |

**Grading:** Written work is graded on content as well as style, grammar, spelling, formatting, aesthetics, and organization. Papers with more than three spelling errors (including misspelling the same word over three times) will be downgraded 3-10%. Assignments and quizzes that are not typed will be downgraded 2/3<sup>rds</sup> of a letter grade. 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>).

**Population Presentations:** the Population Program has organized a few presentations throughout the semester. If you attend the presentation and sign the attendance sheet that I'll bring to the presentation, you can earn an addition 4 attendance points for each presentation you attend (but you cannot receive more than 100 total attendance points).

**Absences:** I will allow absences for documented and 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.

## COURSE READINGS

*Please read each day's readings before class and come to class prepared to discuss them.*

### Week One, Jan. 12 and 14

*Tuesday, Jan. 12*

*Demography: The Study of Human Population. Chapter 1, "Introduction."*

*Thursday, Jan. 14*

Turn in modified Chapter 1 Exercise, with additional questions (see D2L) at the beginning of class

## **Week Two, Jan. 19 and 21**

*Tuesday, Jan. 19*

*Demography: The Study of Human Population.* Chapter 2, “Demographic Data.”  
*Special Guest, Dr. Rob Kemp, Demographer, State Demography Office*

*Thursday, Jan. 21*

Turn in Data Exercise #2 (see D2L) at the beginning of class

## **Week Three, Jan. 26 and 28**

*Tuesday, Jan. 26*

*Demography: The Study of Human Population.* Chapter 3, “Population Growth.”

*Thursday, Jan. 28*

Turn in modified Chapter 3 Exercise, with additional questions (see D2L) at the beginning of class

## **Week Four, Feb. 2 and 4**

*Tuesday, Feb. 2*

*Demography: The Study of Human Population.* Chapter 4, “Age and Sex Structure.”

*Thursday, Feb. 4*

Test 1

## **Week Five, Feb. 9 and 11**

*Tuesday, Feb. 9*

*Demography: The Study of Human Population.* Chapter 5, “Mortality.”

*Thursday, Feb. 11*

*Special Guest, Mary Reilly-McNellan, Previous Columbia Cemetery Preservation Project Manager, Boulder Parks*

Turn in Chapter 4 Exercise (use textbook website) at the beginning of class

## **Week Six, Feb 16 and 18**

*Tuesday, Feb. 16*

Woolf, Steven H., and Laudan Aron, editors. 2013. *U.S. Health in International Perspective: Shorter Lives, Poorer Health*. National Research Council and Institute of Medicine (NRC/IOM). Washington, DC: The National Academies Press. Read online at: [http://books.nap.edu/openbook.php?record\\_id=13497&page=R2](http://books.nap.edu/openbook.php?record_id=13497&page=R2). Read pages 1-56.

*Thursday, Feb. 18*

Woolf, Steven H., and Laudan Aron, editors. 2013. *U.S. Health in International Perspective: Shorter Lives, Poorer Health*. National Research Council and Institute of Medicine (NRC/IOM). Washington, DC: The National Academies Press. Read online at: [http://books.nap.edu/openbook.php?record\\_id=13497&page=R2](http://books.nap.edu/openbook.php?record_id=13497&page=R2). Read pages 57-90.

Turn in Chapter 5 Exercise (use textbook website) at the beginning of class

**Week Seven, Feb. 23 and 25**

*Tuesday, Feb. 23*

*Demography: The Study of Human Population.* Chapter 6, “Morbidity and Health.”

*Thursday, Feb. 25*

Turn in Chapter 6 Exercise (use textbook website) at the beginning of class

**Week Eight, Mar. 1 and 3**

*Tuesday, Mar. 1*

*Demography: The Study of Human Population.* Chapter 7, “Fertility.”

*Thursday, Mar. 3*

Turn in Chapter 7 Exercise (use textbook website) at the beginning of class

**Week Nine, Mar. 8 and 10**

*Tuesday, Mar. 8*

“How Colorado’s Teen Birthrate Dropped 40% in Four Years.” By Gail Sullivan. *Washington Post*. August 12, 2014. <http://www.washingtonpost.com/news/morning-mix/wp/2014/08/12/how-colorados-teen-birthrate-dropped-40-in-four-years/>  
*Special Guest, Lisa Radelet, Boulder Valley Women’s Health Center*

*Thursday, Mar. 10*

Turn in Chapter 8 Exercise (use textbook website) at the beginning of class

**Week Ten, Mar. 15 and 17**

*Tuesday, Mar. 15*

*Demography: The Study of Human Population.* Chapter 8, “Unions and Householding.”

*Thursday, Mar. 17*

Test 2

**SPRING BREAK, March 21-25****Week Twelve, Mar. 29 and 31**

*Tuesday, Mar. 29*

*Demography: The Study of Human Population.* Chapter 9, “Migration.”

*Thursday, Mar. 31*

Turn in Chapter 9 Exercise (use textbook website) at the beginning of class

**Week Thirteen, April 5 and 7**

*Tuesday, April 5*

*Demography: The Study of Human Population.* Chapter 10, “Urbanization.”

*Thursday, April 7*

Turn in Chapter 10 Exercise (use textbook website) at the beginning of class  
*Possible neighborhood assignment*

## **Week Fourteen, April 12 and 14**

*Tuesday, April 12*

*Demography: The Study of Human Population.* Chapter 11, “Population Diversity.”

Turn in Chapter 11 Exercise (use textbook website) at the beginning of class

*Thursday, April 14*

## **Week Fifteen, April 19 and 21**

*Tuesday, April 19*

Natalia Kolesnikova and Yang Liu. 2011. “Gender Wage Gap May be Much Smaller than Most Think.” *Regional Economist*. Pp. 14-15 (available at:

<http://www.stlouisfed.org/publications/re/articles/?id=2160>).

*Thursday, April 21*

## **Week Sixteen, April 26 and 28**

*Tuesday, April 26*

Population, the Environment, and Demographic Change

Bremner, Jason, and Lori M. Hunter. 2014. “Migration and the Environment.”

*Population Bulletin* 69(1):1-11. Available at <http://www.prb.org/pdf14/migration-and-environment.pdf>.

*Thursday, April 28*

## **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 4, in class

Second test: Thursday, March 17, in class

Fall Break: March 21-25

Last day of class: April 28

Final test: Monday, May 2, 4:30-6:00 p.m., in class

## **Grading Scale**

|           |          |          |          |                |
|-----------|----------|----------|----------|----------------|
| A+ 97-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 | F 59 and below |
| A 93-96   | B 83-86  | C 73-76  | D 63-66  |                |
| A- 90-92  | B- 80-82 | C- 70-72 | D- 60-62 |                |

**Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu). If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](#) under the Quick Links at the [Disability Services website](#) and discuss your needs with me.

**Honor Code:** All students of the University of Colorado at Boulder 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. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information regarding the [Honor Code policy can be found online](#) and at the [Honor Code Office](#).

Note: you may work together with other students in class to prepare assignments and study for tests. But, any written work you turn in must be your own: *it is inappropriate for you to copy work from another student on any assignment or test.*

**Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the [policies on classroom behavior](#) and [the student code](#). Professional courtesy and sensitivity are especially important with respect to individuals and to sensitive topics. Kindly maintain a professional demeanor.

**Discrimination and Harassment:** The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or the Office of Student Conduct and Conflict Resolution (OSC) at 303-492-5550. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be found at the [OIEC website](#). The [full policy on discrimination and harassment](#) contains additional information.

**Religious Observances:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, talk with me at least one week before any religious event to request permission to miss class. You need to talk with me during the first week of class if you have any potential conflict with the final. See [campus policy regarding religious observances](#) for full details.

**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 John Weeks, San Diego State University, Dudley Poston, Texas A&M University, and the American Sociological Association's Teaching Resources Center.