

POPULATION AND SOCIETY, SOC 3002

Professor Rick Rogers
Office: Ketchum 310 (use west staircase)
Telephone: 303 492-2147 (Pop Office)
E-mail: Richard.Rogers@Colorado.edu

Fall, 2014
T/TH 9:30-10:45 am
Hellems 241
Receiver: BD

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 310. 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 e-mail me. You can also meet me in my office in the Population Program, Institute of Behavioral Science (IBS, Room 483, 4th Floor, 1440 15th 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:

Weeks, John R. 2012. *Population: An Introduction to Concepts and Issues*. Eleventh edition. Wadsworth. Cengage Learning. ISBN: 13:978-1-111-18597-8; 10:1-111-18597-2

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

2013 World Population Data Sheet. Population Reference Bureau. Available online at:
http://www.prb.org/pdf13/2013-population-data-sheet_eng.pdf. ISSN 0085-8315. (The 2014 data sheet is also available online.)

Tests: The 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. Everyone must take the final. But students can drop one of the first two tests if they are willing to deduct 5 points from the other test (this one test would then be worth 32%). I will automatically assign whichever score is highest.

Assignments: I will pass out 4 regular assignments one or two class periods before they are due. They 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 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 assignments after class defeats their main purpose, I will mark down by one letter grade assignments that are turned in after the 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.

I will post assignments on the class website. Thus, if you miss a class, you should check the website for any future assignments.

Quizzes: During the semester, I will provide several very short unannounced quizzes. Some of the quizzes will be short questions related to the readings or assigned class material. At the end of the semester, I will drop the lowest of the quiz grades.

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 3-4 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 2nd 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.

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.

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. Additionally, you will be allowed to miss one class without attendance penalty. Each class is worth approximately 4.17 attendance points. Please let me know if you need to miss two or more classes in a row. If you forget your iclicker, you can still receive half the attendance points if e-mail me a typed paragraph response to each of the iclicker questions the day of class. You will receive an extra 1/3rd 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 1/3rd 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%
Assignments	4	20%
In-class presentation	1	10%
Quizzes	4-6	10%
Attendance and class participation		10%

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^{rds} 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.

Schedule

Week	Week of	Topic	Chapter
1	Aug. 26	Introduction	Weeks 1
2	Sept. 2	Global Population Trends	Weeks 2
Assign 1 (Data Sheet) due in class, September 4			
3	Sept. 9	Demographic Perspectives	Weeks 3
4	Sept. 16	Demographic Data	Weeks 4
5	Sept. 23	Health and Mortality Transition I	Weeks 5
6	Sept. 30	Health and Mortality Transition II	NRC/IOM (pp. 1-56)
7	Oct. 7	Health and Mortality Transition III	NRC/IOM (pp. 57-90)
Assign 2 (Cemetery) due in class, Oct 9			
8	Oct. 14	Fertility Transition I	Weeks 6
9	Oct. 21	Fertility Transition II	
“How Colorado’s Teen Birthrate Dropped 40% in Four Years.” By Gail Sullivan. <i>Washington Post</i> . August 12, 2014. http://www.washingtonpost.com/news/morning-mix/wp/2014/08/12/how-colorados-teen-birthrate-dropped-40-in-four-years/			
10	Oct. 28	Migration Transition	Weeks 7
11	Nov. 4	Age Transition	Weeks 8
12	Nov. 11	Urban Transition	Weeks 9
Assign 3 (Pyramids) due in class, Nov 13			
13	Nov. 18	Family and Household Transition	Weeks 10
Natalia Kolesnikova and Yang Liu. 2011. “Gender Wage Gap May be Much Smaller than Most Think.” <i>Regional Economist</i> . Pp. 14-15 (available at: http://www.stlouisfed.org/publications/re/articles/?id=2160).			
14	Nov. 25	FALL BREAK	
15	Dec. 2	Population and the Environment	Weeks 11
16	Dec. 9	Coping with Demographic Change	Weeks 12
Assign 4 (Ecological Footprint) due in class, Dec 9			

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, September 18, in class

Second test: Thursday, October 30, in class

Fall Break: November 24-28

Last day of class: December 12

Final test: Monday, December 15, 1:30-3:00 p.m., in class

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 can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community N200, and <http://www.colorado.edu/disabilityservices>).

If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html>

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; 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). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>.

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. Professional courtesy and sensitivity are especially important with respect to individuals and to sensitive topics. Kindly maintain a professional demeanor.

Sexual Harassment: The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

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 full details at http://www.colorado.edu/policies/fac_relig.html.