Course Overview

The number of people living on earth continues to grow. Not only is the overall world population growing, the composition of the earth’s population is constantly changing. These changes exert powerful influences on society, impacting the well-being of people in many ways. For instance, population change influences economic development, the natural environment, health care, and other important societal phenomenon. This creates a need for studying and understanding population dynamics. This course is devoted to the study of demographic processes, their causes, and their consequences. We will review population trends across time and across cultures, learn how to empirically measure changes in the population, and discuss how these trends impact society, policy, and culture.

The course is divided into six units. Unit one provides an introduction to the study of population. Unit two will focus on the calculation and implications of population growth. Units three through five consider the basic demographic processes of fertility, migration and mortality. Unit six focuses on population policy, including population aging. In the final unit, we will also consider timely topics related to population and society – for example, the effect of wars and conflict on population change and whether the natural environment is affected by population dynamics.

Prerequisites

Students should have completed SOC 3112 or FCS 3210 or ECON 3640 or PSY 3000 or an equivalent statistics/math course – prior to enrolling in SOC 3650. In general, students should be familiar with algebraic manipulation of formulas, calculations involving logs and exponents, and basic arithmetic functions including addition, subtraction, multiplication, division. Assignments will require students to do calculations, as well as interpretations of numerical data.
# COURSE SCHEDULE

**SOC 3650  Population & Society. Fall 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
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<td></td>
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</tr>
<tr>
<td>24-Aug</td>
<td>Intro &amp; Syllabus</td>
<td></td>
<td>#1 World Pop</td>
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<tr>
<td>26-Aug</td>
<td>What is Demography?</td>
<td>Chpt 1</td>
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<tr>
<td>31-Aug</td>
<td>Global Population Trends</td>
<td>World Pop Data Sheet</td>
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<tr>
<td>7-Sep</td>
<td>Demographic Data</td>
<td>Chpt 3</td>
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<tr>
<td><strong>UNIT 2</strong></td>
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<tr>
<td>9-Sep</td>
<td>World Populations</td>
<td>Chpt 12</td>
<td>#2: Pop Growth</td>
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<tr>
<td>14-Sep</td>
<td>Population Growth</td>
<td>Chapt 13</td>
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<tr>
<td>16-Sep</td>
<td>Population Distribution</td>
<td>Chpt 14</td>
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<tr>
<td>21-Sep</td>
<td>Population Distribution</td>
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<tr>
<td>23-Sep</td>
<td>NO CLASS</td>
<td>Video or Podcast TBD</td>
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<tr>
<td>28-Sep</td>
<td>Review for Exam 1</td>
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<td>#3: Fertility</td>
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<td><strong>UNIT 3</strong></td>
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<tr>
<td>5-Oct</td>
<td>Fertility Measures</td>
<td>Chpt 4</td>
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<tr>
<td>7-Oct</td>
<td>Fertility Trends</td>
<td>Chpt 5</td>
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<tr>
<td>12-Oct</td>
<td>NO CLASS FALL BREAK</td>
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<tr>
<td>14-Oct</td>
<td>Family Planning</td>
<td>Chpt 6</td>
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<td><strong>UNIT 4</strong></td>
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<tr>
<td>21-Oct</td>
<td>Mortality Measures &amp;</td>
<td>Chpt 7</td>
<td>#4: Mortality</td>
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<td>Standardization</td>
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<tr>
<td>26-Oct</td>
<td>Life Tables &amp; Life Expectancy</td>
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<tr>
<td>28-Oct</td>
<td>Survival</td>
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<tr>
<td>2-Nov</td>
<td>Review for Exam 2</td>
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<tr>
<td><strong>UNIT 5</strong></td>
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<tr>
<td>9-Nov</td>
<td>Migration: Definitions</td>
<td>Chpt 6</td>
<td>#2 In class. Can use one sheet of notes &amp; calculator. Covers Units 3 and 4.</td>
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<tr>
<td>11-Nov</td>
<td>Migration: Measures</td>
<td>Chpt 7</td>
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<td>16-Nov</td>
<td>Migration: Theories</td>
<td>Chpt 2</td>
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<td>UNIT</td>
<td>Date</td>
<td>Topic</td>
<td>Chpt</td>
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<td>6</td>
<td>30-Nov</td>
<td>Population Aging</td>
<td>Chpt 10</td>
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<td>2-Dec</td>
<td>Policy &amp; Implications</td>
<td>Chpt 13-14</td>
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<td></td>
<td>7-Dec</td>
<td>Summary and Review</td>
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<td></td>
<td>9-Dec</td>
<td><strong>Exam #3 Can use one sheet of notes &amp; calculator. Covers primarily Units 5 &amp; 6 with some cumulative review of topics from Units 1-4.</strong></td>
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**Gen Ed & Bachelor Degree Requirements**

Successful completion of SOC 3650 will satisfy the following University of Utah general education requirements: Quantitative Reasoning B (QB), as well as the following bachelor degree requirements: International (IR) requirement and the BS Quantitative Intensive (QI) requirement. This course will address the following approved learning outcomes: Inquiry & Analysis, Quantitative Literacy, Information Literacy, Problem Solving, Civic Knowledge & Engagement, and Intercultural Knowledge & Competence.


In fulfillment of the **IR-International Requirement**, the course focus is, at all times, global and comparative. Students will be encouraged to contrast demographic processes, as well as their causes and consequences, across regions and countries. The course will often compare demographic events occurring in global sectors described by terms such as ‘developed’ and ‘developing’. Specifically, in this course students will:

- Learn to interpret & apply global demographic data collected across international settings.
- Develop an understanding of worldwide variation in fertility, mortality, and migration patterns, cultivate sensitivity to how variations in cultural, economic, and historical factors contribute to cross-cultural differences.
- Critically assess empirical research and theoretical perspectives offered to explain regional and cross-national differences in demographic outcomes.
- Build an awareness of how our livelihoods and those of the world’s populations are interdependent through a host of phenomena, such as migrations, the spread of infectious...
In fulfillment of the **QB-Quantitative Reasoning & QI-Quantitative Intensive** requirements, the course involves the calculation and interpretation of population statistics. Specifically, this class is designed so that students:

- Develop a critical understanding of the source, validity, and production of demographic data.
- Practice constructing, reading, and interpreting quantitative measures that describe population and population change.
- Learn how to communicate, orally and in writing, about the quantitative characteristics of populations & their significance.

**Expectations**

In order to maintain a positive, civil environment for learning, students shall strive to meet the goals described in the University of Utah’s Student Code, which states “the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”

It is assumed that all work submitted to instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, failure in the course, and/or expulsion from the university. Academic misconduct, according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible academic sanctions please see: [http://www.admin.utah.edu/ppmanual/8/8-10.html](http://www.admin.utah.edu/ppmanual/8/8-10.html). A copy has been posted on Canvas.

Some of the readings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking.

**Accommodations**

As a general rule, please discuss any concerns, absences, or difficulties with the professor before they impede your ability to meet any course requirements.
The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (https://disability.utah.edu/), 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

**COURSE REQUIREMENTS**

Canvas & U-mail:

All course materials, including lecture notes and assignment sheets, will be posted on the course website (Canvas). Students are expected to check the course website frequently. Important course-related announcements will be made via Canvas, as well as through students’ University of Utah U-mail addresses.

Readings

All students should have access to the following textbook:

*Poston & Bouvier’s Population & Society: An Introduction to Demography*

*Cambridge University Press. ISBN: 978-0521872874*

Additional readings are listed on the final page of the syllabus, and will be posted on the course website. Readings should be completed before coming to class on the day they are listed on the course schedule.

Calculator

All students should have access to a basic calculator, in order to complete homework assignments, exams, and in-class exercises. Students should bring calculators to class. The calculator needs to do addition, subtraction, multiplication, division, exponents, and logs.

* NOTE: telephones & computer-based calculators will not be permitted during exams.

Attendance & Participation

(25 points)

Active participation and regular attendance are critical parts of the learning process. Active participation consists of asking and answering questions, participating in in-class activities, and coming to class prepared by having read the assigned material. Attendance/Participation will be taken on six random, unannounced class periods throughout the semester (1 day per unit; not on
exam days). Each class period will be worth 5 points, assessed by a short quiz or in-class activity. *The lowest grade (out of the 6) will be dropped.*

**Assignments**

(175 points total: 25, 30, 30, 35, 30, 25)

There will be a series of 6 assignments throughout the term; these are mostly designed to practice calculations and interpretations of empirical data. Detailed assignment sheets (with instructions and grading criteria) will be posted on Canvas at least one week prior to the due date. All assignments are due in-class at the start of the assigned class period. **Late assignments will NOT be accepted.**

**Exams**

(250 points total: 75, 75, 100)

There will be three in-class exams, each consisting of multiple choice questions, short answer, calculations, and interpretations. Exam 1 covers Units 1 and 2; Exam 2 covers Units 3 and 4; Exam 3 covers Units 5 and 6, but will also integrate material from throughout the semester. Material covered includes assigned readings, in-class discussions, activities, and films. A calculator (see NOTE above) and a sheet of notes are permitted for all exams. **Make-up exams are NOT available, unless you have advanced and documented approval of instructor.**

**GRADING**

**General Grading Policies**

- A graduate student TA will assist in the grading and teaching of this course, but the faculty instructor assumes primary responsibility and oversight for all grades (course, assignments, exams, attendance, extra credit).

- Instructor will post all grades to the course website within 7-days of submission.

- It is the student’s responsibility to report and discuss grade discrepancies with the instructor.

- The instructor will entertain grade change requests, but such discussions should occur outside of class time and at least 24 hours after the assignment/exam was handed back. (i.e., take the time to reflect on the comments provided and review answer keys prior to disputing a grade)

**Final Course Grades**

Final course grades are determined by summing points received on six assignments (175 points), three exams (250 points), and attendance (25 points), for a total of 450 points. Letter grades will be awarded as follows:
<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>417 to 450</td>
<td>93 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>416 to 403</td>
<td>90 - 92%</td>
<td>A-</td>
</tr>
<tr>
<td>402 to 390</td>
<td>87 – 89%</td>
<td>B+</td>
</tr>
<tr>
<td>389 to 372</td>
<td>83 – 86%</td>
<td>B</td>
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<tr>
<td>371 to 358</td>
<td>80 – 82%</td>
<td>B-</td>
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<tr>
<td>357 to 345</td>
<td>77 – 79%</td>
<td>C+</td>
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<tr>
<td>344 to 327</td>
<td>73 – 76%</td>
<td>C</td>
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<tr>
<td>326 to 313</td>
<td>70 – 72%</td>
<td>C-</td>
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<tr>
<td>312 to 268</td>
<td>60 – 69%</td>
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<tr>
<td>000 to 267</td>
<td>0 – 59%</td>
<td>E</td>
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**Extra Credit**

- Up to 10 points of extra credit can be earned.

- All extra credit must be submitted prior to the final day of class.

Extra credit points will be added to your point total at the end of the semester, prior to determining your final course percentage and letter grade. Thus, students are eligible to earn up to 460 points (out of 450 possible).

*Option #1:* Attend a lecture, performance, or film screening that deals with a topic relevant to course material. While some events may be announced during class, students are generally expected to identify appropriate lectures/events occurring on campus or in the community. After the event, students should submit a paper of about 4 pages (double spaced) summarizing and discussing the event they attended. The essay should provide a detailed summary of the event, but more importantly a critical discussion and application of the event’s topic to the topics and issues discussed in class.  

[up to 10 points possible; you can only do this once]

*Option #2:* Clip a newspaper or magazine article that is relevant to the course. Each article should be accompanied by a short essay of about 2 pages (double spaced) describing how the article pertains to the issues and topics discussed in class.  

[up to 5 points possible; You can do this twice]

*Option #3:* Propose an alternate assignment to the instructor.  

[up to 10 points possible; you can only do this once]

* All readings should be completed prior to the date listed
ADDITIONAL READINGS

WORLD POPULATION DATASHEET 2020: Cross-national demographic data compiled by the Population Reference Bureau. A PDF has been saved to the course website, or it can be accessed on-line: https://interactives.prb.org/2020-wpds/

SCHOLARLY ARTICLES: The following articles, chapters, and reports are posted on the course website


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Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations.

- **If in-class attendance is a necessary component of the course for pedagogical reasons (e.g., laboratories, studios, or artistic training), state it explicitly.**
- **Use this standard language:** “Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

*University leadership has urged all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community.*

These include:

- Vaccination
- Masking indoors
- If unvaccinated, getting weekly asymptomatic coronavirus testing

**Vaccination**

- **Get a COVID-19 vaccination** if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.
- Many in the campus community already have gotten vaccinated:
  - More than 80% of U. employees
  - Over 70% of U. students

**Masking**

- While masks are no longer required outside of Health Sciences facilities, UTA buses and campus shuttles, **CDC guidelines now call for everyone to wear face masks indoors.**
- Check the CDC website periodically for masking updates—
- Treat masks like seasonal clothing (i.e. during community surges in COVID transmission, masks are strongly encouraged indoors and in close groups outside).

**Testing**

- **If you are not yet vaccinated, get weekly asymptomatic coronavirus tests.** This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others.
  - Asymptomatic testing centers are open and convenient:
    - Online scheduling
    - Saliva test (no nasal swabs)
    - Free to all students returning to campus (required for students in University housing)
    - Results often within 24 hours
    - Visit alert.utah.edu/covid/testing
- **Remember: Students must self-report if they test positive for COVID-19** via this website: https://coronavirus.utah.edu/.

**Also consider including:**

**Student Mental Health Resources**

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources, including counseling, trainings and other support.
- Consider participating in a Mental Health First Aid or other wellness-themed training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues.