Class Meetings
Thursdays
2:00-5:00 pm
315 BEHS

Instructor
Kim Korinek, PhD
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Office: 430 BEHS or 210D CTHB
Office Hours: by appointment.

Course Overview
The number of people living on earth continues to grow (in August 2018, there were 7.6 billion people worldwide). Not only is the overall world population growing, the composition of the earth’s population is constantly changing. These changes exert powerful influences on societies and the globe, 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 focus on the central theories, tools and techniques used in the fields of demography and population studies to understand, measure, describe and model the components and processes of demographic change. Furthermore, we will consider how societal, policy and cultural forces influence demographic change, and vice versa.

The primary objective of this course is to introduce students to the ways in which social scientists measure, investigate, and interpret demographic change, composition, and processes such as fertility, mortality and migration. By the end of the course, students will be able to calculate and interpret standard demographic indices such as migration rates, life expectancy, and total fertility rates. Students will also learn techniques to obtain publicly available demographic data, to calculate & interpret summary demographic measurements, and to discern and discuss their significance and substantive meaning. Finally, students will become conversant in the central theories which have informed demography, the evidence which has been gathered to support or challenge them, and some of the ongoing debates about the relevance and empirical support for these theories.

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.

**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.

*A Americans with Disabilities Act (ADA):* 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 Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS 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 Services.

**COURSE REQUIREMENTS**

**Canvas & U-mail:**
Important course-related announcements will be made via Canvas, as well as through students’ University of Utah U-mail addresses. Students are expected to check both frequently.

**Readings**
All students should have access to the following textbook: *Donald Rowland’s Demographic Methods and Concepts*. Oxford University Press. ISBN: 978-0-19-875263-9 (Note: If you find a used copy without the CD that is fine. I can make that material available to you via Canvas or other means).

Additional required readings listed in the course schedule will be posted as PDFs on the course website (Canvas).

**Grading**
Course grades will be calculated as a weighted average of weekly assignments (25%), a current demographic research in-class presentation (15%), a final exam/project (35%), and attendance/participation (25%).

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<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93 points</td>
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<tr>
<td>A -</td>
<td>90-92 points</td>
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<tr>
<td>B +</td>
<td>89-87 points</td>
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<td>B</td>
<td>86-83 points</td>
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<td>B -</td>
<td>80-82 points</td>
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<td>C +</td>
<td>79-77 points</td>
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<td>C</td>
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<td>C -</td>
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<td>D +</td>
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**Course Requirements:** Your final grade for the course will be assessed based upon:

**A. Weekly Assignments (25%):** With a few exceptions, you will receive an assignment each week which will be due at the start of the next week’s class session. Some will be short writing-based assignments; others will be more problem-based or data-based computer exercises. All are intended to help you practice and solidify the concepts learned in class. All assignments should be printed and
brought to class for submission on the due date.

**B. Current Demographic Research In-class Presentation (15%)**: Each student will select one week during the semester in which they will identify one piece of recently published scholarship on the week’s theme to share, present and discuss with the class. The presentation should set the research in a broader context, discuss the researchers’ study methods and findings, as well as the significance for the field. The presenter should prepare 1-2 discussion questions which encourage the rest of the class to engage with this reading.

**C. Final Exam/Project (35%)**: You choose:

1) Write a final take-home essay exam. You will write three to five essays approximately 3-4 pages each (double spaced, 12 point font). Exam questions will be posted on the final day of class and be due one week later. The essays should draw primarily from the readings assigned throughout the course, but may include additional references to related literature. Questions will be comprehensive of the entire semester. They will be substantively oriented (not data-based computational exercises).

OR:

2) Write a final term paper or complete some sort of comprehensive project. The topic and format of the project should be discussed with the instructor prior to November 9. It should be related to some area of scholarship broadly covered in the syllabus and may serve as the initial phase for developing a third year paper, conference paper, or dissertation in the area of population and health. If doing a written project, it will likely be a critical literature review of a chosen topic or an empirical paper testing a hypothesis. Written papers should be between 12 and 15 pages (double spaced, 12 point font, including citations). If you would like to do some other type of project (e.g., presentation, program development), please consult with the instructor to ensure it is of comparable scope and rigor.

**D. Attendance & Participation (25%)**: The class only meets once a week, so it is critical that you attend all sessions. In the case of an emergency which requires that you miss class, please provide advanced notice of your absence if possible. While in class, students are expected to participate actively and thoughtfully. Such participation requires that you will have completed the weekly assignment and have read each of the required readings for the week. Each week you should prepare – and post to WebCT by noon on the day of class – a set of notes summarizing the main points of the assigned readings, as well as a set of questions/critical comments that will help facilitate discussion of those readings during class.

### DETAILED SCHEDULE OF READINGS & ASSIGNMENTS

Readings may be subject to change; any change to syllabus will be noted in class and on Canvas page at least 2 weeks before the relevant class meeting/reading assignment.

**Demography & Population Dynamics**

**Aug 23 – Week 1 – Intro & Overview of Demography**

1. Rowland: Chpt 1.1 Origins of Demography (pp. 14-16)

*Assignment 1 (due next week): Exploring the “World Population Data Sheet”*

**Aug 30 – Week 2 – Sources of Demographic Data**
1. Rowland: Chpt 1.3 Sources of Data (pg 24 to 29)

*Assignment 2 (due next week): Internet search for cross-national demographic data – or – Spreadsheet Exercise 5*

**Sep 6 – Week 3 - Population Growth**
1. Rowland: Chpt 1 Population Change (sections 1.4 to 1.8; pg 29 to 44); Chapter 2 Growth and Decline

*Assignment 3 (due next week): Population Growth Exercise Set*
**Sep 13 – Week 4 - Demographic Transition Theory**
1. Rowland: Chpt 1.2 The Demographic Transition (pg 16-24)

**Assignment 4 (due next week):** Writing exercise to reflect on the role of theory and/or policy in demographic change.

**Sep 20 – Week 5 – Population Composition & Comparison**
1. Rowland: Chpt 3 Age-Sex Composition and Chapt 4 Comparing Populations

**Assignment 5 (due next week):** Spreadsheet Exercises 3 & 4

**Fertility & Family Dynamics**

**Sept 27 – Week 6 – Concepts & Measurement**
1. Rowland: Chpt 7 (sections 7.3 to 7.6, pp. 229 to 251)


*Assignment 6 (due next week): Fertility Problem Set*

**Oct 4 – Week 7 – Theories of Family and Fertility Change & the 2nd Demographic Transition**
1. Rowland: Chpt 7 (sections 7.1 to 7.2, pp. 220 to 229)


*No Assignment This Week*

**Oct 11 – Week 8 – FALL BREAK**
   Enjoy your week off

**Oct 18 – Week 9 – Family, Union Formation and Dissolution**
1. Rowland: Chpt 7 (section 7.1 pgs 251 to 255)
   Social Sciences, 6(1), 9.


*No Assignment This Week*

**Mortality, Morbidity & Aging**

1. Rowland: Chpt 6 Mortality & Health (sections 6.3 to 6.5, pg 192 to 219).

**Assignment 7: Mortality Exercise Set**

**Nov 1 – Week 11 – Trends, Differentials, Determinants of Health and Mortality**
1. Rowland: Chpt 6 (section 6.2 pg 185 to 192)
Assignment 8: Epidemiological Rates Exercise

Nov 8 – Week 12 – Life Table & Life expectancy
1. Rowland: Chpt 8 Life Tables.

Assignment 9: Lifetable Exercise Set

Nov 15 – Week 13 – Longevity & Population Aging
1. Rowland: Chpt 9 (section 9.6, pg 332-334)

Assignment 10: Healthy Life Expectancy Exercise Set

Nov 22 – No classes – Happy Thanksgiving!

Migration

Nov 29 – Week 14 – Concepts, Measurement, Trends
1. Rowland: Chpt 10 Population Distribution
2. Rowland: Chpt 11 Migration

Assignment 11 (due next week): Writing Exercise reflecting on Migration and Population readings

**Dec 6 – Week 15 – Theories & Contexts of Population Movement**

Assignment 12 (due by December 14, 5 pm): Self-evaluation essay

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**FINAL EXAM / PROJECT due December 14th by 5pm**
*submit via Canvas or hand-deliver to 301 BEHS*