

POPULATION AND SOCIETY, SOC 3002

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Fall, 2011
T/TH 9:30-10:45 am
HUMN 1B90

Course objectives: Demography has helped to define, inform, and guide much past and present social research. 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 data, techniques, and concepts 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 call me. You can also meet me in my office in the Population Program, Institute of Behavioral Science (Room 483, 4th Floor, 1440 15th Street, which is behind the Armory).

Required material: Poston, Dudley L., Jr., and Leon F. Bouvier. 2010. *Population and Society: An Introduction to Demography*. Cambridge University Press.

2010 World Population Data Sheet. Population Reference Bureau. Available online (see http://www.prb.org/pdf10/10wpds_eng.pdf). The 2011 data sheet is available at: http://prb.org/pdf11/2011population-data-sheet_eng.pdf.

Tests: The non-cumulative tests will be comprised primarily of multiple choice 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 decide to 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 40%).

Mini-Assignments: I will pass out 4 short assignments the class period before they are due; they will be due at the beginning of the next class. They will ascertain your opinion about specific topics or check your understanding of the material. These 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 mini-assignments after class defeats the main purpose of the assignments, mini-assignments that are turned in after the class will be marked down one letter grade. Assignments that are turned in one day late will be marked down two full letter grades. I will not accept assignments that are turned in two days after they are due. I do not accept e-mailed assignments. I will also post assignments on the class website. Thus, if you miss a class, you should check the website for any future assignments.

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 2-3. You need to sign up for a particular week and receive approval from me for your topic. Each presentation should last about 5 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 with 2-3 central reference sources you used for your research. If you create a PowerPoint presentation, you should e-mail it to me by 5:00 pm the night before class (-10 points for late submissions), so I can load it for class.

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.

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

<u>Task</u>	<u>Number</u>	<u>Percentage of Total Grade</u>
Tests	3	60%
Mini-assignments	4	20%
In-class presentation	1	10%
Attendance and class participation		10%

Absences: I will allow the absence for 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.

Grading: Written work is graded on content as well as style, grammar, spelling, and organization. Papers with more than three spelling errors (this includes misspelling the same word over three times) will be downgraded 3-10%. 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>). Each of you should consider using these services at least once during the semester.

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. No excuses are needed or accepted. Further, you will be allowed to miss 2 classes without attendance penalty, and 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 4.17 attendance points. 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 turn in a paragraph response to each of the iclicker questions the day of class. You will receive an extra 4 attendance 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.

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 may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, www.Colorado.edu/disabilityservices).

Honor Code: CU-Boulder students 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. Using someone else's iclicker is one form of cheating. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who violate the academic integrity policy may be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and to sensitive topics. Kindly maintain a professional demeanor.

Sexual Harassment: CU-Boulder policies on Sexual Harassment and on Amorous Relationships apply to all students, staff, and faculty. Individuals who believe that they have been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 (see also <http://www.colorado.edu/odh>) or the Office of Judicial Affairs at 303-492-5550.

Schedule

Week	Week of	Topic	Chapter
1	Aug. 23	Introduction	Poston 1
2	Aug. 30	Demographic Data	Poston 2
3	Sept. 6	Fertility	Poston 3
4	Sept. 13	Contraception and Birth Control	Poston 4
5	Sept. 20	Morbidity and Health	
6	Sept. 27	World Population Change Over Time	Poston 9
7	Oct. 4	Mortality Concepts and Measures	Poston 5
8	Oct. 11	Mortality Trends and Levels	
9	Oct. 18	Internal and International Migration	Poston 6, 7
10	Oct. 25	Age and Sex Composition	Poston 8
11	Nov. 1	Population Change in the United States	Poston 10
12	Nov. 8	Population Distribution	Poston 11
13	Nov. 15	Cultural Adaptation and Growth	Poston 12
14	Nov 22	FALL BREAK	
15	Nov 29	Population Policy	Poston 13
16	Dec. 6	Future of Planet Earth; Environmental Demography	Poston 14

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 22, in class

Second test: Thursday, October 27, in class

Fall Break: November 21-25

Last day of class: December 8

Final test: Wednesday, December 14, 4:30 - 5:45 p.m.

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