POPULATION AND SOCIETY
Sociology 227
Spring 2016
Tuesday & Friday, 12:35 – 1:55 pm
Ruth Adams Building 001

Course Website: sakai.rutgers.edu ("Population & Society, Section 1, Spring 2016")

Professor: Sharon Bzostek
E-mail: sbzostek@sociology.rutgers.edu
Office Hours: Tuesdays, 2:00 – 4:00 pm, or by appointment
Department of Sociology
Davison 135 (Douglass Campus)

The best way to reach me is by email. Please write "Soc 227" in the subject line so that I recognize your email quickly. I will do my best to reply within 24 hours. Don't forget to sign your name in the email. Please do not e-mail me with questions that can be answered by looking at the syllabus, or at the last moment (that is 24 hours before exams, deadlines, etc.) with questions regarding the material and assignments. These questions should be raised in class or during my office hours.

Course Overview

This course is designed to provide students with an overview of the field of population studies, also known as demography. In this course, we will explore the key concepts and measures used to study population dynamics, covering a range of topics including (among others) population growth and composition, fertility and mortality, immigration, and the consequences of demographic changes for a number of pressing policy issues.

Course Goals and Objectives

Upon successful completion of this course, students should be able to: 1) define demography and describe the key features of demographic transition theory; 2) use key concepts related to population structures (including population age structure, sex composition, population size, population growth rates, etc.) to describe a population; 3) understand how mortality and fertility have changed over the past two centuries and vary across countries; 4) explain how demography is intertwined with global health and economic inequalities; 5) interpret tables and figures with demographic data; and 6) identify how demographic change in the United States and around the globe is relevant to contemporary public policy debates.

Required Book

Jennifer Hickes Lundquist, Douglas L. Anderton, & David Yaukey. 2015. *Demography: The Study of Human Population,* Fourth Edition. Long Grove, IL: Waveland Press, Inc. ISBN-13: 978-1-4786-1306-0

The required textbook is available for purchase at the campus bookstore. All readings on the syllabus except for the textbook will be available on Sakai. Assigned readings should be completed *before* class on the day the readings are listed.

Course Requirements

Lectures

In order to do well in this course, it is essential that you do the course readings *prior* to class AND attend the lectures. Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me.

Our time in class will be used to clarify the assigned reading material, present additional information related to the readings, and discuss the course material. An outline of my PowerPoint slides will be available for students to download on the course Sakai website by 5 pm the day before class. I highly recommend that you download and print the slides (leaving blank space for your notes) and bring them with you as a guide for taking notes during lectures. The outlines I post will not provide all of the information presented in the lectures, but they should be a helpful guide for note-taking during lectures. If you bring these outlines to class and take adequate notes during the lectures, they will be a *very* useful resource in studying for the mid-term exams and quiz. Downloading and printing the outline for all classes is your responsibility. If you miss a class, you will need to get lecture notes from a classmate, not from me. Students may tape record the lectures with my prior approval, and with the understanding that these recordings are for the students' own individual use in reviewing and studying course materials, and not to be transcribed and distributed to other students.

Please arrive on time for class and plan on staying until the end of the lecture. Late entrances and early exits are highly-disruptive for me and your fellow students.

In-Class Materials

Material presented in class, including films and other multi-media presentations as well as additional readings handed out during class, will be covered on the exams. If students miss a class, it is their responsibility to check the course Sakai website to download and read any materials handed out in-class. Instructions for accessing in-class films or other multi-media presentations will be posted on the course sakai website *after* the materials are presented in class for those who may have missed the presentation during class.

Grading Policies

Your grade in this class will be determined by three in-class exams, a cumulative final exam, and 4 in-class exercises.

EXAMS

The exams will all be closed-book and will cover all course material, including lecture and reading material as well as films and other materials presented in class. Please bring pencils and arrive on-time. No additional time will be granted if you are late.

Make up exams will only be allowed under extraordinary circumstances. Personal holidays, broken alarm clocks, weddings, jobs, exams in other courses, and the Rutgers bus system are not acceptable reasons for missing an exam. Make up exams will be given during the Sociology Department scheduled make up times. **It is your responsibility to contact me via email or a private message through Sakai within 24 hours of a missed exam with documentation of the reason for missing the exam in order to be able to make up a missed exam. Students who miss an exam and do not adhere to this policy will receive a grade of 0 for the missed exam.**

IN-CLASS EXERCISES

Over the course of the semester, we will do a series of 4 in-class exercises aimed at deepening students' understanding of the course material as well as encouraging students to think critically about the issues we discuss in the class. These exercises will be a combination of individual and group activities, and will be graded on a credit/no-credit basis. Combined, the exercises will count for 15% of your overall course grade. Please note the dates of the four in-class exercises on the syllabus.

As with the course exams and quiz, **students who are absent from class on these days will only be allowed to make up the exercises under extraordinary circumstances**. It is the students' responsibility to email or send me a private message through Sakai **within 24 hours** to be able to make up the activity. If the missed exercise was a group activity, students will be asked to complete an individual assignment instead. **Students who miss an in-class exercise and do not adhere to this policy will receive a grade of 0 for the missed exercise.**

Grade Allocation

Exam 1	15%
Exam 2	20%
Exam 3	20%
Cumulative Final Exam	30%
In-Class Exercises (4)	15%
Total	100%

Grades (in accordance with Rutgers' lettered grading system)

A	90-100
B+	86-89
B	80-85
C+	76-79
C	70-75
D	61-69
F	60 or below

EXTRA CREDIT

Over the course of the semester, I will offer several (unannounced) opportunities for students to earn extra credit points on their course grades through participation in-class activities and discussions, as well as short quizzes on the course material. These extra credit points will only be available to students who are in class on the day of the activities and/or quizzes.

Class Conduct and Ground Rules

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, arriving late, discourteous remarks, and other behaviors specified by individual instructors. Courteous expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted and encouraged.

Academic Integrity

I follow the Rutgers University's policy on academic integrity, and you can familiarize yourself with this policy at this website: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers. Cheating and plagiarism will not be tolerated, and I am obligated to report such conduct and violations of this policy to the Undergraduate Director of the Sociology Department and the Dean of your college.

Students with Disabilities

Students with disabilities requesting accommodations must follow the procedures outlined at http://disabilityservices.rutgers.edu/request.html. Full disability policies and procedures are available at http://disabilityservices.rutgers.edu/.

Course Schedule & Assigned Readings

(subject to modification with advance notice)

T, 1/19 Introduction and Course Overview

I. What is Demography? History and Core Issues

F, 1/22 Introduction to Demography
Reading: Textbook Chapter 1
Optional: McFalls, J. 2007. "Population: A Lively Introduction." *Population Bulletin* 62 (1).

T, 1/26 History of the Human Population & Understanding Population Growth
Reading: 1) Textbook, Chapter 3, pages 39-53
2) Rosenthal, Elisabeth. "Nigeria's Population is Soaring in Preview of a Global Problem." *The New York Times*, April 15, 2012
3) Wise, Jeff. "About that Overpopulation Problem." *Slate*, January 3, 2013.
Optional: Lee, R. 2011. "The Outlook for Population Growth" *Science* 333, 569-573

F, 1/29 Perspectives on Population Growth and Change
Reading: 1) Textbook, Chapter 3, pages 65-84
2) Russell, C. and D.L. Poston. 2008. "Overpopulation." In William A. Darity (Ed.), *International Encyclopedia of the Social Sciences* (2nd ed), VI: 95-96.
3) Malakoff, D. 2011. "Are More People Necessarily a Problem?" *Science* 333, pp. 544-546.
4) "Nigeria's Population Boom: A Problem, or Not?" *The New York Times*, April 23, 2012.

T, 2/2 **In-Class Exercise 1 (Online through Sakai, no lecture)**

F, 2/5 Impact on the Environment
Reading: 1) McIntosh, R.J. and B.C. O'Neill. 2003. "Climate Change and Population." *Encyclopedia of Population*, pp. 144-152.
2) Navarro, M. "Breaking a Long Silence on Population Control." *The New York Times*, November 1, 2011.
Optional: De Souza, R.et al. 2003. "Critical Links: Population, Health, and the Environment." *Population Bulletin* 58(3), 3-42.

II. How Do We Describe Populations? Introduction to Basic Concepts & Data Sources

T, 2/9 Key Demographic Concepts
Reading: 1) Textbook, Chapter 4, pages 93-116
2) Textbook, Chapter 11, pages 405-432

F, 2/12 Demographic Data Sources
Reading: 1) Population Reference Bureau. 2009. *The U.S. Census Tradition*. Washington, DC: Population Reference Bureau. http://www.prb.org/Articles/2009/censustradition.aspx
2) Rampell, C. "The Beginning of the End of the Census?" *The New York Times*, May 19, 2012.
Optional: Textbook, Chapter 2

T, 2/16 **EXAM 1**

III. Why Do Populations Change, Part 1: Mortality & Morbidity

F, 2/19 Introduction to Mortality and Global Burden of Disease
Reading: Textbook, Chapter 5

T, 2/23 More on Global Burden of Disease and HIV/AIDS pandemic
Reading: 1) Reardon, S. 2011. "A World of Chronic Disease." *Science* 333, 558-559
2) "A World without AIDS, Still Worlds Away." *The New York Times*, July 31, 2012
3) National Center for HIV/AIDS. "HIV in the United States: At a Glance."

Optional: WHO. "A New Health Sector Agenda for HIV/AIDS."

F, 2/26 Changes in Life Expectancy
Reading: 1) Couzin-Frankel, J. 2011. "A Pitched Battle Over Life Span." *Science* 333, 549-550 (Be sure to read this article before the other two!)
2) Olshansky, S. et al. 2001. "Prospects of Human Longevity." *Science* 291(5508),1491-1492.
3) Oeppen, J. and J. Vaupel. 2002. "Broken Limits to Life Expectancy." *Science* 296, 1029-31.
Optional: 1) Olshansky, J.S. et al. 2005. "A Potential Decline in Life Expectancy in the United States in the 21st Century." *NEJM* 352(11), 1138-45
2) Wilmoth, John. 1995. "The future of human longevity: A demographer's perspective." *Science* 280(5362):395.

T, 3/1 Aging Populations & **In-Class Exercise 2**
Reading: 1) Jacobsen, L. et al. 2011. "America's Aging Population," *Population Bulletin* 66, no. 1
2) Eberstadt, N. 2012."Japan Shrinks."*The Wilson Quarterly* Spring Issue: 30-37.
3) Fishman, T. "As Populations Age, a Chance for Younger Nations." *The New York Times*, October 14, 2010.

F, 3/4 Introduction to Morbidity, Topics and Measures
Reading: Textbook, Chapter 6

T, 3/8 Social Disparities in Health
Reading: 1) Williams, D.R. and P.B. Jackson. 2005. "Social Sources of Racial Disparities in Health." *Health Affairs* 24(2): 325-34.
2) Elo, I.T. 2009. "Social Class Differentials in Health and Mortality: Patterns and Explanations in Comparative Perspective." *Annual Review of Sociology* 35: 553-72.
3) "Life at the Top in America Isn't Just Better, It's Longer." *The New York Times*. 5/16/05.
4) "Gap in Life Expectancy Widens for the Nation" *The New York Times*. 3/23/08.

F, 3/11 **EXAM 2**

T, 3/15 **NO CLASS (SPRING RECESS)**

F, 3/18 **NO CLASS (SPRING RECESS)**

IV. Why Do Populations Change, Part 2: Fertility

T, 3/22 Introduction to Fertility
Reading: Textbook, Chapter 7

F, 3/25 Introduction to Unions and Householding
Reading: Textbook, Chapter 8

T, 3/29 Changing Demography of American Families

Reading: 1) McLanahan, S. & C. Percheski. 2008. "Family Structure and the Reproduction of Inequalities." *Annual Review of Sociology* 34:257-276

2) Edin, K. and J. Reed. 2006. "Why Don't They Just Get Married? Barriers to Marriage among the Disadvantaged." *Future of Children* 15(2): 117-37.

3) Miller, Claire Cain "The Divorce Surge Is Over, but the Myth Lives On." *New York Times*, December 2, 2014. http://nyti.ms/11NKDj6

4) Wolfers, Justin. "How We Know the Divorce Rate is Falling." *New York Times*, December 3, 2014. http://nyti.ms/1yQNPHq

Optional:

1) Bolick, Kate. "All the Single Ladies" *The Atlantic*, November, 2011. http://www.theatlantic.com/magazine/archive/2011/11/all-the-single-ladies/8654/

2) Gootman, Elissa. "So Eager for Grandchildren, They're Paying the Egg-Freezing Clinic." *The New York Times*, May 14, 2012.

F, 4/1 **Exercise 3 (online through Sakai, no lecture)**

T, 4/5 Issues in High-Fertility Regions

Reading: 1) Bongaarts, J. & Sinding, S. 2011. "Population Policy in Transition in the Developing World" *Science* 333, 574-575.

2) Kaiser, J. 2011. "Does Family Planning Bring Down Fertility?" *Science* 333, 548.

3) "Pressure Grows in China to End One-Child Law." *The New York Times*, July 22, 2012.

Optional: Hesketh, T., Lu, L. & Xing, Z.W. 2005. "The Effect of China's One-Child Family Policy after 25 Years." *NEJM* 353, 1171-1175.

F, 4/8 Issues in Low-Fertility Regions

Reading: 1) Morgan, S. P. 2003. "Is Low Fertility a Twenty-First-Century Demographic Crisis?" *Demography* 40(4):589-603.

2) Hvistendahl, M. 2011. "How to Engineer a Baby Boom" *Science* 333, 551.

3) Douthat, Ross. "Incredible Shrinking Country." Op-Ed, *The New York Times*, April 28, 2012.

4) Boling, Patricia. 2008. "Demography, Culture, and Policy: Understanding Japan's Low Fertility." *Population and Development Review* 34(2):307-326.

T, 4/12 **Exam 3**

IV. Why Do Populations Change, Part 3: Migration

F, 4/15 International Migration & Current Refugee Crises
Reading: 1) Textbook, Chapter 9
2) Additional readings TBA

T, 4/19 U.S. Migration
Reading: 1) Martin, P. & E. Midgley. 2010. "Immigration in America 2010." *Population Bulletin Update* (June, 2010).
2) Cave, D. "Better Lives for Mexicans Cut Allure of Going North." *The New York Times*, July 5, 2011.
3) Preston, J and Cushman, J. "Obama to Permit Young Migrants to Remain in U.S." *The New York Times*, June 15, 2012.
4) Tavernise, S. "Whites Account for under Half of Births in U.S." *The New York Times*, May 17, 2012.
5) Additional Readings TBA

F, 4/22 Urbanization
Reading: 1) Textbook, Chapter 10
2) Montgomery, M. 2008. "The Urban Transformation of the Developing World." *Science* 319 (5864): 761-4

T, 4/26 Global and Domestic Income Inequality
Reading: 1) "The Haves and the Have-Nots," *NYT*, 1/31/2011.
2) "Top Earners Doubled Share of Nation's Income, Study Finds" *NYT*, 10/25/2011.
3) Neckerman, K.M. and F. Torche. 2007. "Inequality: Causes and Consequences." *Annual Review of Sociology* 33: 335-57.
4) Textbook, Chapter 11, 433-440.

F, 4/29 Course Wrap Up & **In-Class Exercise 4**

Th, 5/5 FINAL EXAM, 12:00 – 3:00 pm, in regular classroom