

Population and Society
Sociology 01:920:227
Spring 2022
MW 2:00-3:20pm
College Avenue Campus/RU Academic Building 1180

Lecturer: John Gulick
E-mail: jlg392@scarletmail.rutgers.edu

Office: to be announced
Office hours: M4:15-5:15pm and by Zoom appt.

Course description and goals

This course examines the social causes, consequences, and dimensions of human population dynamics, at multiple scales and in various locations: the United States of America, other states, and world society as a whole. The temporal focus is on the present, but the course also looks at past demographic phenomena as well as trend forecasts and predictions for the future. Topics investigated include the (neo-)Malthusian perspective on population—what it is and why it is flawed; how and why states gather demographic data; age, sex, and ethnonational distributions of human populations and their impacts on sociopolitical phenomena; class, decolonial, and feminist critiques of conventional demographic analysis; women’s control over fertility decisions; rising mortality and morbidity rates among select socioeconomic groups; internal migration and mega-urbanization in the Global South; international migration and how political controversies surrounding it can be better understood through the application of sociological theories. By the conclusion of the term, students should be able to analyze phenomena such as Covid-19 hospitalization and death statistics and explain (for example) what combination of class domination, ethnoracial oppression, and other systemic structures account for sociodemographically unequal distributions of contagious disease hospitalization and death.

Course materials

You do not need to buy any books, or even a reader, for this course. All required readings—and some auxiliary materials as well—will be made available for free in downloadable pdf format at the course Canvas site. Infrequently students might have to pay a nominal fee (a few dollars) to access a documentary video not available through the Rutgers University library portal.

Class format

Class will meet twice a week for an hour and twenty minutes. Monday classes will consist primarily of lectures and periodic quizzes. Wednesday classes will consist of documentary screenings, and—conditions permitting—in-person discussion of the videos. During lecture you are free to ask questions, contribute comments, and the like. The lecturer will upload Powerpoint slides of lecture notes to the course Canvas site, *but only after the quiz pertaining to material featured in those slides has been held.*

Assignments and evaluation

On six occasions during the semester, the Lecturer will administer short quizzes. Each of these quizzes will be worth 5% of a student's course grade. A quiz will be announced at least one class before it is given—the announcement will also be posted to the course Canvas site—and none of the quizzes will be a surprise pop quiz.

If a student misses a quiz for a *legitimate reason*—such as a *documented* medical problem or family emergency—then the lecturer will allow the student to complete a make-up assignment in lieu of the quiz. If a student misses a quiz because of an unexcused absence, they will receive a score of zero for that quiz.

There will be a remotely administered mid-term exam on March 9 at 2:00pm. The exam will cover all material featured in the course up to that point and will consist of fill-in-the-blank, matching, multiple choice, and true/false questions, as well as a few written answer questions. The mid-term exam will be worth 35% of your overall grade. The lecturer will stage an in-class review of exam material on March 7.

There will be a remotely administered final exam on May 10 at 12:00pm. The exam will primarily cover all material featured in the course since the mid-term, but will also ask you to draw on knowledge gleaned before the mid-term. It will consist of fill-in-the-blank, matching, multiple choice, and true/false questions, as well as a few short essay questions. The lecturer will distribute a study guide to students in advance of the final exam; the short essay questions will appear on the study guide in the same exact form they appear on the final exam. The final exam will be worth 35% of your overall grade.

Assignment and grading summary

Six quizzes (6 x 5%)	30%
Mid-term exam	35%
<u>Final exam</u>	<u>35%</u>
Total	100%

Grading scale

90-100 A
85-89 B+
80-84 B
75-79 C+
70-74 C
60-69 D
below 60 F

Please note: your final grade will *not* be based on a curve.

Other course and classroom policies

The lecturer will make important announcements, including ones concerning upcoming lesson plans and quizzes, and distribute important course information and material by means of Canvas. Consequently, you should check the course Canvas site on a routine basis. If you are having any trouble accessing the course Canvas site, let the lecturer know.

Please, please, please!—students must disable all smartphones, cell phones, handheld video games, and other electronic and wireless gadgets before class begins. It is acceptable for students to use laptop/notebook computers during class session for *legitimate class purposes*, except on those occasions when the lecturer specifies otherwise. Except when their use is part of the lesson plan, using portable, internet-enabled devices during class can be disruptive to the learning environment and is disrespectful toward classmates and the lecturer. If a student is blatantly surfing the internet, chatting on social media, or using an electronic gadget for other purposes clearly unrelated to class, s/he will be given a warning by the instructor to cease. Multiple warnings will likely result in the lecturer asking the offending student to leave the classroom.

Class-by-class lesson plans

January 19. Course overview.

January 24-26. Why Malthus was wrong.

Reading: Kallis, “Why Malthus Was Wrong” from *Limits*

Video: *The Legacy of Malthus*

January 31-February 2. Population health realities as social facts. Demography of the pre-Columbian and post-Columbian Americas.

Reading: Navarro, “Inequalities are Unhealthy”; Crosby, “Infectious Disease and the Demography of the Atlantic Peoples”

Video: *1491 Part 2: Environment*

February 7. We are all population actors.

Reading: Poston and Bouvier, Chapter One.

February 9-14-16. Statistics, demographic data, and statecraft.

Reading: Hickes Lundquist et al, Chapter Two; Davies, “How statistics lost their power, and why we should fear what comes next”; Feiffer, “What the Coronavirus Says about Us”; Yamen and Jamison, “U.S. Response to COVID-19 is 100 Times Worse than China’s”; de Kloet, Lin, and Chow, “Biopolitical nationalism and the COVID-19 virus in East Asia”

Video: *Interview with William Davies; In The Same Breath*

February 21-23-28. Fertility, birth control, and family planning.

Reading: Moore Lappe and Schurman, *The Missing Piece in the Population Puzzle*; Poston and Bouvier, Chapters Three and Four (skim); Riley, “Challenging Demography, Contributions from Feminist Theory” (optional)

Videos: *Ama*; *Balancing Acts*; *Not the Numbers Game*

March 2. How do we describe populations? Age/sex structure; population diversity.

Reading: Hickey Lundquist et al, Chapter Four (pp.93-116), Chapter Eleven (pp.405-433)

March 7. Mid-term exam review.

March 9. Mid-term exam.

SPRING BREAK

March 21-23. Morbidity and mortality: disease and the epidemiological transition.

Reading: Poston and Bouvier, Chapter Five (pp. 110-142).

Video: *Dead Mums Don't Cry*

March 28-30; April 4-6. Deaths of despair. Race, class, comorbidities, and Covid-19.

Reading: Poston and Bouvier, Chapter Five (pp. 142-165); Case and Deaton, “Mortality and Morbidity in the 21st Century,” pp. 397-439 (skim); “Deaths of despair—The deadly epidemic that predated coronavirus”; Brown and Tucker, “Will Deaths of Despair among Working Class Whites Change How We Talk about Racial-Ethnic Health Disparities”; “Anatomists of Melancholy in the Age of Coronavirus”; Evelyn, “Black Americans are dying in greater numbers from Covid-19”; Lowndes, “Death Drive to the Capitols”

Video: *Lunch Love Community*

April 11-13. Internal migration; mega-urbanization in the world periphery.

Readings: Poston and Bouvier, Chapter Six; Clegg and Usmani, “The Economic Origins of Mass Incarceration” (optional); Muller, “Northward Migration and the Rise of Racial Disparity in American Incarceration” (skim); Davis, Chapter One, *Planet of Slums*

Video: *Last Train Home*

April 18-20-25. International migration.

Readings: Poston and Bouvier, *Chapter Seven*; Massey et al, “Theories of international migration” (skim); Ferrante, *Sociology: A Global Perspective* (pp. 28-36); Moreno, “Political Theater at the Border”; Andreas, “Most of Trump's border wall is already built”; Smith, “The Myth of the US Immigration Crisis”; Wilkinson, “Yes, Mass Deportations Are Coming—And We Know Why”; Raff, “Trump Is Taking Joe Arpaio's ‘Concentration Camp’ Approach National”; Brownstein—Trump’s Immigration Policies Unify White Republicans”

Video: *Train to Nowhere*

April 27-May 2. Age-sex distributions, crime, and political violence.

Readings: Readings: Levitt, “The Limited Role of Changing Age Structure in Explaining Aggregate Crime Rates” (skim); Santos et al, “The contribution of age structure to the international homicide decline” (skim); Urdal, “A Clash of Generations? Youth Bulges and Political Violence” (skim)

May 10 (12pm-3pm). Final exam.

Other department/university policies and resources

Learning resources:

Learning Centers: <https://rlc.rutgers.edu/>

Academic Advising for SAS students: <https://sasundergrad.rutgers.edu/advising/advising>

Online Learning Tools from Rutgers University Libraries including Rutgers RIOT, Searchpath and RefWorks <http://www.libraries.rutgers.edu/tutorials>

Current Academic Integrity Policy:

Summary: <http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/>

Resources for Students: <https://nbprovost.rutgers.edu/academic-integrity-students>

Technology: Please visit the [Rutgers Student Tech Guide](#) page for resources available to all students. If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

Learning remotely presents new challenges. For assistance with learning how to address these challenges, please consult the resources available here:

https://rlc.rutgers.edu/remote_instruction

Disability Services: (848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/getting-registered>.

Counseling, ADAP & Psychiatric Services (CAPS): (848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 <http://health.rutgers.edu/medical-counseling-services/counseling/>
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention: <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 www.vpva.rutgers.edu/
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.