

University of North Texas at Dallas
Spring 2012
SYLLABUS

SOCI 4750: World Population Trends and Problems 3 Hrs

Department of		Sociology & Psychology	Division of		Liberal Arts & Life Sciences
Instructor Name:		Elizabeth (Beth) Fawcett, Ph.D., M.P.H.			
Office Location:		Founder's Hall (Building 2) Rm 325			
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Office Hours:		Mon & Wed: 8-9:30am, 12-1pm, 2:30-3:30pm, 5:30-6:30pm; Fri: 9-11:30am and 1-3:00pm			
Classroom Location:		Dal 2 Rm 101			
Class Meeting Days & Times:		Wednesdays 7:00-9:50pm			
Course Catalog Description:		Patterns of population growth; trends of fertility and mortality; migration; social and economic consequences of population change			
Prerequisites:		SOC1 1510 or equivalent			
Required Text:		<p>Title: Population and Society: An Introduction to Demography Authors: Dudley L. Poston and Leon F. Bouvier</p> <p>*All other reading material will be provided by the professor in advance either electronically or in hardcopy in class</p> <p>Readings:</p> <ul style="list-style-type: none"> • You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them. <p>Please always bring a calculator with a natural log (ln) function to class with you.</p>			
Access to Learning Resources:		UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com			
Departmental Outcomes: At the end of this course, the student will					
1	Be able to demonstrate knowledge of a substantive area within sociology				
2	Summarize basic issues in the area				
3	Compare and contrast basic theoretical orientations and middle range theories in the area				
4	Explain how sociology contributes to understanding of the area				
5	Summarize current research in the area				
6	Suggest specific policy implications of research and theories in the area				
7	Describe the significance of variations across social categories				
8	Describe the significance of cross cultural variations				
9	Describe social and cultural trends				
10	Generalize appropriately or resist inappropriate generalizations across groups and through historical time				
Course Goals and Overview					
In this course we will identify and discuss changing population patterns and develop an understanding of					

	how those changes relate to some of the central social, medical, environmental, economic, and political issues debated today.
Learning Objectives/Outcomes: At the end of this course, the student will be able to	
1	Calculate basic demographic processes of fertility, migration and mortality.
2	Explain demographic theories and concepts
3	Explain the causes and consequences of demographic processes and characteristics.
4	Utilize key scholarly literature and other resources to discuss issues related to population change.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class. Students are responsible for keeping up with changes to the schedule.

TOPICS	TIMELINE
Welcome and Introduction to the course	Week 1 1/18
Poston Ch. 1 & Ch. 9 History of Demography: Theories and concepts	Week 2 1/25
Poston Ch 2. Sources of Demographic Information	Week 3 2/1
Poston Ch 5. Mortality	Week 4 2/8
<i>Measuring mortality in-class assignment</i>	Week 5 2/15
Poston Ch 3. Fertility	Week 6 2/22
<i>Measuring fertility in-class assignment</i>	Week 7 2/29
Midterm	Week 8 3/7
Poston Ch. 8 Age and Sex Composition	Week 9 3/14
Spring Break	Week 10 3/21
<i>Continued</i>	Week 11 3/28
<i>Interpreting Age and sex composition in-class assignment</i>	
Poston Ch. 6 & Ch. 7 Migration	Week 12 4/4
Poston Ch. 11 Population Distribution	Week 13 4/11
Poston Ch. 13 Population Policy	Week 14 4/18
<i>Devise population policies In-class assignment</i>	
Student Presentations	Week 15 4/25
Student Presentations	Week 16 5/2
Final Exam	Week 17 5/9

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams 100 points each:

There will be 2 exams designed to measure mastery of course material. Each test is worth 100 points. Each will be a combination of multiple choice, true/false, and short answer questions. You will have one class period to complete the exam.

In-Class Activities, 50 points each:

1. Measuring fertility
2. Measuring mortality
3. Age-sex structure
4. Population policy

Demography Group Project 100 points:

You will have the opportunity to put together a creative project that focuses on an important issue related to the demographic experience of a country. Your group will be responsible for researching the information on the fertility, mortality, migration, age and sex structure, urbanization, education, economy and a major issue related to one of these important measures. Your group will write a summary paper, not to exceed 10 pages explaining each of these components of the country. Your group will present the major issue to the class in a 15 minute multi-media

presentation of your choice. Finally you will help evaluate the class's understanding of your presentation by providing questions that may be used on the final exam.

Part 1. You are the researcher. Pick one of the countries below:

Australia
Bangladesh
Beliz
China
Cote d'Ivoire
Cuba
Egypt
Germany
Ghana
Haiti
India
Italy
Japan
Mexico
Peru
Romania
Rwanda
Thailand
Uganda
Ukraine

You will be granted considerable freedom to be creative with your project. But the project must include information in two substantive areas:

1. **Demographic Information:** regarding the sex ratio, fertility, mortality, age and sex structure, migration, economic status, educational status, and urbanization of the country.
2. **Social issue:** This is where you can get really creative. Every country has specific issues related to their demographic experiences. Tell us about the issue your country is facing. Examples of major issues include:
 - a. Sex preference for boys
 - b. Female genital cutting
 - c. Ecological issues such as coal burning in highly populated areas and deforestation
 - d. Infertility or low birth rates
 - e. Growing geriatric population
 - f. War
 - g. Epidemics like AIDS/HIV, malaria, or SARS
 - h. Poverty
 - i. Education

I expect you to use multiple sources of information for each section of your project.

At a minimum, for the entire project, you must use:

- 2 peer reviewed journal articles from the social sciences and
- 2 government or organizational websites.

Wikipedia is not a scholarly source of information and under no circumstances should it be used as a major source of information for your project.

Research and historical accounts from peer reviewed journals, books and the U.S. Census Bureau may be used. You may use historical data from major online archives, museums and documentaries. (You are limited to ONE documentary or youtube source. It must be available on streaming video to be available for the entire class to view, and it can be no longer than 90 minutes).

The group is expected to provide a summary explanation or account in your own words of all information you are presenting to the class. (This means you must work together). You are expected to use, explain and apply important concepts and vocabulary relevant to the study of populations.

You are also expected to have a bibliography section that cites all your sources. Please use APA citation/bibliography style.

Part 2. You are the teacher

The group will be given 15-20 minutes of class time to do a power point presentation that highlights the important concepts and information in your project. (If you grant up to 5 minutes of explanation per slide, then your power point presentation should consist of no more than 3-5 slides). You must be present and participate with your group in order to get full credit for this part of the project. Your group will sit as a panel in order to answer questions the class may have about the group they are discussing.

Part 3. You are the evaluator

You will help me evaluate the class's understanding of the material you presented. Each group member will provide two original questions that may be used on an exam. The questions may be phrased as multiple-choice, true-false, or short answer questions. I will provide feedback on what a "good" question is.

Grading Rubric for the Demography Group Project

These are the main areas I will consider when grading. Please be sure to address these areas. The individual grade you receive will be based on the overall quality of the entire project. I expect you to divide up the work as best suits you and sign your individual names to each part of the project. The quality of that work will be considered independently, however, the final grade will be a reflection of the overall quality of the entire project. If one person fails to do their job (and I guarantee you, I will hear about it!), that individual's grade will suffer, however the entire group's grades will suffer if the group did not pick up that individual's slack and complete the project. This is the nature of group projects. You must make a commitment to each other to do your part to make this experience a success.

Part 1. The summary report—70 points	Points Earned:
<i>Content:</i> (50 points) *Key elements are covered thoroughly. *Explanation of information in your own words. *Use of scholarly sources, academic methods, and sociological concepts. *Proper documentation of sources used. <i>Organization/Development:</i> (15 points) *project has a structure that is clear, logical and easy to follow. <i>Mechanics:</i> (5 points) *Rules of grammar, punctuation and spelling are followed.	Comments:
Part 2. The Presentation (20 points)	Points Earned:
<i>Overall quality of the presentation</i> (10 points) *Your contributions from the project are evident in the presentation. *Speakers display thorough knowledge and clear explanation <i>You are present for and participate in the presentation</i> (10 points)	Comments:
Part 3. Evaluation (10 points)	Points Earned:
* <i>You turn in 2 original questions</i> (i.e. every group member must turn in a substantively different question) that may be used to evaluate the class's understanding of your lesson. Each question is worth 5 points.	Comments:
Total—100 points	Total Points Earned:

Grading:

A grade represents my best professional evaluation of a piece of work. It neither is, nor can be a judgment about the person who submitted the work.

The final course grade will be calculated as follows:

In-class activities (4 @50 points each)	200
Demography Group Project	100
Exams (2 @ 100 Points each)	<u>200</u>
Total	500 points

Final letter grade by points earned:

A	448+
B	398 – 447
C	348 – 397
D	298 – 347
F	<298

University Policies and Procedures

Students with Disabilities: The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy: The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy: Please use APA style for in-text citations and bibliographies in all your papers. Unless specified, all papers should be turned in through turnitin on Blackboard no later than 11:30PM on the date that it is due on the schedule. I do not accept late papers or assignments turned in to me over email. For an extension due to illness or injury a doctor's note is required.

Exam Policy: Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures

Bad Weather Policy: On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number

(972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center of Student Rights and Responsibilities as the instructor deems appropriate.

Classroom Policies

1. Do not interrupt the class with electronic devices. Cell phones should be muted and put away before class begins unless approved in advance by the instructor. If a cell phone is in a student's hand or on her/his desk during an exam, it will be assumed the student is cheating. Use of a laptop computer in class must have my approval first.

2. Since I will give you my full attention in class and during appointments, I expect your full attention, as well. Therefore, I respectfully request that you do not sleep, read newspapers, books for other classes, or other outside reading material; or engage in personal discussions or texting during class (See #1 above).

3. In-person communication is almost always better than email communication. I therefore ask that you do the following: 1) Before sending an email, consider if you can instead ask a question in class or in my office. 2) before sending an email, proof read carefully to fix grammar and tone issues. Emails should reflect well on your professionalism; 3) Do not expect a rapid response. A number of days may go by before I get a chance to answer your email.

4. The instructor maintains academic freedom to set the agenda for the class.

Readings and Class Participation: Each student is responsible for attending class, being prepared for class, and contributing to the activities in class. For almost every session there will be a reading assignment from the required texts and/or handouts for which all students will be responsible. Topics and assigned readings are listed in the syllabus. If you don't fully understand what you read, that's okay, just bring your questions to class and let me know what is unclear, even if your question is, "What's the point?" I strongly encourage you to bring your questions and comments to class because (1) your participation in class enhances your learning and the learning of those around you; (2) your participation makes class more fun; and (3) you will be expected to understand the material by the time the next test rolls around, so you may as well ask.

I know some people are comfortable interacting in groups and speaking up in class, and others are more reserved. I understand that feeling because I was much the same as a student. If you are reluctant to speak in class, but have questions or want to communicate, please feel free to email me your questions or comments or make an appointment to come see me. Let's encourage everyone to participate in class discussions and activities by being respectful of our classmates, the instructor, and guests.

Missed classes: My lecture notes and power points are not available to you. Students who contact me and ask what they missed in class will be referred to this section of the syllabus. I encourage you to make contact with a class colleague in case you miss class and need to borrow notes. If you miss class, you must acquire an "excused absence" from Student Life in order to make up any missed assignments or tests. Class participation grades (earned during the forums) cannot be made up. All assignments are due on Blackboard on their due dates. I do not accept late work and I do not accept assignments sent to me over email. Handouts will be given out only once.

Extra credit: There will be no individual extra credit given in this class. Opportunities for extra-credit will be given to the whole class and may be dependent upon class attendance.

If you need help: Please know that I care about your progress in this course. If you are having any problems this semester (for example, if you are having difficulty understanding the material, or if you find you do not do well on assignments or exams), contact me before it's too late. I'm likely to be understanding if you are having problems despite doing all the readings and attending class regularly, and also if you have special circumstances, and I am kept apprised of the situation. I'll be much less sympathetic if you do not attend class, do not complete the readings, or if you come to me after things have gotten out of control—nor will there be much I can do about it. I aim to be available and accommodating to you. Please email to make an appointment. I want you to do well in this class.

Important Websites

The Population Reference Bureau: <http://www.prb.org/>

The International Database of the U.S. Census: <http://www.census.gov/ipc/www/idbnew.html>

The CIA World Fact Book: <https://www.cia.gov/cia/publications/factbook/index.html>

U.S. Department of Homeland Security, U.S. Citizenship and Immigration Services:
<http://www.uscis.gov/graphics/index.htm>

U.S. Centers for Disease Control and Prevention, National Center for Health Statistics: <http://www.cdc.gov/nchs/>

U.S. Centers for Disease Control, Morbidity & Mortality Weekly Report: <http://www.cdc.gov/mmwr/>

United Nations Population Information Network: <http://www.un.org/popin/>

United Nations Population Fund: <http://www.unfpa.org/>

The World Bank Group: <http://www.worldbank.org/>

World Health Organization, countries: <http://www.who.int/countries/en/>

World Health Organization, Disease Outbreak News: <http://www.who.int/csr/don/en/>

American Museum of Natural History: Climate Change: <http://www.amnh.org/exhibitions/climatechange/>

American Museum of Natural History: Epidemic! The World of Infectious Disease:
<http://www.amnh.org/exhibitions/epidemic/prologue/prologue.html>

How Outbreaks Occur: http://www.amnh.org/exhibitions/epidemic/section_07/index.html

Epidemic or Pandemic?: http://www.amnh.org/exhibitions/epidemic/section_08/index.html

International Institute for Environment and Development, Human Settlements: <http://www.iied.org/HS/index.html>

Geohive: <http://www.geohive.com/earth/>

Earthtrends Environmental Information: <http://earthtrends.wri.org/#>