COURSE DESCRIPTION

We all live out our lives as population members, but very few of us pay much attention to the characteristics of the populations to which we belong. This is unfortunate because population characteristics and the processes that drive them are tied to many critical social issues, including the rising cost of health care, climate change, and the future of Social Security (to name just a few!). Knowing more about population characteristics and the demographic processes responsible for them will help you to understand the roots of many social issues and the public discourse around them.

More formally, this course is an introduction to two related fields concerned with populations: demography, a science that describes what populations look like and how they change, and population studies, a field that considers the relationships linking population characteristics to social, cultural, economic, and technological factors.

COURSE OBJECTIVES

The goal of this course is to build your demographic literacy. By the end of this semester, you will be able to:

1. Identify the three “demographic processes” and explain how each is related to population growth, distribution, and composition;

2. Differentiate global regions in terms of their current demographic characteristics, population growth rates, and living standards;

3. Explain the roles of technological and economic change, social norms, and state policies in shaping the demographic characteristics of human populations and their living standards;

4. Interpret the global, national, and local implications of population trends from different theoretical perspectives.

COURSE FORMAT

The university has classified this section of SYD 3020 as a face-to-face lecture course. Accordingly, although most class sessions will be organized around instructor lectures, many classes will include short films, ungraded assessments, and opportunities for discussion and questions.
COURSE PREREQUISITES

There are no formal prerequisites for SYD 3020. Students should be able to read and comprehend course materials, including a college-level text, research briefs from federal agencies, and selected source materials.

COURSE REQUIREMENTS

- **Daily attendance.** There are 25 regular class meetings scheduled between January 22\(^{nd}\) and our last regular class meeting on April 23\(^{rd}\). Please plan to attend them all, in keeping with university policy.

- **Six assignments.** Each assignment requires you to find the answers to four questions from demographic data published on the internet by federal agencies. You will submit your answers through the course web site.

- **Four tests.** All four tests will be multiple-choice format. The first three will be administered in-class during the semester; the fourth will be a comprehensive exam administered during finals week.

COURSE GRADES

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Basis</th>
<th>Course weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>% of class meetings attended</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>average % correct for six assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Class tests</td>
<td>average % correct for tests 1, 2, and 3</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>% correct</td>
<td>20%</td>
</tr>
</tbody>
</table>

Course grades will be rounded to the nearest integer and translated to FSU’s letter scale as follows:

- 87 – 89 = B+
- 77 – 79 = C+
- 67 – 69 = D+
- 59 or less = F
- 93 – 100 = A
- 83 – 86 = B
- 73 – 76 = C
- 63 – 66 = D
- 90 – 92 = A-
- 80 – 82 = B-
- 70 – 72 = C-
- 60 – 62 = D-

COURSE MATERIALS

**Textbook:**


The text provides critical background on course topics and definitions and discussions of key concepts. You may purchase or lease the text at the campus bookstore. A copy is on reserve at Strozier Library.

**Required supplemental readings:**

These readings, in PDF format, are available in the weekly modules, as indicated in the course schedule. These articles have been selected to help illustrate ideas from the text and
lectures. Many are accompanied by focus questions, which will help you to identify key points for the purposes of this course.

Other required material:
We’ll be using the TopHat classroom response system to track your class attendance, preview test questions, and gauge your comprehension of course materials. You do not need a clicker (Top Hat operates using your Apple or Android phone), but you will need to purchase a subscription to the system ($26 for the semester, but see www.tophat.com/pricing). To register for Top Hat for this course, visit the course-specific Top Hat site: https://app.tophat.com/e/284977. If you have not used this system before, please read the Top Hat Overview at https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide

**STUDENT RESPONSIBILITIES**

- Read the syllabus and follow the course policies.
- If you don’t understand something about this course, ask the instructor. Send her an email, talk to her after class, visit her during office hours or make and appointment.
- Keep up with the course schedule, which lists the topics to be covered and the required readings. The schedule is available in PDF format in the module Course Syllabus and Course Calendar: Printable versions
- Log on to Canvas at least once weekly to access articles and printable versions of the PowerPoint slides, complete assignments, and check the inbox for course updates.
- Be honorable. Don’t discuss the assignments with other students when an assignment window is open. Don’t use materials other than a pen or pencil and your own brain during tests. Don’t give other students answers to the assignments or test questions. See specifics on the Honor Policy below.
- Keep in mind: this is your education. Own it!

**COURSE POLICIES**

**Attendance:**
Starting January 22nd, class attendance will be registered through Top Hat. Absences will be excused only when documented appropriately and only for one of the following reasons, in accordance with FSU policy.

**Two weeks advance notice required**
- Military service
- University-sponsored travel
- Legal matter (hearing or trial) or service (jury duty)
- Religious observances

**Documentation provided upon return to class**
- Death of a close family member
- You were hospitalized or had a contagious illness
- Your child was ill and required home care
- Child care problem or school closure

**Classroom Courtesy:**
To help create an environment in which all class members have the opportunity to learn without
external distractions, please observe the following:

- When arranging your schedules, plan to be on time and remain for the duration of the class. Late arrivals and early departures distract everyone.

- Silence your phones and other electronic gadgets when the class begins.

- **No laptops may be used in this class.**

- Do not engage in activities likely to distract other students or the instructor. What might be a distraction? Anything that makes noise or creates a visual distraction, including talking when others are speaking, gum popping, personal grooming, and cell phone use. Failure to follow these rules in the classroom or during appointments with the instructor may result in a course grade of F, at the instructor’s option.

**Email:**
The most efficient ways to reach me are through email or the Canvas system; links to my address are at the top of this syllabus and on the course web site. On weekdays, I will answer within 24 hours; on weekends, I may not answer before Monday morning. **Important:** use your FSU email address when contacting me; this allows me to know who I’m communicating with and will prevent me from sending any information about you or your course performance to someone else.

**Honor Policy:**
All students enrolled in this course are expected to abide by the FSU Academic Honor Policy. A full explanation of the Honor Code is available on-line at: http://academichonor.fsu.edu/policy/policy.html. In the context of this class, the FSU Academic Honor Policy means that:

- the answers you submit for the assignments were obtained by you, working independently;
- you complete exams without material assistance (e.g., notes) or any communication with other students; and
- you do not provide answers to the assignments or test questions to any other student.

Academic dishonesty will result in a failing course grade and all students involved will be reported to the Dean of Students.

**Final Exam Schedule Exceptions:**
University policy requires that all students take final exams at the time scheduled by the university unless their academic dean has approved a schedule change. For details, see Exceptions to the Examination Policy for Individual Students at: http://registrar.fsu.edu/registration_guide/spring/exam_schedule/.

**Incomplete Grades:**
In accordance with FSU policy, an “I” grade will be granted only if a student who is passing the course is unable to complete the course due to unanticipated and unavoidable circumstances. Students must provide indisputable documentation of these circumstances. (You will find details of the university grading policies in the undergraduate edition of the FSU General Bulletin at http://registrar.fsu.edu/bulletin/undergraduate/).
Missed Work:
Assignments will be available on-line for one full week and answers may be submitted at any time during that period. Therefore, late work will not be accepted unless you can provide documentation of:
  o Death of an immediate family member (spouse, parent, sibling, or child);
  o An unanticipated event that incapacitates you for four or more days (e.g., hospitalization);
  o Required service extending over at least four consecutive days (e.g., selection for a federal jury, military training/drills). You must notify me at least two weeks in advance, in accordance with university policy; after-the-fact paperwork will not eliminate a zero grade.
  o Religious observances that extend four or more consecutive days and require your absence from campus; after-the-fact paperwork will not eliminate a zero grade.

Tests 1, 2, and 3 may be made up only when you have provided documentation, as described above. Students have one weeks following their return to class to provide documentation and schedule the make-up test.

Test 3 (finals week): Students who miss the last test and who can document that their absence was due to some unforeseeable, unavoidable event (as described above) may either take the exam at another time during finals week or, if eligible, receive an I grade.

Office Hours and Assistance

Having problems that are affecting your course performance? Need help understanding a course concept? Want more information about something discussed in class? Come to office hours or arrange an appointment by sending Dr. B~ an email with the times you are able to meet.

Course Website

FSU is transitioning to the Canvas course management system; it will be new to many of you. When you open Canvas, you will see a block labeled Student Orientation, which will get you started this semester. If you want specific information, browse the Canvas help system https://community.canvaslms.com/community/answers/guides/video-guide. Still stuck? Contact FSU Canvas Support: help@campus.fsu.edu or 850.644.8004.

Student Responsibilities

- Students should log on to Canvas at least every other day to check for course updates.
- Students are expected to keep up with the class, read and engage with the course material, and submit assignments by due dates.
- Students are expected to act in accordance with the FSU Academic Honor Policy. In this course, that means (a) students should not discuss any of the questions with each other before or during the window that an assignment is open; and (b) students should not use any materials other than a pen or pencil during tests.

Americans with Disabilities Act

During the first two weeks of class, students with disabilities needing academic accommodation
should provide documentation from the Student Disability Research Center indicating the need for and type of accommodation.

For information about services available to FSU students with disabilities, contact the Student Disability Resource Center at the Dean of Students Office. They’re located in the Student Services Building. Phone them at: (850) 644-9566 (voice) or (850) 644-8504 (TDD), email them at SDRC@fsu.edu or visit their web site at http://www.fsu.edu/~staffair/dean/StudentDisability

COURSE CALENDAR

The Course Calendar lists course topics, readings, and assignments by week and date.

Readings:
All readings are required. Arrange your schedule so that you cover each reading in the week that it is assigned.
  o P & B indicates that the assigned reading is from the Poston & Bouvier text.
  o Articles are indicated by authors’ names and year of publication. You'll find these readings on Canvas, in the course module for that week. Some articles have focus questions which are intended to help you identify key points; your answers do not need to be turned in and will not count towards course grades.

Assignments:
Instructions for each assignment will become available on Canvas on the date/time indicated on the calendar. You must complete the assignment before the submission portal closes, one week later.

Tests:
The date of each test is indicated on the Calendar. Tests 1, 2, and 3 will be held at the normal class time; the date and time for the final have been determined by the university. All tests will be administered in our regular classroom.

SYLLABUS CHANGE POLICY

This syllabus and the accompanying Course Calendar are guides for the course and are subject to change with advance notice. Notice will be made via the Canvas course web site.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is demography?</td>
<td></td>
<td></td>
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<tr>
<td>1-8</td>
<td>Overview &amp; course procedures</td>
<td>• Syllabus</td>
<td></td>
</tr>
<tr>
<td>1-10</td>
<td>Basic components of demography &amp; population studies</td>
<td>• P &amp; B, Chapter 1</td>
<td></td>
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<tr>
<td></td>
<td>How did we get so big?</td>
<td></td>
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<tr>
<td>1-17</td>
<td>Classic perspectives on population growth</td>
<td>• P &amp; B, Chapter 2, pp. 17-28</td>
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<tr>
<td>9-7</td>
<td>A world in transition(s)</td>
<td>• Malthus</td>
<td></td>
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<tr>
<td></td>
<td>How do we know what we know?</td>
<td>• Haub &amp; Gribble</td>
<td></td>
</tr>
<tr>
<td>1-22</td>
<td>Sources of demographic data, part 1: censuses</td>
<td>• P &amp; B, Chapter 3</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>1-24</td>
<td>Sources of demographic data, part 2: registration systems and surveys</td>
<td></td>
<td>• opens on 1-19 at 9:00 AM</td>
</tr>
<tr>
<td>1-29</td>
<td>TEST 1</td>
<td>• P &amp; B, chapters 1, 3, and pp.17-28</td>
<td>• closes on 1-26 at 11:59 PM</td>
</tr>
<tr>
<td></td>
<td>One child, two children, or no children?</td>
<td>• Malthus, Haub &amp; Gribble</td>
<td></td>
</tr>
<tr>
<td>1-31</td>
<td>How do we know how many babies are born?</td>
<td>• P &amp; B, Chapters 4, 5, and 6</td>
<td>Assignment 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Billings, 1893/1976</td>
<td>• opens on 2-5 at 9:00 AM</td>
</tr>
<tr>
<td>2-5</td>
<td>Fertility transition in the U.S.</td>
<td>• Yoder et al., 2011, chapters 3, 4 only</td>
<td>• closes on 2-12 at 11:59 PM</td>
</tr>
<tr>
<td>2-7</td>
<td>Contraceptive Revolution</td>
<td>• Tsuya, 2015</td>
<td></td>
</tr>
<tr>
<td>2-12</td>
<td>Late transition, no transition: Fertility in sub-Saharan Africa</td>
<td></td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>What’s Due</td>
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<tr>
<td>2-14</td>
<td>How many babies are not enough?</td>
<td></td>
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<tr>
<td>2-19</td>
<td>First comes love, then comes marriage?</td>
<td></td>
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</tbody>
</table>
| 2-21 | Mortality: basic concepts and measures | P & B, Chapter 7 | Assignment 3  
- opens on 2-12 at 9:00 AM  
- closes on 2-20 at 11:59 PM |
| 2-26 | How long can we live? How long do we live? | Wilmoth, 2000  
Case & Deaton, 2015 | Assignment 4  
- opens on 2-22 at 9:00 AM  
- closes on 2-28 at 11:59 PM |
UNICEF/Inter-agency Group for Child Mortality Estimation, 2014 | Assignment 5  
- opens on 3-1 at 9:00 AM  
- closes on 3-9 at 11:59 PM |
| 3-5  | Life and death in low-income countries | | |
| 3-7  | TEST 2 | P & B, chapters 4-7  
Billings, Yoder et al., Tsuya  
Wilmoth, Case & Deaton, Martin & Montagne, UNICEF | |
| 3-19 | Where's everyone going? | P & B, Chapter 8, pp. 215-231  
P & B, chapter 9  
- pp. 243-255  
- pp. 260-265 | Assignment 6  
- opens on 3-21 at 9:00 AM  
- closes on 3-30 at 11:59 PM |
| 3-21 | Population distribution in the U.S. | P & B, Chapter 14 | |
| 3-26 | Urbanization and population distribution on a global scale | Ihrke, 2014  
Connor, 2016  
Gonzalez & Raphael, 2017 | |
| 3-28 | Regulating immigration to the U.S., part 1 | | |
| 3-28 | Regulating immigration to the U.S., part 2 | | |
| 4-2  | TEST 3 | P & B, chapters 8, 9, 14  
Ihrke, Connor, Gonzalez & Raphael | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-9</td>
<td>What does your population look like?</td>
<td>• P &amp; B, Chapter 10&lt;br&gt;• Coale, 1964</td>
<td></td>
</tr>
<tr>
<td>4-11</td>
<td>Race, ethnicity, and the Census</td>
<td>• P &amp; B, Chapter 11&lt;br&gt;• Patten, 2015</td>
<td></td>
</tr>
<tr>
<td>4-18</td>
<td>Where are we headed?</td>
<td>• P &amp; B, Chapter 12</td>
<td></td>
</tr>
<tr>
<td>4-23</td>
<td>And how fast will we get there?</td>
<td>• P &amp; B, Chapter 16</td>
<td></td>
</tr>
<tr>
<td>4-25</td>
<td>The future: is demography destiny?</td>
<td></td>
<td>Use this time to prepare for the final!</td>
</tr>
<tr>
<td></td>
<td>No class meeting Dr. B~ out of town</td>
<td></td>
<td>Focus will be on P &amp; B, Chapters 10-13 and 16, plus Coale, Patten, Young Person’s Guide</td>
</tr>
<tr>
<td>5-3</td>
<td>FINAL</td>
<td></td>
<td>3:00 to 5:00 PM</td>
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</table>