Population & Society (SYD 3020)

Professor Carlson / Summer C 2017 / BEL 023 [9:30-10:45 AM]
Instructor Office Hours M-T-W-Th-F 8:30 AM to 9:30 AM in BEL 609 / Email to ecarlson@fsu.edu

COURSE DESCRIPTION

Special Needs:
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disabilities Resource Center; (2) bring a letter to the instructor during the first week of class, indicating the need for and type of accommodation requested. The student is responsible for informing the instructor of any such needs, and accommodation is not retroactive to weeks prior to such notification.

Honor Code:
Students are expected to uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook. The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of these principles, including giving, taking or stealing answers to in-class essays or other test questions, clandestine use of electronic devices, notes or texts during test questions, and other cheating in our classroom may lead to a failing grade on an assignment, to a failing grade in the entire course, or in egregious cases to formal disciplinary action by the university, up to and possibly including expulsion from the university.

Courtesy in the Classroom:
To insure that all students have the opportunity to learn without distractions, the following activities MAY NOT take place during class sessions:

- any use of cell phones and other electronic devices except emergency use cleared with the instructor prior to class
  - (please turn all cell phones and other electronics OFF upon entering the classroom)
  - (only hand-written class notes will be allowed at the final exam; do not use computers for taking notes)
- conversations not part of a class discussion
- entering the classroom late and/or leaving early, except for emergencies cleared with the instructor prior to class
- personal attacks or disrespectful behavior toward another person's appearance, demeanor, or beliefs
Learning Objectives:
Learning objectives for this course are listed specifically for each week of the course as shown below on the course schedule.

Organization and Grading:
The class meets according to the regular university calendar except as announced. For this intensive Summer course, we will cover 15 weeks of assignments in 6 weeks, so each Syllabus "week" below will be covered in TWO DAYS of course meetings! This course has no hard-copy textbook or other paper readings. All required readings and assignments for the course appear online through links below. Students should read all readings, answer study questions through independent study, and complete all assignments prior to the class sessions in which they are due. Students who enroll in the course are expected to be present for every course meeting. Seating is assigned alphabetically and students must be in assigned seats to be counted as present. Each absence from class is either excused or unexcused. This difference affects how grades and scores are assigned, as noted under each part of the grade described below.

- Excused absences include a death in the family, a student's illness requiring a doctor's care, or a religious holiday celebrated by the student. Documentation (doctor's note, program from funeral or religious service) must be presented to the instructor to excuse any absence from class.
- Athletic team events and other extracurricular activities away from campus do not remove your responsibility for completing all assignments. University faculty or staff who take students out of class for such activities may contact the instructor by email to help students complete required activities, including in-class essays and other work, while on such trips. The student is responsible for contacting the appropriate university official. Failure to make such arrangements results in the same score for that assignment as would result from an unexcused absence.
- All excused absences must be resolved before the end of regular class sessions during the semester; no excused absences can be resolved following the last day of class.

Components of Course Grade:
Students should read all readings, answer study questions through independent study, attend class to complete in-class essay questions, and complete all spreadsheet assignments as noted below.

- Short in-class essays on assigned articles and books and class discussions count for approximately one-half of the course grade. Study questions for readings appear as links for each weekly topic. In-class essay questions come from this list of study questions.
  o Each in-class essay earns a maximum of three points, but may earn zero. Essay scores reflect the degree of mastery of learning objectives specified for each week below. Essays will be returned in the class session following the class when they are written.
  o Excused absences from written essays each earn the student's average score across all unexcused essays. Unexcused absences cost one previously-earned point.
• **Problem sets** assigned for syllabus-weeks 3, 4, 5, 6 and 7 combined (available on-line on appropriate days) count for approximately **one-fourth of the course grade**. Problem set scores reflect a degree of mastery of learning objectives specified for each week below. All problem sets are assigned, submitted and scored through the Blackboard "Assignment" feature; work submitted in any other way (such as email attachments) will not be considered or scored.

• A cumulative **final examination** scheduled for our course day-and-time as shown in the official Registrar's exam schedule counts for approximately **one-fourth of the grade**. The score on the final examination reflects ability to retain central ideas and arguments from all weeks of the course, and to integrate them in the exam. No exceptions are permitted to this time and date of the final examination--students must **NOT** schedule early departures from campus that would interfere with this final examination date. Only documented medical excuses will be accepted for missing the final exam. You may bring to the final exam all returned in-class essay questions you have written, any class notes you have taken IN YOUR OWN HANDWRITING only (including notes written on printed study question pages), and a copy of your problem sets and/or course readings as desired.

• Points appear in the Blackboard "Grade Book" feature as they are earned. Students may estimate their grades at any time during the semester by consulting this record. The grade distribution for the course will be: A = miss less than 1/8 of all possible points (rounded off); B = miss less than 1/4 of all possible points; C = miss less than 3/8 of all possible points; D = miss less than 1/2 of all possible points; F = miss half or more of all possible points. The width of these grade intervals reflects the fact that most of the grade involves written essays, oral responses and spreadsheets, and the fact that "plus" grades are included in the next-higher letter grade category (no "plus" grades are given). Students should have taken a prior introductory course in a social science prior to enrolling in this course.

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**READING LIST INSTRUCTIONS:** A few of the assigned readings listed below appear with titles in color. These readings are available in the "course library" section of our course's online web site. However, most of the readings are available through Library-based archives to which FSU has an expensive annual subscription. Your visits to these Library databases to read course assignments will help to demonstrate the importance of this valuable resource (already paid for with your tuition dollars) to the university. To find each reading in JSTOR, go to the FSU web site (www.fsu.edu) and choose "libraries" from the Key Links item near the middle of the page. On the Libraries main page, choose "Find a Database" from the left-side menu and type JSTOR, Google Scholar or some other database name into the field on the right. When you click "Go" you should see an entry highlighted in yellow for your selected database. (You may have to log into the FSU site with your FSU username and password at some point.) Clicking this highlighted entry should take you to the database's search page. Type in the name of the author (first name and then last name, no punctuation) in and indicate the year of publication, both available from the listing of readings in the course syllabus. Then click on the SEARCH button to find all articles by that author from that year. The assigned
Week 1: Demography begins

- Learning Objectives: Discuss in writing concepts of populationism, societal basis of vital rates, and contextual details of specific cases studied.

Week 2: The gloomy parson

- Learning Objectives: Evaluate in writing Malthus' assumptions about human nature and his arguments about social forces shaping population growth.

Week 3: Contemporary views

- Learning Objectives: Review in writing how contemporary scholars build on as well as critique and revise Malthus' model of population dynamics.

Week 4: Mortality decline

- problem set #1: age-standardized death rates
- Learning Objectives:
1. Calculate standardized crude death rates and discuss in writing the effects of age structure and mortality conditions on crude rates (problem set).
2. Discuss in writing the causes and consequences of dramatic changes in the timing of deaths over the life course in recent centuries (readings).

Week 5: Fertility decline

- problem set #2: standard fertility measures

- Learning Objectives:
  1. Calculate standard summary measures of fertility and discuss in writing the difference between period and cohort rates (problem set).
  2. Summarize in writing some major theoretical perspectives advanced to explain the societal determinants of differences in birth rates (readings).

Week 6: Demographic transition


- Learning Objectives: Discuss in writing the connection between declines in mortality and fertility as components of the demographic transition (readings).

Week 7: Timing of transition

- problem set #3: population growth rates

- Learning Objectives:
  1. 1. Calculate annual rates of population growth and discuss reasons for differences in rates across countries and over time (problem set).
2. Discuss in writing possible explanations for variation across societies in the timing and speed of demographic transitions (readings).

Week 8: Effects of transition

- *Learning objectives:* Discuss in writing the social, demographic and economic consequences of demographic transition.

Week 9: Population aging

- problem set #4: population age structure
- *Learning Objectives:*
  - 1. Calculate proportions of young and old dependents in the U.S. population and evaluate changes in dependency ratios over time (problem set).
  - Discuss in writing the relation between changes in vital rates, age structure, and societal transformation (readings).

Week 10: Transition and beyond

- *Learning Objectives:* Discuss in writing the relation between changes in vital rates, population growth, and societal transformation.

Week 11: Global migration


Learning Objectives: Summarize in writing the evolution of social controls over population movements and their consequences for society.

**Week 12: Immigrants and internal migrants**

- Problem set #5: lifetime migration patterns

Learning objectives:
- 1. Calculate lifetime gross and net migration between geographic divisions of the United States and comment on observed patterns (problem set).
- 2. Summarize in writing the impact of immigrants on receiving societies and of national policies on migrants themselves (readings).

**Week 13: Urbanization**


Learning Objectives: Summarize in writing the urbanization of human populations and attempts to control the process.

**Week 14: Ethnic balance**

- Problem set #6: changing ethnic balance

Learning Objectives:
1. Calculate percentages of Texas population by age and race/ethnicity and discuss in writing changes over time in ethnic balance (problem set).
2. Discuss in writing the interactions between ethnic group identities and population growth (readings).

**FINAL EXAMINATION**

- multiple-choice questions covering problem sets, articles, books and in-class discussion
- final exam for Summer courses takes place on the last regularly scheduled day of class in our regular classroom
- **DO NOT SCHEDULE DEPARTURES PRIOR TO THE FINAL EXAM PERIOD!!**
- Learning Objectives: Demonstrate cumulative retention of key ideas from all weeks of class, readings, and problem sets through responses to multiple-choice questions.

This page maintained by Professor Carlson.