

**Population and Society
SYD 3020-01**

FALL 2006

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Course Description:

"I became interested in demographic phenomena not so much for the phenomena *per se*, nor for the science they inspired, nor for their political, economic, and social effects, but as signs. For they are the invisible signs of what has been happening below the surface and reveal collective attitudes toward life and death, at times almost subconscious and usually kept hidden." Phillip Aries, 1980

As the quote above implies, population and social structure are inextricably intertwined. Although their effects appear invisible, demographic phenomena influence nearly every aspect of your life and, likewise, your own behaviors affect aggregate-level demographic characteristics. ***This course is an introduction to the discipline of social demography: the systematic study of population and its relationship to societal characteristics.*** During the next 15 weeks, we will discuss the three core areas of demography — fertility, mortality, and migration — and how they influence and are influenced by social, political and economic factors.

The goal of this course is to help you develop your own demographic perspective — an understanding the interrelationship between population processes and social, political, and economic trends. By the end of this semester, you will be able to:

1. Identify post-transition, transitional, and pre-transition societies based on their demographic characteristics;
2. Describe how fertility, mortality, and migration have influenced and been influenced by technological, political and social change;
3. Interpret the global, national, and local implications of demographic trends and issues from different theoretical perspectives.

***This course fulfills the requirements for the Liberal Studies Area III and
Cross Cultural (X) credits***

Course Prerequisites:

There are no formal prerequisites for SYD 3020. Note, however, that because this is a 3000-level class, I assume enrolled students have: (a) the ability to read and comprehend source materials; (b) the ability to obtain course materials and data through the internet; and (c) the willingness and maturity to consider different viewpoints in intellectual discussions.

Course Materials:

Readings: Course readings are listed at the end of this document; all readings are available online.

Computer: Materials for this course, including reading and notes, are provided through the course web site, so you'll need a computer with internet access. Access is available through the many campus computer labs. See <http://www.uccs.fsu.edu/labs> for locations and hours.

Course Procedures, Classroom Courtesy, and Attendance:

Procedures: Class sessions include lectures, films, and discussion of course readings, homework assignments, and materials presented in class. Classes are run informally and I encourage you to ask questions relevant to the day's topic.

Courtesy: Adherence to the following rules will ensure that all students have the opportunity to learn without distractions.

- When arranging your schedules, plan to be on time and remain for the duration of the class. Late arrivals and early departures distract everyone. **You should not register for this class if you have to arrive late or leave early** to attend another course, go to work, or meet other commitments.
- Cell phones, pagers, I-pods, Blackberries, and other alarms and electronic gadgets **MUST** be silenced before class begins.
- Do not engage in activities likely to distract other students or the instructor, including newspaper reading, gum popping, attending to email, personal grooming, or talking during lectures.

Failure to demonstrate courteous behavior in the classroom or during appointments with the instructor may result in a course grade of F, at the instructor's option.

Attendance: Course attendance is required. It is the student's responsibility to sign the attendance roster at each course meeting. **Five unexcused absences will result in a course grade of F**, with no exceptions.

Only the following types of absences will be excused:

- Religious holidays recognized by FSU
- Student is representing FSU at official functions (e.g., varsity sports events)
- Verified emergencies and/or illness requiring treatment by a physician. *Note:* If you have a chronic illness that could affect your attendance, it is imperative that you alert Dr. Brewster during the first week of classes.

Provide one copy of the explanatory document to Dr. Brewster and keep a copy for your own records. Students are responsible for all missed course content, including assignments, knowledge, or skills that were covered in the missed class(es).

Course Requirements:

- (1) **Population autobiography:** These autobiographies are short essays in response to a set of questions about your demographic behaviors. These questions and your answers are intended to encourage you to think about yourself as a "population actor" who shapes and is shaped by social institutions.
- (2) **Five pop quizzes:** These are announced short-answer quizzes on the course readings. Each quiz will have just one question drawn at random from the study questions.
- (2) **Three exams.** All exams will be multiple-choice format. The first two are in-class exams during a regularly-scheduled class meeting. The third – which is comprehensive – is scheduled during finals week.

Grading:

Course grades are calculated on a 100 point scale. This translates to the letter scale used by FSU as follows:

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

The population biography is worth 5 points. The pop quizzes are worth 2 points each, for a total of 10 points. Exams 1 and 2 are worth 25 points apiece. The final exam is worth 35 points.

Incompletes will be given *only* if a student who is passing the course is unable to complete the course due to unanticipated and unavoidable circumstances, in accordance with FSU policy.

Office hours and assistance:

I encourage you to come by my office during the scheduled office hours to discuss *any* problems, questions, ideas, or gripes related to the class or to your performance in the class. If you cannot make my office hours, please let me know and we can make an appointment to talk.

Americans with Disabilities Act:

Students with disabilities requiring academic accommodation should provide me with documentation from the Student Disability Resource Center *during the first week of classes*. You can find information about the services available to FSU students with disabilities at <http://www.fsu.edu/~staffair/dean/StudentDisability/> The SDRC office is located in 108 Student Services Bldg.; they can be contacted by 644-9566 (voice) or 644-8504 (TDD) or E-mail: SDRC@admin.fsu.edu

Academic Honor Policy:

Students are expected to abide by the Academic Honor Policy of the Florida State University, including the statement on Values and Moral Standards, as published in The Florida State University General Bulletin. The Academic Honor Policy outlines the University's expectations for students' academic work, the procedures for resolving alleged violations of these expectations, and the rights and responsibilities of students and faculty throughout the process. Please see the following website for a complete explanation of the Academic Honor Policy: <http://www.fsu.edu/~dof/honorpolicy.htm>

What does the Honor Policy mean in the context of this class?

I expect all students to adhere to the standards of academic integrity described in the Honor Policy. This means:

- **All work you hand in for this class must be your own.** No “sharing” or “borrowing” answers on the exams or the written assignment.
- **You may not use any materials other than your brain and a pencil during exams.** This includes notes, crib sheets, and text-messaging.

Any student who plagiarizes, cheats on exams, or otherwise behaves in a dishonest way will receive an F for the course and will be reported to the university administration for further disciplinary action as specified in the Academic Honor Policy.

Course web site:

This course is web-assisted and you'll have access to all course materials through Blackboard if you are properly registered. Type <http://campus.fsu.edu> on the URL line of your web browser.

Follow the instructions to log on. If you've never used a BlackBoard-powered site, click on the tab for on-line support (top of the screen) for information. Otherwise, just click on the hyperlink for SYD3020-01.fa06.

Course-Related Email

BlackBoard enables me to send e-mail to your FSU (garnet) account. I use this feature in a variety of ways: to let you know when grades are posted, to alert you to information concerning the class (e.g., tests, cancellations) and to contact you individually about any problems I see in your performance. If you use an e-mail account other than garnet (e.g., AOL, Yahoo), you should make arrangements to have mail forwarded from garnet to your personal account. You can do this easily by going to <http://www.ucs.fsu.edu/systems/accounts.html> and following the prompts.

Syllabus Change Policy

This syllabus is a guide for the course and is *subject to change with advance notice*. Changes will be announced in class and on the course web site.

Readings

Course readings are listed on the following pages, by topic. **All readings are required** and you should be able to answer the associated study questions (available on the course web site) by the date indicated on the course calendar. All readings are available over the Internet, as follows:

- “ER” indicates that the reading may be accessed through Strozier Library’s electronic course reserves;
- “JS” indicates readings available through JSTOR, accessed through the Strozier Library web site;
- “CW” indicates readings on the course web site;
- “PRB” indicates readings available through the Population Reference Bureau’s web site (see link to their library on the course web site);
- hyperlinks connect directly to the reading.

Part I. Dynamics of population growth:

Ansley Coale. 1974. "History of the Human Population." *Scientific American*. 231(3): 41-51. **ER**

Massimo Livi-Bacci. 1992. *A Concise History of World Population*. Oxford: Basil Blackwell.
Chapter 2: "Demographic Growth: Between Choice and Constraint." **ER**

Population Reference Bureau staff. 2004. "Transitions in World Population." *Population Bulletin* 59(1):1-14. **PRB**

Part II. Perspectives on Population Change

Malthus, Thomas. 1798. "An Essay on the Principles of Population." Available on the worldwide web at <http://www.ecn.bris.ac.uk/het/malthus/popu.txt>

Bebel, F. Auguste. 1893/1910. Internet version of *Die Frau und der Sozialismus (Woman and Socialism)*, **Chapter 10:** The Population Problem and Socialism."
<http://www.marxists.org/archive/bebel/1879/society-future/ch10.htm>

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science*. 162: 1243-1248. **ER**

Simon, Julian. 1987. "World Population: An Anti-Doomsday View" Pp. 123- 128 in S. Menard and E. Moen (ed) *Perspectives on Population*. New York: Oxford Univ. Press. **CW**

Part III. Why Do Populations Change?

Mortality:

McFalls, Joseph. 2003. "Population: A Lively Introduction." *Population Bulletin* 58(4), pp. 10-14. **PRB**

Ratzan, Scott C., Gary L. Filerman, and John W. LeSar. 2000. "Attaining Global Health: Challenges and Opportunities." *Population Bulletin*. 55(1), pp. 1-37. **PRB**

Tuchman, Barbara W. 1978. *A Distant Mirror: The Calamitous 14th Century*. New York: Knopf. Chapter 5: "'This is the End of the World': The Black Death" **CW**

Fertility:

McFalls, Joseph. 2003. "Population: A Lively Introduction." *Population Bulletin* 58(4), pp. 4-10. **PRB**

Billings, John [archival document]. 1977. "An 1893 View of the American Fertility Decline." *Population and Development Review*, vol. 2(2): 279-282. **JS**

Akinrinola Bankole and Susheela Singh. 1998. "Couples' Fertility and Contraceptive Decision-Making in Developing Countries: Hearing the Man's Voice." *International Family Planning Perspectives*, 24(1). Available through the on-line archives of the Alan Guttmacher Institute at: <http://www.guttmacher.org/journals/toc/ifp2401toc.html> .

Balter, Michael. 2006. "The Baby Deficit." *Science* 312(30 June): 1894-1897. **CW**

Nie, Yilin and Robert J. Wyman. 2005. "The One-Child Policy in Shanghai: Acceptance and Internalization." *Population and Development Review* 31(2): 313-36. **JS**

Migration

Bean, Frank and Gillian Stevens. 2005. *Immigration and the Politics of Diversity*. New York: Russell Sage. **Chapters 1 and 2. CW**

Martin, Philip and Elizabeth Midgley. 2003. "Immigration: Shaping and Reshaping America." *Population Bulletin* 58(2): **pp. 3-37. PRB**

Part IV. Population Dynamics and Population Composition

Coale, Ansley. "How a Population Ages or Grows Younger." Pp. 365-371 in S. Menard and E. Moen (ed) *Perspectives on Population*. New York: Oxford Univ. Press. **CW**

Riley, Nancy E. 2004. "China's Population: New Trends and Challenges." *Population Bulletin* 59(2). **Pp. 3-24. PRB**

Part V. Some Implications of Contemporary Population Change

Population Aging

Kinsella, Kevin and David R. Phillips. 2005. "Global Aging: The Challenge of Success" *Population Bulletin* 60(1). **Pp. 5-18 PRB**

Vaupel, James W. and Elke Loichinger. 2006. "Redistributing Work in Aging Europe." *Science* 312(30 June): 1911-1913. **CW**

Himes, Christine. 2005. "The Future of Social Security." Available on the PRB web site at: <http://www.prb.org/Template.cfm?Section=PRB&template=/ContentManagement/ContentDisplay.cfm&ContentID=12645>

Changing Families and Households

Casper, Lynne and Suzanne Bianchi. 2002. *Continuity & Change in the American Family*. Thousand Oaks, CA: Sage. **Chapter 1: "Changing Families in a Changing Society."** **CW**

Akinrinola Bankole and Susheela Singh. 1998. "Couples' Fertility and Contraceptive Decision-Making in Developing Countries: Hearing the Man's Voice." *International Family Planning Perspectives*, 24(1). Available through the on-line archives of the Alan Guttmacher Institute at: <http://www.guttmacher.org/journals/toc/ifp2401toc.html> .

Environmental Stress:

Pebley, Anne R. 1998. "Demography and the Environment." *Demography* 35(4): 377-390. **JS**

Homer-Dixon, Thomas, F., Jeffrey H. Boutwell, and George W. Rathjens. 1994. "Environmental Change and Violent Conflict." Pp. 391-400 in L.A. Mazur (ed.) *Beyond the Numbers*. Washington, DC: Island Press. **CW**

COURSE CALENDAR

Date	Topics	Reading	Note!
8-28	Welcome!		
PART 1	<i>Population dynamics: the basics</i>		
8-30	The demographic equation and exponential growth	Coale, 1974	
9-6, 9-11	Our demographic history	Livi-Bacci, 1992 PRB Staff, 2004	Post Population Autobiography by 9-6
PART 11	<i>Perspectives on population change</i>		
9-13	Classic perspectives	Malthus, 1798 Bebel, 1893	
9-18	More contemporary views	Hardin, 1968 Simon, 1987	
PART III	<i>Why do populations change?</i>		
	Mortality		
9-20	Concepts and measures	McFalls, pp. 10-14	
9-25, 9-27, 10-2	Health and well-being: past, present, and future	Ratzan et al., 2000 Tuchman, 1978	
10-4	TEST 1		Covers Parts I & II, and mortality
	Fertility		
10-9	Concepts and measures	McFalls, 2003	
10-11	Why Fertility Declines: The Western Experience	Billings, 1893	
10-16	Why Fertility Declines: Contemporary LDCs	Bankole & Singh, 1998 Nie & Wyman, 2005	
10-18	Can Fertility Rise Once It's Fallen?	Balter, 2006	

	Migration		
10-23, 10-25	The U.S. Experience	Bean & Stevens, 2005	
10-30, 11-1	Migration in global perspective	Martin and Widgren, 2002	
11-6	TEST 2		Covers fertility and migration
	<i>Population Dynamics Revisited</i>		
11-8	How Populations Grow Older and Younger	Coale, 1987	
11-10	China's Age and Sex Conundrum	Riley, 2004	
	<i>Some Implications of Population Change</i>		
11-13, 11-15	Population Aging	Kinsella & Phillips, 2005	
11-20	Too Few Workers?	Himes, 2005 Vaupel & Loichinger, 2006	
11-27, 11-29	Changing Families	Casper & Bianchi, 2002	
12-4, 12-6	Environmental Stress	Pebley, 1998 Homer-Dixon et al., 1994	
Dec 11	FINAL EXAM	5:30-7:00 PM	COMPREHENSIVE