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Spring 2-1-2017

### SOCI 355.01: Population and Society

Teresa R. Sobieszczyk

*University of Montana - Missoula*, [teresa.sobieszczyk@umontana.edu](mailto:teresa.sobieszczyk@umontana.edu)

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# SOCIOLOGY 355: POPULATION & SOCIETY

Spring 2017  
MWF 2:00-2:50, FA 302

## **Dr. Teresa Sobieszczyk (Dr. Sobie)**

**Office Hours:** W 3:15-4:30 and F 12-1:45 or by appointment

**Office:** SS 303

**Mailbox:** SS 339

**Telephone:** (406) 243-4868

**Email:** [teresa.sobieszczyk@umontana.edu](mailto:teresa.sobieszczyk@umontana.edu)

## **TA Britney Cotton**

**Office Hours:** T/Th 3:30-4:30 or by appointment

**Office:** SS 332

**Email:** [britney.cotton@umconnect.umt.edu](mailto:britney.cotton@umconnect.umt.edu)

## **TA Dakota Holman**

**Office Hours:** MWF 1-1:50 or by appointment

**Office:** SS 332

**Email:** [dakota.holman@umconnect.umt.edu](mailto:dakota.holman@umconnect.umt.edu)

## **COURSE DESCRIPTION**

As global citizens of the 21st century, we face a variety of dilemmas related to population: a dearth of babies in some countries and an excess of babies in others, environmental degradation, threatened food security, the pressures of international labor migrants and refugees, and dying before our time, to name a few. This course introduces theoretical and empirical literature concerning selected population problems, with a special emphasis on those related to less industrialized countries, gender, and development. We will use the basic concepts and measurement techniques of demographic analysis to better understand the causes, meanings, and implications of these population issues. Students will be expected to develop a critical perspective as to why certain population trends are defined as problems and why analysts may disagree on the extent or nature of these problems. Student performance will be evaluated based on three exams, homework assignments, attendance, and preparation for and participation in class.

This course is a content course for the International Development Studies minor, the Women's, Gender, and Sexuality Studies minor, and the Global Public Health minor. Please contact me if you are interested in any of these minors.

## **COURSE OBJECTIVES**

During this term, students will:

1. Employ demographic concepts and basic measurement techniques to describe and explain trends in fertility, mortality, migration, population structure, and population growth in countries around the world.
2. Evaluate theories and measures of fertility, mortality, migration, population structure, and population growth.
3. Employ population theories and concepts to assess contemporary demographic issues.
4. Analyze population policies and related population outcomes.

# **COURSE REQUIREMENTS**

## **Moodle:**

Course readings, review sheets, and announcements will be posted on the Moodle System. In addition, for most lectures, I will post the most important charts and graphs as Power Point files on Moodle. You can access Moodle for this course by clicking on the Moodle link in Cyberbear, and then finding the class by my last name (Sobieszczyk) or SOCI 355. Go to any computer lab on campus or print from home if you have the necessary file readers and computer programs. Students who miss a lecture should be sure to print relevant charts and graphs from lectures, review class announcements, and obtain the class notes from the missed lecture from a fellow classmate.

## **Classroom Environment**

I will respect you by dismissing class on time each day. In return, please show your respect for me and your fellow class members by coming to class on time, refraining from chatting, reading newspapers, texting, web surfing, or otherwise disrupting class. If you need to leave class early, please let me know before class begins so that I don't worry about you! Be sure to turn off your cell phone when you come to class. If I catch you texting or using a computer for something other than taking notes, I will confiscate your device for the remainder of the class period. Also note that the whole class will start with 5 extra credit points. Every time the TA or I notice someone texting or misusing a computer in class, I will subtract one point from each class member's 5 extra credit points – in other words, the whole class loses one extra credit point if one student is caught texting or misusing a lap top or tablet in class that day.

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

## **Attendance, Class Preparation, Homework, and Participation (20%)**

I expect students to attend each class and to be on time. If you are habitually absent or tardy, your grade will be lowered. I also expect you to complete assigned readings prior to the class for which they are assigned and to be prepared to discuss them with your peers in class. Several times during the semester, your participation and preparation for class will be evaluated with attendance, discussions, problem solving activities, homework exercises, quizzes, and/or other exercises. Keep in mind that if you miss a class, you may not make up missed class work, quizzes, or attendance, which ultimately lowers your grade. Together, homework assignments, class participation, attendance, class activities, quizzes, and preparation for class will be worth 15 percent of your overall grade.

## **Homework**

Please see the attached list of nine homework assignments. All homework assignments should be printed on a computer printer or hand written very neatly. Be sure to cite your sources using the citation guidelines attached at the end of the syllabus and discussed in class. Please save all graded homework in a folder as you will need to submit the whole packet of homework along with Homework #9. Be sure that you write your own homework responses to avoid plagiarism. If you have to miss the class for which a homework assignment is due, please bring it to a class prior to the due date, drop it off in my mailbox before class, or send it to class with a friend; otherwise, it will be considered late. All homework is due at the beginning of class on the date listed in the syllabus. Late homework exercises will be accepted within 1 week of the due date listed in the syllabus; however, assignments turned in later than the class period in which they were due will be lowered one letter grade from what they would otherwise have received. In other words, a homework assignment that would originally have received an "A" will receive a "B." All late assignments must be turned in by the last day of class.

## **Small Group Poster Project (15%)**

In a group assigned in class, you will collaborate to complete a poster project on an issue or problem related to some aspect of population. You and your group members will present the poster during the poster sessions held 4/16 and 4/18 in class. No late posters will be accepted! Be sure to attend the poster session itself as

information from the posters will be on the final exam! The degree to which you cooperated with and helped your small group will be a part of your grade, and those who fail to adequately participate in their small group will receive a zero for the project. Note the poster evaluation form and citation guidelines at the end of the syllabus.

### **Exams (65%)**

During the course, four exams will be given. Exams most likely will include multiple choice, short answer, and/or essay questions, as well as a few fairly simple demographic calculations or interpretations. Exams will ask you to think critically and synthesize arguments and will cover materials from course readings, lectures, and videos. The exams will be non-cumulative, except to the extent that earlier materials inform later issues, particularly population policy.

### **Make up Exams**

Students with documented health or legal issues or who have three or more final exams in one day may be allowed to take a make-up exam with prior notice and permission from the professor. Students who miss the regular exam and have an acceptable excuse must schedule and complete a make up with no more than one week after the scheduled exam date. It will not be possible to make up exams more than a week after the scheduled exam date, and the student's score for that exam will revert to a zero. Make up exams likely will be in an essay format. All make up exams will be given at UM Testing Services, Lommasson Center 154. You will need to schedule an appointment with UM Testing Services and take the make up exam within 7 days of the regular exam. Testing Services charges a \$5 fee for taking a make up exam. Its contact information is (406)243-2175 or testingservices@umontana.edu

### **Distribution of Course Grade**

4 Exams	65
Small Group Poster Project	15
Homework, quizzes, participation, in-class activities	<u>20</u>
TOTAL	100%

A plus / minus system of grading will be employed (e.g. 93+ = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B- and so on). All materials (books, videos) borrowed from Dr. Sobieszczyk must be returned by the final exam for the class or you will earn an 'Incomplete,' which will remain on your record until the materials are returned or replaced. If you are enrolled Pass/Not Pass, you must earn a C-or better to pass.

## **ADDITIONAL INFORMATION**

### **Office Hours**

Please feel free to visit me during office hours. Generally, we will be available for a few minutes after class if you have a quick question. If you are unable to attend our scheduled office hours, you may arrange to meet us at a different time by appointment.

### **Extra Credit**

From time to time, extra credit opportunities may appear. See page 14 for GPH lecture series extra credit opportunities. Attend and type up a 2-3 page paper about the film or lecture. The paper should include (a) a summary of the presenter's or film's main points and (b) a critique of the arguments (e.g. did you agree with the points; why/why not).

### **Study Groups**

I recommend that you participate in study groups to discuss readings and review for exams. Students who meet together in study groups tend to do much better on homework assignments and exams than those who do not. Keep in mind that even if you meet in a study group to discuss an assignment, the work you turn in must be written individually, in your own words!

## Reading/Assignment Schedule (subject to change)

Films denoted with "TS" are in Dr. Sobie's own collection; films with "ML" are available from the Mansfield Library Reserve Desk. Short films available online are listed by their web address. All films listed will be shown in class, so there is no need to watch them before coming to class. However, readings listed for a given date should be completed **PRIOR** to class as we will be covering them in class. Readings are available on Moodle. Any assignments are due at the beginning of class on the date listed or they will be considered late.

### **Monday 1/23/17: Introduction to Course, Thinking Demographically**

Reading assignment: None

In-class assignment: Complete student bio form & turn in at the end of class

### **Wednesday 1/25/17: Population Data**

Reading assignment: Weeks, John R. 2012. "Demographic Data." In *Population: An Introduction to Concepts and Issues*, 11th ed., pp. 109-144. Belmont, CA: Wadsworth.

### **Friday 1/27/15: Country Assignments, On-line Population Data Sources, Citations, Reference Lists, Background on Population Structure**

Reading assignment: None

In-class assignment: Complete citation and reference list worksheet with a fellow student & turn in at the end of class

### **Monday 1/30/17: Population Pyramids, Dependency Ratios, and Sex Ratios**

Reading assignment: Trovato, Frank. 2012. "Age-Sex Composition" and "Basic Demographic Measures: Age Pyramids. . ." In *Population and Society: Essential Readings*, 91-97 and 113-115. Don Mills, Canada: Oxford University Press.

In-class assignment: Work in small groups to interpret population pyramids & population data provided & submit at end of class

### **Wednesday 2/1/17: Fertility Measurement & Proximate Determinants of Fertility**

Reading assignment: Trovato, Frank. 2012. "Basic Demographic Measures: Crude Birth Rate. . ." In *Population and Society: Essential Readings*, 226-229. Don Mills, Canada: Oxford University Press.

Homework due: **HW #1** (see list of homework assignments, below, for details on this & all homework assignments)

### **Friday 2/3/17: Explaining High Fertility**

Reading assignment: Behlohlav, Kate and Mahesh Karra. 2013. *Household Decision Making and Contraceptive Use in Zambia*. Washington, D.C.: Population Reference Bureau.

Film: *Desired Number* (excerpt from *Women's Lives and Choices*) (TS/ML, VT 09858)

### **Monday 2/6/17: The Problem of Low Fertility**

Reading assignment: (1) Ayres, Robert. 2004. "The Economic Conundrum of an Aging Population." *World Watch* (Sept./Oct.), 45-49.

(2) Davis, Kingsley. 2012. "Low Fertility in Evolutionary Perspective." In *Population and Society: Essential Readings*, ed. Frank Trovato, 184-196. Don Mills, Canada: Oxford University Press.

Film: excerpt from *World in the Balance* (ML, DVD 00837)

### **Wednesday 2/8/17: The History of Gender and Coercion in Population Control**

Reading assignment: Bandarage, Asoka. 1997. "Politics of Global Population Control." In *Women, Population and Global Crisis*, 63-112. Atlantic Highlands, NJ: Zed Books Ltd.

Film: *Skin Deep* (available at <https://www.youtube.com/watch?v=5HEIKzld1sk>)

Homework due: **HW #2**

### **Friday 2/10/17: Fertility Discussion Day**

Reading assignment: None

### **Monday 2/13/17: EXAM #1**

### **Wednesday 2/15/17: Mortality Measures and Issues**

Reading assignment: (1) Trovato, Frank. 2012. "Basic Demographic Measures: Crude Death Rate..." In *Population and Society: Essential Readings*, 295-298. Don Mills, Canada: Oxford University Press.  
(2) Trovato, Frank. 2012. "Mortality and Health." In *Population and Society: Essential Readings*, 231-242. Don Mills, Canada: Oxford University Press.

### **Friday 2/17/17: Mortality Issues in the U.S.**

Reading assignment: (1) Tavernise, Sabrina. 2015. "Life Span Shrinks for Least-Educated Whites in the U.S." *New York Times*, 20 Sept.  
(2) Kolata, Gina. 2015. "Death Rates Rising for Middle-Aged White Americans, Study Finds." *New York Times*, 2 Nov.  
(3) Williams, Sarah C.P. 2013. "Gone Too Soon: What's Behind the High U.S. Infant Mortality Rate." *Stanford Medicine* (Fall).

### **Monday 2/20/17: No class – President's Day**

### **Wednesday 2/22/17: HIV/AIDS**

Reading assignment: (1) Avert. (2016) "HIV and AIDs in Malawi." Available at <http://www.avert.org/professionals/hiv-around-world/sub-saharan-africa/malawi>; accessed 18 Dec. 2016.  
(2) "Aid Groups Grapple with Stigmatization in HIV Prophylaxis Roll-out." 2016. Available at <https://www.devex.com/news/aid-groups-grapple-with-stigmatization-in-hiv-prophylaxis-roll-out-89117> Accessed 11/18/2016.  
Film: *The Troubles in Zolokere* (Available at <https://habanahaba.wordpress.com/2014/02/15/recommended-films-and-videos-related-to-hiv-aids-in-africa/>)

### **Friday 2/24/17: Issues in Gender and Mortality**

Reading assignment: (1) WHO, 2014. *Maternal Mortality Fact Sheet*. Internet <http://www.who.int/mediacentre/factsheets/fs348/en/#> Accessed 18 January 2015.  
(2) Williams, Carol J. 2013. "India 'Dowry Deaths' Still Rising Despite Modernization." *Los Angeles Times*, 5 Sept.  
Film: *No Woman Should Die During Birth: Maternal Mortality in Sierra Leone* (Available at <https://www.youtube.com/watch?v=oHjwc4a57Vo> )

### **Monday 2/27/17: Mortality Discussion Day**

Reading assignment: None  
Homework due: **HW #3**

### **Wednesday 3/1/17: Population Growth**

Reading assignment: Trovato, Frank. 2012. "Basic Demographic Measures: Population Doubling Time" and "World Population: Past, Present, and Future." In *Population and Society: Essential Readings*, 88-89 and 53-62. Don Mills, Canada: Oxford University Press.  
Short film: *Seven Billion* (available at <http://www.youtube.com/watch?v=sc4HxPxNrZ0&feature=related>)

### **Friday 3/3/17: Population and the Environment**

Reading assignment: (1) Trovato, Frank. 2012. "Population, Environment, and Resources." In *Population and Society: Essential Readings*, 347-352. Don Mills, Canada: Oxford University Press.

(2) Hardin, Garrett. 2006. "Life Boat Ethics: The Case Against Helping the Poor." In *Social Ethics: Morality and Social Policy*, 7th ed., Thomas A Mappes and Jane Zembaty, ed., 778-789. New York: McGraw Hill

Film Clip: Retroreport. 2015. *The Population Bomb?* (available at [http://www.nytimes.com/2015/10/30/world/asia/china-end-one-child-policy.html?\\_r=0](http://www.nytimes.com/2015/10/30/world/asia/china-end-one-child-policy.html?_r=0) )

### **Monday 3/6/17: Demographic Transition and Economic Theories**

Reading assignment: Lee, Ronald. 2012. "The Demographic Transition: Three Centuries of Fundamental Change." In *Population and Society: Essential Readings*, ed. Frank Trovato, 70-87. Don Mills, Canada: Oxford University Press.

### **Wednesday 3/8/17: Population Growth Reconsidered**

Reading assignment: "Ten Reasons to Rethink Overpopulation." 2006. *Different Takes*: 40.

Film excerpt: *Overpopulated* (available at <https://www.youtube.com/watch?v=-UbmG8gtBPM>)

### **Friday 3/10/17: Population Growth Discussion Day**

Reading assignment: None

Homework due: **HW #4**

### **Monday 3/13/17: EXAM #2**

### **Wednesday 3/15/17: An Introduction to Migration**

Reading assignment: (1) Castles, Stephen and Mark J. Miller. 2012. "The Age of Migration: International Population Movements in the Modern World." In *Population and Society: Essential Readings*, ed. Frank Trovato, 333-341. Don Mills, Canada: Oxford University Press.

(2) Trovato, Frank. 2012. "Migration and Urbanization" and "Basic Demographic Measures: Migration Rates." In *Population and Society: Essential Readings*, 299-310 and 342-346. Don Mills, Canada: Oxford University Press.

### **Friday 3/17/17: Migration Theories, Part 1**

Reading assignment: Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. 1993. "Theories of International Migration: A Review and Appraisal." *Population and Development Review*, 19, 3 (Sep.): 431-466.

### **Monday 3/20/17 – Friday 3/24/17: SPRING BREAK – ENJOY!**

### **Monday 3/27/17: Migration Theories, Part 2**

Reading assignment: Bowe, John. 2012. "Bound for America." In *Globalization: The Transformation of Social Worlds*, 3<sup>rd</sup> ed., ed. D. Stanley Eitzen and Maxine Baca Zinn, 59-67. Belmont, CA: Wadsworth.

Film excerpt: *Sixty Minutes* (TS) (on Global Nursing Shortage and Labor Recruitment)

### **Wednesday 3/29/17: Migration Realities**

Reading assignment: None

Film: *Tale of a Journey* (Available at <https://www.youtube.com/watch?v=mYXQKawIII0>)

### **Friday 3/31/17: Human Trafficking & Human Smuggling**

Reading assignment: (1) Urbina, Ian. 2015. "'Sea Slaves': The Human Misery that Feeds Pets and Livestock." *New York Times*, 27 July.

(2) Shelley, Louise. 2010. "The Diverse Consequences of Human Trafficking." In *Human Trafficking: A Global Perspective*, 59-80. New York, NY: Cambridge University Press.

Homework due: **HW #5**

### **Monday 4/3/17: Contemporary US Immigration**

Reading assignment: Greenstone, Michael and Adam Looney. 2010. *Ten Economic Facts about Immigration*. Washington, D.C.: Brookings Institution and the Hamilton Project.

### **Wednesday 4/5/17: Climate Change Displacement**

Reading assignment: Goode, Erica. 2016. "A Wrenching Choice for Alaska Towns in the Path of Climate Change." *New York Times*, 29 Nov. Available at

<http://www.nytimes.com/interactive/2016/11/29/science/alaska-global-warming.html>, Accessed 20 December 2016.

Film: *Sun Come Up* (DVD 06089, ML)

### **Friday 4/7/17: The Current World Refugee Crisis**

Reading assignment: (1) American Immigration Council. 2014. *An Overview of U.S. Refugee Law and Policy*. Washington, D.C.: American Immigration Council.

(2) Kirkpatrick, David D. 2015. "Migrant Suffocations in Truck Near Hungary Reveal Tactics of Smugglers." *New York Times*, 20 Oct.

(3) Rosenthal, Max. 2015. "America Once Accepted 800,000 War Refugees. Is It Time to Do That Again?" *Mother Jones* 11 Sept.

Short Film: *The European Refugee Crisis and Syria Explained* (Available at <https://www.youtube.com/watch?v=RvOnXh3NN9w> )

### **Monday 4/10/17: Migration Discussion Day**

Reading assignment: None

Homework due: **HW #6**

### **Wednesday 4/12/17: EXAM #3**

**Friday 4/14/17: Poster Preparation Session (Student groups bring in poster board and charts etc. and use Dr. Sobie's materials to create elegant posters. Please bring your printed materials to class for assembly.)**

Reading assignment: None

### **Monday 4/17/17: Poster Presentation Day #1**

Reading assignment: None

Homework due: Small Group Poster for group A due at beginning of class

### **Wednesday 4/19/17: Poster Presentation Day #2**

Reading assignment: None

Homework due: Small Group Poster for group B due at beginning of class

### **Friday 4/21/17: Population Policies and World Population Conferences**

Reading assignment: Trovato, Frank. 2012. "Population Change and Policy Concerns." In *Population and Society: Essential Readings*, 383-390. Don Mills, Canada: Oxford University Press.

### **Monday 4/24/17: Critiquing Fertility Control Policies**

Reading assignment: (1) Wong, Theresa and Brenda Yeoh. 2003. "Fertility and the Family: An Overview of Pro-Natalist Population Policies in Singapore." Singapore: Asian Metacenter Research Paper Series No. 12.

(2) Carpio, Myla Vicenti. 2004. "Lost Generation: American Indian Women and Sterilization Abuse." *Social Justice*, 31, 4: 40-53.

### **Wednesday 4/26/17: Critiquing Contraceptive Sentencing & Coerced Contraceptive Policies**

Reading assignment: (1) Dresser, Rebecca. 1996. "Long-term Contraceptives in the Criminal Justice System." In *Coerced Contraception?*, ed. Ellen H. Moskowitz and Bruce Jennings, 134-150. Washington, D.C.: Georgetown University Press.  
(2) Newman, Karen and Charlotte Feldman-Jacobs. 2015. "Family Planning and Human Rights – What's the Connection and Why Is It Important?" *Population Reference Bureau Policy Brief*, July.  
Homework due: **HW #7**

### **Friday 4/28/17: The Evolution of China's Fertility Policies, Part 1**

Reading assignment: (1) Meulenberg, Claudia. 2008. "Definitely Probably One: A Generation Comes of Age Under China's One-Child Policy." In *Technology and Society: Issues for the 21st Century and Beyond*, 3rd ed., ed. Linda S. Hjorth et al., 413-416. Upper Saddle River, NJ: Pearson/Prentice Hall.  
(2) Eimer, David. 2005. "Bride-Trafficking Grows as China's Population of Single Men Soars." *The Independent*, 31 July.  
(3) Buckley, Chris. 2015. "China Ends One-Child Policy, Allowing Families Two Children." *New York Times*, 29 Oct.

### **Monday 5/1/17: The Evolution of China's Fertility Policies, Part 2**

Reading assignment: None  
Film: *China's Only Child* (TS)

### **Wednesday 5/3/17: Population Policy Discussion Day**

Reading assignment: None  
Homework due: **HW #8**

### **Friday 5/5/17: Population in the 21<sup>st</sup> Century: Where Do We Go From Here?**

Reading assignment: None

### **Wednesday 5/10/17: Final Exam 3:20-5:20 in our regular room**

## **CITATIONS & PLAGIARISM**

To avoid plagiarism you **MUST** cite your sources if you use a direct quotation, statistic, table, map, chart, or idea that is not common knowledge taken from course readings, lectures, movies, websites, or another source. Passing off someone else's work as your own (plagiarizing), even unintentionally, violates the university's code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics **MUST** include a page number. Please see me if you have any questions about citations or plagiarism.

### ***Forms of Citations***

For this class, please use the Chicago method of citation (detailed below). For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and (2) the now generally favored method of parenthetical references with a reference list at the end of the paper or poster. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

### ***Parenthetical References (Turabian, Section 10)***

In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

Below, I detail what your references in the text of your poster and your homework should look like.

**A. Parenthetical reference in which you use the author's name in the sentence:**

According to Robbins (2005, 21), household debt in the U.S. reached \$8.5 trillion in 2002.

**B. Parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:**

Steinbeck is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180). His is the finest example of this type of writing.

**C. If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):**

Labor migrants who go abroad through unauthorized channels tend to increase their risks of being exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code,

Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. \$1,622 and \$5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment have a limited recourse for obtaining redress from their recruiters.

(\*\*\*NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)

**Examples**

The following sets of examples illustrate parenthetical reference (PR) forms for use *in your text* and corresponding reference list (RL) entries for use in your *reference lists*.

**Book, Single Author**

PR: (Franklin 1985, 54)

RL: Franklin, John Hope. 1985. *George Washington Williams: A Biography*. Chicago: University of Chicago Press.

**Book, Two or Three Authors**

PR: (Lynd and Lynd 1929, 67)

RL: Lynd, Robert, and Helen Lynd. 1929. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World.

**Book, More than Three Authors**

PR: (Greenberger and others 1974, 50)

RL: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey. 1974. *Networks for Research and Education*. Cambridge: MIT Press.

**Chapter in a Book Edited By Another Person**

PR: (Taylor 2006, 505)

RL: Taylor, Orville W. 2006. "Globalization and the Caribbean." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 505-506. New York: Worth Publishers.

### Article in an Academic Journal

PR: (Jackson 1979, 180)

RL: Jackson, Rick. 1979. "Running Down the Escalator." *Sociological Review* 14 (May): 175-84.

### Article in a Magazine or Newspaper

PR: (Weber 1985, 42)

RL: Weber, Bruce. 1985. "The Myth Maker." *New York Times*, 20 October, 42.

### On-Line Documents (Websites)

PR: (Baker and Hunstead 1995)

RL: Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

For online documents, if no author is provided, please list the article in your in-text citation using the first three words of its title followed by three dots and the year of publication. In the reference list, again, list the article by the title of the article.

### Films, DVDs, and Videorecordings

PR: (DeNonno 1985)

RL: DeNonno, Tony, producer. 1985. *Itzak Perlman: In My Case Music*. DeNonno Pix. DVD.

### Lectures or Guest Speakers

PR: (Sobieszczyk 2012)

RL: Sobieszczyk, Teresa. 2012. *Food and the Ethics of Eating*. Lecture in "Food and Society in a Globalized World." 12 April.

For further reference, see Turabian, Kate. L. *A Manual for Writers*. Chicago: University of Chicago Press. Any edition of this book is acceptable, and several different editions are available in Mansfield Library. Consult with Dr. Sobie or the folks at UM's Writing Center (<http://www.umt.edu/writingcenter/>) if you need additional help.

## **Homework Assignments SOCI 355 2017**

*All homework assignments are due at the beginning of class on the date listed in the syllabus. They should be computer printed or written neatly and include citations and a reference list using the Chicago citation method shown in the syllabus and discussed in class. **Please save all graded homework assignments in a file folder as you will have to submit all of them with your response for HW #8.***

### **HW#1 Due Wed. 2/1/17**

1. On the US Census Bureau website, look up the 2017 (or other very recent) population pyramid for each of your two countries and print out each pyramid. Be sure to cite your source on each one.
2. Write a short paragraph for each country, analyzing each pyramid for the following issues:
  - a. Sex ratio
  - b. Age structure
  - c. Whether the population appears to be growing, stationary, or shrinking

### **HW#2 Due Wed. 2/8/17 (See sample below)**

1. Look up the TFRs for each of your two countries for 1980 and 2016 (US Census) and adolescent fertility rate for 2012 (or 2013, whichever is available), and percent births attended by skilled staff (World Bank B).
2. Make a table of your data. Don't forget to add citations. (see sample table below)

3. Write 2 paragraphs. In each paragraph, analyze the fertility situation in one of your countries. Issues to consider: change in TFR over time, whether or not TFR is above or below replacement, whether the adolescent fertility rate and percent births attended by skilled staff seem high or low.
4. Add a reference list in the format shown above & practiced in class.

Table 1. Fertility Data, Selected Dates, by Country

Country	TFR 1980	TFR 2016	Adolescent Fertility Rate 2012	% Births Attended by Skilled Staff 2012
Country A (list your country)				
Country B (list your country)				

Source(s): \_\_\_\_\_

### References

(Here please list in alphabetical order the reference list entries for your data using the citation method detailed in the syllabus and discussed in class.)

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### Homework #2 (Sample)

Table 1. Total Fertility Rates, **1995 (Note here that I had to change the date as 1980 wasn't available for Thailand)** and 2015, Adolescent Fertility Rates 2010-14, and Percent Births Attended by Skilled Staff, 2005-2012, by country

Country	TFR <b>1995</b>	TFR 2015	Adolescent Fertility Rate 2010-14	% Births Attended by Skilled Staff, 2005-2012
Thailand	2.0*	1.5*	41**	99%***
Singapore	1.3*	0.8*	6**	100%***

Sources: \*US Census Bureau 2015  
 \*\*World Bank 2015  
 \*\*\*Kaiser Family Foundation 2015

The data on Thailand indicates that fertility is very low and declining over time. Thailand's TFR was below replacement in both 1995 and 2015. The adolescent fertility rate is fairly low (**I know this from glancing over the World Bank Data for all countries listed**), though significantly higher than that of Singapore. The country has a very high proportion of births attended by skilled staff, at 99%, which is well above the world average of 70% (Kaiser Family Foundation 2015).

The data on Singapore indicates that . . .

## References

Kaiser Family Foundation. 2015. "Births Attended by Skilled Health Personnel." Internet. Available from <http://kff.org/global-indicator/births-attended-by-skilled-health-personnel/>; accessed 11 February 2015.

US Census Bureau. 2015. "Demographic Overview--Singapore." Internet. Available from <http://www.census.gov/population/international/data/idb/region.php?N=%20Results%20&T=13&A=separate&RT=0&Y=1995,2015&R=-1&C=SN>; accessed 11 February 2015.

US Census Bureau. 2015. "Demographic Overview--Thailand." Internet. Available from <http://www.census.gov/population/international/data/idb/region.php?N=%20Results%20&T=13&A=separate&RT=0&Y=1995,2015&R=-1&C=TH>; accessed 11 February 2015.

World Bank. 2015. "Adolescent Fertility Rates." Internet. Available from <http://data.worldbank.org/indicator/SP.ADO.TFRT>; accessed 11 February 2015.

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**Note: Since data on percentage of births attended by skilled staff is not available for every country using the World Bank data, you may look at the following website for the information:**

**<http://kff.org/global-indicator/births-attended-by-skilled-health-personnel/>**

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### **HW#3 Due Mon. 2/27/17**

1. First, look up the IMR, MMR, and overall life expectancy at birth for each of your two countries for 80 and 2015 (or years close to these if these exact years are unavailable). (US Census). Then, for a recent year (e.g. 2012 -- use most recent available), find out the "health expenditure per capita, PPP" [in purchasing parity dollars, which is the best comparison] and improved sanitation facilities [percent population with access] and improved water source [percent population with access]. (World Bank A)
2. Make a table listing each country and showing this data. Don't forget to add citations/sources
3. Then, write a short paragraph explaining which mortality issue you think is most serious for each country and why (infant mortality, maternal mortality, population aging, health care spending per capita, water and sanitation). If needed, you may do additional research on line to help you with your explanation.
4. Conclude with a reference list.

### **HW#4 Due Wed. 3/10/17**

1. Look up the 2014-15 population size and population growth rate for each of your countries. (US Census)
2. Calculate the population doubling time for each of your countries and write it beside each country's population growth rate (do calculation for each country on your own)
3. Make a small table to show this data.
4. Write a short paragraph explaining which of your two countries should be more concerned with population growth and why you think this is the case.
5. Conclude with a reference list.

### **HW#5 Due Wed. 3/31/17**

Read the two readings assigned for today. Then briefly answer the following questions in complete sentences using information from the readings. **Be sure to cite your sources and provide a reference list at the end of your responses.**

1. Based on your understanding of the article "Sea Slaves': The Human Misery That Feeds Pets and Livestock," by Urbina (2015), discuss the difficult conditions that trafficked Cambodian men face on Thai fishing boats
2. Based on your understanding of the chapter "The Diverse Consequences of Human Trafficking," by Shelley (2010), describe the main demographic and health impacts of human trafficking.

### **HW#6 Due Mon. 4/10/17**

1. Look up the 2015 net migration rate per 1,000 population and the net number of migrants for each of your countries. (US Census)
2. Make a small table of this data. Be sure to cite your sources.
3. Then explain the problem with the net migration rate as a measure of overall migration flows.
4. Are either of your countries sending or receiving refugees? Why? Discuss briefly. (You will have to search for this information on line – try the UNHCR or IMR)
5. Add a reference list

### **HW#7 Due Wed. 4/26/17**

Read the two articles assigned for today. Then briefly answer the following questions in complete sentences. **Be sure to cite your sources and provide a reference list.**

1. Based on your understanding of Dresser's (1996) chapter, discuss why long-term contraceptive sentencing in the US criminal justice system is both gender and class biased.
2. Based on your understanding of Newman and Feldman-Jacobs (2015), briefly discuss two reasons why it is important to consider human rights vis-à-vis family planning issues.

### **HW#8 Due Wed. 5/3/17**

1. Look up back at the various issues faced by your two countries, which you have investigated this term. Identify the two most significant population issues currently faced by each country and list them in your paper (by country).
2. For each population issue identified in part 1, propose a policy or program that would address it and briefly explain why your proposed policy or program would be an appropriate and ethical way to address it.  
**(Keep in mind that we will also review your folder of work and assess whether the population issues you identify for this HW are actually the most significant ones!)**
3. If needed, provide citations and a reference list.

**EXTRA CREDIT OPPORTUNITY: Attend up to 2 of the following lectures & type up a 2-3 page summary and critique of each presentation. Due by last day of class. Note—I only selected lectures relevant to our class!**

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OPEN TO THE PUBLIC & FREE TO ATTEND- UM GALLAGHER BUILDING Rm 123 - 6:40pm - 8pm

<i>Date</i>	<i>Presenter</i>	<i>Title</i>
<b>Feb 1</b>	<b>Kate Hurley, RN, MBA, MSN, Healthcare Consultant</b>	<b>“Ethics and Ebola: Public Health Planning and Response”</b>
<b>Feb 8</b>	<b>Linda Jacobsen, CNM, CFNP, MPH, Deputy Chief Nursing Officer, Seed Global Health</b>	<b>“The Global Health Service Partnership: A Novel Approach to Addressing Human Resources for Health”</b>
<b>Feb 15</b>	<b>Tim Nielson, RPT, and Mary Nielson, MSN, RN, Team Leaders for Tanzania Medical Mission</b>	<b>“Med-Gyver Medical Care Mission in Tanzania”</b>
<b>Mar 1</b>	<b>Jessica Crawford, MPH, MA, Senior Manager &amp; Group Lead, Health Systems, VillageReach</b>	<b>“Health Systems Strengthening at the Last Mile”</b>
<b>Mar 15</b>	<b>Nerissa Koehn, MD, Associate Program Director, and Rachel LaRocca, MD, Resident, Family Medicine Residency of Western Montana</b>	<b>“Refugee Health in Montana”</b>
<b>Mar 29</b>	<b>Darin Bell, MD, Family Medicine, Partnership Health Center</b>	<b>“Health Care and Health Education in Ethiopia”</b>
<b>Apr 5</b>	<b>Tenly Snow, MS, Information Systems Manager, VillageReach</b>	<b>“Reaching the Last Mile: How Better Data Visibility Can Improve Health Outcomes in LMICs”</b>
<b>Apr 12</b>	<b>Bob Quinn, Organic Farmer and President of Kamut, Int., Big Sandy, MT</b>	<b>“Can the Health Problems Created by Modern Wheat be Solved with Ancient Wheat?”</b>
<b>Apr 19</b>	<b>Madison Schwarzkoph, GPH minor, UM, Maddie Covey, Exercise Science major, GPH minor, UM</b>	<b>“Global Grizzlies: Arusha, Tanzania” and “An Indian Summer: A Look at Women’s Health in Northern India”</b>
<b>Apr 26</b>	<b>Tamara Kittleson-Aldred, MS, OTR/L, ATP/SMS, Occupational Therapist/Seating and Positioning Specialist</b>	<b>“24-hour Postural Care in Peru: Empowering Families Caring for Children with Disabilities”</b>
<b>May 3</b>	<b>Lisa Fleischer, MD, Family Medicine, Kalispell Regional Medical Center</b>	<b>“Challenges in Health-care Delivery in St Lucia”</b>