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SOCI 355.01: Population and Society

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SOCIOLOGY 355: POPULATION & SOCIETY

Spring 2016
MWF 1:10-2, FA 302

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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 four exams, one small-group poster presentation, as well as 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, Participation, and Extra Credit (15%)

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, preparation for class, and extra credit will be worth 15 percent of your overall grade.

Homework

Please see the eight homework assignments at the end of this syllabus. All homework assignments should be printed on a computer printer or hand written very neatly. Be sure to cite your sources and provide a reference list based on 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 #8. 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; 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 4/18 and 4/20 in class. No late posters will be accepted! Be sure to attend the poster sessions 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. A poster evaluation form will be distributed in class.

Exams (70%)

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,

discussions, and films. The exams will be non-cumulative, except to the extent that earlier materials inform later issues.

Make up Exams

Students with documented health 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. Make up exams will be scheduled at a time convenient to the professor, either very soon before or 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. Make up exams likely will be in an essay format. The make up for the final exam must be completed by 5/13/16.

Distribution of Course Grade

4 Exams	70
Small Group Poster Project	15
Homework, quizzes, participation, in-class activities	<u>15</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 us 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. 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 1/25/16: Introduction to Course, Thinking Demographically

Reading assignment: None

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

Wednesday 1/27/16: 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 1/29/16: Country Assignments, On-line Population Data Sources, Citations, Reference Lists, Background on Population Structure

Reading assignment: None

Monday 2/1/16: Population Pyramids, Dependency Ratios, and Sex Ratios

Reading assignment: (1) Trovato, Frank. 2012. "Age-Sex Composition." In *Population and Society: Essential Readings*, 91-97. Don Mills, Canada: Oxford University Press.

(2) Trovato, Frank. 2012. "Basic Demographic Measures: Age Pyramids. . ." In *Population and Society: Essential Readings*, 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 2/3/16: 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 2/5/16: 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 2/8/16: 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 2/10/16: Family Planning

Reading assignment: Planned Parenthood Federation of America, Inc. 2012. *A History of Birth Control Methods*. New York, NY: Katharine Dexter McCormick Library and the Education Division of Planned Parenthood Federation of America.

Homework due: **HW #2**

Friday 2/12/16: 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.

Monday 2/15/16: No class – President's Day

Wednesday 2/17/16: Fertility Discussion Day

Reading assignment: None

Friday 2/19/16: EXAM #1

Monday 2/22/16: 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.

Wednesday 2/24/16: Mortality Issues in the U.S.

Reading assignment: (1) Tavernise, Sabrina. 2012. "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).

Friday 2/26/16: Issues in Gender and Mortality

Reading assignment: (1) World Health Organization. 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: Amnesty International. 2009. *No Woman Should Die During Birth: Maternal Mortality in Sierra Leone* (Available at <https://www.youtube.com/watch?v=oHjwc4a57Vo>)

Monday 2/29/16: Mortality Discussion Day

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

Wednesday 3/2/16: Population Growth

Reading assignment: (1) Trovato, Frank. 2012. "Basic Demographic Measures: Population Doubling Time." In *Population and Society: Essential Readings*, 88-89. Don Mills, Canada: Oxford University Press.
(2) Trovato, Frank. 2012. "World Population: Past, Present, and Future." In *Population and Society: Essential Readings*, 53-62. Don Mills, Canada: Oxford University Press.
Film clip: National Geographic. 2010. *Seven Billion* (available at <http://www.youtube.com/watch?v=sc4HxPxNrZ0&feature=related>)

Friday 3/4/16: Population and the Environment (Guest Lecturer: Rachel Just)

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)

Monday 3/7/16: 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 3/9/16: Population Growth Reconsidered

Reading assignment: "Ten Reasons to Rethink Overpopulation." 2006. *Different Takes*: 40.
Film excerpt: Days of Future Past, 2014. *Overpopulated* (available at <https://www.youtube.com/watch?v=-UbmG8gtBPM>)

Friday 3/11/16: Population Growth Discussion Day

Reading assignment: None
Homework due: **HW #4**

Monday 3/14/16: EXAM #2

Wednesday 3/16/16: 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." In *Population and Society: Essential Readings*, 299-310. Don Mills, Canada: Oxford University Press.
(3) Trovato, Frank. 2012. "Basic Demographic Measures: Migration Rates." In *Population and Society: Essential Readings*, 342-346. Don Mills, Canada: Oxford University Press.

Friday 3/18/16: 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 3/21/16: Migration Theories, Part 2

Reading assignment: None
Film excerpt: *Sixty Minutes* excerpt (TS) (on Global Nursing Shortage and Labor Recruitment)

Wednesday 3/23/16: Migration Realities

Reading assignment: None
Film: Guy, Malcom, prod. 1997. *Modern Heroes Modern Slaves*. New York: Filmmakers Library. (DVD 306.363 MOD, ML)

Friday 3/25/16: 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 3/28/16: 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 3/30/16: Climate Change Refugees

Reading assignment: Harmon, Greg. 2014. "Has the Great Climate Change Migration Already Begun?" *The Guardian*, 15 September.
Film: Redfearn, Jennifer and Tim Metzger, prod. 2010. *Sun Come Up*. New York: New Day Films (DVD 06089, ML)

Friday 4/1/15: 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: Kurzgesagt, In a Nutshell. 2015. *The European Refugee Crisis and Syria Explained* (Available at <https://www.youtube.com/watch?v=RvOnXh3NN9w>)

Monday 4/4/16-Friday 4/8/16: **SPRING BREAK-NO CLASSES!**

Monday 4/11/16: Migration Discussion Day

Reading assignment: None

Homework due: **HW #6**

Wednesday 4/13/16: EXAM #3

Friday 4/15/16: 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 4/18/16: Poster Presentation Day #1

Reading assignment: None

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

Wednesday 4/20/16: Poster Presentation Day #2

Reading assignment: None

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

Friday 4/22/16: 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 4/25/16: 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 4/27/16: 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 4/29/16: 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 5/2/16: The Evolution of China's Fertility Policies, Part 2

Reading assignment: None

Film: Nova. 2014. *China's Only Child* (TS)

Wednesday 5/4/16: Population Policy Discussion Day

Reading assignment: None

Homework due: **HW #8**

Friday 5/6/16: Population in the 21st Century: Where Do We Go From Here?

Reading assignment: None

Tuesday, 5/10/16: 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 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 references (PR) to use *in your assignments and posters* and the 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 and 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 websites and 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 2016

*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. 2/3/16

1. On the US Census Bureau website, look up the 2016 (or other very recent) population pyramid for each of your two countries and print out each pyramid. Be sure to cite your source under each pyramid using the appropriate parenthetical reference discussed in this syllabus.
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
3. Provide an alphabetized reference list for your sources using the citation method discussed above. HINT: Note the sample HW#1 on the second to the last page of the syllabus.

HW#2 Due Wed. 2/10/16

1. Look up the TFRs for each of your two countries for 1980 and 2016 (Find these in the US Census website) and adolescent fertility rate for 2012 (or 2013, whichever is available), and percent births attended by skilled staff (Look this up in World Bank B website).
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.

HINT: Note the sample HW #2 on the last page of the syllabus.

HW#3 Due Mon. 2/29/16

1. First, look up the IMR, MMR, and overall life expectancy at birth for each of your two countries for 80 and 2016 (or years close to these if these exact years are unavailable). (Find these in the US Census website.). 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. 3/11/16

1. Look up the 2015 population size and population growth rate for each of your countries. (Find these in the US Census website.)
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. 3/25/16

Read the two readings assigned for today. Then briefly answer the following questions in complete sentences. Be sure to cite your sources and provide a reference list at the end of your responses. The exact reference list entries you will need are listed in the reading assignment schedule, above.

1. Based on your understanding of the article "'Sea Slaves': The Human Misery That Feeds Pets and Livestock," by Urbina (2015), briefly 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. 4/11/16

1. Look up the 2015 net migration rate per 1,000 population and the net number of migrants for each of your countries. (Find this on the US Census website)
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 websites)

HW#7 Due Wed. 4/27/15

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. The exact reference list entry is listed in the reading assignment schedule, above.

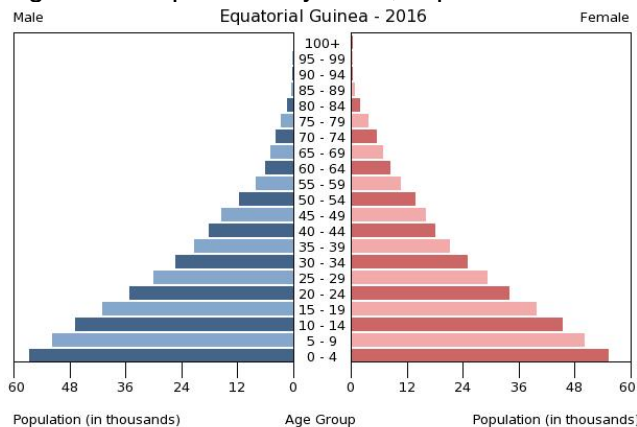
1. Based on your understanding of Dresser's (1996) chapter, discuss why long-term contraceptive sentences in the US criminal justice system are gender- and class- biased.
2. Based on your understanding of Newman and Feldman-Jacobs (2015), briefly discuss two reasons why it is important to consider human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

HW#8 Due Wed. 5/4/16

1. Look over your old homework assignments to uncover the most significant population issues for each of your two countries. 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!)**
If needed, provide citations and a reference list.

Homework #1 (Sample)

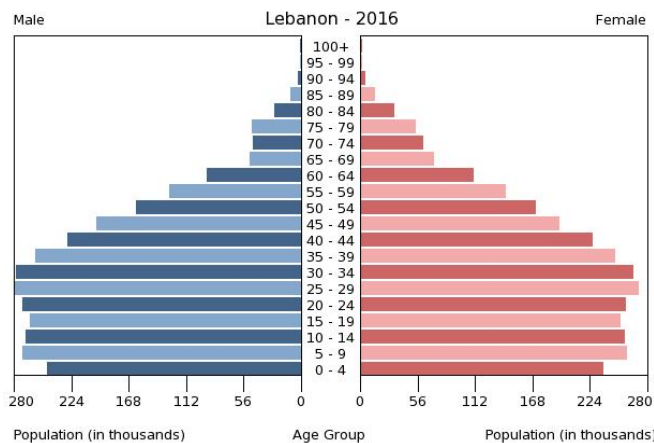
Figure 1. Population Pyramid, Equatorial Guinea (2016)



Source: US Census Bureau 2016

As can be seen from the population pyramid for Equatorial Guinea (2016) shown in Figure 1 (above), the population sex ratio looks . . . This generally follows the world sex ratio. Its age ratio is . . ., which is typical of a growing population. Because the pyramid is broadening at its base, the population appears to be growing rapidly.

Figure 2. Population Pyramid, Lebanon (2016)



Source: US Census Bureau 2016

As can be seen from Figure 2 (above), Lebanon's population pyramid indicates . . .

References

US Census Bureau. 2016. "Population Pyramid Graph: Equatorial Guinea." Internet. Available from <https://www.census.gov/population/international/data/idb/region.php?N=%20Results%20&T=12&A=separate&RT=0&Y=2016&R=-1&C=EK>; accessed 23 January 2016.

US Census Bureau. 2016. "Population Pyramid Graph: Lebanon." Internet. Available from <https://www.census.gov/population/international/data/idb/region.php?N=%20Results%20&T=12&A=separate&RT=0&Y=2016&R=-1&C=LE>; accessed 23 January 2016.

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—the important thing is to have two dates at least 10 years apart!) and 2015, Adolescent Fertility Rates 2010-14, and Percent Births Attended by Skilled Staff, 2005-2012, by country

Country	TFR 1995	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 shown in Table 1 (above) 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 shown in Table 1 (above) 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.

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

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

Data Sources for Population Studies (and your homework)

US Census Bureau International Data: for most data, including population pyramids

<http://www.census.gov/population/international/data/idb/informationGateway.php>

- A. Select report type
- B. Select year(s)
- C. Select Aggregation Options
- D. Select Country (ies)
- E. Click "Submit"
- F. Print or copy down information as well as reference for use in your homework assignments

Note that not every country has data for every year. You may need to switch years. If you switch years for one country, please switch for both. For example, Laos doesn't have data for 1980, but it does have it for 1995, so use 1995 and 2015 data. The important thing for data for two points in time is to have at least 15 or 20 years between the data points, e.g. 1995 and 2015 are 20 years apart.

World Bank A: various data, including health expenditure per capita, PPP, improved sanitation facilities, and improved water source

<http://data.worldbank.org/>

- A. Select "Data" from menu across the top
- B. Select "By Topic"
- C. Select "Health"
- D. Select "Health Stats"
- E. Select "Explore HNP Data Dashboard"
- F. Click box "By Country"
- G. Choose Country & Year using pull-down menus

World Bank B: various data, including Adolescent Fertility Rate and Births Attended by Skilled Health Staff

<http://data.worldbank.org/>

- A. Select "Data" from menu across the top
- B. Select "Indicators"
- C. Go down to Gender section and choose specific indicator (e.g. Adolescent Fertility Rate)
- D. Look at table to find countries and use red triangle on time line to change dates if needed

UN High Commission for Refugees: data on refugee situation

<http://www.unhcr.org/cgi-bin/texis/vtx/page?page=49e486eb6&submit=GO>

Use search box & look up your countries.

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

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