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, the threat of climate change, 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, one 2020 Census poster, 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 and critique 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, 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 and will subtract 5 points from your in-class activities and homework score.

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 (15%)
I expect students to attend each class prepared for discussion and active listening. I expect students to be on time and stay for the entire class. If you are habitually absent or tardy, or if you leave class early, 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, extra credit, 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. 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.

Census Poster (10%)
Please design a legal sized color poster to try to convince people in Missoula to fill out the 2020 Census. You may target a specific group or groups (e.g. college students, homeless people, the elderly, parents, etc.). You don’t need to cover every single reason why the person should complete the census, just relevant or exciting reasons. Make the poster colorful, catchy, with a catchy title, gimmick, and/or photo(s) to draw people in. Print out your legal size poster in color. On the back of the poster, write your name and the place(s) you think would be relevant to post it. Once your poster has been graded, you will actually go to the place proposed, obtain
permission (if needed), and post the poster. You can receive **3 points extra credit** for showing a couple of photos of the poster posted where you said you’d post it. The poster is due at the *beginning of class* on the date listed in the syllabus. Late posters will be accepted within 1 week of the due date listed in the syllabus; however, if you turn in your assignment later than the class period in which it was due, your grade will be lowered one letter grade from what you would otherwise have received. In other words, a poster that would originally have received an “A” will receive a “B.”

**Exams (75%)**

During the course, three 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.

**Distribution of Course Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Exams</td>
<td>75</td>
</tr>
<tr>
<td>Census 2020 Poster</td>
<td>10</td>
</tr>
<tr>
<td>Homework, quizzes, participation, attendance, in-class activities</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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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, Dr. Sobie 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 one of us at a different time by appointment.

**Extra Credit**

From time to time, extra credit opportunities may appear. See last page of the syllabus for several GPH lecture series extra credit opportunities. Attend and type up a 1 ½ - 2 page paper paper about the film or lecture. The paper should include (a) a summary of the presenter’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 1/13/20:** Introduction to Course; Thinking Demographically  
*In-class assignment:* Complete student bio form & turn in at the end of class

**Wednesday 1/15/20:** Population Data Sources Census 2020; On-line Population Data Sources  

**Friday 1/17/20:** Country Assignments; Citations & Reference Lists Workshop  
*Reading assignment:* Reread pp. 9-10 on citations and references lists in the syllabus  
*In-class assignment:* Complete citation and reference list worksheet with a fellow student

**Monday 1/20/20:** No class – Martin Luther King Holiday

**Wednesday 1/22/20:** Census 2020 & Online Population Data Sources  
*Citation & Reference List Quiz*

**Friday 1/24/20:** Fertility Measurement & Proximate Determinants of Fertility, Part 1  

**Monday 1/27/20:** Proximate Determinants of Fertility, Part 2 and High Fertility, Part 1  
*Homework due:* HW #1 (see list of homework assignments, below, for details on this & all homework assignments)

**Wednesday 1/29/20:** High Fertility Part 2: Film Clip and Discussion  
*Film:* Desired Number (excerpt from Women’s Lives and Choices) (TS/ML, VT 09858)

**Friday 1/31/20:** High Fertility Part 2: Men and Family Planning  

**Monday 2/3/20:** The Problem of Low Fertility  
*Film:* excerpt from *World in the Balance* (ML, DVD 00837)
Wednesday 2/5/20: Mortality Measures and Issues

Friday 2/7/20: Mortality Issues in the U.S. & Discussion
Homework due: HW #2

Monday 2/10/20: The Global Pandemic: HIV/AIDs

Wednesday 2/12/20: Issues in Gender and Mortality
Films: (1) No Woman Should Die During Birth: Maternal Mortality in Sierra Leone (Available at https://www.youtube.com/watch?v=oHjwc4a57Vo ) (17:12 min.)
(2) India: Dowry Deaths (https://www.youtube.com/watch?v=qQJ3fzsbbcM) (8:51 min.)

Friday 2/14/20: Exam 1

Monday 2/17/20: No Class – President’s Day

Wednesday 2/19/20: Census Poster Working Day (Students work on own; Teresa in hospital)

Friday 2/21/20: Population Pyramids, Dependency Ratios, and Sex Ratios
In-class assignment: Work with a partner to interpret population pyramids & population data provided

Short film: Seven Billion (available at http://www.youtube.com/watch?v=sc4HxPxNrz0&feature=related) (2:57 min.)
Homework due: HW #3
Wednesday 2/26/20: The Demographic Transition and Critiques


Friday 2/28/20: The Population Bomb


Monday 3/2/20: Population Growth and the Environment, Part 1

Assignment Due: HW #4


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

Friday 3/6/20: Population Growth Reconsidered

Film: Overpopulated (available at https://www.youtube.com/watch?v=-UbmG8gtBPM) (59:14 min.)

Monday 3/9/20: An Introduction to Migration

Homework due: Census Poster

Wednesday 3/11/20: Migration Theories, Part 1

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

Friday 3/13/20: Migration Realities


Monday 3/16/20 - Friday 3/20/20: SPRING BREAK – NO CLASSES!

Monday 3/23/20: Migration Theories, Part 2

Reading assignment: none (but re-read the one assigned for 3/11)
Wednesday 3/25/20: The Current World Refugee Crisis

Friday 3/27/20: Exam 2 (covers materials 2/7-3/13 only)

Monday 3/30/20: Climate Change Displacement, Part 1
Film: Sun Come Up (DVD 06089, ML, 38 min.)

Wednesday 4/1/20: Climate Change Displacement, Part 2
Film: Meeting America’s First Climate Change Refugees (https://www.youtube.com/watch?v=1Qla_76xX8Y, 25:11 min.)
Homework due: HW #5

Friday 4/3/20: An Introduction to Human Trafficking
Short film: Thailand’s Seafood Slaves (https://www.youtube.com/watch?v=bo35uvxPXPw) (13:38 min.)

Monday 4/6/20: Human Trafficking in the US

Wednesday 4/8/20: Overview of Population Policies; History of World Population Conferences

Friday 4/10/20: The US and Immigration Policies
**Monday 4/13/20: The History of Gender and Coercion in Population Control, Part 1 -- Missing Women**


Film: Mitu’s Story (available at [https://www.aljazeera.com/programmes/witness/2013/09/20139912536503360.html](https://www.aljazeera.com/programmes/witness/2013/09/20139912536503360.html)) (24:46 min.)

**Wednesday 4/15/20: Gender, Coercion, and Population Control, Part 2 – Birth Control**


Homework due: HW #6

Film: Skin Deep (available at [https://www.youtube.com/watch?v=5HEIKzlDfsk](https://www.youtube.com/watch?v=5HEIKzlDfsk)) (15 min.)

**Friday 4/17/20: Critiquing Fertility Control Policies, Part 1 – Pro-fertility Cases from Europe**


**Monday 4/20/20: Critiquing Fertility Control Policies, Part 2 - Singapore**


**Wednesday 4/22/20: Critiquing Fertility Control Policies, Part 3 - USA**


**Friday 4/24/20: The Evolution of China’s Fertility Policies, Part 1**


Film: China’s Only Child (TS)

**Wednesday 4/29/20: The Evolution of China’s Fertility Policies, Part 3 and & Discussion**


Short Film: In China: One Child or Two? Available at [https://www.nytimes.com/2015/10/30/world/asia/china-end-one-child-policy.html?_r=0](https://www.nytimes.com/2015/10/30/world/asia/china-end-one-child-policy.html?_r=0) (1:18 min.)

**Friday 5/1/20: Course Wrap Up & Evaluations**

**Tuesday 5/6/20: Final Exam 10:10-1210 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:

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)

Book, Two or Three Authors
PR: (Lynd and Lynd 1929, 67)

Book, More than Three Authors
PR: (Greenberger and others 1974, 50)

Chapter in a Book Edited By Another Person
PR: (Taylor 2006, 505)

Article in an Academic Journal
PR: (Jackson 1979, 180)

Article in a Magazine or Newspaper
PR: (Weber 1985, 42)

On-Line Documents (Websites)
PR: (Baker and Hunstead 1995)

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)

Lectures or Guest Speakers
PR: (Sobieszczyk 2012)

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 2020**

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.

**HW#1 Due Mon. 1/27/20 (See sample below)**

1. Look up the TFRs for each of your two countries for 1995 and 2019 (US Census) and the most recent adolescent fertility rate available (World Bank), and percent births attended by skilled staff (World Bank). Make a table of your data. Don’t forget to add citations. (see sample table below)
2. 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.
3. Add an alphabetized reference list in the format shown above & practiced in class.

Table 1. Fertility Data, Selected Dates, by Country

<table>
<thead>
<tr>
<th>Country</th>
<th>TFR 1995</th>
<th>TFR 2019</th>
<th>Adolescent Fertility Rate 2016</th>
<th>% Births Attended by Skilled Staff 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country A (list your country)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country B (list your country)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source(s): __________________________________ (Here list the source and year of each data point & delineate each with one or more stars as needed – see example below)

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.)

*****************************************************************************

**Homework #1 (Sample)**

Table 1. Total Fertility Rates, 1995 and 201, Adolescent Fertility Rates 2017, and Percent Births Attended by Skilled Staff, 2016, by country

<table>
<thead>
<tr>
<th>Country</th>
<th>TFR 1995</th>
<th>TFR 2019</th>
<th>Adolescent Fertility Rate 2016</th>
<th>% Births Attended by Skilled Staff 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand</td>
<td>2.0*</td>
<td>1.5*</td>
<td>45***</td>
<td>99%****</td>
</tr>
<tr>
<td>Singapore</td>
<td>1.3**</td>
<td>0.9**</td>
<td>4***</td>
<td>100%****</td>
</tr>
</tbody>
</table>

Sources:  
*US Census Bureau 2020a  
**US Census Bureau 2020b  
***World Bank 2020a  
****World Bank 2020b

The data on Thailand indicates that fertility is very low and declining over time. Thailand’s TFR was below replacement in both 1995 and 2018. 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 around 43 percent (World Bank 2020).

The data on Singapore indicates that . . .

References


HW#2 Due Fri. 2/7/20

1. First, look up the IMR, MMR, and overall life expectancy at birth for each of your two countries for 1995 and 2019 (or years close to these if these exact years are unavailable). (US Census). Then, for a recent year (e.g. 2016 -- 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.

HW#3 Due Mon. 2/24/20

1. On the US Census Bureau website, look up the 2019 (or other very recent) population pyramid for each of your two countries and print out each pyramid. Be sure to write down the source on each print out. Attach these to your homework assignment.
2. Write a short paragraph for each country, analyzing each population pyramid for the following issues:
   a. Sex ratio (note any sex imbalances)
   b. Age structure (note the largest and smallest age groups, any unusual things)
   c. Whether the population appears to be growing, stationary, or shrinking
   d. Include an alphabetized reference list
**HW#4 Due Mon. 3/2/20**
1. Look up the 2019 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 an alphabetized reference list.

**HW#5 Due Wed. 4/1/20**
1. Look up the 2019 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 asylum seekers or refugees? Why? Discuss briefly. (You will have to search for this information on line – try the UNHCR or IMR)
5. Add an alphabetized reference list

**HW#6 Due Wed. 4/15/20**
1. Based on your understanding of the article by Newman and Feldman-Jacobs (2015, 2), explain what is meant by each of the four elements of “the right to health.”
2. Again, based on Newman and Feldman-Jacobs (2015), discuss the three most important barriers to family planning services.
3. Be sure to add a reference list at the end.
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!