

SOCIOLOGY 335: POPULATION & SOCIETY

Spring 2020
MWF 12-12:50 LA 302

Professor: Dr. Teresa Sobieszczyk (Dr. Sobie)

Office Hours: M 1:15-3 and Th 3-4 and by appointment

Office: SS 303

Mailbox: SS 339

Telephone: (406) 243-4868

Email: teresa.sobieszczyk@umontana.edu

Preceptor: Ms. Erin Fitzgerald

Office Hours: M & W 11-12 and by appointment

Office: SS 326

Email: erin.fitzpatrick@umconnect.umt.edu

Teaching Assistant: Ms. Sierra Streuli

Office Hours: W 1-2 and F 1:30-2:30 and by appointment

Office: SS 312

Email: sierra.streuli@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, 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

3 Exams	75
Census 2020 Poster	10
Homework, quizzes, participation, attendance, 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, 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 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

Reading assignment: (1) Weeks, John R. 2012. "Demographic Data." In *Population: An Introduction to Concepts and Issues*, 11th ed., pp. 109-144. Belmont, CA: Wadsworth.

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

Reading assignment: (1) Badger, Emily. 2018. "Extra Doorbells, Satellite Dishes: How Cities Search for People the Census Might Miss." *New York Times*, 22 February.

(2) "Montana is Counting on 2020 Census." 2020. *Missoulian* (5 Jan.).

Citation & Reference List Quiz

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

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.

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

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)

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

Reading assignment: Onyango, Monica A., Sam Owoko, and Monica Oguttu. 2010. "Factors that Influence Male Involvement in Sexual and Reproductive Health in Western Kenya: A Qualitative Study." *African Journal of Reproductive Health* 14 (4): 32-42.

Monday 2/3/20: 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) Miller, Claire Cain. 2018. "Americans Are Having Fewer Babies. They Told Us Why." *New York Times*, 5 July.

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

Wednesday 2/5/20: 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 2/7/20: Mortality Issues in the U.S. & Discussion

Reading assignment: (1) Tavernise, Sabrina. 2015. "Life Span Shrinks for Least-Educated Whites in the U.S." *New York Times*, 20 Sept.
(2) Katz, Josh and Margot Sanger-Katz. 2018. "'The Numbers Are So Staggering.' Overdose Deaths Set a Record Last Year." *New York Times*, 29 November.
(3) Williams, Sarah C.P. 2013. "Gone Too Soon: What's Behind the High U.S. Infant Mortality Rate." *Stanford Medicine* (Fall).
Homework due: **HW #2**

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

Reading assignment: (1) Avert. (2018) "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.

Wednesday 2/12/20: Issues in Gender and Mortality

Reading assignment: (1) WHO, 2018. *Maternal Mortality Fact Sheet*. Available at <http://www.who.int/mediacentre/factsheets/fs348/en/#> Accessed 8 January 2018.
(2) Williams, Carol J. 2013. "India 'Dowry Deaths' Still Rising Despite Modernization." *Los Angeles Times*, 5 Sept.
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

Reading assignment: Trovato, Frank. 2012. "Age-Sex Composition," "Basic Demographic Measures: Age Pyramids. . .," and "Basic Demographic Measures: Population Doubling Time." In *Population and Society: Essential Readings*, 91-97, 113-115, and 88-89. Don Mills, Canada: Oxford University Press.
In-class assignment: Work with a partner to interpret population pyramids & population data provided

Monday 2/24/20: Population Growth: Estimating & Historical Approaches

Reading assignment: (1) Trovato, Frank. 2012. "World Population: Past, Present, and Future." In *Population and Society: Essential Readings*, 53-62. Don Mills, Canada: Oxford University Press.
(2) Lam, David. 2017. "The World's Next 4 Billion Will Differ from the Previous 4 Billion." IUSSP Online Journal, available at <http://www.niussp.org/article/the-worlds-next-4-billion-people-will-differ-from-the-previous-4-billion/>; accessed 9 January 2020.
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

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.

Friday 2/28/20: The Population Bomb

Reading assignment: 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 <https://www.nytimes.com/video/us/100000003712862/the-population-bomb.html>) (12:56 min.)

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

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

Assignment Due: **HW #4**

Wednesday 3/4/20: Population Growth and the Environment, Part 2

Reading assignment: Albert, Eleanor and Beina Xu. 2016. "China's Environmental Crisis." Council on Foreign Relations website, available at <https://www.cfr.org/backgrounder/chinas-environmental-crisis>; accessed 5 Jan. 2020.

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

Friday 3/6/20: Population Growth Reconsidered

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

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

Monday 3/9/20: 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.

Homework due: **Census Poster**

Wednesday 3/11/20: 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.

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

Friday 3/13/20: Migration Realities

Reading assignment: (1) Greenstone, Michael and Adam Looney. 2010. *Ten Economic Facts about Immigration*. Washington, D.C.: Brookings Institution and the Hamilton Project.

(2) Bowe, John. 2012. "Bound for America." In *Globalization: The Transformation of Social Worlds*, 3rd ed., ed. D. Stanley Eitzen and Maxine Baca Zinn, 59-67. Belmont, CA: Wadsworth.

Film: *Seeking Asylum: An Immigrant's Journey to America* <https://www.cbsnews.com/news/seeking-asylum-an-immigrants-journey-to-america-cbsn-originals/> (24 min.)

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

Reading assignment: Chirico, Joan. 2019. "Global Flows of Refugees." In *Global Problems, Global Solutions: Prospects for a Better World*, 330-367. Los Angeles: Sage.

Short Film: *Breaking Down the Migrant Crisis in Europe* <https://www.cbsnews.com/video/breaking-down-the-migrant-crisis-in-europe/> (8:45)

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

Monday 3/30/20: Climate Change Displacement, Part 1

Reading assignment: Roy, Eleanor Ainge. 2019. "One Day We'll Disappear: Tuvalu's Sinking Islands." *The Guardian*. 16 May. Available at <https://www.theguardian.com/global-development/2019/may/16/one-day-disappear-tuvalu-sinking-islands-rising-seas-climate-change>, Accessed 7 January 2020.

Film: *Sun Come Up* (DVD 06089, ML, 38 min.)

Wednesday 4/1/20: Climate Change Displacement, Part 2

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: *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

Reading assignment: Chirico, Joan. 2019. "When Life Becomes a Commodity: Human and Wildlife Trafficking." In *Global Problems, Global Solutions: Prospects for a Better World*, 235-263. Los Angeles: Sage. (**Note: Only read through p. 257 unless you are interested in wildlife 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

Film: Frontline. 2018. *Trafficked in America*. Available online at <https://www.pbs.org/video/trafficked-in-america-pppgmt/> Accessed 21 August 2018. (55 min.)

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

Friday 4/10/20: The US and Immigration Policies

Reading assignment: Krogstad, Jens Manuel and Ana Gonzalez-Barrera. 2019. *Key Facts about U.S. Immigration Policies and Proposed Changes*. Available at <https://www.pewresearch.org/fact-tank/2019/05/17/key-facts-about-u-s-immigration-policies-and-proposed-changes/>. Accessed 6 Jan. 2020.

Short film: The Atlantic. 2018. *How Trump's Family Separation Traumatized Children*. Available at <https://www.theatlantic.com/video/index/569572/family-separation/>; accessed 8 January 2020. (17:17 min.)

Monday 4/13/20: The History of Gender and Coercion in Population Control , Part 1 -- Missing Women

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: *Mitu's Story* (available at

<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

Reading assignment: 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 #6**

Film: *Skin Deep* (available at <https://www.youtube.com/watch?v=5HEIKzld1sk>) (15 min.)

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

Reading assignment: (1) Silver, Katie. 2014. "Romania's Lost Generation: Inside the Iron Curtain's Orphanages." Available at <https://www.abc.net.au/radionational/programs/allinthemind/inside-the-iron-curtain%E2%80%99s-orphanages/5543388>; accessed 7 Jan. 2020.

(2) "France's Baby Boom Secret: Get Women into Work and Ditch Rigid Family Norms." 2015. *The Guardian* (21 March).

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

Reading assignment: 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.

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

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

Friday 4/24/20: 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.

Monday 4/27/20: The Evolution of China's Fertility Policies, Part 2

Film: *China's Only Child (TS)*

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

Reading assignment: Buckley, Chris. 2015. "China Ends One-Child Policy, Allowing Families Two Children." *New York Times*, 29 Oct.

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 (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:

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 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

Country	TFR 1995	TFR 2019	Adolescent Fertility Rate 2016	% Births Attended by Skilled Staff 2018
Country A (list your country)				
Country B (list your country)				

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

Country	TFR 1995	TFR 2019	Adolescent Fertility Rate 2017	% Births Attended by Skilled Staff, 2016
Thailand	2.0*	1.5*	45***	99%****
Singapore	1.3**	0.9**	4***	100%****

- 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

US Census Bureau. 2020a. "Demographic Overview--Singapore." Internet. Available from <https://www.census.gov/data-tools/demo/idb/region.php?T=13&RT=0&A=both&Y=2019&C=SN&R=>; accessed 12 January 2020.

US Census Bureau. 2020b. "Demographic Overview--Thailand." Internet. Available from <https://www.census.gov/data-tools/demo/idb/region.php?T=13&RT=0&A=both&Y=2019&C=TH&R=>; accessed 12 January 2020.

World Bank. 2020a. "Adolescent Fertility Rate." Internet. Available from <https://data.worldbank.org/indicator/SP.ADO.TFRT>; accessed 12 January 2020.

World Bank. 2020b. "Percent Births Attended by Skilled Staff." Internet. Available from <https://data.worldbank.org/indicator/SH.STA.BRTC.ZS>; accessed 12 January 2020.

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.
4. Conclude with an alphabetized reference list.

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!