
**SOC 312: Population and Society,
Spring 2008
TT 1:00 - 2:15 AM, Room: Fraser 108**

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| Instructor: | Meredith A. Kleykamp, Fraser 707, Phone: 864-9426, kleykamp@ku.edu |
| Office Hours: | Kleykamp Wed 10-12, or by appointment |
| Textbook: | “Population, An Introduction to Concepts and Issues” 10th ed., by John Weeks Numerous additional readings will be available on the course Blackboard site for download and printing. |
| Other requirements: | Calculator Access to computer for homeworks Regular access and use of Blackboard a functioning KU email account |

Course Overview:

“Demography is destiny”

Demography is the study of human populations. The demographic characteristics of a population, including its growth, decline, fertility, mortality and age and sex structure, fundamentally influence and are influenced by its other social and cultural characteristics. We will focus on the interaction between demographic behavior, population composition and social change in this course. Population size, composition and change affect how governments, families and individuals divide scarce resources, and shape the politics and economic vitality of nations. Demographic change affects the choices you make about whether and when to marry, have children, where to live, when to retire and more. Major social concerns such as AIDS in Africa, the “graying” of America, migration, and environmental degradation are all intimately related to the study of human populations. We can also consider a demographic perspective on other controversial issues such as gay marriage and adoption, reinstatement of a military draft, the building of a fence along the U.S.-Mexico border, genetic engineering, globalization and many others.

During this course we will focus on the social, political and economic determinants of fertility, health, mortality and migration and the effects of population size, composition and structure on economic and social conditions.

Course Goals:

The objectives of the course are:

- to define, generate and interpret standard demographic measures of population size and structure, fertility and mortality.
- to analyze the social underpinnings of demographic change.
- to explain and predict how demographic trends influence the social organization and social structures in a given place and time.

Important Dates:

Last day to drop: Thursday, Feb. 7. Last day to withdraw with a “wp” (if you are passing the class at the time) or “wf”: Thursday, Apr. 17. Last day to elect credit/no credit (MAJOR courses CANNOT be taken C/NC): Friday, Feb. 28. Scheduled course exams: Exam 1: March 11, Exam 2: May 1, Final project due: Thursday, May 8. A full course calendar can be accessed from Blackboard (I use a Google calendar posted on my webpage).

Grade Policy:

Grading reflects your grasp of the material. Grades are not settled by diplomacy or negotiation.

I use a standard grading scheme:

| Grade | Percent |
|-------|------------------|
| A | 360+ points |
| B | 320-359.9 points |
| C | 280-319.9 points |
| D | 240-279.9 points |
| F | Below 240 points |

Failure to perform passing work in any single area will likely compromise your final course grade. Final grades will be based on the following:

| Assignment | Point value |
|--|-------------|
| Participation (online and in-class) and homework/quizzes | 100 |
| Exam 1 | 100 |
| Exam 2 | 100 |
| Final Project | 100 |

Attendance: Attendance is a necessary but not sufficient condition for passing this course. It is factored into your grade in two ways: if you miss more than 50% of the non-exam class meetings (in this case 13) you will AUTOMATICALLY FAIL the course. I also use attendance to make decisions on borderline grades; I will round up 2 percentage points if you miss only one class, I will round up 1 percentage point if you miss 2-3 classes. I will not round up at all if you miss more than 3 classes (i.e. a 59.87 will be an F).

Grade Appeals: If you feel I have made an error in grading your work, you must submit a written appeal, documenting the purported error, and explaining how I was incorrect within a week of when you received the grade.

Accommodations:

The staff of Disability Resources, 22 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes, please contact SSD as soon as possible. I will need to receive a letter from SSD to accommodate any disability. Please also see me privately in regard to this course so we can discuss accommodations necessary to ensure full participation in this course and your college experience.

If any class-related activity, including exams, conflict with religious observances of a generally recognized nature that you are under obligation to participate in, you may complete the activity at an alternate time that is mutually agreed upon. In such cases you MUST contact me at least 2 weeks in advance to arrange for an alternate date. Students are expected to complete any work assigned for any class missed due to religious holiday.

Course Outline: Exam dates are inflexible, though I reserve the right to adjust the schedule as needed. A more detailed course schedule will be available on the Bb site.

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| Intro (Ch. 1) | 1.5 days |
| Global Population Trends (Ch. 2) | approx 1.5 days |
| Demographic Perspective (Ch. 3) | approx 2 days |
| Demographic Data (Ch. 4) | approx 2 days |
| Mortality (Ch. 5) | approx 3 days |
| Fertility (Ch. 6) | approx 3 days |
| Movie and discussion | 2 days |
| First Exam | 1 day (March 11) |
| Project day | 1 day |
| Migration (Ch. 7) | approx 2 days |
| Age transition (Ch.8) | approx 2.5 days |
| Urbanization (Ch. 9) | approx 1.5 days |
| Family\households (Ch. 10) | approx 2 days |
| Environment (Ch. 11) | approx 2 days |
| Population policy (Ch. 12) | approx 1 day |
| Second Exam | 1 day (May 1) |
| Final project | 1 day (May 8, in-class) |

Class Norms and Expectations :

You are expected to attend all lectures and complete all assigned readings. You will be tested on material presented in class, in the textbook, in handouts (including the syllabus) or in assigned additional readings. Expect to spend a considerable amount of time outside of class to do the readings and complete the homework or assignments. And expect that if you begin homework the night before it may take you several hours.

If you are having difficulty in this course, seek help before it is too late. I am happy to answer questions, clarify points, and help you find additional resources. In this course you **MUST** attend class regularly and you must have read and processed material from the text **BEFORE** lecture or discussion to be successful. Lecture time presumes basic familiarity with the assigned materials.

Please turn all electronic communication devices **OFF** before class. No cell phone use of any kind is allowed during class. If you bring and use a laptop it should not be used for anything but this class. Quizzes and exams will begin promptly at the start of class. Make-up quizzes and exams will only be offered for official excused absences (yes you need the doctor's note, the funeral home announcement or any other form documenting your official absenc.)

Participation: Participation will come from your level of participation in class discussions—asking and responding to questions in class— and from your online participation on Blackboard. How does the online participation work? There will be 4 groups. I'll create a group blog for each group on Blackboard. Each week (beginning week of Feb 18), one group will be “posters”, 2 groups will be “commenters” and one group is “off”. There are 8 weeks where blogging is expected, implying each of you will have to blog two times, comment four times and be off two times.

Each member of the posters group will have to create a blog entry in your group blog that connects the ideas of that week's readings to something happening in the world (like find a news story that relates to the week's material as an example and discuss how our class material relates or informs the story), and they should raise at least one possible discussion question stemming from the readings. Think of these entries like a response paper. They should probably be at least 3-4 paragraphs, but like all blogs they can be a little more casually written, and more reflexive. Each member of the commenters group must post a comment on at least 2 blog entries responding to the ideas—do you agree or disagree and why (briefly), can you point to some interesting, related story or information out there. The group off for the week should read the postings in preparation for class, but doesn't have to respond (although they may if interested). Group responsibilities are listed on the course schedule, and I will assign groups after the initial churning of enrollment and dropping in the first weeks is over. **All** students are expected to review the blogs and come prepared to discuss further in-class (NOTE: I can see under the hood of Blackboard how many unique individuals view these things). Your participation grade comes from both these online postings and comments (doing them when assigned and the level of intellectual engagement with the material expressed in them) and from your participation in class discussion.

Blog postings should be completed by 6pm the evening before the week's discussion (usually discussions on Thursday, but a few Tuesdays are scheduled), commenters should post their comments by NOON the day of the discussion class. Each blog posting is worth up to 15 points. You can earn up to 6 points (3 each) each week of commenting. Thus, you can earn up to 54 points from online participation. The rest of the participation/HW points come from a few assignments and an overall evaluation of your in-class participation.

There will also be a few short homework assignments especially early on in the course, that help you learn the techniques demographers use (and they get you working on your final project early). They will be due promptly at the beginning of class. I do not accept late homeworks. Sloppy or incomplete homeworks will receive failing grades.

Exams: In-class exams will be closed book, and will usually combine some form of multiple choice, short answer, true-false and/or, problem-solving with a longer essay. Exams cover all materials discussed in class, and all readings, even if they were not specifically discussed in class. Note that I do not hold review sessions but have created a WIKI for the course where you all can collectively develop a study guide for the course. I'll look over your shoulder here and indicate any possible errors etc... This is totally voluntary, but if you regularly contribute correct information on the study guide (again, I can monitor contributions from under the hood in Blackboard) over the course of the semester (no last ditch efforts on the last 2 chapters), you can earn up to 10 extra course points, which means you can raise your final course grade by grade 2.5 % points.

Final Project: See the separate document on the course final project.

Extra credit: There may be occasional opportunities for extra credit points on the exams and in class as I see fit (besides the WIKI study guides), but I won't entertain proposals from individual students on extra credit opportunities (i.e. don't ask me how you can dig yourself out of a poor grade at the end of the semester.)

Communication with Instructor:

Office hours are times when I am guaranteed to be available (barring an emergency). If you have a scheduling conflict during my office hours I can meet with you at another time by appointment. Please know that I have other non-teaching obligations to the Sociology department and KU and am not always available at your convenience.

I presume we are all members of the electronic age. I use Blackboard and a course distribution list as primary means of disseminating course information. Both rely on your official KU email account, thus you should check it regularly and ensure it is functioning. I will not re-send materials out to non-KU individual student email accounts. Please use your KU account to communicate with me. I prefer emails over phone calls. If something regarding this course is decided over the phone or in-person, send me an email so that I can confirm the details with you. **I cannot guarantee that I will receive or respond to e-mails outside of regular business hours.**

I strive to communicate with students in a professional and respectful manner, and expect the same in return. Please see the Center for Teaching Excellence's "Keys to Civility" pamphlet for guidance. <http://www.vpss.ku.edu/pdf/Civility%20Brochure.Fall106.pdf>

Additional Remarks:

Cheating of any kind will not be tolerated and may result in severe academic sanctions (determined by an academic misconduct panel of KU faculty members). Rude or inconsiderate behavior in class is not acceptable and I will ask any student whose behavior negatively affects the learning environment to leave the class. On the other hand, asking and responding to questions in class is vital and shows your engagement and understanding of course material. I look forward to a lively and engaging semester!