

SOCI 234 Population and Society
Fall 2015
Wednesday and Friday 2:35-3:55pm (14:35-15:55)
ENGMC 304

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Office:
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Office hours:
Tuesdays 2:30-4pm
Or by appointment

Teaching Assistants (TA): Location for TA office hours will be posted on myCourses
Marianne Paul: marianne.paul2@mail.mcgill.ca
Office hours: Wednesdays 1:15-2:15pm.

Yvonne Chang: yvonne.chang@mail.mcgill.ca
Office hours: Mondays 3:30-4:30pm

Course description:

This course provides an introduction to the field of social demography in a global perspective. We will focus on the causes and consequences of population change through the major population processes of mortality, fertility, and migration. The course will be a combination of lecture, multi-media presentations, discussions, and in-class activities.

Some basic math skills (adding, subtracting, division, multiplication, exponentiation, etc) are necessary to be successful in this course.

Course website:

We will make use of the course website through myCourses. Readings not in the text book may be posted there and I will use the email feature for most email communications.

The “Discussion” section of the myCourses page for this class will be available throughout the course. You can post questions here regarding the material, links to interesting and related articles or video clips, or thoughts you may have had on the material. The TA and I will monitor this page—we will answer any questions but I encourage you to help answer questions your peers pose. Any abuse of the page will result in being reported to the appropriate authority.

Required text:

Trovato, Frank. *Canada's Population in a Global Context: An Introduction to Social Demography*. Oxford: Oxford Press. 2nd Edition. Available for purchase at the McGill Bookstore.

Referred to as Trovato in course outline below.

The book is expensive if you buy it new from the bookstore. If you sell it back to at the end of the semester you can receive some of that back. You can also buy the e-book from the publisher for much less.

We will read the entire book and exams will cover that material (as well as lecture material) so it is crucial that you purchase the book to be successful in this class.

I do not recommend purchasing older editions of the book. The material will be outdated and you may be missing information that was added to the new edition and may be on the exams.

You may want to download *Population Handbook* from the Population Reference Bureau to use as an additional reference. This is available on myCourses or at <http://www.prb.org/Publications/Reports/2011/prb-population-handbook-2011.aspx>

Additional journal articles are listed in the reference list at the end of the syllabus. If they cannot be found electronically through the library they will be made available either through the myCourses website or as an email attachment. If you do not know how to find academic journal articles through the library you can come to office hours or ask a librarian for help.

You will need a calculator for this class. Most, if not all, the calculations will only require a basic calculator, like the one probably on your phone. You can use this for the homework. You will not need a calculator for the exams.

You will need paper and a writing utensil to take notes in every class. Laptops are not allowed (see policy below).

Course requirements: The course requirements are non-negotiable. If you know you cannot meet them, do not take this course.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

1. Two tests (2x18%=36%). Tests will cover basic concepts and demographic methods taught in the lectures and in the readings. Tests are not specifically cumulative, but to the degree that the concepts in the course build on one another the material presented in the first part of the semester may be included on the second test. Additionally, films presented in one point in the semester may be referred to in test questions later on in the semester. Tests will be a combination of multiple choice, true-false, and short answer. There may be essay questions. The tests may include equations. You will not have to do the math, but you will have to know the correct formula, how to use it, and how to interpret it.
 - Test 1 will cover all material presented up until the test date (Wednesday, October 7). This includes the introductory section on demography as a field, demographic theories, demographic data, and age and sex structures.
 - Test 2 will cover all material presented since Test 1: nuptiality, fertility, mortality, and aging. This may include issues topics initially introduced in the first section such

as appropriate demographic data for measuring mortality and application of demographic theories to fertility.

2. Final exam (30%) will cover all material presented in the class and will be held during the final exam period. There will be more questions specific to the final section of the course covering migration, population and the environment, and policy responses. But, all material is fair game. The exam will be a combination of multiple choice, true-false, and short answer. There may be essay questions. The exam may include equations as with the in-class tests.
3. Homework assignments (3x8%=24%). There will be three homework assignments posted on myCourses. The assignments will cover the specific measures and equations demographers use to understand population growth, fertility, and mortality. You can help each other complete the assignment but each student must submit their own homework assignment. All homework assignments are due in hardcopy at the start of the lecture for which they are due (see course outline below). If you cannot attend lecture that day it is your responsibility to ensure I receive a hardcopy before the start of lecture. See the policies regarding late assignments and submitting assignments outside of lecture below.
4. Class participation (10%). Students are expected to have read all readings before each class period and be prepared to discuss them in depth. There are several components to determining your class participation grade:
 - Participation in class discussions. Actively participating in class discussions, either by asking questions, making relevant comments, or helping to answer others' questions are all important contributions you should make.
 - In-class exercises. There will be worksheets, exercises, or activities done in class. These will need to be completed at the time and will be graded. Doing the readings before each class and actively participating in class is all the preparation you need to do these assignments well. If you do not complete these you will not receive the full amount for class participation for that day.
 - Discussion forum. The discussion feature of the myCourses website is open and I encourage you to use it. Posting questions you have on the readings, links to relevant material, or discussion questions are all excellent uses of the forum. The TAs and I may post questions here throughout the semester, in particular this may occur if we run out of time discussing a topic or film in class. The forum can be a helpful way to study for the tests and final exam and/or to engage further with the material. There is no mandatory requirement for participating in discussions, but your active, thoughtful participation will positively contribute to your class participation grade.

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.” (approved by Senate on 21 January 2009 – see also the section in this document on Assignments and evaluation.)

- *«Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue).»*

Conferences: There are no conferences for this class

Grading:

Tests 1-2 (x18%)	36%	A	85-100%
HW 1-3 (3x8%)	24%	A-	80-84%
Final exam	30%	B+	75-79%
Class participation	10%	B	70-74%
	<hr/> 100%	B-	65-69%
		C+	60-64%
		C	55-59%
		D	50-54%
		F	0-49%

Make-up policy:

Note: The tests and final exam cannot be made up. They are scheduled for the regular class time and you are therefore expected to be there. If you know you will miss a test do not take this course. Also, according to Senate regulations, instructors are not permitted to make special arrangements for final exams. Please consult the Calendar, section 4.7.2.1., General University Information and Regulations at www.mcgill.ca.

Submitting assignments:

All homework assignments are due in hard copy at the start of the lecture. If you cannot attend lecture that day it is your responsibility to ensure I receive a hard copy on time. Do not ever simply put your assignment under my office door. Cleaning staff may throw them away. Possible ways to turn assignments in outside of scheduled lecture time include: during office hours by placing the homework in my hands or the TAs hands; depositing it in the sociology box in the sociology department main office (7th floor of Leacock) Note: I will only receive items from the box in the mornings so your assignment must be in the box the day before it is due to be marked on time. If you place your assignment in the box anytime on the day it is due I will not receive it until the following day when it will be considered late.

Late assignment policy:

Assignments are due in hard copy at the start of the lecture (2:35pm) on the day they are due. Grades will be reduced by 20% for each 24 hour period the assignment is late. For example, the fertility homework is due on Wednesday, October 21st at 2:35pm. Assignments turned in between 2:36pm on Wednesday and 2:35pm on Thursday, October 22nd will be reduced by 20% so a perfect assignment would only receive an 80%. Assignments turned in between 2:36pm on Oct 22nd and 2:35pm on Oct 23rd would be reduced by 40% so a perfect assignment would only receive a 60%. Assignments will receive no credit if they are turned in after the 4th 24 hour period (in this example that means an assignment turned in after 2:35pm on Sunday, October 25th would receive no credit).

Email:

- To communicate with you I will most likely use the email tool on the course website on myCourses. It is your responsibility to check this email account (or have it forwarded to an account you use more regularly). It is also your responsibility to ensure that I receive any messages from you. I recommend

sending messages through myCourses to ensure your messages to me from a non-McGill account are not mistaken as SPAM.

- Email is a written document and should be treated as a permanent record of communication. Each email should be addressed specifically (e.g. Dear Dr. Brauner-Otto,) and include your name as a closing. I will not respond to emails do not have these components, that are not written in complete English (e.g. no texting shortcuts), or if the answer to your question is in the syllabus. If you have read the syllabus but don't understand something make that clear in your email.
- I typically respond to emails within 24 hours. If you have not heard from me within that time you may email me again to make sure I received your message.

Laptops, cell phones, and other electronic devices.

This is a technology free class. That means the use of laptops, cell phones, tablets, and similar electronic devices is NOT allowed in class. Use includes taking notes, texting, checking Facebook, and other similar activities. If a cell phone “goes off” (e.g. rings, buzzes, beeps, vibrates) in any manner the student will be asked to leave the class immediately. Any student who uses a phone or similar device in class may be asked to leave class immediately. Re-admittance into the class at a later date is at the professor's discretion. Students who repeatedly use unapproved electronic devices will be asked to withdraw from the course.

Using your phone's calculator for calculations during class is the only exception.

Tardiness.

Tardiness, arriving late to class, will not be tolerated. Students who are more than 10 minutes late to class will not be allowed to attend that day. Students repeatedly arriving late to class will be asked to withdraw from the course. If the time of this class is too difficult for you to accommodate then you need to find another class.

Leaving early.

Leaving class early will not be tolerated. If you have other commitments that prevent you from being in class the entire time then you need to find another class. Students repeatedly leaving early will be asked to withdraw from the course. This includes packing up your materials before the lecture is finished.

Academic misconduct. *“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).* (approved by Senate on 29 January 2003)

- *«L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).»*

Academic misconduct of any sort will not be tolerated. If I find evidence of any academic misconduct for any activity in this class I will report the offense to the Office of the Dean of Students and they will determine the appropriate sanction.

Academic misconduct includes, but is not limited to deceptive acts such as the following: cheating, fabrication (lying), falsification, multiple submission, plagiarism, complicity, or violation of departmental or college rules. Signing in for another student on an attendance sheet is considered academic misconduct.

Policy Concerning the Rights of Students with Disabilities. If you need any accommodation please contact the Office for Students with Disabilities (<http://www.mcgill.ca/osd/> 398-6009). You may also contact me directly. I will make every effort to accommodate you.

Important Dates:

Tuesday, September 22: Add/drop deadline

Friday, September 25: Population growth homework (HW 1) due in class

Friday, October 7: Test 1

Wednesday, October 21: Fertility homework (HW 2) due in class

Wednesday, November 4: Mortality homework (HW 3) due in class

Friday, November 13: Test 2

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Course Outline
(subject to change)

Week	Day	Date	Topic	Reading	Homework (HW)
1	Wed	09-Sep	Introduction: What is demography?		
	Fri	11-Sep	Introduction to Demography	Trovato, Ch 1	
2	Wed	16-Sep	Demographic Data	Trovato, Ch 2	
	Fri	18-Sep	Demographic Perspectives and Theories	Thornton 2001 Kirk 1996	note: these articles are challenging
3	Wed	23-Sep	Demographic Trends	Trovato, Ch 3	Yom Kippur
	Fri	25-Sep	Future: where are we going? Where should we be going?	Lam 2011 Becker 2013 Lam 2013	HW 1 on population growth due
4	Wed	30-Sep	Age and Sex Structures	Trovato, Ch 4	
	Fri	02-Oct	Catch-up/Review		
5	Wed	07-Oct	Test 1		
	Fri	09-Oct	Nuptiality	Trovato, Ch 5	
6	Wed	14-Oct	Fertility measures and theories	Trovato, Ch 6	
	Fri	16-Oct	Transition to low fertility	Axinn and Barber 2001	
7	Wed	21-Oct	Variance in low fertility	Rindfuss and Brauner-Otto 2008 Morgan 2003 Cohen 2013	
	Fri	23-Oct	Film		HW 2 on fertility due
8	Wed	28-Oct	Mortality measures and theories	Trovato, Ch 7	
	Fri	30-Oct	Mortality declines	Cutler and Miller 2005	
9	Wed	04-Nov	Aging	Brauner-Otto 2009	HW 3 on mortality due
	Fri	06-Nov	Film		
10	Wed	11-Nov	Catch-up/Review		
	Fri	13-Nov	Test 2		
11	Wed	18-Nov	Migration theories and measures	Massey 1990	
	Fri	20-Nov	Internal migration	Trovato, Ch 8	
12	Wed	25-Nov	International migration	Trovato, Ch 9	
	Fri	27-Nov	Population and the environment	Trovato, Ch 11	
13	Wed	02-Dec	Population policies	Trovato, Ch 12	
	Fri	04-Dec	Catch-up/Review		last day of classes

Reference List

Some of entries below are available on myCourses or hyperlinked to the article and some are not. If they are not then you must search for them at the library on your.

- Axinn, William G. and Jennifer S. Barber. 2001. "[Mass Education and Fertility Transition](http://www.jstor.org/stable/3088919)." *American Sociological Review*: 66(4) 481-505.
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- Becker, S. 2013. "Has the World Really Survived the Population Bomb? (Commentary on "How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History")." *Demography* 50(6):2173-2181.
- Brauner-Otto, Sarah R. 2009. "[Schools, Schooling, and Children's Support of Their Aging Parents](#)." *Ageing and Society* 29(7): 1015-39.
- Cohen, Philip. N. 2013. "The Declining Birthrate Doesn't Spell Disaster: A demographer explains how we will adjust to the coming changes in our population." *Time*, August 1.
(<http://ideas.time.com/2013/08/01/the-declining-birthrate-doesnt-spell-disaster/>)
- Cutler D. and G. Miller 2005. "[The Role of Public Health Improvements in Health Advances: Twentieth Century United States](#)." *Demography* 42: 1-22.
- Kirk, D. 1996. "[The Demographic Transition](#)." *Population Studies*. 50: 361-388.
- Lam, David. 2011. "[How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History](#)." *Demography* 48(4):1231-62.
- Lam, D. 2013. "Reply to Stan Becker, "Has the World Really Survived the Population Bomb? (Commentary on "How the World Survived the Population Bomb: Lessons from 50 Years of Extraordinary Demographic History")"." *Demography* 50(6):2183-2186.
- Massey, Douglas S. 1990. "The [Social and Economic Origins of Immigration](#)." *The Annals*, 510:60-72.
- Morgan, S. Philip. 2003. "[Is Low Fertility a Twenty-First Century Demographic Crisis?](#)" *Demography*, 40: 589-603.
- Rindfuss, Ronald R. and Sarah R. Brauner-Otto. 2008. "[Institutions and the Transition to Adulthood: Implications for fertility tempo in low fertility settings](#)." *Vienna Yearbook of Population Research* 57-87.
- Thornton, Arland. 2001. "[The Developmental Paradigm, Reading History Sideways, and Family Change](#)." *Demography*, 38(4) 449-465.