

Sociology 170: Population Problems
Spring 2022
MW 9:55-10:45 a.m.
2340 Humanities

Professor: Dr. Monica Grant

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Office: <https://uwmadison.zoom.us/j/9183285860> or 4458 Sewell Social Science Building

Office hours: Tuesday 10-11 (zoom), Wednesday 11:15-12:15 (4458 Sewell), by appointment

Teaching Assistants:

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<u>Sections</u> 305 T 8:50-9:40 309 W 1:20-2:10 310 W 2:25-3:15 317 F 8:50-9:40	<u>Sections</u> 308 T 12:05-12:55 318 F 9:55-10:45 319 F 11-11:50 320 F 12:05-12:55	<u>Sections</u> 313 R 12:05-12:55 314 R 1:20-2:10 315 R 2:25-3:15 316 R 3:30-4:20	<u>Sections</u> 301 M 12:05-12:55 302 M 1:20-2:10 306 T 9:55-10:45 307 T 11-11:50	<u>Sections</u> 303 M 2:25-3:15 304 M 3:30-4:20 311 W 3:30-4:20 312 W 4:35-5:25

M=Monday, T=Tuesday, W=Wednesday, R=Thursday, F=Friday

The world is currently in the midst of a sizeable demographic transition. Over the next century, the global population is projected to increase from 7 to 12 billion. Some low income countries will grow rapidly, while wealthier nations in Western Europe and East Asia are expected to decline in size. Over the same period in the United States, the median age will rise to 40, the Asian and Hispanic-origin populations will triple in size, and the proportion of white Americans will decline.

This sociology course draws on materials and perspectives from the related fields of demography (the statistical study of populations) and epidemiology (the study of the distribution and determinants of health and disease states in populations). We will examine how certain social phenomena—particularly structural inequality—influence and are reproduced by population change both globally and in the contemporary United States. Throughout the course, we will focus on issues that feature in current social science and public policy debates, including population aging, fertility and reproduction, immigration, and social inequalities. We'll pay special attention to health disparities by race, ethnicity, and socioeconomic status.

The goals of the course are (1) to provide students with methodological tools to understand population change in a systematic way, (2) to introduce the core concepts and debates in social demography and social epidemiology, and (3) to use these tools and concepts to (a) understand how population processes contribute to the production of inequality within and across generations and (b) examine racial and ethnic inequality in the United States and its implications for population health.

Learning during a pandemic

Your teaching team is excited to be in the classroom with you this semester but recognize that the COVID-19 pandemic is ongoing.

You are expected to follow the university mask mandate. **If you come to lecture or discussion section and refuse to wear a mask, you will be asked to put on a mask. If you refuse to put on a mask, you will be asked to leave the building.** This will count as an unexcused absence for your discussion section. Unmasked students who fail to comply with the request to leave will be considered a disruptive student and will be referred to the Office of Student Conduct and Community Standards where they may be subject to disciplinary action under the [non-academic misconduct policy](#).

If you have a medical condition that makes wearing a mask difficult, you **must** have a documented accommodation from the McBurney Center that exempts you from the mask requirement. No exceptions will be made.

If you feel sick, please stay home.

There are two ways that you can access the lecture material from home

- **Synchronous:** A livestream of the lecture will be available at: <https://go.wisc.edu/u6vyv8>. The livestream video will be identical to the lecture recording. The livestream will begin at the scheduled start of class.
- **Asynchronous:** A lecture recording will be posted to the Kaltura Gallery in Canvas within 24 hours of the scheduled lecture time

Attendance at discussion sections is mandatory; if you are not present, you cannot participate. However, there is no streaming or asynchronous option for discussion sections. Please stay home if you are sick. If you notify your TA that you must miss section because you are sick, it will be considered an excused absence and will not count against you. If you have an emergent health issue that requires you to miss more than one session of your discussion section, please make an appointment to talk to Prof. Grant about additional accommodations.

Department learning objectives

Beyond the specific substantive and methodological content we will cover in this course, we have designed this course to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Critically Evaluate Published Research:* Students will be able to read and evaluate published research as it appears in academic journals and popular or policy publications
- *Communicate Skillfully:* Students will write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner
- *Critical Thinking about Society and Social Processes:* Students can look beyond the surface of issues to discover the “why” and “how” of social order and structure and consider the underlying social mechanisms that may be creating a situation, identifying evidence that may adjudicate between alternative explanations for phenomena, and develop proposed policies or action plans in light of theory and data
- *See Things from a Global Perspective:* Students learn about different cultures, groups, and societies through time and place. They are aware of the diversity of backgrounds and experiences among residents in the United States. They understand the ways events and processes in one country are linked to those in other countries

Ethnic Studies Requirement learning objectives

SOC 170 has also been designated as an ESR course by the university. Over the semester, it will also fulfill the following ESR learning objectives:

- *Awareness of history's impact on the present:* Students will articulate how the past has affected present day circumstances regarding race and racial inequalities in the U.S.
- *Ability to recognize and question assumptions:* Students will recognize and question cultural assumptions and knowledge claims as they relate to race and ethnicity.
- *Effective participation in a multicultural society:* Students will apply course concepts to their lives outside the classroom by respectfully participating in our multicultural society.

Course structure and attendance

The course consists of two lecture and one section meeting per week. As a three-credit hour class, you should expect to spend, on average, six hours per week on the readings, quizzes, writing assignments, and exam preparation.

You are expected to read and/or view all assigned materials before lecture. Lectures will draw attention to select issues from the required readings and videos, but also present new material not covered in the assigned readings. Lecture slides will be posted online but do not contain all of the important information covered in class. You are responsible for all material covered in lecture in addition to everything covered in the required reading and viewing assignments. If you must miss class for any reason (e.g. religious holidays, family emergencies), it is your responsibility to get notes from your classmates for the sessions that you miss. Every lecture is recorded and will be available in Canvas within 24 hours of class.

The weekly discussion sections give you the opportunity to engage with the material on a deeper level. Section discussions are an integral part of this course, and section attendance is mandatory. Your contributions to discussions should demonstrate your familiarity with the reading material. You're encouraged to draw links among texts and concepts, connecting back to readings and discussions from earlier in the course. Your TA will distribute a separate section handout with further instructions about the attendance and participation policies.

Course communications

Due to the large size of this course, please adhere to the following procedure:

- If you have questions or concerns, always check the course website and syllabus first
- If you can't find what you need there, contact your TA first
- If issues remain, come to my virtual office hours—there's no appointment needed. You can also always talk to me after lecture
- If a schedule conflict prevents you from talking with me after lecture or during office hours, email grantm@ssc.wisc.edu to set up an appointment for another time. These emails must contain "170" in the title; otherwise they are at risk of being filed into spam.

Email is a professional communication tool, and appropriate form is appreciated at UW-Madison, as it will be in your current and future places of employment. Remember that it's important to use the appropriate

titles when sending professional emails; please address the We try to respond to all emails within two business days.

Evaluation and grades

Your grade in this course will be based on the following components:

- **Syllabus quiz** (1% of total grade – **due Friday, January 28**)
- **Reading Quizzes**, due by start of each lecture (14% of total grade)
- Two short **writing assignments**, due at the end of week 7 and week 13. The purpose of these writing assignments is to connect what you have learned in class to what's going on in the world around you. Instructions will be given and discussed in section. (20% of total grade)
- **Exam 1**: March 9 (20% of total grade, covers weeks 1-7)
- **Exam 2**: May 12 (25% of total grade, covers weeks 8-15)
- **Attendance and active participation in discussion section** (20% of total grade)

Grades will be assigned in accordance with the UW undergraduate grade policy, using the following point distribution (grades will not be rounded up):

A: 93-100 AB: 88-92.99 B: 83-87.99 BC: 78-82.99 C: 70-77.99 D: 60-69.99 F: 0-59.99

You may contest specific exam and assignment grades *up to two weeks* after the exams and assignments have been returned. Raise minor issues (e.g. computational errors in your score) with your TA. Any substantive concerns about the contents of your answer should be discussed with the professor. Requests to re-grade assignments after final grades are submitted will not be honored.

Exam policy

You will take two exams, accounting for 45% of your course grade. All materials presented in lecture and in your required readings is fair game. The exams will consist of questions that emphasize concepts, facts, theories, and mechanisms discussed in class and in your readings. The two in class exams are non-cumulative and will take place during normal class times and be accessed via Canvas.

Unfortunately, a class of this size cannot accommodate make-up exams; this includes requests for travel plans. Exceptions to this policy include missing an exam because of a serious illness, a serious family emergency, university-related travel, or a religious observance. All make-up exams **must** be arranged before the exam. If you do not contact the professor before the exam, you will not be allowed to make up the exam unless there is an exceptional circumstance.

I strongly encourage you to share your exam schedule with your family now. **Exams will not be rescheduled** if a family member “surprises” you with travel that overlaps with an exam date, even if the tickets are non-refundable. **Our final exam is scheduled for May 12** and I expect you to plan your end of semester travel accordingly. Rescheduling the final exam because you did not properly communicate your exam schedule to your family is unfair to other students and **requests will not be accommodated**.

Reading quizzes

All reading quizzes must be completed **before** the start of each lecture, beginning January 31. All reading quizzes are on **Canvas**. There will be 25 quizzes. Each quiz will consist of **3 questions** randomly drawn from a larger question bank and will focus on the definitions of the Concepts to Know and the main points covered by the readings. When you open the quiz, you will have **15 minutes** to answer the three multiple choice questions. Each quiz will become available two weeks before the assigned date and will permanently close at the start of lecture. No quizzes will be re-opened after the start of lecture and no quiz extensions will be given. In recognition that life can throw you curveballs and quizzes are sometimes missed for any number of reasons, the four lowest quiz grades will be dropped.

Required readings and videos

Our required textbook is:

Tanya Golash-Boza. (2018). *Race and Racisms (Brief 2nd Edition)*. Oxford University Press.

Our recommended book is:

Yaa Gyasi. (2020). *Transcendent Kingdom*. Alfred A. Knopf.

SOC 170 is affiliated with UW's [Go Big Read](#) program and you are entitled to a free copy of *Transcendent Kingdom*. Your TA will distribute vouchers and instructions on how to pick up your free copy.

Links to other required readings and videos will be made available through the course's Canvas page. You are expected to complete all readings and videos before attending lecture. For assigned readings, you are only responsible for reading the pages indicated in **boldface**.

Privacy

You may **not record** any lectures or discussion sections without written consent from Dr. Grant or your TAs. This is extremely important. The privacy of your contributions and your classmates' contributions to lecture and discussion sections are protected by federal law. Lectures and discussion materials and recordings for Sociology 170 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings **provided on Canvas** for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record our discussions without the professor and TAs permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have discussion recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Accommodations

Please contact Dr. Grant or your TA **by the end of the second week of the course** if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu>. We try to reserve rooms and proctors by the third week of class, so we must know all accommodations by then.

If you wish to request a scheduling accommodation for university-related travel, religious observances, national guard service, etc., you must notify your TA and Dr. Grant by the end of the second week of the course stating the specific date(s) for which you request accommodation. For religious observance accommodations, see <https://secfac.wisc.edu/academic-calendar/> for details.

Academic Integrity

In your exams and written assignments, you are expected to exercise academic honesty and integrity. According to UWS 14, academic misconduct occurs when a student:

- Seeks to claim credit for the work or efforts of another without authorization or citation
- Uses unauthorized materials or fabricated data in any academic exercise
- Forges or falsifies academic documents or records
- Intentionally impedes or damages the academic work of others
- Engages in conduct aimed at making false representation of [...] academic performance
- Assists other students in any of these acts

Cheating, plagiarism, or any other breach of academic integrity on an assignment in this course will result in an automatic failing grade of 0 for the exam or assignment in question, and a submission of written reports to your college dean and the dean of students. Those administrators may (at their discretion) take further disciplinary action. Please note that lack of familiarity with policies will not excuse failure to comply with them. All writing assignments are submitted through Turnitin, an anti-plagiarism software.

The university's Writing Center has an excellent webpage about how to successfully quote and paraphrase texts: <http://writing.wisc.edu/Handbook/QuotingSources.html>. See also these guidelines about avoiding plagiarism: http://writing.wisc.edu/Handbook/QPA_plagiarism.html. Please make every effort to avoid such issues in your section writing assignments.

Departmental notice of grievances and appeal rights

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair (cschwart@ssc.wisc.edu).

Civility

This course touches on a number of subjects that are controversial in the United States. We will engage with these debates in class (and even more so in section) so being civil and mindful will be essential for keeping the conversations constructive. Throughout our discussions, we (the teaching staff) will start out under the

expectation that no one is intentionally raising inflammatory or inappropriate questions or comments; we ask you to do the same, and to help avoid making anyone reconsider that expectation. At the same time, we recognize that there might be points at which someone's questions or comments strike someone else as hurtful or deeply objectionable. In such cases, we ask all of you to seriously consider the other person's point of view. It's important to neither jump to the conclusion that someone is completely aware of how their contributions are registering with everyone else in the room, nor to assume that reactions to a given contribution are off base simply because the speaker didn't intend or understand the contribution to be problematic. In short: be empathetic and strive to keep the discussion respectful. Put yourself in the other person's shoes, and try to help them understand your own point of view, drawing on the course material. If you notice someone else becoming upset, ask yourself why that might be the case, and think about the purpose of academic exchange. **Remember: the idea is not to win an argument; the idea is to come to a better understanding of population problems and their potential solutions.**

Detailed Schedule

PART ONE: POPULATION FRAMEWORKS

Jan 26: How do we think like a population?

Roser, Max; Hannah Ritchie, and Esteban Ortiz-Espina. (2019) “Population of the World Today” and “How has world population growth changed over time?” [World Population Growth](#). Our World in Data

Preston, S.H., P. Heuveline, and M. Guillot. (2001). *Demography: Measuring and modeling population processes*. UK, Blackwell Publishers. **Pp. 1-8, 16-20**

Jan 31: How do we know what we know about population?

Sullivan, Theresa. (2020) “Coming to our census: How social statistics underpin our democracy.” *Harvard Data Science Review*. **Focus on sections 1, 2, 3, 6, 9, and 10**

Feb 2: How do we know what we know about population, part 2

Roser, Max; Hannah Ritchie, and Esteban Ortiz-Espina. (2019) “Data Quality” [World Population Growth](#). Our World in Data

Giattino et al. (2021). “Excess mortality during the Coronavirus pandemic (COVID-19).” <https://ourworldindata.org/excess-mortality-covid>

Feb 7: Does age really matter?

Ritchie and Roser. (2019) Age structure. [Our World in Data](#).

Rogers, Luke T. (2016). [America’s Age Profile Told through Population Pyramids](#). *US Census Bureau*

Feb 9: Was Malthus right?

Bell, Michael. (2004) “Population and Development.” *An Invitation to Environmental Sociology*. **pp. 78-99.**

Hoff, David. (2018). “A long fuse: ‘The Population Bomb’ is still ticking 50 years after its publication.” [The Conversation](#).

Feb 14: Does population growth threaten the environment?

Stephenson, Judith, Karen Newman, and Susannah Mayhew. (2010). Population dynamics and climate change: what are the links? *Journal of Public Health*. 32(2): **150-156.**

Rosling, H. (2010). The magic washing machine. **TED Video (9:16)**

Feb 16: Why does unmet need for family planning persist?

Bongaarts, John (2014) The Impact of Family Planning Programs on Unmet Need and Demand for Family Planning. *Studies in Family Planning*. **Focus on pp. 247-252**

Sedgh, Gilda, Lori Ashford, and Rubina Hussein. (2016) Reasons Women Cite for Not Using Contraception. [Unmet Need for Contraception in Developing Countries: Examining Women's Reasons for Not Using a Method](#). **Pp. 26-30.**

Feb 21: Can fertility levels be too low?

Gietel-Basten, Stuart. (2016) Why national fertility campaigns are unlikely to make people have more children. *The Conversation*.

Hartnett, C.S. (2019) U.S. Fertility keeps dropping but that's not a reason to panic. *The Conversation*.

PBS News Hour (2018) Born in the U.S.A. **Video (5:26)**

PART TWO: POPULATION HEALTH

Feb 23: Are Americans growing older faster than we are getting healthier?

Eisenstein, Michael. (2022) Does human lifespan have a limit? *Nature*. 601:**82-84**.

Crimmins and Beltran-Sanchez. (2010) Morbidity and Mortality: Is there Compression of Morbidity? *Journal of Gerontology: Social Sciences*. 66B(1): 75-86 [**Focus on pp. 75-77, 80-83**]

Feb 28: Why is population aging a problem?

Scott, Andrew. (2018) The myth of the aging society. *World Economic Forum*

Rogerson, P. (2018) America's graying population in 3 maps. *The Conversation*. May 23, 2018

Mar 2: Why is life expectancy in the United States declining?

Case, A. and A. Deaton. (2021). Life expectancy in adulthood is falling for those without a BA degree, but as educational gaps have widened, racial gaps have narrowed. *PNAS* 118(11) e2024777118 (**6 pages**)

Horiuchi, S. (1999). Epidemiological Transitions in Human History. In *Health and Mortality Issues of Global Concern*, United Nations. **pp. 64-67**

Mar 7: Why is life expectancy lower in the United States than in Europe?

Beckfield, Jason and Clare Bambra. (2016) Shorter lives in stingier states: Social policy shortcomings help explain the US mortality disadvantage. *Social Science & Medicine*. **Pp. 30-38**

[Why do Americans die earlier than Europeans? | Samuel Preston and Yana Vierboom | The Guardian](#)

Mar 9: EXAM 1

Mar 14: No class – Spring Break

Mar 16: No class – Spring Break

PART THREE: RACE AND HEALTH INEQUALITY

Mar 21: How do Americans think about race?

Morning, Ann. (2017) “Kaleidoscope: contested identities and new forms of race membership.” *Ethnic and Racial Studies*. (Focus on pp. 4-9, 13-15)

[Did The U.S. White Population Decline And Shrink? It's Complicated : NPR](#)

PBS. “What are you” *What I hear when you say* **video** (6 minutes 39 seconds)

PBS. “Model minority” *What I hear when you say* **video** (7 minutes 7 seconds)

NY Times. “A Conversation with Native Americans about Race” **video** (6 minutes 23 seconds)

Mar 23: How do social structures reproduce racial inequality?

Golash-Boza, T. Ch 2: “Racial Ideologies and Sociological Theories of Racism” **pp. 33-53**

Mar 28: How does race affect health?

Golash-Boza. Ch. 10 “Health Inequalities, Environmental Racism, and Environmental Justice”

Mar 30: How does discrimination affect health?

Williams, David and Ronald Wyatt. (2016) Racial Bias in Health Care and Health: Challenges and Opportunities. *JAMA*. 314 (6): **555-556**.

Goosby, Bridget and Chelsea Heidbrink. (2013) The Transgenerational Consequences of Discrimination on African-American Health Outcomes. *Sociology Compass*. **Pp. 630-636**

Apr 4: How do racial inequalities in health operate across the life course?

Goosby, Bridget and Chelsea Heidbrink. (2013) The Transgenerational Consequences of Discrimination on African-American Health Outcomes. *Sociology Compass* **pp. 636-640**

Geronimus, A.T., et al. (2016) “Weathering” and age patterns of allostatic load scores among blacks and whites in the United States. *AJPH* 96(5): **826-833**

Apr 6: How does interpersonal and institutional racism affect reproduction?

Roberts, Dorothy (2015) "Reproductive Justice, Not Just Rights." *Dissent*. 62(4): **79-82**

Linda Villarosa. (2018) Why America's Black Mothers and Babies Are in a Life-or-Death Crisis. *New York Times*. April 11, 2018

Apr 11: Why does residential segregation persist?

Golash-Boza. Ch 8 "Inequality in Housing and Wealth" pp. **212-231**.

Adam Ruins Everything. "The Disturbing History of the Suburbs" **video** (6 minutes 19 seconds)

Barry-Jester, A. (2016). How Americans Die May Depend on Where They Live. *FiveThirtyEight*

Apr 13: How does mass incarceration contribute to inequality?

Golash-Boza. Ch 9 "Racism and the Criminal Justice System"

The Atlantic. (2015) Mass Incarceration, Visualized. **Video**

PART FOUR: MIGRATION

Apr 18: Why do people migrate?

Massey, D.S., J. Durand, and N. Malone. (2002) *Beyond Smoke and Mirrors* **Ch 2**

Apr 20: How have ideas about race shaped immigration policy?

Golash-Boza. Ch 3 "Racism and Nativism in Immigration Policy"

Apr 25: Do migration policies have unexpected consequences?

Massey, D.S., J. Durand, and K.A. Pren. (2016) Why Border Enforcement Backfired. *American Journal of Sociology*. 121(5): 1557-1600. [**Focus on pp. 1559-1563, 1590-1596**]

Adam Ruins Everything. (2016) Why a Wall Won't Stop Immigration. **Video**

Apr 27: How is the composition of America changing?

Lichter, D. T., & Johnson, K. M. (2020). A Demographic Lifeline? Immigration and Hispanic Population Growth in Rural America. *Population Research and Policy Review*, **1-19**.

May 2: Theories of immigrant assimilation and incorporation

Zhou, Min and Roberto Gonzales (2019) Divergent Destinies: Children of Immigrants Growing Up in the United States. *Annual Review of Sociology*. **Pp. 383-389**

[Suggested: Golash-Boza. Ch. 3 "Educational Inequality" **pp. 156-163**]

May 4: Second Generation Americans

Zhou, Min and Roberto Gonzales (2019) Divergent Destinies: Children of Immigrants Growing Up in the United States. *Annual Review of Sociology* pp. 390-395.

[Suggested: Golash-Boza. Ch3 “Educational Inequality” pp. 166-176]

May 12: FINAL EXAM, 2:45-4:45 p.m.