

Population Problems

Sociology 170, Spring 2023

Lecture Section Syllabus

Instructor of Record:	Alex Mikulas	E-mail:	mikulas@wisc.edu
Office:	Online via this ZoomRoom Agricultural Hall 308F	Office Hours:	Tuesdays 10:00a – 11:00a By appointment, if necessary
Lecture Section:	LEC 001: Tuesday/Thursday 8:50a – 9:40a, Social Sciences 5208		
Discussion Sections:	301: Mondays 12:05p – 12:55p in Social Sciences 6232 302: Mondays 1:20p – 2:10p in Social Sciences 6232 303: Mondays 2:25p – 3:15p in Social Sciences 6232 304: Mondays 3:30p – 4:20p in Social Sciences 6228		
TA Office Hours:	Mondays 9:30a – 11:30a, Social Sciences Sociology TA Office (<i>TBD</i>), or Zoom		

Welcome to Sociology 170:

The global community is currently amid a sizeable demographic transition. Over the next century, the global population is projected to increase from 8 to approximately 11 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. Recently, leading population scientists have updated global projections and now think that global population may peak earlier and may be lower than previous projections. That is to say, populations are dynamic and responsive to the social, political, and natural world around and are worthy of ongoing and pointed study!

This sociology (the study of people groups and their relationship and influences to and on social structures) 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 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.

The Secret Word:

The secret word for your syllabus quiz is: houseplant.

About your Instructor:

I am a dissertator in the department of Community and Environmental Sociology, with an affiliation to the Center for Demography and Ecology. I study racial and spatial housing inequality, specifically post 2000, and have an interest in how neighborhoods and other geographic places come to take on racialized meanings over time. I love sociology as a field of study and as one of many useful frameworks for understanding the complexity of the social world. I hope to share some of my enthusiasm for sociology with you during this course!

Being a 100-level course, SOC-170 covers a *massive* range of topics, each deserving of a lifetime of devoted study. In this course, we are just skimming the surface of many different demographic, population health, and immigration topics and my job is to introduce you to the scholarly understanding of and intellectual debates surrounding a range of population dynamics and issues. My scholarly training is rooted in demographic study and my PhD emphasis is on both Demography and Urban and Community Sociology. This is to say, I know the surface level material of this course quite well and am happy to direct you to further resources and people when your questions are beyond my demographic chops.

Finally, lecturing and teaching is an exciting challenge for instructors, and learning new materials and ideas is an exciting challenge for students! I will most certainly make mistakes! And so will you! That is part of the learning process, and both students and instructors are always learning as we move through our time in the university setting. My intention is to show grace and understanding when mistakes happen, to gently correct or ask for clarification when mistakes are made, and to give everyone the benefit of the doubt that we are all here with good intentions to learn, to grow, and to connect. I hope you can do the same for one another, for your Teaching Assistant, and for me as we foster a learning community together.

About your Teaching Assistant, Sammy:

I am in my final semester of undergrad at UW where I'm double majoring in Sociology and Community & Nonprofit Leadership. I am currently a Wisconsin Idea Fellow where I am pursuing a community-based research project on food justice in the Madison community. I'm passionate about community engaged scholarship and community-based research and plan to work in the nonprofit sector after graduation. In my free time I enjoy hiking, playing cello, and watching women's sports. I'm excited to work with you all this semester!

Sociology 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 community are linked to those in other communities

Learning and COVID-19:

We are (still, ugh!) navigating a global health crisis and a global pandemic. *Please do not come to class if you are sick!* Students should continually monitor themselves for COVID-19 symptoms. Masks are welcome but not required. Please respect your fellow classmates' decisions regarding mask wearing. Get tested for the virus if you have symptoms or have been in close contact with a COVID-19 infected person, regardless of your vaccination status. Should you develop any symptoms of COVID-19, or contract a positive case, please reach out to your TA as soon as possible to make a plan for missed classes.

Classes missed due to illness are considered **excused absences** when the student notifies the TA ahead of missing class and such absences will not negatively affect your participation grade. This applies to all illness, not just COVID-19. Again, *please do not come to class if you are sick! Rest, take care of yourself, and return when you are well and not contagious.*

Ethnic Studies Requirement – History and Learning Objectives:

“The Ethnic Studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic society and global community. Because this increased understanding is expected to have a positive effect on campus climate, students are expected to complete this requirement within the first 60 credits of undergraduate study.

Ethnic Studies Requirement Stated Learning Outcomes: Students draw connections between historical and present-day circumstances and consider perceptions and cultural assumptions when examining questions and making decisions. In courses that satisfy the Ethnic Studies requirement, students will:

- *articulate how the past has affected present day circumstances regarding race and racial inequalities in the U.S.*
- *recognize and question cultural assumptions and knowledge claims as they relate to race and ethnicity*
- *demonstrate self-awareness and empathy toward the cultural perspectives and worldviews of others*
- *apply course concepts to their lives outside the classroom by respectfully participating in our multicultural society (UW-Madison Undergraduate Guide, 2023)*

In response to several high-profile racist incidents on the UW-Madison campus in 1987 and the surrounding years, numerous departments and schools like Letters & Sciences demanded educational responses that would expose all students to racially diverse histories and experiences. Over time, these demands grew into the formal Ethnic Studies requirement for all undergraduate students at UW-Madison. Completing Sociology 170 meets these requirements. ([Learn more here.](#))

As an educator I take this requirement and the stated learning outcomes seriously and believe in their importance for a well-rounded and conscientious higher educational experience, regardless of major

track or field of study. My goal in this course is to help students across the university employ a sociological perspective towards race – in its historical and contemporary contexts – to help students learn about the structural issues underpinning racial disparities, racism, and discrimination in the United States.

Accommodations and Religious Observances:

As an educator, I aim to make sociology accessible to all students regardless of cultural and religious background, ability, or previous educational experience. Everybody learns differently, and neurodiversity is an important element in our campus community and should not be an immovable barrier to learning in this course. Please seek accommodations from the McBurney Center when appropriate, and I encourage all students to discuss with their TA any situations or emergencies that arise during the semester that may affect performance in the course so the instruction team may advocate for you when appropriate.

Regarding formal accommodations through the McBurney Center, please contact your TA and Instructor of record, Alex Mikulas, 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. Per campus policy, appropriate accommodations must be provided for students who qualify for disability services through the McBurney Center. Their website has instructions about how to qualify: <http://www.mcburney.wisc.edu>. We try to reserve rooms setup for accommodations by the third week of class, so we must know all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email to your TA and Instructor Alex Mikulas by the end of the second week of the course stating the specific date(s) for which you request accommodation. Campus policy requires that religious observances be accommodated if you make a timely request early in the term, and I am happy to make these accommodations. See <https://secfac.wisc.edu/academic-calendar/> for details.

Civility and Communication Guidelines:

The broad topics of this course—fertility, mortality, immigration, health, race/ethnicity, and poverty—contain both highly personal and highly political themes. To learn most productively, we must build an atmosphere of mutual respect and engagement in which all of us feel comfortable participating, while still fully engaging in challenging topics and conversations.

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. Sometimes hurtful comments are made from genuine obliviousness, misunderstanding, or novice engagement with new and challenging concepts. At the same time, we recognize that there might be moments when someone's questions or comments strike someone else as hurtful or deeply objectionable – with or without such intention. In such cases, we ask all of you to both seriously consider the other person's point of view and standpoint, and to feel encouraged to speak up and respectfully call into dialogue when language is indeed personally inflammatory, offensive, or dehumanizing – despite the intention or lack thereof from the speaker.

In short: be empathetic, strive to keep the discussion respectful, and challenge one another with respect and academic rigor. If you notice someone else becoming upset because of your comments, 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 or change someone's ideology; the idea is to come to a better understanding of population dynamics and their implications for the social world.

Below are some guidelines suggested by me and others who teach courses with similar subject matter that can help us to achieve a civil and safe classroom community:

- Criticize the idea, not the person. Especially when you disagree, remember to make the idea, opinion, or concept the object of your constructive critique, rather than the person who said it. Personal attacks, blatant sexist, racist, trans/homophobic, dehumanizing, or antagonistic language will not be tolerated. Be thoughtful and inquisitive and challenge one another to think— *but do not insult, dehumanize, or disrespect each other or your teaching staff.*
- Learn to distinguish between factual claims and opinions. Factual claims can be checked against evidence. The following are both factual claims: “I had this particular experience,” and “my experience is typical of everyone’s experience.” However, the former is true and should be respected when you report it or hear it, but the latter may or may not be true, and can be assessed with evidence from other people and from empirical research.
- Use your sociological imagination! Remember that the world is comprised of both individuals, and of social structures that individuals must navigate. Reassess your place in these social structures. Contribute to discussions that emphasize the connections among history, social structure, and personal biography.
- Be sensitive to minority/majority dynamics. Be mindful of your own *positionality* – or, your unique history, identity, and social experience of life – compared to others. People who are members of racial/ethnic minoritized groups, minoritized sexual or gender identities, or people who hold minority political opinions or cultural values can feel particularly vulnerable in some contexts. Please be aware of this during discussions and when you speak.
- Communicate with your TA. Approach them after class, make an appointment, or send an email if when you feel uncomfortable or very strongly about an event or discussion relevant to class. Please let your TA know if you are worried about class dynamics.
- Take permission to be unpolished - this is a learning space and a practice space. Expect unfinished business and discussions that lack a coherent conclusion. We are all on a learning curve here! But! Do not confuse being unpolished with being rude, inflammatory, or dehumanizing.
- Hold opinions lightly and with humility and come to the conversation with a willingness to be challenged and to learn.
- Keep others' stories confidential, while taking the important lesson of the story with you.
- Provide feedback with curiosity (“How would you...?”, “What do you think of...?”, “Would it be helpful for me to...?”) as opposed to belittlement or dismissal.
- **(Reflect! What is important to you about speaking and listening to challenging ideas? Add your own personal guidelines below!)**
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Office Hours:

Office hours with your TA are the ideal time to get one-on-one attention and work out any issues you're having with the material from lecture or discussion section. Attend office hours with your TA if you have a question about course material, missed a discussion section or lecture and you are not grasping the material on your own, or need extra help with assignments or study techniques. Please send your TA a brief email before you attend office hours that describes the issue or question you are having, and come prepared with the necessary readings or notes.

I hold regular office hours every week for students. Regarding the course, I am happy to talk to you about any sources of confusion, challenges you might be having, or to delve deeper into some of the issues we will discuss this semester. Additionally, I am happy to be a resource as you navigate the university setting or have questions about academia, graduate school, ect. For many of you, the university setting is a new experience, and it can be overwhelming. It certainly was for me!

Drop ins are welcome (to either my physical office or to the Zoom room) and usually not busy, but if you want to guarantee time to chat, please schedule an appointment with me via email. Hours and links in Canvas or the top of the syllabus.

While I prefer not to, if the scheduled office hours do not fit your schedule, we can meet outside of office hours on an as-needed basis. Similarly, if the locations do not work for you we can meet in an alternate public location on campus, like a coffee shop or eatery, public space, or outdoor sitting area. Arrange with me via email.

Communication with your TA and instructor:

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

- If you have questions or concerns related to grading, assignments, administration, or course content, always check the course website and syllabus first.
- If you can't find what you need there, contact your TA next.
- 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 mikulas@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.

Your TA and I try to respond to student emails in a timely manner (usually within 2 business days, barring any unusual circumstances) and during business hours. I typically do not check email regularly on weekends, so I will address emails sent late Friday evenings on Monday mornings. I will try to check and address any emails on Friday afternoon before I shut down my computer. Please avoid sending last-minute messages, as I may not be able to respond to them in time. For an appointment outside of office hours, please allow for at least a 48-hour notice, as my weekly schedule is quite tight.

**** Please consult your syllabi and Canvas before emailing about assignments, due dates, or other course material and requirements. Most questions have been addressed in the syllabus. ****

Email Etiquette: In all of your emails to teaching staff, please include "SOC170-30x" in the subject line and include your full name in the body or signature. I try to respond to all emails within two business days, but if I fail to, please do not hesitate to "bump" your email to the top of my inbox

by replying to your original email with a gentle reminder. If I am indeed late in responding to you, this action is not rude, but rather helps when my inbox becomes unruly. Email is a professional communication tool, so please use it as such by keeping communication professional and related to the course or office hours. Consult this website that has helpful advice for emailing professors and TAs: www.wikihow.com/Email-a-Professor.

Required Reading, texts, and video media:

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

Recommended: Clint Smith. (2021). *How the Word Is Passed*.

SOC 170 is affiliated with UW's Go Big Read program and you are entitled to a free copy of *How the Word is Passed*. Your TA will distribute vouchers and instructions on how to pick up your free copy.

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

Evaluation and Grading:

There are four major components to the course: 1) attendance and quality participation; 2) written assignments, 3) exams, and 4) reading quizzes.

(1) Attendance (10%) & Quality Participation (10%): Attendance is mandatory. Your TA will take attendance each week. **You may miss one discussion section unexcused with no effect to your grade. More than one unexcused absence will lower your attendance and participation grade.** It is your responsibility to make up all missed work; be sure to obtain any handouts distributed in class and borrow notes from classmates. Excused absences include illnesses, university approved travel, emergencies, and other extreme cases. **The best way to avoid an unexcused absence is to communicate ahead of time!** Your TA will be reasonable and accommodating when possible and appropriate.

High quality participation will meet the civility guidelines mentioned above and agreed upon, will be grounded in the class readings, will demonstrate a strong command of the course material, and will help facilitate meaningful course discussion. You are required to demonstrate that you have been mindful of the *lectures and readings*. I encourage you to try in contributing thoughtful, relevant classroom participation that elevates the classroom discussion.

Participation comes in many forms and your evaluation is not based solely on how much you speak and if your answers are correct. Rather, good participation is about using your unique skills, experience, and insight to help create meaningful academic exchange. This can mean speaking up when you have an insight, helping to ask clarifying and enriching questions of your classmates, and redirecting conversation to the agreed upon source material. It can also mean listening intently to your small group discussions and reporting accurately the conclusions, stepping back to allow others to speak when you know you have been dominating a conversation, and exercising courage to speak up with a pointed insight despite the discomfort of speaking aloud. Discussion section is about learning the course material, *and* becoming comfortable with elocuting the course ideas in everyday interaction.

Students are evaluated on two points as it relates to participation:

- 1) **Preparation and content command:** how prepared students are for discussion and how relevant their substantive contributions are to the conversation.
 - a. **High scoring students will** demonstrate a clear reading and grasp of the course material (readings and lecture content); draw discussion points from course material and empirical evidence; ask clarifying and enriching questions to deepen course discussion points; tie course material to previous course ideas, topics, and themes; practice humility and acknowledge when they do not understand a topic, idea, or theme.
 - b. **Low scoring students will** demonstrate poor class preparation by not completing readings or attending lectures; offer discussion points that are not relevant to the course or rooted in course content; change topics frequently or avoid answering discussion prompts; fabricate or improvise answers or discussion points despite understanding of the topic and lack of grounding in course material.
- 2) **Creating a meaningful classroom experience:** how well students engage in classroom discussion and facilitate meaningful academic exchange.
 - a. **High scoring students may** regularly step back to give space for others to speak after speaking; exercise courage in speaking up in small or large group discussions despite the discomfort of speaking aloud; notice their own preconceived ideas about course material and reflect in person or aloud on how the course material relates; ask follow-up questions to allow others to complete their thoughts or expand on good ideas or comments; show grace to other students who are practicing their public speaking skills.
 - b. **Low scoring students may** speak too frequently and prevent others from expressing their ideas; sit idle and not engage in any small or large group class conversation; be dismissive of the course concepts and ideas, or the ideas of their peers, outright without any consideration; ask disrespectful or “gotcha” questions to their peers for the sake of winning an argument or proving a point; belittle or scoff at students who are less practices as speaking the course material aloud.

Note: For all students: Participation scores will also be lowered at the TA’s discretion for students who are an active distraction from the class discussion, including but not limited to off-topic multitasking, belittling the contribution of other students, and actions that create a hostile classroom environment and violate the community discussion guidelines established by the class.

(2) Written assignments (20%): There will be two *short* writing assignments that will require you to connect class material to current events via the analysis of current news stories. The purpose of these assignments is for you to draw a clear connection between theoretical concepts and material reality. An additional handout will explain these assignments in more detail. The two written assignments will together represent 20% of your grade in the course.

(3) Exams – combined (45%): There will be two exams in the course. Taken together, material and handouts covered in discussion sections, lecture, and written assignments will aim to prepare you for the exams in this course. More details on the exam format during lecture. Your exam grade in this course will be based on the following components:

Exam 1 (3/7/2023): In class (20% of total grade, covers weeks 1-6)

Exam 2 (5/7/2023): In class (25% of total grade, covers weeks 7-15, with 10 questions from weeks 1-6)

(4) Reading and Syllabus quizzes (15%): There will be 25 reading quizzes, corresponding to the 25 substantive lectures this semester and the corresponding readings. Reading quizzes are posted on Canvas two weeks prior to their due date and must be completed **before** the start of each lecture. They consist of 3-4 substantive questions related to the lecture's assigned readings. Quizzes close at the start of their corresponding lecture. 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.**

Course grades will be assigned in accordance with the UW undergraduate grade policy, using the following point distribution:

A: 93-100 AB: 87-92.99 B: 83-86.99 BC: 77-82.99 C: 70-76.99 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, clarifications on points deducted) with your TA. Any substantive concerns about the contents of your answer or petitions to change an assignment grade should be discussed with the professor. Requests to re-grade assignments after final grades are submitted cannot be honored, per university policy.

Privacy, Yours and Mine:

You may not record any discussion or lecture sessions without written consent from your instructor AND your TA. **This is extremely important!** As a learning community, trust is critical for fostering a place that we can engage in growth, self-reflection, and effective learning. Unauthorized recording of lecture content or discussion sections violates this trust and is a violation of federal law, as 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 or discussion is not already recorded, you are not authorized to record either 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.

Academic Integrity, Departmental notice of grievances and appeal rights:

In your exams, quizzes, 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.

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 Grievance Procedure:

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, 8128 Social Science (egrotsky@ssc.wisc.edu).

PART ONE: POPULATION FRAMEWORKS

January 24 (Tuesday):

Lecture #1.1 – Introduction, Population Thinking

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

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

January 26 (Thursday):

Lecture #1.2 – Why do population characteristics matter? What can population structure tell us?

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

January 30 (Monday Discussion Session):

Make Introductions and Set Community Guidelines; Discuss Lectures 1.1-1.2 – Population Thinking and Population Pyramids

January 31 (Tuesday):

Lecture #1.3 – How do we know what we know about populations? Part 1

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

February 2 (Thursday):

Lecture #1.4 – How do we know what we know about populations? 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>

February 6 (Monday Discussion Session):

Discuss lectures 1.3-1.4 – How Do We Know About Populations, Parts 1 and 2

February 7 (Tuesday):

Lecture #1.5 – Was Malthus right? (NOTE: This lecture is pre-recorded, and you may watch it any time prior to the 2/9 in-person lecture. Be sure to complete the reading quiz by 8:49a on 2/7.)

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](#).

February 9 (Thursday):

Lecture #1.6 – Guest Lecture: Does population growth threaten the environment? with Anita Li

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)**

NY Times Video (2015). [The population bomb?](#)

February 13 (Monday Discussion Session):

Discuss lectures 1.5-1.6 – Malthusian Thinking, Population Growth and the Environment

February 14 (Tuesday):

Lecture #1.7 – 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.

February 16 (Thursday):

Lecture #1.8 – 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)**

February 20 (Monday Discussion Session):

Discuss lectures 1.7-1.8 – Unmet Need for Contraception, Low Fertility

PART TWO: POPULATION AGING AND HEALTH

February 21 (Tuesday):

Lecture #2.1 – Are Americans growing older faster than we are getting healthier?

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]

Oeppen, J. and J. Vaupel. (2002) Broken limits to life expectancy. *Science*. 296: 1029-1031

February 23 (Thursday):

Lecture #2.2 – 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

February 27 (Monday Discussion Session):

Discuss lectures 2.1-2.2 – Age/Health Dynamics, the Challenge of Population Aging

February 28 (Tuesday):

Lecture #2.3 – 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

March 2 (Thursday):

Lecture #2.4 – 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](#)

March 6 (Monday Discussion Session):

Discuss lectures 2.3-2.4 – US Life Expectancy Declines, Comparative Studies in Life Expectancy (Exam review if time permits)

March 7 (Tuesday):

EXAM 1: IN PERSON – Covers content (lectures, readings, discussion) from Part I and Part II

PART THREE: RACE AND HEALTH INEQUALITY

March 9 (Thursday):

Lecture #3.1 – 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)

March 14 (Tuesday): No class – Spring Break

March 16 (Thursday): No class – Spring Break

March 17 (Friday) – Writing Assignment #1 Due on Canvas, 8:59 PM

March 20 (Monday Discussion Session):

Review Exam 1, Discuss Lecture #3.1 – The Social Construction of Race

March 21 (Tuesday):

Lecture #3.2 – How do social structures reproduce racial inequality?

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

March 23 (Thursday):

Lecture #3.3 – What does race have to do with health?

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

March 27 (Monday Discussion Session):

Discuss lectures 3.2-3.3– Social Structures and Racial Inequality, Race and Health

March 28 (Tuesday):

Lecture #3.4 – How does racial 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**

March 30 (Thursday):

Lecture #3.5 – 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

April 3 (Monday Discussion Session):

Discuss lectures 3.4-3.5 – Discrimination and Health, and Health Across the Life Course

April 4 (Tuesday):

Lecture #3.6 – 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

April 6 (Thursday):

Lecture #3.7 – How does mass incarceration contribute to inequality?

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

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

April 10 (Monday Discussion Session):

Discuss lectures 3.6-3.7 – Institutional Racism and Maternal Health Inequality, and Mass Incarceration

April 11 (Tuesday):

Lecture #3.8 – 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*

April 13 (Thursday): No Lecture today – Go play!

April 17 (Monday Discussion Session):

Discuss Lecture 3.8 – Causes and Consequences of Residential Segregation, and workshop for writing assignment #2

PART FOUR: MIGRATION

April 18 (Tuesday):

Lecture #4.1 – Why do people migrate?

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

April 20 (Thursday):

Lecture #4.2 – Have ideas about race shaped immigration policy? How so?

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

April 24 (Monday Discussion Session):

Discuss lectures 4.1-4.2 – Migration Theories, and Race and Immigration Policy

April 25 (Tuesday):

Lecture #4.3 – Do migration policies have unexpected consequences?

Mass ey, 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**

April 27 (Thursday):

Lecture #4.4 – Theories of immigrant 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 1 (Monday Discussion Session):

Discuss Lecture 4.3-4.4 – Unintended Consequences of US Migration Policy, and Theories of Immigrant Incorporation

May 2 (Tuesday):

Lecture #4.5 – 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 3 (Wednesday) – Writing Assignment #2 Due on Canvas, 8:59PM

May 4 (Thursday):

Lecture # 4.6 – 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]

(No Monday discussion section to cover the last 2 lectures’ content. Attend the May 5 exam review session for clarification on key concepts and themes from the last two lectures.)

May 5 (Friday) – Open Exam Review Session, Room and Time TBD Friday Morning.

May 7 (Sunday, sorry!): FINAL EXAM, 10:05 a.m. – 12:05 p.m.

Discussion Resources:

Constructive Group Discussion Behavior	Destructive Group Discussion Behavior
Cooperating: Is interested in the views and perspectives of the other group members and is willing to adapt for the good of the group.	Dominating: Takes much of meeting time expressing self views and opinions. Tries to take control by use of power, time, etc.
Clarifying: Makes issues clear for the group by listening, summarizing and focusing discussions.	Rushing: Encourages the group to move on before task is complete. Gets "tired" of listening to others and working as a group.
Inspiring: Enlivens the group, encourages participation and progress.	Withdrawing: Removes self from discussions or decision-making. Refuses to participate.
Harmonizing: Encourages group cohesion and collaboration. For example, uses humor as a relief after a particularly difficult discussion.	Discounting: Disregards or minimizes group or individual ideas or suggestions. Severe discounting behavior includes insults, which are often in the form of jokes.
Risk Taking: Is willing to risk possible personal loss or embarrassment for the group or project success.	Digressing: Rambles, tells stories, and takes group away from primary purpose.
Process Checking: Questions the group on process issues such as agenda, time frames, discussion topics, decision methods, use of information, etc.	Blocking: Impedes group progress by obstructing all ideas and suggestions. "That will never work because..."