

Population Problems

Sociology 170, Spring 2025

Lecture Section Syllabus

Instructor of Record: Yue Qin ([hear name](#))

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Office: 2406 Sewell Social Sciences

Office Hours: Tuesday 2:30pm – 3:30pm or by appointment

Lecture Section: LEC 001: Tuesday/Thursday 9:55am – 10:45am, B130 Van Vleck Hall

Discussion Sections:

Michael Zaslavsky: mzaslavsky@wisc.edu

DIS 301	Monday 9:55AM – 10:45AM	1335 Sterling Hall
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DIS 302	Monday 11:00AM – 11:50AM	1335 Sterling Hall
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DIS 303	Monday 12:05PM – 12:55PM	1335 Sterling Hall
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DIS 304	Monday 1:20PM – 2:10PM	1335 Sterling Hall
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Jun Cui: jun.cui@wisc.edu

DIS 305	Thursday 1:20PM – 2:10PM	6228 Sewell Social Sciences
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DIS 306	Thursday 2:25PM – 3:15PM	6228 Sewell Social Sciences
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DIS 307	Thursday 3:30PM – 4:20PM	6228 Sewell Social Sciences
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DIS 308	Thursday 4:35PM – 5:25PM	6228 Sewell Social Sciences
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Welcome to Sociology 170:

In the 21st century, human beings around the world are facing a variety of population problems, such as population growth and environmental issues, population aging, low birth rates, health inequalities, racial discrimination and segregation, and immigration challenges. This course analyzes these issues through the lens of demography, sociology, and epidemiology. It aims to (1) help students understand key population issues, comprehend their causes, characteristics, and impacts, engage with related theoretical debates and policy discussions, and consider future research directions; (2) equip students with foundational concepts, theories, data, and methods in demography and sociology to enable them to conduct preliminary research and exploration of population-related problems; and (3) assist students in understanding the diversity and inequality within population dynamics and encourage reflection on how we can reduce social inequality in practice.

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 essays and participate in class discussions 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.

Ethnic Studies Requirement – History and Learning Objectives:

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.

The Ethnic Studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the U.S, 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.

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 satisfying the Ethnic Studies requirement, students will:

- Articulate how the past has affected present day circumstances regarding race and racial inequities 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

The skills listed above apply to students' lives inside and outside the classroom, and by pursuing these objectives, students will further enhance their ability to participate in a multicultural society more effectively, respectfully, and meaningfully. Students complete this requirement by taking one course of at least 3 credits that is designated as an Ethnic Studies course.

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 the instructor of record (Yue Qin) **by the end of the second week** of the course (**i.e., by January 31st**) 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 the instructor (Yue Qin) **by the end of the second week** of the course (**i.e., by January 31st**) 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:

Let us build an atmosphere of mutual respect and engagement in which all of us feel comfortable participating. It is important to be empathetic, strive to keep the discussion respectful, and challenge one another with respect and academic rigor. 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. 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 encourage the person who feels hurt to speak out your feelings bravely, and we also expect the speaker to reflect on how to express in a more respectful way in the future.

Guidelines in the case of illness:

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. Please do not come to class if you think your illness might be contagious such as COVID-19.

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 office hours—there’s no appointment needed for office hours. 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 me (yqin56@wisc.edu) to set up an appointment for another time. These emails must **contain “SOC 170” in the title**; otherwise, they are at risk of being filed into spam. Additionally, please **include your full name in the email** so that we know who send the email.

We try to respond to student emails in a timely manner (usually within 2 business days, barring any unusual circumstances) and during business hours. Please avoid sending last-minute messages, as we 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. When you do not receive a reply after 2 business days, please do not hesitate to “bump” your email to the top of our inbox by replying to your original email with a gentle reminder. Consult this website that has helpful advice for emailing professors and TAs: www.wikihow.com/Email-a-Professor.

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 materials from lectures or discussion sections. Attend office hours with your TA if you have a question about course materials, miss a discussion section or lecture and you cannot grasp the materials on your own, or need extra help with assignments or study techniques.

In my office hour, 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, the job market, etc. For many of you, the university setting is a new experience, and it can be overwhelming. It certainly is for me!

Evaluation and Grading:

Course grades will be mainly based on: 1) attendance and quality participation; 2) writing assignments, 3) exams, and 4) reading quizzes.

1) Attendance (10%) and quality participation (10%)

This course consists of two lectures and one TA session meeting per week. Attendance is mandatory. You may miss one TA session unexcused with no effect to your grade. More than one unexcused absence will lower your attendance and participation grade. If you skip one TA session or lecture, 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.

Students with high quality participation may meet the civility guidelines mentioned above; demonstrate a clear reading and grasp of the course materials (readings and lecture content); draw discussion points from course materials and empirical evidence; ask clarifying and enriching questions to deepen course discussion points; tie course materials to previous course ideas, topics, and themes; practice humility and acknowledge when they do not understand a

topic, idea, or theme. You are expected to read all required readings before each lecture, which will help you have better involvement in class.

Lecture slides will be posted online before the class, but it may not contain all important information covered in class. Therefore, listening carefully to the instructor and taking detailed notes are also important.

2) Writing assignments (20%)

There will be two *short* writing assignments that will require you to connect class materials 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 each of these two writing assignments in more detail. The two writing assignments will together represent 20% of your grade in the course.

3) Two exams (combined 45%)

There will be two exams. Materials covered in discussion sections, lectures, and written assignments will aim to prepare you for the exams in this course. Lectures will **NOT** be recorded or posted online, so attending lectures is of the utmost importance. Your exam grade in this course will be based on the following components:

Exam 1 (March 4, 2025): In class (20%, covers weeks 1-6)

Exam 2 (May 1, 2025): In class (25%, covers weeks 7-15, with some questions from weeks 1-6)

The exams will consist of both multiple-choice and short-answer questions that emphasize concepts, facts, and mechanisms discussed in class and in your readings. Note that your online schedule will list a “final exam” time for this class. Please disregard it, there will be no additional final exam after the course ends.

Unfortunately, a class of this size cannot accommodate make-up exams. If you cannot take the exam in the classroom due to travel plans or illness, there is an online option. If there are extraordinary circumstances that cause you to miss one of the exams, you will be free to miss it, with the understanding that the other exam will then count towards the full 45% of your grade.

4) Reading quizzes (15%)

There will be 23 reading quizzes to motivate you to finish the required readings before each lecture. Reading quizzes are posted on Canvas two days prior to their due date and must be completed **before** the start of each lecture. Each quiz consists of 5 substantive questions related to the lecture’s required readings (recommended readings will not be asked about). Quizzes close at the start of their corresponding lecture. There are no retakes of the quizzes. In recognition that life can throw you curveballs, **the three lowest quiz grades will be dropped.**

Extra credits

There are four extra credits for you to obtain. First, finish the syllabus quiz by January 28 (11:59 PM). It includes 10 questions asking important details of this syllabus. The goal of this quiz is to encourage you to read this syllabus carefully so that you won’t miss any important requirements.

If your accuracy rate reaches 80% or higher, you will receive an additional point on top of your total score for the four sections above.

Second, finish two rounds of course feedback by February 18 and April 1 (both due at 11:59 PM), respectively. Both of them will ask about your learning experiences at this course, your evaluations of and suggestions on the teaching staff, and your goal setting for the next stage of learning. Your feedback will help us make adjustments to improve your learning experiences and academic outcomes. Finishing each round of feedback will provide you with 0.5 additional points on top of your total score for the four core sections above.

Third, attend the lecture on March 20, the lecture before spring break. You may not show up on March 20 due to spring break travel plans, and you will not get punished for this absence. However, I highly recommend attending this lecture because of its important topic—racial inequality in health! You will better understand racial inequality in health across the life course, its social causes, and relevant theoretical and policy debates from this lecture. To encourage lecture attendance, attendees can get one extra point on top of their grades from the four core sections above.

Finally, submit a brief report (about 300-500 words) about your networking experiences at this course by April 24 (11:59 PM). One goal of this course as ethnic studies is to encourage you to know people from diverse backgrounds. Throughout the whole semester, you are encouraged to network with students from different racial and ethnic backgrounds from this course. In your report, you need to provide 3-5 full names of your friends made from this course, briefly introduce how their backgrounds are different from yours, how you get to know them, what you learn from them, and how your interactions with them help you think about or reflect on racial and ethnic relations. Finishing this report will give you one extra point added to your total score for the four sections above. Keep in mind that you should follow the civility rules and show respect when you network with your classmates; harassments are not allowed.

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. Requests to re-grade assignments after final grades are submitted cannot be honored, per university policy.

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
- Copying another student's homework, and copying from another student during an exam
- Working on an assignment with others when you are supposed to do so independently
- Stealing an exam or course materials

- Uses unauthorized materials or fabricated data in any academic exercise, such as using notes for a closed-book online exam
- Intentionally impedes or damages the academic work of others
- Engages in conduct aimed at making false representation of [...] academic performance
- Forges or falsifies academic documents or records (having a friend sign you in for attendance when you're absent)
- Assists other students in any of these acts

Cheating, plagiarism, or any other breach of academic integrity 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.

AI policy

Acceptable use: Use AI to check grammar and spelling issues.

Unacceptable use: The use of AI tools to complete entire assignments or to bypass the essential analysis is strictly prohibited. Note that AI is still stupid in many ways, and their answers may not be reliable. Active learning and talking to your TA and instructor about your questions can better help you deal with problems than using AI!

If you are not sure whether your practice is allowed, never bother to ask TA or the instructor.

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. 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.
- 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 not copy or have discussion recordings outside of class, including posting on internet sites or selling to commercial entities.
- 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]

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).

Course Overview

Week	Date	Topic	Notes
1	January 21	Introduction	
	January 23	Population Structure	
2	January 28	Population Data Collection	Syllabus Quiz Due
	January 30	Malthusianism and Neo-Malthusianism	
3	February 4	Population Growth and the Environment	
	February 6	Demographic Transitions	
4	February 11	Family Planning and Unmet Need	
	February 13	Low Fertility	
5	February 18	Life Expectancy and Human Longevity	Course Feedback 1 Due
	February 20	Population Aging	Assignment 1 Due
6	February 25	Social Determinants of Health	
	February 27	Public Health Crises	
7	March 4	Exam 1	
	March 6	Social Construction of Race	
8	March 11	Racialized Social Systems	
	March 13	Racial Segregation	
9	March 18	Mass Incarceration and Racial Inequality	
	March 20	Racism and Health Inequality	Extra Credit for Lecture Attendance
10	March 25	Spring Recess	No Class
	March 27	Spring Recess	No Class
11	April 1	Race, Reproduction, and Single Motherhood	Course Feedback 2 Due
	April 3	Why do People Migrate?	Assignment 2 Due
12	April 8	Race and Immigration Policies	
	April 10	(Out of Town for a Conference)	No Class
13	April 15	Unintended Consequences of Immigration Policies	
	April 17	Theories of Immigrant Incorporation	
14	April 22	How is the Composition of America Changing?	
	April 24	Crisis Migration	Networking Report Due
15	April 29	Final Review	
	May 1	Exam 2	

Detailed schedule and readings

PART ONE: POPULATION FRAMEWORKS

January 21 (Tuesday):

Lecture #1.1 – Introduction

Max Roser and Hannah Ritchie (2023) – “How has world population growth changed over time?”. Published online at OurWorldInData.org. Retrieved from:

<https://ourworldindata.org/population-growth-over-time>

January 23 (Thursday):

Lecture #1.2 – Population Structure

Ritchie and Roser. (2019) Age structure. *Our World in Data*.

Recommended:

<https://worldpopulationreview.com/us-cities/madison-wi-population> (Madison Population pyramid)

(Discussion Session):

Make Introductions and Set Community Guidelines; Discuss Lectures 1.1 & 1.2

January 28 (Tuesday):

Lecture #1.3 – Population Data Collection

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**

How the US Census misses people of color - and why it is so harmful. *The Guardian*, February 2020. <https://www.theguardian.com/us-news/datablog/2020/feb/27/2020-us-census-black-people-mistakes-count>

January 28 (Tuesday) – Syllabus Quiz Due on Canvas, 11:59PM

January 30 (Thursday):

Lecture #1.4 – Malthusianism and Neo-Malthusianism

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

(Discussion Session):

Discuss Lectures 1.3-1.4

February 4 (Tuesday):

Lecture #1.5 – Population Growth and 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**.

February 6 (Thursday):

Lecture #1.6 – Demographic Transitions

Roser, Max. (2019) Demographic transition: Why is rapid population growth a temporary phenomenon? Published online at OurWorldinData.org.

<https://ourworldindata.org/demographic-transition>

Lesthaeghe, R. (2014). The second demographic transition: A concise overview of its development. *Proceedings of the National Academy of Sciences*, 111(51), 18112-18115.

<https://doi.org/10.1073/pnas.1420441111> (4 pages)

(Discussion Session):

Discuss lectures 1.5-1.6

February 11 (Tuesday):

Lecture #1.7 – Family Planning and Unmet Need

Canning, D., & Schultz, T. P. (2012). The economic consequences of reproductive health and family planning. *The Lancet*, 380(9837), 165-171.

February 13 (Thursday):

Lecture #1.8 – Low Fertility

Livingston, Gretchen. (2019) Is U.S. fertility at an all-time low? Two of three measures point to yes. Pew Research Center. <https://www.pewresearch.org/short-reads/2019/05/22/u-s-fertility-rate-explained/>

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

(Discussion Session):

Discuss lectures 1.7-1.8

PART TWO: POPULATION AGING AND HEALTH

February 18 (Tuesday):

Lecture #2.1 –Life Expectancy and Human Longevity

Saloni Dattani, Lucas Rodés-Guirao, Hannah Ritchie, Esteban Ortiz-Ospina and Max Roser (2023) - “Life Expectancy” Published online at OurWorldinData.org.

<https://ourworldindata.org/life-expectancy>

Ho, Jessica Y (2022) Causes of America’s lagging life expectancy: An international comparative perspective. *The Journals of Gerontology: Series B*, 77(Supplement_2), S117-S126.

February 18 (Tuesday) – Course Feedback 1 Due on Canvas, 11:59PM

February 20 (Thursday):

Lecture #2.2 – Population Aging

Caplan, Zoe. (2023). U.S. Older Population Grew From 2010 to 2020 at Fastest Rate Since 1880 to 1890. <https://www.census.gov/library/stories/2023/05/2020-census-united-states-older-population-grew.html>

February 20 (Thursday) – Assignment 1 Due on Canvas, 11:59PM

(Discussion Session):
Discuss lectures 2.1-2.2

February 25 (Tuesday):

Lecture #2.3 – Social Determinants of Health

Braveman, P., Egerter, S., & Williams, D. R. (2011). The social determinants of health: Coming of age. *Annual review of public health*, 32(1), **focus on pp. 382-389.**

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)

February 27 (Thursday):

Lecture #2.4 – Public Health Crises

Dasgupta, N., Beletsky, L., & Ciccarone, D. (2018). Opioid crisis: No easy fix to its social and economic determinants. *American Journal of Public Health*, 108(2), 182-186. (4 pages)

Aburto, J. M., Tilstra, A. M., Floridi, G., & Dowd, J. B. (2022). Significant impacts of the COVID-19 pandemic on race/ethnic differences in US mortality. *Proceedings of the National Academy of Sciences*, 119(35), e2205813119. **Focus on 1-5 pages.**

(Discussion Session):

Discuss Lectures 2.3 & 2.4, Exam Review

March 4 (Tuesday):

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

PART THREE: RACIAL INEQUALITY

March 6 (Thursday):

Lecture #3.1 – Social Construction of Race

Did The U.S. White Population Decline And Shrink? It's Complicated : NPR
Vox. "The Myth of Race." 3 minute video.

(Discussion Session):

Exam Review and Discuss lecture 3.1

March 11 (Tuesday):

Lecture #3.2 – Racialized Social Systems

Pager, D., & Shepherd, H. (2008). The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets. *Annual Review of Sociology*, 34(1), 181-209. **Focus on pages 6-19.**

Recommended:

Ray, V. (2019). A theory of racialized organizations. *American sociological review*, 84(1), 26-53. Focus on pages 1-3

Small, M. L., & Pager, D. (2020). Sociological perspectives on racial discrimination. *Journal of Economic Perspectives*, 34(2), 49-67.

March 13 (Thursday):

Lecture #3.3 – Racial Segregation

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

de la Prada, À. G., & Small, M. L. (2024). How people are exposed to neighborhoods racially different from their own. *Proceedings of the National Academy of Sciences*, 121(28), e2401661121. **Focus on the first four pages.**

(Discussion Session):

Discuss lectures 3.2-3.3

March 18 (Tuesday):

Lecture #3.4 –Mass Incarceration and Racial Inequality

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

Pettit, B., & Gutierrez, C. (2018). Mass incarceration and racial inequality. *American Journal of Economics and Sociology*, 77(3-4), 1153-1182. Focus on the 2nd - 9th pages.

March 20 (Thursday):

Lecture #3.5 – Racism and Health Inequality

Gee, G. C., Walsemann, K. M., & Brondolo, E. (2012). A life course perspective on how racism may be related to health inequities. *American Journal of Public Health*, 102(5), focus on pp. 967-972.

Recommended:

Phelan, J. C., & Link, B. G. (2015). Is Racism a Fundamental Cause of Inequalities in Health? *Annual Review of Sociology*, 41(1), 311–330. <https://doi.org/10.1146/annurev-soc-073014-112305>

(Discussion Session):

Discuss lectures 3.4-3.5

March 25 & 27 **NO CLASS******

April 1 (Tuesday):

Lecture #3.6 – Race, Reproduction, and Single Motherhood

Baker, R. S. (2022). Ethno-racial variation in single motherhood prevalences and penalties for child poverty in the United States, 1995–2018. *The ANNALS of the American Academy of Political and Social Science*, 702(1), 20-36. Focus on pages 1-5 and 7-12.

Recommended:

Dehlendorf, C., Harris, L. H., & Weitz, T. A. (2013). Disparities in abortion rates: A public health approach. *American Journal of Public Health*, 103(10), 1772-1779.

Claire Cain Miller. (2023) Childbirth Is Deadlier for Black Families Even When They're Rich, Expansive Study Finds. *New York Times*. February 12, 2023

April 1 (Tuesday) – Course Feedback 2 Due on Canvas, 11:59PM

PART FOUR: MIGRATION

April 3 (Thursday):

Lecture #4.1 – Why do People Migrate?

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouchi, Adela Pellegrino, and J. Edward Taylor. (2001.) *Worlds In Motion: Understanding International Migration at the End of the Millenium*. Oxford: Clarendon Press. Chapters 2. (Focus on each theory's arguments)

April 3 (Thursday) – Assignment 2 Due on Canvas, 11:59PM

(Discussion Session):

Discuss lectures 3.6 & 4.1

April 8 (Tuesday):

Lecture #4.2 – Race and Immigration Policies

Kamasaki, Charles. (2021). US immigration policy: A classic, unappreciated example of structural racism. <https://www.brookings.edu/articles/us-immigration-policy-a-classic-unappreciated-example-of-structural-racism/>

Aranda, E., & Vaquera, E. (2015). Racism, the immigration enforcement regime, and the implications for racial inequality in the lives of undocumented young adults. *Sociology of race and ethnicity*, 1(1), 88-104. **Focus on pages 1-4 and 7-13.**

April 10 ***NO CLASS*******

(Discussion Session):

Discuss lecture 4.2

April 15 (Tuesday):

Lecture #4.3 – Unintended Consequences of Immigration Policies

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**

Recommended: <http://res.dallasnews.com/interactives/migrantroute/>

April 17 (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*. Focus on pages 2-12.

(Discussion Session):

Discuss lectures 4.3 & 4.4

April 22 (Tuesday):

Lecture #4.5 – How is the Composition of America Changing?

Jones, Nicholas, Rachel Marks, Roberto Ramirez, and Merarys Rios-Vargas. (2021). 2020 Census Illuminates Racial and Ethnic Composition of the Country. <https://www.census.gov/library/stories/2021/08/improved-race-ethnicity-measures-reveal-united-states-population-much-more-multiracial.html>

April 24 (Thursday):

Lecture #4.6 – Crisis Migration

Fussell, E. (2015). The long-term recovery of New Orleans' population after Hurricane Katrina. *American Behavioral Scientist*, 59(10), focus on pages 2-11.

April 24 (Thursday) – Networking Report Due on Canvas, 11:59PM

(Discussion Session):

Discuss lectures 4.5 & 4.6 and review for the final exam

April 29 (Tuesday): Final Review

May 1 (Thursday):

EXAM 2: IN PERSON – Covers content (lectures, readings, discussion) from all parts