

Sociology 170: Population Problems
University of Wisconsin-Madison, Fall 2023
Mon/Wed 9:55-10:45am
Online

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Student Hours: Mon. 11:00-1:00pm

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!

In this course, drawing on scholarly knowledge from multiple disciplines, 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.

All policies laid out in this syllabus are subject to change and I reserve the right as the instructor to adjust as needed. All changes will be communicated in advance via email.

Classroom & Inclusion Policy

Our classroom is a learning community in which individual perspectives are valuable. It is necessary for us to respect each other's growth trajectory and always remember to discuss and critique *ideas* and never *people* themselves. We are here to learn from and with each other and thus this class must be a brave space in which we share and engage with one another:

- Intentionality is important – what do you mean to convey? Choose words that demonstrate intentions
- Never assume what other individuals are thinking or what groups they represent
- Animosity or disrespect towards any student, teacher or guest speaker is not allowed and will not be tolerated

Accommodations & Accessibility

As an educator, I aim to make Sociology accessible to all students, regardless of ability or previous educational experiences. Students with accommodations ***must present their accommodations to the instructor within two weeks of the first day of class.*** I encourage all students to discuss with me any personal situations or emergencies during the semester that may affect performance in the course.

Sensitive Material

The broad topics of this course—fertility, mortality, immigration, health, race/ethnicity, and poverty—contain both highly personal and highly political themes. In learning about these issues, students may encounter language, depictions or attitudes that they find disturbing or hard to talk about. Take care of yourself and take space when you need it. I am available to discuss any concerns you have with course materials and am here to support you and our community.

General Learning Objectives:

Beyond the substantive and methodological content we will cover, this course is designed to achieve the following instructional objectives designated as priorities by the College of Liberal Arts and the Department Sociology:

1. *Critically evaluate published research.* You will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
2. *Communicate skillfully.* You will write and make oral presentations that build arguments and assess evidence in a clear and effective manner.
3. *Critical thinking about society and social processes.* You 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, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.

Ethnic Studies Requirement 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. ([Learn more here.](#))

In this course students will “draw connections between historical and present-day circumstances and consider perceptions and cultural assumptions when examining questions and making decisions (UW-Madison Undergraduate Guide, 2023).” The course has also been designed to meet the following learning objectives and students, after taking this course, should be able to (reproduced from the UW-Madison Undergraduate Guide, 2023):

1. Articulate how the past has affected present day circumstances regarding race and racial inequalities in the U.S.
2. Recognize and question cultural assumptions and knowledge claims as they relate to race and ethnicity
3. Demonstrate self-awareness and empathy toward the cultural perspectives and worldviews of others
4. Apply course concepts to their lives outside the classroom by respectfully participating in our multicultural society

As an educator I take the 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. This perspective is central to my teaching and fundamental to this class.

Academic Integrity

The Office of the Dean of Students defines academic misconduct to include, but not limited to the following:

- Seeks to claim credit for the work or efforts of another without authorization or citation, which includes the use of ChatGPT and other such programs (**plagiarism**)
- Uses unauthorized materials or fabricated data in any academic exercise
- Forges or falsifies academic documents or records (**having a friend sign you in for attendance when you are absent**)
- Intentionally impedes or damages the academic work of others
- Engages in conduct aimed at making false representation of a student's academic performance (altering test answers and submitting the test for re-grading)
- Assists other students in any of these acts

In an effort to prevent academic dishonesty, **all written assignments will be run through Turnitin.com**. This service checks your assignment against all written assignments available online, in other courses and at other universities. **I also reserve the right to use HonorLock for all exams.**

Required Texts

- Tanya Golash-Boza. (2018). *Race and Racisms (Brief 2nd Edition)*. Oxford University Press.
- Other readings, media, and videos will be made available through the course's Canvas page.

Success in this Course

- Attend lecture (see p.4) and take notes (see electronics policy p.8)
- Complete the required readings and be prepared to discuss them in many contexts
 - You may be using course materials in a variety of ways during our time together
- Ask questions, take advantage of student hours, make appointments to see me
 - Please don't be afraid of asking questions. Chances are that several people are wondering the same thing!
 - I truly enjoy talking with and getting to know my students so, please, don't be shy!
- Always be thinking about the following questions when reading or listening:
 - What are the central points? Is there a strong thesis?
 - What evidence is present to support arguments?

Participation:

Your participation during class will help you master course material and achieve the learning objectives of the course. I expect you be prepared to critically engage with lectures and readings. This means you will have to do more than briefly skim the readings and just sit and listen to the lectures.

Participation does not necessarily mean talking a lot and I am much more concerned about the quality of your comments than the quantity of your comments. **Asking questions and seeking clarification counts as high quality participation!** I do not expect you to have completely mastered the material before you come to lecture—if you did, I would be out of a job ☺ That being said, I do expect that you have done the readings and engaged with them so you can ask questions or for clarification in class so you can master the material.

Please feel welcome to share your comments, questions, ideas, perspectives -- your experiences and inquiries are important to me as your instructor.

I may also ask you to spend no more than 5 minutes reflecting on a question or prompt I pose at the end of lecture. These reflections offer a space for you to give me feedback about lecture, how the course is

going for you overall, how well you are understanding the material, etc. They also serve as another way to participate in class. I promise to read them every time and take your responses into account as much as possible.

I want you to succeed and I want you to know that I am here for your questions and to support your learning every step of the way.

Attendance:

Lecture attendance is required for your success in this course. The vast majority of the content tested on exams will be covered in lecture (not necessarily on the slides). So, to position yourself for success, make sure to log on and join the class. That being said, life happens and you are adults. If you miss lecture, it is your responsibility to receive missed notes from a classmate.

Students who must miss multiple class sessions should talk with me about the best course of action. Please be proactive and contact me if you must miss many class periods. I will do my best to assist and work with you whenever possible. Your and our health is of primary importance and sometimes things happen that are outside of our control—please be in contact early on and I will do my best to help.

Assignment and Grading Policies:

Assignments Overview

- **15%** - Reading Quizzes
- **20%** - In-Person Discussion Section Involvement
 - **10 %** - Participation
 - **10 %** - Attendance
- **20 %** - Written Assignments (10% each)
- **45%** - Exams
 - **20%** - Exam 1
 - **25%** - Exam 2

In-Person Discussion Section Participation (10%) and Attendance (10%):

The in-person discussion sections are a vital and invaluable part of the course and as such attending and participating in section make up a significant portion of your final grade. Your participation grade will be determined by your TA, based on the manner they see fit, which they will discuss with you in section.

However, just as in lecture, high quality participation will meet the Community and Inclusivity Guidelines mentioned above and any other discussion guidelines for your section, 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.

Attendance in discussion section is mandatory and your TA will take attendance each week. **You have one “freebie” unexcused absence from discussion section and may miss one section without penalty.** There is no need to contact your TA if you use your “freebie” absence nor any need to explain why you are using it. Again, you are adults and life happens. **More than one unexcused absence will lower your attendance and participation grade.** Excused absences include university approved travel, emergencies, and other extreme cases. All other attendance policies, including making up missed sections, are at the discretion of your TA.

It is your responsibility to make up all missed work; be sure to obtain any handouts distributed in class and borrow notes from classmates.

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.

Exams (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 (10/18/2023): Covers Sections I & II, 20% of total grade

Exam 2 (12/13/2023): Covers Sections III & IV, 25% of total grade

(4) Reading and Syllabus quizzes (15%): There will be reading quizzes for each of the substantive lectures this semester and the corresponding readings. Reading quizzes are posted on Canvas one week 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.**

One of these assignments is a quiz on the syllabus that I will administer during the second week of the course. I created this assignment because the syllabus contains extremely useful information about the course that will help you succeed in this class. So, I want to ensure you have read it, carefully ☺.

Late Assignment Policy:

Due dates are not suggestions – they are deadlines. These dates make the course manageable for you and for your instructors. If you have an emergency that requires an extension, you must consult with your TA before the due date. Short of an emergency, to turn in an assignment late, you must request permission with 48 hours prior notice of the due date.

For each day an assignment is late, your grade will be lowered 10%. Late assignments will not be accepted past one week following the due date and will thus receive an F or no points.

Sometimes life throws you a curve ball – please be in contact with me early on!

I cannot retroactively change your grade if you contact me at the end of the semester and tell me what's been going on for several weeks and/or ask for special consideration in your grade

Grade Concerns:

You must wait 24 hours after notification of a grade you earned before contacting any member of your teaching team about the assignment/assessment and your concerns. After first discussing your concerns/questions with your TA after this 24-hour waiting period, if you want to discuss your grade with me, specifically, please schedule a time to meet with me. I will only discuss grades if you have waited 24 hours since receiving your grade and have first spoken with your TA.

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.

All assignments will be returned and reviewed in section within a reasonable time frame of being turned in. Your work will be graded thoughtfully and returned with notes and comments explaining why points were taken off. Your teaching team appreciate your patience as we work to get your grades back to you as soon as possible.

While I am unlikely to change your grade, I will answer questions, clarify why you got the grade you got, and give you tips for future assignments. I am happy to go over the assignment with you and clarify/answer any questions you may have. However, I will only change your grade if the overall score was incorrectly calculated or if there was a specific mistake in the grading. If you meet with me about your grades and are still unhappy with your score you may ask me to re-grade the assignment, but you risk a lower score.

If you earned a grade that disappoints you, please don't lose hope! I'm happy to work with students on improving their writing, exam skills, study strategies, etc.

Grading Standards

The grading scale for the course is as follows:

- A = 93-100
- AB = 87-92
- B = 83-86
- BC = 77-82
- C = 70-76
- D = 60-69,
- F = 59 or below.

As a general rule, I do not bump/round grades at the end of the semester

Other Policies

Zoom Lecture Etiquette:

The lecture portion of this class will be conducted online via Zoom and I want to create an active, vibrant, and engaged remote classroom with you all. As such, I ask that we all try to take the following steps to facilitate that learning environment, but I am cognizant of the fact and understand that these conditions may not always be possible or feasible.

So, with all of that in mind, to the best of your ability, please:

- Mute your microphone, unless you are actively speaking.
- "Raise your hand" or use the Chat if you have a question or comment you would like to address.
- Log on to lecture in a quiet place, ideally where you won't be interrupted and can speak freely.
- Keep your camera on, when you are able, particularly if you are talking.
- Be mindful of your background and what others can see if your camera is on.

Again, I do not expect any of us to be able to maintain these ideal conditions for every lecture period and there is no need to explain why you might not be able to take certain actions. But I do hope we can all try to do these things when we can with the aim of creating a welcoming and productive learning environment online, even if we are wearing pajama bottoms and fuzzy slippers 😊

Technology:

Your phone can only divide your attention, which is disrespectful to your peers and me and undermines your ability to be mentally present and engaged. Please turn your cell phone to silent and put it away.

Electronics are only allowed to log on to the lecture, access digital copies of the readings or to take notes. Using electronics inappropriately in class can negatively impact your participation grade.

Communication:

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 me set up an appointment for another time.

***** 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. *****

The best way to contact me is via email: jthomas36@wisc.edu. Please write me an email with "Hello" or a greeting and make sure to sign your name as you prefer to be called so I don't incorrectly default to the UW system name given to you. Please let me know how I can help you or what you've found that we can discuss! Make sure to let me know (1) your full name, (2) what class you are taking with me – until I get to know you better. Please remember to keep your contact professional but feel free to address me as Julia in your message.

If I do not respond to your email within two business days, please send me a gentle “bump” reminder to put your email back at the front of my inbox. As a general rule, I will not answer emails on the weekends, my cats require my full attention. Pictures of said cats available upon request.

Additionally, only use e-mail for quick questions (yes or no questions or questions that seem to require a one or two sentence response). If I receive an e-mail with multiple questions or an e-mail that requires extensive explanation, then it is best for you to come to office hours or to make an appointment with me so we can talk in person.

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.

Student Hours:

If you have any questions, comments, or concerns about course material or section, please visit me during student hours. This is the time I have set aside in my schedule to meet with students and I encourage you to take advantage of them! If you have a specific question, you may want to e-mail me beforehand about the purpose of your visit so that I can be prepared. If you are unable to attend my regularly scheduled office hours, I will try to meet with you at a different time. I have limited flexibility in my schedule but I will do my best to accommodate your schedule if you cannot come to office hours.

Feedback:

I care about your experience at UW, and if there are ways I can do better, please talk to me about it. I value and, when possible, try to incorporate your feedback. If I make a mistake, please bring it to my attention and I will try to correct it. You will also have the opportunity to evaluate me at the end of the semester and I look forward to using your feedback to become a more effective educator.

Privacy of Student Records & Online Content

You may **not record** any course meetings without written consent from your instructor and teaching assistant. *If a lecture is not already recorded, you are not authorized to record our discussions without my 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 use materials and provided recordings for use related to participation and achievement in this course.

The privacy of your contributions and your classmates' contributions to lecture and discussion sections are protected by federal law.

Lecture materials, lecture recordings, discussion materials and recordings for Sociology 446 are protected intellectual property of your instructor(s) and of the University of Wisconsin - Madison.

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.

SCHEDULE OF CLASS DISCUSSIONS AND ASSIGNMENTS

September 6 (Wednesday):

Lecture #1.1 – Introduction and Population Thinking?

Roser, Max; Hannah Ritchie, and Esteban Ortiz-Espina. (2023) Our World in Data Website.

Section titled: “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**

In-Person Section: Make Introductions and Set Community Guidelines; Discuss Lecture 1

September 11 (Monday):

Lecture #1.2 – Measuring Populations: Who Counts, When, and Why? 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**

September 13 (Wednesday):

Lecture #1.3 – Measuring Populations: Who Counts, When, and Why? 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>

In-Person Section: Measuring Populations: Who Counts, When, and Why?, Parts 1 and 2

September 18 (Monday):

Lecture #1.4 – Predicting Populations: Age Structure and Population Projections

Ritchie, Hannah. (2023). “The UN has made population projections for more than 50 years – how accurate have they been?” *World Population Growth*. Our World in Data.

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

September 20 (Wednesday):

Lecture #1.5 – A Growing Problem?: Malthus and Population Growth

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*.

In-Person Section: Predicting Populations and Malthusian Thinking

September 25 (Monday):

Lecture #1.6 – A Growing Strain?: 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.**

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

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

September 27 (Wednesday):

Lecture #1.7 – Demographic Transitions and Fertility, Part 1

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.**

In-Person Section: Discuss Population Growth and the Environment, Fertility, Part 1

October 2 (Monday):

Lecture #1.8 – Demographic Transitions and Fertility, Part 2

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)**

October 4 (Wednesday):

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**]

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

October 6 (Friday) – Writing Assignment #1 Due on Canvas, 8:59PM

In-Person Section: Discuss Fertility, Part 2; Age/Health Dynamics

October 9 (Monday):

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

October 11 (Wednesday):

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**

In-Person Section: Discuss Aging Populations; US Life Expectancy Declines

October 16 (Monday):

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

October 18 (Wednesday):

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

In-Person Section: Discuss Europe vs. US Life Expectancy and Writing Assignment 1

October 23 (Monday):

Lecture #3.1 – The Social Construction of 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)

October 25 (Wednesday):

Lecture #3.2 – Social Structures and Racial Inequality

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

In-Person Section: Discuss Social Construction of Race; Social Structures and Racial Inequality

October 30 (Monday):

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

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

November 1 (Wednesday):

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**

In-Person Section: Discuss Race and Health; Racial Discrimination and Health

November 6 (Monday):

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**

November 8 (Wednesday):

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

In-Person Section: Health Across the Life Course; Racism and Maternal Health Inequality

November 13 (Monday):

Lecture #3.7 – Mass Incarceration and Inequality

Golash-Boza. Ch 9 “Racism and the Criminal Justice System”
The Atlantic. (2015) Mass Incarceration, Visualized. **Video**

November 15 (Wednesday):

Lecture #3.8 – Residential Segregation: Causes and Consequences

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*

November 17 (Friday) – Writing Assignment #2 Due on Canvas, 8:59PM

April 10 (Monday Discussion Session):

Discuss lectures 3.7-3.8 –Mass Incarceration; Causes and Consequences of Residential Segregation

November 20 (Monday):

Lecture #4.1 – Theories of Migration

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

November 22 (Wednesday): No Class! Enjoy the Holiday

In-Person Section: No Discussion Section this Week! Enjoy the Break!

November 27 (Monday):

Lecture #4.2 – Race and Immigration Policy

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

November 29 (Wednesday):

Lecture #4.3 –Consequences of US Migration Policy

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**

In-Person Section: Race and Immigration Policy, Consequences of US Migration Policy

December 4 (Monday):

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]

December 6 (Wednesday):

Lecture # 4.5 – 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]

In-Person Section: Theories of Immigrant Incorporation; Second Generation Americans

December 11 (Monday):

Lecture #4.6 – How is the composition of America changing?

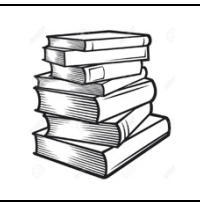
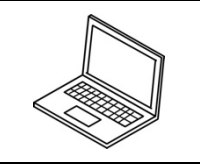
Lichter, D. T., & Johnson, K. M. (2020). A Demographic Lifeline? Immigration and Hispanic Population Growth in Rural America. *Population Research and Policy Review*, 1-19.

December 13 (Wednesday):

EXAM 2: Covers content (lectures, readings, discussion) from Part III and Part IV

In-Person Section: No Section – Good luck with Finals and have a wonderful break!

University of Wisconsin – Madison
Campus Resources

	UW-Madison Writing Center: For course papers and general writing guidance, students may wish to visit the campus writing center, located at 6171 Helen C. White Hall, (608) 263-1992. Webpage: www.writing.wisc.edu. Excellent writing instructors on staff offer group classes and one-on-one meetings to help with all aspects of the writing process, from brainstorming to polishing a final draft. Even the best writers have room for improvement!
	Tom Durkin, Social Science Librarian: Tom is a truly wonderful resource when it comes time to find sources for social science research. He can help you navigate the library's online databases to find relevant, peer-reviewed sources. His office is in the Social Science Reference Library on the (rear) 8th floor of the Sewell Social Science Building. You can email him at ssrlib@library.wisc.edu. Visit his website for more information.
	Student Technology Training: Free technology training for all students. Call (608) 265-6624 or e-mail sts@doit.wisc.edu. Webpage: www.doit.wisc.edu/training/student.
	McBurney Disability Resource Center: Students with disabilities, visible and invisible, should contact the McBurney Disability Resource Center located at 702 W Johnson St #2104, (608) 263-2741. Webpage: www.mcburney.wisc.edu.
	The primary mission of the Multicultural Student Center is to collaboratively strengthen and sustain an inclusive campus where all students, particularly students of color and other historically underserved students, can realize an authentic Wisconsin Experience. https://msc.wisc.edu/about-the-msc/
	University Counseling and Consultation Services (C&CS): School (and life) can be stressful! To obtain assistance for personal, social, career, and/or study skills problems, please contact the counseling center at University Health Services: 333 East Campus Mall, 7th Floor. (608) 265-5600 (option 2). www.uhs.wisc.edu/services/counseling.
	End Violence on Campus (EVOC): EVOC exists to prevent violence as well as to support survivors of sexual assault, intimate partner violence, and stalking. Please contact EVOC to learn more about their services or to make an appointment at the 8th Floor of 333 East Campus Mall. (608) 265-1483. evoc@uhs.wisc.edu.
	Greater University Tutoring Services (GUTS): volunteer tutors at GUTS provide assistance with academic courses, study skills, conversational English, and intercultural exchange. They provide free tutoring and mentoring to hundreds of students and university affiliates each semester. 333 East Campus Mall, 4th floor, Office # 4413. 608-263-5666. http://www.guts.wisc.edu.