

POPULATION SYD 4020

Fall 2008

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Office Hours: Tuesdays 9:30-10:30 am, Thursdays 12:30-2:30pm, and by appointment

COURSE DESCRIPTION

The global community must confront the challenges of protecting the earth while humanely meeting the needs of an ever-larger human population. Each nation must grapple with tensions among ethnoracial groups, between the young and old, and between the “haves” and “have-nots.” A course in population studies or demography provides you with the tools to analyze the issues and a variety of ways to think about population problems and solutions.

COURSE MATERIALS AND ASSIGNMENTS

Grades and Assignments: There are 2 examinations, each worth 25% of your final course grade. The first exam covers only the material from the first half of the course. The second exam covers only the material from the last half of the course. There are 5 in-class quizzes, each of which counts for 5% of your final course grade. For the in-class quizzes, you will need a simple calculator that has an exponential function. You may not use your cell phone or any other wireless device for quiz calculations. I provide all of the data for the quizzes; quiz calculations and text are used as part of the term paper (demographic profile).

You will complete a country-specific demographic profile worth 25% of your final course grade. This is a paper with 10-12 pages of text. Approximately 1/3 – 1/2 of the text comes from the quizzes. All graphic displays (graphs, tables, and charts) and bibliography are included as an appendix to the paper, but do not count as part of the 8-10 pages of text. The majority of the graphic displays contain the quiz calculations. There are 5 sections to be included in each profile: (1) brief profile of the political and cultural heritage of the country as of 2005; (2) trends in growth; (3) trends in population processes; (4) trends in population structure and characteristics; and (5) description of a current demographic issue and its potential problems and/or solutions. **YOU WILL BE ABLE TO CHOOSE YOUR COUNTRY ON THE 1ST DAY OF CLASS: FIRST COME, FIRST SERVED.**

Grades (%)

A 93+, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 63-67, D- 60-62, F 59 and lower

Readings: There is no textbook or coursepack. All readings are available on-line, either publicly available or through UF library's databases.

COURSE SCHEDULE

Date	Topic (and reading)
	A DEMOGRAPHIC PERSPECTIVE
8/26 & 8/28	Global Population Trends Haupt & Kane: chapters 1, 11 & 12 (Haupt, Arthur and Thomas T. Kane. 2004. <u>Population Handbook</u> . 5 th edition. PRB: Washington DC. -- www.prb.org –click on publications) Kent, Mary M. and Carl Haub. 2005. <u>Global Demographic Divide</u> . Population Bulletin 60 (4). PRB: Washington DC. -- www.prb.org –click on publications, then click on Population Bulletins)
9/2 & 9/4	Demographic Perspectives No reading assigned
9/4 & 9/11	Demographic Data U.S. Bureau of the Census. <u>FactFinder for the Nation</u> . http://www.census.gov/dmd/www/teachr2a.html American Community Survey, Questions and Answers. www.census.gov/acs/www/Downloads/ACSQandA.pdf
9/9	Quiz #1
	POPULATION PROCESSES
9/11, 9/16 & 9/18	Mortality and Morbidity Haupt & Kane: chapters 5 & 6 World Health Organization. 2003. “Global Health: Today’s Challenges” (chapter 1) in <u>World Health Report, 2003</u> . Geneva Switzerland. – http://www.who.int/whr/en/

9/23	Quiz #2
9/25, 9/30, 10/2 & 10/9	<p>Fertility</p> <p>Haupt & Kane: chapter 3</p> <p>United Nations Population Fund. 2005. "Reproductive Health: A Measure of Equity" (chapter 4) and "The Unmapped Journey: Adolescents, Poverty and Gender" (chapter 5) in <u>The Promise of Equality: Gender Equity, Reproductive Health and the Millenium Development Goals: State of the World Population 2005</u>. http://www.unfpa.org/rh/ click on Publications (along the left side of the page, NOT the top), then click on State of World Population 2005.</p>
10/7	Quiz #3
10/14	Examination # 1
10/16, 10/21, & 10/23	<p>Migration</p> <p>Haupt & Kane: chapter 8</p> <p>The Global Commission on International Migration. 2005. "Synopsis" "Introduction" "Migration and Development" (chapter 2) and "The Challenge of Irregular Migration" (chapter 3) in <u>Migration in an Interconnected World: New Directions for Action</u>. Geneva, Switzerland. http://www.gcim.org/attachements/gcim-complete-report-2005.pdf</p>
10/28	Quiz #4
	POPULATION STRUCTURE AND CHARACTERISTICS
No class, 11/11, Veterans Day	
10/30, 11/4, 11/6 & 11/13	<p>Age and Sex Structure</p> <p>Haupt & Kane: Chapter 2</p> <p>Stauffer, Cheryl. 1999. "Building Pyramids." <u>Population Today</u> p. 3. (PRB website. Type in journal title in search box.)</p>

Ashford, Lori. S. 2007. "Africa's Youthful Population: Risk or Opportunity?" Policy Brief, PRB Commission on Population and Development, United Nations. 2007. World Population Monitoring, Focusing on the Changing Age Structures of Populations and Their Implications.
<http://daccessdds.un.org/doc/UNDOC/GEN/N07/212/85/PDF/N0721285.pdf?OpenElement>

11/18

Quiz #5

POPULATION, DEVELOPMENT AND THE ENVIRONMENT

No class 11/27, Thanksgiving

11/20, 11/25, 12/2
& 12/4

United Nations. 2005. Population Challenges and Development Goals.
http://www.un.org/esa/population/publications/pop_challenges/Population_Challenges.pdf
"Population Policies" (chapter 7, pp. 27-28)
"Conclusions to Part One" (chapter 8, pp.29-30)
"Population Trends Relevant for Development" (chapter 9, pp.33-34)
"Part Two: Achieving the Internationally Agreed Development Goals" (pp.33-56).

12/9

Demographic profile to be emailed to me by 12 noon; no class

12/18

Examination # 2, 3-5pm, regular classroom (we are exam group 18D)

COURSE POLICIES

Contact Policies

Email: I usually respond to an email within 24 hours, often sooner. UF requires students to maintain a Gatorlink email address as their primary mode of email communication between students and UF faculty. I will respond to other email addresses if possible, but entire ISPs may be blocked (e.g., AOL).

Office Hours: I keep 3 hours of unscheduled office time. Unless I am in a private discussion with a student, my office door is open. If the door is closed, please knock so that I know you are there. Occasionally I must cancel office hours due to illness or university obligations. I provide as much notice as possible, and make-up the lost hours either during that week or as extra office hours during weeks when assignments are or exams are scheduled.

Attendance Policy

I do not take daily attendance, HOWEVER,

(1) you are responsible for getting all lecture materials, handouts, and announcements from a classmate AND

(2) you **must attend class on all quiz and examination days**. Documented and excused absences are required to make-up missed work and MUST be provided within one week of the missed due date. ALL make-up quizzes and exams will be held during the course's scheduled final exam time: Thursday December 13, 2005, 3:00-5:00 pm

Absences

"Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absence from class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved." (UF Undergraduate Catalogue, 2005-2006).

Religious Holidays

"Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. No major test, major class events or major university activity should be scheduled on a major religious holiday. Professors and university administration shall not penalize students who are

absent from academic or social activities because of religious observance. Students shall be permitted a reasonable amount of time to make up material or activities covered in their absence." (UF Undergraduate Catalogue, 2005-2006).

Illness Policy

"Students who are absent from classes or examinations because of illness should contact their professors. The university's policy regarding [medical excuse](#) from classes is maintained by the Student Health Care Center." (UF Undergraduate Catalogue, 2005-2006).

Academic Honesty

I follow UF policies and procedures in adjudicating suspected violations of academic honesty.

"In 1995 the UF student body enacted a new honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

The Honor Code: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students." (UF Undergraduate Catalogue, 2005-2006).