

**POPULATION AND ENVIRONMENT**  
**SOCIOLOGY 585**  
**COURSE SYLLABUS**  
**SUMMER I 2004**

**Course Information:**

**Meeting Place:** 204 Kethley Hall

**Meeting Times:** Mon–Fri, 8:00–9:45 a.m.  
June 1–July 2, 2004

**Instructor Information:**

**Instructor:** Dr. Alan Barton

**Office:** 201A Kethley

**Telephone:** (662) 846-4097

**E-mail:** abarton@deltastate.edu

**Webpage:** [http://ntweb.deltastate.edu/vp\\_academic/abarton/](http://ntweb.deltastate.edu/vp_academic/abarton/)

**Office Hours:** The instructor holds regular office hours Monday–Friday, 9:45–10:30 a.m. If you cannot make one of these times, use the above contact information to set up an appointment.

**Graduate Assistant:** Rebecca Kimport

The graduate assistant is available for consultation by appointment. Please contact her during class to set up a meeting time.

**Course Webpage:**

Additional materials and up-to-date course information can be found on the course webpage at:

[http://ntweb.deltastate.edu/vp\\_academic/abarton/SOC485/SOC485Syllabus.htm](http://ntweb.deltastate.edu/vp_academic/abarton/SOC485/SOC485Syllabus.htm)

**Course Overview:**

This course introduces students to demography, the study of population structure and change, and to causes and consequences of demographic conditions. The course highlights demographic concepts, such as fertility, mortality, migration and population momentum; demographic topics, such as population change, overpopulation, and urbanization; and demographic relations, such as the nexus between population growth and agricultural production, environmental deterioration, and public health. Population processes are situated in the context of sustainable development, to understand the interactions between population change and broader social and environmental change.

Prerequisite: SOC 101 or permission of instructor.

**Readings:**

The readings for this course are all available on-line. The Course Outline below lists the reading assignments for each class meeting; you should do the assigned reading BEFORE the class meeting for which it is assigned. All of the readings are listed in the Course Readings section below, under the course outline, along with instructions on how to access each article. See the course webpage for tips on how to study the course readings.

### **WebCT:**

WebCT will be used occasionally in this course. All students should create a WebCT account. See the course webpage for instructions on how to create a WebCT account and for information on how to use WebCT.

### **Study Questions:**

Each week, a set of study questions pertaining to the week's topic will be posted on the course website. These questions are designed to assist you with the week's reading assignments. It is recommended that you prepare short answers to these questions to prepare for lectures and discussions. Questions for the quizzes, the final exam, and writing assignments are frequently drawn from these study questions.

### **Course Objectives:**

Students that successfully complete this course will be able to:

- (1) Define important **demographic concepts** and calculate **demographic measures**.
- (2) Explain how **population structure** has **changed** through history, and provide reasons why population structure has changed.
- (3) Explain the connections between **population structure, population change, and food production**.
- (4) Explain the connections between **population structure, population change, and various environmental issues**.
- (5) Identify and discuss **current issues**, and how they are shaped by **population structure and change**.

These objectives contribute to the overall course goals:

- (1) Developing **critical thinking skills**. The class discussions, readings, writing assignments and quizzes are designed to encourage you to develop and use higher-order thinking skills, including analytical, synthetic and applied thinking. See the course webpage for more information on thinking critically.
- (2) Understanding the **social structures and processes** that condition our lives. A basic goal of all sociology courses is to help you understand the nature and workings of these social structures, and how they open opportunities and impose constraints on individuals operating within these structures. C. Wright Mills called this using your "sociological imagination;" activities in this course are designed to encourage you to use *your* sociological imagination. See the course webpage for more information on the sociological imagination.

### Course Organization and Approach:

This course uses a *participatory, learner-centered, adult education* approach. An adult education approach recognizes that **YOU are responsible** for your own learning. The professor can only provide opportunities to learn, but cannot force you to learn. You are expected to work hard in this course, meaning that for every hour of class time, you should spend at least two to three hours outside of class preparing by doing readings, assignments, studying for quizzes and exams, and thinking about the course material.

**You are expected to take responsibility for the success of the course**, that is, you should take an active interest not just in the course material, but in the course itself, making it a success for all participants. Factors such as interest, motivation, creativity, and initiative are important elements in evaluating a student's performance in the course and assigning a grade.

Course material is presented in several formats, including articles from scientific journals, pamphlets from government agencies and social service organizations, videos, lecture, and student-led class discussions. The course material combines basic demographic concepts and tools, which are applied to historic and topical social and environmental policy issues.

### Assignments and Grading:

There are a total of 100 points available for the semester. Your final score is simply the sum of all points earned over the semester. If you accumulate 90 or more points over the course of the semester, you will get an "A" in the course. If you accumulate 80 to 89 points, you will get a "B," for 70 to 79 points you will get a "C," and for 60 to 69 points you will get a "D." If you total less than 60 points, your final grade will be an "F." Note that you start with zero and earn points; you do not start with 100 and lose points.

If you comply with all course requirements and submit all of the assignments satisfactorily and on time, you can expect a "C" in this course. To receive a higher grade, you must demonstrate a superior grasp of the course material and an ability to apply the material in productive ways. It is also helpful to show an interest in the course material and in learning, and an achievement-based orientation.

Your final grade in this course represents an evaluation of your performance in the class. It is not an assessment of you as a person, nor of your knowledge and abilities in general. If you want to get a higher grade in this course, you should focus on meeting all of the course requirements and doing well on the assigned coursework.

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Learning is least useful when it is private and hidden; it most powerful when it becomes public and communal. Learning flourishes when we take what we think we know and offer it as community property among fellow learners so that it can be tested, examined, challenged, and improved before we internalize it.

~Lee Shulman

## **Assignments:**

You must complete the following assignments:

### **(1) Reading, Attendance and Participation in Class Discussions (20 points)**

- You are expected to do all of the assigned readings and attend all class sessions
- You are expected to engage in classroom discussions, reflecting on the topic and readings
- In class discussions, the quality of your contributions is more important than the quantity of contributions
- Participation in class discussions is not graded based on whether what you say is “right” or “wrong;” rather, you are expected to engage the material critically, and demonstrate an understanding and ability to apply the course material in productive ways

### **(2) Quizzes (30 points)**

- You will take four in-class quizzes during the semester
- Quizzes consist of short essay questions (requiring 3 to 4 paragraphs each) and practical questions (e.g. questions that ask you to calculate figures)
- The first quiz covers course material presented since the beginning of the semester, including readings, lectures, films, and discussions; subsequent quizzes cover the course material presented since the previous quiz
- Each quiz is worth 10 points; the lowest grade will be dropped at the end of the semester

### **(3) Case Studies (30 points)**

- Prepare and submit a seven-eight-page paper, due on Friday, June 25
- The paper will present case studies of demographic and environmental change in two countries; See the course website for further instructions on how to prepare this assignment
- You will present the results of your case study to the class during the final week of classes (June 28–July 2)
- Your paper should be typed, 10 or 12 point font, 1 inch margins, double spaced
- You are expected to do your own work on this project and paper; the course policy on plagiarism and cheating will be enforced with no exceptions

**Additional Resources:** See the course website for guidelines on preparing the research paper and presentation, for a list of paper topics selected by class members, for tips on writing papers for this course, for the course policy on plagiarism and cheating, and for the Delta State Library’s guide to plagiarism prevention

**(4) Teaching About Demographic Research (20 points)**

- Select one of the research articles listed below under “Discussion Articles”
- Prepare a lesson plan detailing how you would teach the topic of this article to a group of elementary or high school students
- Prepare and lead a 30-minute discussion with the other graduate students, covering the demographic, environmental and social issues raised in the article and relating the article to other material presented in the course
- Submit the lesson plan on the same day that you lead the discussion

**Additional Resources:** See the course webpage for a schedule of discussion leaders, for tips on preparing lesson plans, and for guidelines and tips on leading a discussion

**(5) Discretionary (10 points)**

- The instructor will evaluate your performance based on factors such as motivation, interest, and improvement over the course of the semester

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16.9% of Mississippians have a college degree. For the U.S., the figure is 24.4% (Source: U.S. Census, 2000).

When you finish your degree, you will join an elite group. What is *your* strategy for finishing your degree?

“From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked.” Luke 12:48

Will *you* be ready to live up to the responsibilities of a college graduate?

### **Policies and Expectations:**

- (1) **YOU are responsible** for learning the course material and for your progress in the course
  - You are expected to **attend class regularly**. An attendance sheet will be passed around at every class session. **Make sure you sign the attendance sheet at each class meeting** – this will serve as the official record of attendance, and if your name is not on the sheet, you will not receive credit for attending on that date.
  - You are expected to **complete all of the assignments** and know all material presented during class sessions, whether you attended the class or not. If you miss a class session, you should check with another student to see what you missed.
  - “I didn’t know” is **NEVER** a valid excuse. If you don’t know something, it is your job to find out.
  
- (2) Missed assignments **CANNOT** be made up
  - It is assumed that if you miss class or an assignment, you are making a choice that prioritizes other activities above the class; for this reason, **none of the assignments or coursework can be made up**.
  - Assignments are due at the time specified; **no late assignments will be accepted**.
  - If you miss an assignment, you will receive a grade of zero. In some cases, this will count as your lowest grade and will be dropped; subsequent instances will be scored as zero.
  - If you must miss a presentation or other in-class activity, it is up to you to arrange to trade with another student before the event. Please notify the instructor of such changes. Up to 10 points will be **deducted** from your grade if you simply do not show up for a presentation.
  
- (3) Illnesses and emergencies **MUST** be documented
  - If you must miss a class due to illness or another personal emergency, notify the instructor **BEFORE** the missed class period either by e-mail or telephone.
  - Illnesses and emergencies pertain **only** to you, not to your family, friends or others.
  - If you must miss class for an official university activity, you should make arrangements with the instructor **BEFORE** the missed class. Appropriate documentation is required.
  - Notified absences (i.e. you notify the instructor before the event) count as one-half absence. Excused absences (i.e. you bring a note from a doctor or other professional) will not count against you for the first two; after that, each excused absence counts as one-half absence.
  - You are responsible for all material presented during the class, even during an excused absence. You should get class notes from another student for all class sessions you miss.
  - It is in your interest to provide the instructor with **written** notification (e.g. a note or e-mail) or documentation for any missed classes. It is risky to simply tell the instructor and expect him to remember.
  
- (4) Appropriate arrangements will be made to accommodate medical problems or diagnosed disabilities. If you require special arrangements, have Dr. Richard Houston at the Reily Health Center (846-4690) contact the course instructor.

- (5) Class **discussion** is an important element in this course
- The purpose of the discussion is to provide you with an opportunity to practice thinking skills in a safe environment.
  - In discussions, you are encouraged to explore ideas presented in the readings, lectures, and films, to think about and apply concepts, and to develop arguments and evaluate evidence.
  - You must demonstrate **appropriate respect** for the opinions and ideas of other students. If you repeatedly show disrespect for other students, you will be asked to leave the classroom.
  - Class discussions are **NOT** a time to chat with other students about topics not related to the course. Talking privately with others while the rest of the class is trying to carry on a discussion is disruptive, bothersome, and disrespectful to other students and to the professor. If you repeatedly talk out of turn, you will be asked to leave the classroom.
  - It is acceptable (and encouraged) to disagree with the perspectives of other students, but you should phrase this to show disagreement with the idea or opinion, not with the person presenting the idea or opinion.
  - Please make sure that all pagers, cell phones, etc. are **turned off** during class time. If your phone or pager repeatedly interrupts class, you will be asked to leave the classroom.
  - During quizzes or other closed-book in-class work, **leave your phones and pagers at home**. If your phone or pager interrupts the class during a quiz or closed-book assignment, you will be asked to turn in your quiz immediately. If your phone is visible during a quiz or closed-book assignment (e.g. it is sitting on your desk), you will be asked to turn in your quiz or assignment immediately.
  - If you are asked to leave the classroom for disruptive or disrespectful behavior, you **cannot** make up **any** work you miss as a result.
- (6) You are expected to **comply with all academic standards and ethics** as defined in the DSU Bulletin and Handbook
- You are expected to do **your own work** in this course. Plagiarism and other forms of cheating will **NOT** be tolerated.
  - If you are unsure what constitutes plagiarism, see the course webpage for links to the course policy and the DSU Library's "Plagiarism Prevention: A Guide for Student." If it is still unclear, see the instructor. **IT IS YOUR RESPONSIBILITY TO UNDERSTAND THESE GUIDELINES.** If at some point in the semester you are suspected of committing plagiarism, pleas of "I didn't know what plagiarism was" will not be accepted.
  - The sanctions for plagiarism are outlined on the course policy that is linked from the course webpage. Make sure you are aware of these **BEFORE** you submit any work in this class.

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An international study of 13-year-olds ... found that Koreans ranked first in mathematics and Americans last. When asked if they thought they were "good at mathematics," only 23 percent of the Korean youngsters said "yes" – compared to 68 percent of American 13-year-olds. The American educational dogma that students should "feel good about themselves" was a success in its own terms – though not in any other terms. ~Thomas Sowell (quoted in J.M. Henslin, 2004)

**Course Outline:**

| Day/Date                                          | Topic                                                                         | Assignment        | Readings                                                                      |
|---------------------------------------------------|-------------------------------------------------------------------------------|-------------------|-------------------------------------------------------------------------------|
| <b>Week 1: Introduction to Population Studies</b> |                                                                               |                   |                                                                               |
| Tuesday<br>June 1                                 | •Review Syllabus<br>•Video: "World Population"<br>•Introduction to Demography |                   |                                                                               |
| Wednesday<br>June 2                               | •Demographic Measures & Variables<br>•Introduction to Population Pyramids     |                   | McFalls (2003), p. 3–19                                                       |
| Thursday<br>June 3                                | •Video: "World in the Balance I"<br>•Constructing Population Pyramids         |                   | McFalls (2003), p. 19–37                                                      |
| Friday<br>June 4                                  | •Video: "World in the Balance II"<br>•Discussion on Video                     |                   | Brown, Gardner & Halweil (1998), pp 5–39                                      |
| <b>Week 2: Understanding Demographic Change</b>   |                                                                               |                   |                                                                               |
| Monday<br>June 7                                  | •Demographic Transition(s)<br>•Urbanization, Population Distribution          |                   | Davis (1945)                                                                  |
| Tuesday<br>June 8                                 | •Discussion on Article<br>•Quiz                                               | Quiz 1            | Goodkind (1999)                                                               |
| Wednesday<br>June 9                               | •Population Change & Social Change                                            |                   | Durkheim (1893)                                                               |
| Thursday<br>June 10                               | •Video: "Going to Chicago"<br>•Discussion on Video                            |                   | Brown, Gardner & Halweil (1998), pp. 40–77                                    |
| Friday<br>June 11                                 | •Teaching About Demographic Research Discussions                              | Discussion Leader | Tsui (2001), Vaupel (2001), Bates (2002)                                      |
| <b>Week 3: Population Change and Food</b>         |                                                                               |                   |                                                                               |
| Monday<br>June 14                                 | •The Great Debate: Malthus vs. Engels                                         |                   | Malthus (1798)<br>Engels (1844)                                               |
| Tuesday<br>June 15                                | •Population, Food & Agriculture                                               |                   | UNFPA (2001), p. 1–36                                                         |
| Wednesday<br>June 16                              | •Case Studies on Alternative Forms of Food Production<br>•Quiz                | Quiz 2            |                                                                               |
| Thursday<br>June 17                               | •Population Pressure & Technological Change                                   |                   | Boserup (1965)                                                                |
| Friday<br>June 18                                 | •Teaching About Demographic Research Discussions                              | Discussion Leader | Bongaarts & Bulatao (1999), Drechsel et al. (2001), Waggoner & Ausubel (2001) |



| Day/Date                                                                | Topic                                                                | Assignment                                | Readings                                    |
|-------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------|---------------------------------------------|
| <b>Week 4: Population Change and the Environment</b>                    |                                                                      |                                           |                                             |
| Monday<br>June 21                                                       | •Video: "Paul Ehrlich & the Population Bomb"<br>•Discussion on Video |                                           | Ehrlich (1968)                              |
| Tuesday<br>June 22                                                      | •Aspects of the Environment Affected by Population Change            |                                           | UNFPA (2001), p. 37-58                      |
| Wednesday<br>June 23                                                    | •Neo-Malthusians & Their Critics                                     |                                           | Commoner (1971)<br>Simon (1994)             |
| Thursday<br>June 24                                                     | •Case Studies: Issues in Developing Countries<br>•Quiz               | Quiz 3                                    |                                             |
| Friday<br>June 25                                                       | •Teaching About Demographic Research Discussions                     | •Discussion Leader<br>•Research Paper Due | Riley (2002), Duncan (2001), Kranzer (2003) |
| <b>Week 5: Summary: Causes and Consequences of a Growing Population</b> |                                                                      |                                           |                                             |
| Monday<br>June 28                                                       | •Gender and Population Growth<br>•AIDS and Health                    |                                           | Caldwell (2000)                             |
| Tuesday<br>June 29                                                      | •Video: "Water, Land, People & Conflict"<br>•Discussion on Video     |                                           |                                             |
| Wednesday<br>June 30                                                    | •Case Study Presentations                                            | Case Study Presentation                   |                                             |
| Thursday<br>July 1                                                      | •Case Study Presentations                                            | Case Study Presentation                   |                                             |
| Friday<br>July 2                                                        | •Case Study Presentations<br>•Quiz<br>•Course Evaluation             | Case Study Presentation<br>Quiz 4         |                                             |

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**PREPARATION and PERSEVERANCE are the KEYS to SUCCESS**

**Be prepared; don't give up**

See the course webpage for the perspectives of others on preparation and perseverance.

## Course Readings:

### Overview Texts:

Lester R. Brown, Gary Gardner and Brian Halweil. 1998. *Beyond Malthus: Sixteen Dimensions of the Population Problem*. Worldwatch Paper 143, Worldwatch Institute, Washington, DC. Available at <http://www.worldwatch.org/pubs/paper/143.html>

Joseph A. McFalls, Jr. 2003. *Population: A Lively Introduction*, Fourth Edition. Population Bulletin, Vol. 58, No. 4, Population Reference Bureau, Washington, DC. Available at <http://www.prb.org/pdf/populationlivelyintro.pdf>

UNFPA. 2001. *Footprints and Milestones: Population and Environmental Change*. The State of the World Population 2001, United Nations Population Fund, New York. Available at <http://www.unfpa.org/swp/2001/pdf/index.html>

### Topical Readings:

Ester Boserup. 1965. *The Conditions of Agricultural Growth: The Economics of Agrarian Change Under Population Pressure*. Aldine Publishing Co., Chicago. Introduction, pp. 11–14; Chapters 4 & 5, pp. 35–55. Available in the course reading packet.

John C. Caldwell. 2000. Rethinking the African AIDS Epicemic. *Population and Development Review* 26(1):117–135. Available from the DSU Library Full-Text Electronic Journals.

Barry Commoner. 1971. The Environmental Crisis, from *The Closing Circle: Nature, Man and Technology*. Available at <http://www.geocities.com/RainForest/3621/COMMONER.HTM>

Kingsley Davis. 1945. The World Demographic Transition. *The Annals of the American Academy of Political and Social Science* 237: 1–11. Available in the course reading packet.

Emile Durkheim. 1893. The Causes, from *The Division of Labor in Society*. The Free Press, New York (1933). Book II, Chapter Two, pp. 256–282. Available in the course reading packet.

Paul R. Ehrlich. 1968. The Problem, from *The Population Bomb*. Ballantine Books, New York. Chapter 1, pp. 3–44. Available in the course reading packet.

Friedrich Engels. 1844. The Myth of Overpopulation, from *Outlines of a Critique of Political Economy*. Reprinted in Ronald L. Meek (ed.), *Marx and Engels on the Population Bomb*, Ramparts Press, Berkeley, CA (1971). Available in the course reading packet.

Thomas Malthus. 1798. *An Essay on the Principle of Population*. Preface, Chapters 1 & 2. Available at <http://www.ac.wvu.edu/~stephan/malthus/malthus.0.html>

Julian Simon. 1994. Population Growth is Not Bad for Humanity, from Norman Myers and Julian Simon, *Scarcity or Abundance? A Debate on the Environment*. W.W. Norton, New York. Chapter 2. Available at <http://www.rhsmith.umd.edu/Faculty/JSimon/Norton/NORTON02.txt>

***Recommended Readings:***

Roger-Mark De Souza, John S. Williams, and Frederick A.B. Meyerson. 2003. *Critical Links: Population, Health, and the Environment*. Population Bulletin, Vol. 58, No. 3, Population Reference Bureau, Washington, DC. Available at [http://www.prb.org/pdf/CriticalLinksPHE\\_Eng.pdf](http://www.prb.org/pdf/CriticalLinksPHE_Eng.pdf)

Arthur Haupt and Thomas T. Kane. 2004. *Population Handbook*, Fifth Edition. Population Reference Bureau, Washington, DC. Available at [http://www.prb.org/pdf/PopHandbook\\_Eng.pdf](http://www.prb.org/pdf/PopHandbook_Eng.pdf)

**Discussion Articles:**

***June 8***

Ethics:

Daniel Goodkind. 1999. Should Prenatal Sex Selection be Restricted? Ethical Questions and Their Implications for Research and Policy. *Population Studies* 53(1):49–61. Available from the DSU Library Full-Text Electronic Journals.

***June 11***

Fertility:

Amy Ong Tsui. 2001. Population Policies, Family Planning Programs, and Fertility: The Record. *Population and Development Review* 27 (Supplement):184–204. Available from the DSU Library Full-Text Electronic Journals.

Mortality:

James Vaupel. 2001. Demographic Insights into Longevity. *Population* 13(1):245–259. Available from the DSU Library Full-Text Electronic Journals.

Migration:

Diane C. Bates. 2002. Environmental Refugees? Classifying Human Migrations Caused by Environmental Change. *Population and Environment* 23(5):465–477. Available from the Course Reading Packet.

**June 18:**

Population Change:

John Bongaarts and Rodolfo A. Bulatao. 1999. Completing the Demographic Transition. *Population and Development Review* 25(3):515–529. Available from the DSU Library Full-Text Electronic Journals.

Soils:

Pay Drechsel, Dagmar Kunze and Frits Penning de Vries. 2001. Soil Nutrient Depletion and Population Growth in Sub-Saharan Africa: A Malthusian Nexus? *Population and Environment* 22(4):411–423. Available from the Course Reading Packet.

Land Use:

Paul E. Waggoner and Jesse H. Ausubel. 2001. How Much Will Feeding More and Wealthier People Encroach on Forests? *Population and Development Review* 27(2):239–257. Available from the DSU Library Full-Text Electronic Journals.

**June 25:**

Pollution:

Kevin Riley. 2002. Motor Vehicles in China: The Impact of Demographic and Economic Changes. *Population and Environment* 23(5):479–494. Available from the Course Reading Packet.

Energy:

Richard C. Duncan. 2001. World Energy Production, Population Growth, and the Road to the Olduvai Gorge. *Population and Environment* 22(5):503–522. Available from the Course Reading Packet.

Natural Resources:

Bonnie Kranzer. 2003. Everglades Restoration: Interactions of Population and Environment. *Population and Environment* 24(6):455–484. Available from the Course Reading Packet.

**Additional Resources:**

See the course webpage for links to other resources pertaining to population and environment.