

**POPULATION AND ENVIRONMENT
SOCIOLOGY 585
COMMUNITY DEVELOPMENT 585**

**COURSE SYLLABUS
SUMMER I 2006**

Course Information:

Meeting Place: 209 Bailey Hall
Meeting Times: Monday–Friday, 11:50 am–1:35 pm
May 30–June 30, 2006

Instructor Information:

Instructor: Dr. Alan Barton
Office: 201F Kethley
Telephone: (662) 846-4097
E-mail: abarton@deltastate.edu
Webpage: http://ntweb.deltastate.edu/vp_academic/abarton/
Office Hours: The instructor holds regular office hours Monday–Friday, 9:45–10:15 am and 11:15–11:45 am. If you cannot make one of these times, use the above contact information to set up an appointment.

Course Webpage:

The most up-to-date information on the course can be found on the course webpage:

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.

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 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. **Click here 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. **Click here 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 your 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.

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. **Click here for tips on how to study the course readings.**

Overview Texts:

Kenneth Johnson. 2006. *Demographic Trends in Rural and Small Town America*. Carsey Institute Reports on Rural America, Vol. 1, No. 1, University of New Hampshire, Durham, NH. Available at http://www.carseyinstitute.unh.edu/documents/Demographics_complete_file.pdf

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:

John-Manuel Andriote. 2005. *HIV/AIDS and African Americans: A 'State of Emergency.'* Population Reference Bureau, Washington, DC. Available at: http://www.prb.org/Template.cfm?Section=PRB_Country_Profiles&template=/ContentManagement/ContentDisplay.cfm&ContentID=12267%20

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 Epidemic. *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*. Random House, New York. Chapter 1. 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.

Jason Fields. 2004. *America's Families and Living Arrangements: 2003*. Current Population Reports, P20-553, U.S. Bureau of the Census, Washington, DC. Available at <http://www.census.gov/prod/2004pubs/p20-553.pdf>

Jack A. Goldstone. 2002. Population and Security: How Demographic Change Can Lead to Violent Conflict. *Journal of International Affairs* 56(1):3–21. Available from the DSU Library Full-Text Electronic Journals

Dudley Kirk. 1996. Demographic Transition Theory. *Population Studies* 50(3):361–387. Available from the DSU Library Full-Text Electronic Journals

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>

Marc J. Perry. 2006. *Domestic Net Migration in the United States: 2000 to 2004*. Current Population Reports, U.S. Census Bureau, Washington, DC. Available at <http://www.census.gov/prod/2006pubs/p25-1135.pdf>

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.uwmc.uwc.edu/geography/malthus/NORTON02.txt>

Warren S. Thompson. 1929. Population. *American Journal of Sociology* 34(6):959–975. Available from the DSU Library Full-Text Electronic Journals

Recommended Readings:

Lester R. Brown, Gary Gardner and Brian Halwell. 1998. *Beyond Malthus: Sixteen Dimensions of the Population Problem*. Worldwatch Paper No. 143, Worldwatch Institute, Washington, DC. Available at <http://www.worldwatch.org/pubs/paper/143/>

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

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

Frank Notestein. 1945. Population: The Long View. In *Food for the World*, edited by Theodore W. Schultz. University of Chicago Press, Chicago, IL. Available in the course reading packet.

U.S. Bureau of the Census. 2001. *Population Profile of the United States, 1999: America at the Close of the 20th Century*. Current Population Reports/Special Studies, Washington, DC. Available at <http://www.census.gov/prod/2001pubs/p23-205.pdf>

Teaching About Research (SOC/COD 585):

Topic	Article	Availability
<i>Demographic Issues:</i>		
Ethics	Daniel Goodkind. 1999. Should Prenatal Sex Selection Be Restricted? Ethical Questions and Their Implications for Research and Policy. <i>Population Studies</i> 53(1):49–61	DSU Library Full-Text Electronic Journals
Fertility	Amy Ong Tsui. 2001. Population Policies, Family Planning Programs, and Fertility: The Record. <i>Population and Development Review</i> 27 (Supplement):184–204	DSU Library Full-Text Electronic Journals
Mortality	James Vaupel. 2001. Demographic Insights into Longevity. <i>Population</i> 13(1):245–259	DSU Library Full-Text Electronic Journals
Migration	Diane C. Bates. 2002. Environmental Refugees? Classifying Human Migrations Caused by Environmental Change. <i>Population and Environment</i> 23(5):465–477	Course Reading Packet
Demographic Transition	John Bongaarts and Rodolfo A. Bulatao. 1999. Completing the Demographic Transition. <i>Population and Development Review</i> 25(3):515–529	DSU Library Full-Text Electronic Journals
Urbanization	Dyson, Tim. 2003. HIV/AIDS and Urbanization. <i>Population and Development Review</i> 29(3):427–442	DSU Library Full-Text Electronic Journals
<i>Environmental Issues</i>		
Soils	Pay Drechsel, Dagmar Kunze and Frits Penning de Vries. 2001. Soil Nutrient Depletion and Population Growth in Sub-Saharan Africa: A Malthusian Nexus? <i>Population and Environment</i> 22(4):411–423	Course Reading Packet
Land Use	Paul E. Waggoner and Jesse H. Ausubel. 2001. How Much Will Feeding More and Wealthier People Encroach on Forests? <i>Population and Development Review</i> 27(2):239–257	DSU Library Full-Text Electronic Journals
Pollution	Kevin Riley. 2002. Motor Vehicles in China: The Impact of Demographic and Economic Changes. <i>Population and Environment</i> 23(5):479–494	Course Reading Packet
Energy	Richard C. Duncan. 2001. World Energy Production, Population Growth, and the Road to the Olduvai Gorge. <i>Population and Environment</i> 22(5):503–522	Course Reading Packet
Natural Resources	Bonnie Kranzer. 2003. Everglades Restoration: Interactions of Population and Environment. <i>Population and Environment</i> 24(6):455–484	Course Reading Packet
Biodiversity	Chu, C.Y.C. and R.R. Yu. 2002. Population Dynamics and the Decline of Biodiversity: A Survey of the Literature. <i>Population and Development Review</i> 28(Supplement):126–143	DSU Library Full-Text Electronic Journals

Learning Opportunities, SOC/COD 585:

All students taking the course for graduate (SOC 585) credit 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 critically, and demonstrating an understanding and ability to apply the course material in productive ways
- In class discussions, the quality of your contributions is more important than the quantity of contributions

(2) Current Issues in Demography (30 points)

- Select a current issue related to demography that has been in the news recently (e.g. immigration debates/legislation; the pitfalls of an aging population; declining birthrates in industrialized countries)
- Collect news articles on the specific issue, as well as scientific articles on the general topic; you should have at least three of each type of article
- Prepare a paper in which you analyze the topic using insights from demographic research
- Your paper should be 8 to 10 pages
- You will give a brief (app. 20 minutes) presentation on your findings on June 29 or 30

(3) Teaching About Research on Population and Environment (30 points)

- Select two of the research articles listed above under "**Teaching About Research**"; one article should be about a demographic issue (ethics, fertility, mortality, migration, demographic transition, urbanization) and one should be about an environmental issue (soils, land use, pollution, energy, natural resources, biodiversity)
- Notify the instructor in writing (either by e-mail or by a note in class) when you select your articles; only one student will be assigned to each article, and they will be assigned on a first-come, first-served basis
- Prepare a lesson plan detailing how you would teach the topic of your articles to a group of elementary or high school students; your lesson plan should cover both the demographic and the environmental topic, and should teach about the interrelationships between them
- Submit the lesson plan on Wednesday, June 21
- Teach the lesson to the class on Thursday, June 22 or Friday, June 23; You will have 30 minutes for your lesson, and you can specify what grade level the class will represent

(4) Final Exam (20 points)

- You will be given a take-home final exam on Tuesday, June 27; the exam is due on Friday, June 30
- The final exam follows the same format as the midterm; one short essay (1-2 pages) and one long essay (3-4 pages)
- The questions are similar to the midterm, and emphasize material in the second half of the course (since the midterm exam)
- You should draw on a variety of course material in preparing your essay, including readings, lectures, films, and discussions
- Make sure you are aware of the course policies pertaining to assignments, below (i.e. paper must be typed, late work will not be accepted)

(5) Course Engagement (±10 points)

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

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 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 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.

Policies and Expectations:

Responsibility:

YOU are responsible for learning the course material and for your progress in the course. You are expected to **attend class regularly** and **complete all of the assignments**. You are expected to 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.

Assignments:

You are responsible for completing all of the assignments in this course in a timely fashion. Assignments are due at the time specified; **no late assignments will be accepted**, and missed assignments **cannot** be made up. If you miss class or an assignment, you are making a choice that prioritizes other activities above the class. If you miss an assignment, you will receive a grade of zero for that assignment.

ALL work that you submit (except in-class work) should be **typed**. If you submit a paper with more than one sheet, please attach all sheets with a staple or paper clip **BEFORE** you bring the assignment to class to turn in.

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. If you miss a scheduled presentation, you are affecting the entire class, and points will be **deducted** from your grade for the assignment (i.e. you will get a grade that is below zero).

Illnesses and Emergencies:

Illnesses and emergencies **MUST** be documented. If you must miss class due to illness or another personal emergency, notify the instructor **BEFORE** the missed class period either by e-

mail or telephone. If you cannot notify the instructor in advance, bring a note from a doctor or other professional to the next class meeting.

Illnesses and emergencies pertain **only** to the student, not to the student's family, friends or others.

University Activities:

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.

If you miss a quiz or an assignment due to an illness, emergency or official university activity, this will count as your drop grade.

Absences:

If you are absent, and do not notify the instructor or bring a note, it will count as one full absence. If you **notify** the instructor before the absence, the missed class will count as one-half absence. If you bring a note from a doctor or other professional, the first two missed classes will count as **excused**, and will not count as an absence. After two excused absences, each additional excused absence counts as one-half absence. Each absence will result in a one-point deduction from your attendance grade, and may also affect your participation and course engagement grades.

You are responsible for all material presented in all classes, 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) to document any missed classes. It is risky simply to tell the instructor and expect him to remember.

Make sure that you **sign the roll sheet** at each class meeting.

Class Participation:

Class participation is an important element in this course. The purpose of class discussions 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 and lectures, to think about and apply concepts, and to develop arguments and evaluate evidence.

If you repeatedly engage in **disruptive behaviors** during class discussions, you will be asked to leave the classroom.

- You must demonstrate **appropriate respect** for the opinions and ideas of other students during class discussions. It is acceptable (and encouraged) to disagree with the perspectives of other students or the instructor, but you should phrase this to show disagreement with the **idea or opinion**, not with the person presenting the idea or opinion. If you repeatedly show disrespect for other class members, 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 other students 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 speak when you do not have the floor, you will be asked to

leave the classroom.

- Class is **NOT** a time to catch up on your sleep. If you are not prepared to stay awake and participate in class discussions and other activities, you should not come to class. If you continually fall asleep during class sessions, you will be asked to leave the classroom.

If you are asked to leave the classroom for disruptive or disrespectful behavior, you **cannot** make up any work that you miss as a result.

Electronic Devices (Cell Phones, Pagers, etc.):

Please make sure that all cell phones, pagers, and similar electronic devices are **turned off** during class time. If your phone or pager repeatedly interrupts class, you will be asked to leave the classroom.

DO NOT bring cell phones or other portable communication devices to class during quizzes, exams, or in-class assignments. If the instructor sees a cell phone or other device during a quiz, exam or in-class assignment, you will receive a grade of zero on the quiz, exam or in-class assignment, and you will be asked to leave the classroom.

If you must have a cell phone or pager (e.g. if you are a volunteer fireman or emergency responder), you **MUST** make arrangements with the instructor in advance.

Academic Honesty:

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.

You should be fully aware of the **Course Policy on Plagiarism and Cheating**. If you are caught cheating in this course, you will be dismissed from the course with a grade of "F." In addition, a report will be filed with the university's Vice President for Academic Affairs.

IT IS **YOUR RESPONSIBILITY** TO UNDERSTAND THESE GUIDELINES. Make sure you know what constitutes plagiarism and cheating **BEFORE** turning in any assignments. Once you turn in an assignment, you are representing it as your own work. If you are suspected of committing plagiarism, pleas of "I didn't know what plagiarism was" will not be accepted.

If you are not sure what constitutes plagiarism, see the DSU Library's "**Plagiarism Prevention: A Guide for Students**." The **Course Policy on Plagiarism and Cheating** also outlines examples of plagiarism. If it is still unclear, see the instructor.

Special Accommodations:

Appropriate accommodations will be made for students with medical problems or diagnosed disabilities. Have Dr. Richard Houston at **Reily Student Health Center** (846-4690) contact the course instructor to make arrangements.

Course Outline:

Day/ Date	Topic	Assignment	Readings
Week 1: Introduction to Population Studies			
Tue. May 30	•Review Syllabus •Video: “World Population” •Introduction to Demography		None
Wed. May 31	•Demographic Measures & Variables		McFalls (2003), p. 3–19
Thu. Jun. 1	•Demographic Measures & Variables		McFalls (2003), p. 19–37
Fri. Jun. 2	•Constructing Population Pyramids		Fields (2004)
Week 2: Understanding Demographic Change			
Mon. Jun. 5	•Video: “World in the Balance I”		Thompson (1929)
Tue. Jun. 6	•Video: “World in the Balance II”		Davis (1945)
Wed. Jun. 7	•Demographic Transition(s)		Kirk (1996)
Thu. Jun. 8	•Population Change & Social Change		Durkheim (1893)
Fri. Jun. 9	•Migration & Population Distribution		Perry (2006)
Week 3: Population Change and Food			
Mon. Jun. 12	•The Great Debate: Malthus vs. Engels		Malthus (1798) Engels (1844)
Tue. Jun. 13	•Population, Food & Agriculture		UNFPA (2001), p. 1–36
Wed. Jun. 14	•Demography in the News		News Articles (Handouts)
Thu. Jun. 15	•Demographic Trends in Rural America		Johnson (2006)
Fri. Jun. 16	•Population Pressure & Technological Change	Midterm Exam Due	Boserup (1965)

Day/ Date	Topic	Assignment	Readings
Week 4: Population Change and the Environment			
Mon. Jun. 19	•Video: “Paul Ehrlich & the Population Bomb”		Ehrlich (1968)
Tue. Jun. 20	•Aspects of the Environment Affected by Population Change		UNFPA (2001), p. 37–58
Wed. Jun. 21	•Neo-Malthusians & Their Critics	Lesson Plan Due	Commoner (1971) Simon (1994)
Thu. Jun. 22	•Teaching About Demographic Research	Teaching/Research Presentation	
Fri. Jun. 23	•Teaching About Demographic Research (SOC/COD 585) •Case Study Presentations (SOC 485)	Teaching/Research Presentation	
Week 5: Summary: Causes and Consequences of a Growing Population			
Mon. Jun. 26	•HIV/AIDS and Health	Current Issues Paper Due	Caldwell (2000)
Tue. Jun. 27	•Video: “14 Million Dreams”	Final Exam Handed Out	Andriote (2005)
Wed. Jun. 28	•Video: “Water, Land, People & Conflict”		Goldstone (2002)
Thu. Jun. 29	•Current Issues in Demography (SOC/COD 585)	Current Issues Presentation	
Fri. Jun. 30	•Current Issues in Demography (SOC/COD 585)	Current Issues Presentation; Final Exam Due	

PREPARATION and PERSEVERANCE are the KEYS to SUCCESS

Be prepared; don't give up