

SOC 456 Spring 2018
Life, Death, and Sex: Social Demography

Instructor: Elizabeth Lawrence
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Office location and phone: 243 CBC-B ; 702-895-0538

Class time: T/TH 11:30-12:45
Class location: CBC-C 146

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Office hours: 2:30-4 Tuesday and Thursday CBC B213

This course will provide an introduction to demographic perspectives and population issues, with the goal of providing a foundation of information for understanding our social world. We will focus on contemporary U.S. society, but will also incorporate important global issues and fundamental demographic concepts.

Examples of questions we will answer in this course include:

- How many people are in the world? What is the history and future of population growth?
- What do rates of birth, death, and moving look like in the United States?
- How do key population characteristics such as age, sex/gender, and race/ethnic composition shape our lives?

Course Structure

Generally, each class will be a mixture of lecture, large- and small-group discussions and activities, focusing on critical thinking and the application of real-life experiences to sociological ideas. You are encouraged to be on the lookout for real-life examples of the concepts we discuss (in the media, in your everyday interactions, etc.) and to bring these examples to class for us to talk about. Readings include journalistic articles, academic articles, government reports, videos, and other media; all present important information. Class time will draw on the readings, but you are responsible for anything covered in the readings OR presented during class (including videos, activities, etc.) Please be aware that some course requirements or assigned readings may change. However, the overall workload will not increase if changes are made.

Course Materials

The following book is required:

Iceland, John. 2014. *A Portrait of America: The Demographic Perspective*. University of California Press.

The other required readings besides the books will be available as PDF files or website addresses on our course website.

Course Contacts:

Name _____ Email/phone _____

Name _____ Email/phone _____

Course Requirements

1) Class participation (15%): You are expected to come to class having completed all assigned readings and work and prepared to discuss this material. **You are responsible for completing all readings before the class for which they are assigned.** Keeping up with the readings as they are assigned is a very serious course requirement. I will take attendance at least once each day, which together with your participation in whole-class and small-group discussions/activities will be the basis of your participation grade. Your thoughtful and active participation in class discussions will be the primary basis of your participation grade. You are not required to agree with ideas discussed in this class, but you must understand and think critically about them and be respectful of others in the class.

Attendance policy: You will not be penalized for missing three classes. Any additional absences beyond these three passes will impact your participation grade, and you may miss in-class essays (see below). The only rare exception would be extended and documented illnesses, jury duty, or similar situations (contact me at the time of the issue in these cases).

2) Exams (40% total, 20% each): Exams cannot be made up except in unusual circumstances documented above. Exams will include a combination of multiple choice, short answer, and essays, and will be discussed further in class. The midterm will cover the first seven weeks of content, and the final will cover the information subsequent to the midterm. That is, the final is non-cumulative.

3) Group presentation (15%): During the semester, you will give one in-class presentation on an issue relevant to social demography. You can present by yourself or work in groups of 2-3. During the third week of class, you will sign up for a presentation day. You will obtain approval from me for your topic at least one week prior to the presentation; individuals/groups proposing similar topics will be first come, first serve. Each presentation should last about 4 minutes (and you will be stopped at 5 minutes). Further details on the presentation will be available in a document uploaded to the course website.

4) Assignments (30% total, 15% each): For this part of your course grade, you will complete two assignments. Each assignment will be detailed in a document uploaded to the course website no later than two weeks prior to the due date.

1. PRB assignment
2. County demographic profile.

Course grade:

93-100 A	87-89 B+	77-79 C+	67-69 D+
90-93 A-	84-86 B	74-76 C	64-66 D
	80-83 B-	70-73C-	60-63 D-
			0-59 F

Course Policies

1. Getting to class late, sleeping, talking out of turn, reading, using your phone for calls, internet use, or text messaging, or otherwise being distracted and distracting, are not acceptable classroom activities.
2. I encourage you to not use your laptop/tablet in class, as it is usually more of a distraction than a helpful tool (<https://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom/>), but the decision is yours. Any technology use that distracts other students is not permissible.

3. Please let me know immediately if you have a health problem or disability that necessitates leaving the room during class time, or if you have a conflict that regularly prevents you from getting to class on time.
4. If you miss a class, please get notes from a classmate. **You are responsible for all information communicated in class, whether or not you are in attendance.** Information on scheduling changes, assigned work, and announcements may be emailed to students, so you should check your email regularly.
5. All assignments must be handed in as hard copies at the beginning of class on the stated due date. Emailed copies will be deducted one letter grade. Written work must be spell-checked, grammar-checked, and proofread. The quality of your writing will affect your grade.
6. Late assignments will be deducted one letter grade if one day late and two letter grades if two days late. No assignments will be accepted if more than two days late. Please plan your schedule accordingly and allow extra time for unforeseen events.
7. I will not give incompletes in this course except under extremely unusual, well-documented circumstances.
8. Make-up exams will not be given except under unusual, well-documented circumstances.
9. I want you to do well in this class! If you become concerned about your grade, please see me immediately. Do not wait until the end of the semester when you have less work to complete that can raise your grade.
10. When I return written work to you with a grade, take some time to read my comments. I will not discuss your grade until 24 hours after you have received your returned work. If you have concerns, make an appointment with me during office hours and bring your specific questions or comments.

Office hours/Getting Help: Let me know after class or by email if you would like to meet. I am happy to talk with you about academic issues that are unrelated to course material, such as deciding whether to major in sociology, graduate school, etc. I will also answer questions over email and will check class emails once a day on weekdays.

Email/Web Page: Important information will be communicated over email, so make sure that you regularly check the email address listed for you in the university administrative system. The syllabus, schedule, readings, handouts, assignments, and other information will be posted on the course website. The most recent course information will be available here, as information that is on this syllabus may be changed over the course of the semester. Email updates will be sent out when important material is posted on the website. You must regularly log into the course website so that this important information can reach you.

For policies regarding classroom behavior, discrimination and harassment, honor code, religious holidays, and students with disabilities, see end of the syllabus.

Preliminary Schedule and Readings

You are responsible for completing all readings. Please complete the reading assignment before the listed class, except for the first day.

Week	Date	Topic	Reading	Assignment
1	1/16	Introduction		
	1/18	Demographic growth	<ul style="list-style-type: none"> • Coale 1974 	
2	1/23	Demographic growth	<ul style="list-style-type: none"> • Iceland Ch.1 	
	1/25	Demographic growth	<ul style="list-style-type: none"> • Lee 2011 • Gerlend et al. 2014 	Sign-ups for presentation date
3	1/30	Population Dynamics	<ul style="list-style-type: none"> • Population Pyramids: https://www.youtube.com/watch?v=RLmKfXwWQtE • Uhlenberg 2013 	
	2/1	Population dynamics	<ul style="list-style-type: none"> • McFalls 2007: Why Population Numbers and Growth Matter pp. 25-27 • Demographic Dividend Explained: https://www.youtube.com/watch?v=bhkrS0qSJLg 	
4	2/6	Fertility	<ul style="list-style-type: none"> • McFalls 2007: Fertility pp. 4-8 • Cha 2017 	
	2/8	Unions and householding	<ul style="list-style-type: none"> • Iceland Ch. 2 	
5	2/13	Family planning	<ul style="list-style-type: none"> • Starbird et al. 2016 	
	2/15	U.S. Gender Inequality	<ul style="list-style-type: none"> • Iceland Ch.3 	Assignment #1 due on PRB population handbook
6	2/20	Mortality	<ul style="list-style-type: none"> • McFalls 2007: Mortality pp. 8-11 • Kontis et al. 2017 (optional: related podcast at http://www.thelancet.com/action/showFullTextImages?pii=S0140-6736%2816%2932381-9) 	
	2/22	U.S. health and mortality	<ul style="list-style-type: none"> • Iceland CH. 8 	
7	2/27	U.S. health and mortality	<ul style="list-style-type: none"> • Bailey et al. 2017 	
	3/1	U.S. health and mortality	<ul style="list-style-type: none"> • https://www.npr.org/sections/health-shots/2017/12/21/572080314/life-expectancy-drops-again-as-opioid-deaths-surge-in-u-s (audio) • Frieden 2017 	

8	3/6	Exam review – no reading		
	3/8	MIDTERM (in-class)GR		
9	3/13	International Migration	<ul style="list-style-type: none"> • McFalls Migration pp. 12-14 • Willekens et al. 2016 	
	3/15	Internal Migration	<ul style="list-style-type: none"> • Chandler 2016 	
10	3/20	Residential segregation	<ul style="list-style-type: none"> • Iceland CH. 7 	
	3/22	Urbanization	<ul style="list-style-type: none"> • Lichter and Ziliak 2017 	
SPRING BREAK				
12	4/3	Economic Well-being	<ul style="list-style-type: none"> • Iceland Ch.4 	
	4/5	Social inequality	<ul style="list-style-type: none"> • https://www.ted.com/talks/dan_ariely_how_equal_do_we_want_the_world_to_be_you_d_be_surprised • https://www.ted.com/talks/richard_wilkinson 	
13	4/10	Educational inequality	<ul style="list-style-type: none"> • Reardon and Fahle 2017 • Hannah-Jones 2014 	Assignment #2 due
	4/12	Race/ethnic diversity	<ul style="list-style-type: none"> • Iceland CH.5 	
14	4/17	Race/ethnic inequality	<ul style="list-style-type: none"> • Iceland Ch.6 	
	4/19	Global policy	<ul style="list-style-type: none"> • Bongaarts and Sinding 2011 	
15	4/24	U.S. Policy	<ul style="list-style-type: none"> • Berenson et al. 2017 	
	4/26	Population diversity looking forward	<ul style="list-style-type: none"> • Kolko 2017 	
16	5/1	Population diversity looking forward	<ul style="list-style-type: none"> • Bridges 2017: https://psmag.com/news/the-changing-gender-and-sexual-demographics-of-the-united-states 	
	5/3	Exam review – no reading		
FINAL EXAM				
Thursday May 10, 10:10 AM-12:10 PM in usual classroom!				

Full References

- Bailey, Zinzi D., Nancy Krieger, Madina Agénor, Jasmine Graves, Natalia Linos, and Mary T. Bassett. "Structural racism and health inequities in the USA: evidence and interventions." *The Lancet* 389, no. 10077 (2017): 1453-1463.
- Berenson, Julia, Yan Li, Julia Lynch, and José A. Pagán. "Identifying Policy Levers And Opportunities For Action Across States To Achieve Health Equity." *Health Affairs* 36, no. 6 (2017): 1048-1056.

- Bongaarts, John, and Steven Sinding. "Population policy in transition in the developing world." *Science* 333, no. 6042 (2011): 574-576.
- Bridges, Tristan. 2017. "The Changing Gender and Sexual Demographics of the United States." *Pacific Standard*. <https://psmag.com/news/the-changing-gender-and-sexual-demographics-of-the-united-states>
- Cha, Ariana. "The U.S. fertility rate just hit a historic low. Why some demographers are freaking out." *Washington Post* . June 30, 2017.
- Chander, Adam. "Why Do Americans Move So Much More Than Europeans?" *The Atlantic* October 21 2016.
- Coale, Ansley J. "The history of the human population." *Scientific American* 231, no. 3 (1974): 40-51.
- Frieden, Thomas. "U.S. life expectancy is dropping. Here's how to fix it." *Washington Post* January 11, 2018
- Gerland, Patrick, Adrian E. Raftery, Hana Ševčíková, Nan Li, Danan Gu, Thomas Spoorenberg, Leontine Alkema et al. "World population stabilization unlikely this century." *Science* 346, no. 6206 (2014): 234-237.
- Hannah-Jones, Nikole. "How School Segregation Divides Ferguson – and the United States." *New York Times* December 19, 2014.
- Iceland, John. 2014. *A Portrait of America: The Demographic Perspective*. University of California Press.
- Kolko, Jed. 2017. "40 years from now, the United States could look like Las Vegas." *Fivethirtyeight.com*: <https://fivethirtyeight.com/features/40-years-from-now-the-u-s-could-look-like-las-vegas/>
- Kontis, V., Bennett, J.E., Mathers, C.D., Li, G., Foreman, K. and Ezzati, M., 2017. Future life expectancy in 35 industrialised countries: projections with a Bayesian model ensemble. *The Lancet*, 389(10076), pp.1323-1335.
- Lee, Ronald. "The outlook for population growth." *Science* 333, no. 6042 (2011): 569-573.
- Lichter, Daniel T., and James P. Ziliak. "The rural-urban interface: new patterns of spatial interdependence and inequality in America." *The ANNALS of the American Academy of Political and Social Science* 672, no. 1 (2017): 6-25.
- McFalls Jr, Joseph A. "Population: A lively introduction." *Population Bulletin* 62, no. 1 (2007): 1-31.
- Reardon, Sean and Erin M. Fahle. "Education." *Pathways* (2017).
- Starbird, E., Norton, M. and Marcus, R., 2016. Investing in family planning: key to achieving the sustainable development goals. *Global Health: Science and Practice*, 4(2), pp.191-210.
- Uhlenberg, Peter. "Demography is not destiny: The challenges and opportunities of global population aging." *Generations* 37, no. 1 (2013): 12-18.
- Willekens, Frans, Douglas Massey, James Raymer, and Cris Beauchemin. "International migration under the microscope." *Science* 352, no. 6288 (2016): 897-899.

OFFICIAL POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Classroom Conduct—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Classroom Surveillance—Nevada Revised Statutes (State Law) 396.970 Surreptitious electronic surveillance on campus; exceptions. [Effective January 1, 2017.]

1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being observed.

2. Subsection 1 does not apply to any electronic surveillance:

(a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;

(b) By a law enforcement agency pursuant to a criminal investigation;

(c) By a peace officer pursuant to NRS 289.830;

(d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety pursuant to NRS 480.365;

(e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or

(f) Of a class or laboratory when authorized by the teacher of the class or laboratory.

(Added to NRS by 1993, 2138; A 2015, 575, 3668, effective January 1, 2017)

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss

what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.

Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.