2014

240 Population and Globalization

Kandi Stinson

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SOCI 240 – Population and Globalization  
Tuesday and Thursday 1:00 p.m. - 2:15 p.m.  
CLC 309

Dr. Kandi Stinson, Ph.D.  
Schott 804  
745-4236  
Stinson@xavier.edu

Office Hours: Monday 9:00 a.m. – 11:00 a.m.; Tuesday and Thursday 10:00 a.m. – 11:15 a.m.; or by appointment

Note that my office hours on Monday will be held in my office and my office hours on Tuesday and Thursday will be held on the 4th floor of CLC across from the snack bar.

Course Overview

Read a newspaper, watch the news, or browse the internet and you are likely to come across stories about population growth, world economic crises, immigrants or refugees, sustainability, worldwide hunger, and wars and political uprisings. Travel to almost any country in the world and you are likely to be able to locate multiple national embassies, not to mention McDonald’s restaurants. Indeed, significant news coverage during the summer months of 2014 was focused on conflicts between the Ukraine and Russia and between Israel and Palestine, the entry of unaccompanied children from Central America into the U.S., the spread of the e-bola virus in Africa, drought and wildfires in the southwest regions of the U.S., and the relationship between demographic changes and conflicts in Ferguson, Missouri. These phenomena are interrelated and all will be considered to some degree and in multiple ways throughout the course.

The perspective we will use to examine these and other related issues is global, cultural demography. Demography is the study of populations and the ways in which they grow and change through births, deaths, and migration. Because our focus is on cultural demography, we will be less concerned with the mathematical techniques for calculating fertility or mortality rates or for projecting population growth, and much more concerned with the cultural and social conditions that affect and are affected by changing populations. Because we are focusing on globalization, we will examine cases and examples from countries and regions worldwide. This is a sociology course, so we will draw on sociological perspectives, theories, and research methods as we explore population change and globalization.

This course has been approved to fulfill the Diversity Core Requirement (DCR) for the University Core Curriculum. Population change and globalization are complex and interrelated processes that have differing effects on individuals and groups, depending in part on their positions in society. Gender, age, ethnicity, socioeconomic class, and residence in the Global North or Global South are some of the factors that intersect with each other to affect how population change and globalization are experienced. Consequently, analysis of diversity along these dimensions is integrated throughout the course, in our topics, readings, and activities.

This course meets the requirements as an elective course for the Sociology major and minor as well as the requirements for a non-science elective in the Environmental Studies minor and Environmental Sciences major.
**Course Goals and Objectives**

Course readings, discussions, assignments, and activities have been designed to help you achieve the goals and objectives listed below. After completing this course you should be able to do the following:

**GOAL 1: Explain and apply basic demographic concepts to historical and contemporary populations.**
1. Explain the relationships between fertility, mortality, migration, and population structures.
2. Interpret data on fertility, mortality, migration, and population structure for multiple countries and areas of the world.
3. Identify factors that contribute to changes in fertility, mortality, migration, and population structures.
4. Analyze variations in fertility, mortality, and migration related to the intersections of gender, socioeconomic status, ethnicity, age, and residence in the Global North or South.

**GOAL 2: Apply a sociological perspective to issues of globalization and population dynamics.**
1. Compare and contrast sociological theories of globalization and population growth and change.
2. Explain how sociological research methods are used to study population dynamics and globalization.
3. Apply a sociological imagination to analyze the implications of globalization and population dynamics at the micro-, meso-, and macro-levels of analysis.

**GOAL 3: Analyze the interrelationships between globalization, population processes and structures, and societal institutions and culture.**
1. Explain how globalization and population processes and structures affect and are affected by culture and societal institutions, including family, religion, education, economics, and politics.
2. Analyze the ways in which globalization and population processes and structures interact with culture and societal institutions in specific countries and regions of the world.
3. Analyze the differential impacts of globalization and population change by gender, socioeconomic status, ethnicity, age, and residence in the Global North or South.

**GOAL 4: Apply sociological perspectives on globalization and population dynamics to current issues worldwide.**
1. Locate and interpret reliable and valid data related to globalization and population dynamics for specific countries and regions of the world.
2. Identify connections between globalization and population dynamics and current global issues, including environmental sustainability, world poverty and hunger, famine, the status of women, and refugees.
3. Interpret and critique mass media stories on issues related to population dynamics and globalization.

**Academic Honesty**

The Xavier University Catalog states:

*The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating,*
plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of any academic record including letters of recommendation.

All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own.

If you have any questions about what is considered a violation of the Academic Honesty Code in the context of this class, I strongly encourage you to discuss this with me, either individually or in class. Any assignments, papers, exams, projects, or other coursework that I find to be in violation of the Academic Honesty Code will be assigned a grade of 0 points, i.e. an “F.” Repeated violations may result in a grade of “F” for the course. I reserve the right to submit any written work for the course to Turnitin.com.

Personal Technology in the Classroom

The unauthorized use of personal technology in the classroom can be distracting and disruptive.

1. Cell phones should be turned off or silenced before the start of class.
2. You may bring a tablet or laptop computer to class but it should not be used for any purpose other than taking notes or class-related work.
3. Your first unauthorized use of personal technology in class will result in a warning. Subsequent unauthorized uses will result in 5 points being subtracted from your final course grade.

There are times when we will use cell phones and/or computers for activities in class. If you do not have a cell phone capable of sending text messages you should be able to share with someone else. If you do not have a laptop that you are able to bring with you, you can check one out at the Connection Center Desk on the 3rd floor of the CLC on your way to class. I will let you know in advance when we will be using phones or computers.

Attendance Policy

I expect you to attend every class. I understand that absences are sometimes unavoidable. If for any reason you must miss several classes, for example, due to extended illness or athletic team travel, I will work with you to come up with an appropriate and fair solution to make up any missed work.

If religious observance will cause you to be absent from class or affect your ability to complete assignments, you must notify me in advance to make necessary arrangements to complete the work.

Course Requirements

Required Reading


Kapur, Akash. India Becoming: A Portrait of Life in Modern India, 2012

Additional required readings will be available through Canvas.
A note on the books: Used and/or e-book versions of any of the required books are acceptable. However, make sure that you are using the correct editions of the books.

Participation: Homework Assignments and In-Class Activities

In this class we will use an active-learning approach. While brief lectures may introduce new ideas or examples, the majority of our in-class time will be spent in discussion of and hands-on activities related to course readings and lectures. I firmly believe that an active approach can result in a more interesting, impactful, and long-lasting learning experience. At the same time, an active-learning approach shifts responsibilities inside and outside the classroom. For students, this means a higher degree of commitment to and engagement in one’s own and others’ learning experiences.

Most of our in-class time will be spent on activities that will allow you to understand, apply, and analyze the concepts that are introduced in the assigned readings. Some limited amount of time will be used for lectures, but the vast majority of time will be spent actively engaging with the concepts through a variety of group discussions and exercises. Ultimately, the discussions and exercises will contribute to your success in achieving course learning outcomes.

In order for you to get the most from our in-class time, it is necessary for you to spend time between class sessions to prepare for class, attend every class, and actively engage in class activities.

First, you must complete the assigned readings and come to class familiar with the major ideas contained in the readings and ready to ask questions about those ideas that are unclear or in need of further explanation.

Second, there will be times when you will need to view a PowerPoint presentation or a video, or listen to a podcast before coming to class. Moving these activities outside the classroom frees up time for more hands-on applications of the material in class.

Third, for many class meetings you will need to complete an assignment before coming to class. Assignments might involve answering brief questions about the reading, reflecting on your personal experience in light of the readings, searching for additional information on the internet, completing a short exercise, or taking an on-line self-assessment quiz, to name just a few.

Assignments will typically be worth up to 5 points but some longer assignments may be worth more. In most cases assignments will be submitted electronically through Canvas. Assignments frequently will be integrated into class discussions and activities so you may find it useful to have a copy of your assignment with you, either paper or electronic. Points will be deducted for late assignments. It is your responsibility to know when assignments are due. This information can be found within the Modules on Canvas.

Fourth, during many class meetings, you will work in small groups to complete an activity that involves applying sociological concepts to and analyzing a social problem or issue related to population and globalization. To fully participate, you will need to complete any assigned readings and homework assignments. Activities will range in value from 5-15 points and will be evaluated on the basis of accuracy and completeness. Since the activities are an indication of in-class participation, you will not be able to make up missed activities. You should bring any assigned readings to class with you as we will often use them for in-class activities and discussions.
Your participation grade for the course will be based on the percentage of possible homework assignment and in-class activity points that you earn.

**Group Projects**

During the second module of the course we will use India as a case study that will focus our readings and discussions. Within the first few weeks of the course, you will be assigned to a small group that will prepare a similar sort of case study on a specific country or region of the world. You will locate appropriate demographic data for the country and identify significant issues related to population, globalization, and/or environmental sustainability that the country is currently facing. Because diversity and the intersections between gender, socioeconomic class, ethnicity, age, and residence in the Global North or South are integral to our discussions, it is expected that your case study will reflect this.

Throughout the semester your group will be asked to submit materials and answer questions about your group’s progress, which will contribute to your group project grade. During the last 1-2 weeks of class, each group will be responsible for preparing a class session (approximately one hour) on its country or region. Groups will identify required readings, design a homework assignment, prepare and deliver a short presentation on relevant demographic data, and lead the class in discussions and exercises on current and future demographic issues in the country or region. The final exam will include questions on the case studies. Detailed instructions for the group project will be distributed in a separate handout.

**Quizzes**

There is substantial evidence that students learn best when they receive frequent and immediate feedback. In addition to the regular homework assignments and activities, course quizzes and exams are intended to provide you with that feedback.

Group Quizzes are intended to assess your knowledge and comprehension of important sociological and demographic concepts. There will be 6 quizzes, each worth 20 points. Your lowest quiz score will be dropped. Quizzes will consist of multiple choice questions and will use a “scratch-off” format that will be demonstrated on the first day of class. You will take the quiz individually, and then will be assigned to a group that will use a scratch-off to retake the quiz. If your individual score is higher than the group score, you will receive your individual score. Otherwise, you will receive the average of your score and your group’s score. Quizzes will cover readings and materials assigned for the day of the quiz.

If you have an excused absence (documentation will be necessary) on a quiz day, you will be allowed to make it up, as long as you do so within 24 hours of returning to class. If you know you are going to be absent on a quiz day due to team travel, religious observance, or similar situations, you must take the quiz prior to quiz day. Questions on early or late quizzes will be different from those on the quiz given on the scheduled day. Your score on early or make-up quizzes will be your individual score. You will not have the opportunity to take advantage of the group score.

**Exams**

The three exams are intended to assess your ability to apply and critically analyze sociological concepts, theories, and research findings. Exams are cumulative, each building on the previous exam(s), and are weighted accordingly in your final grade. Exams will cover all class readings, assignments, class discussions, lectures, group presentations, and other course materials such as films. The exams will include some combination of multiple choice, short answer, and/or essay questions.
If you know you are going to be absent on an exam day ahead of time, due to team travel or similar situations, you need to make arrangements to take the exam prior to the absence. In the case of an unanticipated, excused absence (documentation will be necessary), you will be allowed to make up the exam within 24 hours of your return to class. Questions on early or late exams will be different from those on the exam given on the scheduled day.

**If you need extended test-taking time or other accommodations due to a documented disability, you are expected to take the exam in the Learning Assistance Center (LAC) on the day the exam is scheduled, and as close as possible to the class meeting time.**

If religious observance will cause you to be absent from class or otherwise affect your ability to complete assignments, you must notify me in advance to make necessary arrangements to complete the work.

**Grades**

The point distribution for all course requirements is:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation: Homework and In-class Activities</td>
<td>100</td>
</tr>
<tr>
<td>Group project</td>
<td>100</td>
</tr>
<tr>
<td>Group Quizzes (5 highest scores)</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1</td>
<td>75</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>125</td>
</tr>
</tbody>
</table>

**Total points** 600

Your final course grade will be based on the percentage of potential points that you accumulate and will be assigned according to the scale below:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>F</td>
<td>0-62%</td>
</tr>
</tbody>
</table>
Accommodations

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center (LAC) at 513-745-3280 on the 5th floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

Canvas

Canvas is the primary means of communicating class news and information, and disseminating the syllabus, reading and assignment schedule, assignment and project instructions, due dates, resources, additional readings, and other useful information. Course materials are arranged in a series of six Modules and it is within the modules that you will find detailed information on readings, assignments, and due dates. You will also use Canvas to submit homework assignments. You should check Canvas regularly. It is your responsibility to know when specific readings and assignments are due. If you have questions about due dates, instructions, exam format, policies on attendance or late assignments, or other routine class matters, you should first consult the materials on Canvas, especially the syllabus and appropriate Module. If you do not find the answer to your question there, please consult with me.

Contacting me outside of class

My contact information is at the top of the syllabus. During the indicated office hours, I will be available to answer questions, discuss course materials, continue in-class discussions, or chat with you about anything you find interesting. Feel free to drop in during my office hours – no appointment is necessary. If for any reason I will not be able to hold office hours as scheduled, I will let you know by email as far in advance as possible and will identify alternate office hours.

If you find that my office hours are not convenient for you, I will be happy to make an appointment to meet with you at an alternative time. You are more than welcome to drop by my office at any time, but I can’t guarantee that I will be there. I will not be available on Wednesdays due to other Xavier commitments.

I make every attempt to respond to email within 24 hours. Please note, however, that I am highly unlikely to check my email during the evenings or on weekends and so it may take longer to respond to email received during those times.

Schedule of Class Activities

The course is divided into six modules. A detailed schedule of class meetings, topics, readings, assignments, and due dates for the first module can be found in Canvas. Subsequent modules will be opened about one week in advance. The modules contain all the information you need about what you are expected to complete prior to each class meeting, so I strongly recommend that you look at the information in the Module frequently.

An overview of the six modules is found below:

Module 1: What’s the Problem? – Population and Environmental Sustainability
   Tuesday, August 26 – Tuesday, September 9
Module 2: Case Study – India
   Thursday, September 11 – Tuesday, September 30

Module 3: What’s the Problem? – Aging and Urbanizing Populations
   Thursday, October 2 – Thursday, October 16

Module 4: How did we get here? – The Health and Mortality Transition
   Tuesday, October 21 – Tuesday, November 4

Module 5: How did we get here? – The Fertility and Migration Transitions
   Thursday, November 6 – Thursday, November 20

Module 6: Now what? – Policy and Innovation
   Tuesday, November 25 – Thursday, December 11

Due dates for homework assignments and quizzes are contained in the modules. However, for those who like to plan ahead, due dates for the exams and group projects are found below:

T 9-30       Exam 1
T 11-4       Exam 2
T 12-9       Group Projects
R 12-11      Group Projects
R 12-18      Final Exam