Sociology 189-001: World Population
Summer Preession
May 14 - June 2, 2012
Online - 3 credits

Instructor
Kate Gunby
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Office Hours by appointment
In Person in Social Sciences 426
Online via gchat

Course Description
This introductory course will cover the basic concepts of population studies by linking the fields of sociology and demography. By examining both advanced and developing nations, this class will explore how constantly changing population structures impact both individuals and macro level social processes. Students will engage with the material and each other through online forum discussions, and will complete a final paper on a relevant topic of their choice. There are no prerequisites for this course.

Required Text
Please note that the eleventh edition is required. You can save a lot of money by renting this book rather than buying it. A 60 day rental option is available through http://www.cengage.com/

Grade Evaluation
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>2%</td>
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<td>Video Reflection</td>
<td>4%</td>
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<td>Goals Assessment</td>
<td>4%</td>
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<tr>
<td>Chats with Kate (2)</td>
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<tr>
<td>Quizzes (12)</td>
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<td>Discussion Posts (5)</td>
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<td>Final Project</td>
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Grade Scale
- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- E 0-59%

Late assignments and final projects will not be accepted.

Introduction (2% of final grade)
Everyone is required to post a basic introduction in the D2L discussion section for the class. Introductions should include your: name, major, year in school, where you are living during the summer session, summer plans (working, holidays, vacation, etc), experience(s) with sociology and/or demography, and anything else you want to share with the class. Please also post a picture to your D2L profile so we can put a face with the name.

Video Reflection (4% of final grade)
Watch the 5 minute video in the content section on D2L and turn in 200-300 word reaction via D2L dropbox. In this reflection: 1) highlight the ideas and facts that stood out to you, 2) apply ideas and facts from the video to issues, events, or information you already know, and 3) question and/or critique at least one of the video’s findings or arguments.
**Goals Assessment (4% of final grade)**
On the first day of the class you will complete the Learning Goals Inventory that is in the quiz section of D2L. Everyone receives full credit for completing this quiz, there are no right or wrong answers. The learning goals inventory allows each student to assess their personal goals for this class and reflect on their role as a student and their personal philosophy of learning. Your goals for the class should help guide your discussion posts and final project.

At the end of the course, you will assess your progress in meeting your goals for the class. Once again, everyone receives full credit for completing every question and there are no right or wrong answers.

**Chats with Kate (4% of final grade)**
During the semester you should chat with me at least twice, one by May 22nd and the other by May 30th. These chats can take place in person in my office by appointment (Social Sciences room 426) or online (in video, voice, or text format) using the google chat through your catmail account. Online chats can be scheduled in advance, or happen spontaneously. During the chats we can discuss your progress in the class, topics of confusion, final project ideas and details, your goals for the class, and anything else course related. At the end of our chats I will confirm if we have discussed enough substance for you to receive a full grade for the chat, or let you know what else we need to chat about.

PLEASE NOTE: Email is a wonderful form of communication and I highly encourage you to email me as needed, but emails do not count toward the chat requirement.

**Quizzes (36% of final grade)**
All of the quizzes are available through D2L and are a means of assessing if students are doing the reading. Quizzes are structured to be low stress. Quizzes are multiple choice, open book, there are no time constraints, and you can go back to change answers on previous questions. Quizzes are due at 11:59pm AZ time on the date they are written on the syllabus, and may be completed ahead of time. Correct answers will be shown for each quiz after all enrolled students have completed that quiz. There is one quiz for each of the 12 chapters, and each quiz is worth 3% of your final grade.

**Discussion Posts and Etiquette (20% of final grade)**
In addition to the first day introductions, students are required to participate in discussions in the forum on D2L. Each of the five discussion forums will cover two or three chapters, and in each forum students must start at least one topic and respond to two other topics. In order for a post to receive full credit, it must have at least 100 words, cite the textbook at least once including page numbers, and include a title that is descriptive of the discussion topic.

Your discussion posts should be respectful, courteous, and friendly. You are accountable for what you post. Whenever possible, provide context for your comments - explain where you are coming from and what you’re thinking. It can be hard to convey tone in online discussions, so feel free to make your tone explicit or add in casual indicators (such as “haha”, or the occasional smiley face) to avoid confusion and hurt feelings. Examples of good and bad posts are available in the discussion section on D2L.
Final Project (30% of final grade)
The goal for the final project is to apply what you have learned in this class in a way that is relevant to you and your interests. Options include:

1. Write an essay or policy paper on a current population issue. (1,200-1,500 words)
2. Watch the video from day one again, write a new reflection based on what you have learned in the class. How has your reaction changed? (1,200-1,500 words)
3. I am open to your ideas. If you want to do something else for your final project, you must contact me by Dec 30th to discuss it and get approval.

I am happy to discuss project ideas with you at any time.

Your topic idea and outline are due via dropbox on Tuesday May 24th so that everyone starts their project in advance, has a viable idea, and receives initial feedback and guidance. More details on the topic and outline are available on D2L. The topic and outline make up 5% of your final grade.

If you would like feedback on a draft, or a series of drafts, please email them to me any time before 11:59pm on June 1st though earlier is better so that I have more time to look at your draft and you have more time to make revisions. While emailing me a draft is optional, submitting a draft is the best way to insure that you get a good grade on your final paper! Along with revisions and suggestions, I will also send you a completed grade sheet so that you can see what grade you would get on your draft if you submit it without changes.

The final project is due on Saturday June 2nd by 11:59pm and is 25% of your final grade. A detailed rubric is available on D2L. Again, please come to me with any questions or concerns. I am happy to discuss your project with you at any time.

Summer Session Online
Taking a three credit class online in less than four weeks presents unique challenges. I have organized the course so that you may work ahead of schedule to accommodate for your obligations and summer activities. You may log in whenever you like and complete tasks as early as you want. If something comes up and you need more time to complete a task, contact me ASAP and I’ll try to be accommodating.

Online classes can feel isolating. The introduction assignment and mandatory discussion posts are designed to aid interactions with your peers. I hope that you will take full advantage of the discussion tools to connect with your classmates. The Chats with Kate make sure that we stay in touch, are on the same page, and that you’re getting the guidance you need. I encourage you to contact me via email, and also to chat with me by appointment or anytime you see that I’m logged in to gchat.

TurnItIn.com
The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to TurnItIn.com. Assignments submitted to TurnItIn.com will be included as source
documents in TurnItIn.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Students can view the originality reports for their own work.

**Academic Integrity**
Students are expected to observe the University’s Code of Academic Integrity. The Code can be found at: [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity). The work you turn in must be your own. All cases of cheating, fabrication, facilitating academic dishonesty, and plagiarism will result in disciplinary action. In cases of academic dishonesty, the consequences will be worse than if you simply hadn’t submitted the assignment.

**Statement of Copyrighted Materials**
Students are advised that all lecture notes, lectures, study guides and other course materials disseminated by the instructor to the students, whether in class or online, are original materials and as such reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by the student. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the University’s Intellectual Property Policy (available at [http://www.ott.arizona.edu/uploads/ip_policy.pdf](http://www.ott.arizona.edu/uploads/ip_policy.pdf)). Violations of the instructors copyright may result in course sanctions and violate the Code of Academic Integrity.

**Students with Disabilities**
Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center. If you qualify for services through DRC, send your letter of accommodations to me as soon as possible. I want to work with you to ensure your full participation in this course.

**Course Schedule**

*everything is due by 11:59pm AZ time on the day listed*

**Week 1 (May 14 –18)**

- **May 14 (Mon)**
  - Introduction due
  - Goals Assessment due
  - Video Reflection due

- **May 15 (Tues)**
  - Quiz on chapter 1: Introduction to Demography

- **May 16 (Weds)**
  - Quiz on chapter 2: Global Population Trends
  - Discussion posts for chapters 1 and 2

- **May 17 (Thurs)**
  - Quiz on chapter 3: Population Structure and Characteristics

- **May 18 (Fri)**
  - Quiz on chapter 4: Demographic Data
  - Discussion posts for chapters 3 and 4
Week 2 (May 21 – 25)

May 21 (Mon)  Quiz on chapter 5: The Health and Mortality Transition

May 22 (Tues)  Quiz on chapter 6: The Fertility Transition
                Deadline for first Chat with Kate

May 23 (Weds)  Quiz on chapter 7: The Migration Transition
                Discussion posts for chapters 5, 6 and 7
                Deadline to contact me for alternative final project ideas

May 24 (Thurs) Quiz on chapter 8: The Age Transition
                Topic idea and outline for final project due

May 25 (Fri)   Quiz on chapter 9: The Urban Transition
                Discussion posts for chapters 8 and 9

Week 3 (May 29 – June 2)

May 28 (Mon)   NO CLASS

May 29 (Tues)  Quiz on chapter 10: The Family and Household Transition

May 30 (Weds)  Quiz on chapter 11: Population and the Environment
                Deadline for second Chat with Kate

May 31 (Thurs) Quiz on chapter 12: Coping with Demographic Change
                Discussion posts for chapters 10, 11, and 12

June 1 (Friday) Last day to submit final project draft for feedback

June 2 (Saturday) Final project due
                Goals Assessment due