

POPULATION TOOLS AND POLICY

THREE CREDITS

CROSS-LISTED AS 10:762:417 (PLANNING & PUBLIC POLICY) AND 10:832:417 (PUBLIC HEALTH)

SEMESTER: Spring 2008

DATE / TIME: Mondays, 4th and 5th period, 1:10 to 4:10 pm
Location: Room 101, Scott Hall

PROFESSOR: Marc D. Weiner, J.D., Ph.D. mdweiner@rci.rutgers.edu
Room 273, CSB contact by email only

OFFICE HOURS: by appointment only

COURSE WEBSITE: <https://sakai.rutgers.edu/portal> at tab [10:762:417:01 Sp08](#)

“The interest and significance of the census for the community is this, that it furnishes it with a mirror into which, willy nilly, the whole community, and each one of us, gaze.”

LEO TOLSTOY, WRITING ABOUT THE 1882 MOSCOW CENSUS

“[E]verything happening around you is influenced by demographic events... not just... the big things like regional conflict, globalization, global warming, and massive migration movements, but even... little things that affect you directly, like the kinds of stores that operate in your neighborhood, the goods that are stocked on your local supermarket shelf, the availability of a hospital emergency room, and the jobs available to college graduates in your community.”

JOHN R. WEEKS, WRITING IN YOUR TEXTBOOK, PG. 26

COURSE OVERVIEW

According to the Bloustein School’s 2007-09 undergraduate catalogue for *Planning and Public Policy* courses, this course presents “[b]asic demographic concepts, methods, and their application; population growth, mortality, fertility, migration, and marriage patterns.” For *Public Health* courses, the description is the same, except that “[s]pecial topics include AIDS, world population growth, [and] teen pregnancy.” More usefully, this is an introductory course in demography. In it, we will examine how social scientists measure population growth, mortality, fertility, marriage, age structure and migration, and how the data they collect and analyze inform public policy conversations. Our goal is to develop a basic set of intellectual skills for understanding population dynamics and for thinking systematically about the consequences of population problems in the world at large, and in the United States. If you make the effort, when we are done with our time together you should be a more critical consumer of claims about population issues, a more informed voter on population-related issues (such as immigration), and a more competent social scientist, well-poised to integrate demographic concepts into your on-going analyses of political, economic, social, and cultural issues.

Historically, the course was offered only to seniors and graduate students; this, then, is the first time this course is open to the general undergraduate population. As such, it is something of a new offering, and will be taught as an introduction to demography, with a focus on the policy implications of demographic conditions and changes in those conditions. Thus, no prior knowledge of demography is assumed. However, by no stretch of the imagination does that imply this is an easy course. It's not. The material is fascinating, but, in places, somewhat dense and requires focused reading and deep thought to comprehend.

To make it most interesting and satisfying for you, this class will be interactive in nature; while I will lecture – after all, that's what professors do – I also expect informed class participation by all students in the course. We are in all in this together with the common goal of enhancing your understanding of and competence in population studies. To that end, you can count on my fully prepared participation, and I will expect yours. Practically speaking, this means that you must read and be conversant with all of the “one-chapter-per-class-session” reading assignments before each class. The readings listed at the end of this syllabus provide the core of that day's discussion, and will be supplemented with lectures and guided class discussion. Again, you are expected to complete the readings before each class. To help you in that direction (and to avoid the detail work and inherent controversy in taking attendance for class credit), there will be four short unannounced pass/fail reading quizzes, discussed below.

REQUIRED BOOK AND ARTICLES

Weeks, John R. (2008). Population: An Introduction to Concepts and Issues, 10th ed., Belmont, CA: Thomson Wadsworth. *Available at the main Rutgers bookstore, in downtown New Brunswick.*

I may, from time to time, assign additional required readings. These will be found as PDFs under the resources tab on the course Sakai site, and I will notify you in class when they are assigned.

EXAMS AND QUIZZES

As stated above, there will be four short unannounced pass/fail reading quizzes. The questions on those quizzes will come directly from the reading assigned for that day. Together, they will be worth 10% of your grade as follows: If you pass all four you will get 20 points (the difference, for e.g., between a C+ and an A); if you pass three out of four, you'll get 16 points; two out of four, 10 points, and one out of four, you will get 4 points. The quizzes will be administered during the regular class session. If you are not there, you've missed it. There will be absolutely, positively, no make-up reading quizzes. Repeat: There will be no make-up reading quizzes. Ever. If you're not there for the quiz, you've missed it. Period. End of story.

There will be a mid-term examination (on Monday, March 31, 2008 during our regular class period) and a final exam (Tuesday, May 13, 2008, from 12 to 3 pm). The midterm will count for 35% of your grade, and the final will count for 40%. The midterm will cover chapters one through seven in your textbook, and the noncumulative final exam will cover chapters eight through twelve. Although the exam is technically noncumulative, you will need the material in the earlier chapters to make sense of the later chapters. Both exams will be multiple choice and short answer format. If you miss an exam without giving me prior notice, that will count as a zero score with no opportunity for a make-up. If, however, you: (a) are genuinely ill or otherwise legitimately disposed; **and** (b) contact me by email at least 24 hours before the scheduled exam; **and** (c) provide me with an original, verifiable, and objective

document (the typical example is a doctor's note), then a make-up exam *may* be permitted. I intentionally make the "make-up exam" a tough row to hoe, so I urge you to avoid it.

ASSIGNMENTS AND GRADES

Numerical grades will be calculated on a simple percentage basis as follows:

Letter grades will be assigned as follows:

Midterm Exam	35%	90 to 100%	=	A
Pop Reading Quiz #1	5%	85 to 89%	=	B+
Pop Reading Quiz #2	5%	80 to 84%	=	B
Pop Reading Quiz #3	5%	75 to 79%	=	C+
Pop Reading Quiz #4	5%	70 to 74%	=	C
Exam #2	40%	0 to 69%	=	F
Class Participation	5%			
Total	100%			

Academic Misconduct: A Bloustein School Perspective

Academic misconduct includes cheating, plagiarism, failure to cite sources, fabrication and falsification, stealing ideas, and deliberate slanting of research designs to achieve a pre-conceived result. We talk about misconduct and ethical behavior in classes and expectations are set forth in student handbooks and catalogues. For example, it is presented on pages 545-547 in the New Brunswick Undergraduate Catalogue for the years 2003 through 2005 and on pages 16-18 of the Edward J. Bloustein catalogue for the years 2003 through 2005. We are not repeating that material here. Note, however, that penalties for misconduct can range from failing an assignment/exam or dismissal from the university.

The Bloustein School is appending this memorandum to your course syllabus because we recently have detected obvious cases of plagiarism. We have found far fewer cases of other forms of academic misconduct, but we find several every year. It is imperative that you understand that unethical academic conduct is intolerable, and it is completely preventable.

Academic misconduct almost always happens for two reasons. One is ignorance of academic rules and practices. For example, in virtually every recent plagiarism case in the School, material has been taken from an Internet site and placed in text without appropriate note or attribution. **You must learn the proper rules for attribution. If you are not sure, ask your instructor! If you do not know the rules that govern the use of data sets, attribution, analysis and reporting of these sets, the faculty will help you. There is no such thing as a stupid question regarding this subject.**

Pressure is the second common reason for academic misconduct. Students, faculty, all of us are subject to deadline, financial, self-worth, peer, and other pressures. If you are potentially allowing pressure to drive you to misconduct, please step back and resist that urge. You can cope with pressure in a positive way by reaching out to friends, counselors, and faculty members. Within the Bloustein School community, you will find understanding people and positive direction.

The Bloustein School plays an important role in the planning and public policy agenda. Our work and our students must be above reproach.

COURSE SCHEDULE

Session #	Date	Chapter	Topic
1	January 28, 2008	<i>no reading</i>	<i>Introduction to the Course</i>
			A Demographic Perspective
2	February 4, 2008	1	Introduction to Demography
3	February 11, 2008	2	Global Population Trends
4	February 18, 2008	3	Demographic Perspectives
5	February 25, 2008	4	Demographic Data
			Population Processes
6	March 3, 2008	5	The Health and Mortality Transition
7	March 10, 2008	6	The Fertility Transition
<i>Spring Break</i>	<i>Spring Break</i>	<i>Spring Break</i>	<i>Spring Break</i>
8	March 24, 2008	7	The Migration Transition
9	March 31, 2008	Midterm Exam	Chapters 1 through 7
			Population Structure and Characteristics
10	April 7, 2008	8	The Age Transition
11	April 14, 2008	9	The Urban Transition
12	April 21, 2008	10	The Family and Household Transition
			Using the Demographic Perspective
13	April 28, 2008	11	Population and the Environment
14	May 5, 2008	12	Coping with Demographic Change
Final	May 13, 2008 (12 to 3 pm)	Endterm Exam	Chapters 8 through 12