

SOC311.01 - POPULATION DYNAMICS (3CR)

Hunter College – SP 2020
meets: T, F, 9:45 – 11:00, HW424

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COURSE DESCRIPTION

This is an upper-level course that surveys the broad field of population dynamics or demography. Demography is the study of population and the factors that most determine its size and composition including concepts such as fertility, mortality, and migration. Some demographic changes are relatively dramatic and highly visible such as the Baby Boom (and bust) following WW2, the Great Northern Migration of African-Americans from the U.S. South during the early 20th Century, the increase in mortality due to the AIDS epidemic, or the historically high rates of immigration that we are now witnessing worldwide. Other demographic changes are slow and steady such as like the changing nature of marriage and household composition in the U.S. and, depending on the nation, the demographic transition to low fertility.

While all such events are of interest in their own right, we will approach these events in terms of their nature, causes, and impacts on social and economic structures of a society. Although we'll look at the U.S. as our primary example, this course will take a global perspective on population change. The demographics of the "global North" (more developed nations) and "global South" (less developed) differ considerably and we will pay particular attention to this "demographic divide." This course will familiarize you with the basic concepts, tools, and issues in the field of demography and will look closely at how to interpret demographic data; such knowledge is useful and applicable to many majors including sociology, economics, geography, and biology (to name just a few). As we'll see repeatedly throughout the course, many demographic phenomena are highly controversial and contested, which is what makes the subject more interesting than the dry numbers might suggest.

Demographers ask questions such as, what conditions influence the fertility rates of a country and how does that impact a society? What factors influence migration and how does migration impact both "sending" and "receiving" countries? If any of these terms are not familiar to you, don't worry, a primary objective of this course is to help you to understand these and other terms related to the study of demography.

In addition to descriptive and explanatory components, demography also has a quantitative element. For example, charts, graphs, fertility and mortality rates are all based on empirical, numeric data, and although the quantitative component is NOT the main focus of this class, we can't escape it. Thus, you may be expected to calculate some rates and create some graphs or charts. That said, I am still more interested in helping you to understand the social conditions that influence population change and the social consequences of population change.

LEARNING OBJECTIVES

At the end of this course, students should have a good understanding of

- the basic concepts of demography including the common terminology of the field (fertility, mortality & morbidity, migration, LDC, MDC, etc.)
- the problems associated with accurate measurement of these same concepts
- factors influencing population change

- social impact and consequences of population change

REQUIRED MATERIALS/READINGS

- Weeks, J. Population: An Introduction to Concepts and Issues – 11th edition or 12th edition.
- Additional handouts including detailed assignment instructions will be made available via Bb.

METHOD(S) OF INSTRUCTION

This course is structured with an “active learning” approach. You will learn the basic concepts of demography from the textbook and through our class time together, but you will also have a chance to apply and reflect on what you are learning as you become “demographic experts” of specific places. At the beginning of the course, you will be assigned three geographic regions— a specific LDC (least developed country) and a specific MDC (more developed country). You will have “lab” assignments throughout the course which will help you develop a more in-depth understanding of the demography of your two countries; in short, as you progress through the course, so will your knowledge of your countries and your understanding of demography.

In addition, there is a technology component to this course. For many of your homeworks, you will also be asked to input your findings in shared spreadsheets (through Google Sheets) so that you can share your data with your classmates and we can make better comparisons across geographic regions.

STATEMENT OF REASONABLE ACCOMMODATION (ADA Policy)

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of AccessABILITY located in Room E1124 to secure necessary academic accommodations. For further information and assistance please call (212- 772- 4857)/TTY (212- 650- 3230).

HUNTER COLLEGE POLICY ON SEXUAL MISCONDUCT

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.
- c. [CUNY Policy on Sexual Misconduct Link](#)

HUNTER COLLEGE POLICY ON ACADEMIC INTEGRITY

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on

Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures. Keep in mind that violation of this policy may result in student expulsion from the college.

- Hunter guidelines on plagiarism:
<http://www.hunter.cuny.edu/ttlg/toolbox/plagiarism-prevention>
- [Hunter Office of Academic Integrity](#)

GRADING POLICY

The grade scale used in this class is the one specified by the college. It's worthwhile to take a moment to consider what grades actually mean. You do not earn an A in this class for showing up (although showing up is important) or working hard or being a nice person (as I'm sure all of you are). Rather, your grades reflect the extent to which you are able to critically think about and assess the core concepts of the course. The table below ([adapted from Professor Els de Graauw](#)) describes what type of work is expected at each grade level.

A Excellent work	Shows superior work on every front— near perfect understanding and excellent analysis of the course materials, as well as originality and analytical rigor. Student has grasped the course materials, produced good analytical writing, shown originality in thinking, and has engaged with the subject matter.
B Good, competent work	Shows a strong grasp of the course materials, as well as some analytical rigor, but there are some errors. Not the most original or thought-provoking work. There is some engagement with the material but occasional errors.
C Satisfactory work	Student demonstrates limited grasp or misunderstanding of the course materials. While there might be repetition of the course readings, there is limited analysis; the most common evidence of this type of analysis is when students describe each reading but are unable to link them to larger ideas (I refer to this type of work as a laundry list). Student is not fully engaged, and makes frequent errors. May be hard to discern what the student is arguing or trying to say.
D Poor work	The student appears to have made little effort and produces below average work. Very serious errors or misunderstanding of the course materials. Unclear what the student is arguing or trying to say.
F Unacceptable or no work	Student either did not turn in work or what was turned in showed little to no effort to keep up with course materials.

EMAILED ASSIGNMENTS & LATE WORK

I do NOT accept emailed assignments. With 150 students, it's just not possible to have a policy where I accept emailed work from some and not others. There are NO EXCEPTIONS to this rule.

Late work is NOT accepted except in extreme circumstances such as hospitalization, death in the family, or natural disaster. In such cases, you must make an appointment to meet with me to discuss alternative

due dates. Please note that if you are absent on a day that an assignment is due, it is still your responsibility to get the assignment to me. Again, since I do NOT accept emailed assignments, you will have to find a peer who is willing to print out your work and hand it in to me.

ATTENDANCE & TARDINESS

Attendance is required. I am loathe to make attendance a requirement since you are all adults. That said, 5% of your grade is based on participation and you can't very well participate if you are absent. Thus, you are expected to attend class regularly.

You may miss a total of 4 classes, no questions asked. I suggest that you treat this requirement as you would attendance at a job. For example, jobs typically give you 2-3 personal days and 2-3 sick days. Missing any more than that and they become unpaid days. I am giving you 2 days total, use them wisely. ANY days missed beyond 4 days and your Attendance and Participation grade will be penalized.

If you miss	your A&P grade will be
4 days	100%
5 days	90%
6 days	85%
7 days	80%
8 days	75%
9 days	70%
10 days	65%
11 days	60% (if you miss 11 days of classes, you've missed about $\frac{1}{3}$ of the course)

on Tardiness

Tardiness is a close cousin of absences. I understand that there will be times when the universe will conspire against you and you are just unable to make it to class on time. However, I do not believe that the universe conspires against you on a regular basis. Excessive tardiness is inconsiderate and shows a lack of respect for your classmates and our time together. Thus, showing up late counts as missing half a class. If you're 30 minutes late, that counts as missing the entire class.

There is NO need to notify me if you are going to be absent.

ASSIGNMENTS

Students are expected to complete all required readings and engage with the subject material. Grades will be calculated as follows:

- | | |
|-------------------------------|-----|
| 1. Misc Assignments | 5% |
| 2. Attendance & Participation | 5% |
| 3. Homework Assignments | 70% |
| 4. Final Exam | 20% |

1. (5%) MISC. ASSIGNMENTS

I've learned to include this assignment to take into consideration various small assignments that may come up. Your first Misc assignment is to go to... and fill out the Student Roster.

2. (5%) ATTENDANCE/TARDINESS & PARTICIPATION

See above.

3. (70%) HOMEWORK ASSIGNMENTS

There are **six homework assignments**. More detailed information will be forthcoming. Each assignment deals with a particular aspect of demography. The assignments are due at the beginning of the class— NO LATE HMWK WILL BE ACCEPTED— it is your responsibility to keep track of when assignments are due. We will discuss these assignments in more detail as each one comes due.

- **HMWK #1: GeoSet sign-up**
- **HMWK #2: Country Basics (due 3/3)**
- **HMWK #3: Morbidity & Mortality (due 3/17)**
- **HMWK #4: Fertility (due 3/24)**
- **HMWK #5: Age & Sex Structure (due 4/7)**
- **HMWK #6: to be decided**

Throughout the semester, we will have in-class assignments that help you to better understand the material. If you are absent on a day when we have an in-class assignment, you will receive a 0 for that assignment. There are NO make-ups for in-class assignments.

4. (20%) FINAL EXAM

There is only a final exam as required by Hunter College policy. I have not created either exam yet so please do not ask me what each will be like.

WHAT I EXPECT FROM YOU

SENDING ME EMAIL

You may always contact me via email; I will usually respond to your email within 24 hours. If I have not responded by then, please feel free to send another email to gently prod me, BUT please do not send me an email every few hours asking why I have not already responded to your first email. Please use the following guidelines when emailing me:

- ALWAYS include a subject line relevant to your question
 - examples of good subject lines:
 - question about understanding age pyramids
 - I would like to make an appointment outside of your office hours
 - examples of bad subject lines:
 - a question for you
 - any topic unrelated to your question
- ALWAYS sign off with your full name and class
- Be sure that your question can not be found on the syllabus or on our course documents. If the answer to your question may be found on the syllabus, I will not respond to your email.

- example of things that are usually in the syllabus or course schedule: due dates, my office, and my office hours-- do NOT email about me these things!
- If you miss class for any reason, you should ask a peer (NOT me!) what you missed

COURTESY

Common courtesy and respect are expected in this class. The most basic idea is not to disrupt your classmates or your instructor during class. Please avoid behavior such as the following: habitually coming to class late, carrying on conversations in class (especially conversations not relevant to our class topic), taking a call (or making a call) during class, disrupting each other, and generally being rude or disrespectful of each other. Please note that the same applies to discussions that take place on class listservs, discussion groups, etc.

BEING PREPARED

Being prepared means that you are expected to complete ALL readings PRIOR to coming to class. I've had many students tell me that they prefer to read the assigned readings after our discussions or lectures, but that's not the way it works in college. It is expected that you struggle with the material and try to understand the material on your own first. Much learning comes from struggling with the material.

Some professors give regular quizzes to ensure that you read the material. I do not because I believe it is your responsibility to take ownership for your own learning. However, if, as the semester progresses, I have the growing suspicion that a number of students are not doing the reading, I may institute little quizzes to monitor reading; I would rather not do this, but I do reserve that right. We may or may not have time to go over every reading in minute detail in class, but you are still responsible for ALL the material in the readings.

IN-CLASS PHONES/TABLETS/LAPTOPS POLICY

Electronic devices including phones, smartphones, laptops, tablets, etc. are allowed in this class if you are using them for class materials. However, using these devices for anything other than coursework is not appropriate. If you have to speak to you more than once for using your phone for something other than classwork, your Attendance & Participation grade will be penalized.

TAKING NOTES

In recent years, I've noticed that students increasingly do not take notes. Taking notes is a good practice. No matter how well you think you will remember something, you will not. Research has shown that taking notes helps you to better remember discussion and important notes. Moreover, they may come in handy when I give you a pop quiz where I allow you to use your notes but not your texts.

WRITING

Your writing should abide by the standards of good college-level writing. While writing requirements may differ by assignment or across disciplines, there are some basics of college-level writing to which all assignments should abide. Generally, it is not enough to only merely summarize readings (unless an assignment specifically demands summaries). At the most basic level, college level-writing usually requires 1) a thesis, 2) supporting documentation that is correctly cited, and 3) logical and analytical reasoning. This type of writing is not easy, it is an acquired skill. Writing is a craft that improves with practice, feedback, and revision. In short, you must work on your writing if you hope to improve it. Finally, it goes without saying that college-level writing also includes a good command of the basics of grammar, spelling, and syntax. The written work you turn in for this class will take all of

these factors into consideration. Work that demonstrates little thought or revision will earn you low grades.

KEEPING TRACK OF YOUR OWN GRADES

In recent years, I have received more and more requests by students for regular updates to their grades. Although, faculty sometimes make use of the gradebook in Bb or send you grade reports, this practice is a courtesy to students, NOT an entitlement. It is not an unusual requirement that you be responsible for keeping track of and calculating your own grades. To be sure, part of my responsibility is to grade your work in a timely manner, but I am not responsible for making sure you know what your grade is at every moment.

SYLLABUS CHANGE POLICY

Please note that while this syllabus serves as our “contract” for the semester, I reserve the right to revise and change this course syllabus and schedule as necessary.

WHAT YOU MAY EXPECT FROM ME

Below are some of the things you may expect that I will do for you.

- Clarity about policies, expectations, and grading: you should have a clear idea of what is expected of you and how you will be graded.
- Guidance in materials: I will do my best to guide students through the principal ideas and theories in our readings and other substantive content of the course. My job is to provoke you think critically think about the material, but I cannot do the readings for you.
- Provide feedback: You should expect me to respond and provide you feedback in a timely manner (this does not mean that you turn in an assignment and you get back it back the next meeting). Looking over and providing thoughtful feedback on student work takes time. That said, I will always let you know when to expect to return your work to you.
- Respond to student questions: When you write to me with questions, I will always do my best to respond to you in a timely manner (this does NOT mean that if you send me an email at 2am, I will wake up and respond, but usually you will receive a response within a day or two). If you don't hear back from within 2 days, you should send another email or check in with me during class.
- Access and Office hours: You may always make an appointment to meet for office hours.

COURSE SCHEDULE/CALENDAR

PART ONE: A DEMOGRAPHIC PERSPECTIVE (BASICS OF DEMOGRAPHY)

WEEK 1: WELCOME + INTRODUCTION TO DEMOGRAPHY

T, 1/28: Introduction to the Course

- ❑ [Misc #1: Student Preferred Email Form](#) - due Fri, 1/31
- ❑ Misc #2: Syllabus Quiz - due Fri, 1/31 (on Bb)

F, 1/31: Introduction to Demography

- ❑ [CH1: Introduction to Demography](#) (<https://tinyurl.com/uyhkxll>) (making the 1st chapter available to students)

WEEK 2: SOURCES OF DEMOGRAPHIC DATA

T, 2/4: CH4: Demographic Data

F, 2/7: CH4: Demographic Data cont'd

- ☐ watch [Evolution of the Census: Margo Anderson](https://youtu.be/lZMtEFjUgHM) (<https://youtu.be/lZMtEFjUgHM>)

S, 2/9: HMWK #1: GeoSet sign-up

- ☐ **Quiz - Geoset**

WEEK 3: THEORIZING DEMOGRAPHY

T, 2/11: CH3: Demographic Perspectives

F, 2/14: CH3: Demographic Perspectives cont'd

- ☐ Russell, C. and D.L. Poston. 2008. "Overpopulation." In William A. Darity (Ed.), International Encyclopedia of the Social Sciences (2nd ed), VI: 95-96.
- ☐ [Malakoff, D. 2011. "Are More People Necessarily a Problem?" Science 333, pp. 544-546.](#)
- ☐ "Nigeria's Population Boom: A Problem, or Not?" The New York Times, April 23, 2012.

WEEK 4: POPULATION TRENDS

T, 2/18: LAB

- ☐ **due: nothing**
- ☐ **return: nothing**
- ☐ **work on: HMWK #2: Country Basics (due 3/3)**

F, 2/21: CH2: Global Population Trends

- ☐ Rosenthal, Elisabeth. "Nigeria's Population is Soaring in Preview of a Global Problem." The New York Times, April 15, 2012. (<http://tinyurl.com/ycbmu9fk>)
- ☐ Wise, Jeff. "About that Overpopulation Problem." Slate, January 3, 2013. (<http://tinyurl.com/a7c5gg7>)
- ☐ Look at Population Growth Projections

PART TWO: POPULATION PROCESSES & POPULATION STRUCTURE AND CHARACTERISTICS

WEEK 5: HEALTH & MORTALITY

T, 2/25: CH5: The Health and Mortality Transition

F, 2/28: CH5: The Health and Mortality Transition cont'd

- ☐ [WHO Global Burden of Disease \(GBD\)](#)
- ☐ [The Economist - 2018 - Breast Cancer](#)
- ☐ **in-class**
 - ☐ **Demographic Transition Chart**
 - ☐ **Comparing Sweden and Mexico**

WEEK 6: FERTILITY TRANSITION

T, 3/3: LAB - TH405

- ☐ **due: HMWK #2: Country Basics**
- ☐ **return: nothing**
- ☐ **work on: HMWK #3: Morbidity & Mortality (due F, 3/20)**

F, 3/6: CH6: Fertility Transition

- ☐ [Strange Case of the Missing Baby](#)
- ☐ [Fading Echoes, East Germany's Population is Shrinking](#)

- ❑ Lesthaeghe, R. 2010. "The Unfolding Story of the Second Demographic Transition." Population and Development Review 36(2): 211-17 (Note: this is an excerpt).
- ❑ McLanahan, S. 2004. "Diverging Destinies: How Children are Faring under the Second Demographic Transition." Demography 41(4): 607-627.
- ❑ [Jocelyn Kaiser on reducing high fertility in developing countries](https://tinyurl.com/yac5x6g6) (<https://tinyurl.com/yac5x6g6>)

WEEK 7: MIGRATION TRANSITION

T, 3/10: LAB

- ❑ **due: nothing**
 - ❑ **continue working on HMWK#3**
 - ❑ **work on: HMWK #4: Fertility (due 4/3)**
- F, 3/13: CH7: Migration Transition + CH6: Fertility (updated 3/9/20)
- ❑ [Fecund Foreigners?](#)
 - ❑ **return: HMWK #2: Country Basics**

WEEK 8 - CLASS RESET

- First, each week will be structured as an "Online Learning Module"; I will be making several weeks available at a time. Each week may be found in the navigation bar in Bb.
 - Each learning week begins on Saturday and ends on Friday.
- We decided as a class that **we will hold a weekly online class every Tues, from 9:45-11:00**. However, this online meeting is not meant to be a further stress for all of you. Instead, the purpose of a regular meeting is to offer a little structure as we are unmoored by the changes around us. A regular meeting will also help to foster continued intellectual nourishment, social connection, and combat isolation. But again, no one will NOT be penalized in any way if they are unable to attend the weekly online meeting; as explained above the meeting will usually be recorded and anyone may view it at a later own leisure,
- **The class also voted to get rid of the Final Exam!** As a result of the shift to online classes and getting rid of the Final Exam, we will have a few more online assignments and the calculation of your final grade has been modified (see the table below).
 - I am categorizing all new online assignments as "New Assignments" (with numbers after them); these assignments will usually take the form of Bb Discussions, VoiceThread assignments, or Google Doc-based assignments.

Old Grading Structure	New Grading Structure
(5%) Misc Assignments (5%) Attendance & Participation (70%) Homework Assignments • HMWK #1: GeoSet sign-up • HMWK #2: Country Basics • HMWK #3: Morbidity & Mortality • HMWK #4: Fertility • HMWK #5: Age & Sex Structure	(5%) Misc Assignments (5%) Attendance & Participation (50%) Country Assignments • HMWK #1: GeoSet sign-up • HMWK #2: Country Basics • HMWK #3: Morbidity & Mortality • HMWK #4: Fertility • HMWK #5: Age & Sex Structure ?

● HMWK #6: to be decided (20%) Final Exam	● HMWK #6: to be decided (40%) New Assignments (VoiceThread, etc.) (20%) Final Exam ? Chapter quizzes?
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As a final note, I know that this transition is a difficult one for many of you. I assure you that I will do my best to try and make this transition as easy as possible for each of you. These changes and the assignments are a starting point going forward. As the semester continues, we may find that we need to drop more assignments, or something is not working, etc. and I will do my best to respond to these changes. **Please rest assured that we are going to prioritize what we call the "human option"-- we will prioritize 1) supporting each other as humans, 2) simple solutions that make sense for the most, and 3) sharing resources and communicating clearly.**

I applaud each of you for your resilience and perseverance in the face of such adversity.

PART THREE: POPULATION STRUCTURE AND CHARACTERISTICS

Wk 9 (Sa, 3/21 - F, 3/27): WRAP UP HEALTH AND MORBIDITY

Sa - M:

- ☐ Finish reading CH5: Morbidity and Mortality
- ☐ [WHO - Top Ten Causes of Death, May 24, 2019](#) (worldwide)
- ☐ [The Economist - Feb 2, 2018 - Breast Cancer is Far More Destructive than Prostate Cancer](#)
- ☐ [Jacqueline Howard - CNN - Wed, April 11, 2018 - The states where disease and death are highest: A visual guide](#)
- ☐ [SSRC Measure of America](#)

T, 3/24: online meeting

- finish slides for morbidity and mortality
- **return: Country Basics**
- **Review some of the data in our shared Country Basics...**
- **discussion on ways of measuring impact of diseases**

F, 3/27:

- ☐ **DUE: HMWK #3: Morbidity & Mortality (due F, 3/27)**
- ☐ New Assignment #2: Bb discussion - Mortality and Morbidity

Wk 10 (Sa, 3/28 - W, 4/1): RECALIBRATION PERIOD

Wk 10 (Th, 4/2 - F, 4/3): WRAP UP CH5

F, 4/3:

- ☐ **DUE: HMWK #3: Morbidity & Mortality (due F, 4/3 3/27)**
- ☐ New Assignment #2: Bb discussion - Mortality and Morbidity (due F, 4/3)

Wk 11 (S, 4/4 - T, 4/7): CH6: FERTILITY TRANSITION & CH7: MIGRATION TRANSITION

Sa - M:

- ☐ CH6: Fertility Transition + CH7: Migration Transition
- ☐ CH7: Migration
- ☐ [Fading Echoes, East Germany's Population is Shrinking](#)
- ☐ [Strange Case of the Missing Baby](#)
- ☐ [Fecund Foreigners?](#)
- ☐ [US Fertility Report](#) (pdf)
- ☐ [NYT - The Upshot - The Age That Women Have Babies: How a Gap Divides America](#)

T, 4/7: Online Meeting - slides

W - F: Keep working on Fertility

- ☐ [New Assignment #3: Bb discussion Hans Rosling - due Fri, 4/17]
- ☐ [New Assignment #4: Bb discussion Migration video - due Fri, 4/17]
- ☐ **Start working on HMWK #4: Fertility (due F, 4/17)**

WEEK 11 (W, 4/8 - F, 4/10): SHORTENED SPRING BREAK

- ☐ **return: HMWK #3: Morbidity & Mortality**

WEEK 12 (S, 4/11 - F, 4/17): SHORTENED SPRING BREAK

Sa, 4/11 - M, 4/13: extended Spring Break from me!

T, 4/14: online class meeting

W-F:

- ☐ CH6: Fertility Transition + CH7: Migration Transition
- ☐ CH7: Migration
- ☐ [Fading Echoes, East Germany's Population is Shrinking](#)
- ☐ [Strange Case of the Missing Baby](#) (Google Annotation assignment or discussion board assignment?)
- ☐ [Fecund Foreigners?](#)
- ☐ [US Fertility Report](#) (pdf)
- ☐ [NYT - The Upshot - The Age That Women Have Babies: How a Gap Divides America](#)

F, 4/17:

- ☐ [New Assignment #3: Bb discussion Hans Rosling - due Fri, 4/17]
- ☐ [New Assignment #4: Bb discussion Migration video - due Fri, 4/17]
- ☐ **Start working on HMWK #4: Fertility (due F, 4/17)**

Wk 13 (Sa, 4/18 - F, 4/24): THE AGE TRANSITION

Sa - M:

- ☐ CH8: Age Transition
- ☐ ~~[New Assignment #5: Google Doc Assignment Analysis of Age & Sex Structure, calculating broad age groups, dependency ratios due F, 4/24]~~

T, 4/21: Online meeting

Wk 14 (Sa, 4/25 - F, 5/1): AGE TRANSITION CONT'D

Sa - M:

- ☐ ~~work on: HMWK #5: Age & Sex Structure (due R, 5/14)??~~
- ☐ return: HMWK#4: Fertility
- ☐ ~~[New Assignment #6: ??? mapping assignment? due 5/1]~~

T, 4/28: Online Meeting <https://youtu.be/KNXg-kYk-LU>

F. 5/1

PART FOUR: APPLYING THE DEMOGRAPHIC PERSPECTIVE

Wk 15 (Sa, 5/2 - F, 5/8): CH9: THE URBAN TRANSITION + CH10: FAMILY & HOUSEHOLD TRANSITION

Sa - M

- ☐ CH9: The Urban Transition
- ☐ Chapter 10: The Family & Household Transition

T, 5/5: Online Meeting

Wk 16 (Sa, 5/9 - R, 5/14): CH11: POPULATION & SUSTAINABILITY + CH12: What Lies Ahead?

Sa - M

- ☐ CH11: Population & Sustainability+CH12: What Lies Ahead?

T, 5/12: online meeting - Last day of class

R, 5/14

- ☐ [New Assignment #7: final assignment due R, 5/14]