

TGOG 244Y: GLOBAL POPULATION DEBATES

Course Syllabus

Fall, 2012

Professor: Youqin Huang

CLASS LOCATION:	ES 108
CLASS HOURS:	TTh 10:15 –11:35 pm
OFFICE HOURS:	TTh 3:00 – 4:00 pm and by appointment (AS 215)
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This course satisfies the “Oral Discourse” and “Global and Cross-Cultural Perspectives” of the General Education requirements.

1. DESCRIPTION

This course offers an in-depth introduction to the field of demography. Specially, it introduces main demographic concepts, theories and debates, offers an overview of world population pattern, examines population processes and structure, and studies the impact of population on development and environment. Through case studies and debates, this course offers diverse demographic perspectives and tools (terminologies, methodologies and theories) to analyze population in both developed and developing countries. After taking this course, students would develop their own demographic perspective to facilitate their understanding of the world.

2. ORGANIZATION

The course has five components: lectures, debates, discussions, films and presentations.

- Lectures aim to introduce main concepts, theories and debates in population studies, present global pattern of population, explore major socio-economic issues associated with population, and understand population policies in different contexts.
- Debates: there are three debates: one on population growth and poverty, one on U.S. immigration policy, and another on the relationship between population growth, economic development and environmental degradation. Students will play a real-world role, and argue for a particular view from his/her position. Through debates, students will familiarize themselves with different perspectives on a controversial issue, have a comprehensive understanding of the issue, and provide policy recommendations. Preparation for the debate is essential and required.
- Discussions: In-class discussions provide students another opportunity to examine the theoretical debates and controversial issues. In addition, students are required to read daily news and discuss those linked to population at the beginning of each class.
- Films: They will further help students to understand the debates and issues discussed in lectures, and their socio-economic and political ramifications.

- Presentations: In addition to helping students to be an effective communicator in front of an audience, research presentation offers another learning experience by exposing students to different issues and problems related to population all over the world.

3. COURSE OBJECTIVES AND GENERAL EDUCATION REQUIREMENTS

GOG 244 fulfills the General Education requirements.

After taking this course, students should be able to:

- Understand the main concepts and terminologies in population studies
- Describe the overall pattern of world population and regional variations
- Explain the change of population pattern at global and national level
- Be familiar with major theories on population change and provide critical evaluations
- Critically assess the main demographic perspectives on population growth
- Understand the process of demographic transition
- Be familiar with the history of U.S. immigration policy and related debates
- Be familiar with the pattern of immigration to the U.S. and its change
- Discuss major socio-economic and political issues from a demographic perspective
- Evaluate the impact of population growth on the economy and environment
- Assess demographic condition of a population and provide policy recommendations

GOG 244 fulfills the “Oral Discourse” of the General Education requirements.

Two important components of this course are three debates and a research project presentation.

After taking this course, students should be able to:

- Make a PowerPoint presentation based on his/her own research for 15 minutes
- Make a statement eloquently during a debate
- Appropriately answer questions during debates and the presentation
- Ask critical questions during debates and presentation
- Participate group discussion and contribute to group statements
- Discuss news and daily events from a demographic perspective

GOG 244 fulfills the “Global and Cross-Cultural Perspectives” of the General Education requirements.

After taking this course, students should be able to:

- Utilize theories and analytic tools in demography to study population in any specific region or comparatively.
- Analyze population and related issues from different demographic perspectives
- Understand the reciprocal interactions between individual behaviors (in fertility and (im)migration) and population at the national and global level
- Understand the impact of population policy on population and the society nationally and globally
- Understand how immigration policy in the US affect the global migration pattern
- Understand how the family planning program in China affect the world economy
- Understand how the aging population and population decline in developed countries affect the global economy

4. TEXTBOOK AND SUPPLEMENTARY MATERIALS

Weeks, John R. (2011) Population: An Introduction to Concepts and Issues, 11th edition. Belmont, California: Wadsworth. Required.

Reference: Newbold, K. Bruce. 2007. Six Billion Plus: World Population in the Twenty-first Century, Second edition. Roman & Littlefield

Supplementary readings will be available on the web page:

Hardin, Garrett, 1974. Lifeboat Ethics: A Malthusian View

Commoner, Barry, 1975. Poverty Breeds “Overpopulation”

Harvey, David, 1974. A Marxian Analysis of the Population-Resource Problem

Ritchie-Calder, Lord, 1974. UNICEF’s Response to Population Growth: Family Planning

5. COURSE REQUIREMENT AND GRADING

Class participation/discussion	10%
Quizzes	10%
Debates	20%
Two exams	40%
Research proposal, paper and presentation	20% (2%+10% + 8%)
Interviews/reports	Extra credits (3%)

Class participation/discussion: There will be class/group discussion throughout the semester. Students are also required to discuss news events that are related to course materials. Active participation and engagement in discussion is essential to the success of this course. Your participation in discussion will be recorded and credited accordingly.

Quizzes: There are quizzes on films that you watch outside of the class. They are due at the beginning of the following class after it is assigned.

Debates: There are three debates. You will choose a role of your interest in the week before the debate. To prepare for the debate, you should read related readings and conduct additional research. You need to write a position paper (2-3 pages) for each debate, presenting your main arguments and supporting evidences. You are required to present your arguments to your partner who will provide suggestions for you to revise your arguments and position paper. You turn in your revised position paper right after the debate. Credits are determined mainly according to your preparation for and performance during the debate. You will not get credit if you turn in the position paper but are absent from the debate.

Exams: Both exams are composed of definitions and short-essays. Lectures may go beyond the scope of the textbook, and all materials covered in lecture, readings and films may be tested. No early or make-up exams will be given, except under extreme conditions or emergencies beyond your control, in which case a written request must be submitted together with documentation (e.g. physician's note) as early as possible.

Research proposal, paper and presentation: The paper and presentation should be based on the research that you have conducted to answer a specific research question. It may include but is not limited to library research, collection of primary and/or secondary data, analysis of relevant data,

interpretation of results and findings, and other insights and observations. Your research should be on a significant population issue in a country or region of your choice. You are encouraged to choose any population topic that interests you, analyze the issue, and link your analysis to the theoretical framework discussed in class. Some topics from previous classes include: the role of the Catholic Church in population growth in Latin America; zero population growth in Europe and its impact on economy; why does infant mortality rate remain high in the United States? How has the baby boomers changed the American society? Explain the influx of Mexican immigrants from a demographic perspective; women's status and fertility behavior in India; one-child policy and its social and economic implications in China; the demographic and socio-economic impact of HIV/AIDS in Botswana. You should consult with the instructor and do a considerable amount of research and reading before deciding a topic. The textbook also has many case studies that may provide ideas for a suitable topic or region. After conducting preliminary research, you need to turn in a 2-page proposal to identify the research question, and how you will answer it. I will provide comments and suggestions.

Your paper should be informative, and should seek to demonstrate originality and insights. It should not be merely an account of the issue at hand, but should also address its theoretical and contextual roots. A descriptive style is discouraged and you should be analytical. Organize your paper and presentation in a logical and cohesive manner. The paper should include at least three main sections: 1) an introduction section where you state your research question, the significance and context of the research, the goal of this paper and the organization of the paper; 2) the main body section where you analyze your research question, state your arguments, and use empirical evidences to support your arguments. Meanwhile you can analyze the opposing arguments and discuss why they are not viable. You should position your research in the theoretical framework we discuss in class, and appropriate theories should be applied in relation to your arguments; 3) the conclusion section where you summarize your main findings, offer policy recommendations, and further discuss related issues and problems. Visual aid with figures, tables and pictures is encouraged. All standard bibliographic styles are acceptable, so long as you provide complete information about the sources. The paper should be typewritten and no more than 10 double-spaced pages (excluding tables and graphics if applicable). The presentation should be about 10-15 minutes. You should present to your partner for comments before the formal presentation in class. Peer-evaluation of the presentation will be involved.

Plagiarism is not allowed. Incidents of possible academic misconduct (e.g. cheating, plagiarism) will be reported to the Dean of Students immediately. Please note that taking information directly from sources such as books, journal articles, magazines and the Internet without proper citation is considered plagiarism. Any information cited from these sources should be acknowledged with in-text citation and full reference at the end of the paper. Be very cautious when obtaining information via the Internet by researching the reliability and accuracy of the sources.

Interviews/Reports: To earn extra credits, you can conduct two interviews: one on family decision and the other on immigration decision. For the former, you can interview a mother regarding why she decided to have one or more children, and place her decision-making in the theoretical debates discussed in class. For the latter, you can interview an immigrant about his/her immigration experience, and apply one or more theories on migration to explain his/her decision. You need to write a 2-page report to document the decision-making and choose theories that can be applied to the case, and share your interview with the class. They are due one week after they are assigned.

TENTATIVE SCHEDULE

Week	Date	Topic/Activity	Reading	Important Dates
A Demographic Perspective				
1	08/28	Introduction	Chapter 1	
	08/30	World Population Patterns	Chapter 2	
2	09/04	World Population Patterns		
	09/06	Theories of Population Change	Chapter 3	
3	09/11	Theories of Population Change	Supplementary reading	Film Quiz #1
	09/13	Demographic resource	Chapter 4	Debate role sign-up
4	09/18	<i>No class</i>		
	09/20	Debate 1: Is overpopulation a problem?		Debate paper #1 due
Population Processes				
5	09/25	Mortality	<i>Chapter 5</i>	
	09/27	Mortality/Fertility	<i>Chapter 6</i>	
6	10/02	Fertility		Interview #1 (optional)
	10/04	Migration	Chapter 7	Quiz #2: Chinatown
7	10/09	Migration		Debate role sign-up
	10/11	Migration		Film Quiz #3
8	10/16	Debate 2: US Immigration policy		Interview #2 (optional) Debate paper #2 due
Population Structure				
	10/18	Age and Sex Structure	Chapter 8	
9	10/23	<i>Exam #1</i>		<i>Exam #1</i>
	10/25	Urbanization	Chapter 9	
10	10/30	Urbanization		Proposal due
	11/01	Household Structure	Chapter 10	
Using the Demographic Perspective				
11	11/06	Population and Food	Chapter 11	Film Quiz #4
	11/08	Population and Environment		
12	11/13	Population and Economy		Film Quiz #5
	11/15	Population Policy, China	Chapter 12	
13	11/20	Coping with Population Changes		Debate role sign-up
	11/22	<i>No class</i>		
14	11/27	Debate 3: Population and environment		Debate paper #3 due
	11/29	Presentation		
15	12/04	Presentation		Paper due
	12/06	<i>Exam #2</i>		Paper due