

# Viewing: **SOC 270 : Global Demography**

Formerly known as

## History

1. Apr 26, 2018 by Shari Day (shariday)
2. Nov 30, 2021 by Teresa Spence (tcspence)
3. Jan 11, 2022 by Rebecca Riley (rriley)

(or if cross-listed - deactivated courses associated with this course) RSOC 270

Last approved: 01/11/22 3:44 am

Last edit: 12/14/21 5:59 pm

Catalog Pages referencing this course	<a href="#">SOC - Sociology</a>
Programs referencing this course	<a href="#">10KV5215BALA: Global Studies, BALAS</a> <a href="#">10KV5313BSLA &amp; 10KV5313BSLU: Earth, Society, &amp; Environmental Sustainability, BSLAS</a> <a href="#">5206: Global Studies Minor, UG</a> <a href="#">List UG-CHLH: Community Health, BS - Electives List</a>

## General Information

Effective Term:

College: Liberal Arts & Sciences

Department/Unit Name (ORG Code): Sociology (1324)

Course Subject: Sociology (SOC)

Course Number: 270

Course Title:

Abbreviated Title: Global Demography

Course Description:

Critically examines the meaning and measurement of demographic change across time, levels of socio-economic development, national boundaries, and socio-cultural groups. Discussions focus on theories, trends, and measurement of mortality, fertility, migration and the relationship of these core demographic issues to macro and micro level trends in stress, inequality, infrastructure, and global warming.

## Justification

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Justification for change:

Please Note: a syllabus is required for General Education review:

## Course Information

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### Course Credit

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Course credit:

Undergraduate: 3

Graduate:

Professional:

### Registrar Use Only:

Banner Credit: 3

Billable Hours: 3

### Grading Type

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Grading type: Letter Grade

Alternate Grading Type (optional):

Available for DFR: No

### Repeatability

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May this course be repeated: No

be repeated?

### **Credit Restrictions**

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Credit

Restrictions:

### **Advisory Statements**

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Prerequisites:

Concurrent

Enrollment

Statement:

Restricted

Audience

Statement:

### **Cross-listing**

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Cross Listed

Courses:

### **Class Schedule Information**

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Class Schedule

Information:

### **Fees**

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Is a fee requested    No  
for this course?

## **Course Description in the Catalog Entry**

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This is how the above information will be represented in the Catalog:

Critically examines the meaning and measurement of demographic change across time, levels of socio-economic development, national boundaries, and socio-cultural groups. Discussions focus on theories, trends, and measurement of mortality, fertility, migration and the relationship of these core demographic issues to macro and micro level trends in stress, inequality, infrastructure, and global warming.

### **Additional Course Notes**

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Enter any other course information details to be included in the catalog:

## Course Detail

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Frequency of course:  
Other

Describe other frequency:  
Generally every other fall, but once a year.

Duration of the course Full

Anticipated Enrollment: 30

Expected distribution of student registration:	Freshman: N/A	Sophomore: 20 %	Junior: 50 %	Senior: 30 %
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## General Education

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General Education Category Social Science

### General Information

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Is the course required for a major concentration? No

Is the course part of a sequence? No

What is the frequency with which the course will be offered?:  
(For Example: every semester, once a year)

Once a year, usually in fall semester.

Briefly describe how the course fulfills the General Education objectives:

Demographic changes affect all areas of human activity: economic, social, cultural and

political. Demography is the branch of social sciences concerned with the study of human populations, their structure and change (through births, deaths, and migration- and more recently aging and climate change), and their relationship with infrastructural, social and economic change. Students gain familiarity with the stages of the Epidemiological Transition and the Demographic Transition and gain insight into approaches stressing the Fundamental Cause of Disease (social), the importance of Gender Equity approaches in understanding low fertility, and the protective effect women's education has on infant and child health and unwanted pregnancies. They master core concepts of age period and cohort, and basic measures including population size, population growth rate, crude birth rate, crude death rate, dependency ratios, total fertility rate, life expectancy and infant mortality, while developing comparative insights into the interpretation of these measures across national boundaries and levels of economic development. Within countries, special attention is focused on how basic indicators and measures vary by sex, ethnicity and race, socio-economic class, and age. They gain information on to inform how population change reflects, and generates, inequality. Students gain familiarity with the basic utilization of single decrement tables (risk analysis) for the study of mortality and basic population projections. Course materials and assignments are designed to foster critical thinking on the drivers of global variations in demographic trends and their implications for the future.

Describe the instructional format and provide special justification, if necessary:

Global Demography is taught primarily as a lecture, in both the standard and on-line format. Lectures are complemented by short videos, readings and a textbook. All offerings post copies of past exams to provide appropriate materials for a wide variety of learning styles. As similar offerings in Sociology, enrollment for the course is capped at 75, to allow for engagement among students and between students and instructors

Describe the means by which the Communication Skills goal will be achieved:

Students can enhance their writing skills through discussion posts throughout the semester, and written examinations (which include both short and long essays) in both in-class and online formats. Opportunities to deepen oral communication skills are also present in both types of offering. The in-class course includes small group exercises (coming up with answers to broad questions concerning core drivers of demographic change, critically comparing differences in age structure between two countries, or even assessing regional patterns of the sex ratio at birth in selected countries to better understand son preference). Online offerings are designed as asynchronous, but students still find an interactive environment in discussion posts, face to face office hours, and weekly synchronous "group chat" office hours.

Describe how evaluation and adherence to General Education guidelines will be monitored:

*Please indicate the timeline for such evaluations*

As the designer of both in-class and online offerings, I will make copies of the GE SS

application available for other instructors teaching the course. Assessment and monitoring for Sociology offerings is under the responsibility of the Chair of the Curriculum Committee and the department Head, who also have access to all materials in the Gen Ed application.

Indicate those who will teach the course and describe procedures for training & supervising teaching assistants:

At present, I am the only faculty member offering 270. I am the chair of the departmental committee to hire a Sociologist of Health this year (Asst. level), and I hope we will be able to secure a new hire who is also interested in offering this course. I personally will keep a record of all GE submissions regarding SOC 270 for reference to any future instructors. At present I am teaching a graduate course in Demography, so that future TAs can be drawn from students who have completed the seminar and display a mastery of the topic. • As in all Gen Ed courses, TA's for Soc 270 (either online or in-class) will have completed the Sociology department's teaching seminar (covering basic pedagogy, ethics, delivering feedback, and approaches to testing). • All TA's meet with the instructor in mid-August (earlier if possible) to carefully go over the general Gen Ed goals (communication, broad basic mastery of theory and methods of demography, critical thinking, appreciation of sex differences and gender issues in the study of population) and discuss how these aspects are reflected in discussion posts, examinations, and other class activities. • TA's will meet with the professor weekly to discuss issues related to student response to content, assignments, examination prep, and coverage of the learning goals for the course. • Detailed grading rubrics will be provided to TAs to ensure consistency and clarity of scoring as well as to adherence to Gen Ed goals (see pt above). • I ask each TA to write a confidential letter to the next TA for the course, noting suggestions for success, identifying pitfalls to avoid, and advising them on how to succeed. I keep it in a signed envelope until I hand it to the next TA. I don't know what they say to each other (thankfully, perhaps)---but it seems to be useful and helpful to enabling TAs to best serve the goals of the Gen Ed. designation

## Social and Behavioral Sciences - Social Sciences

If the course contains elements of both the Social Sciences and the Behavioral Sciences categories, show how the emphasis of the course makes it most appropriate for the Behavioral Sciences category for which it is being proposed.

Geographically, Sociology 270 takes a global approach to the study of population. We study the process of mortality decline, the advent of fertility control, and historical drivers of migration. Chronologically, we begin with how scholars have viewed the demographic transition. We then emphasize current demographic differences between population issues in the developed and developing world (broadly defined). This enables the exploration of whether patterns of transition in developed countries (North

America and western Europe, have predictive power for how countries experiencing later development (China, Singapore, Taiwan, Brazil, Eastern Europe) and still developing countries (primarily sub-Saharan Africa, rural India, South America) are (or will) experience the transition from high to lower fertility and mortality.

What social groups, institutions, organizations, or processes are studied in this course? What is the chronological, geographical, or cultural area within the scope of the course?

- Social groups: We analyze mortality by ethnic and racial groups- highlighting the Hispanic paradox in infant mortality in the US. Globally, we also explore links between health and wealth, the importance of education as a predictor of mortality and fertility, and factors associated with migrant selectivity (sex, risk adverse, age, health, etc.)
- Institutionally, we explore how state and international policies on fertility (China, Central Asia), migration (U.S. and Western Europe), and pro-health infrastructure (Kenya, Pakistan, Mexico) succeed and or fail in changing demographic behaviors and processes. We also discuss how the institution of the family varies as a concept and in terms of measurement and registration across different countries and communities.

Show how the course emphasizes persons in relation to other persons and to their environment.

We cover the "tragedy of the commons" approach to assist students in analyzing both how individuals make demographic decisions (often with constrained agency), and how the cumulative results of those decisions impact societies. In discussions of migration specifically, we include specific readings on the effect of natural disasters and climate change on displacement and migration.

Show how the course considers both methodological and substantive issues, and formulates and inquires into basic questions about the nature of social life.

We cover basic theories and measures to document how societies grow, how longevity is achieved, how health improvements are distributed, and to if or whether fertility and mobility should be unrestricted. With an understanding of core measures and metric (such as life expectancy), we are able to compare health and well-being across and within countries. These discussions open new avenues for discussions on equity, inequality, and social justice incorporating issues of individual responsibility and institutional constraints.

## Additional Course Information

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Does this course      No  
replace an  
existing course?

Does this course  
impact other  
courses? No

Does the addition  
of this course  
impact the  
departmental  
curriculum? No

Has this course  
been offered as a  
special topics or  
other type of  
experimental  
course? No

Will this course be  
offered on-line?

Face-to-Face

Faculty members  
who will teach  
this course:

Cynthia Buckley

Course ID: 1006592

Comments to  
Reviewers:

Course Edits  
Proposed by:

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Key: 8629