

Population Problems (Soc 315-001C)

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Course Description: As noted in the introduction to the primary text for this course, demography is a social science discipline that attempts to answer questions such as:

- How many people, of what kind, are where?
- How come?
- And so what?

These questions are often tied to so-called population problems, and in this course we will attempt to answer important questions like these, by studying *fertility*, *mortality*, and *immigration* and related issues in the U.S. and around the globe. Learning what these components of demography are, how to measure them, and what they mean is critical to not only understanding current affairs but also the future of human populations.

Learning Objectives and Outcomes:

Subject Oriented

Objective	Outcome
<i>Increase your awareness of the fascinating array of population issues examined in the discipline of demography and the different ways of looking at them.</i>	Demonstrate your progress toward this objective through thoughtful participation and performance on assignments and exams.
<i>Understand, develop, and utilize your sociological imagination in exploring these issues.</i>	Demonstrate progress toward this objective by applying sociological imagination in your class discussion, assignments, and exams.
<i>Learn and apply key demographic concepts (fertility, mortality, migration, etc.) and formulas related to them to develop informed understanding of important demographic issues and current affairs.</i>	Demonstrate progress toward this objective by thorough success on assignments and exams and by referencing appropriate concepts during class discussion.

Process- and General Education Oriented

Objective	Outcome
<i>Increase your critical thinking skills, broaden your worldview, and increase your understanding of diverse people, situations, and places.</i>	Demonstrate this by seriously considering multiple viewpoints and perspectives in class discussions, assignments, and exams.
<i>Increase active learning by applying course material to real world situations.</i>	Demonstrate this through participation in in-class case studies and application to your assignments.

¹ I will be available at other times and on other days by appointment.

<i>Become active in the process of seeking, analyzing, and synthesizing information.</i>	Demonstrate this in your assignments by seeking important sources of information and analyzing and synthesizing that information into your work as appropriate.
<i>Enhance your writing ability.</i>	Demonstrate this in all of your written assignments.
<i>Enhance your ability to do “close reading” and retain information.</i>	Demonstrate this through effective participation in the regular “inter-teach” sessions held during class.

These goals are consistent with the values of liberal education, a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. UWO’s Faculty Senate recently approved a set of UW Oshkosh Student Learning Outcomes that apply to the entire university and which are consistent with these values. You can find the complete list here: <http://www.uwosh.edu/projects/lert/lert.php>.

Reading

Required Books: You have three required books for this course. The first is a demography textbook by Yaukey, Anderton, & Lundquist that will serve as the foundation for our work. The second is a supplementary book by Frey that is specifically about demographic issues in the U.S. For the third book, you will be required to read either* the Engelman book, the Martinez book, the Saunders book, or the Pisani book (we will determine who reads which book early in the semester), the first two of which are listed as “recommended” at the book store, and all of which you are free to check out from the library or find at a source of your choosing (I’d encourage you to check out the independent bookstore Apple Blossom Books, which is located in the City Center shops downtown. They’ll order books for you if they don’t have them.)

Engelman, Robert. 2008. *More: Population, Nature, and What Women Want*. Washington, D.C.: Island Press.*

Frey, William H. 2008. *Allyn & Bacon Social Almanac of the U.S.* Boston: Pearson.

Martinez, Ruben. 2004. *The New Americans: Seven Families Journey to Another Country*. New York: The New Press.*

Pisani, Elizabeth. 2009. *The Wisdom of Whores: Bureaucrats, Brothels and the Business of AIDS*. New York: W.W. Norton & Company.*

Saunders, Doug. 2010. *Arrival City: How the Largest Migration in History Is Reshaping Our World*. New York: Pantheon Books.*

Yaukey, David, Douglas Anderton and Jennifer Hickey Lundquist, J.H. 2007. *Demography: The Study of Human Population*. Long Grove, IL: Waveland Press.

*You will read one of these books for the book review assignment.

** Note: Some additional readings that supplement, provide case studies or interesting twists on material from the textbook are provided on electronic reserve (ER) and within the body of the syllabus. Readings found via Titan Files links are sometimes problematic to open. Try cutting and pasting this link – which should take you to a folder containing ALL of the Titan Files readings – into your browser:

https://titanfiles.uwosh.edu/xythoswfs/webui/_xy-355638_1-t_8NqBmsJi. And then you'll likely have to log into Titan Files, which utilizes the same username and password as your Titan Mail (if all else fails, email me). Also, "Recommended Readings" listed in the course outline are just that: recommended, if you would like to dig further into issues related to the assigned readings. Finally, if you are unfamiliar with ER, go to the D2L homepage for the course and click on Library Course Page in the top right corner, and you'll see a link for electronic reserve, along with a bunch of other useful information.

Professor's Philosophy:

As should become clear, I strongly believe in the following:

- Tell me, I will forget. Show me, I may remember. *Involve* me, I will understand...and may want to do something about it.
- *Attention to detail* is often the difference between excellence and mediocrity.
- High expectations – along with support and accountability – encourage high achievement.
- Exposing oneself to new people, places, and situations is critical to becoming a well-rounded person and developing a sociological imagination.
- Putting a lot of information in the syllabus.

Assignments and Grading:

Exams: 150 points

Inter-Teach Prep Guides: 120 points

Participation: 25 points

 20 points from your instructor

 5 points based on average peer evaluations from your Book Club

Book Review: 20 points

Book Club Presentation: 5 points

This is a total of 320 points. There will be no curve. Final grades will be distributed based on the following scale:

A	92.5-100
A-	90.0-92.49
B+	87.5-89.99
B	82.5-87.49
B-	80.0-82.49
C+	77.5-79.99
C	72.5-77.49
C-	70.0-72.49
D+	67.5-69.99
D	62.5-67.49
D-	60.00-62.49
F	0-59.99

Grade Interpretation

- A – Indicates truly superior work and active participation in the learning environment. Students at this level demonstrate an ability to think critically in oral and written form, integrate concepts and theories, level of knowledge relevant to the course that is beyond expectations and far above average, and the ability to use this knowledge in unfamiliar situations.
- B – Demonstrates a level of knowledge relevant to the course that is beyond expectations and above average. Will be able to use and extend this knowledge in some situations.

- C – Demonstrates an acceptable and average level of knowledge relevant to the course in terms of familiarity with readings, integration of concepts and theories, level of critical thinking, and active participation. Students at this level should be able to continue learning in this field of study.
- D – Demonstrates less than satisfactory performance in the course requirements and barely adequate level of knowledge relevant to the course. Unlikely to be able to apply knowledge, nor successfully continue studies in this direction.
- F – Demonstrates insufficient knowledge to be given credit for this course, and/or dismal performance and no class participation.

*NOTE: Your ability to follow directions, communicate clearly, and practice proper ASA citation (use the *Writing and Citation Guide* on D2L) will be key criteria for the evaluation of your assignments.

Exams: There will be three exams in this course, one in the early stages of the semester, another roughly in the middle, and the last at the end of the semester. Each exam will cover roughly one-third of the material presented in the Yaukey et al. text and some information from other readings and class discussion. [see pages 13-14 for information about excused absences]

Inter-Teach Prep Guides/Assignments: You will complete 10 Inter-Teach Prep Guides, assignments that will help you effectively read and learn the material, facilitate critical thinking and discussion, and prepare you for the exams. For Inter-Teach sessions, you will come to class with a hard copy of the Inter-Teach Prep Guide that you have filled out in advance, and you and your small group members will teach each other the material for that section, using the guide. Inter-Teach is based on the idea that the best way to learn is to teach. Each guide will be worth 15 points and you have to be in class to receive the points. See page 12 of the syllabus for details on Inter-Teach.

Participation: Not only does the UWO student handbook indicate that all students are expected to attend class and are responsible for all course material, but research and experience show that class attendance and performance are closely related. So, I expect you to attend class and come prepared to engage in thoughtful discussion of the material. Note that the class periods listed in the course outline below as involving “Discussion” will be quite important, as we will go through the Inter-Teach Prep Guides to ensure that everyone understands the concepts and answers to the problems, and have class discussions about the issues from the reading, have a guest speaker, watch a relevant film, etc.

In addition, you will be expected to actively and meaningfully contribute to your Inter-Teach groups and Book Club throughout the semester. In accordance, 20 points of your grade will be determined by the instructor, based on your attendance and participation in discussions in class. Up to 5 points of each Inter-Teach Prep Guide will be awarded based on the average of the scores given you by the peers in your Inter-Teach group for each guide (while I discuss it here, these points are part of the total of 15 points possible for each Inter-Teach guide).

Finally, peer evaluations for the Book Club will be completed on December 1 and you will receive the average score (up to 5 points) given to you by your Book Club peers. Note that you will receive a 0 score if you do not submit a peer evaluation for others in your group.

Book Review/Book Club: You will complete a 2-4 (typed double-spaced) page review of one of four book review options listed with an * on page 2 (you’ll have the chance to indicate your preference or you will be assigned a book). It will be worth 20 points and due **December 1**. While the paper will be relatively short, you will need to read the entire book to do well (Reading books is a good idea, particularly in college. I’m just sayin’). I encourage you to collaborate throughout the book review process, but the actual paper that you turn in must be written by you alone. Guidelines on the structure and content of the review paper are up on D2L and you will want to start reading the book as soon as possible.

Early on, the class will be divided into Book Clubs of 3-5 students each. Class time will occasionally be used for Book Club meetings so that you can thoughtfully discuss the book review book

with your group. I encourage group members to share drafts of reviews, make comments, and generally help one another to produce an appropriate review. Further, your group will make a short presentation/lead a discussion of a particular topic from the book on the day that the review is due and this will be worth 5 points. Your presentation should: 1) explain the thesis of the book; 2) provide your group's evaluation of the book; 3) discuss the particular topic upon which your group chose to focus; and 4) generate some brief discussion of topics related to your book.

Extra Credit: There are 3 extra credit options of which you can choose 1. You will have the opportunity to earn up to 5 points extra credit by attending a relevant event/presentation on campus or in the community and submitting a 1-2 double-spaced page reaction to the event (briefly summarize what the event entailed and how you felt about it) and how it relates to specific issues covered in this class.

Or, you can earn up to 10 points by: 1) Writing a short (2-3 double-spaced page) applied demography paper. In this paper you will describe a nonprofit/non-governmental organization (NGO) that you would create to address what you believe to be the most serious and/or compelling population problem that we have discussed this semester. The paper will a) explain the problem and justify why you have chosen it; b) specify where the NGO would operate, what it will do, and why it will succeed; c) cite at least one source to help back up your argument and one example of an NGO doing similar work; or, 2) Writing and submitting an application to the *Creating a Stronger Community Contest* (go here for details: <http://www.uwosh.edu/adp>) for your own idea/project, for that of a campus group to which you belong, or on behalf of an organization for which you are volunteering, taking part in the event for the contest at Becket's on October 6, and writing a short (1-2 double-spaced page) reflection about it, including how the project and/or experience relates to specific issues covered in this class.

*Note: You are limited to one of the above options. You are not guaranteed extra credit simply because you submitted an assignment; points will be awarded based on the relevance of the event/article/topic and the thoughtfulness of your writing in terms of making connections to the class. Due via D2L by **December 15** at classtime.

Submitting Work: You will submit the hard copy of each completed Inter-Teach Guide at the end of the class to which it applies. You will submit your other assignments and evaluations in the appropriate dropboxes on D2L.

*Be sure to review and edit your work carefully before you turn it in, as I will dock points for typos/editing issues (including citation) in your formal written assignments. Communicating clearly and effectively, as well as demonstrating attention to detail will be very important to your success in this class, in college overall, and in the work world.

If you could use some help with your writing, all UW Oshkosh students are eligible for one-to-one conferencing at the Writing Center. Their free, confidential tutoring is designed to help students work through assignments and gain additional writing skills. Trained peer consultants can assist students at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They will assist students with issues like grammar and mechanics not by marking up the paper, but by helping students identify patterns of error and helping them learn how to avoid those errors. The Writing Center now offers e-mail tutoring to online and distance education students. More information can be found at <http://www.uwosh.edu/wcenter>. The Writing Center is located in the academic support suite of the Student Success Center (729 Elmwood Blvd., Ste. 102 • wcenter@uwosh.edu • 920-424-1152).

**After you submit your paper on D2L, double check that it has uploaded correctly and that I should be able to open the file (e.g. make sure it's not saved with more than one . before the doc).

Late Assignment Policy: All assignments are due on the specified date. Except in cases of individual and family emergencies, assignments turned in late will receive a 10% per day point reduction for each day they are late.

Grades of Incomplete are reserved for those students who have completed a substantial portion of their coursework and for reasons outside their control cannot complete the remaining assignments. When grades of incomplete are given, it remains the students' responsibility to fulfill the course requirements within the time period established by UWO.

Additional Ground Rules:

- Believe it or not, as a professor I want you to do well in this class. I also want you to come talk to me in my office or after class, if you are confused, have questions, concerns, or ideas to bounce off of me. So, please do it!
- Lively debate and discussion will be encouraged and will be the basis for what should be a very interesting and enjoyable class. Note, however, that you will be expected to show respect for the opinions and ideas of others at all times.
- UWO is committed to providing reasonable accommodation for students with disabilities. Please contact the Disability Services [Dean of Students Office, 125 Dempsey Hall, 424-3100 (Voice), 424-1319 (TTY)] for the University's accommodation request form and documentation requirements or visit their website at: <http://www.uwosh.edu/dean/disabilities.htm>. Information related to an individual's accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a "need to know" basis. Otherwise, please let me know ASAP if you have any special needs that I should be aware of.
- Make sure your cell phones are turned off and put away. If yours rings or you are texting during class, you will be asked to leave class or I will simply make note of this and you will lose participation points. Same goes for sleeping in class.
- Laptops will not be allowed to be used during class.
- Emails: Be sure to read the emails you get from me, as this is *official communication* for the course and I will often email you with additional tips/reminders about assignments. Feel free to email me when you have questions about assignments and to schedule a meeting for a time during my office hours, etc. I am typically quite responsive via email, but please use common sense and moderation in terms of your frequency of emailing and expectations for responses from me.
 - *NOTE: Please use good email etiquette: start your email with a proper salutation (for example, Dear Professor Van Auken), write in complete sentences, end with a proper closing, etc.; if you fail to do so, do not expect a response from me.
- Academic misconduct will absolutely not be tolerated. I expect you to do your own work and properly cite ideas you get from things you read. We will spend time early in the semester talking about proper citation and plagiarism to ensure that we're all on the same page. The UW system is committed to a standard of academic integrity for all students. The system guidelines state: "Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors" (UWS 14.01, Wisconsin Administrative Code). You will find UWO's specific rules here: <http://www.uwosh.edu/stuaff/dean/student-conduct>.
- The Center for Academic Resources (CAR) provides free, confidential tutoring for students in most classes on campus. CAR is located in the Student Success Center, Suite 102. Check the Content Tutoring page on CAR's website (www.uwosh.edu/car) for a list of tutors. If your course is not listed, click on a link to request one, stop by SSC 102 or call 424-2290. To schedule a tutoring session, simply email the tutor, let him/her know what class you are seeking assistance in, and schedule a time to meet. Tutoring takes place in SSC 102. The Center for Academic Resources also provides support to students through Supplemental Instruction (SI) and the Peer Educator program. Visit the website for more information.
- Please upload a clear photo of yourself to D2L right away. It will help me memorize names very quickly.
- Throughout the semester I will be giving you links to relevant articles, particularly from *The New York Times*, that you may be interested in reading. You can obtain a copy of this newspaper on a daily basis through the Titan Readership program (vending machines in Polk and Reeve that give you access via your student ID card) and/or you can read the articles online via the links I provide on the Content page of D2L under Related Readings (to access them you will need to create a free log-in account here: <http://www.nytimes.com/regi>). I encourage you to read this and other newspapers every day on your own to stay abreast of current events and issues that are relevant to our course.

Course Outline²:

Week 1:

*September 8 session: Intro to the class, discussion of the syllabus.

Week 2:

*September 13 – Please complete prior to this session:

- Read Chapters 1 and 2 in Yaukey et al.
- Read Chapter 1 in Frey
- Read “Population Notes: A look at the demography and geography of Wisconsin” (2-page report found here:

http://www.apl.wisc.edu/newsletters/Population_Notes_Summer2011.pdf)

- *Complete Inter-Teach Prep Guide 1*

Recommended reading:

- *Writing and Citation Guide* on D2L
- McFalls, “Population: A Lively Introduction” (Titan Files)
- MacDonald, “American Community Survey” (Titan Files – called “ACS and Planning”)

*September 15 – Discussion

Week 3:

*September 20 Inter-Teach; Please complete prior to this session:

- Read Chapter 3 in Yaukey et al.
- *Complete Inter-Teach Prep Guide 2*

Recommended readings:

- Johnson and Lichter, “Natural Increase: A New Source of Population Growth in Emerging Hispanic Destinations in the United States” (Titan Files)
- Parris, “As an Atheist I Truly Believe Africa Needs God” (found here:
http://www.timesonline.co.uk/tol/comment/columnists/matthew_parris/article5400568.ece?Submitted=true)

*September 22 – Discussion

Week 4:

*September 27 – Inter-Teach; Please complete prior to this session:

- Read Chapter 4 in Yaukey et al.
- *Complete Inter-Teach Prep Guide 3*

*September 29 – Discussion

² The schedule is subject to change.

Week 5:

*October 4 – **Exam 1**

*October 6 – Discussion

Week 6:

*October 11 – Inter-Teach; Please complete prior to this session:

- Read Chapter 5 in Yaukey et al.
- Read Chapter 5 in Frey
- *Complete Inter-Teach Prep Guide 4*

Recommended readings:

- Rau et al., “Continued Reductions in Mortality at Advanced Ages” (Titan Files)
- Ezzati et al., “The Reversal of Fortunes: Trends in County Mortality and Cross-County Mortality Disparities in the United States” (Titan Files)

*October 13 – Discussion

Week 7:

*October 18 session – Inter-Teach; Please complete prior to this session:

- Read Chapter 6 in Yaukey et al.
- Read Coovadia, “Perspectives on paediatric HIV/AIDS: Prevention of mother to child transmission of HIV” (Titan Files)
- Read “Nearly Two Billion People Worldwide now Overweight.” (very short report found here: <http://www.worldwatch.org/nearly-two-billion-people-worldwide-now-overweight>)
- *Complete Inter-Teach Prep Guide 5*

Recommended readings:

- Journal of the American Medical Association, “Racial/Ethnic Disparities in Diagnoses of HIV/AIDS--33 States, 2001-2004” (Titan Files)
- Dilger, ““We Are All Going to Die”: Kinship, Belonging, and the Morality of HIV/AIDS-Related Illnesses and Deaths in Rural Tanzania” (Titan Files)
- Li et al., “HIV/AIDS-related sexual risk behaviors among rural residents in China: potential role of rural-to-urban migration” (Titan Files)
- Fuller, “Spread of Malaria Feared as Drug Loses Potency” (found here: <http://www.nytimes.com/2009/01/27/health/27malaria.html?8dpc>)

*October 20 – Discussion and please complete prior to this session:

- Read Hartwell (2010). “Survey Shows HIV is on the Rise in WI” (found here: <http://www.advancetitan.com/news/survey-shows-hiv-infection-is-on-the-rise-in-wi-1.1343466>)

Week 8:

*October 25 session – Inter-Teach; Please complete prior to this session:

- Read Chapter 7 in Yaukey et al.

- Read Dorius, “Global Demographic Convergence? A Reconsideration of Changing Intercountry Inequality in Fertility” (Titan Files)
- *Complete Inter-Teach Prep Guide 6*

Recommended readings:

- Wade, “Has the Recession Slowed the Birth Rate?” (found here: <http://thesocietypages.org/socimages/2011/08/05/has-the-recession-slowed-the-birth-rate/>)
- Lopoo, “Fertility Trends, Maternal Characteristics, and Poverty in the American South” (Titan Files)
- Boling, “Demography, Culture, and Policy: Understanding Japan's Low Fertility” (Titan Files)
- Hayford and Morgan, “Religiosity and Fertility in the United States: The Role of Fertility Intentions” (Titan Files)

*October 27 session – Discussion

Week 9:

*November 1 session – Inter-Teach; Please complete prior to this session:

- Read Chapter 8 in Yaukey et al.
- *Complete Inter-Teach Prep Guide 7*

Recommended reading:

- Carbone (2007). “Is Fertility the Unspoken Issue in the Debate Between Liberal and Conservative Family Values?” (Titan Files)

*November 3 session – Discussion

Week 10:

*November 8 session – **Exam 2**

*November 10 session – Discussion of exam, and please complete prior to session:

- Read Bell, “Population and Development,” Chapter 4 in *An Invitation to Environmental Sociology* [ER]

- Read preview to *State of the World 2011: Nourishing the Planet*:

Chapter 1: "Charting a New Path to Eliminating Hunger" by Brian Halweil and Danielle Nierenberg (Titan Files: look for SOW-2011-Chapter 1)

Chapter 2 policy brief: "Moving Ecoagriculture into the Mainstream" by Louise E. Buck and Sara J. Scherr (Titan Files: look for SOW11-Chapter 2)

- Read Chapter 8 in Frey

Recommended readings:

- Gardner & Prugh, “Seeding the Sustainable Economy” [ER]
- Read about UWO’s sustainability efforts, including its Campus Sustainability Plan (found here: <http://www.uwosh.edu/sustainability/>)
- Potts, “Population and environment in the twenty-first century” (Titan Files)
- Mbovile and Kivelia (2008). “Population, environment and development in Kinondoni District, Dar es Salaam” (Titan Files)

Week 11:

- *November 15 session – Inter-Teach; Please complete prior to this session:
- Read Chapter 9 in Yaukey et al.
- Read Chomsky, Myths 1, 2, and 5 of “*They Take Our Jobs!*” and 20 Other Myths about Immigration [ER]
- Read Downes, “A Hunt for American Decency in the Arizona Quicksand” (found here: <http://www.nytimes.com/2010/08/04/opinion/04wed4.html>)
- Complete *Inter-Teach Prep Guide 8*

Recommend readings:

- Chapters 3 and 4 in Frey
- Erlanger, “Attack Reignites Immigration Debate in Divided Oslo” (found here: http://www.nytimes.com/2011/07/26/world/europe/26norway.html?_r=1&hpw)
- Rosenberg, “For Refugees, the Price of Dignity” (<http://opinionator.blogs.nytimes.com/2011/09/01/for-refugees-the-price-of-dignity/>)
- Foulkes and Newbold, “Poverty Catchments: Migration, Residential Mobility, and Population Turnover in Impoverished Rural Illinois Communities” (Titan Files)
- King, “Even Gary Becker Wouldn’t Call Them Altruists! The Case of Mexican Migration: A Reply to Sana and Massey, SSQ June 2005” (Titan Files)
- Sana and Massey, “Family and Migration in Comparative Perspective: Reply to King” (Titan Files)

* November 17 session - Discussion

Week 12:

- *November 22 session – Inter-Teach; Please complete prior to this session:
- Read Chapter 10 in Yaukey et al.
- Read Chapters 7 and 9 in Frey
- Complete *Inter-Teach Prep Guide 9*

*November 24: NO CLASS (Thanksgiving break)

Week 13:

*November 29 session – Discussion of prep guide 9 and book review books

*December 1 session: Discussion of book review books

- **Book Review Papers due**

Week 14:

- *December 6 session – Inter-Teach; Please complete prior to this session:
- Read Chapter 11 in Yaukey et al.
- Read Chapter 2 in Frey
- Read Younge, “A Promise Not Kept” (found here: <http://www.guardian.co.uk/world/2004/may/15/usa.schoolsworldwide>)
- Complete *Inter-Teach Prep Guide 10*

Recommended readings:

- Johnston, Poulsen, and Forrest, “The Geography of Residential Segregation” (Titan Files)

- Loewen, Chapter 1 and additional excerpts from *Sundown Towns: A Hidden Dimension of American Racism* [ER]
- “What’s Racism? That’s Harder for Youth to Answer than you Think” (found here: http://colorlines.com/archives/2011/06/whats_racism_thats_harder_for_youth_to_answer_than_you_think.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+racewireblog+%28ColorLines%29)

*December 8 session – Discussion

Week 15:

*December 13 session – **Exam 3**

*December 15 session – Discussion of Exam 3 and course wrap-up

Sociology 315: Fall 2011
Assignment: Inter-Teach Activities

Overview: The goal of this assignment is to encourage you keep up with the textbook readings and when you do read, to “read to learn” rather than “read to read.” In other words, this assignment is intended to promote deep processing and successful completion of problems involving demographic formulas as you read through your assigned readings. For each chapter you are expected to complete a preparation guide that contains questions related to the assigned reading. Some questions will assess factual knowledge and some questions will assess application and synthesis, including use of appropriate formulas to make calculations (of, for example, fertility rates, population growth rates, etc.).

Purpose:

- To guide you through course material (by requiring you to answer important questions)
- To promote good reading skills (by encouraging you to process the information)
- To strengthen self-regulation skills (by forcing you to keep up with course readings)
- To facilitate class discussions (by helping you come to class prepared)
- To help you develop communication skills (by having you “teach” your peers)

Guidelines: Preparation guides must be typed (with the exception of the assessment and feedback components). You must use the form that is on D2L. Simply open this Word document, save it to your computer, and type in your responses to the questions. As you will see on the form on D2L, the following information must be included in your preparation guide:

1. *There will be a number of questions related to the assigned reading. Some of these questions will assess factual knowledge (e.g., basic definitions) while other questions will emphasize application or synthesis (e.g., asking you to apply concepts and formulas to certain scenarios/problems). As you read through your textbook and supplementary readings, you should have this preparation guide with you so that you know which information is required to answer each question. Responses must include specific examples and explicit ideas/thoughts.*
2. *When you come to class on the day that an Inter-Teach activity has been assigned (see the Course Outline above for specific dates), you will work in a small group (two or three students) and together you will go over the preparation guide. Each of you will take turns leading the discussion of a question and making sure that each person understands the related content. For questions involving calculations using appropriate demographic formulas only, you will have the opportunity to change your answer, if appropriate, after working through them with your group.*
3. *After working in the small group, you will be given a few minutes to complete a self- and peer-assessment. On a 5-point scale you will assess the quality of your preparation and contributions as well as your peers’ preparation and contributions.*
4. *You will also give the professor some feedback by answering a few questions (e.g., topics that were challenging, topics that you found most interesting), which will be used to inform the subsequent discussion session.*

Preparation guides must be submitted in class on the day they are due. If you are absent you will not be able to turn in your preparation guide. However, note that you are allowed to drop your two lowest scores.

Assessment (8 x 15 points = 120 points): Preparation guides will be assessed by examining the quality of your responses. You will receive up to 8 points for completing the questions and 2 points for completing the assessment and feedback portions. The remaining 5 points will be determined by taking the average of the peer- and self-assessments. The preparation guide will be used during the Inter-Teach activity, so it is important that it is thorough so that you can contribute to the group discussion. Although you will complete a total of 10 prep guides, only your highest 8 scores will be factored into the final grade.

Further, if all members of your Inter-Teach group do well on the subsequent exam, you will all receive bonus points.

Excused Absences:

Only the circumstances listed in this syllabus or in university policy are accepted as legitimate reasons for absence from in-class exams (and other in-class assignments; exams will refer generally to all below). This policy, not students, determines what constitutes a legitimate absence.

1. Students are excused from class for participation in all-University events [GEN 4.B.10 (1) (b)] and for circumstances beyond the students' control such as medical or family emergencies (medical care for pregnancy, illness, death or serious health problem of family member), court appearance, jury or military duty. (See **DEFINITIONS** below).
2. If a student misses one or more exams under conditions covered by university policy (See **DEFINITIONS** below), then they are allowed to take the make-up quiz(zes) if they have an appropriate excuse AND appropriate documentation, as stipulated by this document, and if they make timely arrangements to do so with the instructor.
 - a. If a student misses a make-up quiz, they will receive a score of “0” for that quiz, unless they have an appropriate excuse and the required documentation. In this event, the make-up quiz will be immediately rescheduled.
 - b. Missed exams will be made up as soon as possible once the instructor receives the appropriate documentation.

DEFINITIONS: Several definitions are required to clarify the university policy for excused absences from exams.

1. **“All-university events,”** in this context, are university-sponsored events sponsored by this university (not a department, division or program, etc.), such as intercollegiate athletic competitions, or other similar events where the student is required by team membership to represent the university AND for which the student has received formal approval to miss class from the Provost and Vice Chancellor.
Students must provide the instructor with advance notice of their scheduled absence by means of a standard letter supplied and signed by the Provost & Vice Chancellor’s Office which lists the individual names of students excused for the all-university event, as well as the nature and date(s) of the event.
2. For purposes of this class, the following additional definitions apply.
 - a. **“Medical emergency”** – a medical condition that requires immediate, unscheduled treatment by a physician in an emergency room, or comparable facility.
 - i. Clear, specific documentation of the emergency treatment from the attending physician, and individually signed by that physician (no phone-ins), must be provided within two weeks after the missed quiz. The documentation must make clear that the treatment was required under emergency circumstances and took place in an emergency room, or comparable facility.
 - ii. **Illness:** If a student has a serious medical condition (not a scheduled appointment) which causes absence from a quiz.
 1. In this event, the following documentation is required within two weeks of the missed quiz:
 2. Clear documentation (no phone-ins) from the health care professional providing medical treatment stating that the treatment or circumstance prevented quiz attendance. This is to verify treatment, not to provide details of medical conditions.
 3. This provision extends to parents who must bring their child(ren) to a physician for unscheduled treatment.
 - b. **“Family Emergency”** – serious health problems requiring medical treatment of immediate family members or funerals of immediate family members or dependents -- children, spouses, siblings, parents, aunts, uncles, and grandparents:
 - i. In the first instance, documentation of the family member’s medical treatment and the student’s presence during the quiz from the attending physician must be provided within two weeks after the missed quiz. This is to verify treatment, not to provide details of medical conditions.

- ii. In the event of a family member's funeral, the following documentation is required within two weeks of the missed quiz:
 - 1. An original funeral program listing the student as a family survivor, or
 - 2. An original page from a local newspaper with an obituary listing the student as a family survivor.
 - 3. This documentation will be kept with the instructor's records for the course.
- c. **Military duties:** If obligations of military service require a person's absence from a quiz, a student may take a make-up quiz under the terms of this policy. [In cases of extended absence, other arrangements may be made by the instructor or student.]
 - i. In this event, the following documentation is required within two weeks of the missed quiz:
 - 1. Official documentation confirming the dates and general nature of the military obligation.
- d. **Court appearances or duties:** If legal obligations require a student's presence in court during a quiz, a student may take a make-up quiz under the terms of this policy. This includes jury duty.
 - i. In this event, the following documentation is required within two weeks of the missed quiz:
 - 1. Official documentation confirming the dates and the court's requirement of the appearance or duty.
- e. **Childbearing and childbirth:** If the medical requirements of childbearing or childbirth require a person's absence during a quiz, a student may take a make-up quiz under the terms of this syllabus. This applies to both parents, if applicable, and to members of the immediate family.
 - i. In this event, the following documentation is required within two weeks of the missed quiz:
 - 1. A signed letter from an attending physician (no phone-ins) confirming the date of the childbirth and verifying the student's in attendance.
- f. **Make-up Quiz:** If you meet the conditions explained in this policy document, you will be allowed to take a make-up quiz, which may be the same quiz or a different one created by the instructor. The instructor will determine which quiz to administer as well as when and where you will take the make-up quiz.

All documentation is to be given to the instructor. All documentation is subject to verification. If proper documentation is not provided to confirm excused absences in a timely manner, the student will receive a score of "0" for any missed exams. If additional time beyond the two-week deadline is needed to submit appropriate documentation, students must have a valid reason for doing so (in light of this policy) and they must request and receive additional time from the instructor before the original deadline is passed.

IMPORTANT: Generally, exams missed for reasons other than those specified herein will be scored as "0," though the instructor reserves the right to determine and make other academic adjustments at his discretion. If you must miss a quiz for a reason other than those stated here, and you wish to make up the quiz, it is very important that you discuss this matter with the instructor before you miss the quiz, if this is possible. You should *never* assume that I will grant an exception to these policies.