The Seminar. The seminar is a graduate level introduction to demography, where contemporary perspectives are developed with attention to theoretical and empirical substance. Specifically, the course addresses the study of demographic processes, focusing on the character, size, distribution, and composition of populations. Emphasis is placed on the key demographic events of fertility, mortality, and migration; population structure; and factors affecting their change through time. The class deals with such topics as urban growth patterns, population redistribution, reproductive behavior, household and family structure, patterns of labor force participation, life table analysis, population and the environment, and population policy.

Format. The seminar will combine lectures with class reports and discussions. Each period, I will lecture on a particular aspect of the field and will draw on the assigned readings, while identifying the contributions of the major readings and raising central issues and questions. The student, having covered the assigned readings, should gain an appreciation of the literature and actively participate in class discussions. The student will be expected to complete one article critique/assignment to present in class and to turn in (specific instructions for the article critiques will be discussed in class). During the last two weeks of the semester, students will report on their demographic research project, which will be identified by the student and approved by the instructor in the first half of the semester. Most projects will entail the statistical analysis of an existing data set, be presented with PowerPoint, and result in a paper suitable for publication or for presentation at regional and national meetings. The completed research report will then be submitted to the instructor at the end of the semester.

Texts. The major book for the course is the Handbook of Population, edited by Dudley Poston and Michael Micklin, 2006, NY: Springer Publishers. You may purchase this handbook or access the chapters online. Other required readings are indicated in the detailed listing of course assignments. Most articles you can access and print on-line through Norlin Library connections and/or through JSTOR (at www.jstor.org). I’ll place some of the required articles on the Desire2Learn course website.


Note on Readings. The reading list is to be used for weekly readings as well as for reference. The idea is that you will be exposed to a broad area and that you can then concentrate on general issues. You do not need to extensively outline or memorize statistics. Instead, you will be expected to synthesize the readings and evaluate the major advancements, contributions, or failings of several articles a week. In the optional reading section, some articles are asterisked to indicate that they are important, would be prime candidates for in-class critiques, and/or should be read as a cluster. This full reading list, supplemented with the most current articles in Demography (available at http://muse.jhu.edu/journals/dem/), Population and Development Review, and Population Research and Policy Review forms the basis for comprehensive questions in social demography.
Final Research Paper. This course requires that you write a final paper that should be about 15 double-spaced pages. Preferably, papers should review the literature, develop hypotheses, and use demographic data and methods to produce results and a conclusion. Alternatively, students can write a paper that reviews the literature on a specific demographic topic. I will provide more specific guidelines later in the semester.

Class Participation. A central portion of the course requires class participation, including attendance, presentations, and active discussion. Students are required to attend class on a regular basis. At the end of the semester, after I have calculated the student’s final course grade, I will reduce by 1/3rd of a letter grade (e.g., from an A- to a B+) the grades of all students who have missed two classes, by 2/3rd of a letter grade the grades of all students who have missed three classes, and a full letter grade the grades of all students who have missed four or more classes during the semester. No excuses for missed classes are needed.

Weekly Readings. Required reading is provided for each week. To encourage class discussion, there will be a weekly exercise or one-page summary of the readings, which will be due by 5:00 pm the day before class. Reading and exercises that are turned in the same as class will be marked down one letter grade. The exercise will be handed out one week before class. The one-page summaries are listed on the weekly readings. I will grade these assignments with a check (a solid contribution that could be better developed and presented), check-plus (especially strong and insightful contribution), or check-minus (unfocused and underdeveloped assignment). I may slightly modify and update the reading list throughout the semester, based on class input, upcoming colloquia, or new publications. Any updates will be provided at least a week before class.

Class Discussion Leader. Each week, I will provide a general overview. Then, we will have a discussion of one central chapter lead by a student.

Article Critiques. Throughout the semester, students will lead a 10-minute discussion on one article, along with a written summary and critique of the article for everyone in class. I will provide more detail about article critiques later in the semester.

Appointments. I am happy to talk with you about class, your research paper, or other issues that may arise. Feel free to stop by and chat or to schedule an appointment.

E-mails. Feel free to e-mail me with questions complements, or comments. It will aid communication if you will write “Socy6012” along with your topic in the subject line.

Course Requirements. The following tasks will determine course grades:

15% 8 1-page summaries of class readings to turn in before class and to discuss in class
10% Class discussion leader
10% Quality of seminar participation and discussion
10% One written article critique to present and turn in
20% Four exercises
  5% Research abstract (due February 8th, by 5:00 pm)
10% Research presentation (April 20 or 27)
  5% Critique of peer presentation to present and turn in (due April 20 or 27)
15% Final research paper (due Monday, May 4, 5:00 pm)

Students are responsible for keeping all graded material.
Grading Rubric
A: Consistently performs well above expectations
A-: Performs above expectations
B+: Meets expectations
B: Occasionally performs below expectations
B-: Consistently performs below expectations
C range: Unsatisfactory work. Serious concerns regarding student progress toward degree

Disabilities. If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (http://disabilityservices.colorado.edu/) and discuss your needs with me.

Absences Due to Religious Observances. Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please let me know two weeks in advance of any religious obligations you may have so that I can try to adjust your assignments or presentations.

Classroom Behavior. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

Honor Code. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).
Read and come to class prepared to discuss:

Poston and Micklin: “Prologue: The Demographer’s Ken: 50 Years of Growth and Change” (this is from the book for the course, the *Handbook of Population*).


**Optional:** Poston and Micklin: Chapter 14. Social Demography, Charles Hirschman and Stewart E. Tolnay
WEEK 3 – DATA SOURCES AND DEMOGRAPHIC TECHNIQUES

Come to class prepared to present and discuss one major data source. Please e-mail me the day before class to let me know which data source you plan to discuss.

Write one-page review and list the single-most important/interesting point of Schafer and Ferraro, Harris et al., McDade and associates, or Bhrolcháin and Dyson.


Optional


**WEEK 4 – DEMOGRAPHIC TRANSITION AND RELATED PERSPECTIVES**

Write one-page review and list the single-most important/interesting point of Kirk, Lee, or Lam:


**Optional**


**WEEK 5 – MORBIDITY TRENDS, DIFFERENTIALS, AND DETERMINANTS**


See accompanying exercise based on readings from CDC and Goldman et al. (2005).

**Optional**


**Epidemiologic Transition**

WEEK 6 – MORBIDITY TRENDS, DIFFERENTIALS, AND DETERMINANTS, WITH A FOCUS ON OBESITY


See accompanying exercise

Optional


WEEK 7 – MORTALITY TRENDS, DIFFERENTIALS, AND DETERMINANTS


Also, please watch the 6:46 minute interview with Jim Vaupel, Population Europe Inter-Faces [http://www.youtube.com/user/PopulationEurope](http://www.youtube.com/user/PopulationEurope)

**See accompanying exercise**

**Optional**


**WEEK 8 – MIGRATION**

Write one-page review and list the single-most important/interesting point of either chapter:  
Poston and Micklin. Chapter 12. International Migration, Susan K. Brown and Frank D. Bean

Poston and Micklin. Chapter 11. Internal Migration, Michael J. White and David P. Lindstrom

Optional  


**Background**


**WEEK 9 – FERTILITY TRENDS, DIFFERENTIALS, AND DETERMINANTS**


**Write one-page review and list the single-most important/interesting point of either chapter:**

Poston and Micklin. Chapter 8. Fertility, S. Philip Morgan and Kellie J. Hagewen

Poston and Micklin Chapter 24. Fertility Planning, Joseph E. Potter and Axel I. Mundigo

If you have time, please watch the 6:41 minute interview with Wolfgang Lutz, Population Europe Inter-Faces (http://www.youtube.com/user/PopulationEurope)

**Optional**


**Abortion**


**WEEK 10 – POPULATION AGING**

**Write one-page review and list the single-most important/interesting point of either chapter 1 or 5:**

Poston and Micklin: Chapter 5. Demography of Aging, Peter Uhlenberg

Poston and Micklin: Chapter 1. Age and Sex, Dudley L. Poston, Jr.


Visit the National Center for Health Statistics website, Resources for Older Americans (http://www.cdc.gov/nchs/nchs_for_you/older_americans.htm).
Optional


**WEEK 11 – SPRING BREAK**

**WEEK 12 – FAMILY AND HOUSEHOLD TRANSITION, LIFE CHANCES, AND INEQUALITY**

*Write one-page review and list the single-most important/interesting point of one of the following:*


If you have time, please watch the 7:14 minute interview with Betty Thomson, Population Europe Inter-Faces (http://www.youtube.com/user/PopulationEurope)

**Optional**


* Poston and Micklin. Chapter 3. Marriage and Family, Linda J. Waite

*Poston and Micklin. Chapter 6. Demography of Race and Ethnicity, Rogelio Saenz and Maria Cristina Morales


**Family and Household Structure**


**Educational and Economic Systems**


**Race and Ethnicity**


**Inequality**


**WEEK 13 – POPULATION AND THE ENVIRONMENT**

**Write one-page review and list the single-most important/interesting point of one of the following articles:**


**Optional**


WEEK 14 –POPULATION POLICY

Write one-page review and list the single-most important/interesting point of either Chapter 28 or 23:

Poston and Micklin. Chapter 23. Political Demography, Michael S. Teitelbaum

Optional


