Syllabus for
SBC 115 Introduction to Human Demography
Spring 2013

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Office: Library WXXX

Course Description:
An introductory course on the study of human population. Measurement issues and data in demographic analysis, as well as demographic perspectives on the basis of a review of major sources of information about population studies will be presented. Theories incorporating social, economic and political explanations for influences on human population growth will be considered. Population processes, with focus on fertility, mortality and migration, are reviewed. Population structure and characteristics, the interaction of the population processes and the number of people in a society of a given age, sex, race, ethnicity, socio-economic levels, marital status, and gender, are reviewed. Major issues related to sustainability (such as economic development, food and pollution, urbanization, gender and minority empowerment, and the human relationship and ecology with other organisms and species) are reviewed.

Prerequisite: MAT 125, MAT 131, MAT 132, or level 6 or higher on math placement exam.

3 credits

Stony Brook Curriculum requirements meet: HCA
1. Understand the major principles and concepts that form the basis of knowledge in the humanities.
2. Understand the theoretical concepts that undergird one or more of the humanities.
3. Develop an awareness of some of the key historical themes of one or more of the humanities.
4. Develop an awareness of the multi- or interdisciplinary nature of issues within the humanities.
5. Develop an awareness of the contexts (historical, social, geographical, moral) in which these issues emerged.

Course Learning Objectives:
● Develop an understanding of the uniquely demographic way of looking at the world.
● Analysis for statistical purposes groups versus individual human beings as they are aggregated—either naturally.
● Understand the history of populations and the principal ways in which population research is conducted.
● Recognize the biological and sociocultural structure of populations and the elements that make up a population.
● Demonstrate querying techniques of geographic distribution of populations covering topics such as density and its measurement and consequences, territorial units—both administrative and technical—and the current urban distribution in the United States.
• Explain theories and trends of birth and fertility and identify the main measures.
• Describe the causes and consequences of mortality.
• Demonstrate knowledge on migration including the geographic and social psychological component, with special emphasis on the difficulties in tracking and accurately accounting for population movements.
• Understand the life table and its applications; principally so that you can understand its basic structure and functions, but also to point the way toward more advanced work on the subject.

This course provides basic background needed for understanding and interpreting quantitative and qualitative aspects of population growth for humans, and the ability to put problems involving population changes into a broader context. This begins with a history of the discipline that focuses on the early founders and originators: William Graunt, Sir Richard Petty, Edmund Halley. Thomas Malthus, and others.

Weekly classes will consist of lectures, discussions, and time spent working on group projects. There will be computer-based in-class and take-home exercises and projects. Software used will include Excel, EcoBeaker and RAMAS.


Grading:
Attendance and participation 20%
Homework Exercises 25%
Two in-class Exam 30% (15% each of grade)
Comprehensive Final Exam 25%
There are no makeup exams, but at the time of the final exam there is option to answer additional questions that constitute a make-up for one of the in-class exams.

Basis for grading: 100-95 (A); 94-91 (A-); 90 – 88 (B+); 87 – 84 (B); 83-81 (B-); 80-78 (C+); 77-74 (C); 73-71(C-); 70-68 (D+); 67-60 (D), <60 (F).

Tentative Schedule:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>A Demographic perspective of the World’s Population</th>
<th>Chapter 1</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Sources of Demographic Data (Population Censuses, Registration of vital events, sample surveys, etc.)</td>
<td>Chapter 2</td>
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<tr>
<td>Week 3</td>
<td>Demographic Perspectives Malthus, Marx, etc.</td>
<td>Assigned Reading</td>
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<tr>
<td>Week 4</td>
<td>Demographic Perspective, part II Theories of demographic transition</td>
<td>Assigned Reading</td>
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<td>Week 5</td>
<td>Population Growth and Decline</td>
<td>Chapters 4 &amp; 5</td>
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<td>Week 6</td>
<td>Mortality and Fertility</td>
<td>Chapter 6</td>
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<td>Exam 1</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapter</td>
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<td>Week 7</td>
<td>World Patterns (High Mortality and High Fertility, Low Mortality and High Fertility; Low Mortality and Low Fertility)</td>
<td>Chapter 7</td>
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<td>Week 8</td>
<td>International Migration</td>
<td>Chapter 9</td>
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<td>Week 9</td>
<td>Age and Sex Structure</td>
<td>Chapter 4</td>
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<td>Week 10</td>
<td>Population characteristics and life chances race, ethnicity, education, occupation, income, marriage and divorce</td>
<td>Chapter 8</td>
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<td>Week 11</td>
<td>Population growth, food, and sustainability</td>
<td>Chapter 3</td>
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<td>Exam 2</td>
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<td>Week 12</td>
<td>Population growth, urbanization and economic development</td>
<td>Chapter 10</td>
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<td>Week 13</td>
<td>Population Growth and Other species</td>
<td>Chapter 11</td>
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<tr>
<td>Week 14</td>
<td>Population Policy</td>
<td>Assigned Reading</td>
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**Blackboard**

You can access class information, documents, and assignments on-line at: http://blackboard.sunysb.edu

If you used Blackboard during the previous semester, your login information (Username and Password) has not changed. If you have never used Stony Brook's Blackboard system: for help or more information see: http://www.sinc.sunysb.edu/helpdesk/docs/blackboard/bbstudent.php For problems logging in, go to the helpdesk in the Main Library SINC Site or the Union SINC Site, you can also call: 631-632-9602 or e-mail: helpme@ic.sunysb.edu

**Student’s Responsibility:** Ensure you have entered a working email account in your Black Board account. Access your BB account and make sure that you have access to this class, send yourself a test email using the email option within BB. Adhere to deadlines for term paper and other assignments. Adhere to the formatting instructions for the term paper. Seek help from instructor when problems arise. Should you have a disability follow the regulations spelled out below so that it can be evaluated as soon as possible.

**Cell Phone and Electronic Devices:** Use of cell phones, blackberries, laptop computers, iPods, MP3 players, and other audio and telecommunications devices is strictly prohibited during class. The only exceptions are through permission granted by the instructor for special purposes. Clickers are excluded from this prohibition, if required for the class. During regular class sessions, cell phones must be either in ‘vibrate mode’ or turned off. Calls cannot be answered. Text messaging is not allowed during class. Cell phones must be turned off and enclosed in a case, book bag, briefcase, or the like during tests and exams. YOU are responsible for ensuring this policy is followed. Students MAY NOT have cell phones, electronic dictionaries, calculators, pagers or other “information rich” devices (anything that can receive and/or store many pages of text) in their possession during tests and exams.

**Academic Dishonesty Policy:** Academic dishonesty is a serious offense and a breach of academic integrity that may result in failure of the course or failure for the individual paper or assignment. The
“Code of Student Conduct” states that all forms of academic dishonesty, including the following are prohibited (see student handbook):

- Plagiarism – the intentional use of ideas or words of another as one’s own paper or other academic assignments. If you are unsure of what constitutes Plagiarism visit this document [http://www.wpacouncil.org/positions/WPAplagiarism.pdf](http://www.wpacouncil.org/positions/WPAplagiarism.pdf) or ask the instructor.
- Cheating during examinations, whether by copying from a fellow student or by using information in the form of unauthorized aids brought to the examination.
- The submission of work for any assignment that has been prepared by another student.

Academic Integrity Statement:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at [http://www.stonybrook.edu/uaa/academicjudiciary/](http://www.stonybrook.edu/uaa/academicjudiciary/)

Classroom Policy: Students are expected to follow the Stony Brook Code of Conduct while in the classroom. If you are not familiar with the Code you can find it at: [http://studentaffairs.stonybrook.edu/sites/handbook/Code_1-22-03.pdf](http://studentaffairs.stonybrook.edu/sites/handbook/Code_1-22-03.pdf)

Behavior that is disruptive to the function of the class, other students, or the instructor will not be tolerated. Poor class behavior or violations to the Code of Conduct will lead to removal from the class, possible withdrawal, or suspension. Food is not permitted in class. Beverages are OK, but please bring a container the can be closed to reduce spills. If a spill occurs please clean it up immediately.

Instructional Responsibilities: The University's statement of Minimal Instructional Responsibilities and Minimal Undergraduate Student Responsibilities are protocols with which you may already be familiar. They were established by the University Senate in 1996. If you have not already done so, please review them carefully. Both statements may be found beginning on page 81 of the Academic Policies and Regulations section of the on-line Undergraduate Bulletin: [http://www.stonybrook.edu/ugrdbulletin/current/index.shtml](http://www.stonybrook.edu/ugrdbulletin/current/index.shtml)

DISABILITY SUPPORT SERVICES (DSS) STATEMENT
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: [http://www.stonybrook.edu/ehs/fire/disabilities](http://www.stonybrook.edu/ehs/fire/disabilities)

CRITICAL INCIDENT MANAGEMENT:
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

Course Content:
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Electronic Communication Statement
Email and especially email sent via Blackboard (http://blackboard.stonybrook.edu) is one of the ways the faculty officially communicates with you for this course. It is your responsibility to make sure that you read your email in your official University email account. For most students that is Google Apps for Education (http://www.stonybrook.edu/mycloud), but you may verify your official Electronic Post Office (EPO) address at http://it.stonybrook.edu/help/kb/checking-or-changing-your-mail-forwarding-address-in-the-epo.

If you choose to forward your official University email to another off-campus account, faculty are not responsible for any undeliverable messages to your alternative personal accounts. You can set up Google Mail forwarding using these DoIT-provided instructions found at http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail.

If you need technical assistance, please contact Client Support at (631) 632-9800 or supportteam@stonybrook.edu.