COURSE DESCRIPTION
Population, or demography, is the scientific study of human populations including their size, composition, and change. It includes investigating the social roots and consequences of these population structures and processes.

Perhaps you have already noticed that demographic processes are constantly influencing your life. Patterns of childbearing (fertility), death (mortality), and the geographic movement of people (migration), both in the US and globally, all come to bear on your life in one way or another. Population study is fascinating and it deals with many questions you may find personally relevant, such as: At what age will I marry? Have children? Will I live with a partner before marriage? What are my chances of divorce? What kind of job will I have? How many times will I move? When will I retire? How long will I live? What will be my cause of death? In sum, almost all major life events have demographic implications.¹

This course provides you with a basic introduction to the discipline of demography, in terms of its main theories, concepts, measures, and uses. Emphasis is placed on contemporary population issues and their origins, although important past developments will also be examined. Lectures and discussions often will focus on the global situation with frequent comparisons between more developed and less developed countries.

You will become a more informed consumer of demographic information. This course provides you with practical experience that can be applied to careers in business, marketing, government, and human services. To this end, you will learn how to access demographic data, calculate demographic measures, interpret these measures, and evaluate their usefulness. Demography is one of the more quantitative subfields of sociology and requires basic math skills (addition, subtraction, multiplication, and division). We will work on calculations together in class, so I ask that you bring a calculator/laptop to each class period for this purpose.

BY THE WAY....
If you have any questions about the class material or the class assignments (or if you just want to chat), please do not hesitate to contact me. If you feel your test was not graded fairly, please visit with me without delay. My phone numbers and office hours are listed above.

STUDENT LEARNING OBJECTIVES
By the end of the semester students should be able to:
1. Understand the nature of population processes-fertility, mortality, and migration.
2. Understand the relationship between demographic processes and social, economic, and political factors.
3. Identify sources of demographic data and apply them in areas of social, economic, and political change.
4. Interpret global, national, and local implications of demographic trends and issues from multiple theoretical perspectives.

REQUIRED TEXTBOOK

For each test, students will be provided an assignment sheet indicating the appropriate chapters to be read for each lecture topic. Each student should be prepared to discuss the readings assigned for each class period. A good strategy is to read through the material BEFORE it is scheduled for class discussion and then read it again AFTER it has been discussed. Plan ahead and pace yourself so that you do not get behind in the reading assignments.

EVALUATION CRITERIA
Evaluation is done on a point basis as listed below:

Exams .................................................. 300
   includes two exams and a final exam, each worth 100 points. The exams have multiple choice, identify, and short essay questions. All exams are compulsory regardless of the number of points you earn.
   MAKE-UP EXAM GIVEN WITH PRIOR ARRANGEMENT
Written assignment ............................... 100
   This project is designed to enhance the student's learning experience and expose you to table creation using found data. The exercise is due on the assigned date and will be accepted late only with the instructor's approval.
   Instruction sheets outlining the requirements for the project will be distributed during class.
In-class assignments and participation (Quizzes, exercises, etc.) ........ 100
   Activities are designed to be though provoking and analytical work about current issues. Group Activities are done during class and each group is required to turn in written responses for individual points. You must be present to receive points. No make-ups are given for Group Activities.

TOTAL 500
Grading Scale:
A = 450-500
B = 400-449
C = 350-399
D = 300-349
F = 299 and below

During the semester you can check your grades on Blackboard. To calculate your grade before the end of the semester, total the number of points you have earned and divide by the total number of points possible thus far. Then, multiply by 100.

CLASS ATTENDANCE
Class attendance records are not maintained daily, but daily class attendance is important. Many class sessions incorporate materials that are not in the textbook and would be difficult to get outside of class. In addition, group activities and quizzes take place during class times. There are no make-ups for missed in-class assignments and quizzes. It is the responsibility of the student to keep up with the work. It is also the responsibility of the student to personally withdraw from the course if necessary.

ACADEMIC ETIQUETTE
Academic etiquette is required in universities to insure an atmosphere conducive to learning. Universities expect students to demonstrate a high level of maturity, self-direction and acceptable social behavior in and out of the classroom. In any class, an individual can feel anonymous and his/her behavior may seem irrelevant. As a result, an individual may feel that his/her talking with a neighbor, using a cell phone, leaving early or arriving late will not matter. Such actions, however, are distracting for both other students and the instructor. My job is to provide the best learning environment possible. If a student's behavior interferes with others' learning in the classroom, the student may be asked to leave the classroom.

ACADEMIC DISHONESTY
All forms of academic dishonesty will not be tolerated in class. This includes, but is not limited to: Handing in another's work as your own, using unauthorized notes in an exam, copying another's answers for an exam, turning in the same papers for two different classes, purchasing or otherwise obtaining papers written by another and turning that work in as your own. It is expected that ideas and information used in your work, what are not part of your own personal experience, will be appropriately referenced (seek help if you do not know how to reference your sources; I can help you, and there are other resources available on campus). If academic dishonesty is suspected, I will follow the disciplinary guidelines in the TAMUCC student code of conduct.

ACADEMIC ADVISING
The College of Arts and Humanities requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E and can be reached at 825-3466.
STUDENTS WITH DISABILITIES
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act (ADA) in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

GRADE APPEAL PROCESS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

What are the implications of these trends?
<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>INTRODUCTIONS-</td>
<td>Check out <a href="http://www.livingto100.com">www.livingto100.com</a> Write a reaction paper (due next class period)</td>
</tr>
</tbody>
</table>

**PART I: DEMOGRAPHIC PERSPECTIVE**

What in the world is Demography? TEXT ch.1

| Week 2 | Global Population Trends | TEXT ch.2 |
| Week 3 | Demographic Perspectives | TEXT ch.3 |
| Week 4 | Demographic Data | TEXT ch.4 |

**Week 5**

***************************************************************************** TEST I ***************************************************************************

**PART II: POPULATION PROCESSES**

| Week 6 | The Health and Mortality Transition | TEXT ch.5 |
| Week 7 | The Fertility Transition | TEXT ch.6 |

3/10-3/14 ☀SPRING BREAK!!!

| Week 8 | The Migration Transition | TEXT ch.7 |

**Week 9**

***************************************************************************** TEST II ***************************************************************************

**PART III: POPULATION STRUCTURE AND CHARACTERISTICS**

| Week 10 | The Age Transition | TEXT ch.8 |
| Week 11 | The Urban Transition | TEXT ch.9 |
| Week 12 | The Family and Household Transition | TEXT ch.10 |

**PART IV: USING THE DEMOGRAPHIC PERSPECTIVE**

| Week 13 | Population and the Environment | TEXT ch.11 |
| Week 14 | PROJECT DUE | |
| Week 14 | Coping with Demographic Change | TEXT ch.12 |

| Week 15 | Retrospect, Prospect, and Review |

**TBA**

***************************************************************************** FINAL EXAM ***************************************************************************