Introduction
The earth has never held as many humans as it does right now. Over the next century the population is projected to increase from 6 to 11 billion. Growth will not be homogenous around the world. In 2000, Japan and Nigeria had similarly sized populations; by 2050 the population of Japan is expected to shrink by a fifth and the population of Nigeria is expected to double.

This class is an introduction to the contemporary issues that accompany such dramatic population change, including aging, urbanization, epidemics, and environmental destruction. The goals of the course are (1) to provide the methodological tools that help us understand population change in a systematic way, (2) to introduce to some of the core concepts and debates in social demography, and (3) to encourage critical thinking about the presentation of population problems in popular culture and press.

Composition
The course consists of two lectures per week. Students are expected to complete readings for each lecture and participate in discussion about the readings in class. In addition to class participation, two exams and one writing assignment will be used to evaluate students’ progress in the course.

Evaluation
-- Grade composition
Exam 1 (30% of total grade)
Exam 2 (35% of total grade)
Contemporary Population Problems Analysis (20%)
Class Participation (15%)

-- Contemporary Population Problems Analysis
Students will select a topical population problem and find 4-5 relevant news articles / sources of commentary on the problem. Students will write a 6-8 page paper that describes the problem and characterizes controversy or agreement over its definition, origins, and/or consequences. The paper must relate the problem to at least three of the readings in the course. We will discuss this assignment in greater detail in class. Please note that the paper is due at the beginning of class on Tuesday, April 19th. Late work will not be accepted.

-- Extra Credit (2 percentage points toward the final course grade)
Contemporary Problems Presentation: Parts of class at the end of the semester are reserved for presentations of the contemporary problems assignment. Volunteers will describe their topics, their findings, and their analysis to the class in a 5-10 minute presentation. Use of slides or handouts is
welcome. Reply to the discussion board posting “Contemporary Problems Presentation” on our Learn@UW webpage by 5pm April 25th if you’d like to volunteer.

**Missing Class**
If you miss class, for whatever reason, you are responsible for getting notes from a classmate. If you have questions about the reading assigned for the day or the discussion that you missed, please feel free to come to office hours or make an appointment to meet at an alternative time. I do not have notes in a form that can be emailed to you but would be happy to discuss the material with you in person.

**Email Policy**
The best way to reach me to discuss questions about the readings, class discussion, or your progress in the course is to come to office hours. You do not need to make an appointment during the office hour period, you can just show up. I will be there. If you have other questions about the class, please post them to the discussion board on the class webpage (e.g., I don’t understand what we’re supposed to submit, what should the reference list look like, etc). I will respond to these inquiries on the discussion board so that everyone has access to the same information. If you need to communicate with me directly in a non-public forum, email uwsoc170@gmail.com. I will answer emails every day at 7pm. **Emails sent to any other address will not receive a response.**

**Test Policy**
If you must miss an exam because of illness or a family emergency I need to know as soon as possible, which means before the exam takes place. I will give you a make-up exam at a later date. This exam may be different from the one given to the rest of the class.

**Disability-Related Resources**
Students needing extra resources or accommodations for the course due to disability or special circumstances should be in contact with the McBurney Center at 1305 Linden Drive (http://www.mcburney.wisc.edu/) and need to be in touch with me about this as early as possible in the semester.

**Academic Integrity**
The University of Wisconsin, Madison takes academic integrity incredibly seriously. You are responsible for understanding the University’s policies and disciplinary sanctions concerning academic misconduct. Please note that the Department of Sociology has a license for anti-plagiarism software. Your submitted written work for this class can be compared to a large database of existing written work. Similarly, your work can be added to this database against which future students’ work will be compared. A helpful guide to acknowledging and appropriately paraphrasing sources (http://writing.wisc.edu/Handbook/Acknowledging_Sources.pdf) is on our course website and should be read by all students in the class.

**Course Readings**
The readings for this course are available online at this course’s Learn @ UW site: https://learnuw.wisc.edu/. After logging in and clicking on “Sociology 170” in the “Courses” section of the home page, readings can be found by clicking on the “Content” tab located on the far left of the navigation bar at the top of the screen.
**Please note:** Students are expected to have completed the listed reading prior to the day they will be discussed in class. Some readings may be adjusted based on our progress through the semester.

## I. Section One: Population Concepts, Aging, and Fertility

**Tuesday, January 18**  
**Introduction: Population Problems**

**Thursday, January 20**  
**Population Concepts**


**Tuesday, January 25**  
**Fundamentals of Population Growth**


**Thursday, January 27**  
**Malthus, Population Checks, and the Demographic Transition**


**Tuesday, February 1**  
**Carrying Capacity of the Earth: Environmental Considerations**


(continued)
Thursday, February 3  
**Carrying Capacity of the Earth: Social Considerations**


Tuesday, February 8  
**Global Divergence in Population Trends**


Thursday, February 10  
**Human Control over Fertility**


Tuesday, February 15  
**Lowest-low Fertility**


Thursday, February 17  
**The End of Population Growth**


Tuesday, February 22  
**Population Composition: Aging**


(continued)
Tuesday, March 1 Population Composition: Selective Fertility


II. Section Two: Health and Mortality

Thursday, March 3 The Epidemiologic Transition


Tuesday, March 8 Human Lifespan


Thursday, March 10 EXAM 1: Population Concepts, Health and Mortality Part 1

Tuesday, March 15 Spring Break: No Class

Thursday, March 17

(continued)
**Micro vs. Macro: Vaccines and Population Health**


**Epidemics: Flu**


**Chronic Disease; Why is the U.S. So Unhealthy?**


**The Nutrition Transition and the Global Rise in Obesity**


(continued)
Tuesday, April 5  Health Disparities and the Social Correlates of Morbidity


Thursday, April 7  Disasters and Severe Mortality Shocks


III. Section Three: Migration

Tuesday, April 12  Why Do People Move? Who Moves?


Thursday, April 14  Economic Migration and Undocumented Persons


** CONTEMPORARY PROBLEMS ASSIGNMENT **
** DUE AT THE BEGINNING OF CLASS **

Urbanization of the Developing World; Urban Poverty


Migration and Residential Segregation in the U.S.


Ethnic “Enclaves” in the United States


Forced Migration


Tuesday, May 3  Presentations and Exam Review

Thursday, May 5  Exam 2: Health and Mortality, Part 2, Migration