

# POPULATION AND SOCIETY

Syllabus – Fall 2023

USP 419/519

4 credits, online

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**Office hours** By appointment only

## Course Description

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This course will provide students with a basic understanding of the field of demography and introduce students to the three demographic processes. Demography involves virtually everything that impacts or can be affected by population size, distribution, processes, structure, and characteristics. The first third of the class will focus on demography as a field, global population trends, and demographic perspectives. The second third will focus on concepts, measures, and theories of fertility, mortality, and migration. The final third will cover topics related to cities/urbanization and population policies. A special emphasis will be placed on contemporary population issues at the local, regional, national, and global scales.

## Course Objectives

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1. Students will possess knowledge of fundamentals of demography, including demographic processes of fertility, mortality, and migration.
2. Students will be able to identify and use appropriate sources of data to evaluate basic demographic analysis and interpret tables and figures containing demographic data.
3. Students will develop an understanding of global variation in fertility, mortality, and migration patterns.
4. Students will be able to explain the links between demographic changes, economic outcomes, and public policy issues.

## Textbook

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Weeks, J. R. (2021). *Population: An Introduction to Concepts and Issues (13<sup>th</sup> Edition)*. Cengage Learning, Inc. **[Required]**

Additional course content will be made available on Canvas.

## Course Structure and Schedule

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This is a fully online course without a synchronous component. However, this is NOT a self-paced course since a major component of the course involves asynchronous discussions with classmates on Canvas. New course materials are released each week with associated quizzes or assignments.

This course is structured around ten modules that align weekly learning objectives with the overall course objectives. Each module includes a variety of readings, videos/podcasts, lectures, exercises, quizzes, written assignments, and other activities that you are expected to complete.

Engagement with the course material, participation in weekly discussions, and taking quizzes by the designated deadlines are required for your successful completion of this course.

**Each course week starts on Monday (except Week 1 this year, which starts on Tuesday).** Begin reading, watching, and/or listening to the material of the weekly module on this day. Also, always keep an eye on updates and announcements on Canvas with course news, explanations of course materials, or general feedback on discussions or assignments.

There are deadlines throughout the week for participation in the discussion forum: **Thursday and Sunday by midnight.** Details are provided in the assignment overview on page 6.

## General Expectations

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**Communication Policy.** If you have general questions about the course or technology, please post them under the “General and Technology Questions” section in the Discussions tab, rather than emailing me, as other students may well have the same questions. Feel free to respond to your classmates’ questions if you know the answer.

If you have a more private matter discussion, please email me directly at [tozcan@pdx.edu](mailto:tozcan@pdx.edu). Emergencies happen – please be proactive in communicating with me about the issue at hand and how it may affect your academic performance.

**Submitting Work Online.** For assignments that require uploading files to Canvas, it is the student’s responsibility to verify that (1) all files are submitted on Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the “wrong” file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0 (zero). Acceptable file formats are MS Office formats (e.g., Word, Excel, PowerPoint) or PDF files. Individual assignment instructions may contain a required file format.

**Netiquette for the Online Environment.** Discussion is the core of any online community, just as it is the key to a successful face-to-face seminar. All discussions and communication in this course will take place virtually rather than in person. It is expected that you will be respectful of the online learning environment. Online communication requires attention and care to not be misunderstood, as there are no facial and physical gestures supporting it. Normal conversational elements of humor, irony, and sarcasm can easily be misinterpreted. Although it is not necessary to avoid those things, it is important to pay attention to tone, be aware that you are writing and not speaking, and be careful and respectful of your audience. Disrespectful or hurtful comments will not be tolerated. Please review carefully what you have written before you post it. The online format affords the opportunity to edit and to ensure that what you have written is, to the extent possible, what you mean to say. Take advantage of the technology and of your common sense and good will to help create a civil and safe environment for everyone. All students must adhere to the [PSU Code of Student Conduct and Responsibility](#).

**Academic Honesty.** Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism.

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the [PSU's Code of Student Conduct and Responsibility](#). University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work and see [PSU Library's guide for citing your sources, citation styles, and avoiding plagiarism](#).

## Student Resources and Services

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**Access and Inclusion for Students with Disabilities.** PSU values diversity and inclusion. We are committed to fostering mutual respect and full participation for all students and to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. If you have, or think you may have, a disability or condition that may affect your work in this class and feel you need accommodations, contact the [Disability Resource Center \(DRC\)](#) (503-725-4150 or [drc@pdx.edu](mailto:drc@pdx.edu)) to schedule an appointment and initiate a conversation about reasonable accommodations. If you already have accommodations, and I have not yet contacted you about accommodations, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

**Prohibited Discrimination and Harassment Policy.** PSU is committed to providing an environment free of all forms of discrimination and harassment. If you have experienced any form of discrimination or harassment, there are several resources available for you on campus. Please review [PSU's Prohibited Discrimination and Harassment Policy](#) for details. Discriminatory harassment includes sexual harassment; further information, including reporting options, can be found on [PSU's Sexual Misconduct Response](#) website. If you have not already done so, please complete the student module *Creating a Safe Campus* on Canvas.

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU's Title IX Coordinator, the Office of Equity and Compliance or the Dean of Student Life and cannot keep information confidential. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either [the Office of Equity and Compliance](#) or the [Office of the Dean of Student Life](#). If you prefer to share information about these experiences with someone who does not have these mandatory reporting responsibilities and can keep the information confidential, please visit [this link](#).

**Cultural Resource Centers.** [The Cultural Resource Centers](#) (CRCs) create a student-centered inclusive environment that enriches the university experience. They honor diversity, explore social justice issues, celebrate cultural traditions, and foster student identities, success, and leadership. Our centers include the Multicultural Student Center, La Casa Latina Student Center, Native American Student & Community Center, Pan African Commons, Pacific Islander, Asian, Asian American Student Center, and the Middle Eastern, North African, South Asian programs. CRCs provide student leadership, employment, and volunteer opportunities; student resources such as computer labs, event, lounge, and study spaces; and extensive programming. All are welcome!

## Grading

The course grade for students enrolled in this course will be determined according to the PSU grading scheme and the evaluation components are as follows:

A-Grade	A	93 to 100%
	A-	90 to 92%
B-Grade	B+	87 to 89%
	B	83 to 86%
	B-	80 to 82%
C-Grade	C+	77 to 79%
	C	73 to 76%
	C-	70 to 72%
D-Grade	D+	67 to 69%
	D	63 to 66%
	D-	60 to 62%
F	F	Below 60%

Keep in mind that the generalized grading rubric is as follows:

- An 'A' assignment demonstrates original thought and synthesis of ideas in a cogent and clearly written manner. Outstanding work.
- A 'B' assignment offers above average analysis with appropriate evidence to support ideas and is clearly written. Good work.
- A 'C' assignment shows a level of understanding where analysis is limited to basic arguments and writing is competent. Adequate work.
- A 'D' assignment misrepresents the material or is so poorly written that as presented, obscures the analysis. Inadequate work.

### Overview of Assignments

Assignments	% of grade	Due (11:59pm)
(1) Self-introduction video + (2) Comments on two other students' self-introduction videos	4% [4 pts]	Week 1: <ul style="list-style-type: none"> <li>• Video: Thursday, <b>9/28</b></li> <li>• Comments: Sunday, <b>10/1</b></li> </ul>
(1) Discussion posts surrounding weekly content + (2) Comments on two other students' posts	32% [4 pts each or 32 pts total]	Weekly (Weeks 1-10) <ul style="list-style-type: none"> <li>• Reflections: <b>every Thursday</b></li> <li>• Comments on other students' posts: <b>every Sunday</b></li> <li>• <b><u>You get two "free" no-post weeks, use them wisely</u></b></li> </ul>
Quizzes	64% [8 pts each or 64 pts total]	Weekly (Weeks 1-10) <ul style="list-style-type: none"> <li>• Sundays</li> <li>• <b><u>You get two "free" no-quiz weeks, use them wisely</u></b></li> </ul>
Final Course Grade	100% [100 pts total]	

## Detailed Description of Assignments

- **Self-introduction post/video.** Introduce yourself, including your name, how you like to be referred and pronouns you use (if you'd like to share), and degree/non-degree program, your motivation/reason for taking this course, your experience in the field of demography (including courses taken, work experience, books you read), and any other related info that you would like to share with the instructor and your classmates.

You can use text, or you can respond by creating and uploading a video (no more than 3 minutes long)! If you choose the video option, you can use any recording technology you prefer. In the past, students have used PSU's Media Space (see the "Recording a video via PSU's Media Space" instruction sheet).

After you complete your text/video introduction and post it to the discussion forum (by Thursday at 11:59 pm), read/view and comment on at least two other students' introductions (by Sunday at 11:59 pm). If possible, please read/view ALL students' introductions since this will help us establish our online community!

- **Weekly discussion forum.** Each week, we will discuss the course material (readings, videos, PowerPoints, etc.) on Canvas. Please read/watch/listen to all assigned material prior to sending your first discussion post. Discussion questions will be posted for each week, and you are expected to (a) response to these questions by Thursday (11:59 pm) and (b) comment substantively on at least two other students' discussion posts by Sunday (11:59 pm). Discussions are a core element of this course. As such, posting late without an excuse is unfair to your course mates and will affect your grade adversely. Participation and the quality of your contributions count for 32% of your final grade.
- **Weekly quizzes.** Each week, there will be a quiz, the questions of which will cover the assigned reading material for the week. Each quiz will contain 8 yes-no, multiple-choice or short-answer questions. You will have 30 minutes to respond to these questions. These quizzes will count for 64% of your final grade.

### Course Outline by Week

<b>Week/Date/Topic</b> Note that course weeks start on Mondays	<b>Readings</b>	<b>Assignments Due</b> For exact due dates, see the Assignment Overview (page 6 above)
Week 1 (9/26-10/1)  Introduction to Demography	<ul style="list-style-type: none"> <li>• Weeks (2021): Chapter 1</li> <li>• Additional material on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-introduction post/video and responses to others</b></li> <li>• Weekly discussion post and comments</li> <li>• <b>Weekly Quiz 1</b></li> </ul>
Week 2 (10/2-10/8)  Population Data, Distribution, and Composition	<ul style="list-style-type: none"> <li>• Weeks (2021): Chapter 2</li> <li>• Additional material on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly discussion post and comments</li> <li>• <b>Weekly Quiz 2</b></li> </ul>
Week 3 (10/9-10/15)  Demographic Perspectives and Theories	<ul style="list-style-type: none"> <li>• Weeks (2021): Chapter 3</li> <li>• Additional material on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly discussion post and comments</li> <li>• <b>Weekly Quiz 3</b></li> </ul>
Week 4 (10/16-10/22)  The Health and Mortality Transition	<ul style="list-style-type: none"> <li>• Weeks (2021): Chapters 4</li> <li>• Additional material on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly discussion post and comments</li> <li>• <b>Weekly Quiz 4</b></li> </ul>
Week 5 (10/23-10/29)  The Fertility Transition	<ul style="list-style-type: none"> <li>• Weeks (2021): Chapter 5</li> <li>• Additional material on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly discussion post and comments</li> <li>• <b>Weekly Quiz 5</b></li> </ul>
Week 6 (10/30-11/5)  The Migration Transition	<ul style="list-style-type: none"> <li>• Weeks (2021): Chapter 6</li> <li>• Additional material on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly discussion post and comments</li> <li>• <b>Weekly Quiz 6</b></li> </ul>



<b>Week/Date/Topic</b> Note that course weeks start on Mondays	<b>Readings</b>	<b>Assignments Due</b> For exact due dates, see the Assignment Overview (page 6 above)
Week 7 (11/6-11/12) The Urban Transition	<ul style="list-style-type: none"> <li>• Weeks (2021): Chapter 7</li> <li>• Additional material on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly discussion post and comments</li> <li>• <b>Weekly Quiz 7</b></li> </ul>
Week 8 (11/13-11/19) The Age Transition	<ul style="list-style-type: none"> <li>• Weeks (2021): Chapter 8</li> <li>• Additional material on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly discussion post and comments</li> <li>• <b>Weekly Quiz 8</b></li> </ul>
Week 9 (11/20-11/26) Family Demography	<ul style="list-style-type: none"> <li>• Weeks (2021): Chapter 9</li> <li>• Additional material on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly discussion post and comments</li> <li>• <b>Weekly Quiz 9</b></li> </ul>
Week 10 (11/27-12/3)	<ul style="list-style-type: none"> <li>• Weeks (2021): Chapter 10</li> <li>• Additional material on Canvas</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly discussion post and comments</li> <li>• <b>Weekly Quiz 10</b></li> </ul>
Finals Week (12/4-12/9) This course does not have a final exam.		