ESRM 440 / SOC 440
Population Studies
Fall 2014

California State University - Channel Islands
Monday 6:00 to 8:50 PM, Room BEL 1352
Dr. Chris Williamson, AICP  cbwilliamson@csuci.edu
Cell 213-509-1213  Work 805-385-8156 (City of Oxnard)
Office Hours: by appointment  3 Units
(Version 1, August 28, 2014)

Prerequisite: SOC 100 and MATH 202
This course focuses on the basic concepts, skills and issues in demography and population studies. It will apply concepts to contemporary population issues such as family demography, urban transition, environmental degradation, and economic development. Same as: ESRM 440

GOALS AND OUTCOMES

Background:
1. Understand basic demographic concepts, terms, and statistics
2. Understand U.S. political, reference, and statistical geography
3. Understand U.S. Census Bureau census, survey, and sampling errors
4. Know, locate, and access data from the major organizations in population issues and statistics.
5. Awareness of demographic concepts in general news, and within sociology and environmental science disciplines

Skills:
6. Use Census.gov and Factfinder2
7. Understand and construct static “population pictures.”
8. Understand and construct dynamic population “movies” (projections, trends, etc.)
9. Obtain, read, and critique population news and media stories
10. Use United Nations, Census Bureau, and related Internet-access data
11. Translate a sociology topic into a data question, ID data, download, analyze, evaluate, and write a narrative

Topics:
12. Understand the major population models: demographic transition, life-cycle, migration.
13. Population history of North American, special attention to migration and climate change
14. Causation and strong inference (i.e. when does one thing cause another?)
COMPUTER REQUIREMENTS
Students will be accessing data via the Internet throughout the course in short in-class and take home exercises and assignments. Students are expected to know how to access Internet sites, maneuver within a website, select and download files, save, and open on a laptop or PC. Students should also have basic ability to work in Excel (add, subtract, etc. and create new cells), work with tables in Word (set up a table, format, add/delete columns and rows), and basic map reading (road map, geography, zoom, google-earth).

COURSE FORMAT
Each class will have overlapping tracks: 1) Topics in population history and dynamics and sociology (video clips, google search, etc.), 2) Background concepts and data programs (mostly lecture), and 3) skills in finding, accessing, and using population data to investigate issues (student exercises in class and assignments). Population data is released frequently during the semester, either directly by the US Census Bureau or in the media (USA Today, LA Times, etc), and we will see how the media selects what is newsworthy for the public.

TEXTS AND READINGS
There are two required texts and weekly PDF readings that will either be on the CI Learn course site or easily found on the Internet. The daily schedule below will likely change somewhat as the course unfolds and I will issue updates. Generally, students are expected to at least scan the readings before each class, and then carefully re-read after the class. Assignments will have their own instructions and due dates.

BOOKS

FURTHER READING


GRADING:
Class participation: 10%
Assignments 35%
Individual Paper 10%
Vocabulary Quiz (open notes) 10%
Short in class Midterms (2) 20%
Final 15%

PRINCIPAL WEBSITES (bookmarking recommended)
www.census.gov
http://factfinder2.census.gov
www.dof.ca.gov
www.un.org

CI LEARN (BLACKBOARD)
We will use Blackboard mostly to post documents under CONTENT where I have set up five folders: A D R P and E.
A = Assignments, for most weeks, there is a short assignment to be completed by the next class, and printed and handed in at class.
D = Documents are PDFs and other readings assigned for a class, and again after. Sometimes the weekly Assignment refers to a Document
R = Reading and Lectures Notes, so you see key topics I want you to understand in readings and my lectures.
P = Powerpoint presentations, some from me, others.
E = Exams and paper – study guides, paper guidelines, etc.
Also in CONTENT will be this syllabus, probably updated 3 or 4 times during the semester based on our progress.
I will send out e-mails once or twice a week to remind you of class, assignments, or point something in the news or on TV.

CLASS ATTENDANCE
While I want you to attend every class, and participate, I know there are times you must skip, or come early or late. I’d rather you tell me with an e-mail. Don’t slack and then ask me to cover every topic again just before a midterm.
CHEATING, PLAGERISM, ETC.

All work that students submit as their own must, in fact, be their own work. In accordance with CSU CI policy on academic dishonesty, students in this course who submit the work of others as their own, cheat on tests, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties up to, and including, failing the course.

Students are encouraged to consult with the instructor on when and how to document sources if they have questions about what might constitute an act of plagiarism or cheating.

DISABILITY ACCOMMODATIONS

The office of Career, Health, Accommodations, and Personal Counseling Services (C.H.A.P.s) has programs to help students with disabilities realize their potential. Among the many services: disability-management counseling, computer lab with assistive software, test proctoring, recordings for the blind and dyslexic, real-time captionists, sign-language and note-taking assistance, and computer training to introduce students to specialized assistive technologies. Call (805) 437-8510.

ATTENDENCE, PARTICIPATION, OFFICE HOURS

I realize many of you may have families and jobs and that a 6:00 pm class is not ideal timing. I work full time at the City of Oxnard and teach after work. I usually arrive on campus about 5:15 to 5:30, so am available before class. You are welcome most anytime at my office in the Oxnard City Hall (214 South C Street), but call or e-mail ahead for an appointment.

I do have every other Friday off and can plan to be on campus on those Fridays for a couple of hours, probably 10 to 12.

If you cannot make a class, do the exercises and readings. My class notes are what I talk to during class. You can probably ‘limp along.’

Also, I realize statistics and data may not be your main interest. So, while you may not see yourself as needing to master the skills portion of the course, you still need to know how to consume population data and be a critical reader of what other’s put forward as evidence.

For the few ESRM students, I know the class is short on animal and plant population studies. I will try to note the ‘crossover’ concepts (and there are many) which is why the class is cross-listed with ESRM. I encourage ESRM students to inject animal and plant angles and news at any time. I may not always have an answer ready, and you and I together may end up working on the answer. As the class is largely enrolled by Sociology students, the class studies human population.
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<thead>
<tr>
<th>DATE</th>
<th>TRACK 1 TOPICS AND HISTORIC DEMOGRAPHY</th>
<th>TRACK 2 CONCEPTS</th>
<th>TRACK 3 SKILLS</th>
<th>A WEEKLY ASSIGNMENTS</th>
<th>D DOCUMENTS</th>
<th>R READINGS &amp; LECTURE</th>
<th>P POWERPOINT</th>
<th>E EXAMS AND PAPER</th>
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<tr>
<td>WEEK 1 Aug 25</td>
<td>In the News Concepts and Terms   Klein Introduction</td>
<td>Demographic Transition</td>
<td>Census.gov Looking up ancestry, race, and migration data</td>
<td>D Demographic Transition</td>
<td>A Week 2.1 and 2.2</td>
<td>P PPT 1</td>
<td>R Klein: Intro to Chap 3</td>
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<td>Sept. 1</td>
<td>No Class: Holiday</td>
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<td>WEEK 2 Sept 8</td>
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<td>WEEK 3 Sept 15</td>
<td>No class</td>
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<td>WEEK 4 Sept 22</td>
<td>In the News Paper topic discussion</td>
<td>Solving for X with Demographic Equation Components of change PPT 1 Census Geography</td>
<td><a href="http://www.ca.dof.gov">www.ca.dof.gov</a> DRU Census.gov</td>
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<td>WEEK 5 Sept 30</td>
<td>In the news Paper topic handout Klein 1 - PreColumbian Klein 2 – Colonial America</td>
<td>Demographic Equation (3.2) Questionnaires (3.1) PPT 2 Topics, Programs, and Products</td>
<td>ACS questionnaire format, skip pattern, screening, universe</td>
<td>A Week 4.1 and 4.2</td>
<td>A Semester Paper format</td>
<td>P PPT 2</td>
<td>R Klein Chap 3</td>
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<td>WEEK 6 Oct. 6</td>
<td>Review paper &amp; topics Klein 3 Republic to 1860 Klein 4 Industrial and Urban Society</td>
<td>Census PPT 2 (finish) Programs and Data Products</td>
<td>Factfinder2, finding geography</td>
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<td>R Klein: Chap 5</td>
<td>R Klein: Chap 6</td>
<td>A Week 5.1 and 5.2</td>
<td>E Midterm review</td>
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<td>WEEK 8</td>
<td>Oct 20</td>
<td>Housing Sociology and Policy History</td>
<td>Census PPT 3 Using Factfinder</td>
<td>Factfinder2, Finding Topics Finding Tables</td>
<td>D Wright 10, 12 and 13 P PPT 3 D Housing Policy Chap 10 A Week 7.1 and 7.2</td>
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<td>WEEK 9</td>
<td>Oct 27</td>
<td>Life-Cycle Theory and Housing Theory</td>
<td>Census PPT 4 Interpreting and Examples</td>
<td>Working with downloaded tables to find 'the story'</td>
<td>D Housing &amp; Households 2 E Midterm II study A Week 8.1 and 8.2 P PPT 4</td>
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<td>WEEK 10</td>
<td>Nov 3</td>
<td>Trends, Projections, Forecasts, and Estimates</td>
<td>MIDTERM 2 (take home)</td>
<td>Writing about data Reviewing Census Bureau reports</td>
<td>R Williamson Chap 6 E Midterm 2 A page Paper Outline due</td>
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<td>WEEK 11</td>
<td>Nov 10</td>
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