Instructor: Dr. Rania Tfaily  
Office: Loeb Building C779  
Office Hours: Mondays and Tuesdays 10 – 11 am or by appointment  
Email: rania_tfaily@carleton.ca  
Phone Number: 613 520 2600 ext. 2625

Course Time: Tuesdays 11:35 am – 2:25 pm  
Course Location: Tory Bldg. 431  
Format: Lectures, documentaries/videos & discussions  
Pre-requisites & Precluded Courses: SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0]; or ANTH 1001, or ANTH 1002, and third-year standing

Course Description:  
This course provides an introduction to the field of demography which focuses on the study of human populations particularly in relation to population growth, fertility, mortality, nuptiality (marriage) and migration. We start this course by examining various theoretical perspectives on population growth. We critically evaluate the demographic transition theory, the most dominant perspective in the field purporting to explain the exponential growth in population and the dramatic demographic changes over the past 200 years. We also examine the politics of population, and how population issues are often utilized in recurring debates about government interventions, public spending and policies.

We then discuss mortality, one of the main subfields in demography. We learn the various measures that demographers use to measure mortality as well as to compare health conditions across time and space. We examine the causes of the historic decline in mortality and discuss contemporary issues such as socio-economic disparities in health and HIV/AIDS in sub-Saharan Africa. Next, we turn our focus to fertility, another important subfield of demography. We study the various measures that demographers use to document and compare the trend in fertility over time and across countries. We critically assess the various explanations for the decline in fertility. We also discuss contemporary issues such as low fertility in highly industrialized countries such as Canada, Germany and Italy. Finally, we discuss migration with special focus on Canada's immigration policy and Canadian immigrants.
Some of the questions that we discuss in this course are: What is the relationship between population growth and poverty? Is the demographic transition theory a satisfactory explanation for the dramatic demographic change over the past 200 years? Did the historic decline of mortality occur because of the increase in the standard of living (McKeown’s thesis) or was it due to public health interventions (as some of McKeown’s critics argue)? Why does sub-Saharan Africa have the highest HIV prevalence rate in the world? Why do rich people live much longer than poor people? Why are people having fewer children than in the past? Why is fertility very low in post-industrial countries such as Germany, Italy and Spain? How have Canada’s immigration policies changed over time? How are recent immigrants to Canada faring?

Course Objectives:
The objectives of this course are to enable students (to):
- Develop a solid understanding of the discipline of demography and demographic research
- Acquire demographic literacy (i.e. know what various demographic measures mean and their estimates in particular countries and regions)
- Develop skill in calculating and interpreting a number of demographic measures
- Gain research experience in looking up demographic data and figures
- Critically evaluate various theoretical perspectives utilized in demographic research
- Describe and explain variations in fertility, mortality/life expectancy and family formation across time and space
- Develop deep understanding of contemporary demographic issues
- Strengthen oral and writing skills with special focus on demographic topics
- Critically analyze demographic research

Readings:
- Required readings are available through the Carleton Library.

Course Requirements & Methods of Evaluation:
- Class participation: 10%
- In-class writings: 10%
- Two assignments: 20%
- Mid-term exam (in-class): 20%
- Presentation: 20%
- Long essay: 20%
Final Letter Grades
In accordance with the teaching regulations of Carleton University, the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- B+ = 77-79
- C+ = 67-69
- D+ = 57-59
- A = 85-89
- B = 73-76
- C = 63-66
- D = 53-56
- A - = 80-84
- B - = 70-72
- C - = 60-62
- D - = 50-52
- F = Below 50
- WDN = Withdrawn from the course
- DEF = Deferred
- FND = Failed, no Deferred

a) **Class participation (10%)**

Students’ active participation in class discussions is important as it is key to enhancing oral skills and sharpening critical analysis. Students are expected to have read the required readings before class and be prepared to discuss, critique and debate them. Please note that I generally take attendance and keep weekly notes on class participation in relation to the course readings (class participation is marked as 0 “did not participate”, 0.5 “participated a couple of times only” or 1 “active participation in relation to the course readings”). **Students are encouraged to sign up the reading discussion sheet on cuLearn ahead of each class to indicate that they have read the required readings and are ready to discuss them in class. Signing up without participating in class discussions does not count.**

b) **In-class writings (10%)**

Classes will include a writing period in which students are expected to answer specific questions related to the lecture, readings and videos shown in class. The dates of these in-class writings are at the discretion of the instructor. There is no make-up for missed in-class writings.

c) **Assignments (20%)**

There are two assignments in this course. Each assignment will include calculation and interpretation of specific demographic measures and looking up certain demographic data and estimates in relation to specific countries/regions. Students can consult with each other regarding the assignment questions, but each student must write up his/her own responses. **Assignment # 1 is due October 16th; Assignment # 2 is due November 20th.** Each assignment will be posted on cuLearn about two weeks before the due date and discussed in class. A hard copy of the assignment is due in class. Students who cannot make it to class that day can leave a hard copy in the sociology drop box (7th floor, Loeb Bldg. room B750). Students should include their names, professor’s name (Dr. Rania Tfaily) and course number (SOCI 3805) on the cover page of the assignment. It is the responsibility of the student to ensure that the course professor received the assignment on time. Assignments not handed in on time are penalized at a rate of 5% per day in the absence of a valid and documented excuse.
\textbf{d) Midterm Exam (20\%)}

The midterm exam is set for October 30\textsuperscript{th}. The exam covers all materials discussed in class including required readings, lectures and documentaries up to and including October 16\textsuperscript{th} class. Medical documentation is required for missed in-class exam.

\textbf{e) Presentation (20\%)}

Students are expected to form groups of about four students to thoroughly research and present on demographic topics that are selected in consultation with the instructor. Each group is expected to \textit{identify the presentation topic and submit the research question(s) and references of each team member by Oct. 2\textsuperscript{nd} and a detailed outline and references by Nov. 6\textsuperscript{th} (worth 5\% of the final grade). The presentations are set for Nov. 27\textsuperscript{th} (worth 15\% of the final grade). Students are expected to submit hard copies of their PowerPoint presentations (including list of references) on Nov. 27\textsuperscript{th}. Each group presentation is expected to be about 20 minutes long (with each student presenting for about five minutes). The presentation should be informative and interesting, and it should incorporate appropriate visual materials. The group presentations will be followed by questions and answers. Students in the same group might get different individual grades depending on the quality of their preparation and presentation. Further guidelines will be posted on cuLearn and discussed in-class.

\textbf{f) Long essay (20\%)}

Students are expected to write a long essay in response to a set of questions based on the course readings (November 6\textsuperscript{th} to December 4\textsuperscript{th}). The essay is expected to be around five to six double-spaced pages long and is \textbf{due on December 7\textsuperscript{th}}. The essay questions and further guidelines will be posted on cuLearn and discussed in class. Students are asked to submit hard copies of their essays in the sociology drop box (7\textsuperscript{th} floor, Loeb Bldg. room B750). The cover page of the essay should include student’s name, professor’s name (Dr. Rania Tfaily) and course number (SOCI 3805). Essays not handed in on time are penalized at a rate of 5\% per day in the absence of a valid and documented excuse.

\textbf{Academic Regulations, Accommodations, Plagiarism:}

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here: \url{http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/}

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

\textbf{Academic Accommodations for Students with Disabilities}

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic
medical conditions, and impairments in mobility, hearing, and vision. If you have a
disability requiring academic accommodations in this course, please contact PMC at
613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered
with the PMC, contact your PMC coordinator to send your Letter of Accommodation at
the beginning of the term, and no later than two weeks before the first in-class
scheduled test or exam requiring accommodation (if applicable).

*The deadline for contacting the Paul Menton Centre regarding accommodation for
final exams for the Fall 2018 (December) exam period is November 9, 2018.

For Religious Obligations:
Please contact your instructor with any requests for academic accommodation during
the first two weeks of class, or as soon as possible after the need for accommodation is
known to exist. For more details, visit the Equity Services website:

For Pregnancy:
Please contact your instructor with any requests for academic accommodation during
the first two weeks of class, or as soon as possible after the need for accommodation is
known to exist. For more details, visit the Equity Services website:

For Survivors of Sexual Violence
As a community, Carleton University is committed to maintaining a positive learning,
working and living environment where sexual violence will not be tolerated, and is
survivors are supported through academic accommodations as per Carleton’s Sexual
Violence Policy. For more information about the services available at the university and
to obtain information about sexual violence and/or support, visit:
www.carleton.ca/sexual-violence-support

Accommodation for Student Activities
Carleton University recognizes the substantial benefits, both to the individual student
and for the university, that result from a student participating in activities beyond the
classroom experience. Reasonable accommodation must be provided to students who
compete or perform at the national or international level. Please contact your instructor
with any requests for academic accommodation during the first two weeks of class, or
as soon as possible after the need for accommodation is known to exist.
Plagiarism
Plagiarism is the passing off of someone else’s work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Audio and/or video recording of the lecture/class is not permitted.
- All phones, music players and similar devices must be switched off.
- I generally do not allow laptops, tablets and similar devices in my classes. However, since this is a small class, I am willing to consider a modified policy (to be formulated by the instructor and the students) that would allow students to use laptops/ tablets for educational purposes while at the same time not negatively impacting their (as well as other students’) attention, learning and class engagement.
- It is the students’ responsibility to know the content of this syllabus.
It is the students’ responsibility to check cuLearn regularly for announcements and course related materials.

This syllabus is subject to minor modifications throughout the term at the discretion of the instructor.

Students must always retain a hard copy of all work that is submitted.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.

In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.

Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/

Course Reading List

September 11th – Introduction to the course

Optional Readings


September 18th – Population, Resources & Environment Debate

Required Readings


Optional Readings


September 25th – Demographic Transition Theory & The Politics of Demography

Required Readings

Optional Readings

October 2nd – Mortality Measures & The Historical Decline in Mortality

Presentation topic, research questions and references due

Required Readings


Optional Readings


October 9th – HIV in sub-Saharan Africa

Required Readings


Optional Readings


October 16th – Racial/Ethnic and SES Disparities in Health & Battle over Lifespan

Assignment # 1 due

Required Readings


**Optional Readings**


**October 23rd – Fall Break, No Class**

**October 30th – Midterm Exam**

**November 6th – Fertility Measures & Theories of Fertility Decline**

*Presentation outline and references due*

**Required Readings**


**Optional Readings**


November 13th – Low Fertility and Nuptiality Changes

**Required Readings**


**Optional Readings**


November 20th – Fertility in Canada

**Assignment # 2 due**

**Required Readings**


**Optional Readings**


November 27th – Presentations

**PowerPoint Presentation (including list of references) due**

December 4th – Migration and Immigrants

**Required Readings**


Optional Readings


*Long essay due December 7th*