

SOC 3650-001: POPULATION & SOCIETY

3 Credit Hours | Spring 2026 | M/W 3:00–4:20pm | Social & Behavioral Science (BEH S) 110

Professor: Max Coleman

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Office Hours: TBD

Office Location: Social & Behavioral Science (BEH S) 326, *or via Zoom*

Final Exam: Monday, April 27, 3:30–5:30pm, BEH S 110

Required Materials: Available on [Canvas](#). See “Course Readings” below.

Course Description

This course is an introduction to the field of **demography**. Formal demography is primarily concerned with measuring and forecasting population rates, with an emphasis on birth, death, and migration. Key concerns include the explosion of population in recent centuries, the rise of life expectancy, the dramatic slowdown of birth rates in wealthy nations, and the shifting flows of migration around the world. We will explore these topics, and many more, throughout the semester.

But in recent decades, formal demography has given birth to a new field, that of **social demography**. While formal demographers seek to measure and forecast population trends, social demographers are interested in the causes of these trends—the *political, cultural, and economic drivers* of demographic change. In this course, we take a historical and cross-national perspective, examining why the United States looks the way it does and how it differs from other wealthy nations—and from low- and middle-income nations with very different patterns of development. We will consider the following questions: Why are women in Japan having fewer children, and what does this mean for their economy as the population plummets? How should the European Union accommodate residency requests from climate refugees and political asylum seekers? Why are working-class men finding it so hard to get married, and how does this reflect broader political polarization by gender and education? In wrestling with these questions, we will consider how social policy shapes demographic patterns and why it ultimately matters for all of us.

This course fulfills three University of Utah requirements: IR (International Requirement), QI (Quantitative Intensive), and SUST (Sustainability).

Course Outcomes

Upon completing this course, you should be able to:

- Read and critically evaluate demographic research
- Examine population trends from a historical, cross-cultural, and international perspective, situating the U.S. experience in global context
- Understand how demographers make population projections, evaluating the strengths and limitations of their approaches
- Investigate common claims about immigration policy, health inequality, and more, and observe how population statistics are used (and misused!) to frame those debates

Course Requirements

Course grades will be based on (1) attendance and participation, (2) weekly Canvas questions, (3) one short writing assignment (“Demography in the News”), (4) two quizzes, (5) a research project that includes several components throughout the semester, and (6) a final exam.

The grading scale is as follows:

A = 94 to 100, A- = 90 to 93,

B+ = 87 to 89, B = 84 to 86, B- = 80 to 83,

C+ = 77 to 79, C = 74 to 76, C- = 70 to 73,

D+ = 67 to 69, D = 64 to 66, D- = 60 to 63,

E = 59 or below

1. Attendance & Participation (10% of grade):

Regular attendance is an essential component of this course. However, I understand that there are extenuating circumstances that may prevent you from coming to class. No matter the cause of your absence, please email me in advance whenever possible. If you plan to be absent for a religious holiday, please contact me within the first two weeks of class. Deadlines for assignments will not change unless you make explicit arrangements with me. I also reserve the right to mark tardy students as absent.

In addition to attending regularly, students are expected to be active participants in class discussions. Though I recognize that some students are more talkative than others, it is important that you try to contribute at least once per class period; this constitutes evidence that you are engaged and have done the assigned readings. Other forms of participation include chatting about the course material during office hours or after class (especially if you are feeling shy).

Students are also expected to remain active and alert throughout the discussion, so avoid dozing off, texting, or staring longingly out the window. In academics as in life, much of your success depends on “face work” (a term from sociologist Erving Goffman), so if you’re not feeling up to class, fake it till you make it. Of course, if there is something that is really troubling you, please come talk to me.

2. Weekly Canvas Questions (15% of grade)

Each week, I will post a set of questions to Canvas. These questions may concern course readings, but they may also ask about your own life experiences, goals for the class, how the course material applies to your academic or professional interests, etc. Responses are graded for completion, although I may give you half-credit or no credit if it’s clear you didn’t do the readings, failed to put much effort into your responses, or used generative AI. For each answer, I expect about one short paragraph (around 3-5 sentences) unless the answer is numerical or binary (yes/no).

Questions will be posted at the end of Wednesday’s class and must be answered the night before the following class. (Generally, this means Sunday night at 11:59pm, but if there is a holiday on Monday, you’ll submit on Tuesday night, in advance of Wednesday’s class.) Note: These are not “discussion questions.” Your answers will be private. This allows for confidentiality and also prevents you from “borrowing” another student’s answers.

3. Demography in the News (due Feb 12) (10% of grade)

Once during the semester, you will write a short (2–3 page, double-spaced) analysis of a news article or opinion piece published in the last month. The purpose of the assignment is to find a demography-related article and critically assess how the topic is being covered. For example, you might find an article about birthrates, migration patterns, or divorce trends. Media coverage often relies on popular assumptions rather than rigorous scientific research; it also involves value judgments (e.g., that immigration is inherently desirable or undesirable). As a result, explanations are sometimes incomplete or misleading. This is your chance to correct the record! Detailed instructions are available on Canvas when you click on the name of this assignment.

IMPORTANT: If you are unhappy with your grade on this assignment, I will give you the opportunity to submit a new assignment (based on a different news article), and I will drop the lower of the two grades. This opportunity is only available to students who submitted their original essay by the deadline. For those interested in this opportunity, you will need to submit a second paper no later than March 17.

4. Two Quizzes (Feb 2 and Mar 2) (10% x 2 = 20% of grade)

The quizzes will take place in class, and may include multiple-choice, short-answer, and essay questions. More information will be provided as we approach the day of the quiz.

5. Research Project (30% of grade)

Throughout the semester, you will work on a research project devoted to a demography topic of your choice, with the ultimate goal of presenting the project in class. Your topic should be as specific as possible, with a clearly defined research question. You are allowed to work alone or in groups of 2–3, and I can also help you to identify a potential group based on shared interests.

To make the process easier on you, and to prevent procrastination, the project is divided into four components. Detailed instructions for each component are available on Canvas when you click on the name of each assignment.

- 1. Topic Statement (due Feb 5) (5% of grade):** Provide a summary of your proposed research project (if you have more than one idea, that's okay too!). Your summary should be about one full page, double-spaced. This statement should discuss the subject of your project as well as some potential sources you intend to use. Feel free to include questions for me (e.g., how to narrow things down), and I will provide feedback. Please also let me know your preferences for group work (e.g., “I prefer to work alone” or “I prefer to work in a group” or “I don't really have a preference”). If you'd like to work in a group, I will try to match you based on shared interests.
- 2. Draft of Presentation Slides (due Mar 19) (5% of grade):** You'll submit a draft of your presentation slides (as a PowerPoint, PDF, etc.), including a complete list of references with appropriate formatting. I will provide feedback on the slides, including the content as well as the design. Keep in mind that your presentation should only be about 5 minutes long, so don't go overboard with your slides. You might want to practice the presentation before submitting slides so you know whether you can actually get to everything in time.
- 3. Class Presentation (Apr 6–13) (10% of grade):** You will give a short (~5 minute) presentation on your research topic. Think of this as a “lightning talk,” where you briefly introduce your research question and what you've concluded from your investigation. For

full credit, you'll need to make a clear and persuasive argument about what your research indicates; don't simply regurgitate a list of statistics or claims. Please note that your final presentation slides will be due the night before you're scheduled to present.

4. **Response to Feedback (due Apr 19) (10% of grade):** As you give your presentation, the other students in the class will write feedback and hand it to you after class. This feedback may include questions the presentation raised, issues that were unclear, or aspects they'd like to know more about. You'll write a 2–3 page response memo, briefly summarizing the most common questions or concerns and addressing each of them in turn.

I strongly encourage you to come to office hours to discuss your project, brainstorm ideas, find relevant sources, etc. I'm here as a resource for you.

6. Final Exam (Apr 27) (15% of grade)

The final exam will take place in our normal classroom (BEH S 110) on Monday, April 27, from 3:30 to 5:30pm. The exam will be cumulative. Like the quizzes, it will include multiple-choice, short-answer, and essay questions. More information will be provided as we approach the final exam day.

Note about final grades: Students often ask how they can improve their chance of a good final grade. My general advice is this: *Show that you care*. Come to office hours, chat with me about the course material, reach out if you're struggling, contribute your insights in class discussion. Although these acts alone won't guarantee you an A, they might help push up a borderline grade, and they may increase my motivation to help out in other ways (e.g., offering an extension on an assignment). If you wait until the end of the semester to voice your concerns, there is not much I can do to help.

KEY DATES

January 19	~ No class (MLK Jr. Day) ~
February 2	Quiz #1
February 5 (by 11:59pm)	Topic statement due
February 12 (by 11:59pm)	"Demography in the News" essay due
February 16	~ No class (Presidents Day) ~
March 2	Quiz #2
March 9 & 11	~ No class (Spring Break) ~
March 17 (by 11:59pm)	Optional: 2 nd "Demography in the News" essay due
March 19 (by 11:59pm)	Draft of presentation slides due
April 6–13	In-class presentations
April 19 (by 11:59pm)	Response to student feedback
April 27, 3:30–5:30pm	Final exam (BEH S 110)

Classroom Policies

Classroom Etiquette

We will be discussing challenging social issues in this class, including heated policy debates (e.g., abortion and immigration) and health issues that have likely touched the lives of students in this class (e.g., the opioid epidemic). Each person comes to class with a unique background and perspective; I encourage students to draw on that perspective when discussing sociological issues in class. Keep in mind that sharing opinions and experiences is a valuable but sometime uncomfortable experience, and everyone must make the commitment to create an atmosphere of respect for each person's contribution. Various points of view are welcome and expected. Please be as respectful and open-minded as possible not only when listening to viewpoints different from your own, but in responding to those viewpoints if you choose to do so. If students choose to divulge their own experiences, such experiences should not be shared outside of the classroom without permission. Finally, please note that disruptive conduct in class and failure to comply with course policy may result in sanctions.

Course Readings

To minimize costs to you, I have made all of the readings available on Canvas. You should complete each reading *before* class and be ready to discuss the readings during class. This is an important part of your participation grade (see above).

Note: All readings marked “Recommended” are completely optional. I’ve provided them only if you are interested in a topic and would like to learn more. Because these readings are not uploaded to Canvas, please email me and I will send you a digital copy.

ChatGPT and Other Generative AI Programs

It goes without saying, but I have to say it: Programs like ChatGPT are strictly forbidden for any purpose, including but not limited to assignments, Canvas posts, and class participation. (This includes using Grammarly and other programs to rewrite essays. Microsoft Word can already identify basic grammatical errors—you don’t need AI to do this.) If you use AI, I will give you a zero and I may or may not give you the opportunity to redo the assignment for partial credit. The persistent use of generative AI may also result in sanctions, including a failing grade and a report of academic misconduct to the Dean of Students.

Late Work

Late assignments will be penalized a half-grade for each day they are overdue. For example, an assignment that *would* have received a B+ will receive a B if turned in one day late, a B- if turned in two days late, etc. If you know you cannot turn in an assignment on time, and have a reasonable explanation (e.g., family emergency, serious illness), please contact me as soon as possible.

Contacting Me

The best way to contact me is by email at max.coleman@utah.edu. Though I aim to respond in a timely manner, I am constrained by other obligations, including research and teaching prep. You can expect to hear from me within two weekdays; if you haven’t, feel free to send me another message: “Just wanted to see if you got my previous email.” Please note: If you have sensitive or complex questions, I encourage you to set up a time to meet with me during office hours (or via Zoom).

Laptops, Cell Phones, and Other Electronics

Devices such as laptops and tablets may be used for academic purposes only. Forbidden activities include texting, checking social media, reading emails, shopping, and surfing the web. Studies have shown that laptops detract from classroom learning even when used for noble purposes—for example, notes taken by hand are better remembered than notes taken on the computer. Because digital technologies can be a major source of distraction in the classroom, students may lose the privilege of using these devices. Cell phones should be turned off or silenced (I put mine in Airplane mode to prevent calls). If you have questions about the use of these devices, please contact me.

Online Course Materials

The instructor teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, recorded lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the instructor. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Writing Help

Located in the Marriott Library in room 2701, the [University Writing Center](#) is designed to help students become more confident writers. Tutors can help students understand assignments, develop ideas, organize thoughts, form arguments, improve the clarity of writing, improve continuity and flow, consider the audience, polish their style, document sources correctly, avoid plagiarism, and learn about common grammatical errors. This is a free service that is available to all students. You can make an appointment [online](#).

I am also here as a resource for you. Feel free to reach out to me, but keep in mind that it's easier for me to provide feedback in advance rather than two days before the deadline. Finally, see the end of this syllabus for a document called "Writing Conventions in Sociology," which may help you with formatting and other concerns.

University Policies

Drop/Withdrawal Policies

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's Academic Calendar.

Student Mental Health

Your well-being is and should be a top priority. If at any time during the semester you find yourself battling mental health issues that are impacting your participation in or work for the course, please contact me. For adjustments to course requirements or classroom policy, such as extended test-taking time, please contact the [Center for Disability & Access](#) (see below). Students can obtain **free counseling** in person or online through the [University Counseling Center](#), Student Services Building Rm 426, (801) 581-6826. Free, 24-hour support and problem-solving are also available by

chat/messaging through [SafeUT](#) and the [My Student Support Program \(MySSP\)](#) app. For more mental health resources, visit studentaffairs.utah.edu/mentalhealth.

The Americans with Disabilities Act

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the [Center for Disability & Access](#), 162 Olpin Union Building, (801) 581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

Given the nature of this course, attendance is required and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request flexibility due to a disability, please contact the [Center for Disability & Access](#) (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate.

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit <https://safeu.utah.edu>.

Bias Reporting

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are unacceptable in our classroom or on campus. What should you do if you witness or experience a bias incident? Report it by submitting a report [online](#) or contacting the Dean of Students Office at deanofstudents@utah.edu or 801-581-7066.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Lauren's Promise: As your instructor for this course, I have made Lauren's Promise. This is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a

safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation. **Please note, however, that I am a "mandatory reporter,"** so if you share your experiences with me, I am required to report them to the university's Office of Equal Opportunity and Affirmative Action (OEO/AA). For a **confidential alternative** that does not require reporting, you can reach out to a [Victim-Survivor Advocate](mailto:advocate@sa.utah.edu) on their website or via email (advocate@sa.utah.edu).

Academic Misconduct Statement

It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>.

Diversity Statement

I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.

Undocumented Student Support Statement

If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or visit dream.utah.edu.

COURSE SCHEDULE

Week One: Introduction (Jan 5 and 7)

Monday, Jan 5: First Day of Class

- Boyle (2016): How to do a “fast and thorough read” of academic work

Wednesday, Jan 7: Introduction to Demography

- Xie (2000), “Demography: Past, Present, and Future”
- Poston and Bouvier (2017), “An Introduction to Demography.” Ch. 1 in *Population and Society: An Introduction to Demography*, 2nd edition.
- **Recommended:** McFalls Jr. (2007), “[Population: A Lively Introduction](#)”

Week Two: Population Growth (Jan 12 and 14)

Monday, Jan 12: Basics of Population Growth

- Coale (1974), “The History of the Human Population,” pp. 41-43
- Lundquist et al. (2015), “Population Growth” (pp. 47-65 only). Ch. 3 in *Demography: The Study of Human Population*, 4th edition.
- Kaneda and Bremner (2014), “Understanding Population Projections: Assumptions Behind the Numbers”

Wednesday, Jan 14: Fears of a Population Bomb

→ **Reminder: Canvas Questions due Sunday, Jan 11 by 11:59pm**

- *The Economist* (2008), “Malthus, the False Prophet.”
- Lam (2011), “How the World Survived the Population Bomb: Lessons from 50 Years of Extraordinary Demographic History”
- VIDEO: Haberman (2015), “[The Unrealized Horrors of Population Explosion](#)”

Week Three: The Epidemiological Transition (Jan 21):

Monday, Jan 19: NO CLASS (Martin Luther King Jr. Day)

Wednesday, Jan 21: Rising Life Expectancy and The Epidemiological Transition

→ **Reminder: Canvas Questions due Tuesday, Jan 20 by 11:59pm**

- Wilkinson (1996), *Unhealthy Societies*, Ch. 3: “Rising Life Expectancy and the Epidemiological Transition”
- **Recommended:** Riley (2001), *Rising Life Expectancy: A Global History*, Introduction

Week Four: Mortality Trends (Jan 26 and 28):

Monday, Jan 26: Falling Life Expectancy: The Opioid Epidemic, COVID-19, and More

- Woolf (2023), “Falling Behind: The Growing Gap in Life Expectancy Between the United States and Other Countries, 1933–2021”

- VIDEO: PBS NewsHour (2022), “[U.S. life expectancy falls to lowest level since mid-1990s due to COVID and drug overdoses](#)”
- Aburto et al. (2022), “Significant Impacts of the COVID-19 Pandemic on Race/Ethnic Differences in US Mortality”
- **Recommended:** Podcast: “[Why Americans Are Dying So Young with Anne Case and Angus Deaton](#).” *Why Is This Happening? The Chris Hayes Podcast*.

Wednesday, Jan 28: Infant Mortality in Global Perspective

- McNeil Jr. (2018), “[Infant Deaths Fall Sharply in Africa With Routine Antibiotics](#),” *New York Times*
- Johnson-Hanks (2018), “When the Wages of Sin Is Death: Sexual Stigma and Infant Mortality in Sub-Saharan Africa.” Ch. 11 in *The International Handbook on Gender and Demographic Processes*
- Jang and Lee (2022), “A Review of Racial Disparities in Infant Mortality in the U.S.”

Week Five: Fertility, Part 1 (Feb 2 and 4):

Monday, Feb 2: Fertility and Reproduction

→ *Quiz #1 today in class*

- Lundquist et al. (2015), Excerpts from Ch. 7 of *Demography: The Study of Human Population*, 4th edition, pp. 227-231, 244-258
- Wilson (2018), “Unconceived Territory: Involuntary Childlessness and Infertility Among Women in the United States.” Ch. 7 in *The International Handbook on Gender and Demographic Processes*.
- Chavez (2013), “Latina Sexuality, Reproduction, and Fertility as Threats to the Nation.” Ch. 3 in *The Latino Threat*.

Wednesday, Feb 4: Demographic Transition II: Fertility Decline

→ *Topic statement due Feb 5 by 11:59pm*

- Lesthaeghe (2014), “The Second Demographic Transition: A Concise Overview of Its Development”
- Hirschman (1994), “Why Fertility Changes”
- VIDEO: 60 Minutes (2025), “[Japan’s Population Shrinking as Marriage and Birth Rates Plummet](#)”

Week Six: Fertility, Part 2 (Feb 9 and 11):

Monday, Feb 9: Family Planning: Contraception and Birth Control

- Sinding (2007), “Overview and Perspective.” Ch. 1 in *The Global Family Planning Revolution*
- Cleland et al. (2006), “Family Planning: The Unfinished Agenda”
- Kaiser (2011), “Does Family Planning Bring Down Fertility?”

Wednesday, Feb 11: The “Crisis” of Low Fertility and the Pronatalist Movement

→ *“Demography in the News” essay due Feb 12 by 11:59pm*

- Krause (2018), “Reproduction in Retrospective, or What’s All the Fuss Over Low Fertility?” Ch. 5 in *The International Handbook on Gender and Demographic Processes*
- VIDEO: PBS NewsHour (2025), “[A Look Inside the Pronatalism Movement Encouraging Americans to Have More Children](#)”
- **Recommended:** Morgan (2003), “Is Low Fertility a Twenty-First-Century Demographic Crisis?”
- **Recommended:** Del Valle (2024), “[The Far-Right’s Campaign to Explode the Population](#).” *Politico Magazine*

Week Seven: Pairing Up (Feb 18):

Monday, Feb 16: NO CLASS (Presidents Day)

Wednesday, Feb 18: Marriage & Cohabitation

- Coontz (2005), “What’s Love Got to Do with It?” In *Public and Private Families: A Reader*, 7th edition.
- Cherlin (2020), “Degrees of Change: An Assessment of the Deinstitutionalization of Marriage Thesis”
- **Recommended:** Smock and Manning (2015), “New Couples, New Families: The Cohabitation Revolution in the United States.” Ch. 12 in *Families as They Really Are*, 2nd edition

Week Eight: Family Challenges (Feb 23 and 25):

Monday, Feb 23: Divorce and Separation

- Cherlin (2021), “Union Dissolution and Repartnering.” Ch. 12 in *Public and Private Families: An Introduction*, 9th edition.
- Rutter (2015), “The Case for Divorce.” Ch. 21 in *Families as They Really Are*, 2nd edition
- **Recommended:** Sayer and Bianchi (2000), “Women’s Economic Independence and the Probability of Divorce: A Review and Re-examination”

Wednesday, Feb 25: Estrangement, or Going “No Contact”

- Coleman (2020), “[Estranged](#),” *Aeon Magazine*
- Reczek et al. (2022), “Parent-Adult Child Estrangement in the United States by Gender, Race/Ethnicity, and Sexuality”
- **Recommended:** VIDEO: “[Oprah Explores the Trend of Going No Contact with Your Family](#)”

Week Nine: Contemporary Families: Blended Households, LGBTQ Parenting, and More (Mar 2 and 4):

Monday, Mar 2: Contemporary Families, Part 1

→ *Quiz #2 today in class*

- Coleman and Ganong (2015), “Stepfamilies as They Really Are.” Ch. 22 in *Families as They Really Are*, 2nd edition
- Levin (2004), “Living Apart Together: A New Family Form”

Wednesday, Mar 4: Contemporary Families, Part 2

- Compton and Baumle (2018), “Demographics of Gay and Lesbian Partnerships and Families.” Ch. 18 in the *International Handbook on Gender and Demographic Processes*.

~ NO CLASS MARCH 7–15 (ENJOY SPRING BREAK!) ~

Week Ten: Migration (Mar 16 and 18):

Monday, Mar 16: Migration Trends

→ **Optional 2nd “Demography in the News” essay due Mar 17 by 11:59pm**

- Massey (2023), “The Shape of Things to Come: International Migration in the Twenty-First Century.” Ch. 2 in *Migration and Integration in a Post-Pandemic World*
- Nagel (2025), “Immigration Policy in the Second Trump Administration: Restriction, Removal, and the Limits of MAGA Nativism”
- VIDEO: *The Economist* (2023), “[Climate-Change Migrants: What Can Be Done?](#)”
- **Recommended:** Chavez (2013), “The Latino Threat Narrative.” Ch. 1 in *The Latino Threat*
- **Recommended:** Hunter and Nawrotzki (2016), “Migration and the Environment.” Ch. 7 in the *International Handbook of Migration and Population Distribution*
- **Recommended:** Patler and Jones (2025), “The US Deportation System: History, Impacts, and New Empirical Research”

Wednesday, Mar 18: Migration and Health

→ **Draft of presentation slides due Mar 19 by 11:59pm**

- Markides and Rote (2015), “Immigrant Health Paradox.” In *Emerging Trends in the Social and Behavioral Sciences*
- Nicole (2023), “Paradox Lost? The Waning Health Advantage among the U.S. Hispanic Population”
- **Recommended:** Wallace and Brown (2012), “Health Barriers.” In *Encyclopedia of Immigrant Health*

Week Eleven: Health, Part 1 (Mar 23 and 25):

Monday, Mar 23: Longevity and Aging

- Oeppen and Vaupel (2002), “Broken Limits to Life Expectancy”
- Vespa (2018), “[The Graying of America: More Older Adults Than Kids by 2035.](#)” U.S. Census Bureau
- **Recommended:** Fries (1980), Aging, Natural Death, and the Compression of Morbidity”

Wednesday, Mar 25: Health Inequalities by Sex/Gender and LGBT Identity

- Case and Paxson (2005), “Sex Differences in Morbidity and Mortality”
- Stacey et al. (2022), “Toward a Holistic Demographic Profile of Sexual and Gender Minority Well-Being”

Week Twelve: Health, Part 2 (Mar 30 and Apr 1):

Monday, Mar 30: Health Inequalities by Socioeconomic Status

- McLanahan (2004), “Diverging Destinies: How Children are Faring Under the Second Demographic Transition”
- MacIntyre (1997), “The Black Report and Beyond: What Are the Issues?”

Wednesday, Apr 1: Health Inequalities by Race and Ethnicity

- Takeuchi et al. (2010), “Race, Social Contexts, and Health.” Ch. 6 in the *Handbook of Medical Sociology*, 6th edition
- Geronimus et al. (2006), “‘Weathering’ and Age Patterns of Allostatic Load Scores Among Blacks and Whites in the United States”
- **Recommended:** Umberson (2017), “Black Deaths Matter: Race, Relationship Loss, and Effects on Survivors”

Week Thirteen: Presentations (Apr 6 and 8)

→ *Final presentation slides due the night before you are scheduled to present*

Monday, Apr 6: Presentations I

Wednesday, Apr 8: Presentations II

Week Fourteen: Wrapping Up (Apr 13 and 15):

Monday, Apr 13: Presentations III

Wednesday, Apr 15: Demography Is Destiny? Demographic Projections, Policy Approaches, and Political Implications

→ *Response to student feedback on presentations due Apr 19 by 11:59pm*

- Vespa et al. (2018), “[Demographic Turning Points for the United States: Population Projections for 2020 to 2060.](#)” U.S. Census Bureau
- Lu (2024), “Political Demography: The Political Consequences of Structural Population Change”
- **Recommended:** Hartig et al. (2025), “[Demographic Profiles of Trump and Harris Voters in 2024.](#)” Pew Research Center
- **Recommended:** Poston and Bouvier (2017), “Population Policy.” Ch. 15 in *Population and Society: An Introduction to Demography*, 2nd edition.

Week Fifteen: Exam Review (Apr 20):

Monday, Apr 20: Review Day

- No readings, but submit Student Course Feedback here:
<https://cte.utah.edu/scf/students/login>

Wednesday, April 22: NO CLASS

FINAL EXAM: Monday, April 27, 3:30–5:30pm, BEH S 110

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in person or through Canvas.

Writing Conventions in Sociology

Max Coleman, Spring 2026

I expect all of your papers—as well as outlines, bibliographies, etc.—to adhere to American Sociological Association (ASA) format. You may have been trained in other formats, such as MLA or Chicago, but here I will ask that you use ASA format.* The American Sociological Association has prepared a webpage called “[Quick Tips for ASA Style](#),” which will be very helpful. I will not be a stickler about formatting, but I do ask that you respect the following rules:

- All papers must be written in 12-point Times New Roman font, double-spaced (unless I indicate otherwise), and with one-inch margins all around.
- Each page must begin with a header at the top-right that tells me your name as well as the page number. For example: Coleman 1, Coleman 2, Coleman 3 . . .
- The first page of each paper should include the following at the top-left:

Student Name
Course #
Professor Name
Day Month Year [This is the day the assignment is due.]

For example, you might write:

Vanessa Radler
SOC 3650-001
Prof. Coleman
24 September 2020

You will find that this simple four-line approach works well for academic papers in almost any class you ever take.

- If you reference an author’s ideas, you must immediately cite the author, *even if you do not quote them*. This is called an in-text citation and is formatted as follows: **(LastName PubYear:Page Number)**. For example, you might write:

According to Erich Fromm, the loss of communal ties in the modern age produced a kind of “moral aloneness” **(Fromm 1941:34)**.

If you do not quote the author, you can remove the page number. For example:

The loss of communal ties in the modern age made individuals feel alone and powerless **(Fromm 1941)**.

- You must provide a formal bibliography at the end of your research paper. See “[Quick Tips for ASA Style](#)” for the proper formatting. And for all assignments, you must give credit when you cite another author’s ideas. This can be as simple as saying, “Erich Fromm argues . . .” Please do provide page numbers when using direct quotes.

- If you need help with formatting, you are welcome to ask me, though a quick Google search can often answer the more basic questions.
- Finally, it is essential that you proofread your work before turning it in. Do whatever you have to do—read it out loud, ask a friend to look it over, visit the [University Writing Center](#)—but by all means, review your work before submitting it. While the content of your writing *should* matter more than formatting, consistently poor grammar and spelling can be very distracting, and I may lower your grade on an assignment if it shows a lack of proper attention to these details. On the other hand, an essay with impeccable formatting allows me to focus on your argument. Study after study indicates that these trivial details—including the font in which your essay is written—can have a serious impact on your grade, even if the instructor does not realize it! So do yourself a favor by attending to spelling, grammar, and other formatting conventions.

The University Writing Center:

Located in the Marriott Library in room 2701, the [University Writing Center](#) is designed to help students become more confident writers. They can help students understand assignments, develop ideas, organize thoughts, form arguments, improve the clarity of writing, improve continuity and flow, consider the audience, polish and improve style, document sources correctly, avoid plagiarism, and learn about common grammar errors. This is a free service that is available to all students. You can make an appointment [online](#).

**I understand that learning a new formatting style can be time-consuming, but it is worth the trouble if you plan to take other sociology courses. However, if you'd strongly prefer to use a format you know already, such as MLA, APA, or Chicago style, you are welcome to do so. All I ask is that you stay consistent (i.e., don't mix styles).*