

DEMOG/SOCIOL C126 — Sex, Death, and Data

⇒ Mostly complete but subject to revisions. We will announce any key changes ⇐

Begin/End	Wednesday, August 25 to Friday, December 3
Requirements	<ul style="list-style-type: none"> ● Five biweekly single-page written memos ● One short empirical term paper with 5 waypoint deliverables ● One plagiarism quiz online ● Participation in sections ● One online final exam
Please consult the COURSE CALENDAR and SECTION LIST	
Meetings	<ul style="list-style-type: none"> ● Mondays: 11:10 AM – 12:00 PM in Birge Hall room 50 ● Wednesdays: 11:10 AM – 12:00 PM in Birge Hall room 50 ● Fridays: 11:10 AM – 12:00 PM on Zoom with password “c126” ● Sections as scheduled in Wheeler, Barker, and Soc Sci Bldg, and on Zoom (Fridays at 1pm) ● Office hours via Zoom
Fall 2021 plan	<p>STAY TUNED. We will plan for flexibility. Students who feel uncomfortable in close quarters can be remote. Our credo: Just make it work. I trust you. We’re in this together.</p>
Websites	<p>bCourses site Piazza site Demog Sociol c126 Fall 2021 folder on Google Drive Please authenticate using your @berkeley.edu account</p>
Classes entries	<p>DEMOG C126 SOCIOL C126</p>
Readings	<p>No textbooks. Freely available online via JSTOR, etc. See the calendar Please configure your browser to use the library proxy</p>

FALL 2021 GAME PLAN

As of August 18, our enrollment is 129 students, and we are scheduled to meet in person in Birge Hall 50 whose capacity is listed at 159. ETS informs me that the room should be updated for video conferencing capabilities in time for the term, and we are also signed up for Course Capture. According to the campus [ventilation report](#) (page is now down as of 8/19/21), Birge uses 100% outside air and has a MERV 13 rating, which [EPA states is high enough to trap viruses](#).

I am a veteran of both in-person and distance instruction, and my intention this term is to make the course as accessible as possible to all of you, given all of your individual needs. As we stay tuned to evolving directives from the city and the university, I trust you all to make the best decisions for your

health and well-being. We will find a way for you to participate, whether physically near or far. Please keep in mind that COVID-19 or wildfire smoke might quickly shift our learning mode this fall.

Instructional personnel:

Ryan D. Edwards
Lecturer, Economics & Demography
ryanedw@berkeley.edu

[Office hours scheduled on Calendly](#)
Exclusively on Zoom
Tue/Thu 1–3 PM, 15 minute increments

Sally-Ann Akuetteh
Graduate Student Instructor
sallyann_a@berkeley.edu

TBA

Elizabeth Breen
Graduate Student Instructor
elizabeth_breen@berkeley.edu

[Click here for an office hours appt](#)
Wed 10-11am at the Demog Dept. basement
Fri 12-1pm on Zoom

Rae Willis-Conger
Graduate Student Instructor
rebeca_willisconger@berkeley.edu

TBA

OVERVIEW:

Demography / Sociology c126 has the best title of any course I have ever taken or taught. It is short and sweet, provocative and parsimonious. Demography and sociology are huge domains, and we will cover the highlights with a fully modern treatment.

In Fall 2021, in addition to talking about sex and death, we will also reintroduce **immigration** as a major topic, the third component of population change and newly salient given the recent events in Afghanistan and continuing challenges along the U.S. southern border. Do immigrants assimilate? How do we measure assimilation, and what are the implications for natives and immigrants, for households and for communities? By “**sex**” in c126, we really mean sex and gender identity, how those relate to family, reproduction, and well-being in historical and contemporary populations, and how we measure and make sense of it all. By “**death**” we mean the causes and consequences of population health. And **data** are what we collect from surveys, bureaucratic forms, and increasingly from user accounts and portable electronic devices, which we hope cast some light on these concepts of key interest.

Through it all, our focus in c126 will start with basic concepts, developing how we measure them and why the method matters, and finally analyzing what we get. At the end of this course, you

will have developed a basic toolkit for understanding statistical data about birth, death, and migration, and for thinking about population issues as they relate to contemporary life.

Compared to its cousin course DEMOG 110, our course DEMOG / SOCIOL c126 is less concerned with mathematical demography and the formal rigor of statistical measures, and more concerned with the granular method of measuring — often by asking people questions that are subject to interpretation — and with the social implications of the measures. Another cousin course, DEMOG / ECON c175, deals more directly with the economic causes and consequences of population dynamics, which often are as important for political decision making as are the social consequences. There is plenty of topical overlap between these courses, but the course activities and tools are different. We will use Google Sheets (or Microsoft Excel) in c126 to help us with data analysis, but we will not code extensively.

UNDERGRADUATE LEARNING GOALS:

The Sociology Department at the University of California, Berkeley has articulated the following goals for undergraduate majors, which are mapped to specific course activities in c126:

Learning goal	Course activities
Understand and apply key sociological concepts and social theories	Lecture, section, memoranda, term paper
Understand and be able to employ key research methods and data used by social scientists	Lecture, section, memoranda, term paper
Be prepared to use a sociological lens and skills in future endeavors, in the workplace or community	Memoranda, term paper
Formulate a well-organized argument supported by evidence	Memoranda, term paper
Develop effective written communication skills	Memoranda, term paper
Develop the ability to use critical thinking and research skills to evaluate and understand complex situations	Memoranda, term paper
Achieve an understanding of professional, civic, and ethical responsibility	Lecture, section

TEXTBOOKS:

None. We will use readings that are available via JSTOR and other sources via the University's subscriptions. Please configure your browser to use the [library mproxy](#) if you are connecting from off campus.

CONCURRENT ENROLLMENT:

If there is space in the class, we will process requests of concurrent enrollment (CE) students starting the second week of classes, which means around Wednesday, September 1, 2021.

PREREQUISITES:

The prerequisites for DEMOG / SOCIOL c126 are the standard ones for upper-division Sociology classes: SOCIOL 1, 3, or 3AC.

There is no math per se, but it is important to understand basic statistical concepts like an average, an outlier, a variance or standard deviation, and similar things. Basic knowledge of a spreadsheet program like Google Sheets or Microsoft Excel is not required but will be helpful.

REQUIREMENTS:

- One short online plagiarism quiz, multiple choice & true/false 5%
- Five biweekly single-page written memoranda 35%
- Section participation that rewards good-faith effort (see below) 10%
- One short term empirical paper with 5 graded deliverables 40%
- One short final exam online, with multiple-choice & true/false 10%

Due dates are shown in the [course calendar](#).

There is a [short plagiarism tutorial](#) we would like you browse, and a 10-question true/false **plagiarism quiz** for you to complete on bCourses. You can take the quiz as much as you like in order to maximize your score, but there is a due date.

The five biweekly single-page **memoranda** will cover specific topics that mirror our progression through the course content, and they will have their own grading rubrics. For memos and term paper deliverables, we will use the Turnitin plagiarism review tool on bCourses (see below).

Participation and attendance in sections is important. Section participation involves presenting on readings and engaging with other students. Attendance may be difficult for some students given the current circumstances. This is not a normal semester for anyone, and we

acknowledge that everyone has unique challenges under the current conditions. Still, your attendance and participation in sections is a vital part of this course. If you have to miss class, please email your GSI and let them know. If you foresee more consistent problems with attending section, please have a discussion with your GSI about alternate forms of participation (e.g. attending Zoom office hours, writing up notes about the readings, answering questions on Piazza, etc.).

The **empirical term paper** is a short paper with no more than 5 pages of text in which you motivate and examine a question that you can answer with data. It cannot be a literature review, and the data you examine need to come from primary sources, like for example a Census Bureau webpage or statistical report, and not from a newspaper or journal article that describes that statistical report.

There are five term paper deliverables, which are described below and also with more detail in [c126 Term paper deliverables fall 2021](#). Each deliverable will have its own grading rubric.

1. Topic statement with 3 sentences: Question & motivation, Data, Answer & implications
2. Produce one table or figure with your data set and briefly describe it
3. Rough draft
4. Mostly done draft
5. Final draft

Groups of students may collaborate on data analysis. But each student must write up their results in their own words. The results, meaning tables and graphs, can be the same, but the prose descriptions of the project must be different. Short technical sections that merely describe the data can be the same. Make sure to list your collaborators on your assignments if you have any. For memos and term paper deliverables, we will use the Turnitin plagiarism review tool on bCourses (see below).

The **short final exam** will test your absorption of concepts in social demography. We will write a friendly, “gotcha”-free exam with multiple-choice and true/false questions, test it among the instructional staff, and run it on bCourses. We will not write “multiple answer” questions, which are universally disliked. Expect something like 30 questions over 1 hour of time, with DSP students’ receiving their time multipliers.

LATE POLICY:

- DSP students receive full accommodation. [Please see below](#).

- Others with extenuating circumstances such as medical or family emergencies will not be penalized for late submissions *if they contact Prof. Edwards in advance via email*
- Assignments submitted after their deadlines will be penalized 25% for each 24 period:
 - Late[†] by 1-24 hours: 25% penalty
 - Late after 24 but before 48 hours: 50% penalty
 - Late after 48 but before 72 hours: 75% penalty
 - Late after 72 hours: 100% penalty

[†] Late by < 1 hour is not considered late. If your computer burps, etc., that's fine. More than that? Get in touch.

The final exam quiz *will have to be completed within the time window specified on the exam*, typically a 72-hour window to allow flexibility if we are remote because of COVID or other reasons, possibly less if we are not remote.

GRADING POLICY:

Grading will either be based on standard percentage thresholds (0-59% = F; 60-69% = D; 70-79% = C; 80-89% = B; 90-100% = A), known as the “straight percentage” grade; or it will be based on a curve around a median grade of B, whichever scheme ends up being more generous for the student. The intention is to reward achievement of the learning goals, not to create anxiety or spur gaming behavior.

Based on recent experience, the majority of students should expect to earn their “straight percentage” grade rather than the curve, which tends to help those few at the bottom end.

More specific questions? Wondering what a score of 93.1% will earn? Look at the [Grading Schemes Sheets document on Drive](#).

Our grading scheme means if you think somebody else is cheating, they can't break the curve for you. You will still get your % and that grade or better. In other words, you have no extra incentive to cheat because of the grading scheme, which some have considered to be problematic in the past.

bCourses Grades by default should tell you a decent forecast of your ultimate “straight percentage” grade, if you have the “Calculate based only on graded assignment” option checked. When you have that option checked, bCourses omits any assignments that are not yet graded from the numerator and the denominator. If scores on your ungraded future work are **better/similar/lower** compared to your past scores, you will earn a **better/similar/lower** final “straight percentage” grade.

GRADING REDEMPTION:

Students who bomb some early requirements but who are able to improve their performance may receive a reweighting that favors later course requirements. Grades should reward effort in addition to signaling the attainment of learning objectives. (Students who do well early but bomb late requirements should not expect to receive similar protection in reverse, unless they can cite a medical or other reason for the situation.)

SCHEDULE:

Please consult the [class calendar](#) for specifics. For enrollment change deadlines, please consult the UC Berkeley Registrar.

STATEMENT ON ACCOMMODATION:

Students with disabilities and other special needs will be fully accommodated. UC Berkeley's [Disabled Students Program \(DSP\)](#) is the group to approach initially for such needs.

Please email the instructor if special needs may impact completion of course requirements.

Please carefully read the [class calendar](#). If you need to request an alternative due date or other accommodation pertaining to your religious creed, your extracurricular schedule, illnesses, disabilities, pregnancy or parenting, please submit a request directly to the instructor by the end of the second week of the term or when the condition develops. In general, please notify the instructor in writing (email) about these issues and, if you can, please suggest a solution.

EVALUATION OF STUDENT PERFORMANCE:

Multiple-choice quizzes will be graded with a single, uniform, and transparent standard.

Memoranda and the term paper will be graded on a points system with partial credit possible. GSI's may collaborate by grading these in separate sections. Regrade requests can be submitted up to a week after grading for the deliverable is done and released to students. Instructional staff will check the entire deliverable (problem set or exam) for accuracy and consistency in grading. The final score could go up or down depending on what is found.

STUDENTS' AND INSTRUCTORS' RIGHTS:

Students and instructors are expected to respect the rights of others to express their points of view. Some course materials may be copyrighted and should not be publicly distributed.

SAFETY AND EMERGENCY PREPAREDNESS:

Normally this section would offer policies for what to do in case of an earthquake, emergency, etc. In a distance learning environment, students are advised to understand policies relevant for their individual physical locations.

UC BERKELEY HONOR CODE:

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.”

Students are expected to adhere to the honor code at all times, and they will be requested to rewrite the honor code on assignments they submit. Questions? Please consult the [CTL Honor Code page](#) and ask the instructor.

ACADEMIC INTEGRITY:

In DEMOG / SOCIOL c126, integrity, honor, and honesty must be maintained at all times. Students will affirm the [UC Berkeley Honor Code](#) on assignments.

If you are uncertain about what *plagiarism* is, please consult with the instructor. A good rule of thumb is: if you can explain a concept in your own words, then you need to do it, rather than copy the concept verbatim. If you cannot explain it, then you need to spend time learning it or asking for help.

You must answer questions using your own words to describe concepts and results as you understand them. It is not acceptable to copy answers, perhaps changing a few words using a thesaurus, and submit it as your own work. That is plagiarism.

If the instructional staff identify cases of academic dishonesty by students in DEMOG / SOCIOL c126, which include but are not limited to copying and plagiarizing, those students will face the full consequences of their actions.

As noted above, we will be using the Turnitin plagiarism detection software linked to bCourses. In its default configuration, it should share a report with you immediately after you submit. As you may know, Turnitin reports are useful but far from perfect, and we are aware of this and do not jump to unwarranted conclusions.

DISCLAIMER:

This syllabus is subject to change. Please check back during the term for updates.

Department of Demography
University of California, Berkeley
Last updated: 8/19/21

Fall 2021
DEMOG/SOCIOL C126
Prof. Ryan D. Edwards

FAQ:

Q: Should I come to class if I feel sick?

A: No, please stay home. Our intention is to make all class materials as accessible as possible to everyone regardless of their physical location and situation.

Q: Is attendance in lecture required?

A: No. The requirements do not include attending synchronous sessions. But I strongly suggest that you attend class.

Q: Is attendance in section required?

A: Attendance and participation in section is very important, and good-faith effort to attend and participate earns you 10% of the overall course grade. If you can't attend section or don't have a section, [see below](#).

Q: When does class (lecture) begin?

A: Wednesday, August 25.

Q: When do sections begin?

A: Monday, August 30.

Q: I can't attend my section, or I don't have a section. What can I do?

A: Fill out the [DEMOG / SOCIOL c126 Section Issues](#) form.

Q: Can I work together with other students?

A: Yes, within reason. Groups of 2 are fine. Groups of 3 or more need to ping Prof. Edwards first. You must list your collaborators on your assignments, and you *must write using your own words*. Shared descriptions of the dataset are fine, but your analysis must be your own.

Q: I am a student athlete. Will travel be a problem?

A: No, there are no in-class exams. Assignments are typically due Sundays by midnight. If you envision a problem in advance, email Prof. Edwards about it and request an extension.

Q: I am a DSP student. Can I have additional time on my assignments?

A: Yes, all accommodations will be fully supported. You will need to propose to me a set of due dates that work better for you, and I will approve them and keep track of them with the GSIs.

Q: I'm not an athlete and not a DSP student, can I have an extension on an assignment?

A: Get in touch before the due date and we can see what can be done. It's important that students stay current in the class.

Reading List

Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." *Journal of Economic Perspectives*, 17 (4): 167-190.
DOI: 10.1257/089533003772034943

Westbrook L, Saperstein A. New Categories Are Not Enough: Rethinking the Measurement of Sex and Gender in Social Surveys. *Gender & Society*. 2015;29(4):534-560.
doi:10.1177/0891243215584758

Houle B, Angotti N, Clark SJ, et al. Let's Talk about Sex, Maybe: Interviewers, Respondents, and Sexual Behavior Reporting in Rural South Africa. *Field Methods*. 2016;28(2):112-132.
doi:10.1177/1525822X15595343

Wellings K. et al. 2006. Sexual and reproductive health 2 - Sexual behaviour in context: a global perspective. *Lancet* 368(9548): 1706- 1728.

Bancroft, John. "Alfred Kinsey's Work 50 Years Later" in Kinsey, Alfred C. *Sexual Behavior in the Human Female*. Indiana University Press, 1998. Project MUSE muse.jhu.edu/book/42036.

Mason, Karen Oppenheim. "Explaining Fertility Transitions." *Demography*, vol. 34, no. 4, 1997, pp. 443–454. JSTOR, www.jstor.org/stable/3038299. Accessed 27 Aug. 2021.

Bongaarts, John. "A Framework for Analyzing the Proximate Determinants of Fertility." *Population and Development Review*, vol. 4, no. 1, 1978, pp. 105–132. JSTOR, www.jstor.org/stable/1972149. Accessed 27 Aug. 2021.

Kusunoki, Yasamin, and Dawn M. Upchurch. "Contraceptive Method Choice Among Youth in the United States: The Importance of Relationship Context." *Demography*, vol. 48, no. 4, 2011, pp. 1451–1472. JSTOR, www.jstor.org/stable/41408197. Accessed 27 Aug. 2021.

Greil, A. and J. McQuillan. 2018. "Reproductive Technology: Possibilities and Paradoxes." In *Familie, Bildung, Migration*. Kapella et al., eds.

L. Schmidt, T. Sobotka, J.G. Bentzen, A. Nyboe Andersen, on behalf of the ESHRE Reproduction and Society Task Force, Demographic and medical consequences of the postponement of parenthood, *Human Reproduction Update*, Volume 18, Issue 1, January/February 2012, Pages 29–43, <https://doi.org/10.1093/humupd/dmr040>

Rossier, C. (2003), Estimating Induced Abortion Rates: A Review. *Studies in Family Planning*, 34: 87-102. <https://doi-org.libproxy.berkeley.edu/10.1111/j.1728-4465.2003.00087.x>

Miller, Barbara D. "Female-Selective Abortion in Asia: Patterns, Policies, and Debates." *American Anthropologist*, vol. 103, no. 4, 2001, pp. 1083–1095. JSTOR, www.jstor.org/stable/684130. Accessed 27 Aug. 2021.

Guilmoto, Christophe Z. "Skewed Sex Ratios at Birth and Future Marriage Squeeze in China and India, 2005-2100." *Demography*, vol. 49, no. 1, 2012, pp. 77–100. JSTOR, www.jstor.org/stable/41408220. Accessed 27 Aug. 2021.

Waite, Linda J. "Does Marriage Matter?" *Demography*, vol. 32, no. 4, 1995, pp. 483–507. JSTOR, www.jstor.org/stable/2061670. Accessed 27 Aug. 2021.

Sampson, R.J., Sharkey, P. Neighborhood selection and the social reproduction of concentrated racial inequality. *Demography* 45, 1–29 (2008).
<https://doi-org.libproxy.berkeley.edu/10.1353/dem.2008.0012>

Bethlehem, Jelke. "Selection Bias in Web Surveys." *International Statistical Review / Revue Internationale De Statistique*, vol. 78, no. 2, 2010, pp. 161–188. JSTOR, www.jstor.org/stable/27919830. Accessed 27 Aug. 2021.

McMichael, A. J. "Environmental and Social Influences on Emerging Infectious Diseases: Past, Present and Future." *Philosophical Transactions: Biological Sciences*, vol. 359, no. 1447, 2004, pp. 1049–1058. JSTOR, www.jstor.org/stable/4142236. Accessed 27 Aug. 2021.

Carl N Keiser, Volker H W Rudolf, Elizabeth Sartain, Emma R Every, Julia B Saltz, Social context alters host behavior and infection risk, *Behavioral Ecology*, Volume 29, Issue 4, July/August 2018, Pages 869–875, <https://doi.org/10.1093/beheco/ary060>

Robert A. Hummer and Elaine M. Hernandez (2013) *Population Bulletin*, vol. 68, no. 1. The Effect of Educational Attainment on Adult Mortality in the U.S.

Palloni, Alberto, and Elizabeth Arias. "Paradox Lost: Explaining the Hispanic Adult Mortality Advantage." *Demography*, vol. 41, no. 3, 2004, pp. 385–415. JSTOR, www.jstor.org/stable/1515185. Accessed 27 Aug. 2021.

Case A, Deaton A. Mortality and morbidity in the 21st century. *Brookings Pap Econ Act*. 2017 Spring;2017:397-476. doi: 10.1353/eca.2017.0005. PMID: 29033460; PMCID: PMC5640267.

Lagos D. [Looking at Population Health Beyond "Male" and "Female": Implications of Transgender Identity and Gender Nonconformity for Population Health](#). *Demography*. 2018 Dec;55(6):2097-2117. doi: 10.1007/s13524-018-0714-3. PMID: 30255426.

Ryder, Norman B. "The Cohort as a Concept in the Study of Social Change." *American Sociological Review*, vol. 30, no. 6, 1965, pp. 843–861. *JSTOR*, www.jstor.org/stable/2090964. Accessed 27 Aug. 2021.

Hirschman, Charles. "Immigration and the American Century." *Demography*, vol. 42, no. 4, 2005, pp. 595–620. *JSTOR*, www.jstor.org/stable/4147331. Accessed 27 Aug. 2021.

Zolberg, Aristide R. "Immigration Control Policy: Law and Implementation." In *The New Americans : A Guide to Immigration Since 1965*, edited by Mary C. Waters, et al., Harvard University Press, 2007. ProQuest Ebook Central, <https://ebookcentral-proquest-com.libproxy.berkeley.edu/lib/berkeley-ebooks/detail.action?docID=3300040>.

Massey, Douglas S. "Why Does Immigration Occur? A Theoretical Synthesis." in Hirschman, Charles, et al. *The Handbook of International Migration: The American Experience*. Russell Sage Foundation, 1999. Project MUSE. muse.jhu.edu/book/12409.

Taylor, J. Edward. "Remittances, Savings, and Development in Migrant-Sending Areas" In Douglas S. Massey and J. Edward Taylor. *International Migration: Prospects and Policies in a Global Market*. 2004
DOI:10.1093/0199269009.003.0009

Portes, Alejandro, and Min Zhou. "The New Second Generation: Segmented Assimilation and Its Variants." *The Annals of the American Academy of Political and Social Science*, vol. 530, 1993, pp. 74–96. *JSTOR*, www.jstor.org/stable/1047678. Accessed 27 Aug. 2021.

Massey, Douglas S., and R., Magaly Sanchez. "Constructing Immigrant Identity." Chapter 1 in Massey, Douglas S., and R., Magaly Sanchez. *Brokered Boundaries : Immigrant Identity in Anti-Immigrant Times*, Russell Sage Foundation, 2010. ProQuest Ebook Central, <https://ebookcentral-proquest-com.libproxy.berkeley.edu/lib/berkeley-ebooks/detail.action?docID=4386931>.