

Community & Environmental Sociology 676

Applied Demography for Community Development & Programming

Spring 2017
Class location: 2120 Chamberlin
Class time: Thurs 1:20-3:45P
Office hours: Wed 2-3P, by appointment

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Objectives

This course offers an introduction to foundational demographic techniques for use in applications related to public and private sector development and programming. Students will gain skills and analytic insights useful for careers in research, planning, and policy development in government, nonprofits, healthcare, and business. In this course, students will complete hands-on applications and a client-based research project centering on populations in place and the methods to analyze them.

Applied demography is a dynamic field because it responds to changes in information technology and consumer demand. The structure of the course will, to the extent feasible, replicate the collaborative, collegial environment and operation of an applied demographic enterprise in government, academia, or private consulting. As principles in this collective enterprise, students are encouraged to recognize and share their own expertise.

During the course, students will:

- Gain knowledge of key demographic concepts, data sources, measures, and analytical techniques
- Learn to access, analyze, evaluate, and present demographic information
- Construct population estimates and projections using a variety of data and methodologies
- Effectively communicate results of demographic analysis through tables, charts, maps, and narratives
- Explore the application of demography and demographic methods in various arenas in community development and programming

Organization

The course is organized to promote professionalization. Class assignments aim to develop students' abilities to summarize and critique information, generate new empirically grounded information, and to effectively communicate empirically based information through oral presentations and written assignments. Students will learn or hone skills by engaging publicly available government and NGO reports and scholarly texts, analyzing data through statistical and spatial software packages, and communicating effectively through multiple mediums.

Readings

All required readings will be made available as electronic reserves at Learn@UW.

Assignments and Grading

Grading for this course will be based on the following assignments:

1. **Final Project (100 points):** Students will choose a demographic issue on health and wellbeing in Wisconsin to examine in depth. Outstanding projects will have an opportunity to be featured in a chartbook published and circulated to a broad applied audience. To aid you in choosing a relevant topic, you will interview the “client” during class on **26 January**. To aid you in generating a polished product, you will deliver your preliminary results in a roundtable discussion during class on **4 May**. These two dates are critical to the successful completion of the project and **attendance is mandatory**

Students will submit the final project to the course website through the Dropbox tab at Learn@UW before 4:45P on Sunday, 7 May. **Late projects are discouraged and will be deducted by a full letter grade each day beginning at 4:46P.** Note that there is an automated timestamp for submission to Learn@UW.

2. **Homework Assignments (50 points):** Students will be asked to complete homework assignments applying demographic techniques across various themes throughout the semester. The assignments will coordinate with the topics of specific lectures, discussions and readings, and may build on previous assignments. The homework assignments can be used to set the foundation for the final project. The assignments will require the use of a web browser, Excel, a word processing program, and ArcGIS. You are encouraged to discuss your assignments with other students, but must generate your own work independently.

Homework assignments will be graded on a scale from 0 to 10. Scores of 7 and 8 will be given for assignments that are essentially complete, correct, and submitted on time. Scores of 9 and 10 will be reserved for homework assignments that demonstrate extra initiative or innovation. Scores on homework assignments turned in late will be reduced by one point for each weekday they are late. Scores of 6 or less will be returned and the student will have the opportunity to revise and resubmit with the score reduced by one point for each weekday following the return date. A grade of zero will be assigned to homework assignments not submitted.

I will drop the lowest score. This means that you can miss one homework assignment without penalty. It also means that you can accrue “extra” points if you complete all assignments. There will be no “make up” assignments. **Late assignments are discouraged and will be deducted by a half point each day beginning at 4:46P.**

Students will submit each homework assignment to the course website through the Dropbox tab at Learn@UW before the deadline (see *Assignment Schedule*). Assignments

must include your name, have page numbers and 1-inch margins on all sides, and use 12-point font (Calibri or Times New Roman).

3. **In-class assignments (50 points):** There will be at least 4 in-class assignments throughout the semester. These assignments do not need to be polished, but they should not be statements of opinion. Good responses are essentially complete and correct. Very good responses demonstrate extra initiative or innovation.

As with the homework assignments, I will drop the lowest score for the in-class assignments. This means that you can miss one in-class assignment without penalty. It also means that you can accrue “extra” points if you complete all assignments. There will be no “make up” assignments.

4. **Quizzes (25 points):** Periodically, there will be short quizzes about the assigned reading. There will be no “make up” quizzes.

Assignment Schedule

Date	Assignment
TBA	In-class assignments
6 February	Homework 1
6 February	Final project prospectus
13 February	Homework 2
21 February	Homework 3
28 February	Homework 4
14 March	Homework 5
4 April	Homework 6
4 May	Roundtable presentation
7 May	Final project

Grading

This is a total of 225 points. There will be no curve. Final grades will be distributed as follows:

A:	95%+	C:	70-79%
AB:	90-94%	D:	60-69%
B:	85-93%	F:	Below 60
BC:	80-84%		

Attendance and Participation

This course is activity-intensive, and thus the length of reading assignments is generally reduced in recognition of the time spent learning new techniques and devoted to completing homework assignments and your final project.

The nature of the course makes attendance very important. You are expected to attend every class with minimal tardiness. If circumstances arise that prevent this, please inform me in advance. If you are going to be absent for a long period of time, please notify the college, as put forward in the student handbook. Each student is responsible for material covered in class during their absence, and is encouraged to ask classmates to share class notes.

You need to speak in class. I hope we can nurture an open forum where everyone feels comfortable contributing to the discussion. Never hesitate to ask what you might consider a naive or "stupid" question—others are probably also wondering the same thing.

Citations and Plagiarism

In any and all course work, include citations, even when referencing assigned readings, and be clear in attributing specific ideas to the appropriate sources, whether book, article, film, etc. In reading responses, a parenthetical, in-text citation will suffice. In longer assignments, in text citations must be accompanied by complete bibliographical information. You may use the citation style of your choice.

The UW Library has a webpage with helpful links to a variety of citation guides to help discern how to properly cite (<http://researchguides.library.wisc.edu/c.php?g=177820&p=1170151>). Please see me if you have questions about how to cite materials appropriately after reviewing the online materials.

If when completing an assignment, you borrow words or ideas from someone else, it is safest to avoid paraphrasing, and err on the side of caution by quoting from the source text and then explaining the quote in your own words ("In other words..."). That said, avoid excessive quoting. Incidents of plagiarism (and other forms of cheating) will result in an automatic failing grade for the specific assignment, and written reports to the dean of your school or college and the Dean of Students for permanent record. They may, at their discretion, take further disciplinary action. For more information about the University's policies, visit the Office of Student Conduct and Community Standards' website (<https://students.wisc.edu/student-conduct/academic-integrity/>)

What I Expect From You

Graduate Students. Graduate students enrolled in the course are expected to meet the same requirements *and* perform at a higher level. You are expected to engage with the material in greater depth (more advanced analysis) and to provide more polished products (more advanced communication).

Course Modifications and Announcements. Announcements and changes to the syllabus or course outline will be posted online at Learn@UW. Resources (including web links to data sources, mapping aids, and readings) will be added to as the semester progresses. Students are responsible for regularly checking the course website for such updates. Also, please feel free to make recommendations for additional materials to include.

Accessing Resources. If you have difficulty obtaining course materials, such as readings, or access to computing, please see me as early as possible in the semester. Contact the DoIT helpdesk (online form or 264-4357) if you are having any trouble navigating the course site.

Late Assignments. Deadlines and due dates are non-negotiable, except in documented cases of illness or related family emergencies. If you feel that other extenuating circumstances should make you eligible for lenience, discuss them with me during office hours.

Accommodations. Please let me know *in advance* about any dates you will be absent from class for religious observances or other reasons. Students with disabilities, including temporary impairments, are encouraged to contact the McBurney Disability Resource Center (<https://mcburney.wisc.edu/index.php>) and explore the available services.

Workload. This course assumes a “3 to 1” rule, meaning students should expect to spend three hours per week working on course requirements outside of class for every course credit hour spent inside the classroom.

Attendance. Within the classroom, all students are expected to actively participate. Students must be present to actively participate. Class meetings will largely consist of interactive lectures, meaning students should come prepared to participate in discussion. It is important that students attend class and keep up with the readings. I do not make materials discussed in class available online. If you miss a class, it is your responsibility to obtain notes from a classmate. If you know in advance that you will have to miss a class (e.g., religious observances, athletic events) please tell me by the *second week* of the semester. Attendance for 26 January and 4 May is mandatory. Tardiness is openly frowned upon.

Participation. I expect you will come to class prepared to discuss the themes and issues identified in the class schedule. Regular and thoughtful participation in class discussions is essential in this class.

Grammar, Spelling, and Mechanics. Proofread all of your written assignments carefully. Assignments with frequent misspellings and grammatical errors will be marked down by a full grade.

Writing. Your success in this course will depend heavily on the quality of your written work. Although grammar, spelling, and mechanics are important, it is also vital that you deliver a clear and convincing argument, and support that argument with compelling evidence and examples. I strongly urge you to avail yourself of the services offered by the University’s writing center, located at 6171 Helen C. White Hall. Graduate students and professional staff are available to help you develop your writing. It is recommended that you make an appointment for an individual consultation well in advance of the due date of the assignment for best results. You might also consider using your classmates to review and provide feedback on your assignments.

Respect. The substance addressed in this course can give rise to emotionally charged

discussions. Class participants are strongly encouraged to share their thoughts and questions, and are expected to communicate with one another and are required to do so in a respectful manner. Those unable to maintain a professional and respectful level of exchange will be asked to remove themselves from the discussion. Quality learning is not achievable without tolerance and respect for others' views. Additionally, you are expected to be respectful of other students by refraining from engaging in behaviors that place barriers to your and others' learning (i.e., sleeping, chatting, and other distracting actions).

Sustainability. I would like to minimize paper use throughout the course. You will use Learn@UW to turn in all assignments, and I will return the assignments to you with comments and your grades through Learn@UW. If, as the semester proceeds, you have suggestions regarding how to make the course more sustainable, please let me know. I look forward to working with you to achieve a more sustainable course.

In-class Technology Use. Make sure your cell phones are turned off and put away. If your phone rings or you text during class, I will likely ask you to leave. While it may be tempting to use computers for personal pursuits during class, *computer use must be limited to what is necessary for the course.*

Safety. The University has several transportation and walking services to help you stay safe while getting around campus and the nearby area after dark. To help take responsibility for your own safety and that of your friends, make use of services such as UWMadison SAFE Nighttime Services (<https://transportation.wisc.edu/transportation/safeservices.aspx>).

What You Can Expect From Me

Office Hours. My office is in Agriculture Hall 316B, and my regularly scheduled office hours are Wednesday afternoons 2-3P. If my office hours conflict with your class, work, athletic, or dependent care schedules, I am happy to arrange an alternative, mutually convenient meeting time. Alternative arrangements can include meeting by phone or email. I rely on public transit and will not be able to linger long after class. I encourage you to use my office hours to discuss any questions you may have about the course content, navigating the resources on your assignments, helping you locate materials on the internet, or discussing your final project. I will announce any changes to office hours in class, through email and/or online through Learn@UW.

Email and Phone Communication. The best way to contact me outside of class is via email (kcurtis@ssc.wisc.edu). I am unable to guarantee an immediate response to email messages, and I will try to respond to your emails within 48 hours. I may not respond to emails received on weekends until Monday. If I do not respond to your email within 48 hours (not including weekends), please **do** send me another email. While I will answer your questions via email, the best way to get an answer to your question is to talk to me in person during my office hours. When emailing, please use appropriate email etiquette (e.g., start your email with a proper salutation, write in complete sentences, end with a proper closing). I am not available by IM or chat.

Course Outline (Subject to Change)

Week 1: INTRODUCTIONS

19 January

Notables: Orientating discussion

Readings: No assigned reading

Week 2: THE BASICS

26 January

Notables: Malia Jones (APL) for discussion of final project

Readings:

- Siegel. "Scope and Methods of Applied Demography"
- Swanson. "What is Applied Demography?"
- Swanson and Tayman. "Basic Concepts"

Week 3: POPULATION TRENDS; DATA ACCESS AND RETRIEVAL

2 February

Notables: Lecture and Discussion

Readings:

- Curtis and Lessem. "2010 Census Chartbook: Demographic Trends in Wisconsin"
- Frey. "The 2010 Census: America on the Cusp"
- Mather. "Three States Account for Nearly Half of US Population Growth"
- Mather et al. "First Results from the 2010 Census"
- Myers. "Concepts, Definitions and Linkages" (especially pp. 35-46)
- Rivers et al. "ACS Data Users Guide"
- Sanburn. "Six Ways the US is Changing"

Due: Homework 1 (Census Explorations) & Prospectus before 11:59P CST Monday, 6 February

Week 4: SPATIAL DEMOGRAPHY

9 February

Notables: Meet in 2470 Social Sciences

Readings:

- Galbraith. "Mapping the World's Problems"
- Maguire and Dangermond. "The Functionality of GIS"
- Siegel. "Geodemography"
- Up and Running with ArcGIS (online tutorial)
<https://www.lynda.com/ArcGIS-tutorials/Up-Running-ArcGIS/147014-2.html?srchtrk=index%3a1%0alinktypeid%3a2%0aq%3aarcmap%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2>

Due: Homework 2 (Demographic Profile) before 11:59P CST Monday, 13 February

Week 5: FERTILITY, MORTALITY, & AGING

16 February

Notables: Meet in 2470 Social Sciences

Readings:

- Frey. "Baby Boomers and The New Demographics of America's Seniors"
- Gawande. "The Way We Age Now"
- Haub. "From Population Pyramids to Pillars"
- Haupt et al. "PRB's Population Handbook" (pp. 1-24)
- Johnson. "US Births Remain Low as the Great Recession Wanes"
- McFalls. "Population: A Lively Introduction" (skim)
- Olshansky et al. "Prospects for Human Longevity"
- Sáenz and Johnson. "White Deaths Exceed Births in One-Third of US States"

Due: Homework 3 (Age and Sex Structure) before 11:59P CST Tuesday, 21 February

Week 6: MIGRATION

23 February

Notables: Meet in 2470 Social Sciences

Readings:

- Frey. "Population and Migration"
- Frey. "Melting Pot Cities and Suburbs"
- Happel and Hogan. "Counting Snowbirds"
- Johnson et al. "How the Great Recession Changed US Migration Patterns"
- Sáenz. "A Transformation in Mexican Migration to the United States"
- Shah. "More Young Adults Stay Put in Biggest Cities"
- Smith et al. "How Migration Impacts Rural America"
- US Census Bureau. "Population Distribution and Change"

Due: Homework 4 (Net Migration Trends) before 11:59P CST Tuesday, 28 February

Week 7: RACE AND ETHNICITY

2 March

Notables: Dan Veroff (APL UWEX) for a discussion of multicultural community programming

Readings:

- Hirschman. "The Origins and Demise of the Concept of Race"
- Frey. "A Pivotal Period for Race in America"
- Stille. "Can the French Talk about race?"
- Tsai and Scommegna. "US Has World's Highest Incarceration Rate"
- Licther. "Behind at the Starting Line: Poverty Among Hispanic Infants"
- WCCF. "Race to Equity: A Baseline Report on the State of Racial Disparities in Dane County"

Week 8: ESTIMATES AND PROJECTIONS

9 March

Notables: Lecture and Discussion

Readings:

- Gillis and Dugger. "U.N. Forecasts 10.1 Billion People by Century's End"
- Kaneda and Bremner. "Understanding Population Projections: Assumptions Behind the Numbers"
- Pollard. "The Life Table" (skim)
- Shyrock and Siegel. "The Life Table" (skim)
- Swanson and Tayman. "Introduction" (pp. 1-8)
- Swanson and McKibben. "New Directions in the Development of Population Estimates in the United States?"

Due: Homework 5 (Time-Series Population Projections) before 11:59P CST Tuesday, 14 March

Week 9: PLANNING FOR CHANGE

16 March

Notables: David Egan-Robertson (APL) for discussion of special considerations

Readings:

- Curtis and Schneider. "Understanding the Demographic Implications of Climate Change"
- Gagnon and Mattingly. "Most US School Districts Have Low Access to School Counselors"
- Kaplan and Holly. "Determining the Ridership Potential of Commuter Rail Routes"
- Kemp. "A Perfect Storm"
- Tayman. "Forecasting, Growth Management, and Public Policy Decision Making."

Week 10: SPRING BREAK

23 March

Notables: Enjoy yourselves!

Readings: Your choice

Week 11: HEALTH AND WELL BEING

30 March

Notables: Malia Jones (APL) for a discussion of health trends

Readings: TBA

Due: Homework 6 (Health Rankings) before 11:59P CST Tuesday, 4 April

Week 12: COMMUNITY-BASED PRACTICE

6 April

Notables: John Green (Ole Miss) for a discussion of community involvement

Readings: TBA

Week 13: FUNDAMENTALS OF SPATIAL ANALYSIS

13 April

Notables: Bill Buckingham (APL) for a discussion of key spatial analytical approaches

Readings: TBA

Week 14: CONGRESSIONAL APPORTIONMENT AND POLITICAL REDISTRICTING

20 April

Notables: Sarah Kemp (APL) & Tony Van Der Wielen (Legislative Technology Services Bureau) for a discussion of Wisconsin applications

Readings:

- Fuller. "A Demographic Perspective on Replacing the Electoral College"
- Jones. "How and Where Trump Won Wisconsin in 2016"
- Prewitt. "The U.S. Decennial Census: Politics and Political Science"
- Siegel. "Some Political Applications of Demographic Data and Methods"
- Webster. "Reflections on Current Criteria to Evaluate Redistricting Plans"
- Walker. "Political Segregation of the Metropolis"

Week 15: APPLIED DEMOGRAPHY IN ACTION (PART 1)

27 April

Notables: Meets online

Readings: TBA

Week 16: APPLIED DEMOGRAPHY IN ACTION (PART 2)

4 May

Notables: Roundtable presentations – participation is mandatory

Readings: No readings assigned

Final Project Due before 4:45P CST Sunday, 7 May