Applied Demographic Methods I

Syllabus – Winter 2023

USP 520

Online/Asynchronous (4 Credits)

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Office hours	By appointment only

Course Description

This course will cover fundamental concepts, measures, and methods of demographic analysis. In addition to addressing the theoretical background of population research, the course introduces students to basic demographic concepts, components of population change, demographic data sources, and techniques of population analysis – including population estimates, forecasts, and projections. Furthermore, the course is intended as a practical guide for aspiring demographers, planners, and geographers who may be required to produce and/or evaluate population estimates or projections at the local, regional, or state level during their professional career.

Course Objectives

1. Students possess knowledge of fundamentals of population analysis and can identify and use appropriate sources of data to perform basic demographic analysis.

2. Students can analyze population changes along with strategies for interpreting population statistics.

3. Students know the demographic methods for studying the vital processes of mortality and fertility.

4. Students understand primary population estimation and projection techniques and can delve in depth into extrapolation and cohort-component models.

5. Students can use population information and analysis to develop, evaluate and revise population estimates, projections, and forecasts.

Textbook (Required)

Rowland, Donald T. (2003). *Demographic Methods & Concepts.* New York, NY. Oxford University Press.

Other assigned and suggested readings will be available via Canvas.

Course Structure and Schedule

This course is structured around ten modules that align weekly objectives with the overall course goals. Each module includes a variety of readings, lectures, videos/podcasts, exercises, written assignments, and other activities that you are expected to complete.

Engagement with the course material, completing the weekly exercises and assignments, taking quizzes by the designated deadlines, and participating in discussion forums are required for your successful completion of this course.

Each course week starts on Monday. Begin reading, watching, and/or listening to the material of the weekly module on this day. Also, always keep an eye on updates and announcements on Canvas with course news, explanations of course materials, or general feedback on discussions or assignments.

General Expectations and Resources

Communication Policy

If you have general questions about the course or technology, please post them under the "General and Technology Questions" section in the Discussions tab, rather than emailing me, as other students may well have the same questions. Feel free to respond to your classmates' questions if you know the answer.

If you have a more private matter discussion, please email me directly at tozcan@pdx.edu. Emergencies happen – please be proactive in communicating with me about the issue at hand and how it may affect your academic performance.

Netiquette for the Online Environment

Discussion is the core of any online community, just as it is the key to a successful face-to-face seminar. All discussions and communication in this course will take place virtually rather than in person. It is expected that you will be respectful of the online learning environment. Online communication requires attention and care to not be misunderstood, as there are no facial and physical gestures supporting it. Normal conversational elements of humor, irony, and sarcasm can easily be misinterpreted. Although it is not necessary to avoid those things, it is important to pay attention to tone, be aware that you are writing and not speaking, and be careful and respectful of your audience. Disrespectful or hurtful comments will not be tolerated. Please review carefully what you have written before you post it. The online format affords the opportunity to edit and to ensure that what you have written is, to the extent possible, what you mean to say. Take advantage of the technology and of your common sense and good will to help create a civil and safe environment for everyone. All students must adhere to the PSU Code of Student Conduct and Responsibility.

Academic Honesty

Students are expected to be ethical not only in the classroom, but also out of the classroom. It is in all students' interest to avoid committing acts of academic dishonesty and to discourage others from committing such acts. Academic dishonesty includes, but is not limited to, the following examples: engages in any form of academic deceit; refers to materials or sources or uses devices not authorized by the instructor for use during any quiz or assignment; provides inappropriate aid to another person in connection with any quiz or assignment; engages in Plagiarism.

Plagiarism is the act of claiming someone's work as your own through copying it without giving the creator of the work credit. Plagiarism can also include using another person's theories, ideas, or phrases without proper attribution. The simplest way to avoid plagiarizing is to always cite the sources from which you gather information or develop arguments. Plagiarism is a serious issue and is a violation of the PSU's Code of Student Conduct and Responsibility. University policy requires instructors to report all instances of plagiarism and penalize the perpetrator(s) according to guidelines set. Please see me if you ever have any questions about how to cite your work and see PSU Library's guide for citing your sources, citation styles, and avoiding plagiarism.

Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion. We are committed to fostering mutual respect and full participation for all students and to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. If you have, or think you may have, a disability or condition that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center (DRC) (503-725-4150 or drc@pdx.edu) to schedule an appointment and initiate a conversation about reasonable accommodations. If you already have accommodations, and I have not yet contacted you about accommodations, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

Prohibited Discrimination and Harassment Policy

PSU is committed to providing an environment free of all forms of discrimination and harassment. If you have experienced any form of discrimination or harassment, there are several resources available for you on campus. Please review PSU's Prohibited Discrimination and Harassment Policy for details. Discriminatory harassment includes sexual harassment; further information, including reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website. If you have not already done so, please complete the student module Creating a Safe Campus on D2L.

Please be aware that **as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination to PSU's Title IX Coordinator, the Office of Equity and Compliance**

or the Dean of Student Life and cannot keep information confidential. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that PSU's policies require faculty members to report instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you prefer to share information about these experiences with someone who does not have these mandatory reporting responsibilities and can keep the information confidential, please visit this link.

Submitting Work Online

For assignments that require uploading files to Canvas, it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g., Word, Excel, PowerPoint) or PDF files. Individual assignment instructions may contain a required file format.

Spreadsheet Software

This course requires a basic working knowledge of Excel (or another spreadsheet software of your choice). If you think you might need to refresh your skills, there are multiple resources you can utilize. First, Appendix C of the textbook provides a very brief introduction to Excel. Second, PSU's OIT has multiple workshop opportunities throughout the term. Finally, you can search YouTube using the keywords "excel workshop beginner" for many free, 1-2 hours tutorials.

Overview of Assignments

Assignments	% of grade	Due (11:59pm)
(1) Self-introduction post or video + (2) Comments on one other student's self-introduction posts or videos	Ungraded required	Week 1: • Video/post: Thursday, 1/12 • Comments: Sunday, 1/15
Weekly Discussions	10% [10 pts total]	Weekly
Quizzes	40% [8 pts each or 40 pts total]	Weeks 2, 4, 6, 8, and 10 • Sundays
Assignments	50% [5 pts each or 50 pts total]	Weekly • Sundays
Final Course Grade	100% [100 pts total]	

Detailed Description of Assignments

- **Self-introduction post/video**. Introduce yourself, including your name, how you like to be referred, and degree/non-degree program, your motivation/reason for taking this course, your experience in the field of demography (including courses taken, work experience, books you read), and any other related info that you would like to share with the instructor and your classmates.

  You can use text, or you can respond by creating and uploading a video (no more than 3 minutes long)! If you choose the video option, you can use any recording technology you prefer. In the past, students have used PSU's Media Space (see the "Recording a video via PSU's Media Space" instruction sheet).

  After you complete your text/video introduction and post it to the discussion forum (by Thursday at 11:59 pm), read/view and comment on at least one other students' introduction (by Sunday at 11:59 pm). If possible, please read/view ALL students' introductions since this will help us establish our online community for the term!

- **Weekly discussion forum**. Each week, a discussion forum will be available for students to ask clarifying questions about course materials and to engage their classmates about their questions. You can ask specific questions about the weekly assignments but refrain from sharing completed assignment materials. Participation and the quality of your contributions count for 10% of your final grade.

- **Quizzes**. There will be five quizzes to be taken in Weeks 2, 4, 6, 8, and 10. These quizzes will include questions about the assigned course materials. Each quiz will contain 8 yes-no, multiple-choice, or short-answer questions. You will have 30 minutes to respond to these questions once you begin. These quizzes will count for 40% of your final grade.

- **Assignments**. There will be weekly assignments to be completed, which will be graded for completion, effort, and accuracy. These are an integral part of learning and deepening your understanding of the course material. It is the student's responsibility to turn the assignments in on time. These assignments will count for 50% of your final grade.

Grading

The course grade for students enrolled in USP 520 will be determined according to the PSU grading scheme and the evaluation components are as follows:

A-Grade	A	93 to 100%
	A-	90 to 92%
B-Grade	B+	87 to 89%
	B	83 to 86%
	B-	80 to 82%
C-Grade	C+	77 to 79%
	C	73 to 76%
	C-	70 to 72%
D-Grade	D+	67 to 69%
	D	63 to 66%
	D-	60 to 62%
F	F	Below 60%

Keep in mind that the generalized grading rubric is as follows:

- An 'A' assignment demonstrates original thought and synthesis of ideas in a cogent and clearly written manner. Outstanding work.

- A 'B' assignment offers above average analysis with appropriate evidence to support ideas and is clearly written. Good work.

- A 'C' assignment shows a level of understanding where analysis is limited to basic arguments and writing is competent. Adequate work.

- A 'D' assignment misrepresents the material or is so poorly written that as presented, obscures the analysis. Inadequate work.

Course Outline by Week

Week	Dates	Topic	Textbook (Rowland, 2003)	Weekly Discussion	Assignment	Quiz
1	1/9-1/15	Population change	Introduction, Chapter 1, and Appendices	Yes	Yes	
2	1/16-1/22	Population growth and decline	Chapter 2	Yes	Yes	Yes
3	1/23-1/29	Age-sex composition	Chapter 3	Yes	Yes	
4	1/30-2/5	Comparing populations	Chapter 4	Yes	Yes	Yes
5	2/6-2/12	Mortality	Chapter 6	Yes	Yes	
6	2/13-2/19	Fertility	Chapter 7	Yes	Yes	Yes
7	2/20-2/26	Life tables	Chapter 8	Yes	Yes	
8	2/27-3/5	Stable and stationary models	Chapter 9	Yes	Yes	Yes
9	3/6-3/12	Spatial patterns and processes	Chapters 10 & 11	Yes	Yes	
10	3/13-3/19	Applied demography	Chapters 12 & 13	Yes	Yes	Yes
Finals Week (3/20-3/26) This course does not have a final exam.						