

1-2012

## SOCI 355.01: Population and Society

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**ꠔꠔꠔ SOCI 355: Population & Society ꠔꠔꠔ**  
**Spring 2012 (Revised Version)**

Course Meetings: MWF 1:10-2:00 p.m., SS 344

Professor: Dr. Teresa Sobieszczyk  
Office Hours: M W 2:15-3, Th 2:15-3:15 or by  
appointment  
Office: SS 303

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**COURSE DESCRIPTION**

As global citizens of the 21<sup>st</sup> century, we face a variety of dilemmas related to population: a dearth of babies in some countries and an excess of babies in others, environmental degradation, threatened food and water security, the pressures of international migration, human trafficking, and the HIV/AIDS pandemic, to name a few. This course introduces theoretical and empirical literature concerning selected population problems, with a special emphasis on those related to less industrialized countries and development. We will use the basic concepts and measurement techniques of demographic analysis to better understand the causes, meanings, and implications of these population issues. Students will be expected to develop a critical perspective as to why certain population trends are defined as problems and why analysts may disagree on the extent or nature of these problems. Student performance will be evaluated based on three exams, homework, weekly quizzes, attendance, preparation for and participation in class, and a small group poster project.

This course is a content course for the International Development Studies minor. Please contact me or Dr. Peter Koehn (243-5294 or [peter.koehn@umontana.edu](mailto:peter.koehn@umontana.edu)) if you are interested in exploring this minor.

**COURSE OBJECTIVES**

During this term, students will:

1. Employ demographic concepts and basic measurement techniques to describe and explain trends in fertility, mortality, migration, population structure, and population growth.
2. Evaluate theories and measures of fertility, mortality, migration, population structure, and population growth.
3. Employ population theories and concepts to assess contemporary demographic issues.
4. Analyze population policies and related population outcomes.

**COURSE REQUIREMENTS**

**Classroom Environment**

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

**Attendance, Class Preparation, and Participation (20%):**

I expect students to attend each class and to be on time. If you are habitually absent or tardy, your grade will be lowered. I also expect you to complete assigned readings *prior* to the class for which they are assigned and to be prepared to discuss them with your peers in class. Several times during the semester, your participation and preparation for class will be evaluated with attendance, discussions, problem solving activities, homework exercises, and/or other exercises, which are listed in the syllabus. Keep in mind that if you miss a class, you may not make up missed class work or attendance, which ultimately lowers your grade. Together, homework

assignments, quizzes, class participation, attendance, and preparation for class will be worth 20 percent of your overall grade.

**Late Homework:**

If you have to miss the class for which a homework assignment is due, please drop it off in my mailbox before class or send it to class with a friend. Late homework exercises will be accepted; however, assignments turned in later than the class period in which they were due will be lowered one letter grade from what they would otherwise have received. In other words, a homework assignment that would originally have received an “A” will receive a “B.” Quizzes, group discussions, problem solving activities, etc. conducted in class may not be made up. All late assignments must be turned in by the last day of class.

**Quizzes:** Nearly every week we will have a quiz over the readings since either the first day of class or since the last quiz. A total of 13 quizzes are scheduled for the term. However, I will drop your two lowest grades! If you are absent for a quiz, that can be one you drop. Quizzes may NOT be made up!

**Exams (65%):**

During the course, three exams will be given. Exams most likely will include essays questions, multiple choice, true/false, short answer, or essay questions, as well as a few fairly simple demographic calculations or interpretations. Exams will ask you to think critically and synthesize arguments and will cover materials from course readings, lectures, and videos. The exams will be non-cumulative. The Final Exam will be held on 5/8/12 from 3:20-5:20 p.m. Please mark it in your schedules and plan your departure from Missoula accordingly!

**Make up Exams:**

Students with documented health issues or who have three or more final exams in one day may be allowed to take a make-up exam *with prior notice and permission from the professor*. Make up exams will be scheduled at a time convenient to the professor, either very soon before or no more than *one week* after the scheduled exam date. It will not be possible to make up exams more than a week after the scheduled exam date. Make up exams likely will be in an essay format. Make ups for the final should be scheduled BEFORE our regularly scheduled final.

**Small Group Poster Project (15%)**

In a group assigned in class, you will collaborate to complete a poster project on an issue or problem related to some aspect of population. You and your group members will present the poster during the poster sessions held 4/16 and 4/18 in class. No late posters will be accepted! Be sure to attend the poster session itself as information from the posters will be on the final exam! The degree to which you cooperated with and helped your small group will be a part of your grade, and those who fail to adequately participate in their small group will receive a zero for the project. Note the poster evaluation form and citation guidelines at the end of the syllabus.

**Distribution of Course Grade:**

|   |      |
|---|------|
| Exams   | 65   |
| Homework, quizzes, participation, preparation, and attendance | 20   |
| Small Group Poster Project                                    | 15   |
| TOTAL   | 100% |

A plus / minus system of grading will be employed.

|            |                 |
|------------|-----------------|
| 93+ = A    | 83-86 = B       |
| 90-92 = A- | 80-82 = B- ETC. |
| 87-89 = B+ |                 |

If you are enrolled Pass/Not Pass, you must earn a C or better to pass. All materials (books, videos) borrowed from Dr. Sobieszczyk must be returned by the final exam for the class or you will earn an 'Incomplete,' which will remain on your record until the materials are returned or replaced.

**ADDITIONAL INFORMATION**

**Office Hours:**

Please feel free to visit me during office hours. Generally, I will be available for a few minutes before and after class if you have a quick question. If you are unable to attend our scheduled office hours, you may arrange to meet us at a different time by appointment.

**Extra Credit:**

From time to time, extra credit opportunities may appear. I will let you know about them in class.

**Required Readings:**

Students should purchase the following textbook:

Weeks, John R. 2008. Population: An Introduction to Concepts and Issues, 10<sup>th</sup> Ed.  
Belmont, CA: Thomson Higher Education.

One copy is on reserve in Mansfield Library. Additional assigned readings are available through Mansfield Library's On-line Course Reserve. You can access the readings under my name with the access code SOCI355. In addition, a complete set of the paper readings is available on regular reserve.

**SOCI 355 Spring 2012 Reading/Assignment Schedule** (subject to change)

ML = available on reserve at Mansfield Library front desk

TS = Dr. Sobie's video collection

Short films available on-line are listed with their web addresses.

| Week/<br>Date      | Day | Topic, Readings Due by this Date, Films Seen in Class, and Assignments Due   |
|--------------------|-----|--|
| Week 1<br>1 /23/12 | M   | <b>Introduction to Course &amp; Thinking Demographically</b><br><i>Reading:</i> Weeks, Chapt. 1<br><i>Film clip:</i> <i>Seven Billion</i> <a href="http://www.youtube.com/watch?v=sc4HxPxNrZ0&amp;feature=related">http://www.youtube.com/watch?v=sc4HxPxNrZ0&amp;feature=related</a><br>& discussion<br><b>Complete student bio form in class</b> |
| 1 /25/12           | W   | <b>Global Population Trends</b><br><i>Reading:</i> Weeks, Chapt. 2<br><i>Film clip:</i> <i>World Population</i> <a href="http://www.youtube.com/watch?v=4BbkQiQyaYc">http://www.youtube.com/watch?v=4BbkQiQyaYc</a><br>& discussion  |
| 1 /27/12           | F   | <b>World Population Growth - Trends and Historical Perspectives</b><br><b>Quiz #1</b>  |

|                          |   |  |
|--------------------------|---|--|
| <b>Week 2</b><br>1/30/12 | M | <b>Population, Poverty, &amp; Development: Malthus and Beyond</b><br><i>Reading:</i> Weeks, Chapt. 3   |
| 2/1/12                   | W | <i>Film:</i> <i>Legacy of Malthus</i> (ML) & discussion  |
| 2/3/12                   | F | <b>The Demographic Transition Theory &amp; Reformulations</b><br><b>Quiz #2</b>  |
| <b>Week 3</b><br>2/6/12  | M | <b>Researching Population Issues</b><br><i>Reading:</i> Weeks, Chapt. 4  |
| 2/8/12                   | W | <b>The Census</b><br><i>Reading:</i> Investigate 2010 Census data for Montana, Missoula County, and Missoula City on-line. Begin at this website: <a href="http://quickfacts.census.gov/qfd/states/30000.html">http://quickfacts.census.gov/qfd/states/30000.html</a><br><i>Short Film:</i> <i>Apportionment</i> <a href="http://2010.census.gov/mediacenter/census-data/census-apportionment-machine.php">http://2010.census.gov/mediacenter/census-data/census-apportionment-machine.php</a> |
| 2/10/12                  | F | <i>Film:</i> <i>Holding our Ground</i> (ML) and discussion<br><b>Quiz #3</b><br><b>Poster group meeting time at end of class!</b>  |
| <b>Week 4</b><br>2/13/12 | M | <b>Conceptualizing and Measuring Fertility</b><br><i>Reading:</i> Weeks, Chapt. 6 (omit p. 239 beginning with Gross Reproduction Rate through p. 240 [Mean length of Generation]).   |
| 2/15/105                 | W | <b>Cultural Explanations of High Fertility</b><br><i>Film:</i> <i>The Desired Number</i> (excerpt from <i>Women's Lives &amp; Choices</i> ) (ML) & discussion<br><b>Fertility Homework due at beginning of class</b>   |
| 2/17/10                  | F | <b>Reproductive Issues in High Fertility Countries</b><br><b>Quiz #4</b>   |
| <b>Week 5</b><br>2/20/12 | M | President's Day - No Class   |
| 2/22/12                  | W | <b>Exam #1</b> (covers materials 1/23/12 – 2/17/12)  |
| 2/24/12                  | F | <b>Low Fertility - Europe &amp; Japan's New Population Dilemma</b><br><i>Readings:</i><br>1. Specter, Michael. 1998. "Population Implosion Worries a Greying Europe." <i>New York Times</i> , 10 July.<br>2. Ayres, Robert. 2004. "The Economic Conundrum of an Aging Population." <i>World Watch</i> (Sept./Oct.), 45-49.<br><i>Film:</i> Excerpt from <i>World in the Balance: The People Paradox</i> (TS, ML) & discussion  |

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| <b>Week 6</b><br>2/27/12 | M | <b>Conceptualizing and Measuring Mortality</b><br><u>Reading:</u> Weeks, Chapt. 5 (omit pp. 182-185)<br><b>Mortality Homework Due at beginning of class</b>   |
| 2/29/12                  | W | <b>Mortality and High Income Countries</b><br><u>Readings:</u> 1. Aaron, Henry J. and William B. Schwartz. 2006. "Coping with Methuselah." In <i>Annual Editions: Sociology</i> , ed. Kurt Finsterbusch, 184-187. Dubuque, IA: McGraw-Hill<br>2. Bakalar, Nicholas. 2009. "U.S. Still Struggling with Infant Mortality." <i>New York Times</i> , 7 April.<br><u>Film:</u> <i>When the Bough Breaks</i> (ML)   |
| 3/2/12                   | F | <b>Mortality Issues in LICs</b><br><u>Readings:</u> 1. Gargann, Edward A. 1993. "For Many Brides in India, A Dowry Buys Death." <i>New York Times</i> , 30 December.<br>2. Craine-Ronseman, Wendy. 2006. "Maternal Mortality: Who, When, Where, and Why." <i>The Lancet</i> . 368 (September 30).<br><u>Short film:</u> <i>The Year of the Woman</i> (ML) & discussion<br><b>Quiz #5 (covers readings 2/24 – 3/2)</b>   |
| <b>Week 7</b><br>3/5/12  | M | <b>HIV/AIDs and Inequality: A Global Overview</b><br><u>Reading:</u> Dugger, Celia W. 2008. "Study Cites Toll of AIDS Policy in South Africa." <i>New York Times</i> , 26 November.   |
| 3/7/12                   | W | <b>Thailand and the HIV/AIDS Crisis: Part 1</b><br><u>Reading:</u> Bello, Walden, Shea Cunningham, and Li Kheng Poh. 1998. "The AIDS Crisis." In <i>A Siamese Tragedy: Development &amp; Disintegration in Modern Thailand</i> , 221-242. New York, Zed Books.<br><u>Film:</u> <i>Dying for Sex</i> (TS) & discussion   |
| 3/9/12                   | F | <b>Thailand and the HIV/AIDS Crisis: Part 2</b><br><b>Quiz #6</b>   |
| <b>Week 8</b><br>3/12/12 | M | <b>Introduction to Migration</b><br><u>Reading:</u> Weeks, Chapt. 7   |
| 3/14/12                  | W | <b>Explanations of International Migration</b><br><u>Film excerpt:</u> <i>Sixty Minutes</i> (TS) (on Nursing Shortage and Labor Recruitment)  |
| 3/16/12                  | F | <b>International Labor Migration and Development</b><br><u>Readings:</u> 1. Koser, Khalid. 2009. "International Migration and Development." In <i>Introduction to International Development</i> , ed. Paul A. Haslam, Jessica Schager, and Pierre Beaudet, 406-423. Don Mills, Canada: Oxford University Press.<br>2. "Dreaming of the Other Side of the Wire." 2005. <i>The Economist</i> 374, 8417 (March 12): 27-29.<br><u>Film:</u> <i>Modern Heroes, Modern Slaves</i> (ML) & discussion<br><b>Quiz #7</b> |

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|---------------------------|---|---|
| <b>Week 9</b><br>3/19/12  | M | <b>Human Trafficking</b><br><i>Reading:</i> Leuchtag, Alice. 2008. "Human Rights, Sex Trafficking, and Prostitution." In <i>Annual Editions: Sociology</i> , ed. Kurt Finsterbusch, 130-135. Dubuque, IA: McGraw-Hill   |
| 3/21/12                   | W | <b>Population Age &amp; Sex Structure</b><br><i>Reading:</i> Weeks. Chapt. 8 (omit pp. 340-345)<br><i>Short film:</i> <i>Population Reference Bureau's Haub on Population Pyramids</i><br><a href="http://www.prb.org/Journalists/Webcasts/2009/distilleddemographics1.aspx">http://www.prb.org/Journalists/Webcasts/2009/distilleddemographics1.aspx</a><br><b>In-class group work due at end of class</b>   |
| 3/23/12                   | F | <b>Population &amp; Environment: I=PAT and Beyond</b><br><i>Reading:</i> Weeks, Chapt. 11<br><b>Quiz #8</b>   |
| <b>Week 10</b><br>3/26/12 | M | <b>Exam #2</b> (covers materials 2/24/12 – 3/21/12 only)  |
| 3/28/12                   | W | <b>Whither the Population Bomb?</b><br><i>Reading:</i> Hardin, Garrett. 2006. "Life Boat Ethics: The Case Against Helping the Poor." In <i>Social Ethics: Morality and Social Policy</i> , 7th ed., Thomas A Mappes and Jane Zembaty, ed., 778-789. New York: McGraw Hill.<br><i>Film:</i> <i>Paul Ehrlich and the Population Bomb</i> (TS) & discussion  |
| 3/30/12                   | F | <b>Population, Environment, and Development</b><br><i>Reading:</i> Townsend, Mark. 2002. "Environmental Refugees." <i>The Ecologist</i> 32, 6 (July/August): 22-25.<br>Short film: <i>Tuvalu - Islands on the Frontline of Climate Change</i> <a href="http://vimeo.com/4997847">http://vimeo.com/4997847</a><br><b>Quiz #9</b>   |
| <b>Week 11</b>            |   | SPRING BREAK – NO CLASS   |
| <b>Week 12</b><br>4/9/12  | M | <b>The Population, Consumption, &amp; Environment Link</b><br><i>Reading:</i> Kohn, Joseph and Jim Yadley. 2007. "As China Roars, Pollution Reaches Deadly Extremes." <i>New York Times</i> , 26 August.<br><i>Film:</i> <i>China Revs Up</i> (excerpt from <i>World in the Balance: The People Paradox</i> ) (TS, ML)  |
| 4/11/12                   | W | <b>Should Reducing Population Growth be a Global Priority or Not? Discussion</b><br><i>Readings:</i> 1. Simon, Julian. 1995. "There Is an Impending Shortage of People." In <i>Population: Opposing Viewpoints</i> , 69-74. San Diego, CA: Greenhaven Press, Inc.<br>2. Cohen, Joel E. 1995. "There Are Too Many People on the Planet." In <i>Population: Opposing Viewpoints</i> , 64-68. San Diego, CA: Greenhaven Press, Inc.<br>3. "Ten Reasons to Rethink Overpopulation." 2006. <i>Different Takes</i> : 40.<br><b>Quiz #10</b> |
| 4/13/12                   | F | POSTER SESSION PREPARATION TIME IN CLASS!   |

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|---------------------------|---|--|
| <b>Week 13</b><br>4/16/12 | M | <b>POSTER SESSION 1 (Posters 1-10)</b>   |
| 4/18/12                   | W | <b>POSTER SESSION 2 (Posters 11-20)</b>  |
| 4/20/12                   | F | <b>Introduction to Population Policies &amp; International Population Policy Agendas</b><br><i>Readings:</i> 1. Kent, Mary M. 1999. "Shrinking Societies Favor Procreation." <i>Population Today</i> , 27, 12 (Dec.).<br>2. Weeks, Chapt. 12<br><b>Quiz #11</b>  |
| <b>Week 14</b><br>4/23/12 | M | <b>Gender and Population Policies</b> (sex selective abortion and sex imbalance, missing women, coercive sterilization)<br><i>Reading:</i> Bandarage, Asoka. "Politics of Global Population Control." In <u>Women, Population and Global Crisis</u> , 63-112. Atlantic Highlands, NJ: Zed Books Ltd., 1997.<br><i>Film:</i> Excerpt from <i>World in the Balance: The People Paradox</i> (TS)  |
| 4/25/12                   | W | <b>Government Intervention in Reproductive Rights</b> (Romania and Singapore)<br><i>Reading:</i> Jayasankaran, S. 2000. "Baby Blues." <i>Far Eastern Economic Review</i> 163, 42 (19 October): 94.   |
| 4/27/12                   | F | <b>Government Intervention in Reproductive Rights</b> (US)<br><i>Reading:</i> Lawrence, Jane. 2000. "The Indian Health Service and the Sterilization of Native American Women." <i>American Indian Quarterly</i> 24, 3: 400-419.<br><i>Short film:</i> <i>Skin Deep</i> (TS)<br><b>Quiz #12</b>  |
| <b>Week 15</b><br>4/30/12 | M | <b>China's One Child Policy</b><br><i>Reading:</i> 1. Meulenberg, Claudia. 2008. " <del>Definitely</del> Probably One: A Generation Comes of Age Under China's One-Child Policy." In <i>Technology and Society: Issues for the 21<sup>st</sup> Century and Beyond</i> , 3 <sup>rd</sup> ed., ed. Linda S. Hjorth et al., 413-416. Upper Saddle River, NJ: Pearson/Prentice Hall.<br><i>Film:</i> <i>China's Only Child</i> (TS)  |
| 5/2/12                    | W | <b>China in the 21<sup>st</sup> Century: Population, Gender, and the State</b> (small group discussion)<br><i>Readings:</i> 1. Faison, Seth. 1997. "Chinese are Happily Breaking the 'One Child Policy' Rule." <i>New York Times</i> , 17 August 1997.<br>2. Lee, Don. 2004. "China Fears a Baby Bust." <i>Los Angeles Times</i> , 6 December.<br>3. Eimer, David. 2005. "Bride-Trafficking Grows as China's Population of Single Men Soars." <i>The Independent</i> , 31 July.<br><b>Quiz #13</b> |
| 5/4/12                    | F | <b>Course Evaluations and Review for Final Exam</b>  |
| 5/8/12                    | T | <b>FINAL EXAM:</b> 3:20-5:20 p.m. in our regular classroom (covers materials 3/23/12 – 5/4/12 only)  |



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## CITATIONS & PLAGIARISM

To avoid plagiarism you MUST cite your sources if you use a direct quotation, statistic, table, map, chart, or idea that is not common knowledge taken from course readings, lecture, movies, websites, or another source. Passing off someone else's work as your own (plagiarizing), even unintentionally, violates the university's code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics MUST include a page number. Please see me if you have any questions about citations or plagiarism.

### Forms of Citations

For this class, please use the Chicago method of citation (detailed below). For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and (2) the now generally favored method of parenthetical references with a reference list at the end of the paper or poster. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

### **Parenthetical References (Turabian, Section 10)**

In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

Below, I detail what your references in the text of your poster should look like.

#### A. Parenthetical reference in which you use the author's name in the sentence:

According to Robbins (2005, 21), household debt in the U.S. reached \$8.5 trillion in 2002.

#### B. Parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:

Steinbeck is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180). His is the finest example of this type of writing.

#### C. If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):

Labor migrants who go abroad through unauthorized channels tend to increase their risks of being exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code,

Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. \$1,622 and \$5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment have a limited recourse for obtaining redress from their recruiters.

(\*\*NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)

**Be sure to title tables, charts, photos, and maps used in your poster ! Put the citation after the table!**

Proportion of American Women Using Contraceptives

| 1910       | 1920       | 1930       |
|------------|------------|------------|
| 20 percent | 35 percent | 37 percent |

Source: National Bureau of Fertility, 2005 (56)

**Examples**

The following sets of examples illustrate parenthetical reference (PR) forms for use in your text and corresponding reference list (RL) entries for when you type the reference list that should be attached to your papers (for reading question assignments, it is alright to omit the reference list).

**Book, Single Author**

PR: (Franklin 1985, 54)

RL: Franklin, John Hope. 1985. *George Washington Williams: A Biography*. Chicago: University of Chicago Press.

**Book, Two Authors**

PR: (Lynd and Lynd 1929, 67)

RL: Lynd, Robert, and Helen Lynd. 1929. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World.

**Book, More than Three Authors**

PR: (Greenberger and others 1974, 50)

RL: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey, eds. 1974. *Networks for Research and Education*. Cambridge: MIT Press.

**Chapter in a Book**

PR: (Taylor 2006, 505)

RL: Taylor, Orville W. 2006. "Globalization and the Caribbean." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 505-506. New York: Worth Publishers.

**Article in an Academic Journal**

PR: (Jackson 1979, 180)

RL: Jackson, Rick. 1979. "Running Down the Escalator." *Sociological Review* 14 (May): 175-84.

**Article in a Magazine or Newspaper**

PR: (Weber 1985, 42)

RL: Weber, Bruce. 1985. "The Myth Maker." *New York Times*, 20 October, 42.

**Electronic Documents (example extrapolated from information in Section 8)**

PR: (Baker and Hunstead 1995)

RL: Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

For electronic documents, if no author is provided, please list the article in your in-text citation using the first three words of its title and the year of publication. In the reference list, again, list the article by the title of the article.

**Films, DVDs, and Videorecordings**

PR: (DeNonno 1985)

RL: DeNonno, Tony, producer. 1985. *Itzak Perlman: In My Case Music*. DeNonno Pix. Videocassette.

For further reference, see Turabian, Kate. L. *A Manual for Writers*. Chicago: University of Chicago Press. Any edition of this book is acceptable, and several different editions are available in Mansfield Library. Consult with Dr. Sobie or the folks at the Writing Center (<http://www.umt.edu/writingcenter/>) if you need additional help.

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**PROFESSIONAL POSTER PROJECT**

Creators:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**Poster Evaluation Criteria**

\_\_\_ **Poster content (60)**

\_\_\_ Adequate/concise introduction of population issue or problem, including its location, extent, time frame, who it impacts, etc. (30)

\_\_\_ Adequate/concise discussion of the various key impacts of the problem (e.g., on society, population, families, policy, gender equality, future generations, etc.) (30)

\_\_\_ **Poster format (30)**

\_\_\_ Overall attractiveness of presentation (10)

\_\_\_ Easy to read & understand (5)

\_\_\_ Use of creative media (tables, photos, etc.) (10)

\_\_\_ Coherent, free from grammatical or writing errors (5)

\_\_\_ **Research, citation, and documentation (10 points)**

\_\_\_ Correct citation of appropriate items in poster (statistics, quotations, obscure historical facts, & data, tables or charts clearly not your own, etc.) (5)

\_\_\_ Alphabetized reference list in correct format (either on front of poster OR attached to back of poster) (5)

\_\_\_ **TOTAL (Out of 100)**

*Note: Group members will each evaluate the other members of the group at the end of the poster sessions. Group members who receive a rating of "0" (out of 5) for their participation in the group will earn a "0" for the project. Group members who earn a "1" or "2" will receive one letter grade lower than the grade earned by their group.*