

SOCI 331 Population and the Environment
Winter 2021
Monday and Wednesday
4:05-5:25pm

Instructor: Dr. Sarah Brauner-Otto
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Office hours: Fridays 10-11am
<https://mcgill.zoom.us/j/86062209469?pwd=VE1qM2NYN09BS3N1WE05dkxwdEpJZz09>

Teaching assistant (TA): Zach Marshall
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Course description: Human populations are intimately connected with their natural environment and this course will explore the complex and reciprocal relationship between them. This course will cover both how people respond to changing environments and how population processes influence the environment. The course will consider these issues in low-, middle-, and high-income countries and will pay particular attention to issues of social inequality. The readings include theoretical approaches and empirical research from a range of social sciences including sociology, geography, economics, and political science.

Required materials: All readings are available via the McGill library or myCourses. Most readings are available through the McGill library. You will need to find these readings on your own. If you do not know how to do this set up an appointment with a librarian. Readings not available through the library will be posted on myCourses.

We will read multiple chapters from *A pivotal moment: population, justice, and the environmental challenge*, edited by Laurie Mazur. It is available as an ebook from the McGill library or you can purchase a hardcopy online.

Structure for online delivery. This semester will be conducted completely online. This course will be delivered through a combination of recorded lectures, live (synchronous) Q&A sessions held during the regular class period, and group discussions. Group discussions can occur during the regularly scheduled class period or at some other time if your group prefers. If you cannot attend group discussions you can work with your group to identify other ways of contributing to the work. The course schedule lists the activities for each meeting. These are subject to change and it is your responsibility to make sure you are looking at the most up to date schedule at all times.

Course requirements. Additional details are on myCourses via dropbox links. The documents that are linked to may be updated and it is your responsibility to ensure you are working from the most recent version.

1. Reading responses. There are two types of reading response assignments for this class. Both of them require careful reading and thought about the required course content. Neither requires additional research or material.

- a. Individual response essay (15%). You will need to write 1 individual response essay. This essay will be roughly 1000 words long and you will respond to a set of questions on the readings.

There are two possible dates for this assignment (due Feb 5 or April 7). You can choose which one you would like to complete. I suggest thinking about both the substance of the articles that will be covered and your workload for this and other classes.

- b. Group discussion reports (3x15%=45%). You will receive a discussion guide for the week's readings at the start of each discussion class. Working in groups, you will go through the discussion prompts a report of your discussion as one group document. I will assign students to groups accounting for the time zone students are living in whenever possible. All group work can be completed during regularly scheduled class time, but groups can also decide to meet at other times.
 - i. Peer evaluation: At the end of the semester you will be required to assess the participation of your group mates (using a form available on myCourses). These peer evaluations will be used as weight for your group work.

2. Research topic. Each student will pick a topic related to course material. This topic will be the base for a paper and an infographic. Additional details are on myCourses.
 - a. Paper (20%). Each student will write a short paper on their topic (~1000 words). Papers are due Wednesday, March 17 at the start of class. The evaluation will be based on: clarity, the precision and logic of the writing and of the argumentation; the capacity of synthesis; the accurate and concise representation of the existing literature; the effort and critical analysis; a judicious use of data, if appropriate; the quality of the bibliography. Papers must be submitted on myCourses as a Word or PDF file.
 - b. Infographic (15%). Students will design an infographic based on their research topic. There are many free online infographic tools that you can use (edudemic.com, piktochart.com, infogr.am, visual.ly, etc.). The evaluation will be based on how well you were able to convey the information you intended, the accuracy and relevance of the information presented, and the visual appeal of your infographic. Infographics are due on Wednesday, March 31.
 - c. Infographic peer review (5%). All students will evaluate a select number of infographics. You will be randomly assigned approximately 5 other infographics to review. Your final grade will depend on both completing your assigned reviews and on your peers' assessments of your infographic. Satisfactorily assessing the other infographics will be worth 5% of your total grade. Your infographic grade will be weighted by the evaluation you receive from your peers.

Assignment submission. All assignments must be submitted via the appropriate tab on myCourses as a Word or PDF document. “Pages” documents will NOT be accepted and will be considered late.

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.” (approved by Senate on 21 January 2009 – see also the section in this document on Assignments and evaluation.)

« Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue). »

Remise des travaux en français.

Les étudiants de ce cours peuvent rédiger tous leurs travaux (incluant les examens) en français, mais doivent pour ce faire obtenir la **permission préalable** de la professeure. **Aucune permission rétroactive ne sera accordée.**

Late assignment policy:

Assignments are due at the day and time listed in the syllabus. Grades will be reduced by 20% or 1 letter grade for each 24 hour period the assignment is late. For example, papers are due on Friday, March 27 at 1:35pm. Papers submitted between 1:36 on March 27 and 1:35 on March 28 will be reduced by 20% so a perfect paper would only receive an 80% or a B. Papers submitted between 1:36 on March 28 and 1:35 on March 29 would only receive a 60% or a C. Papers will receive no credit if they are turned in after the 4th 24 hour period.

Some work cannot be submitted late, e.g., peer reviews of infographics.

Email: There are three key points regarding email for this class.

- To communicate with you I will most likely use the email tool on the course website on myCourses. It is your responsibility to check this email account (or have it forwarded to an account you use more regularly). It is also your responsibility to ensure that I receive any messages from you. I recommend sending messages through the course website to ensure your messages to me from a non-McGill account are not mistaken as SPAM.
- Email is a written document and should be treated as a permanent record of communication. Each email should be addressed specifically (e.g. Dear Dr. Brauner-Otto,) and include your name as a closing. I will not respond to emails do not have these components, that are not written in complete sentences (e.g. no texting shortcuts), or if the answer to your question is in the syllabus. If you have read the syllabus but don’t understand something make that clear in your email.
- I typically respond to emails within 24 hours. If you have not heard from me within that time you may email me again to make sure I received your message.

Announcements and updates.

You are responsible for all announcements and updates made in class and on myCourses (this includes items on the Discussion Board and those posted as Announcements), as well as for all course materials given out in class. You should also check for new announcements or material on myCourses at least weekly. I recommend having myCourses send you a daily update so you don't miss anything important.

Academic misconduct.

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/). »

Academic misconduct of any sort will not be tolerated. If I find evidence of any academic misconduct for any activity in this class I will report the offense to the Office of the Dean of Students and they will determine the appropriate sanction.

Academic misconduct includes, but is not limited to deceptive acts such as the following: cheating, fabrication (lying), falsification, multiple submission, plagiarism, complicity, or violation of departmental or college rules. Signing in for another student on an attendance sheet is considered academic misconduct.

Policy Concerning the Rights of Students with Disabilities. If you need any accommodation please contact the Office for Students with Disabilities (<http://www.mcgill.ca/osd/> 398-6009). You may also contact me directly. I will make every effort to accommodate you.

Policy for the Accommodation of Religious Holy Days

“1 Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances. (...)

2 Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks' notice of each conflict. (...)

3 When the requested accommodation concerns a final examination, students are responsible for advising their faculty office as soon as possible and not later than the deadline for reporting conflicts. Additional documentation confirming their religious affiliation may be requested.”
(Approved by Senate - November 20, 1996 - Minute 92)

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

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Course schedule. Subject to change.

week	Day	Date	Class activity	Assignments	Topic and Readings
1	Mon	11-Jan	L		Intro to class
	Wed	13-Jan	Q&A		
2	Mon	18-Jan	L		Introduction to demography McFalls Jr., Joseph A. 2007. Population: A Lively Introduction, 5th edition. Population Bulletin 62(1). http://www.prb.org/pdf07/62.1LivelyIntroduction.pdf Population Reference Bureau. 2020. Population Data Sheet. https://www.prb.org/2020-world-population-data-sheet/ <i>A Pivotal Moment</i> (CP) – Chapter 1, Joel Cohen – Human Population Grows Up <i>A Pivotal Moment</i> (CP) – Chapter 2, Martha Farnsworth Riche – The Largest Generation Comes of Age
	Wed	20-Jan	Q&A		
	Fri	22-Jan	add/drop deadline		
3	Mon	25-Jan	L		The environment from a population perspective Poleman, Thomas T . 1995. "Population: Past Growth and Future Control." <i>Population and Environment</i> 17(1):19-40. Sherbinin, Alex de, David Carr, Susan Cassels, and Leiwen Jiang. 2007. "Population and Environment." <i>Annual Review of Environment and Resources</i> 32:345-373. <i>A Pivotal Moment</i> (CP) – Chapter 9, John Harte – Numbers Matter: Human Population as a Dynamic Factor in Environmental Degradation Rudel, Thomas. 2009. "How do people transform landscapes? A sociological perspective on suburban sprawl and tropical deforestation." <i>American Journal of Sociology</i> 115(1): 129-54.
	Wed	27-Jan	L		
4	Mon	1-Feb	L		Theoretical Frameworks Jolly, Carole L. 1994. "Four Theories of Population Change and the Environment." <i>Population and Environment</i> 16(1):61-89. York, Richard, Eugene A. Rosa, and Thomas Dietz. 2003. "Footprints on the Earth: The Environmental Consequences of Modernity." <i>American Sociological Review</i> 68(2):279- 300. Harden, Carol P. 2012. "Framing and Reframing Questions of Human-Environment Interaction." <i>Annals of the Association of American Geographers</i> 102(4):737-747.
	Wed	3-Feb	Q&A		
	Fri	5-Feb		Individual response essay option 1 due.	

week	Day	Date	Class activity	Assignments	Topic and Readings
					Common Property Resources Hardin, Garrett. 1968. "The Tragedy of the Commons." <i>Science</i> 162(13):1243-1248.
5	Mon	8-Feb	L		
	Wed	10-Feb	Q&A		Ostrom, Elinor, Joanna Burger, Christopher B. Field, Richard B. Norgaard, and David Policansky. 1999. "Revisiting the Commons: Local Lessons, Global Challenges." <i>Science</i> 284:278-282. Acheson, James. 2000. "Clearcutting Maine: Implications for the Theory of Common Property Resources." <i>Human Ecology</i> 28(2):145-169.
					Population and Climate Change Clemencon, Raymond. 2016. "The Two Sides of the Paris Climate Agreement: Dismal Failure or Historic Breakthrough." <i>The Journal of Environment and Development</i> . 25(1): 3-24.
6	Mon	15-Feb	L		
	Wed	17-Feb	D	Group discussion report 1: Common Property Resources and Climate Change assigned. Due Friday, Feb 19 at 10am.	Haines, A., R.S. Kovats, D. Campbell-Lendrum, and C. Corvalan. 2006. "Climate Change and Human Health: Impacts, Vulnerability, and Mitigation." <i>The Lancet</i> 367(9528):2101- 2109.
	Fri	19-Feb			Wheeler, D., & Hammer, D. (2010). The economics of population policy for carbon emissions reduction in developing countries. Washington, DC: Center for Global Development IPCC, 2014: Summary for policymakers. In: <i>Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change</i> . Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 1-32.
					Attitudes about the environment McCright, Aaron M. 2010. The effects of gender on climate change knowledge and concern in the American public. <i>Population and Environment</i> . 32(1): 66-87.
7	Mon	22-Feb	L		
	Wed	24-Feb	L		Howell, R. A. 2013. It's not (just) "the environment, stupid!" Values, motivations, and routes to engagement of people adopting lower-carbon lifestyles. <i>Global Environmental Change</i> 23(1), 281-290. Feinberg, M. & Willer R. 2013. The moral roots of environmental attitudes. <i>Psychological Science</i> 24(1): 56-62. O'Brien, Karen, Siri Eriksen, Linda Synga, and Lars Otto Naess. 2006. "Questioning Complacency: Climate Change Impacts, Vulnerability and Adaptation in Norway." <i>Ambio</i> 35(2):50-56.
	Mon	1-Mar			
	Wed	3-Mar			Reading week

week	Day	Date	Class activity	Assignments	Topic and Readings
8	Mon	8-Mar	Q&A		Consumption, farming Connelly, W. Thomas and Miriam S. Chaiken. 2000. "Intensive Farming, Agro-Diversity, and Food Security under Conditions of Extreme Population Pressure in Western Kenya." <i>Human Ecology</i> 28(1):19-51.
	Wed	10-Mar	D	Group discussion report 2: Attitudes, Consumption, and Farming assigned. Due Friday, March 12 at 10am.	<i>A Pivotal Moment</i> (CP) – Chapter 15, Vicky Markham – The Biggest Footprint: Population and Consumption in the United States
	Fri	12-Mar			Lorah, Paul and Rob Southwick. 2003. "Environmental Protection, Population Change, and Economic Development in the Rural Western United States." <i>Population and Environment</i> 24(3):255-272.
9	Mon	15-Mar	L		Population responses to natural disasters Neumayer, Eric and Thomas Plumper. 2007. "The Gendered Nature of Natural Disasters: The Impact of Catastrophic Events on the Gender Gap in Life Expectancy, 1981-2002." <i>Annals of the Association of American Geographers</i> 97(3):551-566.
	Wed	17-Mar	L	Research paper due	Finch, Christina, Christopher T. Emrich, and Susan L. Cutter. 2010. "Disaster Disparities and Differential Recovery in New Orleans." <i>Population and Environment</i> 31(4): 179-202.
					Elliott, James R. and Jeremy Pais. 2010. "When Nature Pushes Back: Environmental Impact and the Spatial Redistribution of Socially Vulnerable Populations." <i>Social Science Quarterly</i> 91(5):1187-1202.
10	Mon	22-Mar	L		Focus on indigenous issues readings TBA
	Wed	24-Mar	D		
11	Mon	29-Mar	L		Focus on fertility Arnocky, Steven, Darcy Dupuis, and Mirella L. Stroink. 2012. "Environmental concern and fertility intentions among Canadian university students." <i>Population and Environment</i> . 34:279–292.
	Wed	31-Mar	L	Infographic due	Brauner-Otto, Sarah R. and William G. Axinn. 2017. "Natural resource collection and desired family size: A longitudinal test of environment-population theories." <i>Population and Environment</i> 38(4): 381-406. Davenport, Frank, Audry Dorelien, and Kathryn Grace. 2020. "Investigating the linkages between pregnancy outcomes and climate in sub-Saharan Africa." <i>Population and Environment</i> 41(4): 397-421.

week	Day	Date	Class activity	Assignments	Topic and Readings
12	Mon	5-Apr	D		<p>Focus on health and mortality TBA</p>
	Wed	7-Apr	L	Individual response essay option 2 due.	<p>Perz, Stephen G. 1997. "The Environment as a Determinant of Child Mortality among Migrants in Frontier Areas of Para and Rondonia, Brazil, 1980." <i>Population and Environment</i> 18(3):301-324.</p> <p>Ailshire, Jennifer, Amelia Karraker, and Philippa Clarke. 2017. "Neighborhood social stressors, fine particulate matter air pollution, and cognitive function among older U.S. adults." <i>Social Science & Medicine</i>. 122: 56-63.</p>
13	Mon	12-Apr	Q&A		<p>Focus on migration McLeman, Robert A. and S. Kate Ploeger. 2012. "Soil and its influence on rural drought migration: insights from Depression-era Southwestern Saskatchewan, Canada." <i>Population and Environment</i>. 33:304–332.</p>
	Wed	14-Apr	D	Group discussion report 3: Health, mortality, and migration assigned. Due Friday, April 17 at 10am.	<p>Gray, C., & Bilsborrow, R. 2013. "Environmental influences on human migration in rural Ecuador." <i>Demography</i>, 50(4), 1217-1241.</p>
	Fri	16-Apr			<p>Pais, Jeremy, Kyle Crowder, and Liam Downey. 2014. "Unequal Trajectories: Racial and Class Differences in Residential Exposure to Industrial Hazard." <i>Social Forces</i>. 92(3): 1189-1215. Doi: 10.1093/sf/sot099.</p> <p>Fearnside, Philip M. 1997. "Transmigration in Indonesia: Lessons from its Environmental and Social Impacts." <i>Environmental Management</i> 21(4):553-570.</p>
14	Thurs	15-Apr			catch up