

Term Information

Effective Term Summer 2017
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Approval for course to satisfy GE global studies requirement

What is the rationale for the proposed change(s)?

Since its inception, this course has focused on global issues and addressed the goals and ELOs of this GE category. This change will bring the GE status in line with the content and focus of the course.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Sociology
Fiscal Unit/Academic Org Sociology - D0777
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3597.02
Course Title World Population Problems
Transcript Abbreviation World Pop Problems
Course Description General introduction to population studies, emphasizing how population growth and structure have caused or aggravated social problems in various countries.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Mansfield

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Prereq: A general education quantitative reasoning course.
Not open to students with credit for 597.02.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.1101
Subsidy Level	Baccalaureate Course
Intended Rank	Senior

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new)

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Cross-Disciplinary Seminar (597 successors and new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- General introduction to population studies, emphasizing how population growth and structure have caused or aggravated social problems in various countries

Content Topic List

- Demography
- World population topics
- Global demographic divide
- Age structures
- Mortality
- HIV/AIDS
- Fertility
- Migration
- Immigration
- Family demography
- Population future

Attachments

- 3597.02 World Population Problems_syllabus.pdf
(Syllabus. Owner: VanPelt,Susan J)
- GE Rationale SOC 3597.02 for Diversity and Global Studies.docx: GE rationale and assessment plan
(GEC Course Assessment Plan. Owner: VanPelt,Susan J)
- GE Diversity Global Studies 3597.02 World Population Problems.docx: Curriculum map
(Other Supporting Documentation. Owner: VanPelt,Susan J)
- 3597.02 World Population Problems syllabus_REVISED.pdf
(Syllabus. Owner: VanPelt,Susan J)
- GE Rationale SOC 3597.02 for Diversity and Global Studies_REVISED.docx: GE rationale and assessment
(GEC Course Assessment Plan. Owner: VanPelt,Susan J)

Comments

- revisions submitted *(by VanPelt,Susan J on 12/06/2016 06:09 PM)*
- see email sent 11-22-16 *(by Hogle,Danielle Nicole on 11/22/2016 03:47 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	VanPelt,Susan J	10/28/2016 12:26 PM	Submitted for Approval
Approved	Williams,Kristi L.	10/28/2016 01:35 PM	Unit Approval
Approved	Haddad,Deborah Moore	10/28/2016 02:38 PM	College Approval
Revision Requested	Hogle,Danielle Nicole	11/22/2016 03:47 PM	ASCCAO Approval
Submitted	VanPelt,Susan J	12/06/2016 06:10 PM	Submitted for Approval
Approved	Martin,Andrew William	12/06/2016 06:10 PM	Unit Approval
Approved	Haddad,Deborah Moore	12/07/2016 12:43 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	12/07/2016 12:44 PM	ASCCAO Approval

SOCIOLOGY 3597.02: World Population Problems

Course Description

This course serves as an introduction to the fields of demography and population studies. Demography is a scientific discipline studying the causes and consequences of population change. Demographers use population model as a tool to frame, define, and investigate population problems and consequent social, economic, political and cultural problems.

This course is designed to introduce students to the tools of demography (i.e., rates, structures, and population dynamics) and use these tools to identify and examine the nature and evidence regarding key population problems in the world. More specifically, we will touch upon the following topics:

- (1) What is the relationship between population growth and economic growth? Does population booming hinder or promote economic growth?
- (2) What is the relationship between population growth and environment? Does population growth cause environmental degradation?
- (3) What is the consequence of fertility and population decline? Is lowest low fertility inevitable or reversible?
- (4) Is global aging dangerous for human society?
- (5) Will HIV/AIDS challenge the further longevity increase?
- (6) Will global obesity epidemic increase mortality rate?
- (7) Why is the U.S. less healthy than other developed countries? Should we blame health care system, smoking, obesity, income inequality or others?
- (8) Why do socioeconomic differentials in health and mortality continue to exist and even widen in virtually all societies?
- (9) Why do health disparities widen across nations?
- (10) What are the challenges and consequences of global immigration?
- (11) What is the future of world population?

This course fulfills the GE requirement for Diversity: Global Studies. The overall goal is to help students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens. Expected learning outcomes are: (1). Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S. (2). Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course fulfills the GE requirement for Cross Disciplinary Seminar. The overall goal is to help students understand a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors. Expected learning outcomes are: (1). Students understand the benefits and limitations of different disciplinary perspectives. (2). Students understand the benefits of synthesizing multiple disciplinary perspectives. (3). Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

Class Structure

This course is designed to be seminar and class-time will be devoted to lecture and discussion. Each student is required to make a presentation on one of the above 11 topics. You are expected to attend all the sessions, complete the readings ahead of time and actively contribute to class discussion.

Course Materials

There is no required textbook for this course. Instead, there is a list of required readings that consist of a mix of academic articles, population bulletin reports from the *Population Reference Bureau*, and chapters from several books. These course materials are available on Carmen.

Evaluation Criteria

The course meets twice a week. You *must* read the assigned readings for that class session and *actively participate* in class discussions. Lectures often cover materials not included in the course readings.

The course requirements are as follows:

In-class exercises, quizzes (drop the lowest two)	15%
Student presentation	10%
2 Homework	15% each
1 Midterm	20%
1 Final	25%

1. In-class exercises or quizzes

In-class exercises or quizzes are given regularly to test how well you have followed the reading assignments and lectures. If you want to make up the credit for missed exercises or quizzes, you must turn in a one-page report based on the reading assignments for the missed class, but a written document is required (officially documented medical or family emergency).

2. Student Presentation

Every 2 students form a team and make a PowerPoint presentation on an assigned topic on the specified date (see “class schedule” for topics and dates). The first page of the syllabus lists the

sample question for these 11 topics. Your presentation should touch upon the broad topic, but is not limited to the sample question. For example, if you are interested in global aging, you can present anything about global aging, but you can also make a presentation on “are continuously declining mortality rate and consequent global aging dangerous for human society?”

The presentation should be 10 minutes long. Students should be prepared to answer questions from the class related to this topic. In order to ensure a balanced share of labor for the teams, all students on the team will be responsible for creating the content of the presentation (i.e., reading the relevant reports, news analysis, websites, articles etc.) and making a joint presentation in class. ***Students should also turn in a hardcopy of the PowerPoint file at the date of presentation.*** I request that students select four of their preferred topics. I will try to accommodate everyone’s requests if possible. I need to get students' selection by the third class and will decide the topic allocation on the fifth class.

3. Homework Assignments

The homework assignments are designed to expose students to fundamental demographic methods and issues, analyze the social, cultural, political and economic factors that shape a particular population problem within or across countries, how population problems may also shape other dimensions of society, and the influence of cultural values and diversity in shaping exposure to international population problems and in influencing how the global community responds to those crises. The assignments will help you better understand the course readings and enable you to interpret findings from demographic research. Assignments are time-consuming. Don’t expect to do them (well) at the last moment. ***Assignments must be turned in on the due date. Overdue assignments are not accepted.***

The two assignments are as follows:

- 1) World Population Problems (essay); 2) Population dynamics (data analysis)

4. Midterm and Final

There will be a midterm and a final in this course (see course schedule for dates). The material for both exams will be drawn from the course readings, discussion and lecture. Please bring a calculator to exams. ***If you cannot make exams, a written document is required (officially documented medical or family emergency).***

Grading

Percentage (%)	Grade
100-93	A
92-90	A-
89-87	B+
86-83	B

82-80	B-
79-77	C+
76-73	C
72-70	C-
69-60	D
59-0	E

Academic Misconduct

University rule 3335-31-02 requires that “each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct.” Academic Misconduct is defined by the Ohio State University’s Code of Student Conduct as: Any activity that tends to compromise the academic integrity of the university, or subvert the educational process. Examples of academic misconduct include, but are not limited to, cheating on tests, misrepresenting yourself or your work, including passing off other’s work as your own or copying papers off the Internet, and plagiarism. With respect to literature reviews, copying entire sentences or phrases of another author’s summary of relevant research constitutes plagiarism, even if the original author’s sources are cited by the person copying the work. If you are uncertain whether something constitutes academic misconduct, please ask! Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct (<http://studentlife.osu.edu/csc/>). If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.

Disabilities

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Class Schedule and Required Readings

Jan 13	Introduction to the course: explanation of syllabus
Jan 15	<p>Introduction to Demography: demography of the U.S. and world population highlights</p> <p>McFalls, Joseph A. Jr. 2007. <i>Population: A Lively Introduction</i>. "Introduction".</p> <p>Population Reference Bureau. 2008. "World Population Highlights."</p>
Jan 20	<p>Movie Screening: Demographic Bomb: demography is destiny</p> <p>McFalls, Joseph A. Jr. 2007. <i>Population: A Lively Introduction</i>. "Why population number and growth matter".</p>
Jan 22	<p>The tools of Demography (I): rates</p> <p>McFalls, Joseph A. Jr. 2007. <i>Population: A Lively Introduction</i>. "Fertility", "Mortality", "Migration".</p>
Jan 27	<p>The tools of Demography (II): population size and population growth</p> <p>McFalls, Joseph A. Jr. 2007. <i>Population: A Lively Introduction</i>. "Population size".</p> <p>Population Reference Bureau. 2004. <i>Population Handbook</i>. "Population change".</p>
Jan 29 (HW #1 distributed)	<p>The tools of Demography (III): population structure and dynamics</p> <p>McFalls, Joseph A. Jr. 2007. <i>Population: A Lively Introduction</i>. "Population composition".</p>
Feb 3	Recap on the tools of demography
Feb 5	<p>Population growth and homeostatic balances (I): the history of world population</p> <p>Livi-Bacci, M. 1997. <i>A Concise History of World Population</i>. Cambridge: Cambridge University Press. Chapter 1-2.</p>
Feb 10	<p>Population growth and homeostatic balances (II): Malthus and critique</p> <p>Livi-Bacci, M. 1997. <i>A Concise History of World Population</i>. Cambridge: Cambridge University Press. Chapter 3.</p>
Feb 12	<p>Demographic transitions and runaway population growth</p> <p>Cohen, Joel. 1995. <i>How Many People Can the Earth Support?</i> New York: Norton</p>

	Publishing Company. Chapter 4. Pp.46-75.
Feb 17	<p>Population growth and development</p> <p>View an online talk by David Lam (University of Michigan), Feb 21, 2011: <i>How the World Survived the Population Bomb: Lessons from 50 Years of Exceptional Demographic History</i>. http://www.psc.isr.umich.edu/events/archive/2011/paa/david_lam.html</p> <p>Population Reference Bureau. 1999. "World Population Beyond Six Billion."</p>
Feb 19 (HW #1 due)	<p>Population growth and environment</p> <p>Hunter, Lori. 2001. <i>The Environmental Implications of Population Dynamics</i>. Santa Monica, CA: RAND. Chapters 1 and 6.</p>
Feb 24	<p>Fertility decline and lowest-low fertility</p> <p>Population Reference Bureau. 2005. Global Demographic Divide.</p> <p>Population Reference Bureau. 2004. <i>Population Handbook</i>. "fertility", "factors affecting fertility".</p>
Feb 26	<p>Student presentation:</p> <ol style="list-style-type: none"> 1. <i>population growth and development</i> 2. <i>population growth and environment</i> 3. <i>fertility and population decline</i>
Mar 3	<p>Movie Screening: Demographic Winter: the decline of the human family</p> <p>IUSSP Plenary session, July 20, 2005. International Union of Scientific Studies of Population Meeting, Tours, France. July 15-23, 2005 -- Gauthier, A., M. Livi-Bacci, P. McDonald and G. Santow. 2005. Are policies to increase fertility effective in low fertility countries? http://canalc2.u-strasbg.fr/video.asp?idVideo=3815&voir=oui</p>
Mar 5	Midterm
Mar 10	<p>Epidemiologic transition and mortality decline</p> <p>Omran, A.R. 1971. "The Epidemiologic Transition." <i>The Milbank Memorial Fund Quarterly</i> 49(4): 509-538.</p> <p>Population Reference Bureau. 2004. <i>Population Handbook</i>. "mortality".</p>
Mar 12	<p>Global aging (I)</p> <p>Kinsella, Kevin and David R. Phillips. 2005. "Global Aging: The Challenge of</p>

	Success.” <i>Population Bulletin</i> 60 (1).
Mar 24	<p>Global aging (II)</p> <p>Population Reference Bureau. 2011. “America’s aging population.”</p> <p>View a 20-min webcast interview with Ron Lee (Berkeley) on “Recent Trends in U.S. Mortality and Population Aging.” September 10, 2008. http://www.prb.org/Journalists/Webcasts/2008/mortalityandaging.aspx</p>
Mar 26	<p>Global challenge of HIV/AIDS (I)</p> <p>Population Reference Bureau. 2006. <i>The Global Challenge of HIV/AIDS</i></p>
Mar 31 (HW #2 distributed)	<p>Global challenge of HIV/AIDS (II)</p> <p>Michael H Merson, Jeffrey O’Malley, David Serwadda, and Chantawipa Apisuk. 2008. The history and challenge of HIV prevention. <i>The Lancet</i> 372:475-77.</p>
April 2	<p>Global obesity epidemic</p> <p>Caballero, Benjamin. 2007. “The Global Epidemic of Obesity: An Overview.” <i>Epidemiologic Reviews</i> 29(1): 1-5.</p>
April 7	<p>Student presentation:</p> <ol style="list-style-type: none"> 4. <i>global aging</i> 5. <i>global challenge of HIV/AIDS</i> 6. <i>global obesity epidemic</i>
April 9	<p>Rising health challenges in the U.S.</p> <p>Preston, S.H., and Stokes, A. 2011. “Contribution of Obesity to International Differences in Life Expectancy?” <i>American Journal of Public Health</i> 101: 2137-43</p>
April 14	<p>Health disparities within and between populations</p> <p>Marmot, Michael G. 1994. Social differentials in health within and between populations. <i>Daedalus</i> 123(4):197-216.</p> <p>Lopez, Alan D, et al. 2006. “Global and regional burden of disease and risk factors.” <i>The Lancet</i> 367: 1747-57.</p> <p>Population Reference Bureau. 2004. <i>Population Handbook</i>. “morbidity”.</p>
April 16	<p>Global migration and urbanization</p> <p>Population reference bureau. “International migration: facing the challenge.”</p>

	Population Reference Bureau. 2004. <i>Population Handbook</i> . “migration”, “urbanization and distribution”.
April 21	Student presentation: 7. <i>health challenges in the U.S.</i> 8. <i>health disparities within populations</i> 9. <i>health inequality between populations</i>
April 23 (HW #2 due)	Student presentation: 10. <i>global migration and urbanization</i> Review for Final
April 29	The Final in the Class is scheduled for Wednesday, April 29, 2015 at 2:00-3:45.

GE Rationale for Diversity: Global Studies
SOCIOL 3597.02 World Population Problems

This document specifies how each of the expected learning outcomes identified in the course syllabus will be met across different dimensions of the course. Each outcome is addressed separately.

Diversity: Global Studies

The first expected learning outcome for this course is: “Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.” This outcome will be met through:

Course objectives: Examining world population problems in a global context is an especially useful lens through which to achieve the first learning outcome. Through the course objectives students (1) learn demography which is a scientific discipline studying the causes and consequences of population change; (2) use population model as a tool to frame, define, and investigate world population problems and consequent social, economic, political and cultural problems; (3) gain substantive knowledge of the interplay of global population and all other aspects of society and the world; and (4) develop skills in understanding complex arguments and writing qualified essays using quantitative, cross-national data.

The readings. This is an intensive reading course. Required readings consist of a mix of academic articles, population bulletin reports from the Population Reference Bureau, and chapters from several books. Approximately 85% of the readings focus specifically on world population change and population problems outside of the United States and draw attention to the cultural, structural, social, economic and political factors that shape social life in countries around the world.

The topics. Eleven world population topics are touched upon: (1) What is the relationship between population growth and economic growth? Does population booming hinder or promote economic growth? (2) What is the relationship between population growth and environment? Does population growth cause environmental degradation? (3) What is the consequence of fertility and population decline? Is lowest low fertility inevitable or reversible? (4) Is global aging dangerous for human society? (5) Will global HIV/AIDS challenge the further longevity increase? (6) Will global obesity epidemic increase mortality rate? (7) Why is the U.S. less healthy than other developed countries? Should we blame health care system, smoking, obesity, income inequality or others? (8) Why do socioeconomic differentials in health and mortality continue to exist and even widen in virtually all societies? (9) Why do health disparities widen across nations? (10) What are the challenges and consequences of global immigration? (11) What is the future of world population?

Project reports and assignment: The readings and class materials provide a glimpse of a variety of topics around the world. But to develop a deeper understanding of a particular topic, students choose two of the above topics to have as a special focus throughout the semester. Each of these is featured in the assigned readings. Students are asked to complete some independent reading about these two topics, and it is featured in their two project assignments. One is group presentation. The other one is written essay. Students are required to read extensively, analyze the social, cultural, political and economic factors that shape a particular population problem within or across countries, and how population problems may also shape other dimensions of society, thereby directly addressing the first ELO. They are required to work on a group presentation or individual essay to elaborate their arguments.

Besides these two reports, students are also required to complete an assignment. They analyze some data on population dynamics and to examine the internal relationship among several population components, i.e., birth, death, migration, population composition. They can choose a country of focus in a non-U.S. context and study how these population components may affect each other over time (Instructions for data analysis are provided, so no prior skills are necessary). Students are asked to highlight some of the political, economic, cultural, physical, social, and philosophical aspects of these population changes in a non-U.S. context, thereby further addressing the first ELO.

The second expected learning outcomes for this course is, “Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.” This outcome will be met in through:

Course objectives: Examining world population problems in a global context is an especially useful lens through which to achieve the second learning outcome. Students have personal familiarity with population problems in a U.S. context and this serves as a stark contrast to the population problems in less developed countries. Through the course objectives students develop a clearer sense of the connection between individuals, communities, nations, and environments in other parts of the world, a deeper understanding of the social systems, institutional structures, and global environments that shape population problems and potential consequences within and across countries. They will obtain substantive knowledge of the interplay of history, ideological foundations, contemporary culture, social diversity contributing to the challenging population problems in the world. In doing so, they will recognize the role of national and international diversity in shaping their attitudes and values as global citizens.

The readings. This is an intensive reading course. Required readings consist of a mix of academic articles, population bulletin reports from the Population Reference Bureau, and chapters from several books. Approximately 85% of the readings focus specifically on world population change and population problems outside of the United States and draw attention to the cultural, structural, social, economic and political factors that shape social life in countries around the world. As such, the readings will directly enable

students to understand the role of national and international diversity in shaping their own attitudes and values as global citizens.

The topics. Eleven world population topics are touched upon: (1) What is the relationship between population growth and economic growth? Does population booming hinder or promote economic growth? (2) What is the relationship between population growth and environment? Does population growth cause environmental degradation? (3) What is the consequence of fertility and population decline? Is lowest low fertility inevitable or reversible? (4) Is global aging dangerous for human society? (5) Will global HIV/AIDS challenge the further longevity increase? (6) Will global obesity epidemic increase mortality rate? (7) Why is the U.S. less healthy than other developed countries? Should we blame health care system, smoking, obesity, income inequality or others? (8) Why do socioeconomic differentials in health and mortality continue to exist and even widen in virtually all societies? (9) Why do health disparities widen across nations? (10) What are the challenges and consequences of global immigration? (11) What is the future of world population?

Project reports and assignment: The readings and class materials provide a glimpse of a variety of topics around the world. But to develop a deeper understanding of a particular topic, students choose two of the above topics to have as a special focus throughout the semester. Each of these is featured in the assigned readings. Students are asked to complete some independent reading about these two topics, and it is featured in their two project assignments. One is group presentation. The other one is written essay. Students are required to read extensively, analyze the social, cultural, political and economic factors that shape a particular population problem within or across countries, and the influence of cultural values and diversity in shaping exposure to international population problems and in influencing how the global community responds to those crises, thereby drawing attention to the “role of national and international diversity in shaping their own attitudes and values as global citizens.”

Besides these two reports, students are also required to complete an assignment. They analyze some data on population dynamics and to examine the internal relationship among several population components, i.e., birth, death, migration, population composition. They can choose a country of focus in a non-U.S. context and study how these population components may affect each other over time (Instructions for data analysis are provided, so no prior skills are necessary). Students are asked to highlight the influence of cultural values and diversity in shaping exposure to international population problems and in influencing how the global community responds to those crises, thereby further addressing the second ELO.

GE Assessment Plan

Assessment Plan for Expected Learning Outcome #1: “Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of

the world's nations, peoples and cultures outside the U.S.”

Direct Method: This learning outcome will be assessed via the two project reports (presentation and essay) and one assignment. Each includes a component that directly addresses this ELO.

Level of Student Achievement Expected: 75% of students achieve the ELO at a “Milestone 2” standard on a scoring rubric for at least one of the two project reports (equivalent to a grade of C).

Process used to review the data and potentially change the course to improve student learning: For all students who do not meet the ELO at the expected level, the instructor will review the attendance, participation, and initiative of each student in seeking help in office hours and evaluate whether student motivation and initiative was a likely factor in the student not meeting the objectives. If the number of students who do not meet the ELOs is small and largely composed of students with poor attendance and/or participation, no action will be taken. If the number of students who do not meet the ELOs is large and/or largely composed of students with strong participation and attendance, the instructor will review course content, readings, and instruction to determine if alternative pedagogical methods may be warranted to improve student learning.

Assessment Plan for Expected Learning Outcome #2: “Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.”

Direct Method: This learning outcome will be assessed via the two project reports (presentation and essay) and one assignment. Each includes a component that directly addresses this ELO.

Level of Student Achievement Expected: 75% of students achieve the ELO at a “Milestone 2” standard on a scoring rubric for at least one of the assignment (equivalent to a grade of C).

Process used to review the data and potentially change the course to improve student learning: For all students who do not meet the ELO at the expected level, the instructor will review the attendance, participation, and initiative of each student in seeking help in office hours and evaluate whether student motivation and initiative was a likely factor in the student not meeting the objectives. If the number of students who do not meet the ELOs is small and largely composed of students with poor attendance and/or participation, no action will be taken. If the number of students who do not meet the ELOs is large and/or largely composed of students with strong participation and attendance, the instructor will review course content, readings, and instruction to determine if alternative pedagogical methods may be warranted to improve student learning.

General education assessment data will be archived to a department maintained Buckeye Box folder.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(EL01) Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States	Critically analyzes and applies knowledge of the role of economic, cultural, physical, social or philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States with respect to the etiology or treatment of the population problem	Explains the role of economic, cultural, physical, social, or philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States with respect to the etiology or treatment of the population problem	Describes with some depth the role of economic, cultural, physical, social, or philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States with respect to the etiology or treatment of the population problem	Superficially describes of the role of economic, cultural, physical, social, or philosophical aspects of one or more of the world's nations, peoples and cultures outside of the United States with respect to the etiology or treatment of the population problem
(EL02) Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Critically analyze the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to the population problem.	Explain the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to the population problem.	Shows some awareness of the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to the population problem.	Shows little awareness of the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to the population problem.

Assignment to Evaluate ELO 1 and 2

For the first project report, you will work in groups to create a presentation on an important population problem, with particular focus on non-U.S. countries. For the second project report and the assignment on population dynamics, you will work individually to write an essay on an important population problem, and analyze data on internal and external population dynamics, with particular focus on non-U.S. countries. These project reports and assignments should directly address the GE expected learning outcomes for this course by: (1) highlighting some of the political, economic, cultural, physical, social, and philosophical aspects of an important population problem in a non-U.S. context and (2) consider the role of national and international diversity in shaping how both the U.S., the country affected, and the world responds to this population problem.