CALIFORNIA'S POPULATION (Seminar)

Seminar Meets: Tues 2-4:50, SSPA room 1165.
Office: Social Ecology I room 218F, 824-6990, chew@uci.edu.
Office Hours: Thurs 10-11:30 (because of occasional rescheduling, please confirm office hours for any given week)
EEE: EEE will be used extensively, in particular the drop box feature.

What this course is about:

Students who complete this course should be able (1) to explain the importance of demographic change in California's past, present, and future; (2) to use population data as a window on to life among the State's regions and communities; and (3) to communicate numeric narratives simply but effectively.

The course will focus on the idea, argued provocatively by David Hayes-Bautista, that the future of the State hinges on the future of its Latino population. We shall perform our assessment of the strengths and weaknesses of Hayes-Bautista's position, especially the extent to which it holds (or doesn't) across the State's dramatic sub-regional and sub-population boundaries. Is demography destiny?

Along the way, we shall learn about the following:

- The seven (eight? or nine?) different Californias, some almost unknown.
- The state's variety in settlement patterns and urban form.
- Booms and busts, and how they relate to migrants and immigrants.
- Industries, occupations, work, and travel to work.
- The primacy of age and generation; the importance of sex, plus living arrangements, schooling and parenthood.
- Racial or ethnic self-identification, and multiculturalism.
- Trends across time and space.
- Interactions with health, crime, environment, culture, real estate, and politics.
- What the future holds.

The course provides exposure to population concepts and techniques but is not a formal introduction to demography. Rather, it emphasizes the selection of data (what to choose for representing the concepts you intend), interpretation of those data (how to decode them for yourself), and presentation (how to decode them for someone else).
Prerequisites:

(1) Your curiosity about California's population must be strong enough to overcome any reluctance to work intensively with numbers.
(2) Data are accessible mainly through electronic networks and will require analysis primarily using spreadsheets. You should already use MS Excel, or an equivalent program.

Required Texts and Sources


5. A state map (15 to 20 miles per inch) clearly showing county boundaries, roads and highways, cities, towns, and hamlets. Auto Club (AAA) maps work well.


8. Selected episodes from *California’s Gold* (Huell Howser /KCET c. 1990-2005) will be shown in seminar and are available at the library. Web site: [www.calgold.com](http://www.calgold.com).

Recommended Sources

1. UCI program in Demographic and Social Analysis (DASA) web site at [www.demography.uci.edu](http://www.demography.uci.edu). Click on the "Demographic Links."


Seminar Requirements:

Grading will be based on seminar participation, including reading quizzes and discussion (30%), informal presentations on work in progress (30%), and a combination paper-PowerPoint presentation assessing the demographic role of Latinos in one or more regional groupings of California counties (40%). Completion of EEE’s course evaluation during 10th week is integral to seminar participation.

**NO COURSE INCOMPLETES WILL BE GIVEN FOR ANY REASON WHATSOEVER.**

<table>
<thead>
<tr>
<th><strong>READING/QUIZ SCHEDULE</strong></th>
<th><strong>Starr</strong></th>
<th><strong>Hayes-Bautista</strong></th>
<th><strong>Miller</strong></th>
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<td><strong>Week 1: March 31</strong></td>
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<td><strong>Week 2: April 7</strong></td>
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<td><strong>Week 3: April 14</strong></td>
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<td>Chs. 4-6</td>
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<td>Chs. 7-9</td>
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<td>Ch. 6-7</td>
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Starr, Ch.1 (Place and first people)
Starr, Ch.2 (The Spanish Colonial Era)
Starr, Ch.3 (Mexican California)
Starr, Ch.4 (Striking it rich: the establishment of an American state)
Starr, Ch.5 (Regulation, railroad, and revolution)
Starr, Ch.6 (The higher provincialism: American life in an emergent region)
Starr, Ch.7 (Creating the infrastructure of a mega-state)
Starr, Ch.8 (Labor through the Great Depression and beyond)
Starr, Ch.9 (War and peace: garrison state and suburban growth)
Starr, Ch.10 (Seeking utopia through science and technology)
Starr, Ch.11 (Art and life on the Coast of Dreams)
Starr, Ch.12 (Ecumenopolis: forging a world society)
Starr, Ch.13 (Arnold! Stewardship or squandered legacy?)

H-B, pp. 1-13 (Introduction)
H-B, pp. 14-37 (Ch.1, America defines Latinos: 1940-1965)
H-B, pp. 38-57 (Ch.2, Latinos reject America's definition: 1965-75)
H-B, pp. 58-88 (Ch.3, Washington defines a minority: 1965-1975)
H-B, pp. 89-117 (Ch.4, Latinos define Latinos: 1975-1990)
H-B, pp. 118-147 (Ch.5, Times of crisis: Proposition 187 and after, 1990-2000)
H-B, pp. 148-176 (Ch. 6, Latinos define "American": 2000-2020)
H-B, pp. 177-207 (Ch. 7, Creating a regional American identity: 2020-2040)
H-B, pp. 208-228 (Ch.8, Best-case & worst-case scenarios: California 2040)

Miller, pp.1-8 (Ch.1, Why write about numbers?)
Miller, pp.9-32 (Ch.2, Seven basic principles)
Miller, pp. 83-101 (Ch.5, Types of quantitative comparisons)
Miller, pp. 102-128 (Ch.6, Creating effective tables)
Miller, pp. 129-165 (Ch.7, Creating effective charts)
Miller, pp. 185-199 (Ch.9, Writing about distributions and associations)
Miller, pp. 238-264 (Ch.12, Speaking about numbers)