

## **CALIFORNIA'S POPULATION (Seminar)**

Seminar Meets: Wed 9:30 AM-12:20 PM, SSPA room 1165.  
Office: Social Ecology I room 205, 949.824.6990, chew@uci.edu.  
Office Hours: Tuesdays 2-3, Wednesday 2-4, and by appointment.  
EEE: EEE features and uci.edu e-mail accounts will be used extensively.

### **What this course is about:**

This course has two goals. The first goal is to understand, explore, and critique the contention, set forth in Myers's *Immigrants and Boomers*, that California's future has been thrown into jeopardy by a political reality that lags behind the state's demographic transformation. The second goal is to embark on a whirlwind population tour of the state's 58 culturally and geographically diverse counties. The prevalent images of California emanate from its major population centers. At best, these images are merely partial. At worst, they provide misleading, even pernicious models for scholarship and social policy. Our tour of the state is meant to restore balance to those images.

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 infer social narratives from demographic data; and thus (3) to use demographic data in characterizing the State's regions and communities; and finally (4) to effectively incorporate simple numeric data into narrative communication.

This course is not a formal introduction to demography but rather, emphasizes data selection (choices for marking important concepts), and data interpretation plus communication (how to decode them for yourself and for an audience).

**Prerequisites:**

- (1) A curiosity about California's population that is strong enough to motivate persistence in wrangling with numeric data.
- (2) You should already use a standard spreadsheet program, such as MS *Excel*.

**Required Texts:**

1. Myers, Dowell. 2007. *Immigrants and Boomers: Forging a New Social Contract for the Future of America*. New York: Russell Sage Foundation.
2. Haupt, Arthur and Thomas T. Kane. 2004. *The Population Reference Bureau's Population Handbook*, 5th edition. Washington, DC: Population Reference Bureau. PDF version on line at <http://www.prb.org/Reports/2004/PopulationHandbook5thedition.aspx>
3. 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.
4. California Department of Finance. *California Statistical Abstract*. Selected tables or the entire annual volume can be downloaded starting at [http://www.dof.ca.gov/HTML/FS\\_DATA/STAT-ABS/Statistical\\_Abstract.php](http://www.dof.ca.gov/HTML/FS_DATA/STAT-ABS/Statistical_Abstract.php)
5. U. S. Census Bureau, [www.census.gov](http://www.census.gov). The principal search engine for small areas is American FactFinder—from the Census Bureau home page, click on “Data.”

**Invaluable Background**

1. Starr, Kevin. 2005. *California: A History*. New York: The Modern Library.
2. Miller, Jane E. 2004. *The Chicago Guide to Writing About Numbers*. Chicago: University of Chicago Press.
3. Selected episodes from *California's Gold* or *Visiting* (Huell Howser /KCET c. 1990-2011) will be shown in seminar; many are available at the library. Web site: [www.calgold.com](http://www.calgold.com).
4. Hayes-Bautista, David. 2004. *La Nueva California: Latinos in the Golden State*. Berkeley: University of California Press.

**Grading /Seminar Requirements:**

Student-moderated, reading-based discussion	30 %
Blogs 1-4 with associated commentary and discussion	50 %
Blog 5	20 %
Total	100 %

◆ The principal work comprises a series of blogs that integrate (at different scales, and across a variety of locales) numeric and personal or qualitative data toward an evaluation of Myers’s thesis about the unraveling—and the potential for re-building—the “intergenerational contract.”

Individual blogs will feed into a collective enterprise wherein working groups will divide their focus among California’s dozen regions.

◆ *Completion of EEE's course evaluation during 10<sup>th</sup> week is integral to seminar participation.*

<b>MEETINGS</b>	<b>READING—STARR</b>	<b>READING—MYERS</b>	<b>DELIVERABLES</b>
<b>Week 1:</b> April 4			
<b>Week 2:</b> April 11	1-6	Intro, 1-3	
<b>Week 3:</b> April 18	7-9	4-6	Blog 1
<b>Week 4:</b> April 26	10-13	7-9	
<b>Week 5:</b> May 2 Δ Meeting 9:30-11			Blog 2
<b>Week 6:</b> May 9		10-11	
<b>Week 7:</b> May 16		12	Blog 3
<b>Week 8:</b> May 22			
<b>Week 9:</b> May 29			Blog 4
<b>Week 10:</b> June 6			
<b>Exam Week</b> Δ No Meeting			Blog 5

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?)

Myers, pp. 1-15 (Ch.1, Introduction)  
Myers, pp. 19-35 (Ch.2, Knowing and making the future)  
Myers, pp. 36-63 (Ch.3, Demographic Transition in California and the U.S.)  
Myers, pp. 64-84 (Ch.4, A dismal future? Outlook in the early transition period)  
Myers, pp. 85-101 (Ch.5, California turnaround: a renewed basis for optimism)  
Myers, pp. 102-119 (Ch.6, Immigrant mobility: support for a more hopeful future)  
Myers, pp. 123-150 (Ch. 7, The political lag during the transition)  
Myers, pp. 151-176 (Ch. 8, An evolving social contract with many strands)  
Myers, pp. 177-196 (Ch.9, Rediscovering the intergenerational social contract for the 21<sup>st</sup> century)  
Myers, pp.199-224 (Ch.10, Growing the new skilled workforce and middle class taxpayer base)  
Myers, pp. 225-245 (Ch.11, Sharing the American Dream: the linked interests of older home sellers and younger home buyers)  
Myers, pp. 249-260 (Ch.12, Conclusion: steps toward building a more hopeful future)

**30-Day Sunset:** Unclaimed student material will be held for 30 calendar days following the final exam before recycling. Inquiries concerning exams, projects, or grades must be initiated within that 30-day period.

