Social Consequences of Population Dynamics
SOCIOLOGY / DEMOGRAPHY C126
TuTh 11-12:30, 56 Barrows Hall

Prof. Leora Lawton

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FINAL EXAM: Group 9: Wednesday, DECEMBER 16, 2015 8-11A

This course is a broad overview of the core elements in population studies: fertility, mortality and migration. These elements shape, and are shaped by social, economic and political phenomena. We therefore need to consider the demographic transition – the shift from high mortality/high fertility societies to low fertility/low mortality. This transition led to massive population growth, very small and innovative forms of family, population aging, migration streams and other consequences. Understanding demographic processes is critical to understanding any social science, and can contribute heartily to understanding other disciplines as well.

COURSE OVERVIEW

The course will address four sets of interrelated topics. The dates on the Calendar (pp. 4-5) that correspond (approximately) to each set of topics are indicated below.

I. The demographic transition (Aug 27 – Oct 1). This section provides critical background for the rest of the course. Our goal is to describe and explain one of the most important changes in human history: the shift from short life and large families to long life and small families. Aside from the changes it has brought to individuals, this transition has had two major consequences for modern societies: rapid population growth and a major shift in the age distribution of populations from younger to older ages. We will describe the various stages of this transition and discuss expectations for future demographic trends.

II. Migration and globalization (Oct 8-Oct 22 and Nov 24). Although many factors drive trends in international migration, the rapid growth of populations resulting from the demographic transition has been an important source of pressure for the movement of individuals across borders. Such movements are occurring in the context of globalization in many sectors of life (e.g., exchange of goods and services, monetary systems, popular culture). This growth of cross-border movements has important implications for both sending and receiving countries. We will examine the controversy surrounding immigration to developed countries, including but not limited to the United States.

III. Population policy and aging (Oct 27-Nov 5). In the wake of the demographic transition, populations become older by various measures. As a result, the collective need for income support and personal care shifts away from children and toward older persons. This demographic shift has raised concerns that current financial obligations toward the elderly (in particular, publicly funded pensions and health care) are not sustainable in the long term. We will examine the evidence on these topics in the context of contemporary debates about social security and health care. Contrary to common belief, the primary cause of population aging is low fertility, not low mortality, and thus we will also consider the situation of persistent low fertility that exists in many developed countries and efforts by governments to support and encourage childbearing.
IV. **Demographic Perspectives on Contemporary Issues (Nov 10 – Nov 19).** The rapid population growth caused by the demographic transition is unprecedented in human history. Especially when combined with a sharp increase in per capita consumption, this growth presents challenges for humanity’s present and future, including possible depletion of crucial resources (e.g., energy, water, space) and/or severe environmental damage (e.g., global warming, oil spills). Family represents an important area of demography, and the macro-demographic changes from the transition have an impact on family patterns as well. Another contemporary feature – the existence of surplus labor interacting with shifts in political and economic systems – results in mass incarceration, which in turn impacts the family.

**COURSE DETAILS**

**READINGS:** A course reader is available from Copy Central, 2560 Bancroft. Within the reader and on pp. 5-6 of this syllabus, readings are arranged in order of the syllabus. The Calendar (pp. 4-5) shows the order for reading and research paper development exercises that we will follow in the course.

**WEBPAGE:** We will be using B-courses to organize materials for this course. Under the “Files” section, you will find electronic versions of all assigned readings. These items are being provided to you for free as students in this course; in order to respect copyright restrictions, they should not be duplicated or passed on to individuals not enrolled in this course.

**LECTURES:** Lectures will be held on Tuesday and Thursday from 11 to 12:30 pm in Rm. 56, Barrows Hall. The format of lectures will vary as required for the material being covered. Some lectures will consist primarily of a solo presentation of material by the instructor; others may focus on a discussion of specific readings or contemporary topics; some may include guest speakers; and some may have a combination of these various formats.

**RESEARCH:** A research paper is required. Over the course of the semester, you will write identify a research question, find data that you will analyze in order to answer your research question, and present your results to the class. These steps make up the kind of work a professional researcher might do.

**PAPER:** The three components of the paper (theoretical essay, literature review, and data analysis) will be graded and revised on a set schedule (see Calendar). The three components will then form the core of the final research paper. The instructor and the Reader will follow your progress on the research paper quite closely. Over the course of the semester, you are required to meet with Reader once, and with the instructor at least once. A complete description of the research paper assignment will be distributed in the third week of class.

**GRADING:** Grades are scored on a point system, with the following values possible for each part:

- Midterm exam: 200 points
- Final exam: 150 points
- Research paper: 250 points
- Three components of research paper: 50 points each
- Weekly Assignments – due the following Tuesday: 140 points total
- Oral presentation (content, organization, clarity, ppt presentation): 110 points

There are a maximum of 1000 points in total. In percentage terms, the correspondence between points and letter grades is roughly as follows: A = 900-1000; B = 800-900; C = 700-800; D = 600-700; F = <600. This scale applies to individual assignments and the course as a whole.

Final grades remain at the discretion of the instructor, who may also consider changes over the course of the semester. For example, an outstanding performance on the final exam could raise your grade above what is indicated by your point total, or a very poor performance could lower your grade. One specific policy is that a student must earn a passing grade (D or above) on the final exam in order to get a C or above in the course (in other words if you fail the final, you cannot get higher than a D for the course).
All assignments (including the research paper and its 3 components) should be submitted in hard-copy format to the Reader or the instructor during class. Please keep copies (electronic or paper). Assignments are considered late if received after the end of class on the due date. Grades for late assignments will be reduced automatically by one letter grade (no exceptions), and no assignments will be accepted more than one week after the due date. Extensions of regular due dates are rare but may be granted at the discretion of the Reader or the Instructor; if granted verbally, always confirm an extension via email so that there is a written record of it.

DISABILITY/EMERGENCY If you require a disability-related accommodation for this course, if you have emergency medical information that you wish to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor and/or the TAs immediately. Students who need academic accommodation (for example, a note-taker) should request such services from the Disabled Students’ Program (DSP), 260 César Chávez Center, 510-642-0518 (voice) or 510-642-6376 (TTY). DSP is the campus office responsible for verifying and assessing a disability-related need for academic accommodation, and for planning the accommodation in cooperation with the student, instructor, and Reader(s).

ACADEMIC INTEGRITY* Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from the instructor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. “Proper attribution” means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, you should indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses. If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or TA beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. Be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley! If discovered, cheating or other academic dishonesty will result in a formal disciplinary file, which could lead to the loss of a future internship, scholarship, or employment opportunity, or possible denial of admission to graduate school. And I get really upset, too.

* - Extracted from the Report of the Academic Dishonesty and Plagiarism Subcommittee, UC Berkeley, June 18, 2004
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Research Paper Development</th>
<th>Activities</th>
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<tr>
<td>2</td>
<td>Sept 1</td>
<td>History of Population Demographic Transition</td>
<td>Livi-Bacci, McFalls United Nations</td>
<td>HW2: Exploring data sets</td>
<td>HW1 due Tues. Bcourses: Data sets</td>
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<td>Sept 3</td>
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<td>3</td>
<td>Sept 8</td>
<td>Mortality</td>
<td>Wilmoth Vallin &amp; Meslé</td>
<td>HW3: Building a conceptual model:</td>
<td>HW2 due Tues</td>
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<td>Sept 10</td>
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<td>4</td>
<td>Sept 15</td>
<td>Using statistical software (guest lecturer) Survey Research</td>
<td>Handouts/Readings on Bspace</td>
<td>HW4: Software</td>
<td>HW3 due Tues Bcourses: Excel, SPSS, STATA, SDA, R.</td>
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<td>(RH) Sept 17</td>
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<td>5</td>
<td>Sept 22</td>
<td>Fertility – Proximate causes and decline</td>
<td>Mason Goldin &amp; Katz Refer also to Livi-Bacci and McFalls</td>
<td>HW5: Operationalization - Turning a theory into hypotheses</td>
<td>HW4 due Tues</td>
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<td>Sept 24</td>
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<td>6</td>
<td>Sept 29</td>
<td>Film Low, Low Fertility</td>
<td>Morgan Coleman &amp; Rowthorn</td>
<td>HW6: Developing an outline for your paper. Midterm Review</td>
<td>HW5 due Tues</td>
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<td>(SUK) Oct 1</td>
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<td>(SA) Oct 8</td>
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<td>8</td>
<td>Oct 13</td>
<td>Migration: global Migration: To the US</td>
<td>Castles, Chami Hirschman</td>
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<td>Theory Section due</td>
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<td>Oct 15</td>
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<td>Oct 22</td>
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<td>10</td>
<td>Oct 27</td>
<td>Population Limits and Policy</td>
<td>Greenhalgh (China) OR (assign by alphabet, create q’s on what worked, didn’t, why.</td>
<td>HW7: Presenting your data analysis – tools for charts and tables.</td>
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<td>Oct 29</td>
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<td>11</td>
<td>Nov 3</td>
<td>Population Aging and retirement &amp; dependency ratios</td>
<td>Reher, Bommier <em>Trends with Benefits</em></td>
<td>More on data analysis – common mistakes</td>
<td>HW7 due Tues</td>
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<td>12</td>
<td>Nov 10</td>
<td>Population &amp; Environment</td>
<td>Pebley, Ehrlich, Lombard and Lam.</td>
<td>Pulling it all together</td>
<td>Data Analysis Due.</td>
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<td>13</td>
<td>Nov 17</td>
<td>Family Patterns (1) Demographic impacts of Mass Incarceration</td>
<td>Cherlin</td>
<td>HW 8 Presentation by PPT – and tips on presenting your research to others</td>
<td>Literature review returned</td>
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<td>15</td>
<td>Dec 1</td>
<td>Presentations</td>
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<td>16</td>
<td>Dec 7-12</td>
<td>Reading Week</td>
<td>Perhaps some presentations.</td>
<td>Final Paper due Friday at noon, Dec 12</td>
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<td>17</td>
<td>Dec 16</td>
<td>FINAL EXAM 8-11 AM</td>
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<td>Same length as midterm.</td>
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Final examination: Location TBA
READINGS  The reader contains the following items (listed here in the order of the syllabus):

6. Readings on BCourses for Survey Research and Statistical Software


