

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

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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:

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| • Midterm exam | 200 points |
| • Final exam | 150 points |
| • Research paper | 250 points |
| • Three components of research paper | 50 points <u>each</u> |
| • Weekly Assignments – due the following Tuesday | 140 points <u>total</u> |
| • 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

CALENDAR

Week	Date	Topic	Readings	Research Paper Development	Activities
1	Aug 27	Introduction	McFalls	1. Outline of a research paper Paper Guidelines in bcourses. <u>HW1</u> : Thinking about a research paper topic.	Bcourses: writing resources, Guidelines, all weekly assignments, Research Paper: theory, literature and data analysis assignments.
2	Sept 1 Sept 3	History of Population Demographic Transition	Livi-Bacci, McFalls United Nations	<u>HW2</u> . Exploring data sets	HW1 due Tues. Bcourses: Data sets
3	Sept 8 Sept 10	Mortality	Wilmoth Vallin & Meslé	<u>HW3</u> : Building a conceptual model:	HW2 due Tues
4	Sept 15 (RH) Sept 17	Using statistical software (guest lecturer) Survey Research	Handouts/Readings on Bspace	<u>HW4</u> : Software	HW3 due Tues Bcourses: Excel, SPSS, STATA, SDA, R.
5	Sept 22 Sept 24	Fertility – Proximate causes and decline	Mason Goldin & Katz Refer also to Livi-Bacci and McFalls	<u>HW5</u> : Operationalization - Turning a theory into hypotheses	HW4 due Tues
6	Sept 29 (SUK) Oct 1	Film Low, Low Fertility	Morgan Coleman & Rowthorn	<u>HW6</u> : Developing an outline for your paper. Midterm Review	HW5 due Tues
7	Oct 6 (SA) Oct 8	Midterm Migration: theory	Massey (1999)	Researching your topic – theory	HW6 due Tues
8	Oct 13 Oct 15	Migration: global Migration: To the US	Castles, Chamie Hirschman		Theory Section due
9	Oct 20 Oct 22	Immigration Policy	Zolberg, Massey (2007)	Researching your topic: literature review	
10	Oct 27 Oct 29	Population Limits and Policy	Greenhalgh (China) OR (assign by alphabet, create q's on what worked, didn't, why.	<u>HW7</u> : Presenting your data analysis – tools for charts and tables.	Literature review due. Theory section returned

			Connelly (India), AND Bongaarts Cincotta & Crane ^s , Obama ^s		
11	Nov 3 Nov 5	Population Aging and retirement & dependency ratios	Reher, Bommier <i>Trends with Benefits</i>	More on data analysis – common mistakes	HW7 due Tues
12	Nov 10 Nov 12	Population & Environment	Pebley, Ehrlich, Lombard and Lam.	Pulling it all together	Data Analysis Due.
13	Nov 17 Nov 19	Family Patterns (1) Demographic impacts of Mass Incarceration	Cherlin ?	HW 8 Presentation by PPT – and tips on presenting your research to others	Literature review returned
14	Nov 24 Nov 26	US Internal Migration Thanksgiving	Frey		Data analysis returned 11/24.
15	Dec 1 Dec 3	Presentations Presentations			
16	Dec 7- 12	Reading Week	Perhaps some presentations.		Final Paper due Friday at noon, Dec 12
17	Dec 16	FINAL EXAM 8-11 AM			Same length as midterm.

Final examination: Location TBA

READINGS The reader contains the following items (listed here in the order of the syllabus):

1. McFalls, Joseph A., Jr. (2007). "Population: A Lively Introduction." *Population Bulletin* 62(1): 1-31 (Washington, D.C.: Population Reference Bureau). (<http://www.prb.org/pdf07/62.1livelyintroduction.pdf>)
2. Livi-Bacci, Massimo (2007). "Toward order and efficiency: The recent demography of Europe and the developed world" (chapter 4), and "The populations of poor countries" (chapter 5). *A Concise History of World Population*, 4th ed., Malden, MA: Blackwell.
3. United Nations (2011). "Population prospects for the twenty-first century: The 2010 United Nations projections." *Population and Development Review* 37(2): 407-411.
4. Wilmoth, John R. (2007). "Human longevity in historical perspective." In: P.S. Timiras (ed.), *Physiological Basis of Aging and Geriatrics* (4th ed.), New York: Informa Healthcare (pp. 11-22).
5. Vallin, Jacques, and France Meslé (2010). "Will life expectancy increase indefinitely by three months every year?" *Population & Societies*, No. 473, pp. 1-4.
6. Readings on BCourses for Survey Research and Statistical Software
7. Mason, Karen O. (1997). "Explaining fertility transitions." *Demography* 34(4): 443-454.
8. Goldin, Claudia, and Lawrence F. Katz (2001, second quarter). "On the pill: Changing the course of women's education." *The Milken Institute Review*, pp. 12-21.
9. Morgan, S. Philip (2003). "Is low fertility a twenty-first-century demographic crisis?" *Demography* 40(4): 589-603.
10. Coleman, David, and Robert Rowthorn (2011). "Who's afraid of population decline? A critical examination of its consequences." *Population and Development Review* 37(suppl.): 217-248.
11. Massey, Douglas S. (1999). "Why does immigration occur: A theoretical synthesis." In: C. Hirschman, P. Kasinitz, and J. DeWind (eds.), *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation (pp. 34-52).
12. Castles, Stephen, and Mark J. Miller (2009). "Migrants and minorities in the labour force" (chapter 10). *The Age of Migration: International Population Movements in the Modern World*, 4th ed. New York: Guilford.
13. Chamie, Joseph (2009). "Mind the gap: Public and government views on migration diverge." *YaleGlobal Online Magazine* (16 October).
14. Hirschman, Charles (2005). "Immigration and the American century." *Demography* 42(4): 595-620.
15. Zolberg, Aristide R. (2007). "Immigration control policy: Law and implementation." In: M.C. Waters and R. Ueda (eds.), *The New Americans: A Guide to Immigration since 1965*, Cambridge, MA: Harvard University Press (pp. 29-42).
16. Massey, Douglas (2007) "Understanding America's Immigration Crisis." *American Philosophical Society Proceedings*, 151(3):309-27.
17. Greenhalgh, Susan (2003). Science, Modernity, and the Making of China's One-Child Policy. *Population and Development Review*, 29(2): 163-196. www.jstor.org/stable/3115224.
18. Bongaarts, John. 2008. What can fertility indicators tell us about pronatalist policy options? *Vienna Yearbook of Population Research*, Vol. 6, Can policies enhance fertility in Europe? (2008), pp. 39-55), <http://www.jstor.org/stable/23025494>.
19. Connelly, Matthew (2006). "Population control in India: Prologue to the Emergency Period." *Population and Development Review* 32(4): 629-667.

20. Cincotta, Richard P., and Barbara B. Crane (2001). "The Mexico City policy and U.S. family planning assistance." *Science* 294(October 19): 525-526.
21. Obama, Barack (2009). "Memorandum for the Secretary of State (Subject: Mexico City Policy and Assistance for Voluntary Population Planning)". From: http://www.whitehouse.gov/the_press_office/MexicoCityPolicy-VoluntaryPopulationPlanning/.
22. Reher, David S. (2011). "Economic and social implications of the demographic transition." *Population and Development Review* 37(suppl.): 11-33.
23. Bommier, Antoine, Ronald Lee, Tim Miller, and Stéphane Zuber (2010). "Who wins and who loses? Public transfer accounts for U.S. generations born 1850 to 2090." *Population and Development Review* 36(1): 1-26. <http://www.jstor.org/stable/3657332>.
24. This American Life, "Trends with Benefits", 3/22/2013. <http://www.thisamericanlife.org/radio-archives/episode/490/trends-with-benefits>. (Online Media, not a print article).
25. Pebley, Ann (1998). Population and the environment. *Demography* 35: 377-89. <http://www.jstor.org/stable/3004008>.
26. Ehrlich, Paul (1968, revised 1971). "The problem" (chapter 1; also read Prologue and Forward). *The Population Bomb*, New York: Ballantine.
27. Lomborg, Bjørn (2012). "Environmental alarmism, then and now." *Foreign Affairs* 91(4): 24-40.
28. Lam, David (2011). "How the world survived the population bomb: Lessons from 50 years of extraordinary demographic history." *Demography* 48(4): 1231-1262.
29. Glaeser, Edward. 2013. "A Review of Enrico Moretti's 'The New Geography of Jobs.'" *Journal of Economic Literature*, 51(3): 825-37. <http://pubs.aeaweb.org/doi/pdfplus/10.1257/jel.51.3.825>
30. Cherlin, Andrew (2010). Demographic Trends in the United States: A Review of Research in the 2000s. *Journal of Marriage and Family*, 72(3): 403-419. DOI: 10.1111/j.1741-3737.2010.00710.x.
31. Frey, William H. (2004). "The New Great Migration: Black Americans' Return to the South, 1965–2000", Brookings Institution. (http://www.frey-demographer.org/reports/R-2004-3_NewGreatMigration.pdf.)