

SEX, DEATH, AND DATA

Sociology/Demography C126
UC Berkeley, Fall 2019
MWF 11-12, Latimer 120

Professor Jennifer Johnson-Hanks

Email: johnsonhanks@berkeley.edu

Office Hours: 484 Barrows, by appointment.

<https://www.wejoinin.com/sheets/rddgy>

Graduate Student Instructors:

Sarah Croyts, Ethan Roubenoff, and Skyler Wang

NOTE THAT SECTIONS BEGIN THE WEEK OF SEPTEMBER 9th

Overview:

Our most intimate moments—of birth, marriage, illness, sex, and death—are at the same time our most common, and even our most statistically predictable. New forms of data continue to make these regularities in vital rates clearer than ever. Using population data, we can address questions like: “Why are death rates so different for men and women?” and “Can we really know how often people have sex?” and “How do changes in birth rates matter for social life?” This course provides a broadly accessible introduction to social demography through an examination of some of the social, political, and ethical issues related to death and illness, sex and birth. We will explore how demographers create knowledge about population, what influences population rates, and how population dynamics matter. At the end of this course, you will have a basic toolkit for understanding statistical data about birth and death, and for thinking about population issues as they relate to contemporary life.

Format and practicalities:

This course combines three lectures a week with smaller discussion sections. We will cover a body of material intimately related to issues of policy and politics, ethics, religion, family, and work. Smart & well-informed people disagree about these issues. There is a corpus of facts, theories, and approaches that I expect you to master, but also considerable scope for reflection, different opinions, and debate. To be part of the discussion, it is critical that you do the assigned reading in advance of class, and engage with each other in a respectful manner.

What readings are required? All readings will be available electronically through bCourses at <http://bCourses.berkeley.edu>, under the educational fair use policy of US copyright law. I will generally upload my lecture slides the morning of class to bCourses as well.

Timely completion of assignments: Work is due online through bCourses according to the schedule in the syllabus, and will not be accepted late under any circumstances.

Berkeley honor code: We all participate in maintaining our honor code: “As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” I intend to treat you with the dignity and respect you deserve. For example, when I lecture, I endeavor to always cite my sources, identify places where experts disagree, and tell you honestly when I do not know the answer to a question. Your obligations are reciprocal: treat your fellow students and GSIs with respect, do your own work on assignments and exams, and cite your sources. If at any point you have any questions about how the honor

code applies to a given context, please feel free to ask me or your GSI—we want to help you.

Accommodations: I am committed to making my class accessible to all students regardless of religious practice, disability status, or any other situation. If there are any ways in which you require accommodation (say, for religious observance or to have the readings scanned into text-to-voice software, or for any other reason), please let me know and I will work with you. Of course, the sooner you let me know, the easier it will be to accommodate you. Information about disability accommodation at UC Berkeley is available at <http://dsp.berkeley.edu>.

Specific course requirements:

Students will be expected to:

- ✓ **Read the assigned material** by the class period indicated in the syllabus.
- ✓ **Demonstrate engagement and ongoing learning** by actively participating in section.
- ✓ **Demonstrate mastery of the course material through an in-class midterm and final exam.** The exams will be a combination of short-answer and essay questions. The final will be cumulative, but will emphasize the material in the second half of the course. You will receive a study guide prior to each exam.
- ✓ **Complete six homework assignments** related to the class material, as indicated in the syllabus. Homework is turned in through bCourses will not be accepted late. *The lowest grade will be dropped, in recognition of the fact that sometimes stuff happens and we cannot get work turned in on time.*

Grades will be based on:

- ✓ **Mid-term exam: 20%**
- ✓ **Final exam: 20%**
- ✓ **Homework #1 through #6: 10% each, with the lowest score dropped (therefore total of 50%)**
- ✓ **Section attendance and participation: 10%**

Final grades will generally follow the usual distribution (ie. 94% is an A, 90% is an A-, etc.). However, grade cut-points may be altered slightly so that they fall at natural breaks in the point distribution (for example, 89%-91% may be a B+ or an A-, depending on the overall distribution of grades).

Regrading policy: If you believe that a grade on an assignment or exam question is inappropriate or unfair, submit the original paper with a written description of what you would like reconsidered. Please note that a regrade may result in either an increase or a decrease in your score.

Schedule of activities:

The following represents my current plans and objectives. As we go through the semester, it may be necessary or desirable to make changes to this schedule, add or change assigned readings, etc. That is a normal part of the teaching process. If revisions are made, they will be announced in class and posted on bCourses.

Date	In Class	Read in advance	Turn in to bCourses before the start of class
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Wed 8/28	Introduction		
Fri 8/30	Two demographic regimes (metabolism); Modes of evidence		
Mon 9/2	No class—LABOR DAY		
Wed 9/4	Demographic transition--what happened?		Assignment #1: What questions excite you?
Fri 9/6	Demographic transition--why?	Notestein, Frank. (1945) "Population--The Long View." In <i>Food for the World</i> , edited by T.W. Schultz, 36–57. Chicago: University of Chicago Press.	
Mon 9/9	Homeostasis	Palloni, A., and H. Rafalimanana. (1999) "The Effects of Infant Mortality on Fertility Revisited: New Evidence from Latin America." <i>Demography</i> 36, no. 1: 41–58.	
Wed 9/11	Population pyramids and momentum	Kim, Y.J. & Schoen, R. (1997). "Population momentum expresses population aging." <i>Demography</i> . 34: 421ff.	
Fri 9/13	Population size and change: From Malthus forward	Malthus, Thomas. (1970 [1798]) <i>An Essay on the Principle of Population</i> . New York: Penguin Books, 1970. Chapters 1 and 2.	
Mon 9/16	Demographic transition and the future?	Dorling, Danny and Stuart Gietel-Basten, 2018. Population "Explosion". Chapter 4 in <i>Why Demography Matters</i> . Polity Press. Pp. 71-97.	
Wed 9/18	Population composition	Hout, M., Greeley, A., & Wilde, M. J. (2001). The demographic imperative in religious change in the United States. <i>American Journal of Sociology</i> , 107(2), 468-500.	Assignment #2: Demographic transition
Fri 9/20	No class		
Mon 9/23	Selection, part 1	Sampson, Robert, and Patrick Sharkey. "Neighborhood Selection and the Social Reproduction of Concentrated Racial Inequality." <i>Demography</i> 45, no. 1 (2006): 1–29.	

Wed 9/25	*Selection, part 2	Bethlehem, J. (2010), Selection Bias in Web Surveys. <i>International Statistical Review</i> , 78: 161-188.	
Fri 9/27	Mortality data and mortality measures	Hinde, Andrew. (2009) "Mortality Measures," IN <u>Demographic Methods</u> . Routledge.	
Mon 9/30	The epidemiologic transition	Omran, Abdel. (1977) The Epidemiologic Transition: A Theory of the Epidemiology of Population Change. <i>Milbank Memorial Fund Quarterly</i> 49: 509-37.	Assignment #3: Age-Sex Pyramids
Wed 10/2	Infectious deaths	A. J. McMichael. 2004. Environmental and social influences on emerging infectious diseases: past, present and future. <i>Phil. Trans. R. Soc. Lond. B</i> 2004 359 1049-1058.	
Fri 10/4	Social dynamics of infectious disease	Carl N Keiser, Volker H W Rudolf, Elizabeth Sartain, Emma R Every, Julia B Saltz,. (2018) Social context alters host behavior and infection risk, <i>Behavioral Ecology</i> , Volume 29, Issue 4, Pages 869–875	
Mon 10/7	Social inequality as a cause of differential death rates	Hummer, R. A., & Hernandez, E. M. (2013). The Effect of Educational Attainment on Adult Mortality in the United States*. <i>Population Bulletin</i> , 68(1), 1-16.	
Wed 10/9	The Hispanic Paradox	Palloni, Alberto, and Elizabeth Arias. "Paradox Lost: Explaining the Hispanic Adult Mortality Advantage." <i>Demography</i> 41, no. 3 (August 2004): 385-415.	
Fri 10/11	* Rising White mortality?	Case, Anne and Angus Deaton (2015). Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century. <i>PNAS</i> . 112(49):15078-15083.	
Mon 10/14	Effects of mortality differentials for social inequality: example of social security	Aaron H.J. (1977) Demographic Effects on the Equity of Social Security Benefits. In: Feldstein M.S., Inman R.P. (eds) <i>The Economics of Public Services</i> . Palgrave Macmillan, London	Assignment #4: Mortality Selection
Wed 10/16	Midterm review		

Fri 10/18	Midterm exam		
Mon 10/21	How do we gather data on sex, sexual practice, and gender identities?	Houle et al. (2016) "Let's Talk About Sex, Maybe." <i>Field methods</i> . 28(2): 112–132.	
Wed 10/23	History of Sex Research--Kinsey to Laumann	Chapter from: Kinsey et al. et al. 1953. <i>Sexual Behavior in the Human Female</i> .	
Fri 10/25	What do we know about sexuality and sexual behavior in the US and cross-nationally?	Wellings et al. 2006. <i>Sexual and reproductive health 2 - Sexual behaviour in context: a global perspective</i> . <i>Lancet</i> 368(9548): 1706-1728.	
Mon 10/28	*Distal determinants of fertility	Mason, Karen Oppenheim. (1997) "Explaining Fertility Transitions." <i>Demography</i> 34, no. 4: 443–55.	
Wed 10/30	Measuring fertility, proximate determinants	Bongaarts, John. 1978. A Framework for Analyzing the Proximate Determinants of Fertility. <i>Population and Development Review</i> 14: 105-32.	Assignment #5: Popular Article
Fri 11/1	No class		
Mon 11/4	Contraception and Proception	Kusunoki, Y. & Upchurch, D.M. 2011. Contraceptive Method Choice Among Youth in the United States: The Importance of Relationship Context. <i>Demography</i> 48: 1451.	
Wed 11/6	New reproductive technologies	Greil, A. and J. McQuillan. 2018. "Reproductive Technology: Possibilities and Paradoxes." In <i>Familie, Bildung, Migration</i> . Kapella et al., eds.	
Fri 11/8	Fertility Postponement and its consequences	Schmidt et al. (2012) Demographic and Medical Consequences of the postponement of parenthood. <i>Human Reproduction Update</i> Vol 18	
Mon 11/11	No Class—Veteran's Day		
Wed 11/13	The intergenerational interval, population size, and social change	Ryder, N. (1965). Cohort as a concept in the study of social change. <i>American Sociological Review</i> . 30(6):843-861.	

Fri 11/15	Fetal loss & abortion	Rossier, C. (2003), Estimating Induced Abortion Rates: A Review. <i>Studies in Family Planning</i> , 34: 87-102.	
Mon 11/18	The sex ratio at birth & sex-selective abortion	Miller, B. D. (2001), Female Selective Abortion in Asia: Patterns, Policies, and Debates. <i>American Anthropologist</i> , 103: 1083-1095.	Assignment #6: Fertility and Politics
Wed 11/20	No class		
Fri 11/22	Marriage squeezes, with special reference to China	Guilmoto, C.Z. 2012. Skewed Sex Ratios at Birth and Future Marriage Squeeze in China and India, 2005–2100. <i>Demography</i> 4(1)9: 77-100.	
Mon 11/25	The future of marriage?	Waite, Linda (1995). "Does Marriage Matter?" <i>Demography</i> 32:483-507.	
Wed 11/27 & Fri 11/29	No Class--Thanksgiving		
Mon 12/2	Summary lecture		
Wed 12/4	Final review		BRING QUESTIONS!
Fri 12/6	FINAL EXAM		FINAL IN CLASS