

Social Consequences of Population Dynamics

SOCIOLOGY / DEMOGRAPHY C126

PEOPLE	Prof. John Wilmoth Instructor	Ms. Alison Gemmill Teaching Assistant	Mr. Peter Hepburn Teaching Assistant
OFFICE HOURS	Thursdays, 10am – 12 noon 462 Barrows (Prof. Hout's office)	Wednesdays, 3 – 4pm Demography, Rm. 100	Wednesdays, 3 – 4pm Demography, Rm. 100
TELEPHONE	642-2707 (office hours only) 642-9688 (all other times)	Please use email	Please use email
EMAIL	jrww@demog.berkeley.edu	alison.dem126@gmail.com	peter.dem126@gmail.com
WEBPAGE	We will be using bSpace to organize materials for this course. Under the "Resources" 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 Tuesdays and Thursdays from 2 to 3:30 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.		
SECTIONS	Sections will be held at various times and locations (one hour of section per week). Attendance is mandatory. Section grades will count for 15% of the total course grade and will be based on three factors: (1) section assignments, (2) participation (in both section and/or lecture), and (3) an oral presentation of your research project. Please see the section syllabus for additional details and requirements.		
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 alphabetical order. The Calendar (pp. 4-5) shows the order for reading and discussion that we will follow in the course.		
RESEARCH PAPER	A research paper is required. Over the course of the semester, you will write three components of the paper (theoretical essay, literature review, and data analysis), which 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 TAs will follow your progress on the research paper quite closely. Over the course of the semester, you are required to meet with them at least three times (including at least once with the professor). 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	250 points
Research paper	250 points
Three components of research paper	50 points each
Section assignments, participation, and oral presentation	150 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 = 90-100; B = 80-90; C = 70-80; D = 60-70; F = <60. This scale applies to individual assignments and the course as a whole.

Final grades remain at the discretion of the instructor and TAs, 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 TAs or the instructor during class. 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 TAs or the instructor; if granted verbally, always confirm an extension via email so that there is a written record of it.

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.

* - Extracted from the Report of the Academic Dishonesty and Plagiarism Subcommittee, UC Berkeley, June 18, 2004

- 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 TAs.
- TOPICS** 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 23 - Sep 13). 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. Growth, consumption, and control (Sep 18 - Oct 4). 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). Various control mechanisms have been proposed or implemented, aimed at achieving some form of population limitation and/or changes in consumption patterns. In this section of the course, we will review evidence about the risks to humans and the planet that may result from rapid growth, and we will discuss the history of social actions aimed at changing individual behaviors to mitigate such risks.
 - III. Population aging and low fertility (Oct 16 - Oct 25). 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. Migration and globalization (Oct 30 - Nov 29). 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, as well as the challenges of integrating newcomers into such societies.

CALENDAR

Week	Dates	Lecture : Topic	Lecture : Readings	Section	Paper
1	Aug 23	Introduction	--	No section	--
2	Aug 28 Aug 30	Population growth and the demographic transition	Livi-Bacci (chaps. 4 & 5) United Nations	Demographic measures; read McFalls pp. 3-12	
3	Sep 4 Sep 6	The history of mortality decline	Wilmoth Vallin & Meslé	Demographic measures; read McFalls pp. 12-23 (omit Box 5)	Distribute guidelines
4	Sep 11 Sep 13	The history of fertility decline	Watkins Mason	Theory exercise	Proposals due Tues. in class; Appointments
5	Sep 18 Sep 20	Population limits? Food and resources	Ehrlich (prolog., ch. 1) Cohen (chap. 11) Lam	Theory workshop	Appointments
6	Sep 25 Sep 27	Population limits? Environmental impacts	Chertow Cramer Lomborg Barnosky et al. (skim)	Data resources (bring computer)	Theory due Thurs. in class
7	Oct 2 Oct 4	Population limits? Policy considerations	Goldin & Katz Connelly Cincotta & Crane Obama	Literature review (bring computer)	
8	Oct 9 Oct 11	Review (Tuesday) Midterm (Thursday)	None	Midterm review	
9	Oct 16 Oct 18	Population aging and dependency ratios	Reher Bommier <i>et al.</i>	Making effective use of tables and graphs (bring computer)	Return Theory
10	Oct 23 Oct 25	Very low fertility	Morgan Coleman & Rowthorn	Some tools for exploratory data analysis	Appointments; Lit. review due Thurs. in class
11	Oct 30 Nov 1	Immigration to U.S.: History and policy	Hirschman Zolberg	Common mistakes when analyzing and presenting data	Appointments

CALENDAR (cont.)

Week	Dates	Lecture : Topic	Lecture : Readings	Section	Paper
12	Nov 6 Nov 8	Causes of migration, and its effects on sending countries	Taylor Massey	Last workshop for research paper	Return Lit. rev.; Data due Thurs. in class
13	Nov 13 Nov 15	Immigrants assimilation	Portes & Zhou Nee & Alba Massey and Sanchez	Presentations	Appointments
14	Nov 20 Nov 22	Assimilation (cont.) Thanksgiving Break	No reading	Presentations	Return Data; Appointments
15	Nov 27 Nov 29	Labor migration and policy	Castles & Miller (ch. 10) Chamie	Presentations	Appointments
16	Dec 4 Dec 6	No lecture	Reading / review / recitation week	No section	Paper due Wed. 12 noon

Final review session: Time/location TBA (organized by the TAs)

Final examination: Tuesday, December 11, 2011, 8 - 11am, location TBA

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

- Barnosky, Anthony D., Elizabeth A. Hadly, Jordi Bascompte, Eric L. Berlow, James H. Brown, Mikael Fortelius, Wayne M. Getz, John Harte, Alan Hastings, Pablo A. Marquet, Neo D. Martinez, Arne Mooers, Peter Roopnarine, Geerat Vermeij, John W. Williams, Rosemary Gillespie, Justin Kitzes, Charles Marshall, Nicholas Matzke, David P. Mindell, Eloy Revilla, and Adam B. Smith (2012). "Approaching a state shift in Earth's biosphere." *Nature* 486: 52-58.
- 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.
- 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.
- Chamie, Joseph (2009). "Mind the gap: Public and government views on migration diverge." *YaleGlobal Online Magazine* (16 October).
- Chertow, Marian R. (2001). "The IPAT equation and its variants." *Journal of Industrial Ecology* 4(4): 13-29.
- Cincotta, Richard P., and Barbara B. Crane (2001). "The Mexico City policy and U.S. family planning assistance." *Science* 294(October 19): 525-526.
- Cohen, Joel E. (1995). "Estimates of human carrying capacity: A survey of four centuries" (chapter 11). *How Many People Can the Earth Support?* New York: Norton.
- 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.
- Connelly, Matthew (2006). "Population control in India: Prologue to the Emergency Period." *Population and Development Review* 32(4): 629-667.

- Cramer, James C. (1998). "Population growth and air quality in California." *Demography* 35(1): 45-56.
- Ehrlich, Paul (1968, revised 1971). "The problem" (chapter 1; also read Prologue and Forward). *The Population Bomb*, New York: Ballantine.
- 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.
- Hirschman, Charles (2005). "Immigration and the American century." *Demography* 42(4): 595-620.
- Lam, David (2011). "How the world survived the population bomb: Lessons from 50 years of extraordinary demographic history." *Demography* 48(4): 1231-1262.
- 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.
- Lomborg, Bjørn (2012). "Environmental alarmism, then and now." *Foreign Affairs* 91(4): 24-40.
- Mason, Karen O. (1997). "Explaining fertility transitions." *Demography* 34(4): 443-454.
- 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).
- Massey, Douglas S., and Magly Sánchez R. (2010). "Constructing immigrant identity" (chapter 1). *Brokered Boundaries: Creating Immigrant Identity in Anti-Immigrant Times*, New York: Russell Sage.
- McFalls, Joseph A., Jr. (2007). "Population: A Lively Introduction." *Population Bulletin* 62(1): 1-31 (Washington, D.C.: Population Reference Bureau).
- Morgan, S. Philip (2003). "Is low fertility a twenty-first-century demographic crisis?" *Demography* 40(4): 589-603.
- Nee, Victor, and Richard Alba (2004). "Toward a new definition." In: T. Jacoby (ed.), *Reinventing the Melting Pot: The New Immigrants and What it Means to be American*, New York: Basic Books, pp. 87-95.
- 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/.
- Portes, Alejandro, and Min Zhou (1993). "The new second generation: Segmented assimilation and its variants." *Annals of the American Academy of Political and Social Science* 530: 74-96.
- Reher, David S. (2011). "Economic and social implications of the demographic transition." *Population and Development Review* 37(suppl.): 11-33.
- Taylor, J. Edward (2004). "Remittances, savings, and development in migrant-sending areas" In: D.S. Massey and J.E. Taylor (eds.), *International Migration: Prospects and Policies in a Global Market*, Oxford UK: Oxford University Press (pp. 157-173).
- United Nations (2011). "Population prospects for the twenty-first century: The 2010 United Nations projections." *Population and Development Review* 37(2): 407-411.
- Vallin, Jacques, and France Meslé (2010). "Will life expectancy increase indefinitely by three months every year?" *Population & Societies*, No. 473, pp. 1-4.
- Watkins, Susan Cotts (2000). "Local and Foreign Models of Reproduction in Nyanza Province, Kenya," *Population and Development Review* 26: 725-759.
- 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).
- 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).