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

PEOPLE
Prof. Leora Lawton
Instructor

Byron Villacis
Graduate Student Instructor

SECTION
TBD:

Demog Seminar Room

OFFICE
Wednesday 3-4
350K Barrows

Tuesday 4 PM
Demog Seminar Room

HOURS

TELEPHONE
643-1270 (office)

Please use email

Mobile: For urgent issues only:
510-928-7572

EMAIL
llawton@berkeley.edu
byron.demog126@gmail.com

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 discussion that we will follow in the course.

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 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.

SECTIONS: Sections will be held at various times and locations (one hour of section per week). Attendance is mandatory. Section grades will count for 20% 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.

RESEARCH: A research paper is required. Over the course of the semester, you will write three PAPER: 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 TA 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, newspaper article 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 = 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 and TA, 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 TA 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  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
DISABILITY/ If you require a disability-related accommodation for this course, if you have emergency 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 28 - Sep 18). 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 (Sep 30-Oct 7 and Nov 25-Dec 4). 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.

III. Population aging and low fertility (Oct 14-Oct 23). 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. Growth, consumption, and control (Oct 28 – Nov 20). 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.
# CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Section Topics</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Introduction</td>
<td>McFalls</td>
<td>No Section</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sept 2</td>
<td>History of Population</td>
<td>Livi-Bacci, McFalls</td>
<td>Demographic measures; read McFalls pp. 3-12</td>
<td>Distribute Guidelines</td>
</tr>
<tr>
<td></td>
<td>Sept 4</td>
<td>Demographic Transition</td>
<td>United Nations</td>
<td>Demographic measures; read McFalls pp. 12-23 (omit Box 5)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 9</td>
<td>Mortality</td>
<td>Wilmuth Vailin &amp; Meslé</td>
<td>Intro to Data sets</td>
<td>Proposals Due on Thursday 9/11, 1-2 pages, with a model figure. Week 2 exercises due in Section</td>
</tr>
<tr>
<td></td>
<td>Sept 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept 16</td>
<td>Fertility – Proximate causes</td>
<td>Mason Goldin &amp; Katz Refer also to Livi-Bacci and McFalls</td>
<td>Constructing a paper</td>
<td>Appointments I</td>
</tr>
<tr>
<td></td>
<td>Sept 18</td>
<td>and decline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sept 23</td>
<td>Survey Research</td>
<td>Handouts/Readings on Bspace</td>
<td>Literature Review &amp; developing theory</td>
<td>Appointments I</td>
</tr>
<tr>
<td></td>
<td>Sept 25</td>
<td>Using statistical software</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(guest lecturer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sept 30</td>
<td>Migration: theory</td>
<td>Massey (1999) Castles Chanie</td>
<td>Data resources (bring computer)</td>
<td>Paper 1 (Literature Review) due Thur 10/2: Background on research question: prevalence, importance, recent patterns</td>
</tr>
<tr>
<td></td>
<td>Oct 2</td>
<td>Migration: global</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct 7</td>
<td>Migration to the US Midterm</td>
<td>Hirschman</td>
<td>Midterm Review</td>
<td>Software Exercise due Thursday, Oct 16.</td>
</tr>
<tr>
<td></td>
<td>Oct 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct 14</td>
<td>Low, Low Fertility Film</td>
<td>Morgan Coleman &amp; Rowthorn</td>
<td>Theory and hypotheses</td>
<td>Paper 2 (Theory) due: Thursday, 10/23, with conceptual model and specific hypotheses • Return Paper 1</td>
</tr>
<tr>
<td></td>
<td>Oct 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct 23</td>
<td>and dependency ratios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Oct 28</td>
<td>Population Limits and Policy</td>
<td>Greenhalgh (China) OR Connelly (India), AND</td>
<td>Some tools for exploratory data analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oct 30</td>
<td></td>
<td></td>
<td></td>
<td>Return Software Exercise</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 4</td>
<td>Population, Environment, and Resources</td>
<td>Bongaarts, Cincotta &amp; Crane, Obama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 6</td>
<td></td>
<td>Pebley, Ehrlich (prolog., ch. 1), Lomborg, Lam</td>
<td>Common mistakes analyzing and presenting data (bring computer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Nov 11</td>
<td>Veterans Day — no class</td>
<td>Glaeser, South &amp; Crowder</td>
<td>Last workshop for research paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 13</td>
<td>Thinking about population composition</td>
<td></td>
<td>Appointments II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 18</td>
<td>Family Patterns</td>
<td>Cherlin</td>
<td>[11/11 section has 'last workshop for research paper]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 20</td>
<td></td>
<td></td>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 27</td>
<td>Thanksgiving</td>
<td></td>
<td>• Return Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 2</td>
<td>Immigration Policy (continued)</td>
<td>Frey</td>
<td>Appointments III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 4</td>
<td>Internal Migration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 8-13</td>
<td>Reading Week</td>
<td></td>
<td>Appointments III by permission. Final Paper due Thur. 12 noon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 17</td>
<td>FINAL EXAM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final review session: Time/location (TBD).
Final examination: Location TBA  Group 9: Wednesday, December 17, 2014  8-11A.

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


8. Readings on Bspace for Survey Research and Statistical Software


