

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

PEOPLE	<u>Prof. Leora Lawton</u> Instructor	<u>Byron Villacis</u> Graduate Student Instructor
SECTION	TBD: _____	<u>Demog Seminar Room</u>
OFFICE HOURS	Wednesday 3-4 350K Barrows	Tuesday 4 PM Demog Seminar Room
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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

INTEGRITY* 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/ 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 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

Week	Date	Topic	Readings	Section Topics	Activities
1	Aug 28	Introduction	McFalls	No Section	
2	Sept 2 Sept 4	History of Population Demographic Transition	Livi-Bacci, McFalls United Nations	Demographic measures; read McFalls pp. 3-12 Demographic measures; read McFalls pp. 12-23 (omit Box 5)	Distribute Guidelines
3	Sept 9 Sept 11	Mortality	Wilmoth Vallin & Meslé	Intro to Data sets	Proposals Due on Thursday 9/11 , 1-2 pages, with a model figure. <i>Week 2 exercises due in Section</i>
4	Sept 16 Sept 18	Fertility – Proximate causes and decline	Mason Goldin & Katz Refer also to Livi-Bacci and McFalls	Constructing a paper	Appointments I
5	Sept 23 Sept 25	Survey Research Using statistical software (guest lecturer)	Handouts/Readings on Bspace	Literature Review & developing theory	Appointments I
6	Sept 30 Oct 2	Migration: theory Migration: global	Massey (1999) Castles Chamie	Data resources (bring computer)	Paper 1 (Literature Review) due Thur 10/2 : Background on research question: prevalence, importance, recent patterns
7	Oct 7 Oct 9	Migration to the US Midterm	Hirschman	Midterm Review	
8	Oct 14 Oct 16	Low, Low Fertility Film	Morgan Coleman & Rowthorn	Theory and hypotheses	Software Exercise due Thursday, Oct 16.
9	Oct 21 Oct 23	Population Aging and retirement & dependency ratios	Reher, Bommier <i>Trends with Benefits</i>	Working with Excel. Making effective use of tables and graphs (bring computer)	Paper 2 (Theory) due: Thursday, 10/23 , with conceptual model and specific hypotheses <ul style="list-style-type: none"> Return Paper 1
10	Oct 28 Oct 30	Population Limits and Policy	Greenhalgh (China) OR Connelly (India), AND	Some tools for exploratory data analysis	<ul style="list-style-type: none"> Return Software Exercise

			Bongaarts Cincotta & Crane ^s , Obama ^s		
11	Nov 4 Nov 6	Population, Environment, and Resources	Pebley Ehrlich (prolog., ch. 1) Lomborg Lam	Common mistakes analyzing and presenting data (bring computer)	Appointments II
12	Nov 11 Nov 13	Veterans Day – no class Thinking about population composition	Glaeser South & Crowder	Last workshop for research paper	Appointments II
13	Nov 18 Nov 20	Family Patterns	Cherlin	[11/11 section has 'last workshop for research paper'] Presentations	Paper 3 (Data analysis) due Thursday 11/20 • Return Theory
14	Nov 25 Nov 27	Immigration Policy Thanksgiving	Zolberg, Massey (2007)	Presentations	Appointments III
15	Dec 2 Dec 4	Immigration Policy (continued) Internal Migration	Frey	Presentations	Appointments III
16	Dec 8- 13	Reading Week		Possible Review	Appointments III by permission. Final Paper due Thur. 12 noon
17	Dec 17	FINAL EXAM	8 AM to 11 AM		

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):

1. McFalls, Joseph A., Jr. (2007). "Population: A Lively Introduction." *Population Bulletin* 62(1): 1-31 (Washington, D.C.: Population Reference Bureau).
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. Mason, Karen O. (1997). "Explaining fertility transitions." *Demography* 34(4): 443-454.
7. 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.
8. Readings on Bspace for Survey Research and Statistical Software
9. 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).
10. 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.
11. Chamie, Joseph (2009). "Mind the gap: Public and government views on migration diverge." *YaleGlobal Online Magazine* (16 October).
12. Hirschman, Charles (2005). "Immigration and the American century." *Demography* 42(4): 595-620.
13. Morgan, S. Philip (2003). "Is low fertility a twenty-first-century demographic crisis?" *Demography* 40(4): 589-603.
14. 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.
15. Reher, David S. (2011). "Economic and social implications of the demographic transition." *Population and Development Review* 37(suppl.): 11-33.
16. 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>.
17. 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).
18. 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.
19. 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>.
20. Connelly, Matthew (2006). "Population control in India: Prologue to the Emergency Period." *Population and Development Review* 32(4): 629-667.
21. Cincotta, Richard P., and Barbara B. Crane (2001). "The Mexico City policy and U.S. family planning assistance." *Science* 294(October 19): 525-526.
22. 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/.
23. Pebley, Ann (1998). Population and the environment. *Demography* 35: 377-89. <http://www.jstor.org/stable/3004008>.

24. Ehrlich, Paul (1968, revised 1971). "The problem" (chapter 1; also read Prologue and Forward). *The Population Bomb*, New York: Ballantine.
25. Lomborg, Bjørn (2012). "Environmental alarmism, then and now." *Foreign Affairs* 91(4): 24-40.
26. Lam, David (2011). "How the world survived the population bomb: Lessons from 50 years of extraordinary demographic history." *Demography* 48(4): 1231-1262.
27. 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>
28. South, Scott J. and Steven F. Messner (2000). "Crime and Demography: Multiple Linkages, Reciprocal Relations." *Annual Review of Sociology*, Vol. 26 (2000), pp. 83-106. <http://www.jstor.org/stable/223438>.
29. 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.
30. Massey, Douglas (2007) "Understanding America's Immigration Crisis." *American Philosophical Society Proceedings*, 151(3):309-27.
31. 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).
32. 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)

