

SOCI 545: Sociology of Population

Fall 2020

Fixed Discussion: Thursday 12:35 p.m.-1:25 p.m.

Office hours: Wednesday 1:30 p.m.-3:30 p.m.

Professor: Shelley Clark
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Course Content

This course offers an overview of traditional demographic topics (fertility, mortality, and migration) as well as some of the emerging critical issues in population dynamics being faced by societies around the globe, including aging populations, new pathways into adulthood, and changing family formations. We will examine these important demographic trends in the context of both low- and high-income countries to draw relevant contrasts and comparison.

The course objectives include:

- 1) Provide a broad understanding of the major historical and contemporary population processes in developed and developing countries.
- 2) Hone students' ability to carefully read, synthesize, and critique key articles that have transformed our understanding of population dynamics in a variety of areas.
- 3) Provide examples of substantive applications of more advanced demographic techniques or better understand their origins and purpose.
- 4) Enhance students' ability to write strong essays on a diverse array of questions pertaining to these demographic processes. As such, this course provides particularly good training to take the area exam in population dynamics in the Department of Sociology.

Assignments, Exams and Grading

Engagement with course readings: Readings are posted on Perusall.com. You are expected to have read and commented on all of the assigned material before each class. Perusall provides an excellent on-line opportunity to make comments, pose questions, and engage in discussion with each other about the readings. You will be graded on both the quality and quantity of your comments and questions. Only comments made prior to the assigned class will be considered as part of the engagement grade.

Recorded article summaries: At the beginning of the term you will also be assigned to provide oral summaries for some articles. The length of these summaries will range from 10 to 15 minutes depending on the length and density of the article. Students will record their presentations via Zoom and post them on MyCourses at least 24 hours before the assigned class. These oral summaries must clearly delineate the main points made by the authors in each article. Presenters should specifically address areas of confusion or clarification questions by students in Perusall.

Fixed Discussion: There will be a one-hour discussion of each week's material during normal class time via Zoom (Thursdays 12:35 p.m. – 1:30 p.m.). These Zoom sessions will be recorded and posted on MyCourses. Students are required to have completed the readings and watched the student presentations before attending these discussion. Students who are unable to attend these fixed discussion sessions can share their comments and questions with their classmates via MyCourses either before or within two days of the discussion. Note: The first discussion will include a lecture on the demographic transition.

Essays: Students will write 4 essays addressing one of the weekly topics. The essays should be between 7 and 10 pages excluding references, double-spaced, and in 12 point font. You may respond directly to the suggested questions for each week or develop a related question of your own (which will need to be pre-approved by the instructor). The question you are addressing must be clearly stated at the top of each essay. You are expected to draw on material beyond the syllabus readings in your responses to these questions. Essays are due before the beginning of class on that topic and should be emailed directly to the professor. You cannot write two essays on the same topic, even if they are responding to different questions. Essays pertaining to topics that have already been discussed in class will not be accepted.

Grades will be determined as follows:

Engagement with course readings	15%
Recorded article summaries	15%
Discussion participation	10%
Essays (4)	60% (15% each)

Reading Materials: The syllabus posted on MyCourses contains hyperlinks to selected articles available in electronic journals or on the web. Articles are also available on Perusall for comments.

Week 1: September 3 ***The Demographic Transition***

Kirk, D. 1996 "Demographic Transition Theory" *Population Studies: A Journal of Demography*, 50:3, 361-387. <http://dx.doi.org/10.1080/0032472031000149536>

Lee, R. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." *Journal of Economic Perspectives* 17(4): 167-190 http://www.economie.ens.fr/IMG/pdf/lee_2003.pdf

Week 2: September 10 ***The Population and Development Debate***

- *Who won the population and development debate? How does your answer differ if you consider food security, economic development, the environment, health, or women's reproductive rights?*

- *Trace the population and development debate in both the academic and public literatures. Has research or public opinion been most important in shaping our understanding of the relationship between population growth and economic development?*
- *Did we survive the population bomb?*

Malthus, Thomas. 1798. *An Essay on the Principle of Population* (first edition), Chapters 1–2. <http://www.gutenberg.org/files/4239/4239-h/4239-h.htm>

Kelley, Allen. 2001. “The Population Debate in Historical Perspective: Revisionism Revisited” Duke Economics Working Paper No. 99-09 http://papers.ssrn.com/sol3/papers.cfm?abstract_id=182633

Lam, D. 2011. “How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History.” *Demography*, 48(4): 1231-1262. <http://link.springer.com/article/10.1007%2Fs13524-011-0070-z>

Becker S. 2013. “Has the World Really Survived the Population Bomb? (Commentary on “How the World Survived the Population Bomb: Lessons from 50 Years of Extraordinary Demographic History”).” *Demography*. 50(6):2173-81. <http://link.springer.com/article/10.1007%2Fs13524-013-0236-y>

Gerland, P., Raftery, A. E., Sevcíková, H., Li, N., Gu, D., Spoorenberg, T., . . . Wilmoth, J. 2014. “World Population Stabilization Unlikely this Century.” *Science*, 346: 234–237. <https://science.sciencemag.org/content/346/6206/234>

Week 3: September 17

Causes of Fertility Decline: Is mass education the key?

- *Which of the major theories advanced to explain fertility decline do you find most convincing and why?*
- *Trace the pathways through which mass education has led to a fertility decline. Which pathway do you think is the most critical? Could fertility decline be achieved without mass education? Should mass education focus on girls and gender inequalities?*
- *Critique Caldwell’s theory of wealth flows. What do you think are its major insights? What does it fail to account for?*

Mason, K. O. 1997. “Explaining Fertility Transitions.” *Demography*, 34(4): 443-454. <http://www.jstor.org/stable/pdfplus/3038299.pdf>

Caldwell, John. 1980. “Mass Education as a Determinant of the Timing of Fertility Decline.” *Population and Development Review*, 6(2): 225-255. <http://www.jstor.org/stable/1972729>

Axinn, William, and Jennifer Barber. 2001. "Mass Education and Fertility Transition." *American Sociological Review*, 66(4): 481-505. <http://www.jstor.org/stable/3088919>

Knodel, John and Gavin W. Jones. 1996. Post-Cairo Population Policy: Does Promoting Girls' Schooling Miss the Mark? *Population and Development Review*. 22 (4): 683-702. <https://www.jstor.org/stable/2137805>

Week 4: September 24

Causes of Fertility Decline: Family Planning Programs and Women's Rights

- *Does increasing access to family planning decrease fertility or is development the 'best contraceptive'?*
- *Trace the history of the major Population and Development conferences and how they related to the academic and popular debates. Was the Cairo consensus a success?*
- *Should rich countries like Canada, the U.S. and the U.K. be funding family planning programs? Should this be a top aid priority? Why or why not?*

Dixon-Mueller, Ruth. 1993. "The Elusive 'Woman Question' in United States International Population Policy." Chapter 3 in Population Policy & Women's Rights: Transforming Reproductive Choice. Westport, Connecticut, Praeger: pp 55-78. (available on MyCourses)

Thanenthiran S. 2014. "Twenty years and counting: taking the lessons learned from ICPD to move the sexual and reproductive health and rights agenda forward." *Global Public Health*. 2014;9(6):669-677. doi:10.1080/17441692.2014.920893

Jocelyn Kaiser. 2011. "Does Family Planning Bring Down Fertility?" *Science* (July 29) pp. 548-549. <http://www.sciencemag.org/content/333/6042/548>

Bongaarts, John and Steven W. Sinding. 2011. "Family Planning as an Economic Investment." *SAIS Review of International Affairs*, 31(2), 2011: 35-44. doi.org/10.1353/sais.2011.0020

Week 5: October 1

Low and Very Low Fertility Trends

- *What is meant by period versus cohort fertility? What is a "tempo effect" and why does it matter?*
- *Will some nationalities with below replacement fertility become extinct? What, if any, policies should be put in place to increase population size in these countries?*
- *Is the "gender revolution" a good explanation for below replacement fertility? Will it ultimately lead to replacement-level fertility?*

Morgan, S. Philip. 2003. "Is Low Fertility a Twenty-First-Century Demographic Crisis?" *Demography* 40(4):589-603. <http://www.jstor.org/stable/1515198>

Lestheaghe, Ron. 2010. "The Unfolding Story of the Second Demographic Transition" *Population and Development Review* 36(2):211-51.
<https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1728-4457.2010.00328.x>

Goldscheider, F. E. Bernhard, and T. Lappegard. 2015. "The Gender Revolution: A Framework for Understanding Changing Family and Demographic Behavior." *Population and Development Review* 41(2): 207-239. <http://onlinelibrary.wiley.com/doi/10.1111/j.1728-4457.2015.00045.x/epdf>

Week 6: October 8

Causes and Consequences of Mortality Decline

- *Are the causes of mortality decline the same in currently developed countries as they are currently developing countries?*
- *What are the most important mechanisms linking women's education to lower child mortality?*
- *What is McKeown's hypothesis? Was he correct?*
- *How does declining mortality influence both the disease profile and population dynamics?*

Cutler, David, Angus Deaton, and Adriana Lleras-Muney. 2006. "The Determinants of Mortality." *Journal of Economic Perspectives*, 20(3): 97-120.
<http://dx.doi.org/10.3386/w11963>

Omran, A.R. (2005). The Epidemiologic Transition: A Theory of the Epidemiology of Population Change. *Milbank Quarterly*, 83(4), 731-757.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1468-0009.2005.00398.x/abstract>

Gakidou, E., K. Cowling, R. Lozano, and C. Murray. 2010. "Increased Educational Attainment and its Effect on Child Mortality in 175 Countries Between 1970 and 2009: A Systematic Analysis." *The Lancet*, 376(9745): 959-974.
<http://www.sciencedirect.com/science/article/pii/S0140673610612573>

Week 7: October 15

Aging Societies and the Limits of the Human Life Span

- *Is there a natural limit to human life expectancy? Will healthy life expectancy catch up to life expectancy or lag further behind?*
- *As societies age, will health and social security expenditures bankrupt governments? Or will there be unexpected benefits to having an older population?*

Olshansky, S. Jay, Bruce A. Carnes, and Aline Desesquelles. 2001. "Prospects for Human Longevity." *Science* 291 (5508):1491-1492. <http://dx.doi.org/10.1126/science.291.5508.1491>

Oeppen, Jim, and James W. Vaupel. 2002. "Broken Limits to Life Expectancy." *Science* 296 (5570):1029-1031. <http://dx.doi.org/10.1126/science.1069675>

Bongaarts, John. 2004. "Population Aging and the Rising Cost of Public Pensions." *Population and Development Review*, 30(1), 1-23.
<http://www.popcouncil.org/uploads/pdfs/councilarticles/pdr/PDR301Bongaarts.pdf>

Kluge F., Zagheni E., Loichinger E. and Vogt T. 2014. "The Advantages of Demographic Change after the Wave: Fewer and Older, but Healthier, Greener, and More Productive?" *Plos One* 9(9): e108501. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0108501>

Week 8: October 22

Age Structures and the Demographic Dividend

- *Trace one or more countries' age structure through the demographic transition. What happened to its age structure? What factors determined whether or not it experienced a demographic dividend?*
- *Is the demographic dividend an important factor in fostering economic growth? If so, how? In what countries and under what circumstances?*

Bloom D.E. and Canning D. 2008. "Global Demographic Change: Dimensions and Economic Significance." *Population and Development Review*, 34: 17-51.
<https://www.jstor.org/stable/pdf/25434758.pdf?refreqid=excelsior%3A5268f1fb7139bf464540cf-d23cde5831>

Gribble, J. and J. Bremner. 2012. "The Challenge of Attaining the Demographic Dividend" Policy Brief, Population Reference Bureau. <http://www.prb.org/pdf12/demographic-dividend.pdf>

Reher, David. 2011. "Economic and Social Implications of the Demographic Transition." *Population and Development Review*, 37(suppl.): 11-33. <http://dx.doi.org/10.1111/j.1728-4457.2011.00376.x>

Cuaresma, Jesus Crespo, Wolfgang, Lutz, and Warren Sanderson. 2014. "Is the Demographic Dividend an Education Dividend?" *Demography*, 51: 299-315.
<http://link.springer.com/article/10.1007%2Fs13524-013-0245-x>

It's the Demography, Stupid! Podcast. <http://www.bbc.co.uk/programmes/b086t0mb>

Week 9: October 29

International Migration

- *How are theories about economic development and international migration reflections of broader sociological perspectives?*
- *Is international migration good for the economic well-being of sending countries?*
- *Is international migration good for the economic well-being of receiving countries?*
- *What is transnational migration? What factors have contributed to its rise?*

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. 1993. "Theories of International Migration: A Review and Appraisal." *Population and Development Review* 19 (3):431-454. <http://www.jstor.org/stable/2938462>

Levitt, Peggy and B. Nadya Jaworsky. 2007. "Transnational Migration Studies: Past Developments and Future Trends." *Annual Review of Sociology* 33:129-56. <http://dx.doi.org/10.1146/annurev.soc.33.040406.131816>

De Hass, Hein. 2012. "The Migration and Development Pendulum: A Critical View on Research and Policy." *International Migration* 50(3), 8-25. <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2435.2012.00755.x/abstract>

Adams, Richard and John Page. 2005. "Do International Migration and Remittances Reduce Poverty in Developing Countries?" *World Development*, 33(10): 1645-1669. <http://www.sciencedirect.com/science/article/pii/S0305750X05001270>

Week 10: November 5

Urbanization and Internal Migration

- *How do internal migration patterns differ across regions? Why do they differ?*
- *In less developed countries migrants are often drawn to urban areas because of the "urban advantage." What is the urban advantage? Are there any critical exceptions to this general phenomenon?*
- *What are the implications of rural-to-urban migration on rural communities and rural families that remain behind?*
- *What are some of the methodological challenges to measuring internal migration?*

Amirault, David, Daniel de Munnik and Sarah Miller 2013. "Explaining Canada's Regional Migration Patterns." Bank of Canada Review, <http://www.bankofcanada.ca/wp-content/uploads/2013/05/boc-review-spring13-amirault.pdf>

Johnson, Kenneth and Daniel Lichter. 2019. "Rural Depopulation: Growth and Decline Processes over the Past Century." *Rural Sociology* 84(1): 3–27. DOI: 10.1111/ruso.12266

Montgomery, Mark. 2008. "The Urban Transformation of the Developing World." *Science* 319:761-764. <http://dx.doi.org/10.1126/science.1153012>

Mberu, Blessing. 2016. "African Migration and Population Distribution: Recent Trends, Methodological Challenges and Policy Issues" Chapter 12 in *International Handbook of Migration and Population Distribution* (Ed. Michael White) International Handbooks of Population 6: 245-267. <https://link.springer.com/content/pdf/10.1007%2F978-94-017-7282-2.pdf>

Week 11: November 12

Transitions to Adulthood

- *Pick one of the main transitions to adulthood (marriage, sexual debut, first job, finishing school, parenthood, etc) and describe how it has changed over the last 50 years. Be sure to describe both the causes of this change as well as its ramifications.*
- *Is there an ideal pathway into adulthood? How does the timing of one transition impact other transitions? Does structure or agency better explain the pathways taken?*
- *Compare and contrast the unmarried adolescents' romantic and sexual relationships in North America and sub-Saharan Africa. What is the impact of these premarital relationships on subsequent longer-lasting relationships (i.e. marriage or cohabitation)? What are the risks and benefits of these early relationships?*

Meier, A. and Allen, G. 2009. "Romantic Relationships from Adolescence to Young Adulthood: Evidence from the National Longitudinal Study of Adolescent Health." *The Sociological Quarterly*, 50:308–335.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1533-8525.2009.01142.x/pdf>

Frech, Adrienne. 2014. "Pathways to adulthood and changes in health-promoting behaviors." *Advances in Life Course Research*, 19, 40–49.
<https://doi.org/10.1016/j.alcr.2013.12.002>

Biddlecom, Ann, Richard Gregory, Cynthia B. Lloyd, and Barbara S. Mensch. 2008. "Associations between Premarital Sex and Schooling Transitions in Four sub-Saharan African Countries," *Studies in Family Planning*, 39(4): 337–350. doi: 10.1111/j.1728-4465.2008.00179.x

Goldberg, Rachel. 2013. "Family Instability and Pathways to Adulthood in Urban South Africa." *Population and Development Review* 39: 231-256. DOI: 10.1111/j.1728-4457.2013.00590.x

Week 12: November 19

Global Perspectives on Families in Flux

- *What is the future of marriage as an institution?*
- *Will extended family ties, particularly across generations, become more important than conjugal bonds? Does this vary by country or ethnicity?*
- *Why has cohabitation become so popular in places like Quebec? Are all types of cohabitation the same?*
- *How are families being transformed as societies age?*

Cherlin, Andrew J. 2004. "The Deinstitutionalization of American Marriage." *Journal of Marriage and Family* 66(4): 848-861. <http://dx.doi.org/10.1111/j.0022-2445.2004.00058.x>

Le Bourdais, C. and É. Lapierre-Adamcyk (coll. P. Pacaut). 2004. "Changes in Conjugal Life in Canada – Is Cohabitation Progressively Replacing Marriage?" *Journal of Marriage and Family*, 66 (4): 929-942. <http://www.jstor.org/stable/3600167>

Perelli-Harris, Brienna, Wendy Sigle-Rushton, Michaela Kreyenfeld, Trude Lappegard, Renske Keizer, and Caroline Berhammer. 2011. "The Educational Gradient of Childbearing within

Cohabitation in Europe.” *Population and Development Review*, 36(4): 775–801.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1728-4457.2010.00357.x/pdf>

Bengston, Vern and P. Martin 2001. “Families and Intergenerational Relationships in Aging Societies.” *Zeitschrift fur Gerontologie*, 34, 207-217.
link.springer.com/content/pdf/10.1007/s003910170065.pdf

Week 13: November 26

Impact of Family Structure on Child and Adolescent Well-Being

- *What is the impact of divorce and remarriage on children and adolescents?*
- *Does family structure and kin support matter more in developed or developing countries?*
- *What has a greater impact on children and adolescent well-being: the type of family structure or family structure stability?*

Amato, Paul. 2000. “The Consequences of Divorce for Adults and Children.” *Journal of Marriage and the Family*, 62: 1269–1287. <http://www.jstor.org/stable/1566735>

Clark, Shelley and Dana Hamplovà. 2013. “Single Motherhood and Child Mortality in Sub-Saharan Africa: A Life Course Perspective.” *Demography*, 50(5):1521-1549.
<http://dx.doi.org/10.1007/s13524-013-0220-6>

Brown, Susan. 2006. “Family Structure Transitions and Adolescent Well-Being.” *Demography*, 43(3): 447-461. <http://dx.doi.org/10.1353/dem.2006.0021>

Reczek, Corinne, Russell Spiker, Hui Lui, and Robert Crosnoe. 2016. “Family Structure and Child Health: Does the Sex Composition of Parents Matter?” *Demography*, 53: 1605-1630.
<https://link.springer.com/article/10.1007/s13524-016-0501-y>

Course Policies:**Extraordinary Circumstances:**

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Copyright:

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, recorded lectures, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

Recording Statement:

By enrolling in a remote course, you accept that fixed sessions will be recorded. You must consent to being recorded if you are attending a lecture or participating in a component of a course that is being recorded. You will be notified through a "pop-up" box in Zoom if a lecture or portion of a class is being recorded. If you are not comfortable being in a class that is recorded, you may decide to not take part by logging off Zoom. Students who log off will be able to later watch the video recording in MyCourses.

For pedagogical reasons and for the enrichment of the experience of all students, attendance may be monitored and/or active participation may be expected or required during fixed (synchronous) class time. As such, you may be asked to turn on your camera and audio. If you do not have the necessary resources (e.g., adequate Internet bandwidth or equipment) to do so, inform your instructor at the beginning of term so that appropriate accommodations can be made.

In addition to the recording of your image and voice, your name (or preferred name) may be displayed on screen, and your instructor may call your name during the lecture. As such, this personal information will be disclosed to classmates, whether during the lecture or in viewing the recording. By remaining in classes that are being recorded, you accept that personal information of this kind may be disclosed to others, whether during the lecture or in viewing the recording.

Netiquette Statement:

The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

- 1. Username (use only your legal or preferred name)*

2. *Visual backgrounds*
3. *"Chat" boxes*

To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class, unless invited by the instructor to speak. You should follow instructors' directions about the use of the "chat" function on remote learning platforms.

Inclusive Learning Environment:

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009

Language of Submission:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). Les étudiants de ce cours peuvent rédiger tous leurs travaux (incluant les examens) en français, mais doivent pour ce faire obtenir la permission préalable de la professeure. Aucune permission rétroactive ne sera accordée.

Indigenous Land Statement:

McGill University is located on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.

Academic Integrity Policy:

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information)

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching)."