

# **SOCI 545: Sociology of Population**

## **Fall 2019**

Seminar: Tuesdays 1:35 p.m.-3:25 p.m.  
Peterson Hall 310

Professor: Shelley Clark  
(e-mail: [shelley.clark@mcgill.ca](mailto:shelley.clark@mcgill.ca))

Office hours: Tuesdays 3:30 p.m. – 5:30 p.m., Peterson Hall 336

### **Course Policies:**

*You are responsible for all announcements made in class and on MyCourses, as well as for all course materials given out in class. You should also check for new announcements or material on MyCourses at least weekly.*

*Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, 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.*

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

*If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 514-398-6009 before you do this.*

*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. (approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)*

*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.***

### **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/](http://www.mcgill.ca/students/srr/honest/) for more information)(approved by Senate on 29 January 2003)*

*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/](http://www.mcgill.ca/students/srr/honest/)).*

**Laptops are permitted for note taking purposes only.**

**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**

*You are expected to have read all of the assigned material before each class* and to demonstrate your understanding of this material through active class discussion. 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. These oral summaries must clearly delineate the main points made by the authors in each article. Presenters should be prepared to respond to additional clarifying questions about each article from the instructor and other classmates.

In addition, students in this course will write 5 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 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 will be due at the beginning of class on that topic. 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:

Essays (5)	75% (15% each)
Oral Article Summaries	15%
Class Participation	10%

**Reading Materials:** The syllabus posted on MyCourses contains hyperlinks to selected articles available in electronic journals or on the web. If an article or chapter is not available on the web, it will be posted on MyCourses under Readings.

### **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](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](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?*
- *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>

### **Week 4: September 24**

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

- *Is development the 'best contraceptive' or a necessary prerequisite for fertility decline?*
- *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? If so, why have there been no further Population and Development conferences after 1994?*
- *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)

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

John Bongaarts and Steven Sinding. 2011. "Population Policy in Transition in the Developing World" *Science* (July 29), pp. 574-576. <http://www.sciencemag.org/content/333/6042/574>

### **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? If so, what, if any, policies should be put in place to increase population size?*
- *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**

### ***Ageing Societies and the Limits of the Human Life Span***

- *What are the implications of changing family structures in an aging society?*

- *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?*

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?*
- *Can urban areas in the developing world accommodate all the new migrants?*

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>

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>

Jones, Gavin. 2016. "Migration and Urbanization in China, India and Indonesia: an Overview" Chapter 17 in *Contemporary Demographic Transformations in China, India and Indonesia* (Eds. Gavin W. Jones and Christophe Z. Guilmoto), Demographic Transformation and Socio-Economic Development, Volume 5: 271-276.  
<https://link.springer.com/content/pdf/10.1007%2F978-3-319-24783-0.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?*

Shanahan, M. 2000. "Variability and Mechanisms in Life Course Perspective." *Annual Review of Sociology*, 26:667-692. <http://www.annualreviews.org/doi/pdf/10.1146/annurev.soc.26.1.667>

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>

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

Smith, Daniel. 2010. "Promiscuous Girls, Good Wives, and Cheating Husbands: Gender Inequality, Transitions to Marriage, and Infidelity in Southeastern Nigeria." *Anthropological Quarterly*, 83(1): 123-152. doi:10.1353/anq.0.0118

## **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](http://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>