

SOCI 545: Sociology of Population Winter 2023

Class Discussion: Wednesday 1:05 p.m.-2:55 p.m.

In person: Peterson Hall, Room 310

Remote: via Zoom link provided in MyCourses

Office hours: Tuesday 1:00 p.m.-3:00 p.m. (or by appointment)

Please schedule an appointment via this link <https://calendly.com/shelley-d-clark/office-hours>

Note: the appointments are for 15 minutes. If you need longer, simply schedule two sessions.

Please indicate whether we are meeting in person (Peterson Hall, room 336) or via Zoom <https://mcgill.zoom.us/j/2709990709>

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

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 at least 24 before each class (by 1:00 p.m. on Tuesdays). 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 24 hours prior to the assigned class will be considered as part of the engagement grade.

Lead Discussant: At the beginning of the term, you will be assigned as the Lead Discussant to multiple weeks during the course. In this capacity, you will assume the role of a discussant (as at a conference). You will begin by providing a *brief* overview of each article's main findings as well as the important strengths and weaknesses of each article. These summaries will range from 15 to 20 minutes. You will then lead the discussion by posing a series of questions either about findings in specific articles and/or about how the articles relate to each other. You may draw inspiration for these questions from the essay questions provided each week and from the questions posed by fellow students in Perusall. However, you must also demonstrate original ideas and queries. Discussants should also specifically address areas of confusion or clarification questions asked by students in Perusall. Grades will be assessed on the accuracy and clarity of these presentations and their ability to stimulate informed discussion.

Fixed Discussion: Following the presentations, there will be an in-person discussion of each week's material during normal class time (Wednesday 1:05 p.m.-2:55 p.m.). Giving the evolving nature of the COVID-19 pandemic, we may be required to hold other classes via Zoom. You will be notified via email as early as possible of these changes. Students are required to have completed the readings and identified their key questions before attending these discussions. Note: The first discussion will include a lecture on the demographic transition rather than student presentations.

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. In general, you should have at least 8 references (not articles on syllabus). (Essays are due before the beginning of class on that topic and should be emailed directly to the professor (kindly name your Word document as follows: NAME_SOCI_545_Week_#). 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 via Perusall	10%
Lead discussant	20%
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: January 4

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: January 11

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” Chapter 2 in *Population Matters: Demographic Change, Economic Growth, and Poverty in the Developing World*, Nancy Birdsall, Allen C. Kelley, and Steven Sinding (eds). Oxford: Oxford University Press, DOI:10.1093/0199244073.003.0002

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>

Week 3: January 18

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 theoretical pathways through which mass education could lead to fertility decline. Which pathways are supported by the empirical evidence? 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>

Grant, Monica. 2015. "The Demographic Promise of Expanded Female Education: Trends in the Age at First Birth in Malawi." *Population and Development Review*, 41(3): 409-38.
 doi:10.1111/j.1728-4457.2015.00066.x

Week 4: January 25

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

- 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?
- Does increasing access to family planning decrease fertility or is development the 'best contraceptive'?
- What is the relationship between access to family planning and cultural norms that support individual's (including women's) rights to decide whether and when to have children?

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)

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

Liu, Daphne H., and Adrian E. Raftery. 2020. "How Do Education and Family Planning Accelerate Fertility Decline?" *Population and Development Review* 46(3):409-41. doi: 10.1111/padr.12347

** (Optional) Beach, Brian and Walker Hanlon. 2019. "Censorship, Family Planning and the Historical Fertility Transition." NBER Working Paper N0. 25752.
<https://www.nber.org/papers/w25752>

Week 5: February 1

Low and Very Low Fertility Trends

- *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?*
- *What is the “Second Demographic Transition”? Is it a distinct demographic transition or merely an extension of the first?*
- *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>

Lesthaeghe, 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>

** (Optional) Lesthaeghe, Ron. 2020. “The Second Demographic Transition, 1986–2020: Sub-replacement Fertility and Rising Cohabitation—A Global Update.” *Genus* 76,10:1-38. <https://doi.org/10.1186/s41118-020-00077-4>

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: February 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: February 15

Ageing 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>

***(Optional)* 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>

Lee Ron, Mason Andrew; members of the NTA Network. 2014. "Is Low Fertility Really a Problem? Population Aging, Dependency, and Consumption." *Science*, 346(6206):229-34. doi: 10.1126/science

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: February 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? In what other ways might the "youth bulge" be helpful or harmful?*

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>

*(Optional) 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>

LaGraffe, Dan. 2012. “The Youth Bulge in Egypt: An Intersection of Demographics, Security, and the Arab Spring.” *Journal of Strategic Security*, 5(2): 65–80. <http://www.jstor.org/stable/26463960>.

* (Optional) It’s the Demography, Stupid! Podcaste
<http://www.bbc.co.uk/programmes/b086t0mb>

March 1: Reading Week

Week 9: March 8

International Migration

- *Is international migration good for the economic well-being of sending countries? Can remittances promote economic development?*
- *Is international migration good for the economic well-being of receiving countries? Are a*

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>

Castles, Stephen. 2017. “Comparing the Experience of Five Major Emigration Countries.” 197–224 in *Migration, Citizenship and Identity*. Edward Elgar Publishing.

** (Optional) 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>

Peri, Giovanni. 2020. “Immigrant Swan Song.” *Finance and Development*, 26-29. International Monetary Fund <https://www.imf.org/Publications/fandd/issues/2020/03/can-immigration-solve-the-demographic-dilemma-peri>

Bermingham, John. 2001. “Immigration: Not a Solution to Problems of Population Decline and Aging.” *Population and Environment*, 22(4): 355-363. <https://www.jstor.org/stable/27503749>

Week 10: March 15

Urbanization and Internal Migration

- *Compare and contrast rural-to-urban migration in more and less developed countries. What are the implications of rural-to-urban migration for both rural communities and urban cities?*
- *What are some of the methodological challenges to measuring internal migration?*

Bell, M., et al. (2015). Internal Migration and Development: Comparing Migration Intensities Around the World. *Population and Development Review*, 41(1), 33–58.
<https://doi.org/10.1111/j.1728-4457.2015.00025.x>

***(Optional)* Kirchberger, Martina. 2021. “Measuring Internal Migration.” *Regional Science and Urban Economics* 91:103714. doi: 10.1016/j.regsciurbeco.2021.103714.

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

Teye, Joseph. 2018. “Urbanization and Migration in Africa” United Nations, Population Division https://www.un.org/en/development/desa/population/events/pdf/expert/28/EGM_Joseph_Teye.pdf

Week 11: March 22

Transitions to Adulthood

- *How have the transitions to adulthood changed over the last 50 years? Do these changes reflect structural changes or preference changes (agency)?*
- *Is there an ideal pathway into adulthood? How does the timing of one transition impact other transitions?*
- *What are some of the longer-term implications of these changes in the transitions to adulthood for relationships with children and parents?*

Frank F. Furstenberg Jr. 2010. “On a New Schedule: Transitions to Adulthood and Family Change.” *The Future of Children* 20(1):67–87. doi: 10.1353/foc.0.0038.

Fussell, Elizabeth, Anne H. Gauthier, and Ann Evans. 2007. “Heterogeneity in the Transition to Adulthood: The Cases of Australia, Canada, and the United States.” *European Journal of Population / Revue Européenne de Démographie* 23(3–4):389–414. DOI 10.1007/s10680-007-9136-4

Vespa Jonathan. 2017. *The Changing Economics and Demographics of Young Adulthood: 1975-2016*. Current Populations Reports. Washington, DC: U.S. Census Bureau.

<http://www.piasd.org/wp-content/uploads/2017/04/Changing-Economics-Demo-of-Young-Adulthood.pdf>

Week 12: March 29

Global Perspectives on Families in Flux

- *What is the future of marriage as an institution?*
- *Why has cohabitation become so popular in places like Quebec? Are all types of cohabitation the same?*
- *Will extended family ties, particularly across generations, become more important than conjugal bonds? Does this vary by country or ethnicity?*
- *How does divorce and repartnering affect intergenerational relationships?*

** (Optional) 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>

Cherlin, Andrew J. (2020). Degrees of change: an assessment of the deinstitutionalization of marriage thesis. *Journal of Marriage and Family*, 82(1), 62–80.
<https://doi.org/10.1111/jomf.12605>

Laplante, Benoît. 2014. "Normative Groups: The Rise of the Formation of the First Union Through Cohabitation in Quebec, a Comparative Approach." *Population Research and Policy Review* 33(2):257–85. DOI 10.1007/s11113-013-9279-4

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

Lin, I.-F., Brown, S. L., & Mellencamp, K. A. (2022). The Roles of Gray Divorce and Subsequent Repartnering for Parent–Adult Child Relationships. *The Journals of Gerontology: Series B*, 77(1), 212–223. <https://doi.org/10.1093/geronb/gbab139>

Week 13: April 5

Impact of Family Structure on Child and Adolescent Well-Being

- *What is the impact of divorce and remarriage on children and adolescents? Be sure to evaluate the findings critically, distinguishing between selection and causation, mediators and moderators, and long and short-term implications.*
- *What has a greater impact on children and adolescent well-being: the type of family structure, family composition or family stability?*

Amato, Paul. 2010. "Research on Divorce: Continuing Trends and New Developments." *Journal of Marriage and the Family*, 72: 650 – 666 DOI:10.1111/j.1741-3737.2010.00723.x

Garriga, Anna and Fulvia Pennoni. 2020. "The Causal Effects of Parental Divorce and Parental Temporary Separation on Children's Cognitive Abilities and Psychological Well-being According to Parental Relationship Quality." *Social Indicators Research*.
<https://doi.org/10.1007/s11205-020-02428-2>

King, Valarie, Lisa M. Boyd, and Brianne Pragg. 2018. "Parent-Adolescent Closeness, Family Belonging, and Adolescent Well-Being Across Family Structures." *Journal of Family Issues* 39(7):2007-36. doi: 10.1177/0192513X17739048.

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)."