

Population Problems

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| Office Hours: T 11am - 1pm 7102E Soc Sci | Office Hours: T 9:30-10:30am R 1-2pm 7110C Soc Sci | Office Hours: MW 11am-12pm 7102H Soc Sci | Office Hours: R 1:10-3:10pm 7110N Soc Sci | Office Hours: T 1:30-3:30pm 7110A Soc Sci |
| Sections: 304: T 1:20-2:10 305: T 2:25-3:15 313: R 9:55-10:45 314: R 12:05-12:55 315: R 1:20-2:10 | Sections: 311: R 7:45-8:35 312: R 8:50-9:40 318: F 8:50-9:40 319: F 9:55-10:45 320: F 11:00-11:50 | Sections: 321: M 12:05-12:55 322: M 1:20-2:10 323: M 2:25-3:15 324: M 3:30-4:20 325: M 4:35-5:25 | Sections: 308: W 2:25-3:15 309: W 3:30-4:20 310: W 4:35-5:25 316: R 3:30-4:20 317: R 4:35-5:25 | Sections: 301: T 8:50-9:40 302: T 9:55-10:45 303: T 12:05-12:55 306: W 11:00-11:50 307: W 12:05-12:55 |

The world is currently in the midst of an enormous demographic transition. Over the next century, the global population is projected to increase from 7 to 12 billion. Some nations in the global south will grow rapidly, while nations in Western Europe and East Asia are expected to decline in size. Over the same period in the United States, the median age will rise to 40, and the Asian and Hispanic-origin populations will triple.

This sociology course draws on materials and perspectives from the related fields of demography (the statistical study of populations) and epidemiology (the study of the distribution and determinants of health and disease states in populations). We will examine how certain social phenomena – particularly structural inequality – influence and are reproduced by population change both globally and in the contemporary United States. Throughout the course, we will focus on issues that feature in current social science and public policy debates, including population aging, fertility and reproduction, immigration, and social inequalities. We’ll pay special attention to health disparities by race, ethnicity, and socioeconomic status.

This course serves as an introduction to population studies and also as an opportunity for students to fulfill the University’s Ethnic Studies requirement. Thus, the goals of the course are **(1)** to provide students with tools to understand population change in a systematic way, **(2)** to introduce core concepts and debates in social demography and social epidemiology, and **(3)** to use these tools and concepts to (a) understand how population processes contribute to the production of inequality within and across generations and (b) examine racial and ethnic inequality in the United States and its implications for population health.

Learning Objectives

Beyond the specific substantive and methodological content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of Sociology:

- *Critically Evaluate Published Research*: Students will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Communicate Skillfully*: Students will write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical Thinking about Society and Social Processes*: Students can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See Things from a Global Perspective*: Students learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.

In addition, the Ethnic Studies Committee has designated the following aims for the course:

- *Awareness of History's Impact on the Present*: Ethnic Studies courses highlight how certain histories have been valued and devalued, and how these differences have promulgated disparities in contemporary American society.
- *Ability to Recognize and Question Assumptions*: Ethnic Studies courses promote recognition and application of critical thinking skills, specifically with respect to teaching students to harbor a healthy skepticism towards knowledge claims, whether in the form of media, political, or popular representations, primarily as these relate to race and ethnicity. As part of this process, the ESR should challenge students to question their own assumptions and preconceived notions on these topics.
- *A Consciousness of Self and Other*: Awareness of self is inextricably linked with awareness of and empathy towards the perspectives of others. In constructing a space for this kind of discussion in their classrooms, Ethnic Studies courses give students an opportunity to think about identity issues, including their own identity, as well as the connections they might have to people outside their focused social circle.

Course structure and attendance

The course consists of two lectures and one section meeting per week. Section meetings will start on Wednesday, January 22.

All required articles and videos will be made available through the course's Canvas page. There are no required books for this course. Please note that you are expected to read and/or view all assigned materials and complete the short reading quizzes **before** each lecture (i.e. by 9:55am on the day of each lecture). There will be no quiz on the first or class, or for class sessions dedicated to review or exams.

Lectures will draw attention to select issues from the required readings and videos, but also present new material not covered in the assigned readings. **Lecture slides will be posted online but do not contain all the important information covered in class.** You are responsible for all material covered in lecture in addition to everything covered in the required assignments. If you must miss class for any reason (e.g.

religious holidays, family emergencies), it is your responsibility to get notes from your classmates for the sessions that you miss.

The weekly discussion sections give you the opportunity to engage with the material on a deeper level. Section discussions are an integral part of this course, and your contributions to discussions should demonstrate your familiarity with the reading material. You're encouraged to draw links among texts and concepts, connecting back to readings and discussions from earlier in the course. Your TA will distribute a separate section handout with further instructions about the attendance and participation policies.

Course communications

Due to the large size of this course, we encourage the following:

- If you have questions or concerns, check the course website and syllabus first.
- If you can't find what you need there, contact your TA first.
- If you have a general question about course content, expectations, materials, post it to the class discussion board. If you have the question, others likely do too and this allows everyone to have the same information.
- If issues remain, come to my office hours – there's no appointment needed. You can also always talk to me after lecture.
- If a schedule conflict prevents you from talking with me after lecture or during office hours, email mengelman@wisc.edu to set up an appointment for another time.

Please remember that email is a professional communication tool, and proper form (e.g. salutation, syntax, signature) matters both at UW-Madison and in your future places of employment. This website has examples and guidelines about emailing professors and TAs: www.wikihow.com/Email-a-Professor. We try to respond to all emails within two *business* days – please keep this in mind if issues arise late at night or over the weekend.

Evaluation and grades

Your grade in this course will be based on the following components:

- Reading Quizzes, due by 9:55am before each lecture (10% of total grade)
- Attendance and *active* participation in section (10% of total grade)
- Exam 1: In class, Wednesday, March 4 (20% of total grade, covers weeks 1-7)
- Exam 2: In class, Wednesday, April 29 (30% of total grade, covers weeks 8-15)
- Two short writing assignments, due by noon on February 26 and April 13. The purpose of these assignments is to connect what you have learned in class to what's going on in the world around you. Instructions will be given and discussed in section. (30% of total grade)

There will be an opportunity to complete an extra credit assignment worth up to 1.5% of the total grade. A prompt for this assignment will be posted on Canvas after Spring Break, and will be due by April 27.

Grades will be assigned in accordance with the UW undergraduate grade policy, using the following point distribution:

A: 93-100 AB: 87-92.99 B: 83-86.99 BC: 77-82.99 C: 70-76.99 D: 60-69.99 F: 0-59.99

You may contest specific exam and assignment grades *up to two weeks* after exams and assignments have been returned. Raise minor issues (e.g. computational errors in your score) with your TA. Any substantive concerns about the contents of your answer should be discussed with the professor. Requests to re-grade assignments after final grades are submitted will not be honored.

Quiz and Exam policy

You will complete a **short reading quiz (3-questions, 1 point each) on Canvas before each class**. Quizzes will focus on key points from the readings, so please make sure you've done the readings before taking the quiz. Quizzes are timed such that you have 15 minutes to complete them, and the clock starts when you click on the quiz. Please note that this timing meets universal accommodation standards. Quizzes will become available to you on each Canvas "Module" approximately 2 weeks before each lecture, and will be **turned off at 9:55am (the start of lecture) on the assigned day**. You may refer to readings and notes during quizzes, and your 2 lowest scores will be dropped.

You will take **two midterm exams that together will account for 50% of your final grade**. All material presented in lecture and in your required readings is fair game. The exams will consist of multiple-choice questions that emphasize concepts, facts, and mechanisms discussed in class and in your readings. The exams are non-cumulative and will take place during normal class times. Note: Your online schedule will list a "final exam" time for this course. Please ignore this: *there will be no additional final exam after the course ends*.

Unfortunately, a class of this size cannot accommodate make-up exams, so please don't ask if you can take a test at a different time to accommodate travel plans. In case of a serious illness, a serious family emergency, or a conflicting religious observance, please let the professor and your TA know as soon as possible. You'll need to provide timely documentation of illness or emergency before requesting alternate arrangements.

Digital devices

Keep cells phones off and away during lecture and section. You may use **laptops or tablets** to take notes during lecture, but if you do so you must **sit in the first 10 rows of the lecture hall**. If we have any evidence that you're using a laptop, tablet computer, or other device for anything other than course-related purposes, your participation grade may be docked. Please note that social-media apps are not considered to be course-related, even if you're posting about your professor, TA, or classmates...

Absolutely no devices (including phones, laptops, iPods, etc.) are allowed during exams, and you may **not record** any lectures without written consent from Dr. Engelman.

Accommodations

I am committed to making Soc 170 an accessible and inclusive educational experience for all students. The McBurney Center is a key resource for expanding the accessibility of UW-Madison classes, and their website has detailed information about the services and assistance they offer: <http://www.mcburney.wisc.edu/>. If you would like to request particular arrangements or accommodations for any aspects of the course, please be in touch with your TA, or work with the McBurney Connect system to send your TA and Dr. Engelman a Faculty Notification Letter.

If you wish to request a scheduling accommodation for religious observances, please send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See <https://kb.wisc.edu/page.php?id=21698> for details.

Academic Integrity

In your exams and written assignments, you are expected to exercise academic honesty and integrity. According to UWS 14, academic misconduct occurs when a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of [...] academic performance;
- assists other students in any of these acts.

Cheating, plagiarism, or any other breach of academic integrity on an assignment in this course will result in an automatic failing grade of 0 for the exam or assignment in question, and a submission of written reports to your college dean and the dean of students. Those administrators may (at their discretion) take further disciplinary action. Please note that lack of familiarity with policies will not excuse failure to comply with them.

The university's Writing Center has an excellent webpage about how to successfully quote and paraphrase texts: <http://writing.wisc.edu/Handbook/QuotingSources.html>. See also these guidelines about avoiding plagiarism: http://writing.wisc.edu/Handbook/QPA_plagiarism.html.

Remember that while internet makes it very easy to plagiarize (both intentionally and not), but it also makes it easy to identify plagiarized texts. Please note that the Department of Sociology has a license for anti-plagiarism software. Your submitted written work for this class can be compared to a large database of existing written work. Similarly, your work can be added to this database against which future students work will be compared. Please make every effort to avoid such issues in your section writing assignments.

Departmental notice of grievance and appeal rights

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (cschwart@wisc.edu).

Civility

This course touches on a number of subjects that are at the center of debates and even controversy in the United States. We will engage with these controversies in class (and even more so in section), so being civil and mindful will be essential for keeping the conversations constructive. Throughout our discussions, we (the teaching staff) will start out under the expectation that no one is intentionally raising inflammatory or inappropriate questions or comments; we ask you to do the same, and to help avoid making anyone reconsider that expectation. At the same time, we recognize that there might be points at which someone's

questions or comments strike someone else as hurtful or deeply objectionable. In such cases, we ask all of you to seriously consider the other person's point of view. It's important to neither jump to the conclusion that someone is completely aware of how their contributions are registering with everyone else in the room, nor to assume that reactions to a given contribution are off base simply because the speaker didn't intend or understand the contribution to be problematic. In short: be empathetic and strive to keep the discussion respectful. Put yourself in the other person's shoes, and try to help them understand your own point of view, drawing on the course material. If you notice someone else becoming upset, ask yourself why that might be the case, and think about the purpose of academic exchange. Remember: the idea is not to win an argument; the idea is to come to a better understanding of contemporary populations, the controversies they face, and their potential solutions.

Course overview

| Week | Date | Topic | Notes |
|------|-------------|---|--------------------------------------|
| 1 | January 22 | Introduction | |
| 2 | January 27 | Population concepts | |
| | January 29 | Demographic transition | |
| 3 | February 3 | Population growth & the environment | |
| | February 5 | Why fertility changes | |
| 4 | February 10 | Fertility and Reproductive Health | |
| | February 12 | Low & sex-selective fertility | |
| 5 | February 17 | Human longevity | |
| | February 19 | population aging | |
| 6 | February 24 | Epidemiological transition | |
| | February 26 | Health Reversals | Writing assignment 1 |
| 7 | March 2 | Summary & Review | |
| | March 4 | Exam 1 | |
| 8 | March 9 | Health in the U.S. | |
| | March 11 | Social construction of race | |
| 9 | March 16 | NO CLASS | <i>Spring Break</i> |
| | March 18 | NO CLASS | <i>Spring Break</i> |
| 10 | March 23 | Racialized social systems | |
| | March 25 | Health inequalities I | |
| 11 | March 30 | Neighborhoods, segregation, and health | |
| | April 1 | Health inequalities II | |
| 12 | April 6 | Health inequalities III | |
| | April 8 | Lifecourse & Intergenerational perspectives | |
| 13 | April 13 | Why do people migrate? | Writing assignment 2 |
| | April 15 | Immigration to the US | |
| 14 | April 20 | Ethnic enclaves | |
| | April 22 | Immigration and health | |
| 15 | April 27 | Review & Conclusion | <i>Extra credit essay (optional)</i> |
| | April 29 | Exam 2 | |

Detailed Schedule

Wed. Jan 22: Introduction

Mon. Jan 27: Population: Who Counts and How?

A brief history of the U.S. Census:

<https://www.citylab.com/equity/2018/06/a-brief-history-of-the-us-census/564110/>

Preston, S. H., P. Heuveline, and M. Guillot. (2001). *Demography: Measuring and modeling population processes*. UK, Blackwell Publishers. **Pages 1-8, 16-20.**

Population Reference Bureau. (2004). *Population Handbook*, **pages 1-11.**

Wed. Jan 29: The Demographic Transition: Does Malthus still Matter?

Weeks, J.R (2004). "Demographic Perspectives" in *Population: An Introduction to Concepts and Issues*, Ninth Ed., Wadsworth Publishing. Chapter 3, **pp.74-92.**

Lam, D. (2017) The world's next 4 billion people will differ from the previous 4 billion. IUSSP Bulletin. <http://www.niussp.org/article/the-worlds-next-4-billion-people-will-differ-from-the-previous-4-billion/>

Mon. Feb 3: Population growth and the environment

Livi Bacci, M (2019). Four compelling reasons to fear population growth. IUSSP Bulletin.

<http://www.niussp.org/article/four-compelling-reasons-to-fear-population-growth/>

Harvey, D. (2010). The political implications of population-resources theory.

<https://climateandcapitalism.com/2010/05/23/david-harvey-the-political-implications-of-population-resources-theory/>

Rosling, H. (2010, December). The magic washing machine. TED Video, 9:16.

http://www.ted.com/talks/hans_rosling_and_the_magic_washing_machine.html

Wed. Feb 5: Why fertility changes

Hirschman, C. (1994). Why fertility changes. *Annual Review of Sociology* 20:203-233. **(Focus on pp. 208-217.)**

Mon. Feb 10: Fertility and Reproductive Health

UNFPA. (2008). How Universal is Access to Reproductive Health? **Pages 9-19.**

Kaiser, J. (2011). Does Family Planning Bring Down Fertility? *Science* 333:548-549.

Wed. Feb 12: When fertility is very low

Hartnett, C.S. (2018) U.S. Fertility is dropping. Heres why some experts saw it coming. The Conversation. May 30, 2018. <http://theconversation.com/us-fertility-is-dropping-heres-why-some-experts-saw-it-coming-97037>

Hesketh, T and Z. W. Xing. 2006. Abnormal sex ratios in human populations: Causes and consequences *PNAS* 103;13271-13275.

Mon. Feb 17: Rising longevity

Hans Rosling. (2010). 200 Countries, 200 Years, 4 Minutes: <http://www.youtube.com/watch?v=jbkSRLYSojo>

Oeppen, J. and J. Vaupel (2002). Broken Limits to Life Expectancy. *Science* 296:1029-1031.

Crimmins, E. M. (2015). Lifespan and healthspan: Past, present, and promise. *The Gerontologist* 55(6), 901-911.

Wed. Feb 19: Population aging: A great success or a major problem?

Mark Mather, Linda A. Jacobsen, and Kelvin M. Pollard (2015). Aging in the United States. *Population Bulletin* 70, no. 2 (SKIM).

Andrew Scott. <https://www.weforum.org/agenda/2018/05/the-myth-of-the-aging-society>

Williamson, J.B. and D.M. Watts-Roy. (2009). Aging boomers, generational equity, and framing the debate over social security. In *Boomer Bust? Economic and Political Issues of the Graying Society*, edited by Robert B. Hudson. Westport, CT: Greenwood Publishing Group. 153-169.

Mon. Feb 24: Epidemiologic Transition

Horiuchi, S. 1999. Epidemiological Transitions In Human History. In United Nations, ed. *Health and Mortality Issues of Global Concern* pp 54-71. NY: United Nations.

World Health Organization. 2018. The top 10 Causes of Death.

<https://www.who.int/en/news-room/fact-sheets/detail/the-top-10-causes-of-death>

Wed. Feb 26: Health reversals

Case, A. and A. Deaton. (2015). Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century. *PNAS* 112(49):15078-15083

McKee, M. and V. Shkolnikov. (2001). Understanding the toll of premature death among men in eastern Europe. *BMJ* 323: 1051-1055.

***** Writing Assignment 1 DUE by noon *****

Mon. March 2: Summary & Review for Exam

Wed., March 4: Exam 1

Mon. March 9: Health in the US

Woolf and Aron. (2013) The U.S. Health Disadvantage Relative to Other High-Income Countries: Findings from a National Research Council/Institute of Medicine Report. *JAMA E1-E2*

Avedano, M., M. Glymour, J. Banks, and J.P. Mackenbach. (2009) Health Disadvantage in U.S. Adults Aged 50-74 Years: A Comparison of the Health of Rich and Poor Americans with that of Europeans. *American Journal of Public Health*. 99: 540-548.

Wed. March 11: The social construction of Race

Golash-Boza, T. (2014). Chapter 3: Racial Ideologies from 1920 to the Present. (pp. 63-89), and Chapter 6: White Privilege and the Changing Racial Hierarchy. (pp. 147-173), in *Race and Racisms: A Critical Approach*. Oxford University Press.

Tanvi Misra (2015) A Complete History of Census Race Boxes. <https://www.citylab.com/life/2015/11/a-complete-history-of-census-race-boxes/413716/>

March 16 and 18: NO CLASS *Enjoy your Spring Break!*

Mon. March 23: Racialized social systems in the United States

Golash-Boza, T. (2014). Chapter 7: Understanding Racial Inequality Today: Sociological Theories of Racism. Pages 178-190 in *Race and Racisms: A Critical Approach*. Oxford U Press.

Reskin, B. (2012). The Race Discrimination System. *Annual Review of Sociology*, 38, 17-35.

Ibram X. Kendi. This is what an antiracist America would look like. How do we get there?

<https://www.theguardian.com/commentisfree/2018/dec/06/antiracism-and-america-white-nationalism>

Wed. March 25: Health inequalities I: Introduction

Link, B.G., and J.C. Phelan. (1995). Social Conditions as Fundamental Causes of Disease. *Journal of Health and Social Behavior* 35: 80-94. **Focus on pages 84-88.**

Kawachi I, SV Subramanian, & N Almeida-Filho. 2003. A Glossary For Health Inequalities. *Journal of Epidemiology & Community Health* 56: 647-652.

Mon. March 30: Neighborhoods, segregation, and health

Massey, D. S. and N. A. Denton (1993). *American Apartheid: Segregation and the Making of an Underclass*. Cambridge, Massachusetts: Harvard University Press. Chapter 4 (read p.83-108)

Diez Roux, A.V. and C. Mair. (2010) Neighborhoods and Health. *Annals of the New York Academy of Sciences* Read p. 125-126 and 128-132.

Barry-Jester, A. (2016). How Americans Die May Depend on Where They Live. *FiveThirtyEight*

Wed. April 1: Health inequalities II: Race

Krieger, Nancy. 2005. Stormy Weather: Race, Gene Expression, and the Science of Health Disparities. *Am J Pub Hlth* 95(12): 2155-2160.

Nina Martin and Renee Montagne. Nothing Protects Black Women from Dying in Pregnancy and Childbirth. <https://www.propublica.org/article/nothing-protects-black-women-from-dying-in-pregnancy-and-childbirth>

Mon. April 6: Health inequalities III: Poverty and stress

Sapolsky, R. Sick of Poverty *Scientific American*. 21 Nov 2005.

Kawachi, I., N. Daniels, and D.E. Robinson. 2005. Health disparities by race and class: Why both matter. *Health Affairs* 24(2):343-352.

Wed. April 8: A life course perspective on disparities

Paul, AM. 2010. How the first nine months shape the rest of your life. *Time* 4 Oct 2010.

Kuzawa, C.W. and E. Sweet. (2009). Epigenetics and the Embodiment of Race: Developmental Origins of US Racial Disparities in Cardiovascular Health. *American Journal of Human Biology* 21(1):2-15.

Mon. April 13: Why do people migrate?

***** Writing Assignment 2 DUE by noon *****

Massey, D.S., J. Durand, and N. Malone. (2002). *Beyond Smoke and Mirrors*. Chapter 2.

Wed. April 15: Immigration to the U.S.

Jones-Correa, M. (2012). Contested Ground: Immigration in the United States. Washington, DC: Migration Policy Institute (read pp. 2-15).

Gramlich J. and Noe-Bustamante L. 2019. What's happening at the U.S.-Mexico border in 5 charts. <https://www.pewresearch.org/fact-tank/2019/11/01/whats-happening-at-the-u-s-mexico-border-in-5-charts/>

Mon. April 20: Immigrants in the United States

Massey, D. (2008). *New Faces in New Places: The Changing Geography of U.S. Migration*. New York: Russell Sage Foundation. Chapter 2.

Wed. April 22: Migration and Health Guest Lecturer: Leafia Zi Ye

Markides, K. S., & Rote, S. (2015). Immigrant health paradox. Emerging trends in the social and behavioral sciences: An interdisciplinary, searchable, and linkable resource. .

Mon. April 27: Review & Conclusion

Wed. April 29: Exam 2