

Fall 2020
SOC 971
Credits: 3

Graduate Seminar in Population and Society (I)

Professor: Michal Engelman

Meeting Time: Fridays 9:30am-12pm

Location: Outside the Sewell Social Sciences Building and/or on Zoom

Contact: mengelman@wisc.edu

Office Hours: Please email for a zoom appointment.

Demography is an interdisciplinary field that deals with the life course of populations, describing how and where people are born and age; live and reproduce; fall ill and die. In this course, we'll bring a historical and critical perspective to the study of populations, examining demography's intellectual history and major current research areas. We will consider the determinants of demographic patterns and the consequences of these patterns for society; we'll also explore how demographic statistics are used by researchers and policy makers as launching points or supports for social and political arguments.

Good demographic analysis (and good social science in general) requires you to be able to read and write as well as count. This is a graduate reading and writing course: though some of the work we'll read relies on sophisticated mathematics or statistics, our main focus will be on understanding the logic of arguments. Advanced training in mathematics or statistics is not required, but a willingness to actively read and discuss is essential.

Soc 971 is designed as a graduate level introduction to demography, and aims to set the foundation for meaningful engagement with important population research questions. The graduate seminar in Population and Society is offered over two semesters, in alternating years. The substantive focus of this first semester are the core areas in demography: mortality, fertility, and migration. The follow up seminar in Fall 2021 will explore the signature themes of the UW-Madison Center for Demography and Ecology: poverty & inequality, the family, spatial demography, health disparities, and biodemography.

COVID-19 Caveat

This is a semester when people have to figure out how to be students, teachers, parents, children, relatives, friends, employees, employers, colleagues, and just human beings in the midst of a global pandemic and massive social unrest.

It's going to be challenging, and we are going to get some things wrong. And as we see what the months ahead have in store for our city, state, country, and world, some of our expectations and plans may (have to) change. I will be as flexible as possible with all of you, and hope you'll extend similar flexibility to me, your colleagues, and other instructors.

I will do my best to get you what you need to learn in this class in the midst of all the uncertainty, and I also work that you'll join me in working to build community: to make this course a space

for exchanging information, asking important questions, forming (and sometimes reforming) opinions, and supporting and advocating for one another.

If and when issues arise that impact your learning, please let me know, and let's find solutions together.

We will try to hold this class in-person and outside as long as the weather allows. A zoom link for every class session will be sent out via email and posted on Canvas, and we'll do our best to incorporate online participants at all sessions.

Readings and Workload

All readings are available as PDFs or links on CANVAS. I reserve the right to make changes to the reading schedule if needed. Any changes will be announced in class, via the course email list, and posted on the course website.

This course assumes UW's standard 2:1 rule, meaning that for every course credit hour you spend in class (namely, 2.5 hours each week) you should expect to spend an average of three hours working on course requirements outside of class (so: 7.5 hours per week). In sum, 10 hours a week average workload. Note this is an average; some weeks you may spend more time, and some weeks less.

Doing all of the readings, as listed below, is absolutely necessary for success in this course. Keeping up with the assigned reading will be crucial to your grade. More importantly (to me, at least): you won't get much out of this course if you don't give yourself enough time to get through and stay on top of the readings.

Course Requirements and Evaluation

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

- 1. Prepare for class (read texts & submit weekly questions) and *actively* participate in discussions: 25%.**

You are expected to do the readings each week and come to class prepared to actively participate in discussion about them. You are encouraged to take notes on each reading, both to organize your thoughts and keep track of ideas for the short response papers and research paper. As you read, keep track of (1) the 3-5 most important concepts; (2) the key question of the paper; (3) the answer to that questions, and the take-home message(s) of the article; and (4) Your key gripe(s) about the paper (e.g. unsatisfactory arguments, confusing or concerning claims, unanswered questions, etc.), along with additional comments (e.g. thoughts about connections to other readings in this course or your particular demographic research interests). These notes should help you feel prepared to discuss the texts in class. If you feel you're not getting everything you want out of the readings and discussions, please email me and/or attend office hours, so we can talk things over.

To help us all engage each other, I ask that you post *at least 3* questions (more questions are welcome!) on at least **2 different readings to a discussion thread on CANVAS by 5pm on Sunday before each class you are not co-leading. One**

may be an informational question (e.g. asking for clarification of a concept or argument, asking for background, questioning the accuracy of something, etc.). The other(s) should be discussion questions – i.e. pushing on a concept, or an argument, or relationship within the text or between texts, or what a particular aspect of the readings means for contemporary population issues (statistical or substantive), etc. We'll use these questions to guide our discussion in class.

Research suggests that there are many benefits to class discussions – they increase learning, foster critical thinking and communication skills, and develop the sociological imagination. However, an effective discussion doesn't happen without multiple people speaking. So, in this course, active participation means more than simply attending class, staying awake, politely paying attention, and making occasional eye contact. To be clear, I define *active participation* as students making substantive oral comments – ideally multiple times during all or most class sessions.

2. Co-lead class discussion once: 10%

I will lead the discussions for the first two weeks. You will sign up to co-lead the discussions during one subsequent week. This will involve writing up your reading notes, sorting through the submitted questions to pick key themes for the discussion, and helping to facilitate the conversation.

Leading discussion doesn't mean talking the entire session. Rather, it means opening up the text for critical analysis: locating it in space, time, and literature; highlighting its key questions and its central claims; assessing those claims and questions they left unanswered; and bringing up and in anything else that you, as facilitator(s), feel will lead to an engaged and productive exchange in class. Bringing in at least one of the recommended readings to expand the scope of the discussion is encouraged.

3. Write two reading response papers (2-3 pages each): 10% each, total 20%.

Each response paper will be grounded in and draw connections among at least two texts from the course. The papers may compare and contrast the positions of authors on a given issue, relate readings to current events or controversies, take issue with points you disagree with or find to be unclear, or expand on an interesting idea. The point of these papers is to force yourself to think clearly and succinctly enough about the issues and the texts to be able to put your thoughts down on paper. Either an informal, reading journal-style tone or a more formal tone is fine, but your writing should be proofread and clear, with proper citations. The first paper is due on **October 14**, the second on **November 18** (both by 5pm).

4. Write a final research paper: 45%.

You will write a term paper (10-15 pages) in which you consider some demographic topic of contemporary importance through the lenses of two or more of the texts we have read and perform a critical reading of the relevant literature. I'll be available to discuss your topic and approach in office hours. You will present your own argument/thesis in both written and oral form, provide constructive feedback on others' research, and incorporate such feedback into your own work.

Your grade will be based on the following:

- Paper proposal and initial bibliography (5%, due October 28th, 5pm)
- A draft ready for presentation/discussion on the last day of class (10%). You will send a copy of the paper to your designated partner by noon on Dec 4th. On Dec 7th in class you will discuss each others' papers.
- Complete research paper (30%, due by Friday, December 11, 5:00 pm).

Academic Honesty

In your written assignment, you are expected to exercise academic honesty and integrity and to produce original work. If you must use the exact words used in another source, use quotation marks to indicate that those words are not your own and provide full credit to the source. If you are using an idea you obtained from someone else, cite the author(s), even if you did not quote her/him/them directly. The set of ideas you must cite includes those obtained from Wikipedia or any internet source. 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.

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.

The internet makes it very easy to plagiarize (both intentionally and not), but it also makes it easy to identify plagiarized texts. Evidence of academic dishonesty in an assignment will result in an automatic grade of zero for the assignment, and will be reported to the Dean of Students following a meeting with the professor.

Accommodations

Please send me an email if you are eligible for special arrangements or accommodations for assignments or any other aspect of the course.

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.

Learning objectives

This course is designed to address 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 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.
- *Work effectively in groups*: Students will improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.
- *Improve project management skills*: Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

Departmental notice of grievance and appeal rights

The Department of Sociology regularly conducts student evaluations of all professors 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, Prof. Christine Schwartz (cschwartz@ssc.wisc.edu).

Course Overview and Organization

Week	Date	Topic	
1	September 14	Population Thinking	
2	September 21	Malthus	
3	September 28	<i>Yom Kippur</i>	<i>No Class</i>
4	October 5	Demographic Transition: Mortality	
5	October 12	Demographic Transition: Fertility	<i>Response paper 1 Due 10/14</i>
6	October 19	Low Fertility	
7	October 26	Longevity and Population Health	<i>Research Proposals Due 10/28</i>
8	November 2	Social Determinants of Health	
9	November 9	Race, Ethnicity, and Demography	
10	November 16	Gender in Demographic Research	<i>Response paper 2 Due 11/18</i>
11	November 23	Migration: Theories and Trends	
12	November 30	Migration: Current Debates	
13	December 7	Workshop research paper drafts	<i>Draft due Dec 4</i>

Final Papers will be due by 5pm on Friday, December 11.

Detailed Schedule

*** Texts are listed in suggested order of reading.

Sept 14. Introduction: Population Thinking from Antiquity to the Present

“Population” is an idea with a long history linked to the development of modern states and economies, the study and application of probability and statistics, and wide-ranging debates about science, ethics, and public policy. This week we’ll begin with ancient Greek ideas about what/who constitutes a population, consider the rise of “political arithmetic” in Europe as a way of quantifying populations and situating demography in the service of States, and end with some new (or, perhaps, newly reformulated) questions about our contemporary concept of population.

Kreager, Philip. (2008). Aristotle and Open Population Thinking. *Population and Development Review* 34(4): 599-629.

Porter, Theodore. (1986) “Statistics as a Social Science” Chapter 1 in *The Rise of Statistical Thinking*. Princeton University Press.

Krieger, Nancy. (2012) Who & What is a Population? *Milbank Quarterly* 90(4):634-640, 649-651, 656-659, 667-8.

Armstrong, D. 2017. Clinical prediction and the idea of a population. *Social Studies of Science* 47(2) 288-299

Aberg-Riger, Ariel. (2018) A Visual History of the U.S. Census.

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

Sept 21. Malthus: Influences, Ideas, Critiques

Malthus and his *Essay on the Principle of Population* are a source of apparently endless debate and controversy. Over more than 200 years of commentary, he has been lauded for his observation of European marriage patterns, economic insights, and influence over subsequent theories of natural selection. He has also been critiqued for failing to foresee the impact of technology on food production and population growth, for blaming the poor (and particularly, their reproductive habits) for poverty, and for the use and misuse of his arguments in political battles over eugenics, colonialism, birth control, and environmentalism. This week we’ll consider Malthus’ ideas in the context of both their precursors and subsequent impact.

Malthus, Thomas. 1798. *An Essay on the Principle of Population*. Skim all of it, but focus on chapters 1-5. – Available for (free) borrowing at: <https://archive.org> ; Many other options are available online and at the library

We will also read the following pages from the 2018 Norton Critical Edition, edited by Joyce E. Chaplin: pp. 21-28 (Influenced on Malthus, read first), and pp. 187-195, 200-205 (Critiques of Malthus, read after).

Haberman, Clyde. (2015) The Unrealized Horrors of Population Explosion.

<https://www.nytimes.com/2015/06/01/us/the-unrealized-horrors-of-population-explosion.html>

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/>

Sept 28. No Class. *Yom Kippur*

Oct 5. Demographic Transition: Mortality

The dramatic increase in life expectancy throughout much of the world over the course of the 19th and 20th centuries is uncontested, but explanations for these improvements have been the subject of much debate between advocates of economic development on one hand, and champions of public health on the other. Although the presumption of a strict dichotomy dividing these factors now seems largely outdated, these arguments have shaped not only our understanding of demographic history, but also contemporary debates – not least in the context of our current pandemic.

McKeown, Thomas, R. G. Brown, and R. G. Record. (1972) "An interpretation of the modern rise of population in Europe." *Population studies* 26(3):345-382.

Colgrove, J. (2002) The McKeown Thesis: A Historical Controversy and Its Enduring Influence. *Am J Public Health* 92:725-729.

Preston, S.H. 1975. The changing relation between mortality and level of economic development. *Population Studies* 29(2):231-248. (Reprinted in *International Journal of Epidemiology*).

Kunitz, S.J. (2007) Commentary on Preston. *International Journal of Epidemiology* 36:491-492.

Osterholm MT and N. Kashkari. <https://www.nytimes.com/2020/08/07/opinion/coronavirus-lockdown-unemployment-death.html>

Optional: Consider how Osterholm and Kashkari's argument differs from that in this Wall Street Journal article by Greg Ip: <http://archive.is/OJbDL> or <https://www.wsj.com/articles/covid-lockdowns-economy-pandemic-recession-business-shutdown-sweden-coronavirus>

Oct 12 Demographic Transition: Fertility

For most of the 20th century, demographers struggled with the interrelated questions of why, when, and how fertility rates fall. This week we will consider classic arguments and controversies surrounding the reasons for historic fertility declines and their implications for contemporary research on fertility, family planning, and reproductive health in low-income countries.

Notestein F. 1945. Population–The Long View. In *Food for the World*, ed. TW Schultz, pp. 36-57. Chicago: University of Chicago Press. (SKIM)

Coale A. 1973. The Demographic Transition Reconsidered. Pg. 53-72 in *The Proceedings of the International Population Conference*, Liege, Belgium. (SKIM)

Szreter, Simon. 1993. The Idea of Demographic Transition and the Study of Fertility: A Critical Intellectual History. *Population and Development Review* 19(4):659-701.

Thornton, Arland. (2001) The Developmental Paradigm, Reading History Sideways, and Family Change. *Demography* 38 (4): 449-65.

Sinding, Steven W. (2008). "Overview and Perspective." Pp. 1-12 in *The Global Family Planning Revolution*, edited by W. C. Robinson and J. A. Ross. Washington, DC: The World Bank.

Mbacké, Cheikh. (2017). The Persistence of High Fertility in sub-Saharan Africa: A Comment *Population and Development Review* 43:330-337.

Oct 19. Low Fertility

After decades (if not centuries) of concern about the economic and environmental consequences of high fertility and rapid population growth, some analysts and policy makers now find themselves alarmed about trends of low fertility, population aging, and population decline in some countries. This week we'll look into what's up with that.

Lesthaeghe, Ron. (2010). "The Unfolding Story of the Second Demographic Transition." *Population and Development Review* 36(2):211-51.

Balbo, Nicoletta, Francesco C. Billari, and Melinda Mills. 2013. Fertility in Advanced Societies: A Review of Research. *European Journal of Population* 29 (1): 1-38. doi:10.1007/s10680-012-9277-y.

Morgan, S. Philip. 2003. Is Low Fertility a Twenty-First Century Demographic Crisis? *Demography* 40(4):589-603.

Greenhalgh, Susan. (2003). Science, Modernity, and the Making of China's One-Child Policy. *Population and Development Review* 29 (2): 163-96.

Boling, Patricia. (2008) Demography, Culture, and Policy: Understanding Japan's Low Fertility. *Population Development and Review* 34(2):307-26.

Oct 26. Rising Longevity & Population Health

For populations, rising life expectancy is an aggregate mark of human success in reducing fertility, improving a broad set of living conditions, and curbing risks of death through innovations in public health and medicine. For individuals, reaching old age represents triumph over illnesses, injuries, and a myriad challenges to survival. This week we'll go beyond the classic demographic functions of fertility and mortality to consider the health of populations.

Oeppen, J. and Vaupel, J. (2002) Broken limits to life expectancy? *Science* 296 (10 May 2002): 1029-31.

Fries, J.F. (1980). Aging, natural death, and the compression of morbidity. *New England Journal of Medicine* 303: 130-135.

Omran, A.R. (1971).The epidemiologic transition: A theory of the epidemiology of population change. *Milbank Memorial Fund Quarterly* 49:501-538. Reprinted 2005.

Rose, G. (1985) Sick individuals and sick populations. *International journal of epidemiology*, 30(3), 427-432. Reprinted in 2001.

Diez-Roux, A. (2020) Population Health in the Time of COVID-19: Confirmations and Revelations. *The Milbank Quarterly*. <https://doi.org/10.1111/1468-0009.12474>

November 2. The Social determinants of Health

From the World Health Organization: “The social determinants of health are the conditions in which people are born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels. The social determinants of health are mostly responsible for health inequities – the unfair and avoidable differences in health status seen within and between countries.”

Link, B. and J. Phelan. 1995. Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior*. 35:80-94.

Lynch, J.W., Davey Smith G., Kaplan, G.A., House, J.S. 2000. Income inequality and mortality: importance to health of individual income, psychosocial environment, or material conditions. *BMJ* 320:1200-4.

Marmot, M., Wilkinson, R. G. (2001). Psychosocial and material pathways in the relation between income and health: a response to Lynch et al. *BMJ*, 322(7296), 1233-1236.

Braveman, Paula, Susan Egerter, and David R. Williams (2011). The social determinants of health: Coming of age. *Annual Review Public Health* 32: 381-398.

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

Malcolm Harris (2017) The death of the white working class has been greatly exaggerated. *Pacific Standard*. <https://psmag.com/news/the-death-of-the-white-working-class-has-been-greatly-exaggerated>

November 9. Race, Ethnicity, and Populations

Race and ethnicity are popularly referred to as “demographics,” but how do the population sciences define, measure, and interpret these contentious social constructs? This week we’ll consider both research that deals deliberately with the meaning of race and ethnicity and the ways in which race and ethnicity figure in research that employs them somewhat less deliberately.

Liebler, C. A., Porter, S. R., Fernandez, L. E., Noon, J. M., Ennis, S. R. (2017). America’s churning races: Race and ethnicity response changes between Census 2000 and the 2010 census. *Demography* 54(1), 259-284. (SKIM)

Zuberi, Tukufu, Evelyn J. Patterson and Quincy Thomas Stewart. 2015. “Race, Methodology and Social Construction in the Genomic Era,” *The ANNALS of the American Academy of Political and Social Science* 661: (Focus on p.109-114)

Gravlee, C. C. (2009). How race becomes biology: Embodiment of social inequality. *American Journal of Physical Anthropology* 139(1), 47-57.

Bailey, Zinzi D., Nancy Krieger, Madina Agénor, Jasmine Graves, Natalia Linos, and Mary T. Bassett (2017). Structural racism and health inequities in the USA: Evidence and intervention. *Lancet* 389: 1453-1463.

Reed, A. L., Chowkwanyun, M. (2012). Race, class, crisis: the discourse of racial disparity and its analytical discontents. *Socialist Register* 48:149-175.

November 16. Sex and Gender in Demographic Research

Analyzing men and women separately has long been standard practice in demographic research, and numerous studies consider differences between women and men in education, work and income; the division of domestic labor and caregiving; and fertility, reproductive behaviors, and physical and mental health. Yet critics have argued that demography has failed to engage with gender in a meaningful way. This week, we'll consider ways for population research to deal with gender more constructively.

Riley, N. (1999). Challenging demography: Contributions from Feminist theory. *Sociological Forum* 14, 369-397.

England, Paula. (2010). The Gender Revolution: Uneven and Stalled. *Gender & Society* 24(2):149-166.

Westbrook, L., & Saperstein, A. (2015). New categories are not enough: Rethinking the measurement of sex and gender in social surveys. *Gender Society* 29,534–560.

Compton, D. L. R. (2015). LG (BT) Families and Counting. *Sociology Compass* 9(7), 597-608.

Bauer, G. R. (2014). Incorporating intersectionality theory into population health research methodology: challenges and the potential to advance health equity. *Social science medicine*, 110, 10-17.

Nov 23. Migration: Theories and Trends

Migration is the third pillar of classic demographic analysis: the hardest to measure and often politically controversial. This week we review key theories of migration and current statistics.

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouchi, Adela Pellegrino, and J. Edward Taylor. (1998.) *Worlds In Motion*. Oxford: Clarendon Press. Chapters 1 and 2.

Portes, A. (2020). Bifurcated immigration and the end of compassion. *Journal of Ethnic and Racial Studies* 43:2-17.

Background Materials to skim:

Jie Zong, Jeanne Batalova, and Jeffrey Hallock (2018). *Frequently Requested Statistics on Immigrants and Immigration in the United States*. <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>

Muzaffar Chishti, Faye Hipsman, and Isabel Ball. (2015.) How the 1965 Immigration and Nationality Act Continues to Reshape the United States. <https://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states>

Muzaffar Chishti, Claire Bergeron. (2011). Post 9/11 Policies and US Migration.

<https://www.migrationpolicy.org/article/post-911-policies-dramatically-alter-us-immigration-landscape>

* Pierce, Sarah and Jessica Bolter. 2020. *Dismantling and Reconstructing the U.S. Immigration System: A Catalog of Changes under the Trump Presidency*. Washington, DC: Migration Policy Institute. (Focus on p.1-7)

Nov 30. Migration: Current Debates

Migration research is framed by empirical puzzles and contentious policy arguments. We sample just a few of these this week.

Rumbaut, R. G. (2011). Assimilation's bumpy road. In: AMERICAN DEMOCRACY AND THE PURSUIT OF EQUALITY, M. Chowkwanyun R. Serhan, eds, 184-219.

Riosmena, F., Wong, R., Palloni, A. (2013). Migration selection, protection, and acculturation in health: a binational perspective on older adults. *Demography*, 50(3), 1039-1064.

Viruell-Fuentes, Edna, Patricia Y. Miranda, and Sawsan Abdulrahim (2012). More than culture: Structural racism, intersectionality theory, and immigrant health. *Social Science Medicine* 75: 2099-2106.

Massey, D.S., Pren, K. A., Durand, J. (2016). Why border enforcement backfired. *American Journal of Sociology* 121(5):1557-1600

Menjívar, C. (2019). Undocumented (or unauthorized) immigration. In Routledge International Handbook of Migration Studies (pp. 369-381). Routledge.

Dec 7. Workshop Paper Drafts

* Email a working draft of the paper to your assigned partners by noon on Dec. 4

Final Papers will be due by noon on Friday, December 11.