

Population and Society

Professor: Michal Engelman
Lectures: Tu/Th 9:30-10:45am,
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Office Hours: Tuesdays 11am-12pm, Thursdays 12:30-1:30pm, and by appointment.

Demography is an interdisciplinary field that deals with the life course of populations, describing how people are born and age; live and reproduce; fall ill and die. Demographic statistics and trends are often used by politicians, the media, and social scientists as launching points or supports for their arguments. Throughout the course, we will focus on issues that feature in contemporary social science and policy debates, including population aging, fertility and reproduction, population and economic development, immigration, and disparities by sex, race, and socioeconomic status.

The course is addressed to two groups of students (a) upper-level undergraduates and (b) graduate students. For some this course will be their only class on population. For others – especially for graduate students planning to specialize in demography – the course is the first of several they will take. I've aimed to make the readings and lectures informative and challenging to both groups. Because of the mix of students, the amount of reading materials may be higher than usually encountered in undergraduate courses.

We take a historical, long-run perspective on population change. We will examine the determinants of demographic patterns and the consequences of these patterns on society. We will review trends and patterns for developed and developing countries, with an emphasis on inequality between and within countries. By the end of this course, you will have a better understanding of what population statistics represent and to what end they are being used in contemporary national and global public debates.

Readings

Readings will include theoretical, empirical, and policy-oriented research. There is one required book for this class:

Riley, James. 2001. *Rising Life Expectancy: A Global History*. Cambridge University Press.

The book is available for purchase at the University bookstore and via Amazon.com. Two copies are also on reserve at the Social Science Reference Library (Room 8432 in the Sewell Social Sciences Building).

All other required readings will be available in PDF format via the course website. I reserve the right to make changes to this schedule if needed. Any changes will be announced in class, via

the course email list, and posted on the course website. Readings should be completed *before* the lecture for which they are assigned. There are two types of readings listed below: required and supplementary. Supplementary readings are optional for undergraduates, but required for graduate students.

This course adheres to the traditional UW 2:1 rule, meaning that for every course credit hour you spend inside the classroom (namely, 2.5 hours each week) you are expected to spend at minimum 2 hours working on course requirements outside of class. Because this is a course for advanced undergraduates and graduate students, the reading load is likely to exceed the minimum.

You should expect to read approximately 75 pages per week on average; some weeks will be lighter, and some heavier. (This doesn't include the reading you'll need to undertake for your research paper.) **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 and stay on top of the readings.

Evaluation

1. Class preparation and participation, tracked through a series of weekly reading response posts, comments on others' posts, and attendance (150 points).

- (a) To help us all engage each other, I ask you to post an entry of approximately 300 words to a discussion thread on the course website approximately once a week. If your **last name begins with A-L**, your posts are due by **8pm** on Monday nights and should focus on the readings assigned for Tuesday. If your **last name begins with M-Z**, your posts are due by **8pm** on Wednesday nights and should focus on the readings assigned for Thursday.
- (b) There are 8 Tuesday and 8 Thursday lectures with assigned readings. The lowest score among your posts will be dropped, so you'll end up with 7 graded posts, at 20 points each. This means that you can take one week off, at your discretion, during the semester. Entries posted after 8pm on Monday or Wednesday will not be graded (consider that your "off" week). There are no response posts required for sessions (e.g. Feb 15 or Review/Exam dates) without assigned readings.
- (c) The posts do not have to be polished critiques of the readings. That said, they shouldn't just be free-associating riffs on the article titles or abstracts. Good posts will be grounded in at least one text, meaning that they'll include references to page numbers or passages that you want to discuss. Really good posts will draw connections among texts throughout the course, relate the readings to current events or controversies, take issue with points you disagree with or find to be unclear, or expand on an interesting point. You may include links to multimedia resources or web pages that connect to the weeks readings. Either an informal, reading journal-style tone or a more formal tone is fine, but your writing should be proofread and clear.
- (d) I won't be able to provide feedback (beyond the score) on each of your posts. That said, I'll bring up at least a few of them in each session, and provide written comments on at

least some of your posts. If you have any questions about your posts at any time, please do email me about them or come talk to me at office hours.

- (e) In order to get full credit for participation, you must attend lectures and be fully engaged in class activities. You will fill out a notecard with a brief response to each class session – these will not be graded, but they will be read and, when appropriate, responded to in future sessions. Attendance counts 10 points towards your total grade. You may miss 2 class sessions without penalty. If over the course of the term you're serially absent or showing a lack of preparation, and you haven't provided advance notice of the reason(s), we'll have to talk, and you'll then have points deducted from your preparation and participation grade for the unexcused absence and/or class in which you're unable to participate due to demonstrated lack of preparation.

2. Two exams (200 points each). The first exam (March 6) will cover the topics of mortality change and population health, the second (April 12) will cover the topics of fertility, family demography, and migration. Exams will consist of brief term identification questions and short essays covering concepts discussed in lecture and the readings.

3. Research paper (330 points). Your research paper grade will include a one-page proposal and preliminary bibliography (30 points, due March 1) and a final paper (300 points, due May 8). See more details below.

4. Presentation (120 points). You will present the topic and findings of your research paper to the class. Additional guidelines will be forthcoming.

The total points possible for the course is 1000.

Grade Distribution

This course isn't graded on a curve, which means that you'll earn the grade you receive based on your scores on individual assignments. You'll be able to assess your progress in the course at any time during the semester. Grades will be assigned in accordance with the UW undergraduate grade policy, using the following distribution:

A: ≥ 930 points; **AB:** 870-929 points; **B:** 830-869 points; **BC:** 770-829 points;

C: 700-769 points; **D:** 600-699 points; **F:** 599 points or less.

Research paper

For the paper, students are expected to identify a contemporary population issue and review the relevant academic literature. Successful papers will be structured around a research question (e.g. How has the HIV epidemic influenced fertility patterns in sub-Saharan Africa? How are rising levels of education influencing the health of aging populations? What is the relationship between population growth and environmental change?) and will cite at least five articles (that we have not discussed in class) from peer-reviewed scientific journals. We will have a class session devoted to picking a good research question and searching the scientific literature. Graduate

students are encouraged to choose a topic that relates to their broader research interests. All students are welcome to see me during office hours for assistance choosing a paper topic.

Students will submit a one-page proposal (with at least five references) on March 1st. Late proposals will lose one letter for each day that the proposal is late. You will receive feedback on the proposal and will be expected to incorporate that feedback as you write your paper and prepare a presentation about your chosen topic.

Papers must be double spaced, in 12pt Times New Roman font. Undergraduates should plan to write 6-8 pages; graduate students should plan to write 8-12 pages. The final papers are due on May 8th via CANVAS. A letter grade will be deducted for each day the paper is late, unless permission for an extension was granted at least 3 days before the due date.

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 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.
- *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.

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 by the end of the second week of the course** if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/> . **Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class.** We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

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.

If you must be absent on an exam day or on a day when one of the paper assignments is due, please contact me as far in advance as possible to inquire about the possibility of making alternate arrangements.

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, 8128 Social Science (jraymo@wisc.edu).

Course Overview and Organization

Week	Date	Topic	Notes
1	January 23	Introduction	
	January 25	Demographic transition & Population Growth	
2	January 30	Mortality decline: Economic Development & Education	
	Feb 1	Mortality decline: Medicine & Public Health	
3	Feb 6	Epidemiologic transitions (and reversals)	
	Feb 8	Longevity and Aging	
4	Feb 13	Inequalities by sex	
	Feb 15	Writing a Literature Review	(UW-Writing Center)
5	Feb 20	Inequalities by socioeconomic status	
	Feb 22	Inequalities by race	
6	Feb 27	Life Course Connections	
	March 1	Review	Proposals Due
7	March 6	Exam 1	
	March 8	Demographic transition II: Why Fertility Declines	
8	March 13	Family planning programs & policies	
	March 15	Low fertility	
9	March 20	Marriage	
	March 22	Changing Families	
10	March 27	<i>Spring break</i>	No class
	March 29	<i>Spring break</i>	No class
11	April 3	Migration patterns and theories	
	April 5	Migration and health	
12	April 10	Review	
	April 12	Exam 2	
13	April 17	Presentations	
	April 19	Presentations	
14	April 24	Presentations	
	April 26	<i>Work on your papers</i>	No Class - PAA
15	May 1	Presentations	
	May 3	Presentations	

The final paper is due by 5pm on Tuesday, May 8 via CANVAS.

Detailed Schedule

Tue. Jan 23: Introduction to the course

Supplementary reading

Xie, Y. 2000. Demography: Past, present, and future. *Journal of the American Statistical Association* 95(450): 670-673.

Thurs., Jan 25: Demographic transition & Population Growth

Required reading

Riley, J. 2001. *Rising Life Expectancy: A Global History*. Cambridge University Press. Introduction and chapter 1.

Malthus, False Prophet. *The Economist*

The Unrealized Horrors of Population Explosion. *New York Times*

(See video at <https://nyti.ms/2jH8AFy>)

Supplementary reading

Lee, R. 2003. The Demographic Transition: Three Centuries of Fundamental Change. *The Journal of Economic Perspectives* 17:167-190.

Malthus, T. R. (1798) *An Essay on The Principle of Population*. Chapters 1-5.

<http://www.econlib.org/library/Malthus/malPop.html>

Tue. Jan 30: Why did mortality decline? The context of economic development

Required reading

Riley, *Rising Life Expectancy*, chapter 4 and chapter 7.

Supplementary reading

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* 2007).

Caldwell, J.C. 1986. Routes to low mortality in poor countries. *Population and Development Review* 12(2):171-220.

Kunitz, S.J. 2007. Commentary: Samuel Prestons 'The changing relation between mortality and level of economic development'. *International Journal of Epidemiology* 36:491-492.

Thurs. Feb 1: Why did mortality decline? The role of medicine and public health

Required reading

Riley, *Rising Life Expectancy*, chapters 2 and 3.

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

Supplementary reading

Szreter, S. 1988. The importance of social intervention in Britain's mortality decline c. 1850-1914: A re-interpretation of the role of public health. *Social History of Medicine* Pp. 1-38.

Tue., Feb 6: Epidemiologic transitions and reversals

Required reading

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

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

Fueled by drug crisis, U.S. Life expectancy declines for a second straight year. *Washington Post*

Supplementary reading

Preston, S. H., Vierboom, Y. C., & Stokes, A. (2018). The role of obesity in exceptionally slow US mortality improvement. *Proceedings of the National Academy of Sciences*, 201716802.

Heuveline et al. 2003. The uneven tides of the health transition *Social Science and Medicine* 55:313-322.

Thurs., Feb 8: Longevity and Aging

Required reading

Riley, ch. 5

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.

Supplementary reading

Goldstein, J.R. 2009. How populations age. In: *International Handbook of Population Aging*, Peter Uhlenberg, Ed. Springer, pp.7-18.

Wilmoth, John R. 2007. "Human Longevity in Historical Perspective." Pp. 11-22 in *Physiological Basis of Aging and Geriatrics* (4th ed.), edited by P. S. Timiras. New York: Informa Healthcare.

Eileen Crimmins and Hiram Beltran-Sanchez. 2010. Mortality and Morbidity Trends: Is there Compression of Morbidity? *Journal of Gerontology: Social Sciences*. 66B(1): 75-86.

Tue., Feb 13: Inequalities by sex

Required reading

Zhu, W.X., L. Lu, and T. Hesketh. (2009) China's excess males, sex selective abortion and one child policy. *British Medical Journal* 1-6.

Anne Case and Christina Paxson. 2005. Sex Differences in Morbidity and Mortality. *Demography* 42(2):189-214.

Supplementary reading

Knodel, J and M.B. Osftedal 2003. Gender and aging in the developing world: Where are the men? *Population and Development Review* 29(4): 677-98.

Preston, S and H. Wang. 2006. Sex mortality differences in the United States: the role of cohort smoking patterns. *Demography* 43(4):631-646.

Thurs., Feb 15: Writing a Literature Review

Guest lecturer from the UW-Madison Writing Center

[This is a good time to read in preparation for your paper proposal]

Tue., Feb 20: Inequalities by socioeconomic status

Required reading

M. Marmot. 2002. The influence of income on health: view of an epidemiologist. *Health Affairs* 21(2):31-46.

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

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.

Supplementary reading

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.

Smith, J. 2005. Unraveling the SES-health connection. *Population and Development Review* 30 (supplement): 108-32.

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>

Thurs., Feb 22: Inequalities by race

Required reading

American Anthropological Association, 1998. Statement on Race
<http://www.aaanet.org/stmts/racepp.htm>

Hummer, R. A. (1996). Black-white differences in health and mortality. *The Sociological Quarterly* 37(1), 105-125.

Patterson, Evelyn J. 2010. Incarcerating Death: Mortality in U.S. State Correctional Facilities 1985-1998. *Demography* 47(3): 587-607.

Supplementary reading

Williams, D. R., Sternthal, M. (2010). Understanding racial-ethnic disparities in health: sociological contributions. *Journal of Health and Social Behavior* 51(1suppl), S15-S27.

Kuzawa, C. W., Sweet, E. (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.

Tue., Feb 27: Life course linkages

Required reading

Barker, D.J.P. 2007. The origins of the developmental origins theory. *Journal of Internal Medicine* 261:412-17.

Montez J.K. and M.D. Hayward. 2011. Early life conditions and later life mortality. pp.187-206 in R.G. Rogers and E.M. Crimmins (eds). *International Handbook of Adult Mortality*. Springer.

Supplementary reading

Hayward, M. D., Gorman, B. K. 2004. The long arm of childhood: The influence of early-life social conditions on mens mortality. *Demography* 41(1), 87-107.

Dannefer, D. Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and social science theory. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences* 58(6):S327S337, 2003.

T. A. DiPrete and G. M. Eirich. (2006). Cumulative advantage as a mechanism for inequality: A review of theoretical and empirical developments. *Annual Review of Sociology*, 32:271297..

Thurs., March 1: Catch-up and Review

***** Paper proposals DUE by the beginning of class *****

Tue., March 6: * EXAM 1: Mortality and population health *

Thursday., March 8: Demographic transition II: Fertility decline

Required reading

Hirschman C. 1994. Why fertility changes. *Annual Review of Sociology* 20:203-233.

Mason, Karen Oppenheim. 1997. Explaining Fertility Transitions. *Demography* 34:443-454.

Supplementary reading

Hodgson, D. 1988. Orthodoxy and revisionism in American demography. *Population and Development Review* 14(4): 541-569.

Szreter, Simon (1993), "The Idea of Demographic Transition and the Study of Fertility: A Critical Intellectual History", *Population and Development Review* 19 (4):659701.

Tue., March 13: Family planning programs and policies

Required reading

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.

Cleland, J. et. al. 2006. Family planning: The unfinished agenda. *The Lancet* 368: 1810-27.

Kaiser, Jocelyn. 2011. Does Family Planning Bring Down Fertility? *Science* 333(6042):548-49.

Supplementary reading

Amy Tsui. 2001. Population Policies, Family Planning Programs and Fertility: The Record. *Population and Development Review*. 27(Suppl): 184-204.

Finkle, J. L., McIntosh, C. A. 2002. United Nations Population Conferences: Shaping the Policy Agenda for the Twenty-first Century. *Studies in Family Planning*, 33(1), 11-23.

Connelly, Matthew (2006). Population control in India: Prologue to the Emergency Period. *Population and Development Review*. 32(4): 629 - 667

Thurs., March 15: Low fertility

Required reading

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

Myrskylä, Kohler, and Billari. 2009. Advances in Development Reverse Fertility Declines *Nature*. Pp. 741-743.

Supplementary reading

Peter McDonald. 2000. Gender Equity and Theories of Fertility Transition. *Population and Development Review*. 26(3): 427-439.

Boling, Patricia. 2008. Demography, Culture, and Policy: Understanding Japan 's Low Fertility. *Population and Development Review* 34(2):307-326.

Tue., March 20: Marriage

Required reading

Coontz, Stephanie. What's Love Got to Do with It? A Brief History of Marriage. Pp. 30-36 in Cherlin, Andrew J. (ed.), 2008, *Public and Private Families: A Reader* (5th edition). New York: McGraw Hill.

A.J. Cherlin. 2004. The deinstitutionalization of marriage. *Journal of Marriage and the Family* 66(4):848-861.

Supplementary reading

Waite, Linda J. 1995. Does Marriage Matter? *Demography* 32:483-506.

Smock, P.J. 2000. Cohabitation in the United States: An Appraisal of Research Themes, Findings, and Implications. *Annual Reviews in Sociology* 26: 1-20.

Thurs., March 26: Family changes

Required reading

S. McLanahan. 2004. Diverging Destinies: How Children Are Faring under the Second Demographic Transition. *Demography* 41(4):607-27.

L.C. Sayer and S.M. Bianchi. 2000. Womens Economic Independence and the Probability of Divorce: A Review and Re-examination. *Journal of Family Issues*. 21(7): 906-943.

Bare Branches, Redundant Males from *The Economist*:

<http://www.economist.com/news/asia/21648715-distorted-sex-ratios-birth-generation-ago-are-changing-marriage-and-damaging-societies-asias>

Supplementary reading

Goldstein, Joshua. 1999. The Leveling of Divorce in the United States. *Demography* 36(3): 409-414.

Baumle and Compton. 2014. Identity Versus Identification: How LGBTQ Parents Identify Their Children on Census Surveys. *Journal of Marriage and the Family*. 76(1):94-104.

March 27-March 29: Have a great spring break!

Tue., April 3: Migration patterns and theories

Required reading

Massey, D. et al. *Worlds in Motion*. Chapters 1 and 2.

Jones-Correa, M. (2012). Contested Ground: Immigration in the United States. Washington, DC: Migration Policy Institute (read pp. 5-15). www.migrationpolicy.org/pubs/TCM-UScasestudy.pdf

Supplementary reading

Chiswick, Barry. 1999. Are immigrants favorably self-selected? *American Economic Review* 89(2): 181-185.

Feliciano. 2005. "Educational Selectivity in U.S. Immigration: How Do Immigrants Compare to Those Left Behind?" *Demography* 42(1), 131-152.

Coleman, David. 2006. Immigration and Ethnic Change in Low-Fertility Countries: A Third Demographic Transition. *Population and Development Review* 32(3): 401-446.

Thurs., April 5: Migration and health

Required reading

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

Wallace, Steven P., E. Richard Brown. (2012). Health Barriers. Pp. 758-765 In Sana Loue and Martha Sajatovic, Eds., *Handbook of Immigrant Health* New York: Springer.

Supplementary reading

A. Palloni and E. Arias. 2004. Paradox Lost: Explaining the Hispanic American Mortality Advantage. *Demography* 41(3):385-415.

Antecol, H. and K. Bedard. 2006. Unhealthy assimilation: Why do immigrants converge to American health status levels? *Demography* 43(2): 337-360.

Tue., April 10: Catch up & Review

Thurs., April 12: * EXAM 2: Fertility, family, and migration*

April 17, 19, 24 : Student Presentations

Thurs., April 26: *No class – work on your papers*

May 1 and 3: Student Presentations

***Final paper DUE via CANVAS by 5pm on Tuesday, May 8th ***