

Department of Sociology and Criminology & Law, University of Florida
Prof. Tanya Koropecj-Cox
Fall 2024

SYA 7933/SYA4930: Population Issues
Wednesdays, periods 8-10 (3:00 - 6:00 pm)

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office hours:
Mondays 1:00-3:30 pm,
Tuesdays 9:30 am - 11:00 am,
or by appointment.

The **study of population** has a long (and sometimes contentious) history. Broadly defined, it seeks to describe and understand societal changes and composition at the population level. Population studies encompasses a variety of methods and approaches: qualitative, quantitative, and mixed methods; censuses, surveys, interviews, life histories, ethnographies, and other research designs; micro-level analyses of perceptions, decisions, and experiences as well as meso- and macro-level examinations of institutions, policies, and population movements. It is an interdisciplinary area, encompassing research and concepts from sociology, anthropology, history, economics, political science, biology, public health, and other fields. **Demography** specifically refers to the collection of measures and methods used to study and describe populations. Demography is mostly quantitative, focused on counting people in the aggregate and analyzing population processes; population studies embraces a broader range of work, both quantitative and qualitative, that seeks to understand population issues.

Attention to population processes provides an important foundation for describing and understanding a wide variety of social issues, including health, morbidity, and mortality; aging, the life course, and cohort change; family, households, marriage, and fertility; racial-ethnic change, immigration, diversity, and segregation; spatial patterns, urbanization, labor markets, and economic inequalities; politics and elections; and concerns about food, resources, and sustainability. These topics represent some of our most important contemporary policy issues and political debates. More broadly, an awareness of population data and research is fundamental for understanding the prevalence, antecedents, and contexts of social issues.

This course introduces students to theoretical and empirical work in population studies and demography, with an emphasis on the ways that population-based data and approaches can contribute to current directions in sociological research and other related disciplines. Our readings will survey the major topics, theoretical and conceptual influences, and empirical studies of population.

This is not a methods course. We will engage in a critical review of existing research to identify major contributions and discuss gaps or weaknesses. We will cover some basic demographic measures and trends, as well as both statistical and qualitative research. We will discuss and critique some classic studies, review current findings and approaches, and formulate proposals

for future work. The readings represent some of the core readings in the field that could be included on a reading list for a primary or secondary qualifying exam in population.

No prior coursework in demography or population is required or expected. We will all bring different levels and types of prior knowledge and experience into the course. If you have taken related courses or engaged in related work, then I encourage you to contribute your perspectives and suggestions. If there are topics you wish to be included or examined in greater depth, please come talk with me or send me an email - the structure of the course provides ways for each student to explore their own areas of interest. I will also provide recommended readings for students who wish to pursue a topic or method in greater depth.

The class will meet weekly in person, and it will include some lectures as well as discussion, critique, and student presentations. We will also use Canvas extensively to share links and readings, post assignments, and augment discussion.

I view a graduate seminar as having 3 essential objectives:

- To gain a comprehensive knowledge of existing concepts, theories, and research;
- To critically assess the theories, methods, and findings to identify gaps, weaknesses, and potential areas to contribute to the existing research; and
- To develop and practice the skills to become active, critical users of population research as well as creative contributors, either directly or indirectly by making connections within other areas of research.

In many ways, the existing field and its historical roots represent a conversation already in progress. Our goal in the course is to come up to speed on major aspects of that conversation, critically assess the existing and ongoing work, and then develop our own critical voices to join into these conversations with new ideas and research. I regard my role as that of a coach, mentor, and co-explorer: my aim is to introduce you to this conversation, point you toward its major features (and gaps), and guide our shared exploration and discussions of this work.

Course Requirements

A major objective of the course is to prepare students to be critical analysts and independent, creative researchers. The course requirements emphasize regular and active participation, critical reading of course materials, and the completion of an individual project. Collaborative projects may also be considered, but will require prior discussion, a clear plan and division of labor, and approval from me.

Students are expected to read assigned materials prior to class and to be ready to actively discuss course materials. Class attendance and participation are required.

I. Reaction Essays/Small Written Assignments and Weekly Discussion Questions

Throughout the semester, students are required to complete weekly reaction essays or small written assignments. Each essay should be 1-3 double-spaced pages. These essays are designed to encourage reading and preparation for class, stimulate discussion, and encourage critical thinking and synthesis of the readings. Students are also expected to submit 2-3 discussion questions based on the readings for that week.

The essays should briefly (1) summarize the key points of each reading; (2) discuss the strengths and weaknesses of the week's set of readings; and (3) synthesize across the readings (how do they relate to one another?). Some reaction essays will involve specific thought questions or assignments from the instructor (e.g., finding and interpreting population data, reviewing a specific article of your choice, researching biographies and publications of major scholars in the field, reviewing blogs and news coverage of population issues). The essays will be evaluated based on the extent and quality of analytical effort and engagement, including how well you critique and pull together the assigned course readings for that week.

The weekly essays and discussion questions (to be submitted under "Discussions" in Canvas) are due no later than 12:00 pm on Wednesday before each class. Your essays should include a reference list; the collection of essays should serve as summary, critique, and synthesis memos covering the major topics and works in the field. There will be 9 essays, and your lowest essay grade will be dropped (total = 80 points).

II. Presentation on selected empirical articles (or relevant review essay)

In consultation with the instructor, each student will prepare and present a 15-20 minute summary and critique of **two selected empirical articles or one literature review essay** connected to the day's topic and readings. The purpose is to provide students with the opportunity to read, critically analyze, and present particular work of interest, expanding the range of ideas and readings covered in the course. Recommended readings are listed (marked with O - open circle) on the course schedule, but students are encouraged to browse the major journals in population studies and related areas (including *Demography*; *Population & Development Review*; *Journal of Marriage and Family*; *International Migration Review*; *Journal of Health and Social Behavior*; *Population, Space, and Place*; *European Population Journal*; *Population Research and Policy Review*). Students will be expected to choose a topic and presentation date by the third week of class and are expected to submit the bibliographic information and links to their selected article(s) to the instructor for review and approval at no later than 5:00 pm on the Friday before your scheduled presentation day.

Presentations should summarize key points and discuss the methods, design, and conclusions of the empirical articles or main topics, conceptual frames, critique, and future directions for a review article. The critique and presentation should draw clear connections to class readings and concepts. How does this work specifically contribute to our understanding of population issues and the specific topic of discussion? The presentation should also include a brief biographical sketch of the author(s). The presentation is worth up to 30 points.

III. Leading class discussion

Students will be expected to lead class discussion on the week's assigned readings. Each student will be expected to lead class discussion one time during the semester (either solo or in a pair, depending on the class size). In the second week, students will submit their preferences for dates and topics to be assigned to a class session to lead. Leading class discussion includes developing an outline of the main points of the week's readings (as a Word document and Power point slides), which should include major concepts/vocabulary, theoretical perspectives, methods, findings, and 3-4 specific discussion questions for class. The documents should be submitted to the instructor by 11:59 pm the Tuesday night before class. Leading class discussion provides students with the opportunity to engage more deeply with a particular topic and to experience taking a leadership role in the classroom and in scholarly discussion.

IV. Project

The term project may be a proposal for a substantive research project or a critical literature review on some aspect of population issues, broadly defined.

The specific topic and project should be developed in consultation with the instructor. Other project options are possible but must be approved in advance by the instructor. Alternatives could include an original, empirical paper or relevant collaborative projects, depending on student interests. All work must be original and new -- recycled or revised work from other courses or projects is not allowed and will not be accepted. If you are unsure or if you have a work in progress that you want to develop further, you should consult with me as early as possible in the semester; any such work must be explicitly discussed and approved by the instructor no later than **September 25**.

Proposal

The proposal should use the standard NIH or similar format, with the following sections:

- 1) Significant Aims (2 page summary of your project).
- 2) Introduction - include statement of the problem, specific research questions (and hypotheses), and rationale for studying the problem.
- 3) Literature review - provide a review of the existing conceptual and empirical work in the area, including critique. What gaps are in the existing research? This review should be focused on your particular topic and set up your research questions and hypotheses.
- 4) Research design - describe the data, methods, and design of your proposed research project, including data collection, sampling, and measurement issues. Be sure to discuss potential strengths and weaknesses of your approach.
- 5) Reference list - should include at least 12 references.

The proposal will be evaluated based on its integration of key conceptual material from the course, the depth and breadth of the review of existing research, and the clarity and soundness of the proposed study. Strong proposals should provide a critical review of existing research

(identifying significant gaps and how the proposed research will address them) and should represent a sound, creative, and original contribution.

Literature Review Essay

Alternatively, your project may consist of a critical literature review essay on a topic related to some aspect of **population issues, broadly defined**. The review should focus on a particular conceptual area or research topic, provide a critical discussion of the existing research, and identify several specific gaps in the existing work and suggestions for future study. The review essay should be organized with the following sections:

1) Introduction - state your key questions, topics, or themes that you will focus on. Explain the rationale for or significance of your review. Describe the scope of your review.

2) Themes - your essay should be organized around 3-4 central concepts or themes, with each representing a major substantive section of your essay. Use clear section headings, and subsection headings if appropriate, to help organize themes in your essay. You should group your readings by theme, and summarize the key concepts and findings within each thematic area.

3) Discussion and Conclusion - should discuss the strengths and weaknesses of the existing research, identify specific gaps, and provide specific suggestions for future research.

4) Reference list - Your review should include at least 18 references.

Project Format, Presentation, and Deadlines

For either type of project, your paper should be double-spaced, in 12-point font, with one inch margins (top/bottom and sides). The paper should be **18-20 pages** in length, not counting the reference list and any appendices. Reference lists and in-text citations should use a standard format (e.g., APA, Chicago style). Example proposals and essays will be featured and discussed in class. A professional appearance is expected, including spell-checking, a clean cover page (with name, course, title of project, and date), and proofreading.

Three intermediate steps are required as part of the project in order to keep you on schedule, to receive feedback along the way, and to stimulate in-class discussion of projects.

1. A **preliminary plan of 1-2 pages** is due on **September 25**. You should post your file in Canvas by 12:00 pm on the day of class. We will spend time in class presenting and discussing preliminary plans. All project plans must be approved by the instructor before **October 9**.
2. A **midterm draft of 7-10 pages** is due **on October 23**.
3. The last week of class (or 2 weeks, if necessary, depending on enrollment) will be devoted to **in-class, oral presentations of student projects**. Each student will have 15-20 minutes to present their work to the class (plus 5-10 minutes for Q&A and discussion). The presentation should include Power Point slides and will be evaluated based on the quality of the oral and visual presentation. The oral presentation is designed to provide you with experience in presenting your work in a concise and professional manner. It also provides the opportunity to share your work and solicit feedback from your classmates. Students will be required to complete and submit a

written peer-review assessment of each presentation. Students will have at least one week after the presentation to revise, finish, and submit their final papers.

4. The final version of the paper is due no later than 11:59 pm on December 10.

** Any extensions of deadlines should be discussed and approved in advance, except in the case of a serious, documented circumstance outside of your control.

V. Participation and Attendance

Students are expected to attend and actively participate in each class session. In a small graduate seminar, both your individual success and the value of the course for the group are strongly based on the weekly discussion, inquiry, and exchange of ideas that occurs in the classroom. The aim is to create and maintain an open, respectful, professional environment to foster exploration, critical engagement, and contributions to class discussion.

You are expected to complete the assigned readings for each week and come prepared to discuss the readings. Absences will be excused in the case of serious illness or other circumstance beyond the student's control (see discussion of UF policy below); it is the student's responsibility to get the notes and announcements from the instructor and classmates for any missed class.

A class participation grade of up to 33 points is designed to encourage regular preparation (critical reading of assigned material) and active, consistent participation in the course. A participation grade will be given for each class session except for the first class meeting.

- Full points (3 points per class; 12 classes, drop lowest) can be earned by making active, thoughtful and cogent contributions to discussion and submitting strong discussion questions that reflect preparation and completing the assigned readings.
- Making few contributions or contributing in ways that do not clearly demonstrate preparation and reading (in class and in discussion questions) will be assessed 2 points.
- Attending without actively contributing to class discussion or submitting discussion questions without attending class will be assessed 1 point.
- Unexcused absences will be marked with zero points.
- Your lowest grade will be dropped, no questions asked, which allows for an (unexcused) absence if needed during the semester.

Participation points will be posted within one week of each class. Feel free to talk with me if you have any questions about participation grades; any concerns with regard to specific point assessments must be resolved within 2 weeks of the particular class session.

My goal with this course is to provide the structure and guidance within which to explore and learn the material. If you encounter challenges during the term, please don't hesitate to contact me. This course is set up to allow flexibility as needed during the term to adjust to any unforeseen circumstances.

Requirements for class attendance, assignments, and other work in the course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). You should inform me via email if you will be absent (preferably in advance) and should provide written documentation of excused absences when possible (e.g., university activities), or within one week of the absence

Course Grading

Project

Preliminary plan -- 1-2 pages	(due Sept. 25)	12 points
Midterm draft -- 7-10 pages	(due Oct. 23)	50 points
Final paper/proposal -- 16-20 pages	(due Dec. 10)	125 points
Oral presentation of project -- 15-20 min.	(Nov. 20/Dec. 4)	40 points
Reaction essays (9, drop 1) -- each 1-3 pages, double-spaced		80 points
In-Class Presentation on Outside/Recommended Reading		30 points
Leading class discussion		30 points
Participation + Discussion Questions		33 points
	TOTAL	400 points

Course Policies

Academic Honesty

All students registered at the University of Florida have agreed to comply with the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

In addition, on all work submitted for credit the following pledge is either required or implied: "*On my honor I have neither given nor received unauthorized aid in doing this assignment.*"

All course work, including written assignments and exams, must be your original and individual work. Any cheating or plagiarism, including copying of on-line materials without clear attribution, will result in a failing grade and disciplinary action. You are responsible for keeping back-up copies of all written work.

Early in the term, we will also discuss and determine appropriate parameters for the use of AI programs. These will be posted on Canvas within the first 3 weeks of the term.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request

academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

If you have concerns or challenges during the semester, you are encouraged to connect with the Graduate Student Success Center (<https://success.grad.ufl.edu>) for resources, support, or guidance.

Health, Counseling, and Mental Health Resources

For students facing difficulties completing the course or who are in need of health care, counseling, or other support --

- *U Matter We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website (<https://umatter.ufl.edu/>) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the Counseling and Wellness Center website (<https://counseling.ufl.edu/>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website (<https://shcc.ufl.edu/>).
- *University Police Department*: Visit UF Police Department website (<https://police.ufl.edu/>) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website (<https://ufhealth.org/emergency-room-trauma-center>).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website (<https://gatorwell.ufsa.ufl.edu>) or call 352-273-4450

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- *Writing Studio*: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 |

Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information

On-Line Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Course Schedule [tentative – timing and order of topics are subject to change. Any changes will be announced at least 5 days before the relevant class]

- Aug. 28 Introductions, Syllabus, Objectives, Plans
Introduction to Population - Overall population size, Components of growth
- Sept. 4 Introduction to Population - Overall population size, changes over time; examples of population-related research + country comparisons; growth & its implications
- Sept. 11 Assessing Population Growth and Its Implications, Theoretical and sociopolitical perspectives -- Malthus, Marx, and Beyond
- Sept. 18 Sources of population data – census, registries, surveys, interviews, historical records, ethnography; Methods, strengths and weaknesses, where to find data
- Sept. 25 Population composition and diversity -- measurement, trends, concerns
Diversity by race-ethnicity, gender, age, socio-economic status, sexualities, etc.
 - **Preliminary project plan due**
- Oct. 2 Mortality - measures, trends and historical patterns, causes
- Oct. 9 Mortality, Health, Disability -- measures, trends and historical patterns, causes, Differentials and disparities, predictors and risk factors
- Oct. 16 Households, Families, Marriage, Relationships, LGBTQ+ populations, Children – trends, diversity, patterns, and sources of data
- Oct. 23 Fertility -- measures, trends, historical patterns; proximate determinants, contemporary predictors and trends, variations
 - **Midterm draft of project due**
- Oct. 30 Migration -- measures, trends, policies, concerns + Environment, population, land use, and climate change
- Nov. 6 Social, economic and policy concerns [student choice]
- Nov. 13 Ecological concerns [student choice]
- Nov. 20 Student presentations
- Nov. 27 HOLIDAY – NO CLASS
- Dec. 4 Student presentations
 - **Final project due December 10**

Schedule of Topics and Readings [tentative – the timing and order of topics as well as specific readings are subject to change. Any changes will be announced at least 5 days before the relevant class and will be included on the weekly Canvas page]

Required Readings: Course readings will include **journal articles available for free on the internet and scanned materials available in Canvas. There is no required textbook.**

* Required Readings.

Note: A longer version that includes recommended readings will be available on Canvas.

Course Outline – Tentative Schedule of Topics and Readings

Aug. 28 Introduction - discussion of syllabus, interests and topics, objectives and projects; outline and readings
Introduction to Population – terminology, resources, institutions

Sept. 4 Introduction to Population - Overall population size, changes over time, components of growth; discuss examples of population-related research + country comparisons

Writing assignment for September 4 (2 paragraphs - 1-2 pages, to be submitted in Canvas; bring the table as hard copy to class, and come prepared to discuss):

1. Empirical article commentary

Choose an empirical article on some aspect of population or demographic processes that you find interesting or important from one of the following journals: *Demography*; *Population & Development Review*; *Journal of Marriage and Family*; *International Migration Review*; *Journal of Health and Social Behavior*; *Population, Space, and Place*; *European Journal of Population*; *Population Research and Policy Review*

Write a paragraph on your article that discusses the following: (a) briefly summarize its research questions, methods, and main findings; (b) discuss why you chose this reading -- what specifically do you find important or compelling about this article? Why do you think it is important or striking?

2. Compare data for 4 countries

Look over the information presented in the Population Reference Bureau's 2023 World Population Data Sheet. (available in Canvas).

Choose 4 countries, each in a different region, and create a table that includes the following data: population in 2020, births per 1000, deaths per 1000, net migration per 1000, % over 65, life expectancy + 2 other indicators of your choosing]

Write a paragraph in which you compare and contrast your 4 selected countries with regard to their demographic characteristics. Bring the table to class, and come prepared to discuss.

Readings:

- * Population Reference Bureau. 2023 World Population Data Sheet. Available in Canvas (pdf).
- * Population Reference Bureau. 2021. Population: An Introduction to Demography. Available in Canvas (pdf).
- * Ansley J. Coale. 1974. The history of the human population. Scientific American, 231, 40-51. <http://www.nature.com/scientificamerican/journal/v231/n3/pdf/scientificamerican0974-40.pdf> [must access from within UF]

Sept. 11 Assessing Population Growth and Its Implications; Theoretical and sociopolitical perspectives -- Malthus, Marx, and Beyond

Weekly writing for September 11 (2 paragraphs - 1-2 pages, to be submitted in Canvas):

Your reaction essay should summarize the key points in the readings, paying attention to the different perspectives on

- the causes of demographic transition
- the consequences of population change and growth

Consider the following questions, and come prepared to class ready to discuss:

- In what ways is growth good? In what ways is it problematic?
- In what ways have debates about growth also been connected with questions about whose growth is evaluated positively or negatively?
- What have been some consequences of defining population growth as a problem (or crisis)?

**** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00 pm on Tuesday, September 17.**

Readings:

- * Lundquist, J.H., Anderton, D.L., & Yaukey, D. 2015. *Demography: The Study of Human Population*. Waveland Press. Read chapter 3, "Population Growth," pp. 47-84.
- * Rehrer, David S. 2011. "Economic and Social Implications of the Demographic Transition." *Population and Development Review* 37 (supplement): 11-33.
- * David Lam. 2011. How the world survived the population bomb: Lessons from 50 years of extraordinary demographic history. *Demography*, 48, 1231-1262.
- * Coleman, David, & Rowthorne, Robert. 2011. "Who's Afraid of Population Decline? A Critical Examination of Its Consequences." *Population and Development Review* 37 (suppl.): 217-248.

Sept. 18 Sources of population data – census, registries, surveys, interviews, historical records, ethnography; Methods, strengths and weaknesses, where to find data

Weekly writing for September 18 (~2-3 paragraphs - 1-2 pages, to be submitted in Canvas:

Your reaction essay should summarize the key points in the readings, paying attention to what kinds of data are collected with each method; the strengths and weaknesses of different data sources; the kinds of research questions that can be asked and answered with different data sources.

** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00 pm on Tuesday, September 17.

Readings:

Census, ACS

* Anderson, M. 2010. The Census and federal statistical system: Historical perspectives. *The Annals of the American Academy of Political and Social Science*, 631, 152-162. <http://ann.sagepub.com/content/631/1/152.full.pdf+html>

Population Registries

* Coleman, D. 2013. The twilight of the census. *Population and Development Review*, 38, 334-351. <http://onlinelibrary.wiley.com/doi/10.1111/j.1728-4457.2013.00568.x/epdf>

Surveys

* Joyner, K., Peters, H. E., Hynes, K., Sikora, A., Taber, J. R., et al. 2012. "The quality of male fertility data in major U.S. surveys." *Demography*, 49.1, 101-124. [NSFG + other US surveys] <http://link.springer.com/journal/13524/49/1/page/1> [link to table of contents - then click on the article to get the pdf file]

Mixed Methods/Qualitative

* Schatz, E., & Williams, J. 2012. "Measuring gender and reproductive health in Africa using demographic and health surveys: The need for mixed-method research." *Culture, Health & Sexuality*, 14.7, 811-826. [DHS + mixed-methods] <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=85443201-e600-4dc8-b2aa-037971ec734a%40sessionmgr4010&hid=4212>

General Overview

- Lundquist, J. H., Anderton, D. L., & Yaukey, D. 2015. "Demographic Data." Chapter 2 in *Demography: The Study of Human Population*, 4th ed. Long Grove, IL: Waveland Press. (pp. 19-46. [recommended - concise overview])

Sept. 25 Population composition and diversity - measurement, trends, concerns
 Diversity by race-ethnicity, gender, age, socio-economic status, sexualities, etc.

- **Preliminary project plan due**

Weekly writing for September 25 (~2-3 paragraphs - 1-2 pages, to be submitted in Canvas):

Your reaction essay should summarize the key points in the readings, paying attention to how the U.S. population has changed over time; how different dimensions of diversity have been defined and measured; strengths and weaknesses of different measures and definitions; the kinds of research questions that can be asked and answered with different data sources.

** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00 pm on Tuesday, September 24.

Readings:

Race-Ethnicity - Diversity in the U.S. and Issues of Measurement

* Feliciano, C. 2005. "Educational selectivity in U.S. immigration: How do immigrants compare to those left behind?" *Demography*, 42, 131-152.

* Vargas, N. & Kingsbury, J. 2016. "Racial identity contestation: Mapping and measuring racial boundaries." *Sociology Compass*, 10/8, 718-729.

Age Composition, Measurement, and Interpretations

* Uhlenberg, P. 2013. "Demography is not destiny: The challenges and opportunities of global population aging." *Generations*, 1, 12-18.

Sex, Gender, Sexualities: Composition, Measurement, and Interpretations

* Gates, G. J. September 2010. *Same-Sex Couples in US Census Bureau Data: Who Gets Counted and Why*. Los Angeles, CA: The Williams Institute, UCLA. <https://escholarship.org/uc/item/94w3q43m>

* Gates, G. J. April 2011. *How Many People Are Lesbian, Gay, Bisexual, and Transgender?* Los Angeles, CA: The Williams Institute, UCLA. <https://escholarship.org/uc/item/09h684x2>

General Overview

- Carl, J. D. 2012. *A Short Introduction to the U.S. Census*. Boston, MA: Pearson. See chapters 3 (“Issues of Race,” pp. 33-50), 4 (“Demographic Changes in America - Gender,” pp. 51-66), and 5 (“Demographic Changes in America - Aging,” pp. 67-78).
- Lundquist, J. H., Anderton, D. L., & Yaukey, D. 2015. *Demography: The Study of Human Population, 4th ed.* Long Grove, IL: Waveland Press. See chapters 4 (“Age and Sex Structure,” pp. 93-144) and 11 (“Population Diversity,” pp. 405-448).

Oct. 2 Mortality - measures, trends and historical patterns, causes

Weekly writing for October 2 (~2-3 paragraphs - 1-2 pages, to be submitted in Canvas:

Your reaction essay should summarize the key points in the readings, including the epidemiological transition and processes that contributed to decreased mortality in less developed countries and in more developed countries. I encourage you to also make connections, where appropriate, with last week's readings.

** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00 pm on Tuesday, October 1.

Readings:

- * Riley, J. C. 2005. The timing and pace of health transitions around the world. *Population and Development Review*, 31, 741-764.
- * Salomon, J. C., & Murray, C. J. L. 2002. The Epidemiologic Transition revisited. *Population and Development Review*, 28, 205-228.
- * Ouellete, N., Barbieri, M., & Wilmoth, J.R. 2014. Period-based mortality change: Turning points in trends since 1950. *Population and Development Review*, 40, 77-106.
- * Caldwell, J. C. 2006. Demographers and the Study of Mortality Scope, Perspectives, and Theory. *Annals of the New York Academy of Sciences*, 954, 19-34.

Oct. 9 Mortality, Health, Disability - differentials, predictors and risk factors

Weekly writing for October 9 (~2-3 paragraphs - 1-2 pages, to be submitted in Canvas:

Your reaction essay should summarize the key points in the readings, paying attention to the patterns in less developed countries and in more developed countries, including differentials in health and mortality related to social conditions and variables. I encourage you to also make connections, where appropriate, with last week's readings.

** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00 pm on Tuesday, October 8.

Readings:

- * Phelan, J. C., Link, B. G., & Tehranifar, P. 2010. Social conditions as fundamental causes of health inequalities: Theory, evidence, and policy implications. *Journal of Health and Social Behavior*, 51 (supplement), S28-S40.

Less Developed Regions:

- * Kuhn, R. 2010. Routes to low mortality in poor countries revisited. *Population and Development Review*, 36, 655-692.
- * de Walque, D., & Filmer, D. 2013. Trends and socioeconomic gradients in adult mortality around the developing world. *Population and Development Review*, 39, 1-29.

More Developed Regions:

- * Case, A., & Paxson, C. 2005. Sex differences in morbidity and mortality. *Demography*, 42, 189-214.
- * Strmic-Pawl, H. V., Jackson, B. A., & Garner, S. (2018). Race counts: racial and ethnic data on the US census and the implications for tracking inequality. *Sociology of Race and Ethnicity*, 4(1), 1-13.
- * Miller, B., & Kail, B. L. (2016). Exploring the effects of spousal race on the self-rated health of intermarried adults. *Sociological Perspectives*, 59(3), 604-618.
- * Hayward, M. D., Hummer, R. A., & Sasson, I. 2015. Trends and group differences in the association between educational attainment and U.S. adult mortality: Implications for understanding education's causal influence. *Social Science & Medicine*, 127, 8-18.

Oct. 16 Households, Families, Marriage - trends, variations
 Fertility - measures, trends, historical patterns

Weekly writing for October 16 (~2-3 paragraphs - 1-2 pages), to be submitted in Canvas:

Your reaction essay should summarize the key points in the readings, paying attention to variations in household, marriage, and family patterns, changing trends, and correlates.

You are assigned 4 required readings. There are 3 articles that everyone should read, and then the 4th required reading varies - I have chosen 3 readings, and then split them up among you. Please come ready to discuss your reading in class on Wednesday.

** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00 pm on Tuesday, October 15.

**** In general, I encourage the habit of listing the bibliographic information for the articles that you are writing about and citing. This will be especially important this week since you won't all be reading the same articles. Please include a bibliography of your readings.**

Required Readings: [all]

- * Lesthaeghe, R. 2010. The unfolding story of the Second Demographic Transition. *Population and Development Review*, 36, 211-251.
- * Chamie, J., & Mirkin, B. 2011. Same-sex marriage: A new social phenomenon. *Population and Development Review*, 37, 529-551.
- * Goldscheider, F., Bernhardt, E., & Lappegard, T. 2015. The gender revolution: A framework for understanding family and demographic behavior. *Population and Development Review*, 41, 207-239.

[divided up among students]

* Esteve, A., Lesthaeghe, R., & Lopez-Gay, A. 2012. The Latin American cohabitation boom, 1970-2007. *Population and Development Review*, 38, 55-81.

* Perelli-Harris, B., & Gerber, T. P. 2011. Nonmarital childbearing in Russia: Second Demographic Transition or Pattern of disadvantage? *Demography*, 48, 317-342.

* Choe, M. K., Bumpass, L. L., Tsuya, N. O., & Rindfuss, R. R. 2014. Nontraditional family-related attitudes in Japan: Macro and micro determinants. *Population and Development Review*, 40, 241-271.

Oct. 23 Fertility - proximate determinants, contemporary predictors and trends, Variations

- **Midterm draft of project due; No reaction essay due.**

* Bongaarts, J., & Potter, R. G. 1983. *Fertility, Biology, and Behavior: An Analysis of the Proximate Determinants*. New York: Academic Press. Read chapter 1 (pp. 1-20). Skim chapters 2 & 3. [book on reserve in Library West; available on google books, or see me]

* Stover, J. 1998. Revising the proximate determinants of fertility framework: What have we learned in the past 20 years? *Studies in Family Planning*, 29, 255-267.

* Cherlin, A., Cumberworth, E., & Morgan, S. P. 2013. The effects of the Great Recession on family structure and fertility. *Annals of the American Academy of Political and Social Science*, 650, 214-231.

* [readings related to COVID-19 pandemic will be added]

Oct. 30 Migration - measures, trends, policies, concerns

* Brown, S., & Bean, F. D. 2006. "International Migration." Chapter 12 in D. Poston and M. Micklin (Eds.), *Handbook of Population*. New York: Springer. (pp. 347-382).

* White, M. J., & Lindstrom, D. P. 2005. "Internal Migration." Chapter 11 in D. Poston and M. Micklin (Eds.), *Handbook of Population*. New York: Springer. (pp. 311-346).

* Bell, M., Charles-Edwards, E., Ueffling, P., et al. 2015. Internal migration and development: Comparing migration intensities around the world. *Population and Development Review*, 41, 33-58.

* Massey, D. S., & Pren, K. A. 2012. Unintended consequences of U.S. immigration policy: Explaining the post-1965 surge from Latin America. *Population and Development Review*, 38, 1-29.

Nov. 6 STUDENT CHOICE

Social, economic and policy concerns - Segregation, inequalities, poverty, incarceration, homelessness, aging and population loss, economic development, health, reproductive issues, inequalities, instability, migration, diversity

- Nov. 13 STUDENT CHOICE
Ecological concerns - growth (too much, too little, whose), consumption, land use and economic development, food and sustainability, climate change
- Nov. 20 Student Presentations
- Nov. 27 HOLIDAY
- Dec. 4 Student presentations

- **Final project due December 10**

Other recommended books - good overviews of population issues:

- Lundquist, J. H., Anderton, D. L., & Yaukey, D. 2015. *Demography: The Study of Human Population, 4th ed.* Long Grove, IL: Waveland Press.
- Carl, J. D. 2012. *A Short Introduction to the U.S. Census.* Boston: Pearson.
- Preston, S. H., Heuveline, P., & Guillot, M. 2001. *Demography: Measuring and Modeling Population Processes.* Oxford, UK: Blackwell.
- Weeks, J. R. 2008. *Population: An Introduction to Concepts and Issues, 10th ed.* Belmont, CA: Thomson Wadsworth. [10th edition is available on reserve in Library West; textbook is now in 13th edition, 2021]