Population
SO 406
Spring 2015

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Office phone: 341-5718
MWF 10:00 – 10:50
BC 117
Office hours MWF 3:00 – 5:00
Also by appt.

Required Material:

Additional readings are made available electronically.

Course Description:
Whether you realize it or not, demographic processes are constantly influencing your life. Patterns of childbearing (fertility), death (mortality), and the geographic movement of humans (migration) all have direct and indirect impacts on your life. Demography, also called Population Studies, is the study of human populations in terms of their size, composition, and distribution, and the causes and consequences of changes in these three characteristics. Demography is a fascinating topic because it deals with many questions you may find personally relevant, such as: At what age will I marry? Have children? Will I live with my partner before marriage? What are my chances of divorce? What kind of job will I have? How many times will I move? When will I retire? How long will I live? What will I most likely die of? In sum, nearly all of the major events in your life have demographic implications.

Course Objective:
This course will introduce students to the study of human populations from a sociological perspective. The course will deal only very superficially with demographic methods and I assume no previous training in statistics. We will begin by examining the processes of population change and then will examine the consequences of population change and the reasons for demographic change. We will read a number of classic and more recent readings from the population field, as well as some of the central critiques of population research and policies.

Course Requirements:

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<th>Requirement</th>
<th>Points</th>
<th>Grade Range</th>
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<tr>
<td>Class participation</td>
<td>100</td>
<td>A = 720-800</td>
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<tr>
<td>Weekly Reading Responses</td>
<td>150</td>
<td>B = 640-719</td>
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<tr>
<td>Exams (3 @ 100 each)</td>
<td>300</td>
<td>C = 560-639</td>
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<tr>
<td>Demographic Profile</td>
<td>250</td>
<td>D = 480-559</td>
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Borderline grades, curves, and other grade inflators. I am more than happy to help you succeed in this course. However, grades for this course will not be “curved.” I do not grade on the basis of need. If you need an A in this course, note the total number of points necessary to earn an A, and I will be glad to give you advice on how to
achieve that goal. Do not come to me and ask me to change your final grade unless you suspect a mathematical error has been made. Results of individual assignments may be discussed via email, by phone, or in my office.

**Explanation of Graded Assignments**

**Class participation (100 points):**
Open, objective discussion and debate is vital for a thorough understanding of the material. You are expected to be present and actively participate in this class. Weekly reading assignments are listed in the course outline and/or will be announced in class. You should be prepared every day to participate in a discussion of the reading. Thus, read each assigned chapter(s) before class.

**Reading Response/4 questions (150 points)** These are short/very concise (not to be confused with easy) writing opportunities. Nearly every week we will have assigned readings. It is important for you to not only read, but also comprehend what you have read. I recognize that at this point in your academic career you may be used to reading/covering summaries or “what others have written about” a particular topic. In this class I will challenge you with “primary texts.” Instead of reading what Joe said about Jim’s work, we will actually read what Joe wrote. I recognize that this can be challenging. To help push you towards active reading and comprehension, you will be required to turn in at least 10 reading summaries throughout the semester (one almost every week). In each response choose one of the weekly readings and address the following questions:

1. **What does the author want to know? (Or what’s the ‘central question’?)**
   - Really delve into the reading and try to pull the central question/the question that is driving the author’s work. It should be one sentence, ending in a question mark. More often than not, the central question is NOT actually written in the work...you will need to comprehend and pull out what question you think the author is addressing.

2. **Why? Or, So what? (Or what’s the intellectual ‘rationale’?)**
   - Why would the author address this central question? Is there a gap in the literature? Our understanding? This will get easier as the semester progresses and you have a better footing in what has already been written.

3. **What’s the author’s answer? (Or what’s the ‘argument’ or ‘substantive theory’?)**
   - Self explanatory. This will make up the bulk of your paper.

4. **How does the author go about finding out if it is wrong or not? (Or what’s the ‘method of confirmation’?)**
   - What is the methodology?

5. **What is your critique? (Be sure to substantiate your position).**
   - The first 4 questions are purely objective. Regardless of whether you agree or disagree with the author’s work, I want to push you to analyze the work objectively. This will help you in other classes as well. I’ve added the 5th question, due to previous students, as an outlet for your subjective analysis. This is the place for you to tell me what “you” think. (“The reading was boring” is NOT a critique).

These should be very succinct, no less than 1 page and no more than 2 pages. While I do not grade on “correctness” of your argument (if there is such a thing), I do grade on your writing, how well you wrestle with the piece, and how well you support your argument. I understand that this is a difficult assignment. Many graduate students do not like it. However, it is a powerful way to delve into pieces of work and will be of great benefit to you in your future studies. Your response to the first four questions should be objective. Question 5 is your chance to be subjective. **10 @ 15 points each. 150 points total. (If you complete more than 10, I will only count your 10 highest scores towards the final grade).**
Exams (3 @ 100 each)

We will have 3 exams (including the final exam). Each will consist of multiple-choice and/or short essay questions drawn from readings, in-class lecture/discussions, and videos.

Demographic Profile (250 points)

Pick a country (not the U.S.) that you are interested in or familiar with. For ideas, visit the International Database of the U.S. Bureau of the Census [http://www.census.gov/population/international/data/](http://www.census.gov/population/international/data/). Choose a country early in the semester so that you can begin searching for data sources. To produce and effective profile, the following data should be available for at least two different dates:

- Total population by age and sex
- Births by age of mother
- Deaths by age and sex
- Percent of the population living in cities

The objectives of the project are to:

- build a demographic profile of a particular country;
- analyze changes over time in the demography of the country under study;
- relate demographic changes to broader social changes that are occurring in that country;
- attempt to develop a viable, culturally relevant population policy for that country; &
- compare that demographic profile with another country such as the U.S.

Your assignment is to write an 8-10 page paper (typed, 12 point font, double spaced, 1 inch margins, etc.) using the questions below as a guide. It is not necessary to address every question. Some may be unanswerable or irrelevant for your country and you may think of others that seem better.

- Describe the history of population growth over time, leading to the current demographic situation. What is the current population, and how has the population grown over time? What is the current rate of growth? And what is the implied doubling time? What are the crude birth and death rates, the rate of natural increase, the incidence of internal migration, and the rate of international in- or out-migration?
- Discuss the sources of data available for your country, including census data, vital registration data, and survey data (if it is a developing country see if any data are available from the Demographic Health Surveys: [http://www.measuredhs.com](http://www.measuredhs.com)), and look for data in the UN Demographic Yearbooks. Search the internet for country-specific sites that link to the census/statistical agencies for that country.
- Do some research on the prevailing political philosophy of your chosen country. Would this philosophy come closest to Malthus, Marx, or someone (or something) else? Where is this nation in terms of the several parts of the demographic transition? Has the timing of demographic events been consistent with the transition perspective? Are rates of natural increase high in rural areas? Is there evidence of rapid rural-to-urban migration that might be consistent with the perspective of demographic change and response?
- Find as much information as possible about mortality--age/sex-specific mortality rates, life expectancy, and deaths by cause--for at least two different dates. Compare the data. What are the mortality trends? Given the prevailing cultural norms, what is the likely rank-ordering of "real" causes of death, compared to those given in the vital statistics?
- Investigate how each of the intermediate variables seems to operate to influence fertility levels (some of this information may be gleaned from tables in the World Bank’s annual World Development Report. Find or calculate as many of the different measures of fertility as possible for at least two different dates (the U.S. Bureau of the Census’s International Database is particularly useful for this: [http://www.census.gov/ipc/www](http://www.census.gov/ipc/www)). What changes have been occurring over time? Do different measures of fertility yield somewhat different interpretations of trends?
- Draw as many conclusions as you can about the probable underlying motivations for the observed fertility levels and trends over time. Which theories of the fertility transition seem to best explain the data that you have acquired for this country? You may wish to do a literature review on fertility in that country by visiting the Population Index online at: http://popindex.princeton.edu/
- What are the patterns of internal migration, especially rural-to-urban migration? What are the patterns of migration from or to other countries? Are there any studies available relating migration to other demographic (such as fertility) or socioeconomic (such as labor force participation) variables? Are the data available to calculate migration rates by age and/or to calculate the migration ratio? Which of the various theories of migration seem best able to explain patterns of migration within, to, and/or from this country? A good resource for information is Migration News, which is online at: http://migration.ucdavis.edu.
- Construct age/sex pyramids for two different dates (go to: http://www.census.gov/ipc/www/idbpyr.html), and for urban and rural populations, if such data are available. If such data are available, they will be published in the United Nations Demographic Yearbook and should be available on the International Database of the U.S. Bureau of the Census: http://www.census.gov/ipc/www. Also calculate the average age and the dependency ratio for those two dates. "Read" the age structure, discussing the implied history of population growth, and the implications for the future of the current cohort structure.
- What is the number and proportion of older people in the population, and how have those figures been changing over time? How are older people treated? Are there differences in sociodemographic characteristics between the young and old in society that would suggest a source of future social change as new cohorts flow into the older ages? What is the sex ratio at the older ages, and how do you account for it?
- Describe the trends over time in family and household structure. Are they related to changes in age at marriage and/or to changes in gender roles? How do the population characteristics of women compare with those of men? Have there been recent changes in education and labor force participation, for example, that might suggest a rise in the status of women? Note that most of these data will probably have to come from a source such as the United Nations Demographic Yearbook. Has fertility yet been affected by the status of women? What evidence can you bring to bear on that question? Are husbands typically several years older than their wives? What are the implications of such findings?
- What have been the changes between two recent dates in the sizes of the rural and urban populations? Are data available on rural and urban differences in rates of natural increase? What are the long-run historical changes in the percent urban? Do urban places tend to have relatively high or low population densities? What is the density of the rural population? Search the internet (start with the Alexandria Digital Library, listed above) to see if there are any satellite images or aerial photographs of the urban and rural areas of the country, so that you can visually contrast the differences. Are there any studies available of rural or village life, with which you can contrast the human condition in the cities?
- Using resources such as the United Nations Yearbook of National Accounts Statistics or the World Bank's most recent World Development Report (http://www.worldbank.org/data/), estimate the level of economic development and assess changes over time for the same dates for which you have demographic data. Are there any discernible trends in the relationship between population changes and economic changes in the country? What is the government position with respect to economic development and population growth? Can you assess the influence of the current age/sex structure on the future development prospects? Using a resource such as the World Bank World Development Report to evaluate the likely environmental impact of population growth in this country. Describe the specific kinds of environmental changes known to have occurred during at least the last 10 years. Using the United Nations Food and Agricultural Organization's Production Yearbook (http://www.fao.org), determine the level of food production, and trends over time. What are the principal products grown? What are the levels of imports and exports of major agricultural products? Has per person production been increasing? Has the number of tractors been increasing? Have the use of fertilizers, pesticides, and other concomitants of the Green Revolution been increasing over time? Has the amount of arable land been increasing or decreasing? Has the acreage devoted to forest been declining or increasing?
- Place yourself in the role of prime minister of this country. What would be your desired social and economic goals, and what kind of population policy would most likely help to achieve that goal or set of goals? Is this the same as or different than the population policy (if any) currently being pursued?
- Focus on health and education planning. Given the population projections for the country, what kinds of health and educational resources must be planned for during the next 10 or 20 years? Since data are most apt to be available to you from United Nations sources, go to: http://www.cyberschoolbus.un.org/infoagination/index.asp. What might be the social, economic, and demographic consequences of failing to provide adequate personnel and facilities to meet the health and education needs of the population?
Emporia State University Policies

_Disability Services_: Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, Disability Services, and the professor will be strictly confidential.

3D.0701 ACADEMIC DISHONESTY POLICY (FSB 95002 approved by President 1/31/96; FSB 03002 passed by Faculty Senate 1/20/04; approved by President 2/9/04; FSB 05002 passed by Faculty Senate 1/17/06; approved by President 2/7/06; title update approved by President of the Faculty 8/22/2010; FSB 10007 passed by Faculty Senate 3/15/2011; approved by President 3/21/2011).

Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question, or for any components or requirements for that course. Departments, schools, and colleges may have provisions for more severe penalties. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the student’s major or from the University. In addition, acts of academic dishonesty shall be grounds to deny admission to a department or program. In addition to the penalties above, the faculty member shall notify in writing his/her department chair and the registrar of the infraction. The department chair shall forward a report of the infraction to the Provost and Vice President for Academic Affairs and Student Life. The registrar shall block the student from withdrawing from the course to avoid the penalties that result from the infraction. The Provost and Vice President for Academic Affairs and Student Life shall act as the record keeper for student academic infractions. The Provost and Vice President for Academic Affairs and Student Life shall notify the student in writing that an infraction has been reported and inform the student of the right to appeal and of the appropriate appeal procedures. The Provost and Vice President for Academic Affairs and Student Life shall notify the student, the department chair, and the faculty member that initiated the proceedings, of any additional action taken beyond those already imposed by the faculty member. Should a single infraction be so egregious, or should a student have a record of multiple infractions, the Provost and Vice President for Academic Affairs and Student Life may impose additional penalties, including expulsion of the student from the University. The student has the right to appeal the charge of academic dishonesty (see Student Conduct section). If after an appeal it is found that the student did not commit an act of academic dishonesty, no penalties will be imposed on the student. 3-65 A chair of a department of director of a program may request from the Provost and Vice President for Academic Affairs and Student Life a list of all currently enrolled ESU students within that major or program who have committed acts of academic dishonesty. This request may be a standing request to be filling automatically during each semester until the chair or director rescinds the request. In addition, a chair of a department or director of a program may submit to the office of the Provost and Vice President for Academic Affairs and Student Life a list of applicants to a program or major and the chair or director may be informed if any of the applicants has committed any acts of academic dishonesty. Prior to the beginning of the next academic year, the office of the Provost and Vice President for Academic Affairs and Student Life shall send to the Chair of the Academic Affairs Committee of the Faculty Senate a list containing nonspecific student identifiers, such as Student 1, Student 2, etc., their specific academic infraction(s) reported to the Provost’s office, the total number of infractions that have been reported for each student, and any actions taken by the Provost and Vice President for Academic Affairs and Student Life.

3D.07 STUDENT CONDUCT (FSB 01011 approved by President, 4/29/02)

Excessive absenteeism is defined as a number of absences beyond which the faculty member has determined on his/her syllabus that a student cannot complete the course without the academic integrity of the course being compromised. Emporia State University is committed toward development of sensitive and responsible individuals and believes this goal is best achieved through a sound educational program and reasonable policies concerning student conduct, both in and out of the classroom. Operating from this concept, recognition is given to the importance of an honest approach to learning which ideally is
shared by the instructor and the student. Faculty members may make the disposition of any cases of disruptive behavior, excessive absenteeism, or academic dishonesty within their classes as they deem appropriate. Following such cases, the faculty member shall make available to the chair of the department and to the office of the Vice President for Student Affairs a record of such student absenteeism or disruptive behavior and the action taken by the faculty member. (This information will be helpful in dealing with those students who may have had similar problems in other classes or departments.) If the problem is not settled between the faculty member and the student, assistance will be given from the office of the Vice President for Student Affairs. If the problem cannot be resolved at this point the student may request a hearing. This request must be in writing. If a case of dishonesty, excessive absenteeism, or disruptive behavior also involves a disagreement regarding a grade, the student may be referred to the committee which hears academic appeals. If the behavior is such that broader disciplinary action by the school/college is recommended, a hearing board shall be established by the President of the University to make disposition of the case. (In all cases of disciplinary action the office of the Vice President for Student Affairs is available for assistance.) At any point where student conduct directly interferes with the health, safety, or well being of individuals in the campus community, the University may apply sanctions or take other appropriate action. Since the University is responsible for the subsidiary duties of maintaining property, keeping records, providing living accommodations, and sponsoring a variety of nonclassroom activities, it is necessary that a climate supportive of such duties be maintained. Student status will not be a basis for any special consideration from the University when a community, state, or national law has been violated, although every effort will be made to assist with the rehabilitation of a student violating such laws. This is done by working with law enforcement or other agencies, and ordinarily further sanctions are not applied after such a case is closed. No disciplinary sanction as serious as suspension, probation, or adverse notation on permanent records (available to other than official personnel of the college) will be imposed without proper notification given to the student in writing. This notification will state the charges and will give the accused the opportunity to appear alone, or with appropriate representation before the proper committee, judicial council, court, or official. Included will be the nature and source of evidence and the encouragement for the student to present evidence in turn. Following this review final disciplinary action will be taken by the University. Students may also request that such 3-64 appearance before committees, councils, courts, or officials be waived and the case be determined in conference with appropriate campus officials. The University conduct policy commits all individuals serving on any of the above named groups dealing with student problems to a code of confidence. Failure to comply may lead to sanctions from student, faculty, or administrative governing bodies, or officials. Students, faculty, and administration shall have the opportunity to participate fully in the formulation of policies and rules and their enforcement. Penalties for men and women shall be based equally; like penalties following like violations.

4E.13 FACULTY INITIATED STUDENT WITHDRAWAL (FSB 76006; FSB 95008 approved by President 5/9/96; FSB 09016 approved by President 5/3/2010)

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal.

Class Policies

Canvas. Please check Canvas for various kinds of information usually provided in handouts or other kinds of feedback. It is your responsibility to check these sources for any announcements or information pertinent to class and class assignments.

Class attendance. Class attendance is monitored. There is an old saying that 90% of life is just showing up. This statement holds true in education.
Class Etiquette. Be sure that your cell phones are turned off. Texting, talking, facebooking, surfing the net, arriving late, and packing up early are distracting to your colleagues AND the instructor. Please be respectful. If laptops become a nuisance, you will be asked to close them. Out of respect, I ask that all laptops remain closed each time we have a guest speaker. I also ask that all laptops remain closed during videos.

Late Assignments. Typically, late assignments will be penalized 10% for each day past due.

Makeup work. Typically, no makeups for exams or other assignments will be given. You are expected to notify me at least one week in advance if you must miss a scheduled assignment.

Office hours. I will be available for communication during the times listed above. This is a time when you can drop in to talk about your progress in the course or any other course related matters. I am also available by appointment. I encourage e-mail communication and will reply with timeliness. While my door is often physically closed (due to noise in the hallway), it is always metaphorically open. If the lights are on, I am there, feel free to come in.

Incompletes. A grade of incomplete will be considered only under extraordinary (emergency) circumstances; an expected incomplete must be arranged prior to the end of the semester. In no case will an incomplete be given to a student who simply fails to attend class and complete assignments.

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<th>Week</th>
<th>Lecture: Topic</th>
<th>Readings</th>
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<tr>
<td>1</td>
<td>Ch 1 Introduction</td>
<td>All: Mills: The Promise</td>
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</table>
| 2    | Ch 2 World Demographic Patterns | G1: An Essay: Malthus Ch. 1 and 2  
G2: Demographic Transition: Kirk |
| 3    | Ch. 4 & 5 Mortality | G1: Human Longevity: Wilmoth  
G2: Will Life Expectancy: Vallin |
| 4    | Ch 6 & 7 Mortality and Development | |
| 5    | Ch 8 Fertility | G1: Local and Foreign Models: Watkins  
G2: Explaining Fertility: Mason |
| 6    | Ch 9 & 10 Fertility and Development | |
| 7    | Resources | All: Lam (skim)  
G1: Population Bomb: Ehrlich  
G2: Estimates: Cohen |
| 8    | Population Limits? | G1: Environmental Alarmism: Lomborg  
G2: Population: Cramer  
G3: IPAT: Chertow |

The second half of class will focus on Aging, Urbanization, and Migration. Additionally, we will draw upon numerous real world examples for some cultural context to help us understand decisions being made, and the consequences for not only the individual examples, but also the planet at large.