

**SOCY 20: Sex, Death, and Migration –
Or How We Learned to Stop Worrying and Love the (Population) Bomb**

Meeting times:

10A (Tues/Thurs – 10:10 am – 12 noon)
XHour – Weds – 3:30 pm – 4:20 pm
Silsby Hall 113

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Office Hours: Weds 1:30 pm -3:30 pm

COURSE DESCRIPTION

The world's population will more than double from 7 to 16 billion by 2100. In addition, some countries' populations are booming whereas others face rapid decline. What does this mean for public policy, population health and aging, fertility and reproductive health, immigration and social inequality? Why is population growth beneficial for some countries, but potentially hazardous to others? To gain insight into these questions, social scientists study some of life's most intimate moments – sex, illness and death, and moving from home to home. These components of population change (fertility, mortality, and migration) help us better understand the impact of population composition and change.

In this class, we will first learn the basic tools and theories that social scientists use to analyze broad population trends. Then we will cover the components of population change (mortality, fertility, and migration), focusing on measurement and methods, as well as current issues. We will focus on how population shifts are related to social problems, as well as the implementation and varying successes of policy efforts to control population growth/decline. At the end of the course, students will apply what they learned to the analysis of the population trends of a country of their choice, as well as compare and contrast population trends across different countries.

COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Understand how population processes shape social problems
2. Understand and be able to implement basic demographic tools and methods
3. Define basic population studies concepts
4. Be able to read and interpret standard demographic tables and figures
5. Critique the various demographic theories regarding population change and the implications thereof
6. Understand how population processes are tied to social inequality
7. Understand the global implications of population change, including differences across regions and between more and less developed nations
8. Apply an understanding of population processes to an analyses and critique of public policy

COURSE REQUIREMENTS AND EVALUATION

Reading

For each class, I have assigned a textbook chapter that will give you the fundamental demographic concepts and trends, as well as a combination of academic and non-academic articles that tackle demographic issues. I expect you to have read the required readings **before** the class period for which it is assigned.

Textbooks: The following books are required and can be purchased from the Dartmouth Bookstore or Wheelock Books. They are also on reserve in the Baker-Berry Library.

- Lundquist, JH. Douglas L. Anderton, and David Yaukey. 2014. Demography: The Study of Human Population, 4th edition. Waveland Press, Inc. (hereafter *Lundquist et al*)

If you are having trouble purchasing the textbook, please make an appointment to see me as soon as possible.

Additional material: Required and suggested additional readings will be available on Blackboard/Canvas.

Technology: You will require the use of a calculator that is **not** your cellphone during class, and occasionally for exams, in order to do quick calculations. I will provide a few extra calculators each class, but I would strongly suggest that you find one of your own as well.

Evaluation methods

Attendance and participation: This course will have both lecture and seminar components. Active participation of all members of the class is crucial to the course's success. Active participation in class has a two-fold goal: 1) It will help you understand the material better if you actively engage with it through discussing it with me and with your peers and 2) it will increase the collective learning ability of all of us in the classroom. That is to say, you will learn more, and others will learn more, when you offer your insights, and listen when others offer theirs. Active participation has many dimensions, including enthusiastic and intellectually-rigorous discussion (talking and listening), coming to class having completed the readings, and regular class attendance (including on-time arrival and staying for the duration of each session). Please note that regularly attending class is necessary but not sufficient for an A in class participation. Attendance and participation will count for 10% of your final grade.

Response papers: You will write four 1-page, single-spaced memos throughout the semester on a prompt that I will provide. See the course outline for deadlines and prompts. Response papers will be 20% of your final grade (5% for each paper).

Exams: There will be two in-class exams in the course – one midterm exam and one final exam. Exams are cumulative and are closed book. Each exam will be worth 25% of the final grade, for a total of 40% of your final grade.

Final project: At the beginning of the term, each student will pick a country of interest that they will study throughout the remainder of the course. Students will apply the key concepts that we learn in each unit to their country, building a country demographic profile, as well as an in-depth understanding of how population processes within that country contribute uniquely to specific social issues. I will then pair students together (based on countries chosen) to work collaboratively on a comparative analysis of similarities and differences between the two countries' population trends. This analysis will culminate in a final policy-relevant presentation in which the students describe the similarities and differences in the two countries, as well as what policy-relevant lessons they may take away based on the comparative analysis. Students will be evaluated on their ability to apply demographic concepts and measures to their country, conduct independent research, as well

as produce a creative and visually-appealing presentation of demographic ideas. More information about the final project will be distributed in class. Meeting project specific deadlines, as well as the culminating final presentation, will be worth 30% of the final grade.

Grading scheme

Percentage of final grade:

Participation and attendance	10%
Response papers	20% (5% each)
Midterm exam	25%
Final exam	25%
Final project	20%
Total	100 %

Final course grade:

A	=	94.0-100	C+	=	77.0-79.99
A-	=	90.0-93.99	C	=	74.0-76.99
B+	=	87.0-89.99	C-	=	70.0-73.99
B	=	84.0-86.99	D	=	60.0-69.99
B-	=	80.0-83.99	E	<	59.99

IMPORTANT CLASS POLICY

Plagiarism: From the Dartmouth Academic Honor Principle: “Any form of plagiarism violates the Academic Honor Principle. Plagiarism is defined as the submission or presentation of work, in any form, that is not a student's own, without acknowledgment of the source. With specific regard to papers, a simple rule dictates when it is necessary to acknowledge sources. If a student obtains information or ideas from an outside source, that source must be acknowledged. Another rule to follow is that any direct quotation must be placed in quotation marks, and the source immediately cited. Students are responsible for the information concerning plagiarism found in Sources and Citation at Dartmouth College, available in the Deans' Offices or at Sources and Citations.” I encourage all students to read Dartmouth’s statement on Sources and Citations: <http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

Academic honesty: While I do encourage you to discuss ideas from class with your classmates, all written assignments should be independent work. Academic dishonesty will result in a failing grade and a report to your academic dean.

Missing class: If you anticipate missing class you should notify me as soon as you are aware of any potential absences. We can discuss whether and how you can turn in your work for that day. If you will miss more than three days of class, you will lose an entire letter grade. Your grade will then decrease by one step (e.g. B to B-) for each additional absence, regardless of your performance on other activities and assignments.

Religious holidays: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance which conflicts with your participation in the

course, please meet with me ASAP to discuss appropriate accommodations.

Late assignments: Assignment due dates are indicated on the syllabus – usually on Fridays at 5 pm. Requests for extensions should be made prior to the due date. You should note that extensions will be rarely granted. Late work (>10 minutes late) will automatically be reduced one step (from B to B-). Each additional day it is late will reduce your grade by another additional step. If you are having problems completing an assignment, for whatever reason, it is best to talk with me as soon as possible. Talk to me after class, come to see me in my office during office hours, or email me and we can set up a time to meet. I may be able to help you get the paper done on time, and I will be more sympathetic than if I hear of your problem the day before or the day the assignment is due. Please note that talking with me will not necessarily lead to an extension. Also note that computer failure is never considered a justifiable excuse for a paper extension. Computers sometimes freeze or breakdown; power outages happen. The best way to deal with these possibilities is to save your work, and save often.

Students with disabilities: Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me as soon as possible, and no later than the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested. Information about Student Accessibility Services is available at: <http://www.dartmouth.edu/~accessibility/>

X-hours: I reserve the right to use X-hours to supplement lectures and other course activities during the week. I will announce when we will use X-hours over Canvas during the weeks and whether these sessions are mandatory or for extra credit. Towards the end of the term, I will reserve X-hours for group consultations for the final project.

Contacting me: You are welcome to come by during my office hours to discuss any questions you may have about the course, or to simply chat about your interests in sociology or population studies, or anything else. If you can't make my office hours, email me and we can work out a separate time to meet. Email is the best way to get a hold of me, and I will check my inbox several times a day. I do not check email after 6 pm. **When you send me an email, please put the course title, as well as the reason for your email, in the subject heading.** I get a lot of email during the day so please allow 24 hours to pass before sending another email. If my response is short, it is because I have a number of emails to get through. Please do not be offended.

Personal electronics: Laptops and are not permitted during the lecture portion of the course. Cell phones should be silenced or turned off. Occasionally, during the discussion portions of class, I may ask you to construct a table or produce calculations which may require the use of your computer. Only during these periods are you allowed to have your laptop out. I will let you know in advance if you should bring your computer with you to class.

Course schedule, readings and assignments

(Subject to change as course progresses. Please check Canvas for most up-to-date reading schedules.)

Week	Date	Topic/Readings	Assignments due
1	Thurs 9/13	<p>Introductions Overview of the course Discussion of final projects</p>	
2	Tues 9/18	<p>THEME 1: INTRODUCTION TO POPULATION STUDIES</p> <p><u>Topic 1: What is a population? Why and how do we study it?</u> Part 1: Defining populations, studying populations vs. individuals, components of population change. Introduction to population problems. Part 2: How do we study populations? The importance of data.</p> <p><u>Required readings</u></p> <ul style="list-style-type: none"> • <i>Lundquist et al</i> Chapter 1 “Introduction” (p. 1-17) • Rose 2001. “Sick individuals, sick populations” (p. 427-432) • Vogel, G. (2011). “Regional Snapshots”. <i>Science</i>. (p. 555-557) • <i>Lundquist et al</i> Chapter 2 “Demographic Data” (p. 19-43) • “A citizenship question on the census may be bad for your health.” <i>NYT</i> Feb 14, 2018 (3 pgs) • “At least 12 states to sue Trump Administration over census citizenship question” <i>NYT</i> 3/27/2018 (5 pgs) 	
	Thurs 9/20	<p><u>Topic 2: Theories of population growth</u></p> <p>Population Growth – Historical trends, theories, and challenges</p> <p><u>Required readings</u></p> <ul style="list-style-type: none"> • <i>Lundquist et al</i> Chapter 3 “Population Growth” (p. 47-85) • Lam, D. (2011) “How the World Survived the Population Bomb: Lessons from 50 Years of Extraordinary Demographic History.” <i>Demography</i>. (p. 1231-1262) • Hvistendahl, M. “Analysis of China’s one-child policy sparks uproar.” <i>Science</i>. 10/18/2017. (4 pgs) 	<p>Response paper 1 due Friday 9/21 @ 5 pm on Canvas</p>
3	Tues 9/25	<p><u>Topic 3: Age-Sex Structure</u></p> <p><u>Required readings:</u></p> <ul style="list-style-type: none"> • <i>Lundquist et al</i> Chapter 4 “Age and Sex Structure” (p. 93-134) • “A generation of Americans is entering old age the least prepared in decades.” <i>WSJ</i> 6/22/2018 (6 pgs) • “Age invaders: Demography, growth and inequality” <i>The Economist</i> 4/26/2014. (5 pgs) • Denyer and Gowen. “Too many men?” <i>Washington Post</i>. 4/18/2018. https://www.washingtonpost.com/graphics/2018/world/too-many-men/?utm_term=.6ca70de0bd0c • Vespa, Armstrong and Medina. 2018. “Demographic turning points for the United States: Population Projections for 2020 to 	

		2060.” <i>US Census Bureau</i> (<u>SKIM</u> 15 pgs)	
	Thurs 9/27	<p>THEME 2: DEATH – AND ALL THAT LEADS UP TO IT (a.k.a mortality and morbidity)</p> <p><u>Topic 1: Mortality</u> Measurement, theories, and debates.</p> <p><u>Required readings</u></p> <ul style="list-style-type: none"> • <i>Lundquist et al</i> Chapter 5 “Mortality” (pg. 145-179) • Oeppen and Vaupel 2002. “Broken Limits to Life Expectancy” <i>Science</i>. (2 pgs) • Olshansky et al 1993 “The aging of the human species.” <i>Scientific American</i>. (pg. 46-52). • Preston et al. 2018. “The role of obesity in exceptionally slow US mortality improvement.” <i>PNAS</i>. 	
4	Tues 10/2	<p><u>Topic 2: Morbidity</u> Measurement, compression</p> <p><u>Required readings</u></p> <ul style="list-style-type: none"> • <i>Lundquist et al</i> Chapter 6 “Morbidity and Health” (pg. 189 – 211) • Fries 2003. “Measuring and Monitoring Success in compressing morbidity” <i>Annals of Internal Medicine</i>. (5 pgs) • Crimmins and Beltran-Sanchez 2010. “Mortality and Morbidity Trends: Is there Compression of Morbidity?” <i>JGSS-B</i>. (12 pgs.) • Crimmins et al. 2016. “Change in cognitively healthy and cognitively impaired life expectancy in the United States: 2000–2010.” <i>SSM-Pop Health</i> (5 pgs) 	
	Weds 10/3 X-hours	<u>Hold open for potential makeup class</u>	
	Thurs 10/4	CLASS CANCELLED	Response 2 due Friday, 10/5 @ 5 pm on Canvas
5	Tues 10/9	<p>Part III: Inequalities in health and mortality</p> <p><u>Required readings</u></p> <ul style="list-style-type: none"> • Link and Phelan 1995. “Social conditions as fundamental causes of disease.” <i>JHSB</i>. (p. 80-94). • Case and Deaton 2015. “Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century.” <i>PNAS</i>. (5 pgs). • A New Divide in American Death.” <i>Washington Post</i>. April 10, 2016. https://www.washingtonpost.com/sf/national/2016/04/10/a-new-divide-in-american-death/?utm_term=.3c909707bdef 	

		<p><u>Read ONE:</u> <u>Gender:</u></p> <ul style="list-style-type: none"> • Reiker, Bird, and Lang. 2010. “Understanding gender and health: Old patterns, new trends, and future directions.” <i>Handbook of Medical Sociology</i>. (pg. 52-68) <p><u>Race:</u></p> <ul style="list-style-type: none"> • Williams, D. 2012. “Miles to go before we sleep: Racial inequities in health.” <i>JHSB</i>. (pg. 279-295). <p><u>SES:</u></p> <ul style="list-style-type: none"> • Adler, NE, Newman K. (2002). Socioeconomic Disparities in Health: Pathways and Policies. <i>Health Affairs</i>. (pg. 60-72) 	
	Thurs 10/11	MIDTERM	
6	Tues 10/16	<p>Topic 3: SEX – and all that leads up to it (a.k.a Fertility, families, and households)</p> <p>Part I: Measuring fertility, fecundity, and nuptiality, and the second demographic transition</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • <i>Lundquist et al</i> Chapter 7 “Fertility” (pgs. 219-267). • Thornton, A. 2001. “The developmental paradigm, reading history sideways, and family change.” <i>Demography</i>. (pg. 449-465). • Other readings TBD. 	
	Thurs 10/18	<p>Part II: Marriage and Families</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • <i>Lundquist et al</i> Chapter 8 “Unions and Householding” (pg. 279-316) • Other readings TBD. 	
7	Tues 10/23	<p>Part III: Topics on fertility, sexuality, and reproductive rights</p> <p>Guest speaker: Jamie Budnick, PhD candidate, University of Michigan</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Ela and Budnick 2017. “Non-heterosexuality, relationships and young women’s contraceptive behavior”. <i>Demography</i>. • Other readings TBD. 	
	Thurs 10/25	<p>Topic 4: Migration</p> <p>Part I: Measurement, historical trends, and migration theories</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • <i>Lundquist et al</i> Chapter 9 “Migration” (pg. 325-367) • Other readings TBD. 	Response 3 due Friday, 10/26 @ 5 pm on Canvas

8	Tues 10/30	<p>Part II: Population diversity</p> <p>Guest lecture: Sunmin Kim, Mellon Faculty Fellow, Dartmouth College</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • <i>Lundquist et al</i> Chapter 11 “Population Diversity” (pg. 405-441) • Other readings TBD. 	
	Thurs 11/1	<p>Part III: Domestic migration – Urbanization, Sub-urbanization, and segregation</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • <i>Lundquist et al</i> Chapter 10 “Urbanization” (pg. 375-399). • Other readings TBD. 	Response 4 due Friday, 11/2 @ 5 pm on Canvas
9	Tues 11/6	Student presentations	
	Thursday 11/8	Student presentations	
10	Tues 11/13	Final exam	