

SOCY 20: SEX, DEATH, AND MIGRATION

Fall 2020

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Office Hours: By appointment: <https://calendly.com/gregorysharp>

Location: Remote
Time: MWF 1:10-2:15
X-hour: T 1:40-2:30

COVID-19 STATEMENT

It is important to acknowledge that we are living through extremely difficult and unprecedented times. For many of us these are filled with stress, anxiety, and uncertainty. I do not want this course to add to an already stressful situation. Rather than proceed in 'business as usual' fashion, I want us to take a step back and prioritize understanding, kindness, flexibility, and community. Though the vast majority of the class is asynchronous, there will be plenty of opportunities to connect with me and your classmates. I hope that by regularly sharing ideas and learning from each other, we can make sense of some of these pressing population issues and how they relate to our everyday lives.

Course Description

This course provides a substantive overview of the field of demography (or population studies). Demography is the scientific study of the size, distribution, and characteristics of human populations, and particularly how populations change through the processes of fertility (births), mortality (deaths), and migration (moving). These changes have implications for a number of areas: the spread of illness and disease, hunger, poverty, environmental degradation, health services, the labor force, immigration, care for the elderly, birth control, urbanization, culture, politics, and more. An understanding of these population dynamics is important as individuals, businesses, and governments cope with the demands of our changing population.

Given that this course is intended to be introductory and broad, several topics are left uncovered. This term we begin by covering the basic tools and theories demographers use to describe and examine population characteristics and trends. Next, we dive into the components of population change (fertility, mortality, migration) and their relevance for historical and contemporary population and social problems. The last unit is devoted to discussions of the COVID-19 pandemic and its impact on current and future population dynamics and challenges.

Course Objectives

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

- Use key concepts related to population structures (including population age and sex compositions, population size, population growth rates, etc.) to describe a population.
- Identify the major sources of demographic data used to understand population growth.
- Critique demographic theories of population change (growth, decline).
- Understand how mortality (and morbidity), fertility, and migration have changed over the past two centuries and vary across countries.
- Understand how population processes are related to social inequalities.
- Critique policy solutions to population change and problems; propose new ones.

Course Structure/Delivery

The course is designated “asynchronous, with synchronous components,” but most of the course is asynchronous. There are two synchronous components, the first of which is not required. I will plan to be available during one of the class sessions (typically Wednesdays) each week where students can drop by to ask questions about the course, readings, assignments, or just to share anything on their mind. The other synchronous component is the group discussion meetings with me, which students are expected to attend two during the term. So, while I hope to see you more, you may go the entire term and only attend two synchronous meetings.

Recorded Lectures: At the beginning of each week, I will post a recorded lecture to Canvas, as well as the Powerpoint slides, that covers material from the textbook chapter and provides an overview of the week’s topic. **I recommend viewing the lectures and slides, while skimming the textbook chapters, so you can spend more time on the articles.** More information on the readings below.

Course Readings

Textbook (Optional): Hickes Lundquist, Jennifer, Douglas L. Anderton, and David Yaukey. 2015. *Demography: The Study of Human Population (4th Edition)*. Long Grove, IL: Waveland Press, Inc.

- For cheaper versions, look around for used and rental copies [online](#)! Note that buying/renting the book is optional, but it might be a helpful resource to supplement my lecture slides on the chapters.
- Please also refer to the supplemental online resources: <http://www.demographytextbook.com/index.php>
- You will not be assigned the exercises in the book (also on the above site), but they may help you understand some of the basic demographic measures (e.g., pop growth rate, birth and death rates).

Articles: We will read and discuss articles published in academic journals, as well as online science and news platforms. These readings will be the focus of our weekly group discussions and you should have read them before our discussion meetings. Readings will be available on Canvas or via a link in the below course schedule. Please let me know if you have any problems accessing the readings.

A note on the weekly readings: As you will see in the course schedule, I have organized the course based on weeks, rather than class periods. This is due to the asynchronous nature of the course. So, I recommend that you read the articles in the order as they appear, starting at the beginning of the week. Deadlines for discussion posts, discussion groups, and response memos are end of week (Fridays), so as long as you plan on finishing the reading by then, you will be in great shape. For students unfamiliar with reading academic articles, I will provide some useful tips on how to read them in the first or second week of the term.

Course Requirements and Grading

Participation (10%): Your participation in the course comes in the form of 1) weekly discussion posts and 2) attending and participating in two group discussions.

First, beginning in Week 2, you are to post to the Discussion Board one insightful question, comment, or critique based on the week’s supplemental readings (not the textbook). Do not submit an overly simplistic or vague question (e.g., “What data did they use?”). Discussion posts should be submitted no later than 10am EST on the day of the discussion (typically Fridays). In the end, you will have to submit a discussion post for 8 weeks (Weeks 2-9), and you will be graded on completion—if you submit it by the deadline you receive credit, if you do not then you do not receive credit.

Second, students will discuss the readings in a group setting (4-5 students) with me on two occasions during the term. These discussions will be synchronous meetings during class time (see course schedule) or another time agreed upon by the group and me for those not on Eastern time. During these discussions, I want to hear any and

all of your thoughts about the readings, what was interesting about them, where did they fall short, and how do they help us understand the population issue of the week. Students are not required to coordinate with their group ahead of the meeting, but it may be a helpful way to organize their thoughts. I do, however, recommend that group participants draw heavily from their classmates' discussion posts, which should help spark the conversations.

Response Memos (20%): Students will write four short critical responses to the readings (1 page, single-spaced) each worth 5% of your grade. Your memo should focus on the readings for the week's topic, but if we cover two topics in one week (e.g., Week 2), then pick one topic on which to write. Memos should be submitted to Canvas or emailed to me by the deadline (see course schedule).

Your memo should be a critical reflection of the articles. Generally, you should identify the main arguments and whether there is support for their arguments. You should also communicate your own argument about the readings, including what you see as the key strengths and weaknesses, what questions do these pieces raise, and how the readings relate to the concepts and issues of the course, outside the course, or your life more broadly.

Exams (50%): There will be two non-cumulative exams each worth 25% of your total grade. Each exam will consist of multiple-choice, true/false, and short answer essay questions based on the material from the lectures, readings, and discussions. You will be free to use any of the course resources at your disposal (notes, articles, book), but you are not to collaborate with anyone during the exam.

NOTE: Exams will be administered on Canvas during a 24-hour time period, but once students begin the exam, they will have to complete it within a set time (2 hours). So, if the exam is released at 7am EST on a Monday, students will have 24 hours from that time to start the exam. See the course schedule for exam dates (Weeks 4 and 8) and notify me immediately if conflicts arise.

Research Brief (20%): You will also produce a research brief on two countries of interest. Students will build country demographic profiles, applying the key concepts and tools we will learn each week to conduct an in-depth analysis of how population processes within these countries contribute to specific population and social problems. Your analysis should be comparative, highlighting similarities and differences between the two countries' population trends and challenges. In the brief, make sure to discuss policy-relevant lessons that we can take away from this comparative demographic analysis. I will provide more information on the assignment by the end of the second week. A final draft of the research report should be submitted to Canvas or emailed to me by Tuesday 11/17.

Grading Scale: Below is the percentage breakdown on which your final grade will be based.

Final Grade	Percent:
A	94-100
A–	90-93.9
B+	87-89.9
B	84-86.9
B–	80-83.9
C+	77-79.9
C	74-76.9
C–	70-73.9
D	60-69.9
E	Below 60

Relevant Policies and Resources

Late Policy: Students should notify me via email if/when you need an extension on graded assignments (i.e., response memos, research brief). I am willing to grant one 24-hour extension on any assignment, no questions asked. But after that, the grade for a late assignment will be reduced by 7 percentage points for each day late (e.g., 1 day late a grade of 100 would be reduced to a 93; 2 days, 86; and so on). Given the circumstances, I am willing to be flexible with this policy, within reason. **Remember to please meet with me if you are having difficulty keeping up with the coursework.** Also note that if you foresee a conflict with an exam date, please contact me as soon as possible so we can make the necessary arrangements.

Accessibility Resources: Students requesting disability-related accommodations and services for this course are encouraged to schedule a phone/video meeting with me as early in the term as possible. This conversation will help to establish what supports are built into my online course. In order for accommodations to be authorized, students are required to consult with Student Accessibility Services (SAS; student.accessibility.services@dartmouth.edu; <http://www.dartmouth.edu/~accessibility/>; 603-646-9900) and to email me their SAS accommodation form. We will then work together with SAS if accommodations need to be modified based on the online learning environment. If students have questions about whether they are eligible for accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.

Academic Integrity: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner and all members of the Dartmouth community are expected to act in accordance with this principle. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the Dartmouth community and compromise the worth of work completed by others. As such, dishonesty of any kind will not be tolerated and students found in violation of the Dartmouth Academic Honor Principle will be notified and reported to the appropriate authorities (<http://student-affairs.dartmouth.edu/policy/academic-honor-principle>). For additional resources on the Academic Honor Code, plagiarizing, and proper citation of sources, please see the following link: <http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

Religious Observance Policy: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course (such as an exam day), please meet with me before the end of the second week of the term to discuss appropriate accommodations.

Basic Needs: Your safety and well-being are more important than anything going on in class. Please feel free to reach out to me if you need to talk. Any student who faces challenges securing food, housing, or personal safety is urged to contact the Dean of the College for support.

Statement of Mental Health and Resources: The academic environment at Dartmouth is challenging, our terms are intensive, and classes are not the only demanding part of your life. There are a number of resources available to you on campus to support your wellness, including your undergraduate dean (<http://www.dartmouth.edu/~upperde/>), Counseling and Human Development (<http://www.dartmouth.edu/~chd/>), and the Student Wellness Center (<http://www.dartmouth.edu/~healthed/>).

Consent to Record: Please the following language regarding your consent to recordings (<https://dcsl.dartmouth.edu/resources/course-design-preparation/syllabus-guide>)

1. Consent to recording of course and group office hours:
 - a) I affirm my understanding that this course and any associated group meetings involving students and the instructor, including but not limited to scheduled and ad hoc office hours and other consultations, may be recorded within any digital platform used to offer remote instruction for this course;
 - b) I further affirm that the instructor owns the copyright to their instructional materials, of which these recordings constitute a part, and distribution of any of these recordings in whole or in part without prior

written consent of the instructor may be subject to discipline by Dartmouth up to and including expulsion;

- c) I authorize Dartmouth and anyone acting on behalf of Dartmouth to record my participation and appearance in any medium, and to use my name, likeness, and voice in connection with such recording;
- d) I authorize Dartmouth and anyone acting on behalf of Dartmouth to use, reproduce, or distribute such recording without restrictions or limitation for any educational purpose deemed appropriate by Dartmouth and anyone acting on behalf of Dartmouth.

2. Requirement of consent to one-on-one recordings:

- a) By enrolling in this course, I hereby affirm that I will not under any circumstance make a recording in any medium of any one-on-one meeting with the instructor without obtaining the prior written consent of all those participating, and I understand that if I violate this prohibition, I will be subject to discipline by Dartmouth up to and including expulsion, as well as any other civil or criminal penalties under applicable law.

Course Schedule, Topics, Readings, and Due Dates

(Syllabus is subject to change with advanced notice)

Week 1 (9/14 – 9/18): Introduction to Demography

Recorded Lecture: Textbook Ch. 1

Readings:

- Xie, Y. 2000. “Demography: Past, Present, and Future.” *Journal of the American Statistical Association* 95:670-73.
- Rose, G. 2001. “Sick Individuals and Sick Populations.” *International Journal of Epidemiology* 30:427-32.
- Vogel, G. 2011. “Regional Snapshots.” *Science* 333:555-57.

Week 2 (9/21 – 9/25): Data Sources; Population Growth

Group Discussion (Fri, 9/25)

Response Memo 1 (Fri, 9/25 by 11:59pm EST)

- NOTE: You can choose one of the below topics on which to write your response.

Data Sources

Recorded Lecture: Textbook Ch. 2

Readings:

- Anderson, M. 2010. “The Census and the Federal Statistical System: Historical Perspectives.” *The ANNALS of the American Academy of Political and Social Science* 631:152-62.
- “Why are They Asking That? What Everyone Needs to Know about 2020 Census Questions.” PRB, 3/23/19 (<https://www.prb.org/why-are-they-asking-that-what-everyone-needs-to-know-about-2020-census-questions/>)
- “Six ways the 2020 census will change your life.” Popular Science, 8/21/20 (<https://www.popsoci.com/story/science/2020-census-impacts-online/>)
- “Will the 2020 Census Numbers be Good Enough, and How Soon Will We Know?” Science Magazine, 8/24/20 (<https://www.sciencemag.org/news/2020/08/will-2020-census-numbers-be-good-enough-and-how-soon-will-we-know#>)
- Coronavirus and the 2020 Census: Where Should College Students be Counted?” PRB, 6/23/20 (<https://www.prb.org/covid-19-and-the-2020-census-where-should-college-students-be-counted/>)

Population Growth

Recorded Lecture: Textbook Ch. 3

Readings:

- Lam, D. 2011. “How the World Survived the Population Bomb: Lessons from 50 Years of Extraordinary Demographic History.” *Demography* 48:1231-62.
 - Also skim Becker’s commentary and Lam’s reply (*Demography* 2013)
- Lesthaeghe, R. 2014. “The Second Demographic Transition: A Concise Overview of its Development.” *PNAS* 111: 18112–15.
- “World’s Population is Projected to Nearly Stop Growing by the End of the Century.” Pew Research Center, 7/17/19 (<https://www.pewresearch.org/fact-tank/2019/06/17/worlds-population-is-projected-to-nearly-stop-growing-by-the-end-of-the-century/>)

Week 3 (9/28 – 10/2): Population Composition (Age-Sex Structure)

Group Discussion (Fri, 10/2)

Recorded Lecture: Textbook Ch. 4

Readings:

- “Too Many Men.” The Washington Post, 4/18/18 (https://www.washingtonpost.com/graphics/2018/world/too-many-men/?utm_term=.6ca70de0bd0c)
- Lee, R., and A. Mason. 2006. “What is the Demographic Dividend?” *Finance & Development* 43:16-17.
- Lutz, W., et al. 2019. “Education Rather than Age Structure Brings Demographic Dividend.” *PNAS* 116:12798–12803.

EXAM 1 (Mon, 10/5 on Canvas): Covers material from Weeks 1-3

Week 4 (10/6 – 10/9): Mortality

Group Discussion (Fri, 10/9)

Recorded Lecture: Textbook Ch. 5

Readings:

- Oeppen, J., and J. Vaupel. 2002. “Broken Limits to Life Expectancy.” *Science* 296:1029-31.
- Reardon, S. 2011. “A World of Chronic Disease.” *Science* 333:558-59.
- Preston, S., et al. 2018. “The Role of Obesity in Exceptionally Slow US Mortality Improvement.” *PNAS* 115:957-61.

Week 5 (10/12 – 10/16): Morbidity & Health

Group Discussion (Fri, 10/16)

Response Memo 2 (Fri, 10/16 by 11:59pm EST)

Recorded Lecture: Textbook Ch. 6

Readings:

- Omran, A. 1971 (2005). “The Epidemiologic Transition: A Theory of the Epidemiology of Population Change.” *The Milbank Quarterly* 49:509-38.
- Beltrán-Sánchez, H., et al. 2016. “Assessing Morbidity Compression in Two Cohorts from the Health and Retirement Study.” *Journal of Epidemiology & Community Health* 70:1011-16.
- Link, B., and J. Phelan. 1995. “Social Conditions as Fundamental Causes of Disease.” *Journal of Health and Social Behavior* 35:80-94.

Film: *Unnatural Causes: In Sickness and In Wealth*

Week 6 (10/19 – 10/23): Fertility

Group Discussion (Fri, 10/23)

Response Memo 3 (Fri, 10/23 by 11:59pm EST)

Recorded Lecture: Textbook Ch. 7

Readings:

- Casterline, J., and S. Agyei-Mensah. 2017. "Fertility Desires and the Course of Fertility Decline in sub-Saharan Africa." *Population and Development Review* 43:84-111.
- Aksan, A. 2014. "Effects of Childhood Mortality and Morbidity on the Fertility Transition in sub-Saharan Africa." *Population and Development Review* 40:311-29.
- Kaiser, J. 2011. "Does Family Planning Bring Down Fertility?" *Science* 333:548-49.
- Tan, P., et al. 2016. "A Case for 'Reverse One-Child' Policies in Japan and South Korea? Examining the Link Between Education Costs and Lowest-Low Fertility." *Population Research and Policy Review* 35:327-50.

Week 7 (10/26 – 10/30): Migration

Group Discussion (Fri, 10/30)

Recorded Lecture: Textbook Ch. 9

Readings:

- "Great Migration: The African-American Exodus North." Listen to NPR Fresh Air Podcast, 9/13/10 (<https://www.npr.org/templates/story/story.php?storyId=129827444>)
- "The Great Climate Migration." New York Times Magazine, 7/23/20 (<https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html>)
- Massey, D., et al. 2016. "Why Border Enforcement Backfired." *American Journal of Sociology* 121:1557-1600.
- Light, M., and T. Miller. 2018. "Does Undocumented Immigration Increase Violent Crime?" *Criminology* 56:370-401.

EXAM 2 (Mon, 11/2 on Canvas): Covers material from Weeks 4-7

Week 8 (11/3 – 11/6): Demography and COVID-19

Group Discussion (Fri, 11/6)

Response Memo 4 (Fri, 11/6 by 11:59pm EST)

Readings:

- "We're Talking About More Than Half a Million People Missing From the U.S. Population." The Atlantic, 7/23/20 (<https://www.theatlantic.com/family/archive/2020/07/us-coronavirus-deaths-births-population/614503/>)
- "How Demographic Changes Make Us More Vulnerable to Pandemics Like the Coronavirus." PRB, 4/13/20 (<https://www.prb.org/how-demographic-changes-make-us-more-vulnerable-to-pandemics-like-the-coronavirus/>)
- Goldstein, J., and R. Lee. 2020. "Demographic Perspectives on the Mortality of COVID-19 and Other Epidemics." *PNAS* (<https://doi.org/10.1073/pnas.2006392117>)
- Medford, A., and S. Trias-Llimós. 2020. "Population Age Structure Only Partially Explains the Large Number of COVID-19 Deaths at the Oldest Ages." *Demographic Research* 43:533-44.

- Bhopal, S., and R. Bhopal. 2020. “Sex Differential in COVID-19 Mortality Varies Markedly by Age.” *The Lancet* 396:532-33.

Week 9 (11/9 – 11/13): Demography and COVID-19 (cont)

Group Discussion (Fri, 11/13)

Readings:

- “The Color of Coronavirus: COVID-19 Deaths by Race and Ethnicity in the U.S.” APM Research Lab, 8/18/20 (<https://www.apmresearchlab.org/covid/deaths-by-race>)
- Egede, L., and R. Walker. 2020. “Structural Racism, Social Risk Factors, and Covid-19 — A Dangerous Convergence for Black Americans.” *New England Journal of Medicine* (<https://www.nejm.org/doi/full/10.1056/NEJMp2023616>)
- “COVID-19 has ‘Devastating’ Effect on Women and Girls.” The Lancet World Report, 8/1/20 ([https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)31679-2/fulltext?dgcid=raven_jbs_etoc_email](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)31679-2/fulltext?dgcid=raven_jbs_etoc_email))
- “Covid-19 Threatens Access to Abortions and Contraceptives, Experts Warn.” The Guardian, 7/23/20 (<https://www.theguardian.com/global-development/2020/jul/23/covid-19-threatens-access-to-abortions-and-contraceptives-experts-warn>)

Week 10: Research Brief is due Tuesday, 11/17, 11:59pm EST