

## SOCY 20: POPULATION AND SOCIETY Fall 2023

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**Office Hours:** 306A Blunt – Mon/Weds 1-2pm

**Location:** 80 Irving Institute  
**Time:** MWF 8:50-9:55am  
**X-hour:** Th 9:05-9:55am

### 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 several 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 (mortality, fertility, migration) and their relevance for historical and contemporary population and social problems. The last unit is devoted to how climate change has impacted population processes in the US and around the globe.

### 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

Please note that the class meets in person only and there is no hybrid option (i.e., classes are not recorded). Classes will consist of lectures, group discussions, and student-led mini-lectures. At the beginning of each new topic, I will provide a lecture to orient your thinking. Both Wednesdays and Fridays will have group-based discussions on the readings. Fridays will offer group-led mini-lectures in the first half of class, and then group-based discussions on the assigned readings during the last half. Please see the schedule for more information. Unless absolutely necessary, we will not use our designated X-hour period.

### Course Readings

All readings will be available on Canvas as PDFs or online links (e.g., The NYT). These readings are the focus of our weekly lectures and discussions, and you should read them **before** we are scheduled to cover them. All readings are required, except those under the Optional section (though they are encouraged). Note that the deadline for weekly discussion board posts are Wednesday mornings before class, so be sure to plan accordingly (more information below).

## Course Requirements and Grading

**Participation (25%):** Students are expected to attend class regularly and participate fully in structured discussions, provide weekly discussion board posts, and present a mini-lecture with your fellow classmates once during the term. Your class participation grade is based on the following:

- **Discussion Board Posts (10%):** Beginning in Week 2, you are required to post to the Canvas Discussion Board one insightful question, comment, or critique **based on the assigned readings for Wednesday**. You can post on one reading or multiple readings. Please do not submit an overly simplistic or vague question (e.g., “What data did they use?”). Demonstrate that you have put some thought into your question or comment. **Discussion posts must be submitted by 8am EST on Wednesdays** (see syllabus for schedule). For these posts, you are graded on completion. So, if you submit your post by the deadline (assuming it is a thoughtful post), then you receive credit, **if you do not then you do not receive credit—absolutely no late posts are accepted for any reason**. These are low stakes points, so make sure to prioritize your readings and posts each week; post as early in the week as you like!
- **Group Mini-Lecture (10%):** Each Friday, a group of 3 students will be responsible for lecturing on one of the readings from that week’s Optional readings section. Students will present only once during the term. Student-led lectures should be roughly 15 minutes, and you should consider using any visual aids you prefer (e.g., Powerpoint slides). Mini-lecture guidelines and tips are posted to Canvas.
- **In-Class Participation (5%):** Students are also required to participate in weekly group discussions on the readings. These discussions will typically occur on Wednesdays and/or Fridays during the last half of class. I will provide groups with a couple of questions related to the assigned readings of the day and overall topic of the week. This is where coming to class and participating in the discussion is imperative. So, in order to receive credit, students must attend and participate in class.

**Response Memos (20%):** Students will write **three** short critical responses to the readings (1 page, single-spaced). Your response memo should be a synthetic response to all of the readings from Friday, but you can also include readings from prior days if it strengthens your response. Your memo should spend less time summarizing the main arguments and more time critically reflecting on the common threads you discover across the readings. Memos should be submitted to Canvas by the deadlines (see course schedule).

**Mid-Term Exam (25%):** There will be **one** mid-term exam administered in class on **Weds, 10/11**. The exam will consist of multiple-choice, true/false, and short answer essay questions based on the material from the lectures, readings, and discussions from prior weeks. You will not be permitted to use outside resources (e.g., notes, readings) during the exam.

**Research Brief (30%):** 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 report, 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 Week 2. Below are the corresponding due dates for the brief components:

- **Research Brief Proposal (5%):** A brief (1 single-spaced page) statement/proposal of your topic should be submitted to Canvas by **Fri, 10/20 by 5pm EST**. In this statement, you should discuss your two countries of interest and include some basic demographic characteristics (e.g., mortality, fertility). You should also provide the next steps for your report.
- **Final Research Brief (25%):** The final research brief must be submitted to Canvas by **Tues, 11/14 by 5pm EST**.

**Grading Scale:** Below is the percentage breakdown on which your final grade will be based. *Please note that I will not negotiate final grades, and there are no opportunities for extra credit.* Please note that my grading corresponds to the [Dartmouth Scholarship Guidelines](#).

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**

**Attendance:** You are expected to attend class regularly, as it figures into your class participation grade. I will stress that in my experience teaching this class for many years at different universities, students who come to class perform significantly better than those who do not. For the health and safety of our class community, please: **do not attend class when you are sick, nor when you have been instructed by Student Health Services to stay home.** Lecture slides and readings will be posted to Canvas at the beginning of each week.

**Late Assignment Policy:** Extensions on assignments will only be granted under extraordinary circumstances. There is a maximum of one extension granted (for any reason) during the term. Remember there are no extensions for discussion posts, as they are graded on completion. The grade for a late assignment is 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). **Remember to please meet with me if you are having difficulty keeping up with the coursework.**

**Accommodations:** Students requesting disability-related accommodations and services for this course are required to register with Student Accessibility Services (SAS; [Apply for Services webpage](#); [student.accessibility.services@dartmouth.edu](mailto:student.accessibility.services@dartmouth.edu); 603-646-9900) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their 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, please meet with me before the end of the second week of the term at the latest to discuss appropriate course adjustments.

**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 and feel comfortable doing so. Any student who faces challenges securing food, housing, or personal safety is urged to contact the Dean of the College for support.

**COVID Protocols:** Masks are welcome at Dartmouth. All students, faculty, and staff are encouraged to wear a mask if they feel more comfortable doing so. Students, faculty, and staff are required to follow Dartmouth's [face-mask policy](#) regardless of vaccination status. I am obligated to assure that the COVID-19 health and safety standards are followed; if you refuse to comply with Dartmouth's [COVID-19 safety protocols](#), you will be asked to leave the classroom. To ensure the health and safety of our community, I am also obligated to report you to the Office of Community Standards & Accountability for disciplinary action under Dartmouth's [Standards of Conduct](#). Additional COVID-19 protocols may emerge, so please pay attention to emails from the senior administrators at the College. I will communicate any changes and their resulting implications for our class community.

**Mental Health and Wellness:** 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](#), the [Counseling Center](#), and the [Student Wellness Center](#). The student-led [Dartmouth Student Mental Health Union](#) and their peer support program may be helpful if you would like to speak to a trained fellow student support listener. If you need immediate assistance, please contact the counselor on-call at (603) 646-9442 at any time. Please make me aware of anything that will hinder your success in this course.

**Title IX:** At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our Principles of Community. We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community. The [Sexual Respect website](#) at Dartmouth provides a wealth of information on your rights with regard to sexual respect and resources that are available to all in our community. Please note that, as a faculty member, I am obligated to share disclosures regarding conduct under Title IX with Dartmouth's Title IX Coordinator. Confidential resources are also available, and include licensed medical or counseling professionals (e.g., a licensed psychologist), staff members of organizations recognized as rape crisis centers under state law (such as WISE), and ordained clergy (see [https://dartgo.org/titleix\\_resources](https://dartgo.org/titleix_resources)). Should you have any questions, please feel free to contact [Dartmouth's Title IX Coordinator](#).

#### **Additional Learning Resources:**

- [Student Center for Research, Writing, and Information Technology \(RWIT\)](#): At [RWIT](#), you can meet one-on-one with an undergraduate tutor to discuss a paper, research project, or multimedia assignment.
- [Academic Skills Center \(ASC\)](#): The mission of Dartmouth's [Academic Skills Center](#) is to assist students in achieving academic success through a wide variety of services and programs. The Center is available to all students who wish to improve their academic skills and ability to learn, thereby maximizing their academic experience and allowing them to achieve greater academic performance and personal fulfillment.

**Use of Generative AI Tools:** Generative AI tools such as ChatGPT and similar technologies are rapidly becoming part of our professional lives. Used properly, these tools can enhance our work; used improperly, they can result in plagiarism, academic dishonesty, and false information.

The use of these tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas.
- Fine tuning your research questions.
- Finding information on your topic.
- Drafting an outline to organize your thoughts.
- Formatting references in ASA style.
- Checking grammar, style, and clarity when revising drafts.

The use of these tools is **NOT** permitted in this course for the following activities:

- Writing entire sentences, paragraphs or papers to complete class assignments and exams. You are expected to compose your written assignments yourself.
- Composing discussion board posts.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.

If you use Generative AI tools on anything you submit for SOCY 20, **you must provide sufficient documentation or attribution**, just as you would for any other source or reference. In an appendix to your assignment, please include an explanation as to (a) your original prompt to the chatbot; (b) some examples of incorrect data that the chatbot provided to you; and (c) how you reworked and revised so that your final document was both factually accurate and reflected your writing voice and style. Please exercise caution in using AI for research assistance, as all existing AI apps ‘hallucinate’ and supply false information. Do not rely on AI for accurate information, but always fact-check.

Any violation of this policy is a violation of the Dartmouth Academic Honor Principle and will be reported to the Committee on Standards.

## Course Schedule, Topics, Readings, and Due Dates

(Syllabus is subject to change with advanced notice)

### **Week 1 (9/11 – 9/15): Introduction to Demography**

#### Monday:

- Introduction to the course

#### Wednesday:

- Lecture
- Xie, Y. 2000. “Demography: Past, Present, and Future.” *Journal of the American Statistical Association* 95:670-73.

#### Friday:

- 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 (9/18 – 9/22): Data Sources; Population Growth**

#### **Response Memo 1 Due (Fri, 9/22 by 5pm EST)**

#### Monday:

- Lecture
- 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.
- Jacobsen, L.A. “How Accurate Was the 2020 Census—and Why Should You Care?” *PRB*. (<https://www.prb.org/resources/how-accurate-was-the-2020-census-and-why-should-you-care>)

#### Wednesday:

- Lecture
- Lam, D. 2011. “How the World Survived the Population Bomb: Lessons from 50 Years of Extraordinary Demographic History.” *Demography* 48:1231-62.
- Zeifman, L., S. Hertog, V. Kantorova, & J. Wilmoth. 2022. “A World of 8 Billion.” United Nations, DESA, Population Division.

#### Friday (Group Mini-Lecture):

- Bokan-Lindell, S. 2022. “U.S. Population Growth Has Nearly Flatlined. Is That So Bad?” *The New York Times*. (<https://www.nytimes.com/2022/09/14/opinion/population-birthrate-decline.html?searchResultPosition=1>)
- Hong, N. 2023. “Why China’s Shrinking Population is a Problem for Everyone.” *The New York Times*. (<https://www.nytimes.com/2023/04/19/world/asia/china-population-india.html?searchResultPosition=5>)

#### Optional:

- Lesthaeghe, R. 2014. “The Second Demographic Transition: A Concise Overview of its Development.” *PNAS* 111:18112-15.
- Zaidi, B., & S.P Morgan. 2017. “The Second Demographic Transition Theory: A Review and Appraisal.” *Annual Review of Sociology* 43:473-92.

### **Week 3 (9/25 – 9/29): Mortality & Morbidity**

#### **Response Memo 2 Due (Fri, 9/29 by 5pm EST)**

##### Monday:

- Lecture
- Oeppen, J., & J. Vaupel. 2002. “Broken Limits to Life Expectancy.” *Science* 296:1029-31.

##### Wednesday:

- Lecture
- 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.

##### Friday (Group Mini-Lecture):

- Schöley, J., et al. 2022. “Life Expectancy Changes Since COVID-19.” *Nature Human Behavior* 6:1649-59.

##### Optional:

- 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.
- Tilstra, A.M., D.H. Simon, & R.K. Masters. 2021. “Trends in ‘Deaths of Despair’ Among Working-Aged White and Black Americans, 1990-2017.” *American Journal of Epidemiology* 190:1751-59.

### **Week 4 (10/2 – 10/6): Fertility**

##### Monday:

- Lecture
- Morgan, S. P. 2003. “Is Low Fertility a Twenty-First-Century Demographic Crisis?” *Demography* 40:589-603.

##### Wednesday:

- Casterline, J., & S. Agyei-Mensah. 2017. “Fertility Desires and the Course of Fertility Decline in Sub-Saharan Africa.” *Population and Development Review* 43:84-111.
- Kaiser, J. 2011. “Does Family Planning Bring Down Fertility?” *Science* 333:548-49.

##### Friday (Group Mini-Lecture):

- Cai, Y., & W. Feng. 2021. “The Social and Sociological Consequences of China’s One-Child Policy.” *Annual Review of Sociology* 47:587-606.
- Grose, J. 2023. “Are Men the Overlooked Reason for the Fertility Decline?” *The New York Times*. (<https://www.nytimes.com/2023/02/15/opinion/fertility-decline.html?searchResultPosition=1>).

##### Optional:

- 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.
- Pörtner, C. 2022. “Birth Spacing and Fertility in the Presence of Son Preference and Sex-Selective Abortions: India’s Experience Over Four Decades.” *Demography* 59:61-88.

### **Week 5 (10/9 – 10/13): Mid-term Exam; Migration**

##### Monday:

- Exam study session

Wednesday:

- **Mid-term Exam (in-class):** Covers material from Weeks 1-4

Friday:

- Lecture (Migration)

**Week 6 (10/19, 10/20): Migration**

**NOTE: NO CLASS on 10/16 and 10/18 (Professor Sharp at the NIH)**

**Research Brief Proposal Due (Fri, 10/20 by 5pm EST)**

Thursday (X-hour):

- **Discussion post due at 8am**
- 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.

Friday (Group Mini-Lecture):

- Schut, R.A., & C. Boen. 2022. "State Immigration Policy Contexts and Racialized Legal Status Disparities in Health Care Utilization Among U.S. Agricultural Workers." *Demography* 59:2079-2107.
- Piper, K. 2023. "Why Immigration Policy Is So Inhumane." *VOX* (<https://www.vox.com/future-perfect/2023/5/21/23729789/immigration-title-42-migration-united-states-politics-biden-refugees-texas>)

Optional:

- Asad, A.L. 2020. "Latinos' Deportation Fears by Citizenship and Legal Status, 2007 to 2018." *PNAS* 117:8836-44.
- Bacong, A.M., & C. Menjívar. 2021. "Recasting the Immigrant Health Paradox Through Intersections of Legal Status and Race." *Journal of Immigrant and Minority Health* 23:1092-1104.

**Week 7 (10/23 – 10/27): Population Composition (Age-Sex Structure)**

**Response Memo 3 Due (Fri, 10/27 by 5pm EST)**

Monday:

- Lecture

Wednesday:

- Lee, R., & 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.

Friday (Group Mini-Lecture):

- Goldstein, D. 2023. "The U.S. Population Is Older Than It Has Ever Been." *The New York Times*. (<https://www.nytimes.com/2023/06/22/us/census-median-age.html>)
- Yip, W. 2021. "China: The Men Who Are Single And The Women Who Don't Want Kids." *BBC* (<https://www.bbc.com/news/world-asia-china-57154574>)

Optional:

- Weitzman, A. 2020. "The Sex of Firstborn Children and Intimate Partner Violence in India." *Violence Against Women* 6-7:590-613.



- Han, Y., et al. 2020. “Aging in China: Perspectives on Public Health.” *Global Health Journal* 4:11-17.

### **Week 8 (10/30 – 11/3): Climate Change and Population Processes**

#### Monday:

- Lecture
- Evans, H., & J. Larsen. 2023. “Population and Climate Change: What Are the Links?” *Population Connection*.

#### Wednesday:

- Gowen, A., N. Kommenda, & S. Bashir. 2023. “Climate-Linked Ills Threaten Humanity.” *The Washington Post*. ([https://www.washingtonpost.com/climate-environment/interactive/2023/pakistan-extreme-heat-health-impacts-death?itid=hp-top-table-main\\_p001\\_f001](https://www.washingtonpost.com/climate-environment/interactive/2023/pakistan-extreme-heat-health-impacts-death?itid=hp-top-table-main_p001_f001))

#### Friday (Group Mini-Lecture):

- Lustgarten, A. 2020. “The Great Climate Migration.” *New York Times Magazine*. (<https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html>)

#### Optional:

- Winkler, R.L., & M.D. Rouleau. 2021. “Amenities or Disamenities? Estimating the Impacts of Extreme Heat and Wildfire on Domestic US Migration.” *Population and Environment* 42:622-48.
- Hunter, L.M. et al. 2021. “Scales and Sensitivities in Climate Vulnerability, Displacement, and Health.” *Population and Environment* 43:61-81.

### **Week 9 (11/6 – 11/10): Climate Change and Population Processes (cont.)**

#### Monday:

- Shetty, D. 2021. “Climate Change Would Cause 83 Million Excess Deaths By 2100.” *Forbes*. (<https://www.forbes.com/sites/dishashetty/2021/07/30/climate-change-would-cause-83-million-excess-deaths-by-2100/?sh=11ad801845c4>)
- Mandavilli, A. 2023. “Heat Singes the Mind, Not Just the Body.” *The New York Times* ([https://www.nytimes.com/2023/08/10/health/heat-mental-health.html?name=styl-extreme-heat&region=TOP\\_BANNER&block=storyline\\_menu\\_recirc&action=click&pgtype=Article&variant=undefined](https://www.nytimes.com/2023/08/10/health/heat-mental-health.html?name=styl-extreme-heat&region=TOP_BANNER&block=storyline_menu_recirc&action=click&pgtype=Article&variant=undefined))

#### Wednesday:

- Kaplan, S. 2021. “It’s Wrong to Blame ‘Overpopulation’ for Climate Change.” *The Washington Post*. (<https://www.washingtonpost.com/climate-solutions/2021/05/25/slowing-population-growth-environment/>)
- Zimmerman, L., & T. Rieder. 2022. “Is Population Control a Climate Change Solution?” *Hopkins Bloomberg Public Health*. (<https://magazine.jhsph.edu/2022/population-control-climate-change-solution>)

#### Friday:

- Research brief work session

### **Week 10: Final Research Brief Due (Tues, 11/14 by 5pm EST)**

- Monday (11/13): No class