

## Population & Society (SOC 3020)

*This course counts for both Liberal Studies Area III and Multicultural "X" credit.*

Instructor Professor Carlson / Fall 2007 / HCB 103 / M-W-F 9:05 - 9:55

Instructor Office Hours M-T-W-Th-F 8:00 to 9:00 AM in Bellamy 609 / Email to [ecarlson@fsu.edu](mailto:ecarlson@fsu.edu)

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### COURSE DESCRIPTION

**Special Needs:** Students with disabilities needing academic accomodation should: (1) register with and provide documentation to the Student Disabilities Resource Center; (2) bring a letter to the instructor during the first week of class, indicating the need for and type of accomodation requested. The student is responsible for informing the instructor of any such needs, and accomodation is not retroactive to weeks prior to such notification.

**Honor Code:** Students are expected to uphold the Academic Honor Code published in the Florida State University Bulletin and the Student Handbook. The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of these principles, including giving, taking or stealing answers to in-class essays or other test questions, falsification of PRS responses, clandestine use of notes or texts during test questions, and other cheating in our classroom may lead to a failing grade on an assignment, to a failing grade in the entire course, or in egregious cases to formal disciplinary action by the university, up to and possibly including expulsion from the university.

**Courtesy in the Classroom:** To insure that all students have the opportunity to learn without distractions, the following activities **MAY NOT** take place during class sessions:

- any use of cell phones and other electronic devices except emergency use cleared with the instructor prior to class
- *(please turn all cell phones and other electronics **OFF** upon entering the classroom)*
- conversations not part of a class discussion
- reading newspapers and magazines or watching hand-held TV/movie devices
- entering the classroom late and/or leaving early, except for emergencies cleared with the instructor prior to class
- personal attacks on another person's appearance, demeanor, or personal beliefs.

**Organization and Grading:** The class meets according to the regular university calendar except as announced. This course has no hard-copy textbook or other paper readings. All required readings and assignments for the course appear on line through links below. Students should read all readings, answer study questions through independent study, and complete all assignments prior to the class sessions in which they are due.

Students who enroll in the course are expected to be present for every course meeting. Each absence from class is either excused or unexcused. This difference affects how grades and scores are assigned, as noted under each part of the grade described below.

- Excused absences include a death in the family, a student's illness requiring a doctor's care, or a religious holiday celebrated by the student. Documentation (doctor's note, program from funeral or religious service) must be presented to the instructor to excuse any absence from class.
- Athletic team events and other extracurricular activities away from campus are NOT excused absences. University faculty or staff who take students out of class for such activities may contact the instructor by email to help students complete required activities, including in-class essays and other work, while on such trips. The student is responsible for contacting the appropriate university official. Failure to make such arrangements results in an *unexcused* absence.
- All excused absences must be resolved before the end of regular class sessions during the semester; no excused absences can be resolved following the last day of class.

*Components of Course Grade* Students should read all readings, answer study questions through independent study, attend class to complete in-class essay questions, and complete all spreadsheet assignments as antecedents for learning objectives noted below.

- Required readings for the course appear on line through links below. Short **in-class essays** on assigned articles and books and class discussions count for approximately one-half of the course grade. Study questions for readings appear as links for each weekly topic. In-class essay questions come from this list of study questions.
  - Each essay earns a maximum of three points, but may earn zero. Essay scores reflect the degree of mastery of learning objectives specified for each week below.
  - Students arriving late to class will not be allowed to write the essay question when it is assigned at the start of class. Students who need to leave class early must speak with the instructor in advance, or their essay question for that day will be discarded.

- Excused absences each earn the student's average score across all unexcused essays. Unexcused absences *cost* one previously-earned point. Excused absences include a death in the family, a student's illness requiring a doctor's care, or a student's observance of a religious holiday. Written documentation of each type of absence must be presented to the instructor to excuse any absence from class.
- Athletic team events and other extracurricular activities away from campus are NEVER excused absences. University faculty or staff who take students out of class for such activities may contact the instructor by email to obtain copies of essay questions and proctor them to students while on such trips; the student is responsible for contacting the appropriate university official. Failure to do arrange for the appropriate make-up work results in an *unexcused* absence for that essay.
- **Problem sets** assigned for syllabus-weeks 4, 5, 6 and 7 combined (available on line on appropriate days) count for approximately one-fourth of the course grade. Problem set scores reflect a degree of mastery of learning objectives specified for each week below. All problem sets are assigned, submitted and scored through the Blackboard "Assignment" feature. DO NOT use the "drop box" feature--work submitted through the "drop box" will be IGNORED.
- A cumulative final examination counts for approximately one-fourth of the grade. The score on the final examination reflects ability to retain central ideas and arguments from all weeks of the course, and to integrate them in the exam.
- Points appear in the Blackboard "Grade Book" feature as they are earned. Students may estimate their grades at any time during the semester by consulting this record. The grade distribution for the course will be: A = miss less than 1/8 of all possible points (rounded off); B = miss less than 1/4 of all possible points; C = miss less than 3/8 of all possible points; D = miss less than 1/2 of all possible points; F = miss half or more of all possible points. The width of these grade intervals reflects the fact that most of the grade involves written essays and spreadsheets, and the fact that "plus" grades are included in the next-higher letter grade category (no "plus" grades are given). Students need a prior introductory course in a social science.

## Part One - ORIGINS OF POPULATION STUDY

### **Week 1: Demography begins**

- Giovanni Botero. [1588] 1985. The cause of the greatness of cities. reprinted in *Population & Development Review* 11:335-340.
- Benjamin Franklin. [1755] 1985. Observations concerning the increase of mankind and the peopling of countries. reprinted in *Population & Development Review* 11:108-12.
- *Learning Objectives*: Discuss in writing concepts of populationism, societal basis of vital rates, and contextual details of specific cases studied.

### **Week 2: The gloomy parson**

- Thomas Malthus. [1792] 1977. An Essay on the Principle of Population. New York: Penguin Books.
- *Learning Objectives*: Evaluate in writing Malthus' assumptions about human nature and his arguments about social forces shaping population growth.

### **Week 3: Contemporary views**

- Geoffrey McNicoll. 1998. Malthus for the twenty-first century. *Population and Development Review* 24(2):309-316.
- James Lee & Wang Feng. 1999. Malthusian models and Chinese realities: the Chinese demographic system 1700-2000. *Population and Development Review*. 25(1):33-65.
- *Learning Objectives*: Discuss in writing how contemporary scholars build on as well as critique and revise Malthus' model of population dynamics.

## Part Two - DYNAMICS OF POPULATION PROCESSES

### **Week 4: Population structure**

- problem set #1: population growth rates
- Ansley Coale. [1959] 2002. Increases in expectation of life and population growth. ch. 3 in R. Freedman (ed). *Population: the Vital Revolution*. Garden City NY:Doubleday-Anchor.
- Kingsley Davis. 1963. The theory of change and response in modern demographic history. *Population Index* 29(4):345-366.
- *Learning Objectives*: 1. Calculate annual rates of population growth and discuss reasons for differences in rates across countries and over time (problem set). 2. Discuss in writing the relation between changes in vital rates, population growth, and societal transformation (readings).

### **Week 5: Birth and society**

- problem set #2: standard fertility measures
- Harvey Leibenstein. 1974. An interpretation of the economic theory of fertility: promising path or blind alley?. *Journal of Economic Literature* 12(2):457-79.
- John Caldwell. 1976. Toward a reformulation of demographic transition theory. *Population & Development Review* 2:321-366.
- *Learning Objectives*: 1. Calculate standard summary measures of fertility and discuss in writing the difference between period and cohort rates (problem set). 2. Summarize in writing some major theoretical perspectives advanced to explain the societal determinants of differences in birth rates (readings).

### **Week 6: Death and society**

- problem set #3: age-standardized death rate

- Machiko Yanagashita & Jack Guralnik. 1988. Changing mortality that led life expectancy in Japan to surpass Sweden's: 1972-1982. *Demography* 25:611-624.
- James Vaupel. 1997. The remarkable improvements in survival at older ages. *Philosophical Transactions of the Royal Society of London B*-352(1363):1799-1804.
- **Learning Objectives:** 1. Calculate standardized crude death rates and discuss in writing the effects of age structure and mortality conditions on crude rates (problem set). 2. Discuss in writing the causes and consequences of dramatic changes in the timing of deaths over the life course in recent centuries (readings).
- **Week 7: People in motion**
- problem set #4: migrants by intercensal survival
- Robert Park. 1928. Human migration and the marginal man. *American Journal of Sociology* 33:881-893.
- William McNeill. 1984. Human migration in historical perspective. *Population & Development Review* 10:1-18.
- **Learning Objectives:** 1. Estimate net migrants into the U.S. in different decades using intercensal survival and compare the two migrant streams (problem set). 2. Summarize in writing the evolution of social controls over population movements and their consequences for society (readings).
- **Week 8: Cohort cycles**
- Norman Ryder. 1965. The cohort as a concept in the study of social change. *American Sociological Review* 30(6):843-61.
- Richard Easterlin. 1961. The American baby boom in historical perspective. *American Economic Review* 51(5):869-911.
- Samuel Preston. 1984. Diverging paths for America's dependents. *Demography* 21(4):435-57.
- **Learning Objectives:** Discuss in writing the nature and societal consequences of size variations of successive generations.

### Part Three - DETAILS OF GLOBAL POPULATION PATTERNS

#### Week 9: North America

- William Frey. 1996. Immigration, domestic migration, and demographic balkanization in America. *Population & Development Review* 22:741-762.
- Felicia LeClere, Ricard Rogers & Kimberley Peters. 1997. Ethnicity and mortality in the United States: individual and community correlates. *Social Forces* 76(1):161-98.
- Michael Rendall & Raisa Bahchieva. 1998. An old-age security motive for fertility in the United States? *Population & Development Review* 24:293-307.
- **Learning Objectives:** Critically evaluate in writing recent scientific research on population trends and issues in North America.
- **Week 10: Europe**
- Elwood Carlson. 1989. Concentration of rising Hungarian mortality among manual workers. *Sociology & Social Research* 73(3):119-128.
- Antonio Golini. 1998. How low can fertility be? An empirical exploration. *Population and Development Review* 24(1):59-73.
- Frank Laczko. 2002. New directions for migration policy in Europe. *Philosophical Transactions of the Royal Society: Biological Sciences* 357(1420):599-608.
- **Learning Objectives:** Critically evaluate in writing recent scientific research on population trends and issues in Europe.

#### Week 11: Latin America

- Alberto Palloni & Hantamala Rafalimanana. 1999. The effects of infant mortality on fertility revisited: new evidence from Latin America. *Demography* 36(1):41-58.
- Joseph Potter. 1999. The persistence of outmoded contraceptive regimes: the cases of Mexico and Brazil. *Population & Development Review* 25:703-39.
- Shawn Malia Kanaiaupuni. 2000. Reframing the migration question: an analysis of men, women, and gender in Mexico. *Social Forces* 78(4):1311-1347.
- **Learning Objectives:** Critically evaluate in writing recent scientific research on population trends and issues in Latin America.
- **Week 12: Africa**
- Dudley Kirk & Bernard Pillet. 1998. Fertility levels, trends, and differentials in sub-Saharan Africa in the 1980s and 1990s. *Studies in Family Planning* 29(1):1-22.
- David Hughes. 1999. Refugees and squatters: immigration and the politics of territory on the Zimbabwe-Mozambique border. *Journal of Southern African Studies* 25:533-52.
- John C. Caldwell. 2000. Rethinking the African AIDS epidemic. *Population and Development Review* 26(1):117-135.
- **Learning Objectives:** Critically evaluate in writing recent scientific research on population trends and issues in Africa.

#### Week 13: Middle East

- Rania Maktabi. 1999. The Lebanese census of 1932 revisited. Who are the Lebanese? *British Journal of Middle Eastern Studies* 26(2):219-241.
- Homa Hoodfar & Samad Assadpour. 2000. The politics of population policy in the Islamic Republic of Iran. *Studies in Family Planning* 31(1):19-34.
- Philip Martin, Elizabeth Midgley & Michael Teitelbaum. 2001. Migration and development: focus on Turkey. *International Migration Review* 35(2):596-605.
- **Learning Objectives:** Critically evaluate in writing recent scientific research on population trends and issues in the Middle East.

#### Week 14: Asia

- Monica Das Gupta & P. N. Mari Bhat. 1997. Fertility decline and increased manifestation of sex bias in India. *Population Studies* 51(3):307-315.

- Naohiro Ogawa & Robert D. Retherford. 1997. Shifting costs of caring for the elderly back to families in Japan: will it work? *Population and Development Review* 23(1):59-94.
- Zai Liang & Zhongdong Ma. 2004. China's floating population: new evidence from the 2000 Census *Population and Development Review* 30(3):467-488..
- *Learning Objectives*: Critically evaluate in writing recent scientific research on population trends and issues in Asia.

## FINAL EXAMINATION

- 50 multiple-choice questions covering all 14 weeks of the course
  - questions cover problem sets, articles, books and in-class discussion
  - Thursday, December 13th, 3:00 to 5:00 PM
  - **DO NOT SCHEDULE DEPARTURES PRIOR TO THE FINAL EXAM PERIOD!!**
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This page maintained by Professor Carlson.