

International Population Dynamics (SYA 6933)

Professor Carlson / Monday 1:00 - 3:30 PM / Bellamy 606

Instructor Office Hours M-T-W-Th-F 9:00 to 10:00 AM in Bellamy 609

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(Photo of Rwandan refugees in Democratic Republic of the Congo copyright IOM 1994 - MCD0003)



COURSE DESCRIPTION

Organization and Format: The class meets each Monday for 150 minutes in the Population Center Library. 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. Each week (except the first meeting) course participants will discuss five readings related to the topic for the week, ranging from early classic writings on a subject to more recent, specialized studies. As noted below in relation to course grades, students will explore additional readings independently and will report on them during the class meeting, as part of the discussion of the assigned core readings.

Course Objectives: At the end of the course, the student will be able to: 1) remain abreast of current research on international population dynamics by consulting the range of journals used for required readings; 2) critically evaluate research findings in current published research; 3) express such evaluations both in written form and in professional discussions; 4) compose essay questions tapping major issues in published research, for use in leading courses and other professional discussions; 5) formulate an original research question building on findings in current published research; 6) secure original empirical data suitable for addressing such a research question; 7) conduct original research to resolve such a research question; and 8) present results of original empirical research, both in written form and in professional discussions (such as a dissertation, articles for professional journals, and/or research papers for conferences).

Attendance: Students who enroll in the course are expected to be present for every class meeting. Since the course meets only once per week, students who miss more than two class meetings do not have the requisite contact hours for course credit and cannot pass the course. **(If you know you will miss more than two classes, do not sign up for this course!)**

Components of Course Grade:

- ONE-THIRD of the course grade will be based on composition of essay questions about course readings. Beginning with week two of the semester, each course reading will be assigned to a student who will develop discussion questions in consultation with the instructor and submit the questions through Blackboard by Friday prior to each assigned class. *(With more than five students in the course, not every student will have an assigned article every week.)* The student will lead discussion of that article in class, using the

study questions as a framework. Each turn as a discussion leader for a reading will be evaluated by the instructor and awarded up to a maximum of 5 possible points per turn for:

- discussion questions that focus on the key points of the article and its relation to the topic of the week. (2 pts)
- introduction of additional information and ideas from supplementary independent reading. (2 pts)
- creative leadership in stimulating participation by other students in discussion of answers. (1 pt)
- ONE-THIRD of the course grade will be based on written responses to a selection of the essay questions composed for each week's class meeting. The instructor will select one question from each of three students' submissions, and will make available an Assignment in Blackboard to respond to the three questions. All students will submit their essay responses through Blackboard before the next class meeting. (*This means each week students will be writing essays in response to questions from the previous class meeting, and also preparing essay questions on one reading for the next class meeting.*) Each response will be awarded up to three points, for a total of nine points each week for the Blackboard essay responses.
- ONE-THIRD of the course grade will be based on a special project report developed by each student in consultation with the instructor. (Each student must meet with the instructor at least once every two weeks during the semester to consult on development of the project.) Project reports may focus on a very wide range of topics, but all must address a central research question relating to population dynamics or population policy, and must include background research/citations of existing knowledge as a foundation for the project.

Part One - PREHISTORIC AND HISTORICAL POPULATION GROWTH

Week 1: [Long-Term Global Trends](#)

- John D. Durand. 1967. [The modern expansion of world population](#). *Proceedings of the American Philosophical Society* 111: 136-59.
- Robert M. Schacht. 1981. [Estimating past population trends](#). *Annual Review of Anthropology* 10: 119-140.
- Ester Boserup. 1996. [Development theory: an analytical framework and selected application](#). *Population and Development Review* 22: 505-515.

Week 2: [Mortality Decline and Rapid Population Growth](#)

- Thomas McKeown & R. G. Record. 1962. [Reasons for the decline of mortality in England and Wales during the nineteenth century](#). *Population Studies* 16: 94-122.
- Kingsley Davis. 1956. [The amazing decline of mortality in underdeveloped areas](#). *American Economic Review* 46: 305-318.

- Abdel R. Omran. 1971. [The epidemiologic transition: a theory of the epidemiology of population change](#). *Milbank Memorial Fund Quarterly* 49: 509-538.
- S. Diaz-Briquets. 1981. [Determinants of mortality transition in developing countries before and after the Second World War: some evidence from Cuba](#). *Population Studies* 35: 399-411.
- James Vaupel. 1997. [The remarkable improvements in survival at older ages](#). *Philosophical Transactions of the Royal Society of London B-352(1363)*:1799-1804.

Week 3: Fertility Decline and Demographic Transition

- Kingsley Davis. 1963. [The theory of change and response in modern demographic history](#). *Population Index* 29: 345-366.
- Michael S. Teitelbaum. 1975. [Relevance of demographic transition theory for developing countries](#). *Science (New Series)* 188: 420-425.
- Dudley Kirk. 1996. [Demographic transition theory](#). *Population Studies* 50: 361-387.
- John Bongaarts & Rodolfo A. Bulatao. 1999. [Completing the demographic transition](#). *Population and Development Review* 25: 515-529.
- Ronald Lee. 2003. [The demographic transition: three centuries of fundamental change](#). *Journal of Economic Perspectives* 17: 167-190. >

Week 4: Timing and Societal Context of Transitions

- Dov Friedlander. 1969. [Demographic responses and population change](#). *Demography* 6: 359-381.
- Carl Mosk. 1978. [Demographic transition in Japan, 1920-1960](#). *Journal of Economic History* 38: 285-286.
- James Allman. 1980. [The demographic transition in the Middle East and North Africa](#). *International Journal of Middle East Studies* 12: 277-301.
- David E. Bloom & Jeffrey G. Williamson. 1998. [Demographic transitions and economic miracles in emerging Asia](#). *World Bank Economic Review* 12: 419-455.
- Jacques Vallin. 2002. [The end of the demographic transition: relief or concern?](#) *Population and Development Review* 28: 105-120.

Week 5: Population Contraction

- Calvin L. Beale. 1969. [Natural decrease of population: the current and prospective status of an emergent American phenomenon](#). *Demography* 6: 91-99.
- Jean Bourgeois-Pichat. 1986. [The unprecedented shortage of births in Europe](#). *Population and Development Review* 12(Supplement): 3-25.
- Russell Thornton. 1997. [Aboriginal North American population and rates of decline, ca. A.D. 1500-1900](#). *Current Anthropology* 38: 310-315.
- John C. Caldwell & Thomas Schindlmayr. 2003. [Explanations of the fertility crisis in modern societies: a search for commonalities](#). *Population Studies* 57: 241-263.
- S. Philip Morgan. 2003. [Is low fertility a twenty-first-century demographic crisis?](#) *Demography* 40: 589-603.

Part Two - DYNAMICS OF POPULATION PROCESSES

Week 6: [Age Structure and Population Growth](#)

- George J. Stolnitz. 1956. [Mortality declines and age distribution](#). *Milbank Memorial Fund Quarterly* 34: 178-215.
- Ansley J. Coale. 1986. [Demographic effects of below-replacement fertility and their social implications](#). *Population and Development Review* 12: 203-216.
- Richard A. Easterlin, Michael L. Wachter & Susan M. Wachter. 1978. [The changing impact of population swings on the American economy](#). *Proceedings of the American Philosophical Society* 122: 119-130.
- Elwood Carlson. 1992. [Inverted Easterlin fertility cycles and Kornai's "soft" budget constraint](#). *Population and Development Review* 18: 669-688.
- Fred C. Pampel. 1993. [Relative cohort size and fertility: the socio-political context of the Easterlin effect](#). *American Sociological Review* 58: 496-514.

Week 7: [Transition and Internal Population Movements](#)

- Conrad Taeuber. 1941. [Rural-urban migration](#). *Agricultural History* 15: 151-160.
- Kingsley Davis. 1955. [The origin and growth of urbanization in the world](#). *American Journal of Sociology* 60: 429-437.
- Saad E. M. Ibrahim. 1975. [Over-urbanization and under-urbanism: The case of the Arab world](#). *International Journal of Middle East Studies* 6: 29-45.
- F. E. Wagner & John O. Ward. 1980. [Urbanization and migration in Brazil](#). *American Journal of Economics and Sociology* 39: 249-259.
- Anh Dang, Sidney Goldstein & James McNally. 1997. [Internal migration and development in Vietnam](#). *International Migration Review* 31: 312-337.

Week 8: [Transition and International Population Movements](#)

- James Cobbe. 1982. [Emigration and development in southern Africa, with special reference to Lesotho](#). *International Migration Review* 16: 837-868.
- Reginald T. Appleyard. 1989. [Migration and development: myths and reality](#). *International Migration Review* 23: 486-499.
- Klaus F. Zimmermann. 1995. [Tackling the European migration problem](#). *Journal of Economic Perspectives* 9: 45-62.
- William H. Frey. 1996. [Immigration, domestic migration, and demographic balkanization in America: new evidence for the 1990s](#). *Population and Development Review* 22: 741-763.
- David A. McDonald, Lovemore Zinyama, John Gay, Fion de Vletter & Robert Mattes. 2000. [Guess who's coming to dinner: migration from Lesotho, Mozambique and Zimbabwe to South Africa](#). *International Migration Review* 34: 813-841.

Week 9: [Growth and Demographic Balance of Ethnic Groups](#)

- Robert E. Kennedy Jr. 1973. [Minority group status and fertility: the Irish](#). *American Sociological Review* 38: 85-96.
- Paul Axelrod. 1990. [Cultural and historical factors in the population decline of the Parsis of India](#). *Population Studies* 44: 401-419.
- Douglas S. Massey. 1995. [The new immigration and ethnicity in the United States](#). *Population and Development Review* 21: 631-652.
- Rania Maktabi. 1999. [The Lebanese census of 1932 revisited. Who are the Lebanese?](#) *British Journal of Middle Eastern Studies* 26(2):219-241.
- S. Philip Morgan, Sharon Stash, Herbert L. Smith & Karen Oppenheim Mason. 2002. [Muslim and non-Muslim differences in female autonomy and fertility](#). *Population & Development Review* 28: 515-37.

Part Three - POLICY RESPONSES TO POPULATION DYNAMICS

Week 10: [Efforts at Family Planning and Population Control](#)

- Kingsley Davis. 1967. [Population policy: will current programs succeed?](#) *Science* (New Series) 158: 730-739.
- Donald J. Hernandez. 1981. [A note on measuring the independent impact of family planning programs on fertility declines](#). *Demography* 18: 627-634.
- Elwood Carlson & Megumi Omori. 1998. [Fertility regulation in a declining state socialist economy: Bulgaria, 1976-1995](#). *International Family Planning Perspectives* 24: 184-187.
- Homa Hoodfar & Samad Assadpour. 2000. [The politics of population policy in the Islamic Republic of Iran](#). *Studies in Family Planning* 31(1):19-34.
- Susan Greenhalgh. 2003. [Science, modernity, and the making of China's one-child policy](#). *Population and Development Review* 29: 163-196.

Week 11: [Intergenerational Transfers with Uneven Cohort Flow](#)

- J. Waring. 1975. [Social replenishment and social change: the problem of disordered cohort flow](#). *American Behavioral Scientist* 19:237-256.
- John C. Caldwell. 1976. [Toward A restatement of demographic transition theory](#). *Population and Development Review* 2: 321-366.
- 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.
- Ronald Lee & Shripad Tuljapurkar. 1997. [Death and taxes: longer life, consumption, and social security](#). *Demography* 34: 67-81.
- Gustavo De Santis. 2003. [The demography of an equitable and stable intergenerational transfer system](#). *Population* (English Edition) 58: 587-622.

Week 12: [Regulation of Internal Population Movements](#)

- Roland J. Fuchs & George J. Demko. 1979. [Population distribution policies in developed socialist and western nations](#). *Population and Development Review* 5: 439-467.
- S. I. Abumere. 1981. [Population distribution policies and measures in Africa south of the Sahara: a review](#). *Population and Development Review* 7: 421-433.

- Per Ronnås. 1982. [Centrally planned urbanization: the case of Romania](#). *Geografiska Annaler. Series B, Human Geography* 64: 143-151.
- Gabriel Lipshitz. 1991. [Immigration and internal migration as a mechanism of polarization and dispersion of population and development: the Israeli case](#). *Economic Development and Cultural Change* 39: 391-408.
- Zai Liang & Zhongdong Ma. 2004. [China's floating population: new evidence from the 2000 Census](#) *Population and Development Review* 30(3):467-488.

Week 13: [Regulation of International Population Movements](#)

- Mary M. Kritz. 1987. [International migration policies: conceptual problems](#). *International Migration Review* 21: 947-964.
- Charles B. Keely. 1996. [How nation-states create and respond to refugee flows](#). *International Migration Review* 30: 1046-1066. <
- Douglas S. Massey. 1999. [International migration at the dawn of the twenty-first century: the role of the state](#). *Population and Development Review* 25: 303-322.
- Philip Martin, Elizabeth Midgley & Michael Teitelbaum. 2001. [Migration and development: focus on Turkey](#). *International Migration Review* 35(2):596-605.
- Frank Laczko. 2002. [New directions for migration policy in Europe](#). *Philosophical Transactions of the Royal Society: Biological Sciences* 357(1420):599-608.

Week 14: [Pronatalism to Counter Population Aging](#)

- Frank Lorimer. 1949. [European governmental action regarding population](#). *Annals of the American Academy of Political and Social Science* 262: 56-61.
- Paul Demeny. 1986. [Pronatalist policies in low-fertility countries: patterns, performance, and prospects](#). *Population and Development Review* 12(Supplement): 335-358.
- Andrés Horacio Reggiani. 1996. [Procreating France: the politics of demography, 1919-1945](#). *French Historical Studies* 19: 725-754.
- David L. Hoffmann. 2000. [Mothers in the motherland: Stalinist pronatalism in Its pan-European context](#). *Journal of Social History* 34: 35-54.
- Sarah F. Harbison & Warren C. Robinson. 2002. [Policy implications of the next world demographic transition](#). *Studies in Family Planning* 33: 37-48.

This course has NO FINAL EXAMINATION.

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.

This page maintained by Professor Carlson.