

Population Dynamics - 16540 - SOCI 131 - 20

Class hours: MTWR 10:45AM-12:45PM

Location: Car Barn 303

Professor Laurie F. DeRose (Brooks)

Office: 209-04 Car Barn

Prerequisites: none.

Office hours: MTWR 10:15-10:45AM, and by appt.

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Course description. Students who successfully complete this course in Population Dynamics will be able to provide descriptions of how mortality, fertility, and migration levels vary between major world regions, plus how recent change varies internationally. One of my goals is to help students develop a “demographic imagination” (akin to C. Wright Mills’ “Sociological Imagination”) that will help them see how the demographic importance of an individual’s attributes (education, religion, age, etc.) is shaped by social context. This will enable students to provide explanations for demographic levels and trends.

Along the way, students will become familiar with some of the tools that demographers use. In particular, they will become able to look at a country’s population pyramid and tell a story about the country’s fertility history.

The course also explores the complex relationship between population dynamics and economic development. Students will become able to explain why the human race will continue to survive, even though fertility levels are falling (and are already well below replacement in the most economically advanced societies). They will also learn how this has become a central question in demography, when the focus used to be on the perils of population growth.

Class format and requirements. Demography is my specialty so it is very easy for me to launch into lecture mode, but class will intentionally be discussion-based. Developing a Demographic Imagination requires interacting with the material. Assigned readings should be completed before the class; they are listed by week, and I will give you more specific guidance as we go. The way the attendance/participation grade works is that it is mostly attendance: your baseline grade will be based on the proportion of classes you attend; participation can boost your grade above that baseline, and texting in class can lower it below that baseline.

Required text: Sarah Harper, *How Population Change Will Change Our World*. Oxford University Press, 2016. (Available as ebook)

Additional required readings are electronically available or will be posted to the documents section in Blackboard. **Not all of the required readings are listed on the syllabus below.** I made this decision out of a conscious commitment to keep the class timely and relevant: we will discuss demographically relevant news stories and blogs, as well as new scholarly publications.

The quizzes (4) are short, in class, and designed to help you assess your learning. They cannot be made up. If you have an excused absence, you will have an additional writing assignment in lieu of the missed quiz. The Age/Sex Structure Quiz is worth more than the other 3 because you have an assignment to prepare you for it.

Course section	Requirement	Due	%
The demographic transition, fertility	In class presentation, fertility (group)	TW 10-11 July	5%
	Writing: Fertility	M 16 July	10%
	Quiz: Demographic Perspectives	R 12 July	5%
Fertility matters more than mortality for population age	In class presentation, mortality (group)	MT 16-17 July	5%
	Writing: Mortality	M 23 July	10%
Population policy			
	Writing: Population Age	T 24 July	5%
	Quiz: Population Age	R 26 July	10%
Population Growth and Economic Development	In class debate	R 2 Aug	5%
	Writing: Position paper	M 6 Aug	10%
Migration			
	Quiz: Migration	W 8 Aug	5%
Final exam		R 9 Aug	20%
Participation/attendanc		throughout	10%

Cut offs for letter grades are given at <http://faculty.georgetown.edu/kingch/Grading.html>

Honor code. As a Jesuit, Catholic university, committed to the education of the whole person, Georgetown expects all members of the academic community, students and faculty, to strive for excellence in scholarship and in character. The University spells out the specific minimum standards for academic integrity in its Honor Code, as well as the procedures to be followed if academic dishonesty is suspected. Over and above the honor code, in this course we will seek to create an engaged and passionate learning environment, characterized by respect and courtesy in both our discourse and our ways of paying attention to one another.

Documented disabilities. Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Please alert me should you require accommodations.

Sexual misconduct. Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC
 Associate Director of Health Education Services for Sexual Assault Response and Prevention
 (202) 687-0323
jls242@georgetown.edu

Erica Shirley, Trauma Specialist
 Counseling and Psychiatric Services (CAPS)
 (202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at <http://sexualassault.georgetown.edu>.

Class Schedule:

Week of 9 July-12 July	The demographic transition, fertility
Reading:	<ul style="list-style-type: none">• Harper Chapter 1, The Age Narrative• Harper Chapter 2, How Did We Get Here?• http://www.niussp.org/article/half-the-worlds-population-reaching-below-replacement-fertility/• http://www.niussp.org/article/the-pace-of-fertility-decline-in-sub-saharan-africa/
In class presentation:	Fertility levels and trends
Writing:	Fertility of a single country in comparative perspective
Quiz:	Demographic perspectives
Week of 16 July-19 July	Fertility matters more than mortality for population age
Reading:	<ul style="list-style-type: none">• Harper Chapter 3, The Grey Burden• Harper Chapter 4, Youth: Peril or Dividend?• https://www.milbank.org/quarterly/articles/epidemiologic-transition-theory-epidemiology-population-change/ (Abdel Omran article)• Ansley J. Coale. "How a Population Ages or Grows Younger" (available through Canvas)• Samuel H. Preston and Andrew Stokes. 2012. "Sources of Population Aging in More and Less Developed Countries." <i>Population and Development Review</i> 38(2): 221–236. (Full text available from Georgetown libraries)
In class presentation:	Mortality levels and trends
Writing:	Mortality of a single country in comparative perspective
Quiz:	None
Week of 23 July-26 July	Population policy
Reading:	<ul style="list-style-type: none">• Harper Chapter 5, Too Many Children?• Harper Chapter 6, Our Future Selves• http://www.prb.org/pdf17/TRA%20Alzheimers%20and%20Dementia.pdf• https://www.bloomberg.com/news/articles/2016-10-17/divorce-is-destroying-retirement• http://time.com/4526802/china-marriage-rate-plummeting-gender-inequality/?xid=tcoshare• http://www.niussp.org/article/thinking-about-the-future-the-four-billion-question/
In class presentation:	none
Writing:	How a Population Ages or Grows Younger

Quiz: How a Population Ages or Grows Younger

Week of 30 July-2 Aug

Population Growth and Economic Development

Reading:

- David E. Bloom, David Canning, and Jaypee Sevilla “The Debate over the Effects of Population Growth on Economic Growth” (Trovato Chapter 22; available from Canvas)
- David Lam. “How the World Survived the Population Bomb.” *Demography* 48 (2011): 1231-1262. (Full text available from Georgetown libraries)
- Stan Becker. “Has the World Really Survived the Population Bomb?” *Demography* 50 (2013): 2173-2181. (Full text available from Georgetown libraries)
- David Lam. “Reply to Stan Becker.” *Demography* 50 (2013): 2183-2186. (Full text available from Georgetown libraries)
- <http://www.niussp.org/article/global-population-development-aspirations-and-fallacies/>

In class:

Debate

Writing:

Position paper

Quiz:

None

Week of 6 Aug-9 Aug

Migration

Reading:

- <http://www.niussp.org/article/the-economic-and-fiscal-impact-of-immigration-in-the-usimpact-economique-et-fiscal-de-limmigration-aux-etats-unis/>
- <http://www.niussp.org/article/majority-minority-declining-u-s-white-population/>
- <http://www.niussp.org/article/internal-migration-drives-population-change-asiamigration-interne-et-mouvements-de-population-en-asie/>
- <http://www.niussp.org/article/immigrant-receptivity-and-local-area-unemployment-in-the-u-s/>
- <http://www.niussp.org/article/30-years-of-experience-of-the-two-child-policy/>

In class:

None

Writing:

None

Quiz:

Migration

