

January 21, 2014

<p>Josh Goldstein 642-9688 josh@demog.berkeley.edu sign-up for Josh Goldstein's Office Hours at http://wejoinin.com/sheets/oqayh Tues: 12:30-12:45 (drop in), 12:45-2 Thurs: 3:40-4 (drop in), 4-5 except no Thurs. office hours Feb. 6, Mar. 6, and Apr. 3 in 2232 Piedmont Ave., Room 204</p>	<p>Ron Lee 642-4535 rlee@demog.berkeley.edu sign-up for Ron Lee's Office Hours at http://www.wejoinin.com/sheets/lucip Tues: 3:40-4 (drop in), 4-5 Thurs: 12:30-12:45 (drop in), 12:45-2 in 2232 Piedmont Ave., Room 202</p>
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ECONOMICS 175/DEMOGRAPHY 175—ECONOMIC DEMOGRAPHY

Contents of Syllabus. The syllabus can be found on bSpace, on bCourses, on Piazza, and on the Demography Dept website.

1. Description of Course: Content, Exams, Problem Sets, Reader, Grading, Optional Sections, Website
2. Term Project: Description, Ideas, Do's and Don'ts
3. Schedules: GSI Office Hours, Optional Sections, Computer Lab Sessions, Class Meetings
4. Statement of Goals of This Class: What skills will you learn?
5. Reading List

This course will examine various economic and social causes and consequences of population change in an international context. The consequences studied will include the economic impact of immigrants on US workers and taxpayers, the growing pension burden as populations age, the effect of population growth on economic growth, and environmental consequences of population growth. The course will also examine the economic causes of demographic behavior including fertility, marriage, and labor supply. How have the functions of the family changed during the course of economic development, and how do they continue to change today? Why have divorce and extramarital fertility risen so much, while fertility has fallen way below replacement in many countries and marriages are postponed to later ages or foregone altogether? How are these profound changes in family life related to the changing economic roles of women and to economic growth? Finally, the course will consider whether there is a gap between individual and societal net benefits to childbearing which would provide grounds for government intervention to alter birth rates.

You can enroll for this class either as Economics C175 or as Demography C175; these are one and the same class, and both count towards an Economics major or a Demography minor in exactly the same way. The class meets in F295 Haas on **Tuesdays and Thursdays from 2:10 to 3:30**. The course is co-taught by Ronald Lee and Josh Goldstein. Ron Lee's office hours are **Tuesday 3:40-4 (drop in) and 4-5 (sign-up at <http://www.wejoinin.com/sheets/lucip>) and Thursday 12:30-12:45 (drop in) and 12:45-2 (sign-up) in Room 202, 2232 Piedmont Ave.** You can also catch him immediately after class on Tuesdays for short discussions in the hall or on the walk back to his office. He can be reached at 642-4535 or by e-mail at rlee@demog.berkeley.edu. Josh Goldstein's office hours are **Tuesday 12:30-12:45 (drop in) and 12:45-2 (sign-up at <http://www.wejoinin.com/sheets/oqayh>) and Thursday 3:40-4 (drop in) and 4-5 (sign-up) in Room 204, 2232 Piedmont Ave. (except Feb. 6, Mar. 6, and Apr. 3).** You can also catch him immediately after class on Thursdays for short discussions in the hall or on the walk back to his office. He can be reached at 642-9688 or by e-mail at josh@demog.berkeley.edu.

Class attendance is very important; there is material presented in lecture that is not included in the readings.

There will be a **midterm examination** (scheduled for **Thursday, March 6th**, on the 14th class meeting) and a **final examination**, based on the readings and the lectures, on **Monday, May 12th**, from 11:30 a.m. to 1:00 pm, at the start time listed in the official exam schedule, but shorter than listed. In addition, there will be a **term paper** due on **Friday, April 4th at noon**, described below. There will be an opportunity to revise your paper in response to grader's comments. **Short problem sets** (five) will also be assigned and discussed throughout the term. Problem sets will be discussed in the optional sections (see below). Professors will hold special optional review sessions before the Midterm and Final exams. Grades will be based 28% on the midterm, 25% on the research project, 30% on the final, 12% on problem sets, and 5% on iClicker responses to questions in class. This grading scheme may be altered.

The student community at UC Berkeley has adopted the following Honor Code: "**As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.**" The hope and expectation is that you will adhere to this

code. Breaches of this code will lead to penalties up to and including an F in the class and a report to the Office of Student Conduct.

Accommodation of religious creed. Please carefully read the class schedule. If you need to request an alternative time for an exam to accommodate your religious creed, please **submit a request directly to Professor Lee or Professor Goldstein by the end of the second week of the semester.** Likewise, notify the instructor in writing (email is fine) by the end of the second week of the semester of any potential extracurricular conflict (athletics or other competition, performance, or interviews) and recommend a solution.

There will be **optional one-hour discussion sections held each week** for this class, led by GSIs Sara Lopus (Co-Head GSI), Julia Goodman (Co-Head GSI), Robert Pickett, Tara Roach, and Yi Zhou. The sections will discuss answers to problem sets, give hands-on lessons on some optional computer topics such as demographic data on the internet or how to construct a population pyramid, and hold student discussions of the material from class and readings. There will be four sections offered each week, from which you can choose any offered time. You can go each week to whichever section you prefer or to none at all. In the weeks before the final and midterm exams, there will be additional section times and/or extended GSI office hours offered, from which you can again choose. You do not need to sign up for the section, and you do not need to go to the same section each week. The schedule for sections will be announced in class and posted to bSpace (see below). Class enrollment and grading are completely independent of these sections.

Teaching Assistants: Sara Lopus (Co-Head GSI), Julia Goodman (Co-Head GSI), Robert Pickett, Tara Roach, and Yi Zhou. Office hours and section times to be posted on bSpace. The two best ways to communicate electronically with GSIs are via the Piazza forum or by sending e-mail to headgsi175@gmail.com (if you need to contact a specific GSI).

Web Sites: There is a course website on **bSpace**. If you are officially enrolled in the course, then you can get access as described below. If you are not enrolled but are on the waiting list and are attending class, you can get access to course materials through **bCourses** FOR THE FIRST THREE WEEKS OF CLASS. By the end of the first three weeks, we expect the waitlists to have cleared and all students to be enrolled. If you are not a Berkeley student and need temporary access while your concurrent enrollment application is processed, please contact Ellen Langer or Katy Sosnak at 175admin@demog.berkeley.edu to get guest access to one of the websites.

Using bSpace: You will enter bSpace through what is essentially your own “personal space.” You should not have to do anything to create that space initially, just have your CalNet ID and passphrase handy and proceed as follows:

- 1) Go to <http://bspaces.berkeley.edu/portal/login> or simply click on bSpace on the UC Berkeley home page.
- 2) Choose the option “Login through CalNet.”
- 3) Enter your own CalNet ID and passphrase, and press Enter. You will see a series of tabs representing courses for which you are enrolled. Only those courses which have bSpace sites will appear.
- 4) Click on the tab labeled Demog C175 or Econ C175 to enter the site for this class.

If you encounter any problems, please contact Ellen Langer or Katy Sosnak at 175admin@demog.berkeley.edu.

Once you have entered the course website for C175, a home page will appear, with areas devoted to the general course description and to recent announcements, discussion, and chat room items. **Please check the website from time to time for important announcements** such as schedule changes, new features, etc. On the left side of the screen, you will find a sidebar **menu** which gives access to this **Syllabus** and other features, including a **Schedule** (which will include assignment due dates, midterm and final exam dates and times, office hours, etc.), the **Chat room**, **Assignments**, and **Resources** (which will include a glossary of relevant terms, old exams, etc.). Please check under **Announcements** if you are not sure where to find a newly posted item. **Office hours** will also be displayed on the Home Page.

Using bCourses: The only students who will need to use the bCourses site are those on the waitlist.

You will enter bCourses through what is essentially your own “personal space.” You should not have to do anything to create that space initially, just have your CalNet ID and passphrase handy and proceed as follows:

- 1) Go to <http://bcourses.berkeley.edu> and the CalNet Authentication Services box will immediately pop up.
- 2) Enter your CalNet ID and passphrase, and press Enter.
- 3) Then, click on the courses tab in the upper left-hand corner and find the tab for Demog C175 or Econ C175 to enter the site for this class.

Pandagrader: You will submit your homework assignments to a separate website, Pandagrader. **All students are required to submit a Problem Set Zero to confirm enrollment in the class. Both enrolled and waitlisted students will be able to do this through Pandagrader. This must be done by Jan. 24. Students who do not do so will be dropped from the course.** To submit an assignment to PandaGrader:

- 1) Go to <https://www.pandagrader.com/login> and login using your berkeley.edu email address.

- 2) From the list of courses, select Econ/Demog C175.
- 3) Click on the problem set you are submitting, e.g., *Problem Set 0 – Course Enrollment*
- 4) Click the blue “New Submission” button.
- 5) Upload your problem set as a PDF.

You have the choice of typing your responses or writing your problem sets by hand, but all submissions must be electronic. If you type your answers, it is very important that you *do not change the formatting*. Make sure your answers fit in the space provided on the original problem set. Alternatively, you can write your answers by hand and scan your problem set.

Readings: All readings are required. Most readings are available online and may be accessed through the links included below. Most links can be clicked to open, but a few may need to be copied and pasted. You can access these readings on campus. From off campus you will need to set up a library proxy server as explained at http://www.lib.berkeley.edu/Help/connecting_off_campus.html. Some other readings are not available on-line and are instead in a small course reader for sale at Copy Central (2560 Bancroft). It can be bought either as a digital reader or as a printed reader.

iClicker Plus: This class requires that you purchase an iClicker Plus and bring it to each class meeting. If you have another class which requires you to purchase an iClicker 2, you will be able to use that instead, but you must have AT LEAST the functionality of an iClicker Plus. The iClicker will permit you to respond wirelessly to questions asked in class. Your answers will automatically be recorded and combined with those of other students in charts displayed on the screen. Some of the questions will be substantive questions about class material. Some of them will be survey questions about your own demographic background. Some may ask basic questions about assigned readings. Your participation by responding to iClicker questions counts for 5% of the class grade; participation counts whether your answer is right or wrong. The purpose of the iClicker is to enrich the lecture, to let all students participate despite this being a large lecture class, and to get you, the student, more actively involved in the class. iClickers can be purchased at the ASUC store (\$40.00 new, \$30 used; available also as rentals, \$19.98) or elsewhere (they are available new from Amazon.com for \$35 or less). Once you have bought your iClicker, register it online at <http://www.iclicker.com/registration/>. This will link your clicker to your name and class records and ensure that your responses are recorded. **STUDENTS MAY NOT RESPOND ON MORE THAN ONE CLICKER IN THE SAME LECTURE. IF THIS OCCURS ALL STUDENTS INVOLVED WILL BE PENALIZED.** We tally iClicker data on a weekly basis and expect to post it on the bSpace site regularly. An announcement will be posted once the iClicker data from the previous week has been uploaded. If you have trouble registering your iClicker, please send an e-mail within the first week of class to 175admin@demog.berkeley.edu. If the serial number is rubbed off or you have other iClicker problems, go to support at the iClicker website (the serial number is also printed in the battery compartment of your clicker).

Piazza: Go to piazza.com/berkeley/spring2014/econdemogc175 and register. We will use it in place of the bSpace forum.

Computer Lab: In some weeks, the optional sections will be held in the SSCL (Social Science Computing Laboratory) in Room 64, Barrows Hall. In addition, students can use this lab on weekdays from 10 a.m. to 5 p.m., when there is no regularly scheduled class in the lab (the room schedule is posted on the door of the lab and will be posted on the course website in a few weeks). You will be able to login using your CalNet ID and passphrase. When you use this account, be sure to bring a USB storage device so that you can take your work with you. This will enable you to work at other computer facilities on campus. It will also avoid others copying your problem set work off the hard-drive, which would result in a score of zero for both the copying student and the student copied from. For the schedule of optional sections in the computer lab, see the class website on bSpace. **Please arrive promptly for computer sections** as we will not be able to stop midway through our demonstration to give you a login code and get you up to speed.

Problem Set Policies: Problems sets will be graded with a check, check plus, or check minus (for 2, 3 or 1 points). One of the five problem sets will be excused, so you can get full credit by turning in only four of them (up to 12 points). We will choose the four best grades out of the five for your grade. Counting only four of the five sets provides for occasions on which you are sick, called out of town for family emergencies, and for other unforeseen events. **Do not squander this free missed problem set!!!** Save it for an emergency. Problem sets will be accepted through Pandagrader only and only until ****2:00 pm**** of the day on which they are due. **No late problem sets will be accepted.** For job interviews, and student activities requiring travel, you should simply turn in the problem sets early, before you leave. Cooperative work on the problem sets is fine, but you must write them up independently. **Problem sets from different people containing identical material will get zero credit and may result in disciplinary action.**

Required Confirmation of Enrollment: During the first week of class, all students, both enrolled and waitlisted, must submit Problem Set Zero through Pandagrader to confirm their enrollment. You are asked to confirm enrollment in this manner both to ensure that you remain enrolled in the course as well as to give you practice in using Pandagrader correctly.

Enrolled students who do not do this by **Jan. 24th** will be dropped and their place given to someone on the waiting list. Students do not need to attend any section meeting in order to be enrolled. Section attendance has no bearing on enrollment status or on your grade. **Confirmation of enrollment through Pandagrader, however, is required.**

Waiting List: During the first week of class, students on the waiting list must submit Problem Set Zero through Pandagrader by Jan. 24 and will have the same access to Pandagrader as enrolled students. Your access to course materials will be through bCourses until you are off the waitlist and enrolled, at which point you can access course materials through bSpace.

Academic Honesty: It is your responsibility to check the student guide to academic honesty at http://students.berkeley.edu/sas/rtf/guide_student.rtf. The standard penalty for violations of academic integrity in this course will be an F grade for the course.

Term Project Assignment for Economics C175/Demography C175: The term project gives you the opportunity to get hands-on experience doing research using demographic data to answer a question of your choosing. In the past, students have found it challenging, but very interesting and rewarding. Many find it their favorite part of the course. Those with statistical skills can use them in the project, but these skills are not necessary. While regression models are not necessary, cross-tabulations, charts, correlations, and other data analysis techniques are useful. The topic of the paper must involve demography, but it does not need to be closely related to any theory presented in class.

Unlike most other papers you may have written, this paper is not a literature review or critique. This is to be a brief paper based on an original analysis of primary data. Do not take your data from a published paper or report which has already analyzed it. You should draw your own conclusions from your own analysis of the data. If you are not clear on what we means by this, please ask us in class.

Choosing a Topic: There is a wide range of possible topics for your paper. If you are unsure that your topic is appropriate, you should ask a GSI or one of the professors for approval. Papers could focus on fertility, mortality, migration, education, occupation, marriage, divorce, labor force participation, earnings, wealth holdings, country of birth, or special sub-populations such as those of prisons, universities, or military bases; and so on. Be imaginative! The best papers are not formulaic; rather they are motivated by a question of interest to both the author and the reader. Here are titles of four of the best papers done last year: “Widening Income Inequality in the United States since the 1970s: Who is impacted the greatest,” “Analysis of SAT Scores in Relation to Racial Composition and Income,” “The Effect of the Head of the Household’s Education Level and Occupation Type on the Expected Proportion of Female Children in India,” “The Influence of Divorce on Juvenile Crime Rate in the United States.”

Finding and Analyzing Data: Once you have a broad research question in mind, it may be useful to examine datasets before narrowing your topic question. The population sampled and questions asked place many limitations on the kinds of narrow empirical questions you can answer. On the course website there are links to original datasets (under “Paper Resources”). There will also be special optional sections offered for those of you who would like to learn about data sets available on the Web.

At the Social Science Computer Lab (SSCL), you will be able to access the 2000 US Census in detail, down to the geographic level of groups of blocks. This is better than simply using the Census Web Site. Also, you can access the 1990 Census. In addition, you can access the Great American History Machine, which has data from all US censuses back to the first in 1790, at the geographic level of counties. This data set is best for looking at maps showing how the geographic distribution of variables you choose change from decade to decade over the past 200 years. Another useful data set is IPUMS, which has individual level data from US censuses going back to 1850 and similar data for many other industrial and Third World nations. Using the IPUMS requires a higher level of computer and analytic expertise (beyond spreadsheets), but some students might want to ask a GSI about it. There are also special data sets on time use, health, crime, and many other topics.

Before analyzing your data, it will be necessary to narrow your research topic to a specific empirical question (e.g. a broad topic might be racial segregation and health, whereas a specific empirical question would be “Do African-American children who live in racially homogenous neighborhoods of Chicago have better health outcomes than African-American children who live in integrated neighborhoods of Chicago, even after controlling for family income and health insurance?”). One or two problem sets early in the term will acquaint you with the data sources before you start your paper, as well as with some useful demographic methods.

Final Paper Format: Your paper should include an introduction in which you state the thesis clearly and motivate the topic (answer the “why should we care” question). You should also briefly describe what dataset you used, but the bulk of your paper should focus on your analysis of the data and explanation/interpretation of the results you obtained. The conclusion

should summarize concisely what you learned about your topic and what further analysis would be needed to answer more definitively the question of interest. Papers should be no more than five printed double-spaced pages, plus references (if any) and any figures and tables (maximum seven) you may want to add. **The first draft of the paper is due on Friday, April 4th, 2013, by 12 noon-in the Demography Building at 2232 Piedmont Ave., or it can be turned in earlier in class.** This early due date will prevent the paper from interfering with other activities in the last weeks of term.

Grading the Paper: You will receive a grade on this first draft, which will count for half of the overall grade on the paper. If the first version is not submitted on time, your grade on the paper will automatically be reduced by one step for each day (or part thereof) that it is late, e.g., from B+ to B- if it is one day and two hours late. You will also get a separate grade on the revised version, which will ordinarily be no lower than the grade on the first draft and should be higher if you have improved it by revising. This grade on the revised version counts for the other half of the overall grade on the paper. Thus if you get a B- on the first draft and a B+ on the second draft, your overall grade for the paper would be a B, the average of B- and B+. You may choose not to revise your paper, in which case the grade received on your first draft will be your overall grade. (Note: The precise grading scheme used may differ somewhat from that just described.)

Revision of papers: Once the papers are returned to you, you will have one week to revise the papers in response to the comments of the graders. Graders will provide constructive feedback on how your paper could be strengthened. **If you choose to revise your paper, the revision will be due Friday, May 2, by 5 p.m.**

Submit the paper on the web and in hard copy: Unfortunately, a few students have submitted plagiarized papers in past years, including recycled term papers from previous years, papers copied from published articles, papers purchased on the web, and so on. In this case, students automatically receive a failing grade on the paper and may receive a failing grade in the course as a whole or be subject to other disciplinary action through the campus Office of Judicial Affairs. To avoid these problems, students are required to submit their papers on a special web site as well as in hard copy. The web site then compares the text to a vast data base, including previous term papers from this and other courses across the country to check for plagiarism.

Some examples of good term papers from previous classes will be posted on bSpace for your use. You can use them for general guidance and inspiration.

“Do”s and “Don’t”s for your term projects—Suggestions from a former Head GSI:

DO

- Hands-on analysis of demographic data.
- Be a critical thinker. This means not only being skeptical of whether conventional wisdom on your topic agrees with empirical fact, but also being aware of the limitations of your dataset and your own analysis. For example, if you discover that African-American children who live in racially integrated neighborhoods are healthier than other African-American children, the obvious counter-explanation is that African-American parents who can afford to live in integrated neighborhoods can also afford better health insurance. You could then try limiting the sample to privately insured children or children whose families have high incomes to see how your results change.
- Label graphs and charts completely. Give a title that answers what/where/when; label axes; provide a legend if necessary; and include a source note at the bottom, telling where the data came from.
- Cite completely all data used (for websites, this means the complete URL, the date, the organization publishing it). Consult a style manual if you are not sure how to cite a source.
- Feel free to discuss your paper topic and whether your data are appropriate with the GSIs or graders. They can help you with data sources, analytical methods, and topic development. This can be done by e-mail or in person.
- Remember that “data” is plural and “datum” is singular.
- Be consistent with past and present voice when describing your analysis and results.
- Proofread your papers. Have a friend proofread your papers.
- Make sure you give your data the “common sense” test. It is possible to make a computing or data downloading mistake that gives you impossible results. (An example of this is showing a per capita annual income of \$42. This is nonsense and is the result of a computing mistake somewhere. Also, many students make simple mistakes on population pyramids. Be careful and proofread!)
- Investigate interesting data sources such as IPUMS, state and local government agencies, companies, international sources, research organizations, etc.
- Think about the reader when making tables and graphs. Are they easy to read? Is there a better, clearer way to display the same information? Learning to do this well is an important skill that will help you throughout your career.

DON'T

- Don't use secondary data presented in a published paper. Use original source data. (You can cite data in a published paper as long as it is not your main data source.)
- Don't write a boring and formulaic paper. This is your chance to investigate a topic of interest to you, and it will be much more enjoyable to write (and thus to read) if you are interested in your own results.
- Don't wait until the last minute to look for data. You may not be able to find what you need, and then you will be forced to pick a topic based only on what data you can find. This is a recipe for a boring paper.

Demography/Economics 175

Spring 2014

(Note: This schedule is subject to change. Please see course website for updates)

Week	Tuesday	Thursday
1	21 Jan Classes begin. No sections this week. PS 0 on Pandagrader (due Friday).	23 Jan No sections this week. PS1 on Pandagrader. 24 Jan: PS 0 due in Pandagrader to stay enrolled!
2	28 Jan Computer sections this week (see separate schedule for places & times)	30 Jan Computer sections this week (see separate schedule for places & times)
3	04 Feb PS1 DUE by 2:00 pm ; PS2 on Pandagrader.	06 Feb
4	11 Feb Computer sections this week (see separate schedule for places & times)	13 Feb Computer sections this week (see separate schedule for places & times)
5	18 Feb PS2 DUE by 2:00 pm ; PS3 on Pandagrader..	20 Feb
6	23 Feb	27 Feb PS3 DUE by 2:00 pm ; Paper proposals due.
7	04 Mar Answer key for P3 posted to bSpace. NOTE: Midterm Review with Professor (Date/Location/Time TBA)	06 Mar MIDTERM 2–3:30pm PS 4 on Pandagrader
8	11 Mar No sections today.	13 Mar
9	18 Mar	20 Mar PS4 DUE by 2:00 pm
10	SPRING RECESS	SPRING RECESS
11	01 Apr	03 Apr See website for section and office hour schedule PAPER DUE Friday, April 4th, by 12 noon in 2232 Piedmont Ave.
12	08 Apr See website for additional office hours for paper help.	10 Apr
13	15 Apr	17 Apr
14	22 Apr Return papers	24 Apr Return papers PS5 DUE by 2:00 pm
15	29 Apr	01 May No class. Revised Term PAPER DUE FRIDAY MAY 3 by 5 p.m.
16	06 May Optional! Reading/Review/Recitation Location TBA Presentation of Selected Student Papers and Review.	08 May Presentation of Selected Student Papers.
FINAL	NOTE: Final Exam Review with Professor (Date/Location/Time TBA) MONDAY, MAY 12, 2013 11:30am–1:10pm	

Goals of this Course

As part of Berkeley's Undergraduate Student Learning Initiative (USLI), the Economics Department has developed learning goals for the Economics major. (See http://emlab.berkeley.edu/econ/ugrad/ugrad_goals.shtml).

The specific learning goals for this course include:

CT1. Apply economic analysis to evaluate everyday problems.

QT1. Understand how to use empirical evidence to evaluate an economic argument.

QT2. Interpret statistical results.

QT4. Obtain and/or collect relevant data using specific qualitative and/or quantitative research methods.

CS1. Communicate effectively in written, spoken, and graphical form about specific economic issues.

CS2. Formulate a well-organized written argument supported by evidence.

LL2. Know how to locate and use primary data sources (e.g., BLS Household Survey, UN Human Development Index)

January 21, 2014

Josh Goldstein 642-9688 josh@demog.berkeley.edu sign-up for Josh Goldstein's Office Hours at http://wejoinin.com/sheets/oqayh Tues: 12:30-12:45 (drop in), 12:45-2 Thurs: 3:40-4 (drop in), 4-5, except no Thurs. office hours Feb. 6, Mar. 6, and Apr. 3 in 2232 Piedmont Ave., Room 204	Ron Lee 642-4535 rlee@demog.berkeley.edu sign-up for Ron Lee's Office Hours at http://www.wejoinin.com/sheets/lucip Tues: 3:45-4 (drop in), 4-5 Thurs: 12:30-12:45 (drop in), 12:45-2 in 2232 Piedmont Ave., Room 202
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Economics/Demography C175: Economic Demography

READING LIST

All readings are required. Most readings are available online and may be accessed through the links included below. Most links can be clicked to open, but a few may need to be copied and pasted. Some other readings are not available on-line and are instead in a small course reader for sale at Copy Central (2560 Bancroft). It can be bought either as a digital reader or as a printed reader. An iClicker is also required for the course.

I. Introduction: The World Demographic Situation and Its Consequences

A. Population in the news media

“A tale of three islands. The world’s population will reach 7 billion at the end of October. Don’t panic,”
The Economist (October 22, 2011). <http://www.economist.com/node/21533364>

David Leonhardt (2012) “Is Simple Demography Behind the Weak Economy?” (*New York Times*, August 17) (Short column) <http://economix.blogs.nytimes.com/2012/08/17/demographic-changes-a-key-factor-in-slowing-economic-growth/>

David Leonhardt (2012) “Old vs. Young” (*New York Times*, June 22) (Short column.)
http://www.nytimes.com/2012/06/24/opinion/sunday/the-generation-gap-is-back.html?_r=1&

Nancy Folbre (2012) “Social Security and the Stork” (*New York Times*, JULY 9) (Short column)
<http://economix.blogs.nytimes.com/2012/07/09/social-security-and-the-stork/>

Ross Douhat (2012) “More Babies Please” (*New York Times*, December 2) (Short column)
<http://www.nytimes.com/2012/12/02/opinion/sunday/douhat-the-birthrate-and-americas-future.html>

B. Trends in the World Population

Ronald Lee (2003) “The Demographic Transition: Three Centuries of Fundamental Change,” *Journal of Economic Perspectives* v. 17, n. 4, Fall 2003, pp. 167–190.
<http://pubs.aeaweb.org/doi/pdfplus/10.1257/089533003772034943>

Alex C Ezech, John Bongaarts and Blessing Mberu (2012) “Global Population Trends and Policy Options” *The Lancet* (July 10) doi:10.1016/S0140-6736(12)60696-5.
<http://www.sciencedirect.com/science/article/pii/S0140673612606965>

II. Changing Economic Roles and the Family

David Brooks, *New York Times* OpEd, November 16, 2012: “The Age of Possibility.”
<http://www.nytimes.com/2012/11/16/opinion/brooks-the-age-of-possibility.html>

A. Theories of Changing Family Life

Gary Becker "The Evolution of the Family," Chapter 11 of Gary Becker, *A Treatise On The Family* (Harvard University Press, 1981) pp. 237–256. [Reader]

B. The Changing Economic Roles of Women in the US and the World

Robert S. Pindyk and Daniel L. Rubinfeld (2009) *Microeconomics* (7th edition) pp. 67–88 and 120–122. (These selections present basic consumer theory, including indifference curves, budget constraints, consumer choice, and income and substitution effects. It will be review for those who have taken intermediate microtheory. We will be drawing on this material in several later sections as well.) [Reader]

Claudia Goldin (2006) “The Quiet Revolution That Transformed Women’s Employment, Education, and Family” *American Economic Review* 96(2):1–21. The Ely Lecture.
<http://www.nber.org/papers/w11953>.

C. The Changing Family and the Economics of Marriage

Michael J. Brien and Michelle E. Sheran (2003) “The Economics of Marriage and Household Formation” in Shoshana A. Grossbard-Shechtman ed. *Marriage and the Economy* (Cambridge University Press) pp. 37–54. [Reader]

Evelyn L. Lehrer (2003) “The Economics of Divorce” in Shoshana A. Grossbard-Shechtman ed. *Marriage and the Economy* (Cambridge University Press) pp. 55–74. [Reader]

D. The Economics of Fertility: Quantity–Quality and Value of Time

Gary Becker, "The Demand for Children," Chapter 5 of *A Treatise On The Family*, Harvard University Press (1991) pp. 135–144, 151–154. [Reader]

Myrskylä, Kohler and Billari (2009) Advances in development reverse fertility declines. *Nature*. 460 (741–743). <http://www.nature.com/nature/journal/v460/n7256/abs/nature08230.html> (choose pdf or full text on site)

III. Immigration and Its Consequences for the United States

A. The Demography of Immigration and the Growth of Minority Populations in the U.S.

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B. The Economic Consequences of Immigration

Robert S. Pindyck and Daniel L. Rubinfeld (2009) *Microeconomics* (7th edition), “Production with one variable input (labor)”, pp. 198–203. [Reader]

Several of the readings on immigration are in the following book, which will be referred to as NRC: National Research Council (1997) *The New Americans: Economic, Demographic and Fiscal Effects of Immigration* (National Academy Press). James Smith and Barry Edmonston, eds.

NRC, pages 135–142 and pages 151–157. Theoretical perspectives. [Reader]

Michael A. Clemens (2011) “Economics and Emigration: Trillion-Dollar Bills on the Sidewalk” *Journal of Economic Perspectives* v25 n3 (Summer), pp.83-106. Read only pp.83-89. <http://www.cgdev.org/content/publications/detail/1425376/> (download pdf on site)

John Kennan (2012) “Open Borders” NBER Working Paper 18307. Read only pp.1-6. <http://www.nber.org/papers/w18307> (download pdf on site)

NRC, pages 219–230. Empirical evidence. [Reader]

C. The Fiscal Impact of Immigration

Ronald Lee (2001) "Immigration: Consequences for Fiscal Developments in the Receiving Population," in *International Encyclopedia of the Social Sciences* Neil J. Smelser and Paul B. Baltes, eds., (Elsevier, Oxford, England) v. 11, p. 7217–7220. [Reader]

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Douglas S. Massey (2007) “Understanding America’s Immigration ‘Crisis’” *Proceedings of the American Philosophical Society*, v.151 n.3 (September) pp. 309–327. <http://www.jstor.org/stable/4599074>

IV. Consequences of Population Growth: The Grand Theories — Optimum, Equilibrium, and Technological Progress

A. Optimum Population, Wage and Rents

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Evsey Domar (1970) “The Causes of Slavery or Serfdom: A Hypothesis” *Journal of Economic History*, 30, pp 18-32. doi:10.1017/S0022050700078566. Read only Part I, pp.18-23. <http://www.jstor.org/stable/2116721>

B. Malthusian Theory: Population Equilibrium and Welfare

Thomas Malthus (1798) *An Essay on the Principle of Population* (first edition), Chapters 1–2. <http://www.gutenberg.org/files/4239/4239-h/4239-h.htm>

Ronald Lee (1980) “An Historical Perspective on Economic Aspects of the Population Explosion: the Case of Pre-industrial England,” in Richard Easterlin, ed., *Population and Economic Change in Developing Countries* (University of Chicago Press). Read only pages 517–520 and 541–546.
<http://www.nber.org/chapters/c9671.pdf>

C. Population Pressure, Labor Absorption in Agriculture, and Technological Change

Ester Boserup (1981) *Population and Technological Change* (University of Chicago Press), pp. 3–28. [Reader]

David Malakoff (2011) “Are More People Necessarily A Problem?,” *Science* (July 29) pp. 544-546.
<http://www.sciencemag.org/content/333/6042/544> (choose pdf or full text)

D. Population, Savings, and Economic Growth

H. Gregory Mankiw (1994) *Macroeconomics* 2nd edition (Worth Publishers, NY), selections from Chapter 4, “Economic Growth” pp. 76–82 and 95–97. [Reader]

V. Population and the Environment

David Lam (2011) “How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History,” *Demography*, (November), pp. 1231-1262
<http://link.springer.com/article/10.1007%2Fs13524-011-0070-z> (choose pdf or full text)

Stan Becker (2013) “Has the World Really Survived the Population Bomb?” (Commentary on “How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History”) *Demography* (2013) 50:2173–2181 DOI 10.1007/s13524-013-0236-y.

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VI. Population Age Distributions and Their Consequences

A. The Demography of Aging

Jennifer Couzin-Frankel (2011) “A Pitched Battle Over Lifespan”, *Science* (July 29) pp.549-550.
<http://www.sciencemag.org/content/333/6042/549> (choose pdf or full text)

Dennis Normile (2011) “The Upside of Downsizing”, *Science* (July 29) p.547.
<http://www.sciencemag.org/content/333/6042/547> (choose pdf or full text)

Chapter 3 “Demographic Trends”, Committee on the Long-Run Macro-Economic Effects of the Aging U.S. Population of the National Academy of Sciences, (in press) *Aging and the Macroeconomy: Long-Term Implications of an Older Population*.
http://www.nap.edu/catalog.php?record_id=13465

B. Retirement: Trends and Causes

Alicia H. Munnell (2011) “What Is the Average Retirement Age?” Center for Retirement Research, Boston College (August, Number 11-11), pp.1-7. http://crr.bc.edu/wp-content/uploads/2011/08/IB_11-11.pdf

Jonathan Gruber and David Wise (1998) “Social Security and Retirement: An International Comparison,” *American Economic Review* (May) v.88 n.2, pp. 158–163. <http://www.jstor.org/stable/116911>

Alicia H. Munnell and April Yanyuan Wu (2012) “ARE AGING BABY BOOMERS SQUEEZING YOUNG WORKERS OUT OF JOBS?” Center for Retirement Research (12-#18).

C. The Theory of Unfunded Pensions – No Readings, Lecture Only (You can start reading for the next section)

D. The Fiscal Impact of Population Aging: The Social Security Problem and Health Care

National Research Council and National Academy of Public Administration. (2010). “Options for Social Security”, Chapter 6 in *Choosing the Nation’s Fiscal Future*. Committee on the Fiscal Future of the United States. Washington, DC: The National Academies Press. Pp. 105–128. http://www.nap.edu/openbook.php?record_id=12808&page=105

VIII. The Theoretical Basis for Policy

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John Bongaarts and Steven Sinding (2011) “Population Policy in Transition in the Developing World” *Science* (July 29), pp.574-576. <http://www.sciencemag.org/content/333/6042/574> (choose pdf or full text)

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