Social Consequences of Population Dynamics
SOCIOLOGY / DEMOGRAPHY C126

PEOPLE
Prof. Leora Lawton
Instructor

Ms. Alison Gemmill
Teaching Assistant

OFFICE HOURS
Tuesdays, 3 PM – 5 PM
350K Barrows

Wednesdays, 3 – 4pm
Demography, Rm. 100

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READINGS
A course reader is available from Copy Central, 2560 Bancroft. Within the reader and on pp. 5-6 of this syllabus, readings are arranged in alphabetical order. The Calendar (pp. 4-5) shows the order for reading and discussion that we will follow in the course.

WEBPAGE
We will be using bSpace to organize materials for this course. Under the “Resources” section, you will find electronic versions of all assigned readings. These items are being provided to you for free as students in this course; in order to respect copyright restrictions, they should not be duplicated or passed on to individuals not enrolled in this course.

LECTURES
Lectures will be held on Monday and Wednesday from 4 to 5:30 pm in Rm. 166, Barrows Hall. The format of lectures will vary as required for the material being covered. Some lectures will consist primarily of a solo presentation of material by the instructor; others may focus on a discussion of specific readings or contemporary topics; some may include guest speakers; and some may have a combination of these various formats.

SECTIONS
Sections will be held at various times and locations (one hour of section per week). Attendance is mandatory. Section grades will count for 20% of the total course grade and will be based on three factors: (1) section assignments, (2) participation (in both section and/or lecture), and (3) an oral presentation of your research project. Please see the section syllabus for additional details and requirements.

RESEARCH PAPER
A research paper is required. Over the course of the semester, you will write three components of the paper (theoretical essay, literature review, and data analysis), which will be graded and revised on a set schedule (see Calendar). The three components will then form the core of the final research paper. The instructor and the TA will follow your progress on the research paper quite closely. Over the course of the semester, you are required to meet with them at least three times (including at least once with the professor). A complete description of the research paper assignment will be distributed in the third week of class.
GRADING  Grades are scored on a point system, with the following values possible for each part:

- Midterm exam  200 points
- Final exam  200 points
- Research paper  250 points
- Three components of research paper  50 points each
- Section assignments, participation, and oral presentation  200 points

There are a maximum of 1000 points in total. In percentage terms, the correspondence between points and letter grades is roughly as follows:  

- A = 90-100; B = 80-90; C = 70-80; D = 60-70; F = <60.  

This scale applies to individual assignments and the course as a whole.

Final grades remain at the discretion of the instructor and TA, who may also consider changes over the course of the semester. For example, an outstanding performance on the final exam could raise your grade above what is indicated by your point total, or a very poor performance could lower your grade. One specific policy is that a student must earn a passing grade (D or above) on the final exam in order to get a C or above in the course (in other words, if you fail the final, you cannot get higher than a D for the course).

All assignments (including the research paper and its 3 components) should be submitted in hard-copy format to the TA or the instructor during class. Assignments are considered late if received after the end of class on the due date. Grades for late assignments will be reduced automatically by one letter grade (no exceptions), and no assignments will be accepted more than one week after the due date. Extensions of regular due dates are rare but may be granted at the discretion of the TAs or the instructor; if granted verbally, always confirm an extension via email so that there is a written record of it.

ACADEMIC INTEGRITY *  Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from the instructor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. “Proper attribution” means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, you should indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses. If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or TA beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. Be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley! If discovered, cheating or other academic dishonesty will result in a formal disciplinary file, which could lead to the loss of a future internship, scholarship, or employment opportunity, or possible denial of admission to graduate school.

* - Extracted from the Report of the Academic Dishonesty and Plagiarism Subcommittee, UC Berkeley, June 18, 2004
DISABILITY/EMERGENCY  If you require a disability-related accommodation for this course, if you have emergency medical information that you wish to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor and/or the TAs immediately. Students who need academic accommodation (for example, a note-taker) should request such services from the Disabled Students’ Program (DSP), 260 César Chávez Center, 510-642-0518 (voice) or 510-642-6376 (TTY). DSP is the campus office responsible for verifying and assessing a disability-related need for academic accommodation, and for planning the accommodation in cooperation with the student, instructor, and TAs.

TOPICS The course will address four sets of interrelated topics. The dates on the Calendar (pp. 4-5) that correspond (approximately) to each set of topics are indicated below.

I. The demographic transition (Sep 4 - Sep 25). This section provides critical background for the rest of the course. Our goal is to describe and explain one of the most important changes in human history: the shift from short life and large families to long life and small families. Aside from the changes it has brought to individuals, this transition has had two major consequences for modern societies: rapid population growth and a major shift in the age distribution of populations from younger to older ages. We will describe the various stages of this transition and discuss expectations for future demographic trends.

II. Growth, consumption, and control (Sep 30 - Oct 4). The rapid population growth caused by the demographic transition is unprecedented in human history. Especially when combined with a sharp increase in per capita consumption, this growth presents challenges for humanity’s present and future, including possible depletion of crucial resources (e.g., energy, water, space) and/or severe environmental damage (e.g., global warming, oil spills). Various control mechanisms have been proposed or implemented, aimed at achieving some form of population limitation and/or changes in consumption patterns. In this section of the course, we will review evidence about the risks to humans and the planet that may result from rapid growth, and we will discuss the history of social actions aimed at changing individual behaviors to mitigate such risks.

III. Population aging and low fertility (Oct 7 – Nov. 6). In the wake of the demographic transition, populations become older by various measures. As a result, the collective need for income support and personal care shifts away from children and toward older persons. This demographic shift has raised concerns that current financial obligations toward the elderly (in particular, publicly funded pensions and health care) are not sustainable in the long term. We will examine the evidence on these topics in the context of contemporary debates about social security and health care. Contrary to common belief, the primary cause of population aging is low fertility, not low mortality, and thus we will also consider the situation of persistent low fertility that exists in many developed countries and efforts by governments to support and encourage childbearing.

IV. Migration and globalization (Nov 11. – Dec. 4). Although many factors drive trends in international migration, the rapid growth of populations resulting from the demographic transition has been an important source of pressure for the movement of individuals across borders. Such movements are occurring in the context of globalization in many sectors of life (e.g., exchange of goods and services, monetary systems, popular culture). This growth of cross-border movements has important implications for both sending and receiving countries. We will examine the controversy surrounding immigration to developed countries, including but not limited to the United States, as well as the challenges of integrating newcomers into such societies.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture : Topic</th>
<th>Lecture : Readings</th>
<th>Section</th>
<th>Paper</th>
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<tbody>
<tr>
<td>1</td>
<td>Sep 4</td>
<td>Introduction</td>
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<td>No section</td>
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<tr>
<td>2</td>
<td>Sep 9</td>
<td>Population growth and the demographic transition</td>
<td>Livi-Bacci (chaps. 4 &amp; 5) United Nations</td>
<td>Demographic measures; read McFalls pp. 3-12</td>
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<td>Sep 11</td>
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<td>3</td>
<td>Sep 16</td>
<td>The history of mortality decline</td>
<td>Wilmott Vallin &amp; Meslé</td>
<td>Demographic measures; read McFalls pp. 12-23 (omit Box 5)</td>
<td>Distribute guidelines</td>
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<td>Sep 18</td>
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<tr>
<td>4</td>
<td>Sep 23</td>
<td>The history of fertility decline</td>
<td>Mason Goldin &amp; Katz Refer also to Livi-Bacci and McFalls</td>
<td>Theory exercise</td>
<td>Proposals due Tues. in class; Appointments</td>
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<td></td>
<td>Sep 25</td>
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<td>5</td>
<td>Sep 30</td>
<td>Families in Transition</td>
<td>Cherlin Glick</td>
<td>Data resources (bring computer)</td>
<td>Appointments</td>
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<td>Oct 2</td>
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<td>6</td>
<td>Oct 7</td>
<td>Population limits? Food and resources</td>
<td>Ehrlich (prolog., ch. 1) Lomborg Lam</td>
<td>Theory workshop</td>
<td>Theory due Thurs. in class</td>
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<td>Oct 9</td>
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<td>7</td>
<td>Oct 14</td>
<td>Population limits? Environmental impacts</td>
<td>Pebley Connelly OR Greenhalgh Cincotta &amp; Crane Obama</td>
<td>Literature review (bring computer)</td>
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<td>Oct 16</td>
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<td>8</td>
<td>Oct 21</td>
<td>Review (Monday)</td>
<td>None</td>
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<td>Midterm review</td>
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<td>Oct 23</td>
<td>Midterm (Wednesday)</td>
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<td>9</td>
<td>Oct 28</td>
<td>Population aging and dependency ratios</td>
<td>Reher Bommier et al.</td>
<td>Making effective use of tables and graphs (bring computer)</td>
<td>Return Theory</td>
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<td>Oct 30</td>
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<td>10</td>
<td>Nov 4</td>
<td>Very low fertility</td>
<td>Morgan Coleman &amp; Rowthorn</td>
<td>Some tools for exploratory data analysis</td>
<td>Appointments; Lit. review due Thurs. in class</td>
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<td>Nov 6</td>
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<td>11</td>
<td>Nov 11</td>
<td>Immigration to U.S.: History and policy</td>
<td>Hirschman Zolberg</td>
<td>Common mistakes when analyzing and presenting data</td>
<td>Appointments</td>
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<td>Nov 13</td>
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CALENDAR (cont.)

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<th>Week</th>
<th>Dates</th>
<th>Lecture : Topic</th>
<th>Lecture : Readings</th>
<th>Section</th>
<th>Paper</th>
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<tbody>
<tr>
<td>12</td>
<td>Nov 18</td>
<td>Causes of migration, and its effects on</td>
<td>Taylor Massey</td>
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<td>Return Lit. rev.; Data analysis due</td>
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<td>Nov 20</td>
<td>sending countries</td>
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<td>Nov 25</td>
<td>Assimilation (cont.)</td>
<td>Portes &amp; Zhou Nee &amp; Alba</td>
<td>Presentations</td>
<td>Return Data; Appointments</td>
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<td>Nov 27</td>
<td>Thanksgiving Break</td>
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<td>13</td>
<td>Dec 2</td>
<td>Labor migration and policy</td>
<td>Castles &amp; Miller (ch. 10)</td>
<td>Presentations</td>
<td>Appointments</td>
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<td>Dec 4</td>
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<td>Chamie</td>
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<td>14</td>
<td>Dec 9</td>
<td>No lecture</td>
<td>Reading / review /</td>
<td>No section</td>
<td>Paper due</td>
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<td>Dec 11</td>
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<td>recitation week</td>
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<td>Wed. 12 noon</td>
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</tbody>
</table>

Final review session: Time/location TBA (organized by the TA)

Final examination: 13: THURSDAY, DECEMBER 19, 2013  8-11 AM. Location TBA

READINGS The reader contains the following items (listed here in alphabetical order):


