

## Social Consequences of Population Dynamics

SOCIOLOGY / DEMOGRAPHY C126

PEOPLE	Prof. John Wilmoth Instructor	Ms. Catherine Barry Teaching Assistant
OFFICE HOURS	Wednesday, 3 – 5 pm Dept. of Sociology Rm. 462, Barrows Hall (Prof. Hout)	Tuesday, 10:30 – 11:30 am Dept. of Demography Rm. 100, 2232 Piedmont Ave.
TELEPHONE	642-2707 (office hours only) 642-9688 (all other times)	Please use email
EMAIL	<a href="mailto:jrw@demog.berkeley.edu">jrw@demog.berkeley.edu</a>	<a href="mailto:gsi.dem126@gmail.com">gsi.dem126@gmail.com</a>
WEBPAGE	We will be using bSpace to organize materials for this course. Under the “Resources” section, you will find electronic versions of some assigned readings. These items are being provided to you 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 Tuesdays and Thursdays from 2 to 3:30pm in Rm. 210, Wheeler 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. Attendance (one hour of section per week) is mandatory. If your section falls on a holiday, you must attend one of the other sections that week. Other circumstances may require rescheduling of section meeting times. Section grades will count for 15% of the total course grade and will be based on three factors: (1) section assignments, (2) attendance (in section) and participation (in both section and lecture), and (3) an oral presentation of your research project. Please see the section syllabus for additional details and requirements.	
READINGS	A course reader is available from Copy Central, 2560 Bancroft. Within the reader the ordering of items follows the course Calendar (see pp. 5-6 of this syllabus). An alphabetical list of the readings is provided here on page 4.	
RESEARCH PAPER	A research paper is required for this course. 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 (at least once with each of them). A complete description of the research paper assignment will be distributed during the second week of class.	

**GRADING** Grades will be scored based on a point system, with the following values possible for each component:

Midterm exam	200 points
Final exam	250 points
Research paper	250 points
Three components of research paper	50 points each
Section assignments, participation, and oral presentation	150 points

Thus, it is possible to earn up to 1000 points in total for the course. Roughly, the correspondence between points (as a percent of the total) and letter grades is as follows: 90-100 is an A, 80-90 is a B, 70-80 is a C, 60-70 is a D, and below 60 is an F. This scale applies to individual assignments and to the course as a whole.

Nevertheless, final grades for the course remain at the discretion of the instructor and TA. Improvement over the course of the semester can help your grade. Thus, an outstanding performance on the final 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 three components) should be submitted electronically to the TA at the email address given above. Assignments will be considered late if received after 12 noon 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 TA (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 TA immediately. Students who need academic accommodation (for example, a notetaker) 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 TA.

**TOPICS**

The course will address four sets of interrelated topics. On the Calendar, these topics will be indicated by Roman numerals I to IV, with a short indication of the specific sub-topic that will be covered on a given day.

- I. The demographic transition. 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 gradual 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. 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 irreversible environmental damage (e.g., global warming). 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 both the history and the ethical challenges of attempting to change individual behaviors to mitigate such risks.
- III. Aging and health. 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 gradually 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. At the same time, some observers have asserted that the rise of human longevity may be a mixed blessing, if years of additional life are spent in conditions of poor health. We will examine the evidence about these topics in the context of contemporary debates about social security and health care reform.
- IV. Migration and globalization. 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.

**SPECIAL THEME** At various points during the course, we will observe that important changes occurred for some of the topics under discussion around the year 1970. Lately, the news has highlighted the 40<sup>th</sup> anniversaries of landmark events that occurred during the late 1960s, such as the moon landing and the Manson murders. The late 1960s and early 1970s were, indeed, a period of rapid and significant social change around the world and especially in the United States. In the context of the topics examined in this course, we will review important social and political changes that occurred around 1970, with a particular focus on the United States.

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

- Castles, Stephen, and Mark J. Miller, *The Age of Migration: International Population Movements in the Modern World*, 3<sup>rd</sup> ed., New York: Guilford, 2003 (chapters 1, 2, 8, and 11).
- Cincotta, Richard P., and Barbara B. Crane, "The Mexico City policy and U.S. family planning assistance," *Science* 294(October 19): 525-526, 2001.
- Clark, Robert L., Lee A. Craig, and Jack W. Wilson, *A History of Public Sector Pensions in the United States*, Philadelphia: University of Pennsylvania Press, 2003 (chapters 1 and 2).
- Coale, Ansley, "The decline of fertility in Europe since the eighteenth century as a chapter in demographic history." In: A. Coale & S. Watkins (eds.), *The Decline of Fertility in Europe*, Princeton, NJ: Princeton U. Press, 1986 (pp. 1-30).
- Cohen, Joel E., *How Many People Can the Earth Support?* New York: Norton, 1995 (chapters 11 and 17).
- Connelly, Matthew, "Population control in India: Prologue to the Emergency Period," *Population and Development Review* 32(4): 629-667, 2006.
- Ehrlich, Paul, *The Population Bomb*, New York: Ballantine, 1968 (revised 1971) (prologue and chapter 1).
- Goldin, Claudia, and Lawrence F. Katz, "On the pill: Changing the course of women's education," *The Milken Institute Review*, 2001 (second quarter) (pp 12-21).
- Hirschman, Charles, "Immigration and the American century," *Demography* 42(4): 595-620, 2005.
- Intergovernmental Panel on Climate Change (IPCC), *Climate Change 2007: Synthesis Report*, 2007 (Topics 1 and 2).
- Lee, Ronald, and John Haaga. "Government spending in an older America." *Reports on America* 3(1): 1-16 (Washington, D.C.: Population Reference Bureau), 2002.
- Livi-Bacci, Massimo, *A Concise History of World Population*, 4<sup>th</sup> ed., Malden, MA: Blackwell, 2007 (chaps. 1, 2, 4, & 5).
- Lomberg, Bjorn, *Cool It: The Skeptical Environmentalist's Guide to Global Warming*, New York: Knopf, 2007 (chaps. 1 & 2).
- Manton, Kenneth G., XiLiang Gu, and Vicki L. Lamb, "Long-term trends in life expectancy and active life expectancy in the United States," *Population and Development Review* 32(1): 81-105, 2006.
- McFalls, Joseph A., Jr., "Population: A Lively Introduction," *Population Bulletin* 62(1): 1-31 (Washington, D.C.: Population Reference Bureau), 2007 (pp. 3-23).
- Obama, Barack, "Memorandum for the Secretary of State (Subject: Mexico City Policy and Assistance for Voluntary Population Planning)", 2009 (from: [http://www.whitehouse.gov/the\\_press\\_office/MexicoCityPolicy-VoluntaryPopulationPlanning/](http://www.whitehouse.gov/the_press_office/MexicoCityPolicy-VoluntaryPopulationPlanning/)).
- Pebley, Anne, "Demography and the environment," *Demography* 35(4): 377-389, 1998.
- Reinhardt, Uwe E., "Health care for the aging Baby Boom: Lessons from abroad," *Journal of Economic Perspectives* 14(2): 71-83, 2000.
- Sen, Amartya, "Population: Delusion and Reality," *The New York Review of Books* 41(15): 62-71, 1994.
- Taylor, J. Edward, "Remittances, savings, and development in migrant-sending areas" In: D.S. Massey and J.E. Taylor (eds.), *International Migration: Prospects and Policies in a Global Market*, Oxford UK: Oxford Univ. Press, 2004 (pp. 157-173).
- Watkins, Susan Cotts, "Local and Foreign Models of Reproduction in Nyanza Province, Kenya," *Population and Development Review* 26: 725-759, 2000.
- Wilmoth, John R., "Human longevity in historical perspective." In: P.S. Timiras (ed.), *Physiological Basis of Aging and Geriatrics* (4<sup>th</sup> ed.), New York: Informa Healthcare, 2007 (pp. 11-22).
- Zolberg, Aristide R., "Immigration control policy: Law and implementation." In: M.C. Waters and R. Ueda (eds.), *The New Americans: A Guide to Immigration since 1965*, Cambridge, MA: Harvard University Press, 2007 (pp. 29-42).

## CALENDAR

Week	Dates	Lecture : Topic	Lecture : Readings	Section	Paper
1	Aug 27	Introduction	--	No section	--
2	Sep 1 Sep 3	I: Population growth I: Mortality decline	Livi-Bacci, Ch. 1 Wilmoth	Demographic measures; read McFalls pp. 3-12	
3	Sep 8 Sep 10	Paper format, explanation, topics I: Mortality decline (cont.)	Livi-Bacci, Ch. 4 Livi-Bacci, Ch. 5	Demographic measures; read McFalls pp. 12-23 (omit Box 5)	Proposal due (Friday noon)
4	Sep 15 Sep 17	I: Fertility decline I: Fertility decline (cont.)	Coale Watkins	Theory exercise	Appointments
5	Sep 22 Sep 24	II: Food and famine II: Resource limits	a. Sen b. Cohen, Ch. 11 Livi-Bacci, Ch. 2	Theory workshop	Appointments
6	Sep 29 Oct 1	II: Environmental impacts II: Environment impacts (cont.)	Pebley a. IPCC, Topics 1 & 2 b. Lomberg, Ch. 1 & 2	Data resources	Theory due (Friday noon)
7	Oct 6 Oct 8	1970: Environment II: Population policy	a. Erhlich a. Cincotta & Crane b. Obama	Literature review	
8	Oct 13 Oct 15	II: Population policy (cont.) 1970: Birth control	a. Cohen, Ch. 17 b. Connelly Goldin & Katz	Midterm review	
9	Oct 20 Oct 22	Midterm III: Dependency ratios	-- Lee & Haaga	Making effective use of tables and graphs	Return Theory

## CALENDAR (cont.)

Week	Dates	Lecture : Topic	Lecture : Readings	Section	Paper
10	Oct 27 Oct 29	III: Public pensions 1970: Longevity	Clark et al., Ch. 1 & 2 TBD	Some tools for exploratory data analysis	Appointments; Lit. review due (Friday noon)
11	Nov 3 Nov 5	III: Medical costs III: Disease and disability	Reinhardt Manton et al.	Common mistakes when analyzing and presenting data	Appointments
12	Nov 10 Nov 12	IV: Migration trends IV: Historical causes	Castles & Miller, Ch. 1 Castles & Miller, Ch. 2, pp. 21-32	Last workshop for research paper	Return Lit. rev.; Data due (Friday noon)
13	Nov 17 Nov 19	IV: Impacts on sending countries IV: Impacts on receiving countries	Taylor Castles & Miller, Ch. 8	Presentations	Appointments
14	Nov 24 Nov 26	1970: Immigration Thanksgiving Break	a. Zolberg b. Hirschman --	Presentations	Return Data; Appointments
15	Dec 1 Dec 3	IV: Migration and ethnicity IV: Migration policy	Castles & Miller, Ch. 2, pp. 32-48 Castles & Miller, Ch. 11	Presentations	Appointments
16	--	No lecture	--	No section	Paper due (Wed. noon)

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

Final examination: Friday, December 14, 2004, 12:30 - 3:30pm, location TBA