

Course Syllabus

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Version 1.0

Prof. Josh Goldstein
642-3206 (Dr. Ellen Langer, faculty assistant)
josh@demog.berkeley.edu
(<mailto:josh@demog.berkeley.edu>)

Prof. Ryan Edwards
642-9800 (main department line)
redwards@demog.berkeley.edu
(<mailto:redwards@demog.berkeley.edu>)

Office Hours

Office Hours
Wednesday: 2-4 (by appointment via bCourses)
Thurs (right after class)
in 2232 Piedmont Ave, room 204

Tue: 12:30-2 (drop in); 3:30-5 (appointment only via bCourses)
Thu: 12:30-2 (drop in); 3:30-5 (appointment only)
in 2232 Piedmont Ave., room TBA

ECONOMICS 175/DEMOGRAPHY 175 — ECONOMIC DEMOGRAPHY

CONTENTS OF SYLLABUS

(The syllabus can be found on bCourses and on Piazza.)

1. Description of Course: Content, Exams, Problem Sets, Reader, Grading, Optional Sections, Websites
2. Term Project: Description, Ideas, Do's and Don'ts
3. Overview of Semester Schedule
4. Statement of Goals of This Class: What skills will you learn?
5. Reading List

1. DESCRIPTION OF COURSE

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 U.S. 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 in the U.S., while in many other countries fertility has fallen far below replacement level and marriages are postponed to later ages or foregone altogether? Why do people migrate and what policies may influence migration? What drives declines in mortality and how are these benefits distributed across social groups?

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 Professors Josh Goldstein and Ryan Edwards. Office hours for each are listed at the top of this page. You can also catch them immediately after class for short discussions. Prof. Goldstein will teach the first half of the course, and Prof. Edwards will teach the second half.

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

REQUIREMENTS & GRADED ASSIGNMENTS

There will be a **midterm examination** in class, scheduled for **Thursday, March 3rd**. And there will be a **final examination** on **Monday, May 9th** from 11:30 AM to 1:00 PM. (The final exam occurs at the same time as is listed in the official exam schedule, but it will be shorter, approximately equal in length to the mid-term exam.).

Four short problem sets will be due throughout the term, as well as **one directed research assignment**; please check the course calendar below for the due dates. Problem sets must be submitted to **Gradescope** (<http://www.gradescope.com>) (see below). Problem sets will be graded on a numerical basis. **One of the four problem sets will be excused, so you can get full credit by turning in only three of them.** However, since problems on the exams often involve the type of questions raised in the

problem sets, it is a good idea to do each problem set for the experience in dealing with such questions. We will choose the three best grades out of the four for your grade. No other extensions or exceptions will be granted, no matter the circumstances, so do not squander the option for a free missed problem set; save it in case of an actual emergency. Problem sets will be accepted through Gradescope 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 include a written acknowledgement with the names of your collaborators and you must write up your problem set independently**. Problem sets from different people containing identical material will get zero credit and may result in disciplinary action.

During the first week of class, all students, both enrolled and waitlisted, must submit Problem Set 0 through Gradescope to **CONFIRM ENROLLMENT**. You must confirm enrollment both to ensure that you remain enrolled in the course and to give you practice in using Gradescope. Enrolled students who do not do this by Jan 22nd 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. Confirmation of enrollment through Gradescope, however, is required.

Both enrolled and waitlisted students will be able to access bCourses. **Concurrent Enrollment students should contact Ellen Langer in the Demography Department at erlanger@demog.berkeley.edu (<mailto:175admin@demog.berkeley.edu>) for information about what is posted on the website if they have not yet received their Calnet ID.** All other administrative questions should be directed to Dr. Langer through the bCourses site. Once Concurrent Enrollment students have their Calnet IDs, they will have access to bCourses, including the ability to send messages within bCourses.

Classroom **participation** will be required via iClickers as described below.

Overall course grades will be determined by weighting the components as follows:

- Midterm exam: 25%
- Final exam: 30%
- Problem sets: 20%
- iClicker participation: 5%
- Research Project: 20%

Academic Integrity. 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. Students are responsible for being up to date on the academic integrity policies outlined at <http://sa.berkeley.edu/conduct/integrity> (<http://sa.berkeley.edu/conduct/integrity>).

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 Goldstein or Professor Edwards 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 the Graduate Student Instructors. In these sections, GSIs will discuss answers to problem sets, give hands-on lessons on some optional computer topics, and hold student discussions of the material from class and readings. In the weeks before the final and midterm exams, there will be additional sections and/or extended GSI office hours. *You do not need to sign up for sections, you do not need to go to the same section each week, and you do not need to attend sections at all if you so choose.*

Section times: Tuesday 10-11am, Tuesday noon-1pm, Tuesday 1-2pm and Thursday 4-5pm. Sections will take place in the seminar room of 2232 Piedmont Ave., except Tuesday 10-11am sections, which will be in B56 HILDEBRAND.

Graduate Student Instructors: Zach Olson, Robert Pickett, Leslie Root, and Yi Zhou will hold weekly office hours and sections (OH times/locations to be posted on bCourses). The best way to reach the GSIs is through bCourses. GSIs will also monitor the Piazza forum to help answer questions.

COURSE WEB PORTALS

In Spring 2015, we will be using **bCourses** for distributing course materials and announcements and for submitting the term paper. Problem sets must be uploaded to **Gradescope**. Finally, we will have a **Piazza** webpage for optional use as a Q&A and social portal where you can interact with other students and the GSIs in a relaxed environment.

Course materials will be available on **bCourses**. To access the class via **bCourses**, 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.

Problem sets must be uploaded to **Gradescope** (<https://www.gradescope.com>). All students are required to submit a "**Problem Set 0**" by **January 22nd** to confirm enrollment in the class. Both enrolled and waitlisted students will be able to do this through Gradescope.

To complete and submit an assignment to Gradescope:

1. Download the problem set from bCourses.
2. Go to <https://www.gradescope.com> (<https://www.gradescope.com>) and login or request an account using your berkeley.edu email address
3. From the list of courses, select Econ/Demog c175
4. Click on the problem set you are submitting, e.g., Problem Set 0 – Course Enrollment
5. Click the "New Submission" button

6. Choose whether you want to submit one or more image files for your answer to each question OR a single PDF document with your answers to each question on a separate page (you'll select the pages corresponding to each question after the upload process).
7. Upload your problem set.
8. Click on your submission and make sure your answer to *each question* is readable.

You have the choice of typing your responses or writing your problem sets by hand and scanning them, but all submissions must be electronic. When you upload your problem set to Gradescope, you will need to specify on which page(s) you answered each question.

Note: It is your responsibility to ensure that your problem set has been successfully uploaded in a readable format (pages are not upside-down or sideways, are not blurry, etc.). Make sure you leave yourself enough time before the deadline to address any technical issues that may come up. No late problem sets will be accepted!

COURSE READINGS

All readings in the **reading list on bCourses** are required reading. Tips on how to “read smart” are to start by reading the title, then the abstract, introduction, and conclusion first. Then look at all the figures, pictures, and tables. Then read the entire article from beginning to end. Try to summarize the reading in a sentence or two.

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. When off campus, you may need to configure your browser to access the library proxy server, as is explained at

<http://www.lib.berkeley.edu/using-the-libraries/connect-off-campus> (<http://www.lib.berkeley.edu/using-the-libraries/connect-off-campus>)

Several of the readings require the payment of royalties and are available in the required electronic reader. Details on the purchase of this reader (which will cost about \$20) will be given in class.

CLASS PARTICIPATION (iClicker)

iClicker Plus: This class requires that you purchase an iClicker Plus (“iClicker +”) and bring it to each class meeting. (*If you have another class that 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.*) You will NOT be able to use an app on a mobile device. You must have an actual iClicker.

Lecture attendance and class participation are expectations of this class. The iClicker will permit you to respond wirelessly to multiple-choice questions asked in class. Your answers will automatically be recorded and can be combined with those of other students in charts displayed on the screen. The purpose of the iClicker is to increase active involvement in the class, enrich the lecture, and to allow you to test your own understanding of the material.

Many lectures will include iClicker questions. You will be graded on your participation— not on the correctness of your answers. In order to avoid penalizing students for technical difficulties or for necessary absences, we have a generous grading policy, **allowing 25% non-response over the course of the semester to the iClicker quizzes without any penalty**. Your participation in these quizzes will count for 5 percent of your class grade.

iClickers can be purchased at the ASUC store (\$39.95 new, \$29.95 used; available also as rentals, \$16.95) or elsewhere. Once you have bought your iClicker, register it online at

<https://www1.iclicker.com/register-clicker/> (<https://www1.iclicker.com/register-clicker/>)

When you register your iClicker, enter your name and your **Cal Student ID number** so that we can trace your clicks back to you. Registering links your clicker to your name and class records and ensures that your responses are recorded. If you have trouble registering your iClicker, please send a bCourses message within the first week of class to Ellen Langer. If the serial number is rubbed off or you have other iClicker problems, try finding support at the iClicker website. (*Hint: the serial number is also printed in the battery compartment of your clicker*).

STUDENTS MAY NOT RESPOND ON MORE THAN ONE CLICKER IN THE SAME LECTURE. If this occurs, all students involved will be penalized. Be honorable. Come to class and use only your own iClicker.

OPTIONAL Q&A FORUM

Piazza (<http://piazza.com>) is a free online forum for students in a class to interact with each other and with GSIs and professors outside of the classroom environment. Per its founder and CEO, Piazza was started so that every student can have the opportunity to learn from classmates outside of class.

To access the class Piazza site, navigate to <http://piazza.com> (<http://piazza.com>) and sign up to get started. You will need to have a berkeley.edu or ucb.edu email address to sign up.

COMPUTER LABS

In some weeks, the optional sections may be held in the SSCL (Social Science Computing Laboratory) in **Room 64 in 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.

In the lab, you will be able to login to computers 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 bCourses. Please arrive promptly for computer sections. GSIs cannot pause midway through demonstrations to give late students a login code and bring them up to speed.

ENROLLMENT

As described above, all students must confirm their enrollment by submitting Problem Set 0 through Gradescope by January 22nd.

Waiting List: We are usually able to enroll everyone on the waiting list. During the first week of class, students on the waiting list must submit Problem Set 0 through Gradescope by Jan. 22nd and will have the same access to Gradescope as do enrolled students.

THE USE OF COMPUTERS, CELL PHONES, AND OTHER ELECTRONIC DEVICES IN CLASS

Cell-phones are not allowed in lecture. Laptop use will only be allowed for announced class exercises, or with permission of the instructor. Be prepared to take notes using pen(cil) and paper. Often, lecture slides will be available before class, and many students find it useful to take notes directly on print-outs of the slides. If you need special access to an electronic device, please obtain permission from an instructor or head-GSI.

2. GUIDED RESEARCH ASSIGNMENT (Problem Set 5)

The goal of this project is for you to analyze some primary demographic data in order to shed light on one of the theoretical questions covered in this class or in order to investigate a *demographic* topic that you are personally interested in, choosing from a list of suggested topics. The source for data is the IPUMS set of censuses and surveys. You do not need to use any fancy statistical techniques to do your analysis. Simple is fine.

You will not write the research assignment up as a formal paper, but you will in fact be analyzing your data in a way that would make it possible to present in a paper. You will write (1) an introduction outlining the question you are trying to answer and why it is interesting, (2) an explanation of which data you are using and how you analyze the data, (3) a presentation of your findings, and, finally, (4) a conclusion explaining what light your findings shed on your original question. The conclusion can also recommend a better way to answer the question. For example, you could discuss another real or hypothetical data source that you didn't analyze.

The goal of the assignment is for you to confront theory with real data. You don't need to do extensive reading on your subject beyond the reading list. What is important is that your write-up be clear, original, and that you explain how your analysis addresses the question you are interested in.

Unlike the other Problem Sets, the Guided Research Assignment, Problem Set 6, will be submitted **electronically through bCourses**. To do this, click on the "guided research" assignment and upload your paper as a PDF.

If it is established that a student has plagiarized portions of this assignment from other student papers, purchased papers from the web, or copied articles, that student will 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' submissions will be checked through Turnitin via the bCourses site. The web site then compares the text to a vast database, including previous term papers from this and other courses across the country to check for plagiarism.

Grading Policies: Your grade on the assignment 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.

3. OVERVIEW OF SEMESTER SCHEDULE

Demography/Economics 175 Spring 2015

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

Week	Tuesday	Thursday
	19 Jan Introduction and Population Growth	21 Jan Demographic Transition
1	Classes begin. No sections this week. PS0 on Gradescope (due Friday)	No sections this week. 22 Jan: PS0 due in Gradescope to stay enrolled!
2	26 Jan Optimum Population Theory PS1 Assigned	28 Jan Applications to Immigration. Start Malthus.
	02 Feb Malthus (required reading before	

	lecture)	04 Feb Solow's neo-classical growth model
3	Computer sections this week (see separate schedule for places & times)	Computer sections this week (see separate schedule for places & times)
4	9 Feb Aging (PAYGO pensions) PS1 DUE this week (10th at 2pm)	11 Feb Optimal growth, inequality PS2 Assigned today
5	16 Feb Boserup and technological progress	18 Feb Population and Environment 1 (Resource constraints)
6	23 Feb Population and Environment 2 (Global Warming)	25 Feb Tragedy of the Commons, with applications to fertility and immigration PS2 DUE this week (time to be announced)
7	01 Mar Overflow lecture and mid-term review Answer key for PS2 posted to bCourses NOTE: Midterm Review with Professor (Date/Location/Time TBA)	03 Mar IN-CLASS MIDTERM 2:10–3:30 PM
8	08 Mar Family 1	10 Mar Family 2
9	15 Mar Family 3 PS3 on Assigned	17 Mar Family 4.
10	SPRING BREAK	SPRING BREAK
11	29 Mar Immigration: Overview PS3 DUE	31 Mar TBA
12	05 Apr Immigration: Theory PS4 Assigned	07 Apr Immigration: Empirical
13	12 Apr Immigration: Fiscal	14 Apr Retirement 1
14	19 Apr Retirement 2 PS4 DUE this week (time to be announced)	21 Apr Grossman Model of Longevity
15	26 Apr Health and Technology	28 Apr Health Inequalities
16	03 May OPTIONAL REVIEW, location TBA	0 May
FINAL	MONDAY, May 09, 2015 11:30 AM – 1:00 PM	

4. STATEMENT OF LEARNING GOALS

As part of Berkeley's Undergraduate Student Learning Initiative (USLI), the Economics Department has developed learning goals for the Economics major:

<https://www.econ.berkeley.edu/undergrad/home/learning-goals> (<https://www.econ.berkeley.edu/undergrad/home/learning-goals>)

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., IPUMS CPS or census data)

CONDENSED SYLLABUS

PART 1. Consequences of population size, growth, and structure

The first part of the course focuses on the grand theories of population, with an emphasis on macro-economic models.

1. Introduction: Population Growth and the Demographic Transition (The big picture)
2. Optimum Population Theory (Abstract theory with different perspectives)
 - Malthusian Theory (Equilibrium and the difficulty of making progress when resources are scarce)
1. Population, Savings, and Economic Growth (Equilibrium when savings can accumulate)
2. Population Aging (The consequences of age-structure, optimal growth?)
3. Technological Change and Population Growth (Population as an engine of technological change)
 - Population and the Environment (Running out of resources and global warming)

Mid-term exam

PART 2. The causes of population change: Fertility, Mortality, and Migration

The second part of the course focuses on the behavioral and more individual aspects of population, with an emphasis on micro-economic models.

- Family units and Marriage (The advantages of togetherness, gains to marriage)
1. Fertility (Why do people have children? What causes fertility change?)
 2. Immigration Causes (Why people move)
 3. Immigration Consequences (Labor market and fiscal impacts)
- Health and mortality (The role of income, the role of medicine, and inequality)

Readings for the first half of the course. Please ignore links for now.

Reading List, Econ/Demog c175, Spring 2016

Profs. Goldstein and Edward

Week 1 Population Growth and the Demographic Transition

Lecture A. Introduction, Exponential Population Growth, and the Future

Lecture B. The Demographic Transition

Patrick Gerland et al (2014) "World Population Stabilization Unlikely This Century," Science: 346(6206):234-237

<http://www.sciencemag.org/content/346/6206/234.full.pdf> [.\(http://www.sciencemag.org/content/346/6206/234.full.pdf\)](http://www.sciencemag.org/content/346/6206/234.full.pdf)

[.\(Links to an external site.\)](http://www.sciencemag.org/content/346/6206/234.full.pdf) [.\(http://www.sciencemag.org/content/346/6206/234.full.pdf\)](http://www.sciencemag.org/content/346/6206/234.full.pdf)

(The latest UN forecasts, using new methodology. Don't worry about the details of the methods, just focus on what the predictions are.)

Letters in response to Gerland et al by Lutz et al. and Holt <http://www.sciencemag.org/content/346/6209/561.1.full.pdf>

<http://www.sciencemag.org/content/346/6209/561.1.full.pdf>

[\(Links to an external site.\)](#) <http://www.sciencemag.org/content/346/6209/561.1.full.pdf>

(Controversy over the UN's forecasts)

Arthur Haupt et al. (2011) "PRB's Population Handbook" 6th Edition <http://www.prb.org/pdf11/prb-population-handbook-2011.pdf> <http://www.prb.org/pdf11/prb-population-handbook-2011.pdf>

[\(Links to an external site.\)](#) <http://www.prb.org/pdf11/prb-population-handbook-2011.pdf>

(Definitions of almost all demographic measures, including the exponential population growth rate)

Ronald D. Lee (2003) "The Demographic Transition: Three Centuries of Fundamental Change," *Journal of Economic Perspectives* 17(4): 167–190.

<http://pubs.aeaweb.org/doi/pdfplus/10.1257/089533003772034943> <http://pubs.aeaweb.org/doi/pdfplus/10.1257/089533003772034943>

[\(Links to an external site.\)](#) <http://pubs.aeaweb.org/doi/pdfplus/10.1257/089533003772034943>

(Overview of causes and consequences of DT, particularly age structure)

Week 2 Optimum Population Theory and Applications

Lecture A: Optimum Population Theory

Lecture B: Applications: slavery as optimal? Benefits of immigration?

Alfred Sauvy (1969[1966]), *General Theory of Population* (Basic Books: New York, trans. C. Campos), Chapters 4, 5, and 6, pages 36-59. [on bCourses]

<https://bcourses.berkeley.edu/courses/1289224/files/54018994/download> (<https://bcourses.berkeley.edu/courses/1289224/files/54018994/download>) (The classic presentation of optimal population theory, from Cold War France)

National Research Council (1997) *The New Americans: Economic, Demography and Fiscal Effects of Immigration* (National Academy Press) James Smith and Barry Edmonston, eds pages 135-142 [on bCourses] <https://bcourses.berkeley.edu/files/53981497> (<https://bcourses.berkeley.edu/files/53981497>) (An introduction to the economic consequences of adding unskilled labor on the native population. We will return to this reading and its continuation in the 2nd half of the semester.)

Week 3 Malthus: equilibrium and the impossibility of progress

Lecture A: Introduction to Malthus

Lecture B: More Malthus

Thomas Malthus (1798) *An Essay on the Principle of Population* (1st edition), Preface, and Chapters 1,2. [http://if-](http://if-oll.s3.amazonaws.com/titles/311/Malthus_0195_EBK_v6.0.pdf)

[oll.s3.amazonaws.com/titles/311/Malthus_0195_EBK_v6.0.pdf](http://if-oll.s3.amazonaws.com/titles/311/Malthus_0195_EBK_v6.0.pdf) (http://if-oll.s3.amazonaws.com/titles/311/Malthus_0195_EBK_v6.0.pdf)

[\(Links to an external site.\)](#) http://if-oll.s3.amazonaws.com/titles/311/Malthus_0195_EBK_v6.0.pdf

(The master's voice. What does he mean by "vice"? What does he mean by "oscillations"?) PLEASE READ BEFORE LECTURE

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> (<http://www.nber.org/chapters/c9671.pdf>)

[\(Links to an external site.\)](#) <http://www.nber.org/chapters/c9671.pdf>

(A modern presentation of Malthusian dynamics, with diagrams)

Week 4 Population Aging, Optimal Growth, and Inequality

Lecture A: Aging and Pay-Go Pensions

Lecture B: Optimal Growth rates; Inequality

Larry Wilmore (2004) "Population ageing and pay-as-you-go pensions", *Ageing Horizons*, (1):1-11.

<http://www.ageing.ox.ac.uk/files/AH%201%20Willmore.pdf> [\(http://www.ageing.ox.ac.uk/files/AH%201%20Willmore.pdf\)](http://www.ageing.ox.ac.uk/files/AH%201%20Willmore.pdf)

[\(Links to an external site.\)](http://www.ageing.ox.ac.uk/files/AH%201%20Willmore.pdf) [\(http://www.ageing.ox.ac.uk/files/AH%201%20Willmore.pdf\)](http://www.ageing.ox.ac.uk/files/AH%201%20Willmore.pdf)

(An introduction to PAYGO pensions. Read carefully pages 1-4 on the function of the systems, skim rest.)

Ronald Lee et al. (2014) "Is Low Fertility Really a Problem? Population aging, dependency, and consumption," *Science* 346(6206):229-234.

<http://www.sciencemag.org/content/346/6206/229.full.pdf> [\(http://www.sciencemag.org/content/346/6206/229.full.pdf\)](http://www.sciencemag.org/content/346/6206/229.full.pdf)

[\(Links to an external site.\)](http://www.sciencemag.org/content/346/6206/229.full.pdf) [\(http://www.sciencemag.org/content/346/6206/229.full.pdf\)](http://www.sciencemag.org/content/346/6206/229.full.pdf)

(The balance between aging and capital deepening)

Thomas Piketty and Emmanuel Saez (2014) "Inequality in the long run," *Science* 344(6186):838-843.

(Overview of the history of inequality and Piketty's model of $r > g$. Try to identify the role of population growth.)

Week 5. Technological Progress and Introduction to Pop & Environment

Lecture A: When is a digging stick better than a plow? Population and Technological "Progress" (Boserup)

Ester Boserup (1987) "Population and Technology in Preindustrial Europe," *Population and Development Review* 13(4):691-701. <http://www.jstor.org/stable/1973028>

[\(http://www.jstor.org/stable/1973028\)](http://www.jstor.org/stable/1973028)

[\(Links to an external site.\)](http://www.jstor.org/stable/1973028) [\(http://www.jstor.org/stable/1973028\)](http://www.jstor.org/stable/1973028)

(Informal presentation of the relationship between population size and density and technological growth. Pay attention to the role of cities.)

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

[\(http://www.sciencemag.org/content/333/6042/544\)](http://www.sciencemag.org/content/333/6042/544)

[\(Links to an external site.\)](http://www.sciencemag.org/content/333/6042/544) [\(http://www.sciencemag.org/content/333/6042/544\)](http://www.sciencemag.org/content/333/6042/544)

(choose pdf or full text) (Applying Boserup's logic to the contemporary world)

Lecture B. Are we doomed?

David Lam (2011) "How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History," *Demography* 48(4): 1231-1262.

<http://link.springer.com/article/10.1007/s13524-011-0070-z> [\(http://link.springer.com/article/10.1007/s13524-011-0070-z\)](http://link.springer.com/article/10.1007/s13524-011-0070-z)

[\(Links to an external site.\)](http://link.springer.com/article/10.1007/s13524-011-0070-z) [\(http://link.springer.com/article/10.1007/s13524-011-0070-z\)](http://link.springer.com/article/10.1007/s13524-011-0070-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* 50(6): 2173-2181. <http://link.springer.com/article/10.1007/s13524-013-0236-y>

[\(http://link.springer.com/article/10.1007/s13524-013-0236-y\)](http://link.springer.com/article/10.1007/s13524-013-0236-y)

[\(Links to an external site.\)](http://link.springer.com/article/10.1007/s13524-013-0236-y) [\(http://link.springer.com/article/10.1007/s13524-013-0236-y\)](http://link.springer.com/article/10.1007/s13524-013-0236-y)

David Lam (2013) 'Reply to Stan Becker, "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* 50(6): 2183-2186. <http://link.springer.com/article/10.1007/s13524-013-0249-6>

[\(http://link.springer.com/article/10.1007/s13524-013-0249-6\)](http://link.springer.com/article/10.1007/s13524-013-0249-6)

[\(Links to an external site.\)](#) [_ \(http://link.springer.com/article/10.1007/s13524-013-0249-6\)](http://link.springer.com/article/10.1007/s13524-013-0249-6)

Week 6: Population and the Environment (cont.)

Lecture A: Global Warming

Tim Dyson (2005) "On Development, Demography and Climate Change: The End of the World as We Know It?" *Population and Environment* 27(2):117-149

<http://www.jstor.org/stable/27503954> [_ \(http://www.jstor.org/stable/27503954\)](http://www.jstor.org/stable/27503954)

[\(Links to an external site.\)](#) [_ \(http://www.jstor.org/stable/27503954\)](http://www.jstor.org/stable/27503954)

(An overview with an emphasis on the inevitability of climate change because of the continuing transition from fossil fuels. Ask yourselves, is this paper from 2005 already out of date?)

William Nordhaus, "A New Solution: The Climate Club," *New York Review of Books*, June 4, 2015.

<http://www.nybooks.com/articles/2015/06/04/new-solution-climate-club/>

Lecture B: The Tragedy of the Commons

Garrett Hardin (1968) "The Tragedy of the Commons," *Science* 162(3859):1243-1248.

Hesketh et al. (2005) "The Effect of China's One-Child Family Policy after 25 Years" *New England Journal of Medicine* 353:1171-1176.

(Overview of the one-child policy)

Wang Feng et al. "Population, Policy, and Politics: How will History Judge China's One-Child Policy" *Population and Development Review* 38(s1):115-129.

(Demographic and political perspectives by opponents of the one-child policy)

Readings for the second half of the course (there will be an electronic reader)

Reading List

Economic Demography (Econ/Demog c175)

Spring 2016

(Second half of semester)

Note: Readings marked with an asterisk (*) are optional background reading for undergraduates but are recommended for advanced students and graduate students.

(Week 7: Review and Midterm Exam)

WEEK 8: FAMILY UNITS, MARRIAGE, AND FEMALE LABOR SUPPLY

Class 15: Historical Trends in Female Work, Family, Marriage

Saul D. Hoffman and Susan Averett (2009) *Women and the Economy: Family, Work, and Pay* 2nd edition, Chapter 7, "Women at Work," pp 200-213, 235-252. [eReader]

Kristin Mammen and Christina Paxson (2000) "Women's Work and Economic Development," *Journal of Economic Perspectives* 14(4): 141-164.
<http://www.jstor.org/stable/pdfplus/2647079.pdf> [.\(http://www.jstor.org/stable/pdfplus/2647079.pdf\)](http://www.jstor.org/stable/pdfplus/2647079.pdf)

*Jeffrey M. Perloff (2013) *Microeconomics: Theory and Applications with Calculus* 3rd edition. Pearson. Chapter 4, page 106-116. [eReader]

Note: The appendix to Hoffman and Averett Chap 7 and Perloff Chap 4 both 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 microeconomic theory. Perloff is the same textbook used in Econ 100A in Fall 2014. We will be drawing on this material throughout the second half of c175.

Class 16: Economics of Marriage, Divorce, Work

Saul D. Hoffman and Susan Averett (2009) *Women and the Economy: Family, Work, and Pay* 2nd edition, Chapter 3, "Marriage and the Family — An Economic Approach," pp 51-97. [eReader]

Saul D. Hoffman and Susan Averett (2009) *Women and the Economy: Family, Work, and Pay* 2nd edition, Chapter 4, "Marriage and the Family — Economic Issues and Applications," pp 98-131. [eReader]

Betsey Stevenson and Justin Wolfers (2007) "Marriage and Divorce: Changes and their Driving Forces," *Journal of Economic Perspectives* 21(2) 27-52.
<http://www.jstor.org/stable/30033716> [.\(http://www.jstor.org/stable/30033716\)](http://www.jstor.org/stable/30033716)

*Jenny Anderson (2011) "Economists in Love: Betsey Stevenson and Justin Wolfers," It's not you, it's the dishes Blog, March 10.
<http://www.itsthedishes.com/2343/2011/03/economists-in-love-betsey-stevenson-and-justin-wolfers/> [.\(http://www.itsthedishes.com/2343/2011/03/economists-in-love-betsey-stevenson-and-justin-wolfers/\)](http://www.itsthedishes.com/2343/2011/03/economists-in-love-betsey-stevenson-and-justin-wolfers/)

*Anne-Marie Slaughter (2013) "Yes, You Can," *New York Times*, March 7.
http://www.nytimes.com/2013/03/10/books/review/sheryl-sandbergs-lean-in.html?pagewanted=all&_r=0
[.\(http://www.nytimes.com/2013/03/10/books/review/sheryl-sandbergs-lean-in.html?pagewanted=all&_r=0\)](http://www.nytimes.com/2013/03/10/books/review/sheryl-sandbergs-lean-in.html?pagewanted=all&_r=0)

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

*Claudia Goldin (2006) "The Quiet Revolution That Transformed Women's Employment, Education, and Family" *American Economic Review* 96(2):1–21.
<http://www.jstor.org/stable/30034606> [.\(http://www.jstor.org/stable/30034606\)](http://www.jstor.org/stable/30034606)

*Claudia Goldin (2014) "A Grand Gender Convergence: Its Last Chapter," *American Economic Review* 104(4): 1091-1119.
http://scholar.harvard.edu/files/goldin/files/goldin_aeapress_2014_1.pdf [.\(http://scholar.harvard.edu/files/goldin/files/goldin_aeapress_2014_1.pdf\)](http://scholar.harvard.edu/files/goldin/files/goldin_aeapress_2014_1.pdf)

WEEK 9: FERTILITY

Class 17: The Value of Time

(Material is primarily in the slides)

Timothy W. Guinnane (2011) "The Historical Fertility Transition: A Guide for Economists," *Journal of Economic Literature* 49(3): 589-614.
<http://www.jstor.org/stable/23071723> [.\(http://www.jstor.org/stable/23071723\)](http://www.jstor.org/stable/23071723)

CNN story from Jan 13, 2014 "Study: MTV's '16 and Pregnant' led to fewer teen births," <http://www.cnn.com/2014/01/13/health/16-pregnant-teens-childbirth/>
(<http://www.cnn.com/2014/01/13/health/16-pregnant-teens-childbirth/>)

Class 18: The Quantity-Quality Tradeoff and Development

(Review the Guinnane reading)

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

*Amalia R. Miller (2011) "The effects of motherhood timing on career path," *Journal of Population Economics* 24(3): 1071-1100.
<http://link.springer.com/article/10.1007/s00148-009-0296-x> (<http://link.springer.com/article/10.1007/s00148-009-0296-x>)

*Garey Ramey and Valerie A. Ramey (2010) "The Rug Rate Race," *Brookings Papers on Economic Activity*, Spring, pp 129-199.
http://www.brookings.edu/~media/Projects/BPEA/Spring%202010/2010a_bpea_ramey.PDF
(http://www.brookings.edu/~media/Projects/BPEA/Spring%202010/2010a_bpea_ramey.PDF)

*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> (<http://www.nature.com/nature/journal/v460/n7256/abs/nature08230.html>)

WEEK 10: SPRING BREAK, NO CLASSES

WEEK 11: OVERVIEW OF U.S. IMMIGRATION

Class 19: Overview of Immigration in the U.S.

Mary C. Waters and Marisa Gerstein Pineau, Editors (2015) *The Integration of Immigrants into American Society*. Washington: National Academies Press. Sections to read: Summary and Chapter 1: Introduction.
http://www.nap.edu/download.php?record_id=21746 (http://www.nap.edu/download.php?record_id=21746)

(When you first navigate to NAP.edu, you will need to create a free National Academies "MyNAP" account in order to read this and other reports online or to download chapters or whole reports.)

*Jeffrey S. Passel, D'Vera Cohn, and Molly Rohal (2014) "Unauthorized Immigrant Totals Rise in 7 States, Fall in 14: Decline in Those From Mexico Fuels Most State Decreases." Washington, D.C. Pew Research Center's Hispanic Trends Project, November. http://www.pewhispanic.org/files/2014/11/2014-11-18_unauthorized-immigration.pdf (http://www.pewhispanic.org/files/2014/11/2014-11-18_unauthorized-immigration.pdf)

*Douglas S. Massey (2007) "Understanding America's Immigration 'Crisis'," *Proceedings of the American Philosophical Society*, 151(3): 309–327.
<http://www.jstor.org/stable/4599074> (<http://www.jstor.org/stable/4599074>)

Class 20: CLASS IS CANCELED DUE TO POPULATION ASSOCIATION MEETING

WEEK 12: CAUSES AND EFFECTS OF IMMIGRATION

Class 21: Economic Causes & Impacts of Immigration in Theory

James P. Smith and Barry Edmonston, Editors (1997) *The New Americans: Economic, Demographic, and Fiscal Effects of Immigration*. Washington: National Academies Press. Chapter 4: "Immigration's Effects on Jobs and Wages: First Principles."

http://www.nap.edu/download.php?record_id=5779 [\(http://www.nap.edu/download.php?record_id=5779\)](http://www.nap.edu/download.php?record_id=5779)

Michael A. Clemens (2011) "Economics and Emigration: Trillion-Dollar Bills on the Sidewalk" *Journal of Economic Perspectives* 25(3): 83-106.

<http://www.jstor.org/stable/23049424> [\(http://www.jstor.org/stable/23049424\)](http://www.jstor.org/stable/23049424)

Class 22: Empirical Impacts of Immigration

David Card (1990) "The Impact of the Mariel Boatlift on the Miami Labor Market," *Industrial and Labor Relations Review* 43(2): 245–257.

<http://www.jstor.org/stable/2523702> [\(http://www.jstor.org/stable/2523702\)](http://www.jstor.org/stable/2523702)

George J. Borjas (2016) "The Wage Impact of the Marielitos: Additional Evidence," *NBER Working Paper* 21850, January. <http://www.nber.org/papers/w21850>

[\(http://www.nber.org/papers/w21850\)](http://www.nber.org/papers/w21850)

*Rachel M. Friedberg and Jennifer Hunt (1995) "The Impact of Immigrants on Host Country Wages, Employment and Growth," *Journal of Economic Perspectives* 9(2): 23-44.

<http://www.jstor.org/stable/2138165> [\(http://www.jstor.org/stable/2138165\)](http://www.jstor.org/stable/2138165)

WEEK 13: FISCAL IMPACTS OF IMMIGRATION & RETIREMENT

Class 23: Fiscal Impacts of Immigration

James P. Smith and Barry Edmonston, Editors (1997) *The New Americans: Economic, Demographic, and Fiscal Effects of Immigration*. Washington: National Academies Press. Chapter 7: "The Future Fiscal Impacts of Current Immigrants."

http://www.nap.edu/download.php?record_id=5779 [\(http://www.nap.edu/download.php?record_id=5779\)](http://www.nap.edu/download.php?record_id=5779)

Class 24: Retirement

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_11-11-508.pdf [\(http://crr.bc.edu/wp-content/uploads/2011/08/IB_11-11-508.pdf\)](http://crr.bc.edu/wp-content/uploads/2011/08/IB_11-11-508.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> [\(http://www.jstor.org/stable/116911\)](http://www.jstor.org/stable/116911)

Susann Rohwedder and Robert J. Willis (2010) "Mental Retirement," *Journal of Economic Perspectives* 24(1):119–138. <http://www.jstor.org/stable/25703485>

*Alicia H. Munnell and April Yanyuan Wu (2012) "Are Aging Baby Boomers Squeezing Young Workers Out Of Jobs?" Center for Retirement Research (12-#18).

http://crr.bc.edu/wp-content/uploads/2012/09/IB_12-18-508.pdf [\(http://crr.bc.edu/wp-content/uploads/2012/09/IB_12-18-508.pdf\)](http://crr.bc.edu/wp-content/uploads/2012/09/IB_12-18-508.pdf)

WEEK 14: HEALTH AND MORTALITY IN THEORY

Class 25: Theory of Unfunded Pensions

(No readings, class slides only)

Class 26: Health Economics, the Grossman Model, and Health Inequalities

Bhattacharya, Jay, Timothy Hyde, and Peter Tu (2013) *Health Economics*. New York: Palgrave. Chapters 3 and 4. [eReader]

WEEK 15: HEALTH AND MORTALITY IN PRACTICE

Class 27: Health, Mortality, Income, and Technology

Samuel Preston (1975) "The Changing Relation between Mortality and Level of Economic Development," *Population Studies* 29(2): 231–248.

<http://www.jstor.org/stable/2173509> [. \(http://www.jstor.org/stable/2173509\)](http://www.jstor.org/stable/2173509)

Angus Deaton (2003) "Health, Inequality, and Economic Development," *Journal of Economic Literature* 61: 113-158.

https://www.princeton.edu/~deaton/downloads/Health_Inequality_and_Economic_Development.pdf

[. \(https://www.princeton.edu/~deaton/downloads/Health_Inequality_and_Economic_Development.pdf\)](https://www.princeton.edu/~deaton/downloads/Health_Inequality_and_Economic_Development.pdf)

*Angus Deaton (2006) "The Great Escape: A Review of Robert Fogel's *The Escape from Hunger and Premature Death, 1700–2100*," *Journal of Economic Literature* 64: 106-114.

https://www.princeton.edu/~deaton/downloads/deaton_great_escape_on_fogel_jel2006.pdf

[. \(https://www.princeton.edu/~deaton/downloads/deaton_great_escape_on_fogel_jel2006.pdf\)](https://www.princeton.edu/~deaton/downloads/deaton_great_escape_on_fogel_jel2006.pdf)

Class 28: Health Inequalities

Ellen R. Meara, Seth Richards and David M. Cutler (2008) "The Gap Gets Bigger: Changes In Mortality And Life Expectancy, By Education, 1981– 2000" *Health Affairs* 27(2): 350-360.

<http://content.healthaffairs.org/content/27/2/350.full.pdf+html> [. \(http://content.healthaffairs.org/content/27/2/350.full.pdf+html\)](http://content.healthaffairs.org/content/27/2/350.full.pdf+html)

Ryan D. Edwards and Shripad Tuljapurkar (2005) "Inequality in Life Spans and a New Perspective on Mortality Convergence across Industrialized Countries," 31(4): 645-674. <http://www.jstor.org/stable/3401520> [. \(http://www.jstor.org/stable/3401520\)](http://www.jstor.org/stable/3401520)

*Hilary Waldron (2007) "Trends in Mortality Differentials and Life Expectancy for Male Social Security–Covered Workers, by Socioeconomic Status," *Social Security Bulletin* 67(3):1-28.

<http://www.ssa.gov/policy/docs/ssb/v67n3/v67n3p1.pdf> [. \(http://www.ssa.gov/policy/docs/ssb/v67n3/v67n3p1.pdf\)](http://www.ssa.gov/policy/docs/ssb/v67n3/v67n3p1.pdf)

Extra Class Materials: Population Policy

*Garrett Hardin (1968) "The Tragedy of the Commons" *Science* 162(3859): 1243-1248.

<http://www.cs.wright.edu/~swang/cs409/Hardin.pdf> (<http://www.cs.wright.edu/~swang/cs409/Hardin.pdf>)

*John Bongaarts and Steven Sinding (2011) "Population Policy in Transition in the Developing World" *Science* 333(6042): 574-576.

<http://www.sciencemag.org/content/333/6042/574> (<http://www.sciencemag.org/content/333/6042/574>)

*Jocelyn Kaiser (2011) "Does Family Planning Bring Down Fertility?" *Science* 333(6042): 548-549.

<http://www.sciencemag.org/content/333/6042/548> (<http://www.sciencemag.org/content/333/6042/548>)

Date	Details
Wed Feb 10, 2016	Problem Set 1 (https://bcourses.berkeley.edu/courses/1411238/assignments/7507719) due by 11:59pm
Fri Feb 12, 2016	Problem set 2 (https://bcourses.berkeley.edu/courses/1411238/assignments/7595235) due by 11:59pm
Wed Mar 30, 2016	Problem Set 3 (https://bcourses.berkeley.edu/courses/1411238/assignments/7548416) due by 2pm
	Aggregate Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7418654)
	Data Project (https://bcourses.berkeley.edu/courses/1411238/assignments/7703931)
	Midterm Exam (https://bcourses.berkeley.edu/courses/1411238/assignments/7591798)
	Problem Set 4 (https://bcourses.berkeley.edu/courses/1411238/assignments/7703893)
	Session 10 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7502512)
	Session 11 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7547704)
	Session 12 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7547703)
	Session 13 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7586964)
	Session 14 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7586963)
	Session 15 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7586962)
	Session 16 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7586961)
	Session 17 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7610893)
	Session 18 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7610892)
	Session 19 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7610891)
	Session 20 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7661232)
	Session 21 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7661231)
	Session 22 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7661230)
	Session 23 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7661229)
	Session 3 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7443082)
	Session 4 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7443081)
	Session 5 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7469373)
	Session 6 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7494292)
	Session 9 Participation (https://bcourses.berkeley.edu/courses/1411238/assignments/7494291)