

**Population and Society  
Sociology 227**

Spring 2016

Instructor: Professor Julie Phillips  
Meetings: Tuesdays and Thursdays, 1:40pm -3:00pm, TIL 242, Livingston  
Office Hours: Thursdays, 3:15 – 4:15 pm, Livingston Student Center or by appointment  
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**Course Description**

This course is designed to introduce students to the study of human population, a field known as demography. Over the semester, we will explore the major social issues relating to population size, change, and composition. The course is divided into four sections. We will begin by considering historical and current patterns of world population size and its environmental impact. We will also discuss the common measurement tools used by demographers. For the remainder of the course, we'll consider in turn the three primary elements that have produced changes in population size, namely, mortality, fertility and migration. This portion of the class will introduce you to the major theories, measures, and challenges associated with each respective phenomenon. As we review these topics, we will also consider a variety of issues that are intimately connected with demographic change: family change, aging, urbanization, and income inequality.

**Course Goals and Objectives**

Upon successful completion of this course, students should be able to:

- (1) define demography, the key features of the demographic transition, and debates about the environmental impact of population growth/overpopulation.
- (2) understand how and why mortality and fertility have changed over the past two centuries, vary across countries and demographic groups, and are expected to change in the future.
- (3) interpret tables and figures with demographic data.
- (4) identify how demographic change in the United States and around the globe is relevant to contemporary public policy debates.

**Reading Requirements**

We will use one required text and a set of selected readings in this course.

Required text: Lundquist, Jennifer Hickey, Douglas Anderton and David Yaukey. 2015. *Demography: The Study of Human Population*, 4<sup>th</sup> ed. Long Grove, IL: Waveland Press, Inc. ISBN-13: 978-1-4786-1306-0

The text is available from the Rutgers University Bookstore. You can find the selected readings on the class website under the Resources tab.

**Handouts and Announcements**

I will post important announcements and lecture outlines on the course web site listed above. *It is important that you check the web site regularly to ensure that you don't miss important updates or supplementary class material.* These additional materials will help you follow and understand the major points of each lecture.

**Grading Criteria**

I will not give out grades over the phone or via email. For each exam or assignment, you must come to class or to my office to pick it up. For your final grade, please find out your grades through official channels.

**Exams:** There will be three exams and one quiz which together comprise 90% of your final grade. These in-class tests will be designed to test your understanding and knowledge of material covered in readings, lectures, films, and discussion groups. The quizzes and exams will consist of multiple choice and true/false questions.

**In-Class Exercises:** I will occasionally ask you to apply the concepts we are discussing in a lecture with a short exercise or set of questions. These exercises are graded on a credit/no credit basis and constitute 10% of your final grade.

**Attendance and Participation:** *Your attendance and participation are essential to earning a good grade in this course.* My past experience in teaching this class tells me that students who do not attend on a regular basis perform poorly on the exams. Those who I know attend and participate regularly will be given the benefit of the doubt if they are hovering between two grades by the end of the semester.

To summarize, your final course grade will be calculated as follows:

Exam1	25%
Exam 2	25%
Exam 3	25%
Quiz 4	15%
In-class Exercises	10%

### **Makeup exams and timely completion of projects**

Make-up exams are unfair to other students in the class, so I can only allow them under extraordinary circumstances. If you have a problem with a scheduled exam, **I must be notified at least 24 hours prior to the exam, and you must receive my written permission (e-mail or letter) that a makeup exam is allowed.** If you have an emergency that arises the day of the exam, you should notify me as soon as you possibly can; provided you have documentation, a makeup exam can be scheduled. If you fail to get my written permission that a makeup exam is allowed within a week of the originally scheduled exam date, you will receive a failing grade for the test. Any makeup exams will be administered during the final exam period and may contain both essay and oral components.

Please note that there is no way to improve ex poste your grade on an examination; no extra-credit assignments are given out. Plan to do well on the required material. If you have a problem with the assignment, make an appointment to see me BEFORE the work is due or ask questions during the class period.

### **Classroom Atmosphere**

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, discourteous remarks, and other behaviors specified by individual instructors. Courteous and lawful expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted.

If a student engages in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave class for the remainder of the class period. Instructors may specify other consequences in their syllabi. Serious verbal assaults, harassment, or defamation of the instructor or other students can lead to university disciplinary proceedings. The University Code of Student Conduct is at <http://www.rci.rutgers.edu/~polcomp/judaff/ucsc.shtml>.

**Texting and use of computers:** Texting and use of computers in class for activities that are not course-related are disruptive and disrespectful of the process of education. If you have an emergency that requires you to text, please go out into the hall to do so. You may bring your computer to class if you intend to use it to take notes. However, note that research finds individuals retain information better if they write by hand rather than type (<http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html>). Please don't text in class or use your computer in class to surf the Internet or catch up on social media. If I see these activities occurring, I will ask you to leave for the day.

## **Examination Rules**

1. You cannot enter the exam 20 minutes after the exam has begun.
2. Exams will consist of multiple choice type questions. Be sure you bring a #2 pencil and eraser to the exams.
3. Bring your Rutgers ID card and leave it on your desk during the exam. You may not be allowed to take the exam if you do not have your valid ID card.
4. No calculators, rulers or other aids can be used. Only pencils, pens, erasers, pencil sharpeners, a watch, and your Rutgers ID card should be on your desk. You are best off not bringing anything else to the exam. If you do, put it in a bag under your seat.
5. If you have questions on the grading of particular questions on the examination, you are welcome to submit in writing an explanation of why you think your answer is right and the grading was wrong, along with the Scantron for re-grading. This includes mistakes made by the Scantron grader. Please staple the Scantron to your explanation. Appeals must be clearly written and handed back to me at the next lecture after I have handed back the exams. I will not go over the exam with anyone until after this date. Please note I photocopy all the Scantrons before handing them back to you.

## **A Word to the Wise**

1. If you are having problems, please seek out help early. Come in prepared, having gone over the lectures, text, and problems in the text. Please keep appointments that you make to see me. If your plans change and you can't make the appointment, please notify me as soon as possible (before the meeting).
2. If you have missed any classes, make sure you get the missed notes from classmates. In cases like this, it usually pays to get the notes from at least two of your classmates. Please don't ask me to give you a condensed version of lectures you have missed.
3. Please note that the readings are not substitutes for the lectures nor are the lectures a substitute for the readings. Not all the material in the lectures appears in the readings, nor is all the material in the readings covered in the lectures. You are responsible for the material in the texts and in the lectures. I make every effort to have class attendance a necessary (though not sufficient) factor in performing well on examinations.
4. Population issues and problems are an ongoing topic of discussion in the daily press. Make it a habit to read a national newspaper daily. A good exercise is to pick up the newspaper and apply concepts we've learned to "population-related" news.
5. Do not wait until after I have lectured on something to read the material work. Come to class prepared!
6. If possible, please email me to make and/or confirm an appointment (even if you come during office hours).

## **University Policy on Academic Integrity**

Students in this class are expected to uphold the highest standards of academic integrity. I will not tolerate cheating of any kind in my courses, and I will report the incident directly to the appropriate college officer if I believe the university's policy on academic integrity has been violated. Cheating, plagiarism in written work, receiving and providing unauthorized assistance, and sabotaging the work of others are among the behaviors that constitute violations of the Policy On Academic Integrity. You are expected to be familiar with this policy. If you have questions about specific assignments, be sure to check with me. For more details, please see the following website: <http://teachx.rutgers.edu/integrity/policy.html>.

## **Statement on Diversity**

The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender, sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

### Tentative Schedule

January 19 Introduction and Course Overview  
Lundquist, Chapter 1.

#### **SECTION I: What is Demography? Elements of Population Change and Measurement**

January 21 Understanding Population Growth and Change  
Lundquist, Chapter 3, pp. 47-64.  
"Nigeria's Population is Soaring in Preview of a Global Problem." *The New York Times*, April 15, 2012.

January 26 Perspectives on Population Growth and Change  
Lundquist, Chapter 3, pp. 65-84. Review Chapter 1, pp. 6-11.  
Russell, C. and D.L. Poston. 2008. "Overpopulation." In William A. Darity (Ed. In chief), *International Encyclopedia of the Social Sciences* (2<sup>nd</sup>ed), VI: 95-96.  
Malakoff, D. 2011. "Are More People Necessarily a Problem?" *Science* 333, pp. 544-546.  
"Nigeria's Population Boom: A Problem, or Not?" *The New York Times*, April 23 2012.  
"Overpopulation is not the Problem." *The New York Times*, September 13, 2013.  
*In-Class Exercise: Demographic Balancing Equation*

January 28 Impact on the Environment, Part I  
*Film: How Many People can Live on Planet Earth?*  
*Optional: McIntosh, R.J. and B.C. O'Neill. 2003. "Climate Change and Population." Encyclopedia of Population, pp. 144-152.*

February 2 Impact on the Environment, Part II  
Pebbley, A. 1998. "Demography and the Environment." *Demography* 35(4): 377-389.  
"Breaking a Long Silence on Population Control." *The New York Times*, November 1 2011.

February 4 Demographic Data Sources  
Population Reference Bureau. 2009. *The U.S. Census Tradition*. Washington DC.  
<http://www.prb.org/Articles/2009/censustradition.aspx>  
"Don't Starve the Census" *The New York Times*, March 10, 2015.  
"Census Considers How to Measure a More Diverse America." *The New York Times*, July 1, 2014.  
*Optional: Lundquist, Chapter 2*

February 9 Key Demographic Concepts and Measures  
Lundquist, Chapter 1, pp. 6-11; Chapter 4, pp. 93-116.

February 11 **EXAM1**

#### **SECTION II: Mortality as a Source of Population Change and its Consequences**

February 16 Components of Mortality and History of Mortality Decline  
Lundquist, Chapter 5, pp. 150-158.  
Reardon, S. 2011. "A World of Chronic Disease." *Science* 333, 558-559.  
"So Big and Healthy Nowadays, Grandpa Wouldn't Know You." *The New York Times*, July 30, 2006.  
*Optional: Wilmoth, J. 2003. "Mortality Decline." Encyclopedia of Population.*

February 18 Course of Mortality Decline in Less Developed Regions  
Lundquist, Chapter 5, pp. 158-165, Chapter 6, pp. 191-193.  
"U.S. Fares Badly in Early Births in Global Study." *The New York Times*, May 3, 2012.

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| February 23 | <p>Measurement of Mortality and the Demography of Longevity<br/> Lundquist, Chapter 5, pp. 145-150.<br/> Cousin,-Frankel, J. 2011. "A Pitched Battle over Life Span." <i>Science</i> 333, 549-550.<br/> Oeppen, J. and Vaupel, J. 2002. "Broken Limits to Life Expectancy." <i>Science</i> 296, 1029-31.<br/> Optional: Olshansky, J.S. et al. 2005. "A Potential Decline in Life Expectancy in the United States in the 21<sup>st</sup> Century." <i>New England Journal of Medicine</i> 352(11): 1138-45.<br/> In-Class Exercise: Demography of Longevity</p>   |
| February 25 | <p>Threats to Life Expectancy: The HIV/AIDS Pandemic and the Obesity Epidemic<br/> Lundquist, Chapter 5, pp. 167-176.<br/> National Center for HIV/AIDS. "HIV in the United States: At a Glance."<br/> "A World without AIDS, Still Worlds Away." <i>The New York Times</i>, July 31, 2012.<br/> "Obesity Ills that won't Budge Fuel Soda Battle by Bloomberg." <i>The New York Times</i>, June 11, 2012.<br/> "A.M.A. Recognizes Obesity as a Disease." <i>The New York Times</i>, June 18, 2013.<br/> Optional: World Health Organization. "A New Health Sector Agenda for HIV/AIDS."</p>   |
| March 1     | <p>Health and Mortality in More Developed Regions: Social and Racial Disparities<br/> Lundquist, Chapter 5, pp. 176-178.<br/> Elo, I.T. 2009. "Social Class Differentials in Health and Mortality: Patterns and Explanations in Comparative Perspective." <i>Annual Review of Sociology</i> 35: 553-72.<br/> "Income Gap, Meet the Longevity Gap." <i>The New York Times</i>, March 15, 2014.<br/> "Racial Disparities in Life Spans Narrow, but Persist." <i>The New York Times</i>, July 18, 2013.<br/> Optional: Williams, D.R. and P.B. Jackson. 2005. "Social Sources of Racial Disparities in Health." <i>Health Affairs</i> 24(2): 325-34.</p> |
| March 3     | <p>Aging Societies<br/> Lundquist, Chapter 4, pp. 118-134.<br/> "As Populations Age, a Chance for Younger Nations." <i>The New York Times</i>, October 14, 2010.<br/> "Our Ridiculous Approach to Retirement." <i>The New York Times</i>, July 22, 2012.<br/> Optional: Eberstadt, N. 2012. "Japan Shrinks." <i>The Wilson Quarterly</i> Spring Issue: 30-37.</p>   |
| March 8     | <b>EXAM 2</b>   |
| March 10    | <b>CLASS CANCELLED</b>  |
| March 12-20 | <b>HAPPY SPRING BREAK!</b>  |

### SECTION III: Fertility as a Source of Population Change and its Consequences

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| March 22 | Introduction to Fertility: Measurement and Determinants<br>Lundquist, Chapter 7, pp. 227-258.   |
| March 24 | Fertility in More Developed Regions<br>Lundquist, Chapter 7, pp. 219-227.<br>Boling, Patricia. 2008. "Demography, Culture, and Policy: Understanding Japan's Low Fertility." <i>Population and Development Review</i> 34(2): 307-326.<br>Hvistendahl, M. 2011. "How to Engineer a Baby Boom?" <i>Science</i> 333, 551.<br>"An Aging Europe in Decline." <i>The New York Times</i> , January 6, 2015.<br>"So Eager for Grandchildren, They're Paying the Egg-Freezing Clinic." <i>The New York Times</i> , May 14, 2012. |
| March 29 | Fertility in Less Developed Regions: A Look at Family Planning Programs<br>Lundquist, Chapter 7, pp. 258-268.   |

Bongaarts, J. and Sinding, S. 2011. "Population Policy in Transition in the Developing World." *Science* 333: 574-575.  
 "China's Brutal One-Child Policy." *The New York Times*, May 21, 2013.  
*Optional:* Hesketh, T., Lu, L. and Xing, Z.W. 2005. "The Effect of China's One-Child Family Policy after 25 Years." *New England Journal of Medicine* 353, pp. 1171-1175.

- March 31      History of the Family and Recent Developments  
                     Lundquist, Chapter 8.  
                     "Mom Wants You Married? So Does the State." *The New York Times*, August 4, 2013.  
                     "Sex, Drugs and Poverty in Red and Blue America." *The New York Times*, May 6, 2015.
- April 5        Consequences of Family Change  
                     McLanahan, S. and C. Percheski. 2008. "Family Structure and the Reproduction of Inequalities." *Annual Review of Sociology* 34: 257-276.  
                     "Opponents of Same-Sex Marriage Take Bad-for-Children Argument to Court." *The New York Times*, February 22, 2014.  
                     *Optional:* Bolick, Kate. "All the Single Ladies" *The Atlantic*, November, 2011.  
                     <http://www.theatlantic.com/magazine/archive/2011/11/all-the-single-ladies/8654/>
- April 7        Consequences of Family Change  
                     *Film:* Demographic Winter  
                     "Bye-Bye, Baby." *The New York Times*, April 4, 2014.  
                     *In-Class Exercise: Demographic Winter*

April 12      **EXAM 3**

#### **SECTION IV Migration as a Source of Population Change and its Consequences**

- April 14       Introduction to Migration  
                     Lundquist, Chapter 9, pp. 325-353.  
                     "A New Level of Refugee Suffering." *The New York Times*, January 27, 2015.
- April 19       Consequences and Implications of Migration  
                     Lundquist, Chapter 9, pp. 353-367.  
                     "Better Lives for Mexicans Cut Allure of Going North." *The New York Times*, July 5, 2011.  
                     "Obama to Appeal Immigration Ruling to Supreme Court." *The New York Times*, November 10, 2015.  
                     "Whites Account for under Half of Births in U.S." *The New York Times*, May 17, 2012.
- April 21       Urbanization  
                     Lundquist. Chapter 10.  
                     Montgomery, M. 2008. "The Urban Transformation of the Developing World." *Science* 319: 761-4.  
                     Bhatia, Pooja. "A Tale of Two Cities: Mixing the Urban Poor into a Rich Urban Life." NPR, July 1, 2014. <http://www.npr.org/2014/07/01/327090645/a-tale-of-two-cities-mixing-the-urban-poor-into-a-rich-urban-life>  
                     *In-Class Exercise: Stance on Immigration*
- April 26       Income Inequality  
                     Neckerman, K.M. and F. Torche. 2007. "Inequality: Causes and Consequences." *Annual Review of Sociology* 33: 335-57.  
                     "Inequality is not Inevitable", *The New York Times*, June 27, 2014.  
                     "It's now the Canadian Dream." *The New York Times*, May 14, 2014.
- April 28      **QUIZ 4**