Dr. E. Helen Berry

Social Demography, Sociology 6200

Office Hours: M & W 10:30-12; T 12-1

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Social Demography

Social Demography: What is it? Demography studies the ways that population processes and social processes interact. Population study focuses on the intersection between demographic systems and social systems. That is, social demography studies the relationships among social and cultural factors and the size, distribution, processes, and structure of population. Examples include the impact of migration on places and regions; population-oriented data bases for rural economic development; social and economic correlates of cause-specific mortality; social influences of ethnic in-migration to rural places; and the social impacts of environment programs. In other words, either a social factor, or a population factor might be the dependent variable of interest in any given analysis.

There are no course prerequisites as such, but some familiarity with formatting and applying theoretical frameworks is recommended. Knowledge of social science methods and some background in multivariate statistics is helpful but not required. A portion of the course will be devoted to reviewing and expanding your understanding of the nature of social science data.

Goals for the course:

- To communicate effectively on demographic topics
- To think critically and analytically about population topics
- To understand the sociological principles, concepts and theories associated with the topic
- To understand and evaluate the application of demographic thought to social behavior

Course Format and Requirements

The course is a seminar. Although I will do some lecturing, class meetings will be devoted largely to discussion of the readings assigned for that week. My expectations are that you:

1. Read all assigned articles prior to class and participate in class discussions;
2. Write short discussion papers on selected readings and present these in class;
3. Submit, and present to the class upon the topic of, a 15-20 page double spaced research paper on a demographically-related topic.

Assessment:

1. Seminar participation
   - 10%
2. And Reaction papers
   - 50%
3. Term paper & presentation
   - 40%

Readings

Readings consist of a mix of journal articles, book chapters, and material from other sources. The weekly reading load is about six articles of 10-30 pages each (sometimes more, sometimes less.) A good understanding of an article and its place in the literature usually takes more than one reading. Take notes; you will need them for reference during class.

One possible strategy is to:

- first skim the article to identify the author(s) main contributions.
- What point are they making or what model are they proposing and/or testing?
- What are their major findings and conclusions?
- Then do a more detailed and critical reading of the article, using questions listed below to guide your reading. (Only use the questions as a guide)

(a) What issues are the authors addressing and what are the major points they are trying to make? Is the article a presentation of new research or an essay that attempts to summarize and integrate existing evidence? Does the article try to support an existing perspective in the literature or does it assert a new perspective on an on-going debate within the field? How much new evidence is ultimately brought to bear on the issue?

(b) If the reading is a research article, what hypotheses are tested? What are the data and methods? Do you think these data and methods are appropriate? What are their strengths and limitations with respect to the researcher’s hypotheses? What are the main findings of the research? How do these findings contribute to our understanding of the topic? Do you think the data and methods used influenced the findings of this research? What other data and methods might be better? Are there other possible explanations for the main findings?

(c) If the reading is a summary or an essay, what evidence do the authors bring to bear on their main argument? Do they consider counter-arguments or conflicting perspectives? Do you think the presented evidence is sufficient to the argument being made, or are important data/issues left un-addressed?

(d) Finally, how does this article relate to the rest of the literature? Is the argument being made consistent or inconsistent with those made in other readings? What are the implications of this article for future theory and research? What existing questions remain unanswered and what new questions does this article raise?

Reaction papers

Your reaction papers will cover all of the articles read for the week and, but you will lead the discussion in class on only one article. Your written reaction paper should comment on how the article that you discuss in class ties in to the other papers being read for the week. Use the questions listed above as a way to think about the relationship between papers but you do not need to be "left" to those questions. There are many ways to think about relationships between articles, thinkers, etc. Reaction papers will be turned in weekly and may not be late. You may turn the paper in via electronic or hard copy format but I must receive it by the end of the class or the paper will be docked one full grade.

Proposal-style paper

You will write a 15 page (double-spaced) paper on a topic relevant to population study. The can include macro-level or micro-level topics not unlike those included in the Handbook of Population or those that might be covered in any of the sub-articles included among the readings that supplement the text. A hard-copy of the paper is due on the last day of class and could take any one of the following three forms:
A critical literature review that expands on a topic covered in class or addresses another substantive issue that is relevant to population study. This paper should include a review of the literature on the topic and a discussion of the theoretical perspective(s) used in this body of research. You should also discuss what you consider are both the strengths and limitations of the work. Make sure that you incorporate your thoughts about unanswered issues on the topic with the feature will work.

Or, the paper may look more like a research proposal that addresses an issue or issue relevant to population issues (e.g., fertility or fertility regulation; immigration or migration policy; health or mortality; disability; etc.). The paper should include: a statement of the substantive problem to be examined and the specific aims of your research; a literature review that identifies relevant theoretical perspectives and describes prior studies bearing on the issue you will address; a methodology section that states the hypotheses to be tested and the proposed study design, including data sources, measures, and analytic strategies.

Or, the paper may be an empirical study of a substantive problem relevant to a demographic topic. You may use either original or secondary data for this paper option, but if you choose original data, you must clear this out before September 21. The empirical analysis option is most appropriate for advanced graduate students who want to work on a project for eventual publication and for students who wish to work on a project in which they are already involved.

To make adequate progress on your course paper and provide me with the opportunity to assist you on this paper, you will hand in a short (2 to 3 page) abstract describing your topic and a provisional reference list during class on October 13, the sixth week of class. In this initial document, (a) indicate whether you are choosing the literature review, research proposal, or empirical study option; (b) identify the substantive topic you have chosen and provide an annotated outline of your course paper that includes definitions or key concepts and the theoretical perspective or perspectives your paper will draw on; and (c) a list of questions/hypotheses to be examined and a description of the data source. I will provide feedback on your reports by November 3. Present your paper on December 1. Final document is due to me on December 6.

Conduct of the Seminar:

Students will present a discussion of the articles in class, with each student being asked to take the lead in presenting one article each week. I will present overviews and background on topics.

The Readings: These are from journals and books and occasionally from popular documents. Most will be available in some form via Canvas.

The Seminar: Graduate courses, particularly seminars, require a high level of participation by students. The success of the course itself depends on student interest in and discussion of the topics. Class discussion helps you to learn the topic and to refine your understanding of social and population processes.

The readings, class discussion, and reaction papers are all designed to help you to communicate effectively on population topics and to think critically and analytically about issues related to population and population change. To assist in this, I will reply to your written work with comments on the content of your papers, but also on grammar and writing style.

We can best maintain a classroom environment that is conducive to learning by following basic rules of mutual respect.

Attendance Policy

Yes, you are expected to be in class. There are reasons when a student may miss class, but not many. If you ask me whether or not you will miss any, I will quote Tom Wayman's poem, which may be found at this site:
http://www.loc.gov/poetry/180/013.html

Grading Policy: 92%-100%=A; 85%-91%=A-; 80%-84.9%=B+; 78.0%-79.9%=B; 70%-79.9%=C; 65%-69.9%=D; <65%=F

IF for some reason a particular reading is not available on line, it will be available in PDF form on canvas.

Shorthand terms for journals:

FOR stands for the Journal, Population Development & Review

ASB stands for the Journal, American Sociological Review

AJS stands for the Journal, American Journal of Sociology

ARR stands for the yearly review Journal, Annual Review of Sociology

DEM stands for Demography

PPR stands for Population Research and Policy Review

IIM stands for International Migration Review

Topics and Readings

I reserve the right to add articles to this list over the course of the semester. My experience is that new articles on a topic appear monthly and are useful reading. Other articles will be provided just for background since they are, after all, useful. I will include links to as many of the electronic versions of the readings for this course as I can. Otherwise, almost all of the article links are directly accessible only from campus. If you are off campus, you will need to log into the library proxy server and locate the article through the e-journals page. Anything that cannot be reached online will be available in the SSWA offices.

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #400 http://www.usu.edu/ald/stratsub/sb/policies/400.pdf further defines academic freedom and professional responsibilities.

Academic Integrity - "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge http://www.usu.edu/studentaffairs/studentde/ethics/ethics.html: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge.

"I pledge, on my honor, to conduct myself with the utmost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, lie, or plagiarize. A student who lives by the Honor Pledge:

https://usu.instructure.com/courses/415745/assignments/syllabus
8/30/2016

Syllabus for Fall 2016

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Syllabus for Fall 2...
Introduction & brief History of the field


P&M Prologue
McFalls, Population: A Lively Introduction, Population Reference Bureau

1. By Zdenek Povilk.


Optional: Malthus, An Essay on the Principle of Population — online via Canvas

Censuses, rates/ ratios/ tools of the trade/ Intro to the rates, ratios & stuff you need to know like life tables & stuff.


Skim: NCHS US 2007 Life tables

Optional: 2012 Statistical abstract of the U.S. The Demographic Transition Demographic Transition:


2nd Demographic Transition:


Relationship Between the Formation Conditions and Durations of One-Person Households in the Seoul Metropolitan Region

Changho Yi
http://link.springer.com/content/pdf/10.1007/s13294-014-0165-x.pdf
Demography 53(3), 2016.

Optional:


Demography of Babies (Fertility)


Kohler Hans-Peter, Francesco C Billari & Jose Antonio Ortega 2004. The emergence of lowest-low fertility in Europe during the 1960s, PDR 26(4)

Fertility Decline:


Bryant, John, 2006. "Theories of Fertility Decline and Evidence from Development Indicators."


Ann Mauer
Kathy Myrick
Sarah Flood
Rachel Pfund
Demography 53:3 June 2016.

Health (Morbidity & Mortality)

Historical Perspectives on Mortality and Mortality Decline


Population Studies 26:5-17.


The Post-Transition Mortality Regime


Demography of Families & Households

Family Patterns and Change


Issues Related to "Modern" Families and Households

https://usu.instructure.com/courses/415745/assignments/syllabus
IMMIGRATION and INTERNAL MIGRATION and MIGRANTS

Thinking About Migration


Immigration: Crossing National Borders

Syllabus for Fall 2016

8/30/2016

Week 10: Internal Migration in the United States


Urbanization in the Less Developed World


Demographics of Inequality


https://usu.instructure.com/courses/415745/assignments/syllabus
Demography of Environment & Population:


the HIV/AIDS Pandemic: Linkages through Livelihoods in Rural Haiti. PRPR 30(5): 729-759.


Demography of Religion


Assignments Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due By</th>
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<tr>
<td>Thu Sep 22, 2016</td>
<td>Reaction Paper 1 (<a href="https://site.instructure.com/course/415745/assignment/2116616">https://site.instructure.com/course/415745/assignment/2116616</a>)</td>
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<td>Reaction Paper 2 (<a href="https://site.instructure.com/course/415745/assignment/2116616">https://site.instructure.com/course/415745/assignment/2116616</a>)</td>
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<td>The Oct 6, 2016</td>
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<td>Short Abstract of Paper (Due: <a href="https://site.instructure.com/course/415745/assignment/215437">https://site.instructure.com/course/415745/assignment/215437</a>)</td>
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<td>Thu Oct 27, 2016</td>
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<td>Date</td>
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<td>Thu Nov 3, 2016</td>
<td><a href="https://usu.instructure.com/courses/415745/assignments/2116446">Reaction Paper 1</a></td>
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<td>Thu Nov 10, 2016</td>
<td><a href="https://usu.instructure.com/courses/415745/assignments/2116447">Reaction Paper 2</a></td>
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<td>Thu Nov 17, 2016</td>
<td><a href="https://usu.instructure.com/courses/415745/assignments/2116448">Reaction Paper 3</a></td>
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<td>Thu Dec 8, 2016</td>
<td><a href="https://usu.instructure.com/courses/415745/assignments/2044362">Final Paper</a></td>
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<td><a href="https://usu.instructure.com/courses/415745/assignments/2045384">Presentation of Paper</a></td>
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