

Dr. E. Helen Berry

Social Demography, Sociology 6200

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Course Syllabus

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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 interaction 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 issues?

(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 relationships between papers but you do not need to be "tied" 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 that warrant future work.
- Or, the paper may look more like a research proposal that addresses a question or issue relevant to population issues (e.g. fertility or fertility regulation; immigration or immigration policy; health or morbidity; 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 source, 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 with me 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 of key concepts and the theoretical perspective or perspectives your paper will draw on; and if relevant (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 8.

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 most 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; 90-91 = A-; 88-89=B+; 82-87 = B; 80-81 = B-; 70-79 = C; 65-69 = 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:

PDR stands for the Journal, *Population Development & Review*

ASR stands for the Journal, *American Sociological Review*

AJS stands for the Journal, *American Journal of Sociology*

ARS stands for the yearly review journal, *Annual Review of Sociology*

DEM stands for *Demography*

PRPR stands for *Population Research and Policy Review*

IMR 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 #403](#) (<http://www.usu.edu/hr/files/uploads/Policies/403.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/student-services/studentcode/article5.cfm>): 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 foremost level of academic integrity."

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

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term "extenuating" circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice. Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/> (<http://www.usu.edu/drc/>)

Disability related resources for current students:

- [DRC Student Handbook](http://www.usu.edu/drc/currentstudents/handbook/) (<http://www.usu.edu/drc/currentstudents/handbook/>)
- [Deaf and Hard of Hearing Student Handbook](http://www.usu.edu/drc/currentstudents/DHHHandbook/) (<http://www.usu.edu/drc/currentstudents/DHHHandbook/>)
- [Disability Related Scholarships](http://www.usu.edu/drc/currentstudents/scholarships/) (<http://www.usu.edu/drc/currentstudents/scholarships/>)
- [Campus Resources](http://www.usu.edu/drc/currentstudents/campusresources/) (<http://www.usu.edu/drc/currentstudents/campusresources/>)
- [Documentation Guidelines](http://www.usu.edu/drc/prospectivestudents/docguide/) (<http://www.usu.edu/drc/prospectivestudents/docguide/>)
- [Online Resources for Students with Disabilities](http://www.usu.edu/drc/currentstudents/onlineresources/) (<http://www.usu.edu/drc/currentstudents/onlineresources/>)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/> (<http://www.usu.edu/student-services/>), 435.797.1712, studentservices@usu.edu (<mailto:studentservices@usu.edu>), TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/> (<http://www.usu.edu/ususa/legal/>), 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/> (<http://www.usu.edu/accesscenter/>), 435.797.1728, <mailto:access@usu.edu> (<mailto:access@usu.edu>); TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/> (<http://www.usu.edu/accesscenter/multiculture/>), 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/> (<http://www.usu.edu/accesscenter/lgbtqa/>), 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/> (<http://www.usu.edu/provost/faculty/diversity/>), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: <http://www.usu.edu/student-services/studentcode/> (<http://www.usu.edu/student-services/studentcode/>)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII, Grievances](http://www.usu.edu/student-services/studentcode/article7.cfm) (<http://www.usu.edu/student-services/studentcode/article7.cfm>).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](http://www.usu.edu/student-conduct/) (<http://www.usu.edu/student-conduct/>)
- [Student Code](http://www.usu.edu/student-services/studentcode/) (<http://www.usu.edu/student-services/studentcode/>)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](http://www.usu.edu/provost/faculty/teaching/doc/Syllabus_resources_USU_policies.pdf) (http://www.usu.edu/provost/faculty/teaching/doc/Syllabus_resources_USU_policies.pdf)
- [USU Academic Policies and Procedures](http://catalog.usu.edu/content.php?catoid=4&navoid=546) (<http://catalog.usu.edu/content.php?catoid=4&navoid=546>)
- [Academic Freedom and Professional Responsibility Policy](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Introduction & brief History of the field

P&M, Prologue , "The Demographer's Ken" and Chapter 1 for Tools

McFalls, Joseph A, Jr. (2007). "Population: A Lively Introduction, 5th Edition" *Population Bulletin* 62 (1). (Washington D.C.): www.prb.org (<http://www.prb.org/>). (online in Canvas as a pdf)

P&M Prologue

McFalls, Population: A Lively Introduction, Population Reference Bureau

Vilquin, 2000 A History of Demography in *Position of Demography Among other Disciplines*

1. e By Zdenek Pavlik.

Wang & Feng: Malthusian Models & Chinese realities: The Chinese demographic System 1700- 2000 PDR 25 (1) 33-65.

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.

Kenneth Prewitt, The U.S. Decennial Census: Politics & Political Science *Annu. Rev. Polit. Sci.* 2010. 13:237–64 (2).

252. M. Snipp Who Are Am. Indians? *PRPR* 15(3):237-252.

Anderson, The Census & the Federal Statistical System: Historical Perspectives. *Annals of the American Academy of Political and Social Science* 2010 631:152.

Skim: NCHS US 2007 Life tables

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

(Optional – the Classic: F. Nolstein (1944) "Problems of policy in relation to areas of heavy population pressure." *Milbank Memorial Fund Quarterly* 22: 424-444. Pp. 470-483)

John Knodel and Etienne van de Walle 1979 "Lessons from the Past: Policy Implications of Historical Fertility Studies" *Population and Development Review* 5(2):217-245

John C. Caldwell 1976. Toward a Restatement of Demographic Transition Theory. *PDR* 2(3/4): 321-366.

Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change."

Journal of Economic Perspectives 17:167-190.

David Lam and Leticia Marteleteo. 2007. "Stages of the Demographic Transition from a Child's Perspective: Family Size, Cohort Size, and Children's Resources" *PDR*

2nd Demographic Transition:

Raley, R. Kelly. 2001. Increasing Fertility in Cohabiting Unions: Evidence for the 2nd demographic transition in the United States. *Demography* 38(1): 59-66.

Sara McLanahan 2004. Diverging destinies: How Children are faring under the second demographic transition. *Demography* 41(4):607-627.

Lesthaeghe, Ron; Neidert, Lisa. [US Second Demographic Transition.](http://web.ebscohost.com/ehost/viewarticle?data=qGJyMPPp44rp2%2fdV0%2bnjisfk5je46%2fJ55unvjazj34Hspl97zujlhf8Fi2pbBMrariuSLeWVKxrrhNs5bOZaTg8Hns6d978t%2ftuifu0m2r7NRsKawS7Kc6nns3b97JzivrX7cCk69%2ftu7fMP1%2ftu0yvq7NMsaavPuTI8IX)

<http://web.ebscohost.com/ehost/viewarticle?data=qGJyMPPp44rp2%2fdV0%2bnjisfk5je46%2fJ55unvjazj34Hspl97zujlhf8Fi2pbBMrariuSLeWVKxrrhNs5bOZaTg8Hns6d978t%2ftuifu0m2r7NRsKawS7Kc6nns3b97JzivrX7cCk69%2ftu7fMP1%2ftu0yvq7NMsaavPuTI8IX>
Population & Development Review, Jun2009, Vol. 35 Issue 2, p391-400

Lesthaeghe, Ron; Neidert, Lisa. 2009 [US Presidential Elections and the Spatial Pattern of the](http://web.ebscohost.com/ehost/viewarticle?data=qGJyMPPp44rp2%2fdV0%2bnjisfk5je46%2fJ55unvjazj34Hspl97zujlhf8Fi2pbBMrariuSLeWVKxrrhNs5bOZaTg8Hns6d978t%2ftuifu0m2r7NRsKawS7Kc6nns3b97JzivrX7cCk69%2ftu7fMP1%2ftu0yvq7NMsaavPuTI8IX)

[American Second Demographic Transition.](http://web.ebscohost.com/ehost/viewarticle?data=qGJyMPPp44rp2%2fdV0%2bnjisfk5je46%2fJ55unvjazj34Hspl97zujlhf8Fi2pbBMrariuSLeWVKxrrhNs5bOZaTg8Hns6d978t%2ftuifu0m2r7NRsKawS7Kc6nns3b97JzivrX7cCk69%2ftu7fMP1%2ftu0yvq7NMsaavPuTI8IX)

[data=dGjyMPPp44ro2%2fdV0%2bnl5fk5le46%2fj55unyiazi34HspL97zujlhb8Fi2pbBMratuSLeWsvKxrrhNs5bOZaTc8Hns6d978t%2fhu0m277NRsKawS7Kc6nns3b97JziervX7oCk69%2fu7TMP%2fkuDyyq7NMsaavPuTl8IX](#)
Population & Development Review, Vol. 35 Issue 2, p391-400,

[Relationship Between the Formation Conditions and Durations of One-Person Households in the Seoul Metropolitan Region](#) (<http://link.springer.com/article/10.1007/s13524-016-0465-y>)

Changhyo Yi (<http://link.springer.com/search?facet-creator=%22Changhyo+Yi%22>) *Demography* 53 (3. 2016).

Optional:

Caldwell. 2004. "Demographic Theory: A Long View. *Population and Development Review*. 30(2):297- 316.

Lam, David. 2011. "How the World Survived the Population Bomb: Lessons from 50 Years of Extraordinary History. *Demography* 48:1231-62.

Cohen, Joel E. 2003. "Human Population: The Next Half Century." *Science* 302 (November 14, 2003):1172-75.

Demography of Babies (Fertility)

John Bongaarts 1978 "A Framework for Analyzing the Proximate Determinants of Fertility." *Population and Development Review*, Vol No. 2:105-132.

Karen Oppenheim Mason 1997 "Explaining Fertility Transitions." *Demography* Vol. 34 No. 4, (November): 443- 454.

Kohler Hans-Peter, Francesco C Billari & Jose Antonio Orgega 2004. The emergence of lowest- low fertility in Europe during the 1990s. *PDR* 28(4)

Fertility Decline:

Knodel, John, Napaporn Havanon, and Anthony Pramualratana. 1984. "Fertility Transition In Thailand: A Qualitative Analysis." *Population and Development Review* 10:297-328.

Lavelly, William and Ronald Freedman. 1990 "The Origins of the Chinese Fertility Decline."

Demography 27(3):357-367.

Morgan, S. Phillip and R. B. King. 2001. "Why Have Children In the 21st Century? Biological Predisposition, Social Coercion, Rational Choice." *European Journal of Population* 17:3-20.

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

Population and Development Review 33:101-127.

Bongaarts, John. 2006. "The Causes of Stalling Fertility Transitions." *Studies in Family Planning*

37(1):1-16.

[Mothering Experiences: How Single Parenthood and Employment Structure the Emotional Valence of Parenting](#) (<http://link.springer.com/article/10.1007/s13524-016-0474-x>)

Ann Meier (<http://link.springer.com/search?facet-creator=%22Ann+Meier%22>), Kolly Musick (<http://link.springer.com/search?facet-creator=%22Kelly+Musick%22>), Sarah Flood (<http://link.springer.com/search?facet-creator=%22Sarah+Flood%22>), Rachel Dunifon (<http://link.springer.com/search?facet-creator=%22Rachel+Dunifon%22>) *Demography* 53 3 June 2016.

Health (Morbidity & Mortality)

Historical Perspectives on Mortality and Mortality Decline

McKeown, Thomas, R. G. Brown, and R. G. Record. 1972. "An Interpretation of the Modern Rise of Population in Europe." *Population Studies* 26:345-382.

Razzell, P.E. 1974. "An Interpretation of the Modern Rise of Population in Europe: A Critique."

Population Studies 28:5-17.

Condran, Gretchen A. and Rose A. Cheney. 1982. "Mortality Trends in Philadelphia: Age-and Cause-Specific Death Rates 1870-1930." *Demography* 19:97-123.

Johansson, S. R. and C. Mosk. 1987. "Exposure, Resistance and Life Expectancy: Disease and Death During the Economic Development of Japan, 1900-1960." *Population Studies* 41:207-235.

Preston, Samuel H. 1975. "The Changing Relationship Between Mortality and the Level of Economic Development." *Population Studies* 29:231-248.

Caldwell, John. 1986. "Routes to Low Mortality in Poor Countries." *Population and Development Review* 12:171-220.

Kuhn, Randall. 2010. "Routes to Low Mortality in Poor Countries Revisited." *Population and Development Review*. 36(4):655-92.

Bongaarts, John. 1996. Global Trends In AIDS Mortality. *Population and Development Review*
22:21-45.

The Post-Transition Mortality Regime

Waldron, Ingrid. 1985. "What Do We Know About Causes of Sex Differences in Mortality? A Review of the Literature." *Population Bulletin of the United Nations* 18:59-76.

Feinstein, J.S. 1993. "The Relationship Between Socioeconomic Status and Health: A Review of the Literature." *The Milbank Quarterly* 71(2):279-322.

Hummer, et al. 1999 Race/Ethnicity: Nativity, and Infant Mortality in the United States."
Social Forces 77: 1083-1117.

Rogers, Richard, Robert Hummer, Charles Nam, and Kimberley Peters. 1996. "Demographic, Socioeconomic, and Behavioral Factors Affecting Ethnic Mortality by Cause." *Social Forces* 74(4):1419-1438.

Elo, Irma T. and Samuel H. Preston. 1996. "Educational Differences In Mortality." *Social Science and Medicine* 42(1):47-57.

Pampel, Fred C. 2002. "Cigarette Use and the Narrowing Sex Differential in Mortality."
Population and Development Review 28(1):77-104.

Strully, Kate W. 2009. "Job Loss and Health in the U.S. Labor Market. *Demography* 46(2). Buzzell, Emily and Samuel H. Preston. 2007. "Mortality of American Troops in the Iraq War."
PDR. 33(3):555-566.

Demography of Families & Households

Family Patterns and Change

Hajnal, John. 1982. "Two Kinds of Pre-Industrial Household Formation Systems." *Population and Development Review* 8:449-494.

Ruggles, Steven. 1997. "The Rise of Divorce and Separation in the United States, 1890-1990."
Demography 34:455-466.

Sweeney, Megan. 2002. "Two Decades of Family Change: The Shifting Economic Foundation of Marriage." *American Sociological Review* 67:132-147.

Ruggles, Steven. 2007. "The Decline of Intergenerational Coresidence in the United States."
American Sociological Review 72:964-89.

Waite, Linda. 1995. "Does Marriage Matter?" *Demography* 32:483-508.

Issues Related to "Modern" Families and Households

Smock, Pamela. 2000. "Cohabitation in the United States: An Appraisal of Research Themes, Findings, and Implications." *Annual Review of Sociology* 26:1-20.

Rosenfeld, Michael J. 2006. "Young Adulthood as a Factor in Social Change in the United States." *Population and Development Review* 32(1):27-51.

Schwartz, Christine R., and Robert D. Mare. 2005. "Trends in Educational Assortative Marriage from 1940 to 2003." *Demography* 42: 621-646.

Kuo, J. C. and Raley, R. K. Diverging Patterns of Union Transition among Cohabitors by Race/Ethnicity and Education: Trends and Marital Intentions in the US 53 (4) *Demography*. 2016.

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Assignments Summary:

Date	Details	
Thu Sep 22, 2016	 Reaction Paper 1 (https://usu.instructure.com/courses/415745/assignments/2110416)	due by 1pm
Thu Sep 29, 2016	 Reaction Paper 2 (https://usu.instructure.com/courses/415745/assignments/2110418)	due by 1pm
Thu Oct 6, 2016	 Reaction Paper 3 (https://usu.instructure.com/courses/415745/assignments/2110419)	due by 1pm
Thu Oct 13, 2016	 Reaction Paper 4 (https://usu.instructure.com/courses/415745/assignments/2110444)	due by 1pm
	 Short Abstract of Paper Due (https://usu.instructure.com/courses/415745/assignments/2046377)	due by 2:15pm
Thu Oct 27, 2016	 Reaction Paper 5 (https://usu.instructure.com/courses/415745/assignments/2110445)	due by 1pm

Thu Nov 3, 2016	 Reaction Paper 6 (https://usu.instructure.com/courses/415745/assignments/2110446)	due by 1pm
Thu Nov 10, 2016	 Reaction Paper 7 (https://usu.instructure.com/courses/415745/assignments/2110447)	due by 1pm
Thu Nov 17, 2016	 Reaction Paper 8 (https://usu.instructure.com/courses/415745/assignments/2110448)	due by 1pm
Thu Dec 8, 2016	 Final Paper (https://usu.instructure.com/courses/415745/assignments/2046362)	due by 4pm
	 In-class participation (https://usu.instructure.com/courses/415745/assignments/2110452)	due by 4pm
	 Presentation of Paper (https://usu.instructure.com/courses/415745/assignments/2046384)	

