

SOCIOLOGY 1040-401: POPULATION AND SOCIETY
Fall 2022
Mon/Wed 1:45-3:15
Perelman Center for Political Science & Economics (PCPE) 202

Professor: Emilio A. Parrado

Office hours: Tuesday 12:30-1:30 or by appointment (preferable)

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COURSE DESCRIPTION

This course is an introduction to the relationship between population and society from a global perspective. The course is designed to give students an introduction to the major topics of the field of demography, including historical changes, current trends and differentials, and the social and economic mechanisms behind both.

The size, composition, and structure of human populations, and their change over time, has a profound effect on social organization at every level, from global effects such as climate change and environmental degradation, to shaping political systems and influencing the economic vitality of nations, to molding local employment conditions and competitiveness, to structuring the choices that individuals make on a daily basis. Population issues figure prominently in important national and international debates, including immigration policy and border security, the effectiveness of foreign aid to ameliorate poverty, how to support rapidly growing elderly populations in the U.S. and other developed countries, the consequences of the epidemics for families and societies across the globe, and how differential population growth rates and age-structures across countries will affect their international role and influence.

The course covers the traditional benchmarks of population studies, mortality, fertility, and migration, as well as urbanization, family formation, the changing life-course, population aging, and the impact of population processes on inequality and the environment. The course combines readings on the theories and trends of demographic change, as well as explicit links to current issues and debates. Population literacy, key to understanding current social, economic, and political debates, is a main objective of the course.

CLASS STRUCTURE

All class sessions will be in person. Active participation in class discussions is an essential element of the course.

Out-of-class activities: Each week students will have roughly 2 hours of assigned readings. In some instances, problem questions will be circulated in advance to facilitate discussion of specific topics and as study guides.

The course website is available via the UPenn Canvas system, which is the primary tool for electronic communication with students – please make sure you are registered in the class and that your email address is correct.

Lectures will consist of material from the textbook and numerous other sources, so class attendance is essential. These lectures are designed to introduce students to the respective topics, provide background about the corresponding empirical trends in the U.S. and other countries, and discuss relevant theories and concepts. While I will make a presentation of the corresponding papers and or research issues, an important part of the class meeting will be devoted to discussions of these papers and their findings. Your participation in these discussions will be an important aspect of the class.

READINGS

Textbook: Weeks, J.R. (2021). *Population: An Introduction to Concepts and Issues* (13th ed.). Thomas Wadsworth publisher. (Available online and as [e-book from Cengage Learning](#))

Additional readings available through online links and/or Canvas site for this course

ASSIGNMENTS AND GRADING

Midterm exam (30%)

Final exam (30%)

Class participation (10%)

Class project (30%)

Class Project

The class project consists of a short research paper using primary demographic data that addresses one of the substantive issues covered in class. The first part of the project is a 1-page outline. Class the following day will be devoted to discussion and feedback on class projects. The outline should briefly describe 1) the topic to be investigated 2) a short motivation of why it is relevant and 3) list the data to be used and how it will be presented.

The main requirements are that you conduct empirical research *using primary data* and integrate your project and its empirical findings with the conceptual frameworks discussed in class. Your analyses do not need to be complicated or use any particular statistical techniques, but you should use empirical data to shed new light on a topic of interest to you. The goal of the project is that you do your own empirical research, and that you draw your own conclusions from primary data. Examples of possible topics will be discussed in class. Papers should be 5-7 double-spaced pages, not including references, figures, and tables.

Be sure to: provide a compelling motivation for your particular topic, clearly stating its relevance; label graphs completely; cite all data used completely (for websites, the complete URL, date, and organization publishing it). Do NOT summarize secondary data analyses based on results already presented in a published paper (with the exception of using it to support or buttress your own analysis) and do not forget to cite data and ideas taken from others.

CLASS OUTLINE (see the schedule for specific dates)

1- Course introduction

2- Introduction to Demography Weeks (2021) Chapter 1

3- Film: World in the Balance

4- Demographic data and applied demography Weeks (2021) Chapter 1 and Chapter 2

- [U.S. Census:](#)
- [US Constitution](#)
- [Interpretation](#)

5- The Demographic Perspective Weeks (2021) Chapter 3

6- The Demographic Perspective Weeks (2021) Chapter 3

7- The health and mortality transition Weeks (2021) Chapter 4

8- Measuring mortality Weeks (2021) Chapter 4

9- Mortality discussion

- [Why Americans are Dying from Despair](#) | The New Yorker
- [Pandemic Disrupted Historical Mortality Patterns. U.S. Census Bureau](#)
- [Excess Mortality due to COVID. The Lancet](#)

WEDNESDAY, OCTOBER 5 FALL BREAK

10- The Fertility Transition • Weeks (2021) Chapter 5

11- Measuring Fertility • Weeks (2021) Chapter 5

12- Fertility discussion: Politics of Fertility

- [Sterilizations:](#)
- [U.S Fertility:](#)
- [UN World Fertility Report 2015:](#)

13- REVIEW

14- MIDTERM EXAM

15- The Migration Transition

- Weeks (2021) Chapter 6

16- Migration policy

- Massey, Douglas S. and Karen Pren. 2012. [Unintended Consequences of US immigration Policy: Explaining the Post-1965 Surge from Latin America](#). *Population and Development Review* P. 1-29.
- [Refugees:](#)

17- Migration discussion: Economic Impacts

- Lowenstein, Roger. 2006. [The Immigration Equation](#). New York Times Magazine, July 9 p. 36.
- Entrepreneurship: [Case Foundation](#)
- Remittances: [Development](#)
- Remittances: [World Bank](#)

18- The Urban Transition

- Weeks (2021) Chapter 7
- Davis, Mike. 2006. *Planet of Slums*. London: Verso. Chapters 2-5.

19- Social Science Data Demonstration

- <http://guides.library.upenn.edu/soci007>

20- The Urban Transition Discussion

- [Return to cities?](#)
- [Pandemic and cities](#)
- [Urban crisis](#)
- [California](#)
- [Immigration and cities](#)

21- The Age Transition and the Life-Course

- Weeks (2021) Chapter 8

22- Population aging discussion

- [Why population aging matters? A global perspective](#)

23- Family Demography and Life Chances

- Weeks (2021) Chapter 9

24- Feedback on class project outlines

- Outlines due November 30 at Noon
- PAPERS DUE DECEMBER 12 AT 5PM

25- Family discussion: Marriage and inequality

- Cherlin, Andrew. 2004. [The Deinstitutionalization of the American Marriage](#). *Journal of Marriage and the Family* 66: 848-61.
- [Marriage and inequality](#)

26- Population and the Environment

- Weeks Chapter 11

27- PAPER DUE December 12 /REVIEW FOR FINAL EXAM

28- Final exam DATE TO BE DETERMINED