

## Population and Society

Professor: Michal Engelman  
Lectures: Tu/Th 2:30-3:45pm, Social Sciences 6116  
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Demography is an interdisciplinary field that deals with the life course of populations, describing how people are born and age; live and reproduce; fall ill and die. Demographic statistics and trends are often used by politicians, the media, and social scientists as launching points or supports for their arguments. Throughout the course, we will focus on issues that feature in contemporary social science and policy debates, including population aging, fertility and reproduction, population and economic development, immigration, and disparities by sex, race, and socioeconomic status.

The course is addressed to two groups of students (a) upper-level undergraduates and (b) graduate students. For some this course will be their only class on population. For others – especially for graduate students thinking about specializing in demography – the course is the first of several they will take. I've aimed to make the readings and lectures informative and challenging to both groups. Because of the mix of students, the amount of reading materials may be higher than usually encountered in undergraduate courses.

We take a historical, long-run perspective on population change. We will examine the determinants of demographic patterns and the consequences of these patterns on society. We will review trends and patterns for developed and developing countries, with an emphasis on inequality between and within countries. By the end of this course, you will have a better understanding of what population statistics represent and to what end they are being used to inform contemporary public debates in the United States and globally.

### Prerequisites and Recommended Reference

Some of the readings contain quantitative material. While no prior knowledge of statistics is assumed, there will be an emphasis on the interpretation of visually presented data.

A good reference text for simple, straight-forward explanations of demographic concepts and various rates and measures (e.g., crude birth and death rates, population growth rates, infant mortality rates, life expectancy at birth, total fertility rate) is the *Population Handbook*, published by the Population Reference Bureau.

See: <http://www.prb.org/Publications/Reports/2011/prb-population-handbook-2011.aspx>

## Readings

Readings should be completed *before* the lecture for which they are assigned. There are two types of readings listed below: required and supplementary. Supplementary readings are optional for undergraduates, but graduate students (especially those planning on taking the demography prelim) should do all the readings.

Most readings are journal articles that represent classic or contemporary treatments of population issues. All the readings except Riley's book (see below) are available on the course's Learn@UW page.

There is one book required for this course:

Riley, James. 2001. *Rising Life Expectancy: A Global History*. Cambridge University Press.

The book is available for purchase at the University bookstore and via Amazon.com. Two copies are also on reserve at the Social Science Reference Library (Room 8432 in the Sewell Social Sciences Building).

I highly recommend keeping a short reading journal to help you think about the readings and study for the exams. Suggested format:

- Begin with the full reference
- Identify the main aim of the author(s). For example: to critically review a particular literature, or to answer a specific research question, or to test a hypothesis.
- Briefly describe the data used in the reading (if any) and the methods (if any).
- List, in bullet form, up to 5 main "take-home messages" of the reading.
- What are the major strengths and limitations of the reading?
- What question(s) or complaints do you have about this reading?

## Course requirements, assignments, & grading

**1. Attendance and Active Participation (10%).** In order to get full credit for participation, you must be an active participant in class discussions. Your contributions should demonstrate your familiarity with the reading material and offer insight into the demographic processes that we discuss. Please ask questions if you don't understand something. Chances are that some of your classmates don't understand either. If you disagree, make your views known. If you have an observation, please make it.

If you must miss class for any reason (e.g. religious holidays, family emergencies), please email Prof. Engelman. If you must be absent on an exam day or on a day when one of the paper assignments is due, please contact Prof. Engelman as far in advance as possible to inquire about the possibility of making alternate arrangements.

**2. Two exams (20% each).** The first exam (March 5) will cover the topics of mortality change and population health, the second (April 16) will cover the topics of fertility, family demography, and migration. Exams will consist of brief term identification questions and short essays covering concepts discussed in lecture and the readings.

**3. Research paper (35%).** Your research paper grade will include a one-page proposal (5%, due March 26) and a final paper (30%, due May 13). See more details below.

**4. Presentation (15%).** You will present the topic and findings of your research paper to the class. Additional guidelines will be forthcoming.

Grades will be assigned in accordance with the UW undergraduate grade policy, using the following point distribution:

A: 93-100 AB: 87-92.99 B: 83-86.99 BC: 77-82.99 C: 70-76.99 D: 60-69.99 F: 0-59.99

The instructor will determine the course-wide distribution of final grades at the conclusion of the semester.

## Research paper

For the paper, students are expected to identify a contemporary population issue and review the relevant academic literature. Successful papers will be structured around a research question (e.g. How has the HIV epidemic influenced fertility patterns in sub-Saharan Africa? How are rising levels of education influencing the health of aging populations? What is the relationship between population growth and environmental change?) and will cite at least five articles (that we have not discussed in class) from peer-reviewed scientific journals. We will have a class session devoted to picking a good research question and searching the scientific literature. Graduate students are encouraged to choose a topic that relates to their broader research interests. All students are welcome to see me during office hours for assistance choosing a paper topic.

Students will submit a one-page proposal (with at least five references) on March 3rd. Late proposals will lose one letter for each day that the proposal is late. You will receive feedback on the proposal and will be expected to incorporate that feedback as you write your paper and prepare a presentation about your chosen topic.

Papers must be double spaced, in 12pt Times New Roman font. Undergraduates should plan to write 6-8 pages; graduate students should plan to write 8-12 pages. The final papers are due on May 13th via the course dropbox on Learn@UW. A letter grade will be deducted for each day the paper is late, unless permission for an extension was granted at least 3 days before the due date.

## Academic Honesty

In your written assignment, you are expected to exercise academic honesty and integrity and to produce original work. If you must use the exact words used in another source, use quotation marks to indicate that those words are not your own and provide full credit to the source. If you are using an idea you obtained from someone else, cite the author(s), even if you did not quote her/him/them directly. The set of ideas you must cite includes those obtained from Wikipedia or any internet source. According to UWS 14, academic misconduct occurs when a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;

- engages in conduct aimed at making false representation of [...] academic performance;
- assists other students in any of these acts.

The university's Writing Center has an excellent webpage about how to successfully quote and paraphrase texts: <http://writing.wisc.edu/Handbook/QuotingSources.html>. See also these guidelines about avoiding plagiarism: [http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html).

The internet makes it very easy to plagiarize (both intentionally and not), but it also makes it easy to identify plagiarized texts. Evidence of academic dishonesty in an assignment will result in an automatic grade of zero for the assignment, and will be reported to the Dean of Students following a meeting with the professor.

## Course Overview and Organization

Week	Date	Topic	Notes
1	January 20	Introduction	
	January 22	Demographic transition I: Longevity	
2	January 27	Mortality decline: Medicine & public health	
	January 29	Mortality decline: Economics & education	
3	Feb 3	Epidemiologic transition	
	Feb 5	Health reversals	
4	Feb 10	Population aging	
	Feb 12	Life course linkages	
5	Feb 17	<i>Searching the scientific literature</i>	
	Feb 19	Disparities by sex	
6	Feb 24	Disparities by socioeconomic status	
	Feb 26	Disparities by race	
7	March 3	Review	<b>Paper Proposals Due</b>
	March 5	<b>Exam 1</b>	
8	March 10	Demographic transition II: Fertility	
	March 12	Proximate determinants of fertility	
9	March 17	Family planning programs & policies	
	March 19	Low fertility	
10	March 24	Marriage	
	March 26	Changing families	
11	March 31	<i>Spring break</i>	<b>No class</b>
	April 2	<i>Spring break</i>	<b>No class</b>
12	April 7	Migration patterns	
	April 9	Migration and health	
13	April 14	Review	
	April 16	<b>Exam 2</b>	
14	April 21	Presentations	
	April 23	Presentations	
15	April 28	Presentations	
	April 30	<i>Work on your papers</i>	<b>No Class</b>
16	May 5	Presentations	
	May 7	Presentations	

The final paper is due on Wednesday, May 13th at 9am via the Learn@UW dropbox.

## Detailed Schedule

### **Tue. Jan 20: Introduction to the course**

#### *Supplementary reading*

Xie, Y. 2000. Demography: Past, present, and future. *Journal of the American Statistical Association* 95(450): 670-673.

### **Thurs., Jan 22: Demographic Transition I: Rising longevity**

#### *Required reading*

Riley, J. 2001. *Rising Life Expectancy: A Global History*. Cambridge University Press. Introduction and chapter 1.

Oeppen, J. and Vaupel, J. 2002. Broken limits to life expectancy. *Science* 296 (10 May 2002): 1029-31.

#### *Supplementary reading*

Lee, R. 2003. The Demographic Transition: Three Centuries of Fundamental Change. *The Journal of Economic Perspectives* 17:167-190.

Caldwell, J.C. 2001. Demographers and the study of mortality: Scope, perspectives, and theory. in *Annals of the New York Academy of Sciences* 954:19-34.

### **Thurs., Jan 29: Why did mortality decline? The context of economic development**

#### *Required reading*

Riley, *Rising Life Expectancy*, chapter 4 and chapter 7.

#### *Supplementary reading*

Preston, S.H. 1975. The changing relation between mortality and level of economic development. *Population Studies* 29(2):231-248. (Reprinted in *International Journal of Epidemiology* 2007).

Caldwell, J.C. 1986. Routes to low mortality in poor countries. *Population and Development Review* 12(2):171-220.

### **Tue. Jan 27 Why did mortality decline? The role of medicine and public health**

#### *Required reading*

Riley, *Rising Life Expectancy*, chapters 2 and 3.

Colgrove, J. 2002. The McKeown Thesis: A Historical Controversy and Its Enduring Influence. *Am J Public Health* 92:725-729.

#### *Supplementary reading*

McKeown T, Brown RG. 1955. Medical evidence related to English population changes in the eighteenth century. *Population Studies*. 9:119-141.

Szreter, S. 1988. The importance of social intervention in Britains mortality decline c. 1850-1914: A re-interpretation of the role of public health. *Social History of Medicine* Pp. 1-38.

### **Tue., Feb 3: Epidemiologic transition**

#### *Required reading*

Omran, A.R. 1971. The epidemiologic transition: A theory of the epidemiology of population change. *Milbank Memorial Fund Quarterly* 49:501-538. (Reprinted in 2005).

Bloom, B.R. (2005, September). Public health in transition. *Scientific American* 92-99.

#### *Supplementary reading*

Olshansky, S.J. and Ault, A.B. 1986. The fourth stage of the epidemiologic transition: The age of delayed degenerative diseases, *The Milbank Quarterly* 64(3).

Heuveline et al. 2003. The uneven tides of the health transition *Social Science and Medicine* 55:313-322.

### **Thurs., Feb 5: Crises and Health reversals**

#### *Required reading*

M. McKee and V. Shkolnikov. 2001. Understanding the toll of premature death among men in eastern Europe. *BMJ*. 323: 1051-1055.

Gillespie, Kadiyala, and Greener. 2007. Is poverty or wealth driving HIV transmission? *AIDS*. 21 (Suppl 7): S5-S16.

Olshansky, S. J., et al. 2005. A potential decline in life expectancy in the United States in the 21st century. *New England Journal of Medicine* 352(11), 1138-1145.

#### *Supplementary reading*

Palloni, A. 1988. On the role of crisis in historical perspective: An exchange. *Population and Development Review* 14: 145-58

Caldwell, J.C. 2000. Rethinking the African AIDS Epidemic. *Population and Development Review* 26(1):117-135.

### **Tue., Feb 10: Population aging**

#### *Required reading*

Goldstein, J.R. 2009. How populations age. In: *International Handbook of Population Aging*, Peter Uhlenberg, Ed. Springer, pp.7-18.

Macarthur Foundation Research Network on an Aging Society. 2009. Facts and Fictions about an Aging America by the Macarthur Foundation Research Network on an Aging Society. *Contexts* 8:16-21.

Fries, J.F. 1980. Aging, natural death, and the compression of morbidity. *New England Journal of Medicine* 303: 130-135.

#### *Supplementary reading*

John Wilmoth. 2000. Demography of Longevity: past, present and future trends. *Experimental Gerontology*. 35: 1111-1129

Eileen Crimmins and Hiram Beltran-Sanchez. 2010. Mortality and Morbidity Trends: Is there Compression of Morbidity? *Journal of Gerontology: Social Sciences*. 66B(1): 75-86.

**Thurs., Feb 12: Life course linkages**

*Required reading*

Montez J.K. and M.D. Hayward. 2011. Early life conditions and later life mortality. pp.187-206 in R.G. Rogers and E.M. Crimmins (eds). *International Handbook of Adult Mortality*. Springer.

Barker, D.J.P. 2007. The origins of the developmental origins theory. *Journal of Internal Medicine* 261:412-17.

*Supplementary reading*

Hayward, M. D., Gorman, B. K. 2004. The long arm of childhood: The influence of early-life social conditions on mens mortality. *Demography* 41(1), 87-107.

Dannefer, D. Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and social science theory. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences* 58(6):S327S337, 2003.

**Tue., Feb 17: Searching the scientific literature**

*Guest lecturer: Thomas Durkin, Social Science Librarian, UW-Madison.*

**Thurs., Feb 19: Disparities by sex/gender**

*Required reading*

Buvinic, M., Gupta, M. D., & Casabonne, U. 2009. Gender, poverty and demography: An overview. *The World Bank Economic Review*, lhp013.

Anne Case and Christina Paxson. 2005. Sex Differences in Morbidity and Mortality. *Demography* 42(2):189-214.

*Supplementary reading*

Knodel, J and M.B. Osftedal 2003. Gender and aging in the developing world: Where are the men? *Population and Development Review* 29(4): 677-98.

Preston, S and H. Wang. 2006. Sex mortality differences in the United States: the role of cohort smoking patterns. *Demography* 43(4):631-646.

**Tue., Feb 24: Disparities by socioeconomic status**

*Required reading*

M. Marmot. 2002. The influence of income on health: view of an epidemiologist. *Health Affairs* 21(2):31-46.

Olshansky, S. J., et al. 2012. Differences in life expectancy due to race and educational differences are widening, and many may not catch up. *Health Affairs* 31(8), 1803-1813.

Link, B. and J. Phelan. 1995. Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior*. 35:80-94

*Supplementary reading*

Lynch, J.W., Davey Smith G., Kaplan, G.A., House, J.S. 2000. Income inequality and mortality: importance to health of individual income, psychosocial environment, or material conditions. *BMJ* 320:1200-4.

Smith, J. 2005. Unraveling the SES-health connection. *Population and Development Review* 30 (supplement): 108-32.

**Thurs., Feb 26: Disparities by race**

*Required reading*

American Anthropological Association, 1998. Statement on Race  
<http://www.aaanet.org/stmts/racepp.htm>

Hummer, R. A. (1996). Black-white differences in health and mortality. *The Sociological Quarterly* 37(1), 105-125.

Patterson, Evelyn J. 2010. Incarcerating Death: Mortality in U.S. State Correctional Facilities 1985-1998. *Demography* 47(3): 587-607.

*Supplementary reading*

Geronimus, A. T., Hicken, M., Keene, D., Bound, J. 2006. Weathering and age patterns of allostatic load scores among blacks and whites in the United States. *American Journal of Public Health* 96(5).

Lynch, S. M., Brown, J. S., Harmsen, K. G. 2003. Black-white differences in mortality compression and deceleration and the mortality crossover reconsidered. *Research on Aging*, 25(5), 456-483.

**Tue., March 3: Review**

**\*\*\* Paper proposals DUE at the beginning of class \*\*\***

**Thurs., March 5: \* EXAM 1: Mortality and population health \***

## **Tue., March 10: Demographic transition II: Fertility decline**

### *Required reading*

Hirschman C. 1994. Why fertility changes. *Annual Review of Sociology* 20:203-233.

Mason, Karen Oppenheim. 1997. Explaining Fertility Transitions. *Demography* 34:443-454.

### *Supplementary reading*

Hodgson, D. 1988. Orthodoxy and revisionism in American demography. *Population and Development Review* 14(4): 541-569.

Bongaarts, John and Susan Cotts-Watkins. 1996. Social Interactions and Contemporary Fertility Transitions. *Population and Development Review* 22( 4):639-682.

## **Thurs., March 12: Distal and Proximate determinants of fertility**

### *Required reading*

Bongaarts, John. 1982. The fertility-inhibiting effects of the intermediate fertility variables. *Studies in Family Planning* 13(6-7): 179-189.

Singh, Susheela, Gilda Sedgh, and Rubina Hussain. 2010. Unintended Pregnancy: Worldwide Levels, Trends, and Outcomes. *Studies in Family Planning* 41:241-250.

### *Supplementary reading*

Jennifer Johnson-Hanks. 2002. On the Modernity of Traditional Contraception: Time and the Social Context of Fertility. *Population and Development Review*. 28(2): 229-249.

John Sandberg. 2006. Infant Mortality, Social Networks, and Subsequent Fertility. *American Sociological Review* 71: 288-309.

## **Tue., March 17: Family planning programs and policies**

### *Required reading*

Sinding, Steven W. 2008. "Overview and Perspective." Pp. 1-12 in *The Global Family Planning Revolution*, edited by W. C. Robinson and J. A. Ross. Washington, DC: The World Bank.

Cleland, J. et. al. 2006. Family planning: The unfinished agenda. *The Lancet* 368: 1810-27.

Kaiser, Jocelyn. 2011. Does Family Planning Bring Down Fertility? *Science* 333(6042):548-49.

### *Supplementary reading*

Amy Tsui. 2001. Population Policies, Family Planning Programs and Fertility: The Record. *Population and Development Review*. 27(Suppl): 184-204.

Connelly, Matthew (2006). Population control in India: Prologue to the Emergency Period." *Population and Development Review*. 32(4): 629 - 667

Finkle, J. L., McIntosh, C. A. 2002. United Nations Population Conferences: Shaping the Policy Agenda for the Twenty-first Century. *Studies in Family Planning*, 33(1), 11-23.

### **Thurs., March 19: Low fertility**

#### *Required reading*

Morgan, S. P. 2003. "Is Low Fertility a Twenty-First Century Demographic Crisis?" *Demography* 40(4): 589-603.

Myrskylä, Kohler, and Billari. 2009. Advances in Development Reverse Fertility Declines *Nature*. Pp. 741-743.

#### *Supplementary reading*

Peter McDonald. 2000. Gender Equity and Theories of Fertility Transition. *Population and Development Review*. 26(3): 427-439.

Boling, Patricia. 2008. Demography, Culture, and Policy: Understanding Japan's Low Fertility. *Population and Development Review* 34(2):307-326.

### **Tue., March 24: Marriage**

#### *Required reading*

Coontz, Stephanie. What's Love Got to Do with It? A Brief History of Marriage. Pp. 30-36 in Cherlin, Andrew J. (ed.), 2008, *Public and Private Families: A Reader* (5th edition). New York: McGraw Hill.

A.J. Cherlin. 2004. The deinstitutionalization of marriage. *Journal of Marriage and the Family* 66(4):848-861.

#### *Supplementary reading*

Waite, Linda J. 1995. Does Marriage Matter? *Demography* 32:483-506.

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

### **Thurs., March 26: Family changes**

#### *Required reading*

S. McLanahan. 2004. Diverging Destinies: How Children Are Faring under the Second Demographic Transition. *Demography* 41(4):607-27.

L.C. Sayer and S.M. Bianchi. 2000. Womens Economic Independence and the Probability of Divorce: A Review and Re-examination. *Journal of Family Issues*. 21(7): 906-943.

#### *Supplementary reading*

Lesthaeghe, Ron. 2010. The Unfolding Story of the Second Demographic Transition. *Population and Development Review* 36(2):211-251.

Goldstein, Joshua. 1999. The Leveling of Divorce in the United States. *Demography* 36(3): 409-414.

**March 28-April 5:** Have a great spring break!

**Tue., April 7: Migration patterns**

*Required reading*

Massey, D. et al. 1993. Theories of international migration – a review and appraisal. *Population and Development Review* 19(3):431-466.

Ratha, D. and W. Shaw. 2007. South-South migration and remittances. World Bank Working Paper.

*Supplementary reading*

Feliciano. 2005. "Educational Selectivity in U.S. Immigration: How Do Immigrants Compare to Those Left Behind?" *Demography* 42(1), 131-152.

Coleman, David. 2006. Immigration and Ethnic Change in Low-Fertility Countries: A Third Demographic Transition. *Population and Development Review* 32(3): 401-446.

**Thurs., April 9: Migration and health**

*Required reading*

Rubalcava, Luis N., Graciela M. Teruel, Duncan Thomas, and Noreen Goldman. 2008. The Healthy Migrant Effect: New Findings for the Mexican Family Life Survey. *American Journal of Public Health* 98(1): 78-84.

Markides K.S. and K. Eschbach. 2011. Hispanic paradox in adult mortality in the United States. pp. 227-240. in R.G. Rogers and E.M. Crimmins (eds). *international Handbook of Adult Mortality*. Springer.

*Supplementary reading*

A. Palloni and E. Arias. 2004. Paradox Lost: Explaining the Hispanic American Mortality Advantage. *Demography* 41(3):385-415.

Antecol, H. and K. Bedard. 2006. Unhealthy assimilation: Why do immigrants converge to American health status levels? *Demography* 43(2): 337-360.

**Tue., April 14: Review**

**Thurs., April 16: \* EXAM 2: Fertility, family, and migration\***

**Tue., April 21 :** Presentations

**Thurs., April 23:** Presentations

**Tue., April 28:** Presentations

**Thurs., April 30:** *No class – work on your papers*

**Tue., May 5:** Presentations

**Thurs., May 7:** Presentations

**\*Final paper DUE via Learn@UW dropbox by 9am on Wednesday, May 13th \***