



The University of Western Ontario  
**DRAFT OUTLINE: SOCIOLOGY 9331A-001**  
**Deaths, Fertility and Migration:**  
**Demographic Analysis of Social Change**  
Fall 2017  
Tuesday 1:30-4:20pm, SSC 5406

**Instructor:** Rachel Margolis, PhD  
Office Hours: Monday 11am - 12:30pm  
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3 seminar hours, 0.5 course

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### **Course Description**

This course introduces students to demographic analysis of social change. Topics covered are fertility, mortality, international migration, aging, and marriage and how demographic methods can be used to study other topics such as education, health inequalities, disability and prison populations.

The main goal of the course is to understand how demographers approach population change - through population growth, mortality, fertility, marriage, migration, and age structure. These measures are useful for thinking systematically about population changes in this country and others. We will also discuss how basic demographic methods can be used to study other topics, such as education, disability, and prison populations, to provide an understanding of how these methods are applied outside the field of traditional demography. For example, we will discuss how to analyze different populations of interest, whether they are the inhabitants of a municipality or specific ethnic group. We will look at individuals “at risk” of experiencing different events and the possible “states” in which they can inhabit, key demographic terms that will be explained during this course. In learning how to use population research methods, the aim is for students to be able to apply these methods to their substantive area of interest. I will use examples from current research to illustrate how demographic research is done and what it can tell us about the social world.

This course will provide you with a foundation in demographic theories and techniques, which will give you tools to help answer many substantive research questions. It is open to students from other disciplines who are interested in demographic methods and their many different applications.

### ***Prerequisite(s):***

Enrolment in fourth year of one of the Honors Specializations or Honors Double Major in Sociology.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

***Antirequisite(s):*** None

## **Learning Outcomes**

At the end of the course, students should be able to:

- Identify sources of demographic data and recognize the strengths and weaknesses of different data sources.
- Calculate and interpret basic measures of a life table.
- Estimate how fertility, mortality, and migration shape a population's age structure.
- Interpret and evaluate figures and graphs.
- Apply demographic methods to substantive areas outside of the core of demography such as education, disability, and policy.
- Use excel comfortably to do calculations and make figures.

## **Required Text**

The main text for the course is a textbook by Donald Rowland. Students should obtain a copy of the book, which can be purchased from the University Bookstore or online. The book is also on 1-day reserve at Weldon library.

Rowland, Donald T. 2012. *Demographic Methods and Concepts*. New York: Oxford University Press.

Additional readings appear in journals and can be accessed through the course website or the UWO library website.

## **Method of Evaluation**

The midterm and final exam will be based on class lectures and readings. You are expected to do the assigned readings and to come to class. Lectures cover material that is not discussed directly in the course readings, but for which you are responsible. Conversely, you also are responsible for the material covered in the readings even if the material is not reviewed in class.

The mid-term and final examinations may include different types of questions. Some will involve calculating and interpreting measures. Others will focus on communicating the results of figures, graphs and tables. Others will be short answer and include writing about key concepts.

The presentation offers students an opportunity to delve into a topic of their choice and present their findings to the class. Student presentations will be on November 21, November 28 and December 5 during class. Present the findings of your project in an 8-10-minute talk. After that, you will answer questions from the audience. You will use the toolkit of demographic techniques that you have learned this semester. Instructions and topics can be found on pages 6-7 of this course outline.

## ***Evaluation Breakdown***

Your final grade will be determined as follows:

- Midterm Exam (held in class): 30%
- Presentation: 25%
- Final Exam: 45%

## **How to Contact Me**

You can come to office hours with any questions about the material. You can also email me at: [rachel.margolis@uwo.ca](mailto:rachel.margolis@uwo.ca)

## **How to get important course information:**

For information about the course, please read the course outline carefully. Also, check the course website for announcements.

## Overview of Course Schedule

Week	Date	Topic
1	September 12	Introduction to Demography, Basic Concepts, Sources of Demographic Data
2	September 19	Basic Measures, Person Years, Population Growth, Demographic Rates
3	September 26	Age-Specific Rates and Probabilities, Age Standardization
4	October 3	The Life Table
5	October 17	Using Life Tables to Study Different Topics
6	October 24	Midterm Test (In Class)
7	October 31	Fertility, The Contraception Revolution
8	November 7	Population Problems: High and Low Fertility
9	November 14	Marriage and Divorce, Second Demographic Transition, Sex Preferences for Children
10	November 21	Population Projections, Student Presentations
11	November 28	Migration, Student Presentations
12	December 5	Student Presentations
Exam Period	Date TBA	Final Exam

**September 12 Introduction to Demography, Basic Concepts, Demographic Data**

*Readings*

- Rowland, Chapter 1: Population Change
- Bloom. 2011. 7 Billion and Counting. *Science* 333(562): 562-569.

**September 19 Basic Measures, Person Years, Population Growth, Demographic Rates**

*Readings*

- Rowland, Chapter 2: Population Growth and Decline
- Population 9 Billion? 2011. *Science* (333) pg 540-543
- James. India's Demographic Change: Opportunities and Challenges. 2011. *Science* (333): pg 576-580.
- Lee, R. The Outlook for Population Growth. 2011. *Science* (333): pg 569-573.
- Lutz, W. Global Human Capital: Integrating Education and Population. 2011. *Science* (333): pg 587-592.

**September 26 Age-Specific Rates and Probabilities, Age Standardization**

*Readings*

- Rowland, Chapter 4: Comparing Populations

**October 3 The Life Table**

*Readings*

- Rowland, Chapter 8: Life Tables
- Gurven and Kaplan. 2007. Longevity Among Hunter-Gatherers: A Cross-Cultural Examination. *Population and Development Review* 33(2):321-365.

**October 17 Using Life Tables**

*Readings*

- Bongaarts. 2006. How long will we live? *Population and Development Review* 32(4): 605-628.
- Oeppen and Vaupel. 2002. Broken Limits to Life Expectancy. *Science*. 296(5570):1039-1031.

**October 24 MIDTERM TEST (In Class)**

**October 31 Fertility and the Contraception Revolution**

*Readings*

- Rowland, Chapter 7: Fertility and the Family
- Mason, K Oppenheim. 1997. Explaining Fertility Transitions. *Demography* 34(4):443-454.

**November 7 Population Problems: High and Low Fertility**

*Readings*

- Bongaarts and Casterline. 2013. Fertility Transition: Is sub-Saharan Africa Different? *Population and Development Review* 38(s): 153-168.
- Bongaarts. 2001. Fertility and Reproductive Preferences in Post-Transitional Societies. *Population and Development Review* 27S:260-281.

**November 14**                    **Marriage and Divorce, Second Demographic Transition, Sex Preferences for Children**

*Readings*

- Rowland text. pp. 251-255
- Goldscheider, Bernhardt, and Lappegard. 2015. The Gender Revolution: A Framework for Understanding Changing Family and Demographic Behavior. *Population and Development Review* 41(2):207-239.
- Almond, Edlund, and Milligan. 2013. Son Preference and the Persistence of Culture: Evidence from South and East Asian Immigrants to Canada. *Population and Development Review* 39(1): 75-95.

**November 21**                    **Population Projections, Student Presentations**

*Readings*

- Rowland, Chapter 12: Population Projections and Estimates
- Lutz, Sanderson and Scherbov. 1998. Expert-based probabilistic population projections. *Population and Development Review* 24:139-155.

**November 28**                    **Migration, Student Presentations**

*Readings*

- Rowland Chapter 11: Migration
- Abel and Sander. 2014. Quantifying Global International Migration Flows. *Science* 343(6178):1520-1522.

**December 5**                    **Student Presentations**

## Soc 4441/9331 Presentation Instructions, Fall 2017

The presentation offers students an opportunity to delve into a topic of their choice and present their findings to the class. Student presentations will be on **November 21, November 28 and December 5 during class**. Present the findings of your project in an **8-10-minute talk**. After that, you will answer questions from the audience. Use the toolkit of demographic techniques that you have learned this semester. The presentation counts for 25% of your mark for this course.

- You will be marked on your oral presentation as well as your visual presentation (slides).
- Speak clearly and explain the findings of your research project.
- You can make your slides in PowerPoint, prezi, keynote, or any other presentation maker. Convert the presentation into a pdf to show in class to avoid technical difficulties.
- A guideline is one slide per minute of your presentation.
- Avoid using wacky colors, very small font sizes, or hard to read fonts.
- Use figures and charts when useful for making your points.
- When you do your presentation, you will hand in a hard copy (printed out) of your slides (4-6 to a page), double sided please.
- Write up a 1-page summary of the content of your topic and bring a hard copy for each student in the class and the professor on the day of your talk. The content from the presentations is testable material for the final exam.
- A good presentation is one that has been practiced! Practice your talk for friends or family!

### List of Topics

Each student will choose one of the following topics. Each student must select a separate topic.

1. Social Marketing of Contraceptives: What is social marketing? How does it work? How successful have these campaigns been?
2. Compare the demography of India and China in the 20<sup>th</sup> century through the present.
3. Describe the policies of one Scandinavian country (Sweden, Norway, Denmark, or Finland) designed to boost fertility. How successful have these programs been?
4. What is polygyny? Describe a society in which polygyny is common and how it is related to the demographic trends in that place.
5. Pick a country in Northern Africa. Describe its mortality, fertility, and migration trends. Focus on the important trends and challenges.
6. Describe fertility trends in Canada during the 20<sup>th</sup> century through the present. Where might it go in the future? What might affect it? How does immigration affect fertility in Canada?
7. Evaluate the one-child policy in China. How successful was it at reducing fertility? What other effects did it have on Chinese society? What challenges has it created?
8. Italy is a country that is aging very rapidly. Describe what demographic trends are causing population aging, what is likely to happen in the next 25 years, and how the government is/and is planning to deal with the economic costs of aging.
9. Bangladesh is the most densely populated country in the world. Describe the demography of Bangladesh, focusing on recent trends in mortality and fertility, and what is expected in the near future.
10. Describe how the HIV/AIDS epidemic has affected the population of (Botswana, Swaziland, or Namibia). How has it affected patterns of mortality, fertility and migration? How was the government responded and how successful has the government's response been?

11. How has the demography of Russia changed since the fall of the Soviet Union? Describe current trends in mortality, health, fertility and migration and what challenges arise from these conditions.
12. Indonesia: Describe its mortality, fertility, and migration trends. Focus on the important trends and challenges.
13. What are the patterns of education and employment outcomes of first and second generation immigrants to Canada? How do the patterns differ by country of origin?
14. Nigeria: Describe its mortality, fertility, and migration trends. Focus on the important trends and challenges.
15. What are Demographic Surveillance Systems (e.g. IN-DEPTH network)? How do they work? What data do they collect? What are their strengths and weaknesses? Describe key research findings which we would not know without the DSS?
16. What are indirect estimation techniques? Describe how they work and what we can learn from them.
17. What is the healthy immigrant effect or healthy immigrant paradox? Is it really a paradox? What are thought to be the causes for this?
18. How has the HIV/AIDS epidemic evolved different in different settings? How are these differences related to differences in gender norms and gender equality. How have social policies addressing HIV/AIDS addressed gender equality?
19. Use one extension of a life table in a new way to answer an innovative research question. Present your question, data, and results.
20. Describe the demography of First Nations Canadians. Focus on important trends and challenges.

## Important Policies for Graduate Students

### **Policies for Assignment Deadlines:**

Late assignments will be deducted 10% per day.

There will be **no make-up midterm exams**. If a student misses the mid-term due to sickness or another acceptable excuse, the student must present an official document justifying the absence and (only in this situation) the weight of the midterm will be added to the final exam. In case of lack of justification for the absence, a grade of zero will be attributed to the midterm exam.

Book airline flights after you know the dates of your final examinations so they do not conflict with any exams.

### **Policies on Examinations**

Scientific and basic calculators will be allowed during examinations. Graphing calculators and cell phones are not permitted during the exam.

### **Policy on Laptops and other Electronics/Phones in Class**

Laptops are permitted in class for course materials only. Be sure that all cell phones are turned off at the beginning of class.

### **A Note on Plagiarism**

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence. See

### **Plagiarism Checking**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com:

<http://www.turnitin.com>

### **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:

[http://www.uwo.ca/univsec/appeals\\_discipline/index.html](http://www.uwo.ca/univsec/appeals_discipline/index.html)

### **Accommodation**

Only in exceptional circumstances may a student be provided special accommodation in the completion of a course requirement (i.e., exams, papers). To request a one-time accommodation (brief illness, family emergency), the student should inform the professor when they are able so accommodation can be made. Accommodation for an ongoing disability may be requested through Services for Students with Disabilities (SSD) at Western. SSD is a confidential service, working with students and their programs, normally their graduate chair, to ensure that appropriate academic accommodations to program requirements are arranged. The following website provides further information - [http://grad.uwo.ca/current\\_students/regulations/14.html](http://grad.uwo.ca/current_students/regulations/14.html) Students are encouraged to consult the program graduate chair (Professor Kim Shuey) if they would like to discuss whether this option would be appropriate for their situation.



### **Completion of Course Requirements**

Course requirements must be completed by the end of the term in which the course is offered (Fall-December 31; Winter-April 30, Summer-August 31). Only in exceptional circumstances may a student take additional time to complete the course requirements. In such a case, the student must first meet with the Graduate Chair to request permission to carry the incomplete. Medical documentation, where required, will be kept on file in the Sociology graduate program office. More details regarding incompletes are outlined in the Graduate Handbook:

[http://www.sociology.uwo.ca/graduate\\_handbook/course\\_information.html](http://www.sociology.uwo.ca/graduate_handbook/course_information.html)

### **Mental Health**

Students who are in emotional/mental distress should refer to Health and Wellness Western for a complete list of options to obtain help: [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/)

### **Health and Wellness**

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. *The Wellness Education Centre (lower level UCC)* assists students in finding mental health and other related resources best suited to their needs: <http://se.uwo.ca/wec.html> Western's School of Graduate and Postdoctoral Studies' [Living Well](http://grad.uwo.ca/current_students/living_well/index.html) website provides tips for thriving at grad school and other helpful information:

[http://grad.uwo.ca/current\\_students/living\\_well/index.html](http://grad.uwo.ca/current_students/living_well/index.html)

Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in [Western's Campus Recreation Centre](http://www.westernmustangs.ca/index.aspx?path=ims#):

<http://www.westernmustangs.ca/index.aspx?path=ims#> Numerous cultural events are offered

throughout the year. Also, we encourage you to check out the Faculty of Music web page

<http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>.