



The University of Western Ontario
DRAFT OUTLINE: SOCIOLOGY 4441B-001
Deaths, Fertility and Migration:
Demographic Analysis of Social Change
Winter 2019
Tuesday 1:30-4:20pm, SSC 5235

Instructor: Rachel Margolis, PhD
Office Hours: Monday 11am - 12pm
Department of Sociology, Office: SSC 5326
Email: rachel.margolis@uwo.ca
3 seminar hours, 0.5 course

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 March 26, April 2, and April 9 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

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 | January 8 | Introduction to Demography, Basic Concepts, Sources of Demographic Data |
| 2 | January 15 | Basic Measures, Person Years, Population Growth, Demographic Rates |
| 3 | January 22 | Age-Specific Rates and Probabilities, Age Standardization |
| 4 | January 29 | The Life Table |
| 5 | February 5 | Using Life Tables to Study Different Topics |
| 6 | February 12 | Midterm Test (In Class) |
| | February 19 | Reading week- no class |
| 7 | February 26 | Fertility, The Contraception Revolution |
| 8 | March 5 | Population Problems: High and Low Fertility |
| 9 | March 12 | Marriage and Divorce, Second Demographic Transition, Sex Preferences for Children |
| 10 | March 19 | Population Projections |
| 11 | March 26 | Migration, Student presentations |
| 12 | April 2 | Student Presentations |
| 13 | April 9 | Student Presentations |
| Exam Period | | Final Exam |

January 8 Introduction to Demography, Basic Concepts, Demographic Data

Readings

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

January 15 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.

January 22 Age-Specific Rates and Probabilities, Age Standardization

Readings

- Rowland, Chapter 4: Comparing Populations

January 29 The Life Table

Readings

- Rowland, Chapter 8: Life Tables
- 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.

February 5 Using Life Tables

Readings

- Robine, J. M., & Ritchie, K. (1991). Healthy life expectancy: evaluation of global indicator of change in population health. *BMJ*, 302(6774), 457-460.
- Crimmins, E. M., & Saito, Y. (2001). Trends in healthy life expectancy in the United States, 1970–1990: gender, racial, and educational differences. *Social science & medicine*, 52(11), 1629-1641.

February 12 MIDTERM TEST (In Class)

February 26 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.

March 5 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.

March 12 **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.

March 19 **Population Projections**

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.

March 26 **Migration, Student Presentations**

Readings

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

April 2 and April 9 **Student Presentations**

Soc 4441/9331 Presentation Instructions, Winter 2019

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 **March 26, April 2, and April 9 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 20th 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 20th 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 Undergraduates

Missed Exams:

Make-up exams and extensions for assignment deadlines will be granted with approved documentation only. If you have a conflict with one of the exam dates, it is your responsibility to discuss it with the Academic Counseling office as soon as possible, but no later than one week before the regularly scheduled exam and provide documentation of the conflict. If approved, you will be allowed to schedule a make-up exam.

If you miss an exam (this includes make-up exams) due to illness or for any other unforeseen reason, please notify me **within 24 hours** of the missed exam. No documentation is required when you notify me, but I need to know that you missed the exam within 24 hours. You then must provide notification and documentation to your Academic Counselor **within 48 hours**. If your problem is medical in nature, you should be seen by your doctor on the date of the exam or on the date an assignment is due. If your Academic Counselor agrees that your reasons are legitimate and are supported by your medical doctor's documentation, you will be allowed to write a make-up exam (or hand in your assignment at a later date).

Make-up Exams:

There will be one makeup date set by the Department for students needing to write a make-up exam (with approved accommodation from your academic counseling office). This makeup exam may or may not be in the same format as the original exam. During the winter term 2019, the date for the make-up midterm is March 8th at noon in Weldon Library room 258, and the make-up final is May 10th at noon in SSC 2024.

If a student misses a make-up exam due to sickness or another documented reason, then the weight of the mid-term will be added to the weight of the final exam. In cases where there is no approved justification for the absence, the student will receive a grade of zero on the exam.

Other information on exams and assignments:

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

* Late assignments will be deducted 5% per day.

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 (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

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 detection of plagiarism. All papers submitted for such checking 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 (www.turnitin.com).

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.

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

The goal for the course is to learn basic demographic methods and internalize how demographers think about measuring population change. The assignments are a key part of learning how the methods work. It will be helpful to talk about the methods with classmates and this is strongly encouraged. However, it is important to do the problem sets without collaboration. This will help to learn the material and prepare for exams.

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: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.