Course Description:

This course is an introduction to demography and population studies. Demography concerns itself with the formal (quantitative) analysis of population size, distribution, structure, and change, whereas population studies deals with the sociological determinants (broadly speaking) and consequences of demographic phenomena. Students in this course will learn the basic concepts, methods and theories of these two interrelated aspects of the study of population. Some topics include: Population History, Population Age-Sex Structure, Fertility, Mortality and Population Health, Migration, Explanations of Nuptiality Change and Canadian Nuptiality Trends, Urbanization, and Population Change and Policy Concerns.

Prerequisite(s): 1.0 from: Sociology 1020, Sociology 1021E, Sociology 1025A/B, Sociology 1026F/G, Sociology 1027A/B or enrolment in the Honours Specialization in Urban Development.

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 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): Sociology 2232.

Learning Outcomes:

• Identify and apply the major theoretical perspectives in Population Studies and assess the conceptual differences among them.
• Understand the implications of theory and sociological/demographic research for interpreting social events and practices.
• Demonstrate knowledge of social institutions, social processes, social relations, and various dimensions of social experience, and assess them from a critical sociological/demographic perspective.
- Understand and demonstrate the appropriate use of quantitative methodologies (demographic techniques).
- Write theoretically informed papers that make sustained, evidence-based, sociological and demographic arguments, and present ideas clearly.
- Communicate core issues clearly and articulately.

**Required Text:**

*Canada's Population in a Global Context 2nd edition | 9780199011124, 9780199011131 | VitalSource*


**Evaluation Breakdown:**

**Grade Components and Weights**

<table>
<thead>
<tr>
<th>Component</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>February 22 11:59 PM</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm</td>
<td>March 8 in class</td>
<td>40%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>Last day of class</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Last day of class</strong></td>
<td><strong>100%</strong></td>
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**Essay Requirements**

The first essay will require you to pick a topic from any of the Highlight tables, 2016 Census of Population (statcan.gc.ca): This will allow you a better understanding of the role of the Canadian Census and it is timely given the 2021 Census. From this section of the Statistics Canada website, you will see there are Highlight Tables that include: Aboriginal Peoples, Age and Sex, Education, Families Households and Marital Status, Housing, Immigration and Ethnocultural Diversity, Income, Labour, Language, Population and Dwelling Counts, and Type of Dwelling. When you click on any of these topics, you will see that there is an accompanying The Daily. For example, on Immigration and Ethnocultural Diversity, there is a Daily October 25, 2017. You should read that Daily and write an essay on a few of those key findings. What are the sociological factors and the implications for these latest Census release? Your essay should focus on a particular topic from the Daily, the summary of the findings of your interest, the sociological factors and the policy implications. You are required to bring in at least five academic articles in writing your essay. (5-7 pages)

The midterm will consist of multiple choice, true/false, short answers, long answer and computations. It will cover material from the beginning of the class up to and including the chapters before the midterm.

The final essay will also be any topic from the course outline but will be longer at 10 pages. The topic can be specific to a Canadian context or you can choose to write about another country(ies). It must be supported with credible data sources. You can choose to focus on a purely demographic issue on mortality, fertility, or migration or a topic in which demographic issues play a significant role. These substantive
topics can be from the realms of migration, population aging, family demography, mortality, urbanization. Your essay must address the demographic relevance of the research question and be able to establish the connection between the demographic context of the problem and the social and policy implications. If you are unsure about your topic you are strongly encouraged to discuss your essay with the professor. Your final essay must be different from your first essay. You can use UN data, World Bank, Population Reference Bureau, Statistics Canada to name a few. If you are unsure about the relevant data sources on the web, you should consult with the professor or the teaching assistant.

When researching your essays, I strongly advise you to make use of the materials that contain information on population-related questions. These can be obtained (but not exhaustive) from Weldon Library. In using Canadian data sources, you are encouraged to begin your research with Statistics Canada publications. You can also use Internet sources but keep in mind that Internet sources are not always reputable. Whenever you use Internet sources you must document fully the source of the material. Note that I will check any site that is listed.

The essays should be double-spaced plus notes, references, tables and graphs. This essay will be graded on coherency of argument, research and analysis, critical assessment of the subject matter, clarity of expression and overall presentation. The referencing style of the ASA (American Sociological Association) is to be used. Refer to: Citation Guides - Western Libraries - Western University (uwo.ca)

You should “buddy up” with someone in class to study with. Note that I do not get into lengthy discussions regarding the course material on email. You should set up an appointment with me on Zoom during office hours.

How to Contact Me: tabada@uwo.ca

Correspondence
Replies to students’ emails or telephone calls are made within 48 hours Monday to Friday 9:00AM to 5:00PM.

E-mail You must provide your full name and the purpose of your email. If these are not included, I will not respond. Your emails to your professor is a formal correspondence and not to be written as a text/facebook/twitter message.

Important Policies

Academic Consideration for Missed Work
Students who are seeking academic consideration for missed work during the semester may submit a Self-Reported Absence (SRA) form online provided that the absence is 48 hours or less and the other conditions specified in the Senate policy are met. Two important exceptions to this rule: SRAs will NOT be allowed for final examinations or assessments worth more than 30% of a given course. Students whose absences
are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a **Student Medical Certificate** (for illness) or other appropriate documentation (for compassionate grounds) to your Home Faculty Academic Counselling office.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.

www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

**A Note on Plagiarism:**

Students must write their assignments/exams 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 written work 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).

**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: counselling.ssc.uwo.ca/procedures/academic_consideration.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
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 (www.uwo.ca/health/mental_wellbeing/) for a complete list of options how to obtain help.

Course Schedule and Readings:
Required readings are listed under each topic below (all readings are from the textbook).

Week 1 (Jan 4)

Introduction and Overview
a. Overview of the Course and Expectations
   Reading: pages 2-27; skim rest of chapter

The Study of Population
a. Definitions and Basic Concepts: Components of Population Change
b. Formal Demography and Population Studies
c. Population Growth Models
d. Individual Action and Demographic Processes
   Reading: pages 2-27; skim rest of chapter

Week 2 (Jan 11) Population Data: Their Sources and Nature
a. Sources of demographic data
b. Census and Vital Statistics systems
c. The Use of Vital Statistics and Census in Population Analysis
   Reading: pages 37-53; skim rest of chapter

Week 3 (Jan 18) Population History
a. Present Demographic Situation of the World
b. From a Long Period of Slow Growth to Explosive Growth
c. The Demographic Transition: Industrialized and Developing Countries
d. Canada’s Demographic History: Overview
e. Future World Population: Short and Long Term Perspectives Reading: pages 61-83; skim rest of chapter

**Week 4 (Jan 25) Age and Sex Composition**

a. Basic Principles and Measures  
b. Typology of Age Distributions  
c. Determinants of Age Composition  
d. Sex Ratio of Population  
e. Changing Age Composition and Societal Ramifications  
   Reading: pages 106-129; skim rest of chapter

**Week 5 (February 1)**

**Nuptiality**  
a. Nuptiality as a Social Demographic Process and Basic Measures  
b. Nuptiality Trends: Cross-national Overview  
c. Explanations of Nuptiality Change  
   Reading: pages 146-148; 154-166; 169-177; skim rest of chapter

**Week 6 (Feb 8) Fertility**

a. Basic Concepts and Measures of Fertility  
b. Society and Fertility: Social-Biological Interactions  
c. Proximate Determinants of Fertility  
d. Theories of Fertility Change  
   Reading: pages 192-201; 205-214; 217-233; skim rest of chapter

**Week 7 (February 15) Mortality and Population Health**

a. Population Health and Mortality: Basic concepts  
b. Social Demographic Dimensions of Mortality  
c. Basic Measures of Mortality and Life Table  
d. Mortality Change Through History: Epidemiological Transition  
e. Health and Mortality Inequalities  
   Reading: pages 257-294; skim rest of chapter

**Week 8 (February 21) Reading Week**
Week 9 (March 1) International Migration
   a. The Complex Nature of International Migration
   b. Basic Concepts and Measures
   c. Migration in History
   d. Theories of International Migration
      Reading: pages 399-406; 410-427; skim rest of chapter

Week 10 (March 8) Midterm In Class

Week 11 (March 15) Internal Migration
   a. Basic Concepts and Measures
   b. Explanations of Migration
      Reading: pages 340-345; 355-379; skim rest of chapter

Week 12 (March 22) Urbanization
   a. Basic Concepts and Measures
   b. Urbanization in History
   c. Urban Systems
   d. Urban Change in the Future
      Reading: pages 450-454; 460-476; skim rest of chapter

Week 13 (March 29) Population Change and Policy Concerns
   a. The Interconnectedness of Demography, Policy and Society
   b. Population Policy---Global Perspective
   c. Canadian Population Policy Concerns
      Reading: pages 539-574

   NB. All dates are approximations and may have to be adjusted