

Department of Sociology
UNIVERSITY OF NEBRASKA—LINCOLN

SOCIAL DEMOGRAPHY

Spring 2017

Course Information:

Course Number: SOCI 444/844

Credits: 3 Hours

Course Times: T/TH 12:30-1:45pm

Location: Oldfather 205

Prerequisites: 9 hours of Sociology or related
social sciences

Instructor: Professor David Warner

Office: Oldfather Hall 726

E-mail: dwarner3@unl.edu

Office Hours: T 2:00-4:00pm or by appointment

COURSE DESCRIPTION:

Population and social structure are inextricably linked, as changes in one elicit changes in the other. Social demography, as a discipline, examines these linkages through the systematic study of the size, composition, and distribution of populations and their relationship to the social, political, and economic organization of societies. This course will provide an overview of (1) mortality and morbidity, (2) fertility and family and household organization, and (3) migration urbanization as the processes of population change. The population dynamics of the United States will be emphasized, with select comparisons to other developed and developing countries.

COURSE OBJECTIVES:

The primary objective of this course is to expose students to field of social demography and the analysis of population structure and social change. To this end, students successfully completing this course will:

- Describe the major population processes of mortality, fertility, and migration and their respective counterpart “minor” processes of morbidity, family and household organization, and urbanization;
- Explain the interrelationships between the population processes in defining the size, structure and distribution of human populations;
- Articulate major population trends in the United States, and compare and contrast those trends with population developments in the developed and developing world;
- Be familiar with the empirical methods employed by demographers, including how data are gathered and interpreted;
- Critically evaluate the scope of research on a social demographic topic of their choosing (Undergraduate Students Only);
- Use a social demographic perspective to craft a proposal for an empirical research project using secondary data (Graduate Students Only).

READINGS:

Scientific journal articles and academic book chapters as specified in the Course Schedule at the end of this syllabus. These readings are primary source materials selected to provide exposure to a mix of classic and contemporary articles on the core themes in social demography. You must read all of the assigned material. As listed in the Course Schedule, readings marked with ** are required for graduate students only.

You can access the readings under the “Required Readings” tab of the course Blackboard site.

COURSE FORMAT:

This is an advanced course in Sociology; accordingly, class meetings will be primarily discussion based. Typically, as we start a topic, I will provide some general comments or background information in a more traditional “lecture” for at most one class meeting. The remainder of the class meetings will be some mix of discussion, in-class activities, and films. This discussion-based and interactive format is successful only insofar as participants read assigned readings carefully and critically, and come prepared to discuss them along with their questions about those readings.

Students are allowed to use laptop computer and iPads/tablets for course related purposes, but cell phones, MP3 players, or other personal communication devices should be turned off and put away at all times during class. Individual misuse of technology during class will result in lower class participation scores. Excessive misuse may result in the prohibition of technology from the classroom altogether.

ATTENDANCE:

Given the discussion-based and interactive format of this course, attendance is essential and expected. Students with three or more (≥ 3) unexcused absences will have their final grade penalized 5%; students with five or more (≥ 5) unexcused absences will have their final grade penalized 10% (one full letter grade).

Excused absences may be granted in the case of documented (1) serious illness / medical issue, (2) death of a family member, (3) athletic/extra-curricular activities or (4) religious observances. For an exception to be granted due to athletic/extra-curricular activities or religious holidays, you must notify me via email in advance of your absence. For all types of absences, you must submit documentation—either directly or indirectly through the University Health Center, a family physician, or the Students Affairs Office— verifying the reason you will be or were absent from class. You must submit this documentation no later than your return to class following the absence (except in the case of #3 and #4 where the date of the absence is known in advance and thus documentation must be provided in advance). This policy complies with that outlined in the Undergraduate Bulletin.

COURSE REQUIREMENTS:

1) Class Participation (15% of Final Course Grade)

Assigned readings should be completed before the first session of each topic, unless otherwise announced. Students need to demonstrate their proficiency with the readings through *regular and relevant* class participation, as determined at the end of the course. Proficiency means that (1) you should be able to speak about all aspects (e.g., theory, basic analysis, findings) of an assigned

reading and (2) you should have questions about each assigned reading. In the interest of maintaining classroom discussion and equitable “airtime” among participants, I will call on students in class as needed. Students who do not demonstrate regular and relevant participation will earn a grade no higher than a B in this course (and indeed may earn a lower grade; see Attendance above).

2) **Take-Home Area Exams** (50% of Final Course Grade)

The course is divided into four broad topic areas. At the conclusion of each area, there will be a short take-home essay exam. Area Exams are due on the *Friday* immediately following the conclusion of that topic. Exams will be available via Blackboard beginning on the Wednesday prior to the due date and we will not meet in class on that Thursday so that you may work on your exam.

Area Exams are to be 3-5 double spaced type-written pages (*see* Writing Guidelines on Blackboard). These are **NOT** “reaction” papers. Your answers should reflect a professional writing style: coherent and well-reasoned, integrative, and with a minimum of spelling and grammatical errors. These should be polished demonstrations of your writing ability, not rough drafts. You must support your answer with evidence, citing sources (in ASA or APA format) for everything that is not an original idea. You will not be penalized for drawing on outside or recommended readings, but must show sufficient familiarity with **all** of the required readings within each topic (i.e., you must cite and discuss all of the assigned readings in your exam). As the semester progresses, in order to demonstrate successful integration of the course material, I will expect you to draw on relevant readings previously assigned in the course. If you cite material not listed on this syllabus, you must provide a full reference at the end of your exam (again, in either ASA or APA format).

Area Exams are due as follows:

Area Exam	Topic	Due Date
#1	Population Growth & Structure	Friday 1/27
#2	Mortality & Morbidity	Friday 2/17
#3	Fertility & Family and Household Organization	Friday 3/10
#4	Migration & Urbanization	Friday 4/7

Late exams will not be accepted for any reason, including technology issues; please plan accordingly.

3) **Final Paper** (25% of Final Course Grade)

In lieu of an examination, students will write a final paper. 8-10 pages long (following the *Writing Guidelines* on Blackboard). The scope of the final paper differs for undergraduate and graduate students.

For undergraduate students, the final paper is a major, in-depth examination of some major demographic issue or problem (a list of possible paper topics can be found under the “Final Course Paper” tab on the course Blackboard site). I must approve final paper topics no later than the 8th week of class. Your final paper must cite a minimum of 10 outside scholarly sources *and* the relevant required course readings. Other popular print sources may be cited as well, but they do not count toward the 10 scholarly source minimum. **You cannot cite material that is found only on the Internet** (including wikipedia.org).

Students are expected to demonstrate that they are familiar with the relevant research and understand all sides of the issue or controversies involved. The paper may not simply be a

summary of literature, however, but must critically analyze the previous research, evaluating its strengths and weaknesses and, perhaps, offer directions for further study. Above all else, you must show original thinking about your chosen topic.

For graduate students, the final paper is to be a research proposal to examine a significant demographic question, providing a detailed plan of how you would conduct an empirical analysis to answer that question using secondary data. The finished proposal should be on a topic sufficiently narrow and provide enough detail so that you could use it as the front end of a manuscript to be submitted for publication in a peer reviewed journal. Although the content and organization will vary, Research Proposals should include the following substantive elements: Specific Aims, Background and Justification, Data and Methods, Expected Findings.

Paper Deadlines:

- a) Topic Statement. You must submit through Blackboard a 2-3 page prospectus of your final paper topic for approval no later than **Friday, March 3rd** (via the link under the Final Course Paper” tab on Blackboard). I encourage you to meet with me prior to submitting your Topic Statement to ensure that your topic is appropriate and the scope of coverage feasible.
- b) Final Paper. The final paper is due by 11:59 p.m. on **Monday, May 1st**. Final papers must be submitted through the “Final Course Paper” tab on the course Blackboard site.

Papers on anything other than the approved topic will not be accepted and consequently earn a score of zero. Late final papers will not be accepted for any reason, including technology issues; please plan accordingly.

4) **Final Paper Presentation** (10% of Final Course Grade)

All students will deliver an 8-10 minute professional presentation, followed by 5 minutes of audience Q & A, about their paper during the final two weeks of the course (presentation dates will be assigned after paper topics have been approved). Each presentation should provide an overview of the paper and highlight the most interesting findings—this means that you should have made substantial progress *writing* your paper in advance of your presentation. Use of PowerPoint or other presentation software is required. Students who miss their presentation will not receive credit and no make-up opportunities will be offered.

EVALUATION OF STUDENT PERFORMANCE:

Evaluating written assignments is inherently subjective and as such all assignments in this course will be evaluated using a letter-based system. Point-based “deductions” tied to specific criteria will not be provided.

Letter grades will be associated with corresponding numeric percentages as follows: A=95%; B=85%; C=75%; D=65%; and F= 50%. Plus/minus designations will also be used. A designation of + adds 3 percentage points to the above and a designation of – subtracts 3 percentage points. For example, a score of B⁺ corresponds to 88%, while a score of B⁻ corresponds to 82%. Truly exceptional assignments, those that demonstrate a depth of knowledge and integration of material at the highest level and otherwise free from error, may be awarded a grade of A⁺⁺ and scored at 100%. Other letter grade combinations will be used and correspond to the percentage midway between the constituent letter grades (e.g., A⁻/B⁺ = 90%).

Students will earn their final grade in this course based on their total weighted performance on each of the requirements described above.

Final grades in this course will be assigned as follows:

A ⁺	=	97%	C ⁺	=	77%
A	=	93%	C	=	73%
A ⁻	=	90%	C ⁻	=	70%
B ⁺	=	87%	D ⁺	=	67%
B	=	83%	D	=	63%
B ⁻	=	80%	D ⁻	=	60%

Students with an average weighted performance of less than 60% will have earned a grade of F.

You will note that the percentage cutoffs for the final grades in the course are more lenient than those associated with the grades used for the course assignments. Students must earn the average weighted percentage listed for each grade; I will not “round-up” final grades.

STUDENTS WITH DISABILITIES

It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to participate fully in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Students with documented disabilities are encouraged to contact the Professor via [email](#) to set up an appointment for a confidential discussion of their individual needs for academic accommodation.

ACADEMIC INTEGRITY:

“The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions. Academic dishonesty includes, but is not limited to, the following:... Cheating; Fabrication or Falsification; Plagiarism; Abuse of Academic Materials; Complicity in Academic Dishonesty; Falsifying Grade Reports; [and] Misrepresentation to Avoid Academic Work.” (from the UNL *Student Code of Conduct*, <http://stuafs.unl.edu/dos/code>).

Students are strongly encouraged to familiarize themselves with the entirety of the University’s Academic Integrity Policy, including what constitutes an academic integrity violation under each of the categories listed above. Consistent with the Disciplinary Procedures described in the *Student Code of Conduct*, it is Course Policy that any student found committing acts of academic dishonesty will receive a failing grade in this course and will be reported to the Chair of the Department of Sociology and the University Judicial Officer.

RIGHT OF REVISION:

I reserve the right to modify any aspect of this course syllabus at any time as need be. All changes will be announced in class and posted on Blackboard

COURSE SCHEDULE & ASSIGNED READINGS:

Date

AREA 1

T 1/10
Th 1/12 **INTRODUCTION TO THE FIELD OF SOCIAL DEMOGRAPHY**

Firebaugh, G. 1992. "Where Does Social Change Come From?" *Population Research and Policy Review* 11(1):1-20.

Hirschman, C. and S.E. Tolnay. 2005. "Social Demography." Pp. 419-449 in *Handbook of Population*, edited by D.L. Poston and M. Micklin. New York: Springer.

** Ryder, N.B. 1964. "Notes on the Concept of a Population." *The American Journal of Sociology* 69(5):447-463.

T 1/17
Th 1/19
T 1/24 **POPULATION GROWTH & POPULATION STRUCTURE**

** Bongaarts, J. and R.A. Bulatao. 1999. "Completing the Demographic Transition." *Population and Development Review* 25 (3):515-529.

** Coale, A. 1964. "How a Population Ages or Grows Younger." in *Population: The Vital Revolution*, edited by R. Freedman. Chicago: Aldine Publishing Company.

Kinsella, K. and D.R. Phillips. 2005. "Global Aging: The Challenge of Success." *Population Bulletin*, vol. 60. Washington, DC: Population Reference Bureau.

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

Lichter, D. 2013. "Integration or Fragmentation? Racial Diversity and the American Future." *Demography* 50(2):359-391.

McDonald, P. and R. Kippen. 2001. "Labor Supply Prospects in 16 Developed Countries, 2000-2050." *Population and Development Review* 27(1):1-32.

McFalls, J.A., Jr. 2007. "Population: A Lively Introduction, 5th Edition." *Population Bulletin*, vol. 62 (1). Washington, DC: Population Reference Bureau.

** Wise, D.A. 1997. "Retirement Against the Demographic Trend: More Older People Living Longer, Working Less, and Saving Less." *Demography* 34:83-95.

Th 1/26 TAKE HOME EXAM—NO IN-PERSON MEETING

F 1/27 TAKE-HOME EXAM #1 DUE

** Required Reading for Graduate Students Only

AREA 2

T 1/31

Th 2/2 **MORTALITY**

T 2/7

** Caldwell, J.C. 1986. "Routes to Low Mortality in Poor Countries." *Population and Development Review* 12(2):171-220.

Hayward, M.D. and B. Gorman. 2004. "The Long Arm of Childhood: The Influence of Early-Life Social Conditions on Men's Mortality." *Demography* 41(1):87-107.

Hummer, R.A., R.G. Rogers, and I.W. Eberstein. 1998. "Sociodemographic Differentials in Adult Mortality: A Review of Analytic Approaches." *Population and Development Review* 24(3):553-578.

Lamprey, P.R., J.L. Johnson, and M. Khan. 2006. "The Global Challenge of HIV and AIDS." *Population Bulletin*, 61. Washington, DC: Population Reference Bureau.

Montez, J.K. and K. Barnes. 2016. "The Benefits of Educational Attainment for U.S. Adult Mortality: Are they Contingent on the Broader Environment?" *Population Research and Policy Review* 35(1):73-100.

** Omran, A.A. 1971. "The Epidemiologic Transition: A Theory of the Epidemiology of Population Change." *Milbank Memorial Fund Quarterly* 49:509-538.

** Timæus, I.M. and M. Jasseh. 2004. "Adult Mortality in Sub-Saharan Africa: Evidence from Demographic and Health Surveys." *Demography* 41 (4):757-772.

Phelan, J.C., B.G. Link, A.V. Diez-Roux, I. Kawachi, and B. Levin. 2004. "'Fundamental Causes' of Social Inequalities in Mortality: A Test of the Theory." *Journal of Health and Social Behavior* 45(3):265-285.

Rogers, R.G., R. A. Hummer, and P. M. Krueger. 2005. "Adult Mortality." Pp. 283-310 in *The Handbook of Population*, edited by D. Poston and M. Micklin. New York: Springer.

Th 2/9

T 2/14 **MORBIDITY**

Case, A. and A. Deaton. 2015. "Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century." *Proceedings of the National Academy of Sciences* 112(49):15078-15083.

** Cooper, H. 2002. "Investigating socio-economic explanations for gender and ethnic inequalities in health." *Social Science & Medicine* 54:693-706.

Gorman, B. and J. G. Read. 2006. "Gender Disparities in Adult Health: An Examination of Three Measures of Morbidity." *Journal of Health and Social Behavior* 47(2):95-110.

Haas, S.A. and L. Rohlfen. 2010. "Life course determinants of racial and ethnic disparities in functional health trajectories." *Social Science & Medicine* 70(2):240-250.

** Hayward, M.D. and M. Heron. 1999. "Racial Inequality in Active Life among Adult Americans." *Demography* 36:77-91.

Murray, C.J.L. and L.C. Chen. 1992. "Understanding Morbidity Change." *Population and Development Review* 18:481-503.

Th 2/16 **TAKE HOME EXAM—NO IN-PERSON MEETING**

F 2/17 **TAKE-HOME EXAM #2 DUE**

** Required Reading for Graduate Students Only

AREA 3

T 2/21

Th 2/23 **FERTILITY**

T 2/28

Burlando, A. 2014. "Power Outages, Power Externalities, and Baby Booms." *Demography* 51(4):1477-1500.

Darroch, J.E., S. Singh, and J.J. Frost. 2001. "Differences in Teenage Pregnancy Rates among Five Developed Countries: The Roles of Sexual Activity and Contraceptive Use." *Family Planning Perspectives* 33 (6):244-250, 281.

** Hayford, S. 2009. "The Evolution of Fertility Expectations over the Life Course." *Demography* 46(4):765-783.

Murphy, R. 2003. "Fertility and Distorted Sex Ratios in a Rural Chinese County: Culture, State, and Policy." *Population and Development Review* 29 (4):595-626.

Morgan, S.P., and K.J. Haegwen. 2005. "Fertility." Pp. 229-249 in *The Handbook of Population*, edited by D. Poston and M. Micklin. New York: Springer.

Schoen, R., Y.J. Kim, C.A. Nathanson, J. Fields, and N.M. Astone. 1997. "Why Do Americans Want Children?" *Population and Development Review* 23(2):333-358.

Schneider, D. and A. Gemmill. 2016. "The Surprising Decline in the Non-Marital Fertility Rate in the United States." *Population and Development Review* 42(4):627-649.

** Stover, J. 1998. "Revising the Proximate Determinants of Fertility Framework: What Have We Learned in the Past 20 Years?" *Studies in Family Planning* 29(3):255-267.

** Thompson, E. 1997. "Couple Childbearing Desires, Intentions, and Births." *Demography* 34(3):343-354.

Th 3/2

T 3/7 **FAMILY & HOUSEHOLD ORGANIZATION**

** Allendorf, K. 2015. "Fertility Decline, Gender Composition of Families, and Expectations of Old Age Support." *Population Research and Policy Review* 34(4):511-539.

Guilmoto, C. 2012. "Skewed Sex Ratios at Birth and Future Marriage Squeeze in China and India, 2005–2100." *Demography* 49(1):77-100.

** Hayford, S. 2013. "Marriage (Still) Matters: The Contribution of Demographic Change to Trends in Childlessness in the United States." *Demography* 50(5):1641–1661.

Kalmijn, M. 2013. "The Educational Gradient in Marriage: A Comparison of 25 European Countries." *Demography* 50(4):1499-1520.

Rindfuss, R.R., M.K. Choe, and S.R. Brauner-Otto. 2016. "The Emergence of Two Distinct Fertility Regimes in Economically Advanced Countries." *Population Research and Policy Review* 35(3):287-304.

Waite, L.J. 2005. "Marriage and Family." Pp. 87-108 in *Handbook of Population*, edited by D.L. Poston and M. Micklin. New York: Springer

Th 3/9 TAKE HOME EXAM—NO IN-PERSON MEETING

F 3/10 TAKE-HOME EXAM #3 DUE

** Required Reading for Graduate Students Only

AREA 4

T 3/14
Th 3/16 **MIGRATION**

Brown, S.K. and F.D. Bean. 2005. "International Migration." Pp. 347-382 in *Handbook of Population*, edited by D.L. Poston and M. Micklin. New York: Springer.

** Jonsson, S.H. and M.S. Rendall. 2004. "The Fertility Contribution of Mexican Immigration to the United States." *Demography* 41(1):129-150.

** Liu, M.-M. 2013. "Migrant Networks and International Migration: Testing Weak Ties." *Demography* 50(4):1243-1277.

Martin, P. and E. Midgley. 2006. "Immigration: Shaping and Reshaping America. Revised and Updated 2nd Edition." in *Population Bulletin*. Washington, DC: Population Reference Bureau.

van Dalen, H.P. and K. Henkens. 2007. "Longing for the Good Life: Understanding Emigration from a High-Income Country." *Population and Development Review* 33(1):37-66

Villarreal, A. 2014. "Explaining the Decline in Mexico-U.S. Migration: The Effect of the Great Recession." *Demography* 51(6):2203-2228.

M 3/20-**F** 3/24

SPRING BREAK—NO CLASS

T 3/28 ** Creighton, M.J., A. Jamal, and N.C. Malancu. 2015. "Has Opposition to Immigration Increased in the United States after the Economic Crisis? An Experimental Approach." *International Migration Review* 49(3):727-756.

Haubert, J. and E. Fussell. 2006. "Explaining Pro-Immigrant Sentiment in the U.S.: Social Class, Cosmopolitanism, and Perceptions of Immigrants." *International Migration Review* 40(3):489-507.

Timberlake, J.M., J. Howell, A.B. Grau, and R.H. Williams. 2015. "Who "They" Are Matters: Immigrant Stereotypes and Assessments of the Impact of Immigration." *The Sociological Quarterly* 56(2):267-299.

Th 3/31
T 4/4 **URBANIZATION**

Brockhoff, M.P. 2000. "An Urbanizing World." *Population Bulletin*, 55(3). Washington, D.C.: Population Reference Bureau.

** Lichter, D.T., D. Parisi, S.M. Grice, and M.C. Taquino. 2007. "National Estimates of Racial Segregation in Rural and Small-Town America." *Demography* 44(3):563-581.

Logan, J.R., B.J. Stults, and R. Farley. 2004. "Segregation of Minorities in the Metropolis: Two Decades of Change." *Demography* 41(1):1-22.

Quillian, L. and D. Pager. 2001. "Black Neighbors, Higher Crime? The Role of Racial Stereotypes in Evaluations of Neighborhood Crime." *American Journal of Sociology* 107(3):717-767.

Sharkey, P. 2012. "Temporary Integration, Resilient Inequality: Race and Neighborhood Change in the Transition to Adulthood." *Demography* 49(3):889-912.

** Spring, A.L. 2013. "Declining Segregation of Same-Sex Partners: Evidence from Census 2000 and 2010." *Population Research and Policy Review* 32(5):687-716.

Th 4/6 **TAKE HOME EXAM—NO IN-PERSON MEETING**

F 4/7 **TAKE-HOME EXAM #4 DUE**

** Required Reading for Graduate Students Only

T 4/11
Th 4/13 **WORK ON FINAL PAPERS** (*Individualized Assistance Available*)

T 4/18 ***FINAL PAPER PRESENTATIONS***

Th 4/20 1. _____ 6. _____
 2. _____ 7. _____
 3. _____ 8. _____
 4. _____ 9. _____
 5. _____ 10. _____

T 4/11 ***FINAL PAPER PRESENTATIONS***

Th 4/13 1. _____ 6. _____
 2. _____ 7. _____
 3. _____ 8. _____
 4. _____ 9. _____
 5. _____ 10. _____

M 5/1 ***FINAL PAPER DUE***
