



**The University of Western Ontario
SOCIOLOGY 9331B
Deaths, Fertility, Migration:
Demographic Analysis of Social Change
Winter 2023**

Mondays 1:30-4:30, in SSC 5230

Professor: Dr. Anna Zajacova

Student Hours: Mon 11:00 -1:30 or by appointment

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Course Description

Each of us is a member of a population, but few of us think systematically about the population to which we belong, or populations as such. Yet, the population's characteristics and the demographic processes that generate them are inextricably linked to effectively all social, economic, political, and even environmental or national-security issues we face, from rising costs of health care and pensions, immigration policies, to environmental issues and the climate crisis. Understanding how population characteristics interact with sociopolitical issues will help you understand root causes of many societal issues and the public discourse around them.

The main goal of the course is to understand how demographers approach population change – how we think about, and analyze, population growth, mortality, fertility, marriage, migration, and other key demographic topics. The course will thus provide you with foundations in demographic thinking and analysis of social change. We will also learn some basic demographic methods used in formal and applied demography and how they generate findings about the topics above, as well as many others such as education, health, disability, family formation, etc.

You do not need to be a 'quant' or 'stats' person to succeed in this class. Only basic math and stats skills are needed to succeed – and I am confident you can add, subtract, divide, and multiply. Overall, all you need is to be willing to engage simple formulas, study tables and figures, produce some yourself, and generally navigate quantitative environment with enthusiasm.

I expect you have basic statistics knowledge at the level of SOC 9001. If you did not take 9001 or equivalent that trained you to use regression methods, please talk to me during the first two weeks of the class.

Learning outcomes

- Explain how population change and social changes are related
- Identify fertility, mortality, and migration as the three key demographic processes and understand their implications for societal sociopolitical structures
- Understand population change and age structure and their implications for key social issues
- Manipulate and interpret select basic demographic measures, such as the life table
- Appreciate the interrelationships between the population and the environment
- Interpret global, national, and local issues within their demographic context.

Course Material(s)

- 1) Core and optional readings will be provided as pdfs or html links every week. These will be mostly articles and sometimes book chapters. Pdfs will be posted on OWL or emailed to you; links will be found in the Syllabus on OWL under the requisite week.
- 2) Trovato, Frank. 2015. *Canada's Population in a Global Context: An Introduction to Social Demography*. 2nd Edition. Oxford University Press Canada.

This textbook provides foundational (basic, undergraduate-level) material on most key topics we will cover. If you have had a demography or population studies class before, you will find the material somewhat redundant but still a useful review. If you have not had a demography or population studies class before, the book lays out the material in a straightforward way aimed at the novice demographer. I also really like that the textbook examines the Canadian context because most of our other readings do not.

It's up to you whether you purchase or rent the text, use a print or e-book, or whether you share to cut on the costs – just be able to access the material when you need it how you need it.

Additional resources

<http://papp.iussp.org/> for methods. This is an excellent free online resource from IUSSP we will use occasionally; you may find it helpful to browse to review select material for extra practice.

Palmore, J. A., & Gardner, R. W. (1994). *Measuring mortality, fertility, and natural increase: A self-teaching guide to elementary measures*. Honolulu: East-West Center.

Elementary but very useful as a review or introduction to basic concepts. Pdf available free at <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/1c756d7c-0a2c-4ae9-aff3-c18de8657ada/content>

Rowland, Donald T. (2003). *Demographic methods and concepts*. Oxford: Oxford University Press. A fairly non-technical introduction to demography, including a discussion of migration measurement.

Lundquist, Anderton, and Yaukey. (2015). *Demography: The Study of Human Population*, 4th edition.

Preston, Samuel H., P. Heuveline, and M. Guillot. (2001). *Demography: Measuring and Modeling Population Processes*. Blackwell Publishing.

A more detailed and advanced resource.

Wachter, Kenneth W. (2014). *Essential Demographic Methods*. Cambridge: Harvard University Press. Like the Preston book, a more in-depth and advanced resource.

EVALUATION BREAKDOWN (due dates subject to change)

Exam 1	20%	February 6
Exam 2	21%	April 3
Ongoing work (participation, written)	15%	Weekly, ongoing
Guest lecture "Focus on Canada"	5%	Varies by student
Assignment 1: country	13%	February 13
Research poster and presentation	26%	April 10 (tentative)

Additional information on evaluation

Exams. Both exams will be closed-book written tests during regular class time taking 60-80 minutes; precise duration to be announced no less than one week before each exam. They will include a mix of items as short as single words (terminology, say, or dates); definitions, thinking through issues, one-paragraph answers, as well as working through problems such as life table questions.

Ongoing work comprises standard participation mark for informed contributions to class discussions, as well as occasional written work. The aim for both is to encourage attentive presence and consistent preparation for class.

Teaching “focus on Canada” segment: Alone or in pairs, students will present material specific to Canada. I will help direct the resources (primarily Trovato); students will prepare a 7-10 minute lecture that will discuss key features of a given topic with respect to Canada.

Assignment 1. Short written assignment where you describe a demographic profile of a population of your choice and consider the implications for social and policy issues.

Research poster and presentation. You will identify a meaningful feasible demographically-oriented research question of your choice. The main product will be a scientific research poster and associated “flash” presentation in April, you will also prepare additional brief written documentation supporting your work (lit review or annotated bibliography, tables/figures). All details will be discussed, and we will allocate class time to develop your work on the poster/presentation, starting in February.

Grade guidelines. Graduate course mean grade is to be in the range of 83-87% and the number of A+s is not to exceed other grade categories.

Course Schedule and Readings. Tentative, subject to change.

CLASS 1 January 9. INTRODUCTION TO DEMOGRAPHY

CORE READINGS

Dowd, Jennifer Beam, Liliana Andriano, David M. Brazel, Valentina Rotondi, Per Block, Xuejie Ding, Yan Liu, and Melinda C. Mills. 2020. "Demographic science aids in understanding the spread and fatality rates of COVID-19." *PNAS* 117(18):9696-98.

Nepomuceno, Marília R., Enrique Acosta, Diego Alburez-Gutierrez, José Manuel Aburto, Alain Gagnon, and Cássio M. Turra. 2020. "Besides population age structure, health and other demographic factors can contribute to understanding the COVID-19 burden." *PNAS* 117(25):13881-83.

Vogel, Gretchen. 2011. "Regional Snapshots: Population." *Science* 333:555-57.

Xie, Yu. 2000. "Demography: Past, Present, and Future." *Journal of the American Statistical Association* 95(450):670-73.

OPTIONAL READINGS

Trovato Chapter 1

- Palmore, J. A., & Gardner, R. W. (1994). *Measuring mortality, fertility, and natural increase: A self-teaching guide to elementary measures*. Chapter 1: Rates, Ratios, Percentages, and Probabilities. Pp. 15-21. Honolulu: East-West Center.
- Swanson, David A. 2015. "Applied Demography." Pp. 839-44 in *International Encyclopedia of the Social & Behavioral Sciences (Second Edition)*, edited by James D. Wright. Oxford: Elsevier.
- Verdery, Ashton M., Emily Smith-Greenaway, Rachel Margolis, and Jonathan Daw. 2020. "Tracking the reach of COVID-19 kin loss with a bereavement multiplier applied to the United States." *PNAS* 117(30):17695-701.
- Rau, Roland, Christina Bohk-Ewald, Magdalena M. Muszyńska, and James W. Vaupel. 2018. "The Lexis Diagram." Pp. 5-10 in *Visualizing Mortality Dynamics in the Lexis Diagram*: Springer.
- Ryder, Norman B. 1965. "The Cohort as a Concept in the Study of Social Change." *American Sociological Review* 30(6):843-61.

CLASS 2 January 16. DEMOGRAPHIC DATA AND WORLD POPULATION

CORE READINGS

Trovato Chapters 2 and 3

Don't worry if you don't have access to the textbook before the class; the library hasn't still put it on reserve as of Wednesday January 11. You can read after class, using the lecture and discussion as a guide to the subsections to focus on; skim parts we do not cover in class.

The remaining four are all classics with important insights, very much worth reading, but none need to be studied in close detail.

Malthus, Thomas. 1798. "Chapter 1 and 2." in *An Essay on the Principle of Population*. London: J Johnson.

Focus only on the key ideas; the two postulates in Chapter 1 and what they jointly imply for population growth in Chapter 2.

Kirk, Dudley. 1996. "Demographic Transition Theory." *Population Studies* 50(3):361-87.

Here, don't focus on the details about specific countries; absorb the basics about what is the DTT, why it's so important in the history of human populations, and what are some causes of the declines of mortality and especially fertility

Ehrlich, Paul R. 1968. "Chapter 1: The Problem." in *The Population Bomb*. New York NY: Sierra Club.

Spend no more than 10-15 minutes here. Just get a sense of population concerns (at least from some) in the 1960s. You may wish to slow down on page 10 and pay attention to the doubling time discussion.

Lam, David. 2011. "How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History." *Demography* 48(4):1231-62.

After you've read the alarmist Ehrlich writing, turn to Lam. Again, no details need to be absorbed; zero in on 1) a review of why the 1960s were such an unusual decade for the world population, 2) what the main concerns were in the 1960s, and 3) how the world overcame these potential catastrophies – here again, focus especially on demographic factors and particularly on fertility decline.

OPTIONAL READINGS

- Coale, Ansley J. 1974. "The History of the Human Population." *Scientific American* 231(3):40-51.
- Badger, Emily. 2018 "Extra Doorbells, Satellite Dishes: How Cities Search for People the Census Might Miss." in *The New York Times*. New York.
- Notestein, Frank W. 1945. "Population: The Long View." Pp. 36-57 in *Food for the World*, edited by Theodore W. Schultz. Chicago, IL: University of Chicago Press.
- Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." *Journal of Economic Perspectives* 17(4):167-90.
- Caldwell, John C. 2004. "Demographic Theory: A Long View." *Population and Development Review* 30(2):297-316.

CLASS 3 January 23. POPULATION STRUCTURE

CORE READINGS

Trovato Chapter 4

As with last week's suggestions. Peruse quickly before class to see main ideas. Then read after class, using the lecture and discussion as a guide to the notions, constructs, and facts to focus on; skim parts we do not cover in class.

- Coale, Ansley J. 2012. "How a Population Ages or Grows Younger." Pp. 98-103 in *Population and Society Essential Readings*, F. Trovato (Ed.). Oxford University Press.
Key and classic reading. Note the definition of population aging and the role of the three demographic processes/drivers play in changing the population age structure.

- Graff, Maura, and Jason Bremner. 2014. "A Practical Guide to Population and Development." Washington DC: Population Reference Bureau.
Only pages 1-8. An easy read. Overlaps with basic demographic material found in Trovato on population growth, structure, demographic dividend, and variation across world countries, but focuses on implications for policy and thus highlights the implications of these demographic processes.

- Cohen, Philip. 2021. "Generation labels mean nothing. It's time to retire them." in *The Washington Post*. Washington DC. Pdf on OWL, or access online at <https://www.washingtonpost.com/opinions/2021/07/07/generation-labels-mean-nothing-retire-them/>

Fun & strident brief opinion piece by one of world's leading demographers of the family. Spend just a few mins absorbing the argument. What's Cohen's opinion? And what do you think?

- Williams, Ollie. 2022. "How the age of Northwest Territories residents is changing." Yellowknife, NT: Cabin Radio. Access online at <https://cabinradio.ca/83149/news/how-the-age-of-northwest-territories-residents-is-changing/>

This is a really nicely written article with great visualizations including population pyramids that discuss population aging in the NWT. A great example of demographic analysis for the general public.

Not a specific reading but browse your favourite reputable news source and take note of their stories about China this week. What are they about?

OPTIONAL

Hvistendahl, Mara. 2011. "Young and restless can be a volatile mix." *Science* 333:552-54.

Ritchie, Hannah, and Max Roser. 2019a. "Age Structure." Our World in Data. Access at <https://ourworldindata.org/age-structure>

Ritchie, Hannah, and Max Roser. 2019a. "Gender Ratio." Our World in Data. Access at <https://ourworldindata.org/gender-ratio>

Fry, Richard. 2020. "Millennials overtake Baby Boomers as America's largest generation." Pew Research Center.

CLASS 4 January 30. FERTILITY – KEY CONCEPTS

CORE READINGS

Trovato Chapter 6

This week, do read before class. We will cover the following point, which I highlight here roughly in the order they appear in the Chapter: fertility & fecundity definitions, measures (CBR, GFR, ASFR, TFR, GRR, CCF, MAC), cohort vs period perspective, quantum vs tempo effects, Bongaarts' determinants of fertility, and fertility transition (classic): Coale's preconditions, and just skim to get a feel for the range of theories explaining the fertility decline.

Mason, Karen. 1997. "Explaining Fertility Transitions." *Demography* 34(4):443-454.

Take your time with this classic; there is a lot of material here. Focus on the six theories of fertility decline (try to summarize each with one or two bullet points). In the "Four Errors in Our Thinking" section, notice the key points of the first three parts: that different transitions may have different causes, that mortality decline is a necessary but not sufficient condition, that even pretransitional populations have controlled their fertility. Then explore the culmination in the 8 points "Toward a Better Theory," then skip to the Conclusion.

Bongaarts, John, and Robert E. Potter. 1983. *Fertility, Biology, and Behavior: An Analysis of the Proximate Determinants*: Chapter 11 pp. 171-183. Academic press.

Highly readable 11-page overview of proximate determinants of fertility. Note the different population patterns in fertility in Figure 11.2 and associated text describing the five patterns; note how the differences across population fertility can be visible in different age-specific fertility rates, and then literally just one bullet point each summarizing the impact of nutrition and health on fertility.

Forero, Juan. 2011. "Fertility Rate Plummets in Brazil." The Washington Post, December 29, 2011. https://www.washingtonpost.com/world/fertility-rate-plummets-in-brazil/2011/12/23/gIQAsOXWPP_story.html

This is a fun short little article that describes the astonishing drop of fertility in Brazil (which now has a TFR below 1.8!!!) and touches on some of the causes of the decline. Just so we have one 'fun' reading among all the serious stuff this week. Alternatively:

Forero, Juan. 2012. "Brazil's Falling Birth Rate: A New Way of Thinking." National Public Radio, January 15. <https://www.npr.org/2012/01/15/145133220/brazils-falling-birth-rate-a-new-way-of-thinking>. READ OR LISTEN.

FROM CLASS 2, CONSIDER REVISITING

Kirk, Dudley. 1996. "Demographic Transition Theory." *Population Studies* 50(3):361-87.
Overlaps heavily with the other readings but explains the fertility decline and associated theories in plain English and more detail than elsewhere; use to flesh out or help your understanding.

OPTIONAL READINGS

Bongaarts, John. 2015. "Modeling the fertility impact of the proximate determinants: Time for a tune-up." *Demographic Research* 33:535-60.

Bongaarts, John. 1975. "Why High Birth Rates Are So Low." *Population and Development Review* 1(2): 289-296.

Bongaarts, John. 1978. "A Framework for Analyzing the Proximate Determinants of Fertility." *Population and Development Review* 4(1): 105-132.

CLASS 5 February 6. EXAM 1.

EXAM 1. WORK ON MINI-ASSIGNMENT.

CORE: A TALK ON FERTILITY DETERMINANTS

Bongaarts, John. 2017. Importance of Family Planning; Population and Family Planning in sub-Saharan Africa <https://www.youtube.com/watch?v=j8iXJ6RVjfs>
Only the first 48 minutes (3 mins intro plus talk ~45 minutes). How critical are relatively minor-sounding differences in fertility for population growth? What are among the most important determinants of fertility, and what has been a longstanding debate in demography in terms of the determinants? What is Bongaarts' take on the role of family planning, and about funding for FPPs in sub-Saharan Africa?

OPTIONAL BUT SUPER QUICK & EASY READ, AND A NICE COMPLEMENT TO THE TALK.

Kaiser, Jocelyn. 2011. "Does Family Planning Bring Down Fertility?" *Science* (July 29) pp. 548-549.
<http://www.sciencemag.org/content/333/6042/548>

This is from the same issue of *Science* as The Regional Snapshots we read in Class 1.

CLASS 6 February 13. FERTILITY – SELECT TOPICS

BEFORE CLASS, PLEASE REVIEW READINGS YOU DID FOR CLASS 4 AS WELL.

CORE READINGS

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

A classic, if by now a outdated in the statistics and some facts (about US above-replacement fertility, for instance). Extract answers to the following questions, in the order they appear in the article: Why is low fertility an issue for populations in the first place? Then skip through page

592: is it a given that fertility will continue to drop? Here Morgan answers using 2 arguments: one about low versus high-parity births, and one about institutional adjustments. What do these mean? And to conclude, is low fertility a crisis?

Lesthaeghe, Ron. 2010. "The Unfolding Story of the Second Demographic Transition." *Population and Development Review* 36(2):211-51.

This is our second classic, and definitely a piece you will need to focus on and slow down, and try to find your bearings by following the structure (headings and subheadings).

It's also our transitional piece between fertility in this class and family topics next week since the SDT pertains to both

Extract the following: what is the second demographic transition (SDT)? How does it differ from the DTT – the first transition we've covered? Only skim the specifics about the transition in different parts of Europe. The process results in more heterogeneous patterns in fertility and nuptiality – how so? Figure 15 and Appendix Table 1 are worth studying in detail.

Graff, Maura, and Jason Bremner. 2014. "A Practical Guide to Population and Development." Washington DC: Population Reference Bureau.

Read pages 11, 13, and 14 on fertility and maternal/child health, family planning, and gender equality. If this pub seems familiar, that's because in Class 3 we've read pages 1-8.

Hayford, Sarah, and Karen B Guzzo. 2023. "A decades-long broken economy screwed over millennials and their decision to delay having kids is fueling America's historically low birth rate." Online at <https://fortune.com/2023/01/12/millennials-broken-economy-delay-children-birthrate/>, accessed January 2023. Also available as pdf on OWL.

Hot off the presses, metaphorically speaking! A lovely short media piece by two leading US demographers about the impact of social factors on fertility. Really nicely leads readers through demographic basics (and details) of fertility and touches on a number of interesting issues. What do you find most intriguing?

OPTIONAL READINGS

Timæus, Ian M., and Tom A. Moultrie. 2020. "Pathways to Low Fertility: 50 Years of Limitation, Curtailment, and Postponement of Childbearing." *Demography* 57:267-296. Refutes the notion that birth control is "restricted to a dichotomy between limitation and spacing." Posit they find support for "postponement of births" as a distinct motivation.

Lesthaeghe, R., and K. Neels. 2002. "From the First to the Second Demographic Transition: An Interpretation of the Spatial Continuity of Demographic Innovation in France, Belgium and Switzerland." *European Journal of Population / Revue européenne de Démographie* 18(4):325-60.

Morgan, S. Philip, and Miles G. Taylor. 2006. "Low Fertility at the Turn of the Twenty-First Century." *Annual Review of Sociology* 32(1):375-99.

La Ferrara, Eliana, Alberto Chong, and Suzanne Duryea. 2012. "Soap Operas and Fertility: Evidence from Brazil." *American Economic Journal: Applied Economics* 4(4):1-31.

FOCUS ON CANADA (OPTIONAL AS WELL)

Fostik, Ana, and Nora Galbraith. 2021. "Changes in fertility intentions in response to the COVID-19 pandemic". Ottawa, ON.

Bielski, Zosia. 2021. "Baby bust: How the pandemic and subsequent lockdowns reshaped family planning." Pp. A10 in *Globe & Mail*. <https://www.theglobeandmail.com/canada/article-baby-bust-how-the-covid-19-pandemic-reshaped-family-planning/>

Beaujot, Roderic, Ching Jiangqin Du, and Zenaida Ravanera. 2013. "Family Policies in Quebec and the Rest of Canada: Implications for Fertility, Child-Care, Women's Paid Work, and Child Development Indicators." *Canadian Public Policy / Analyse de Politiques* 39(2):221-39.

CLASS 7 February 27. MARRIAGE, FAMILIES, HOUSEHOLDS

CORE READINGS

Trovato Chapter 5

You can wait to read until after class to help you zero in on key constructs. We will briefly review key terminology (p. 147) and measures (those parallel fertility measures, just applied to marriage); we will also briefly touch on trends in marriage and divorce in different parts of the world, and finally get a sense of the key explanations for marriage formation/dissolution in Western and non-Western countries.

McLanahan, Sara. 2004. "Diverging destinies: How children are faring under the second demographic transition." *Demography* 41(4):607-27.

This is our key reading this week: up until now, we largely discussed trends (DTT, SDT) as homogeneous for a population; this paper focuses on the growth of disparities within the US as a function of the SDT and specifically the impact on children's resources and wellbeing. As always, the abstract and early intro and discussion tend to carry the most material; you can mostly skim the discussion of trends and just pay attention to the overall patterns, causes, and implications.

Furstenberg, Frank F., Lauren E. Harris, Luca Maria Pesando, and Megan N. Reed. 2020. "Kinship Practices Among Alternative Family Forms in Western Industrialized Societies." *Journal of Marriage and Family* 82(5):1403-30.

A terrific consideration of the huge variability in the notion of the family. Only read the abstract, Intro, and the Rise of Alternative Family Forms sections, and study Figure 1. Also the brief Conclusions section. How do these alternative forms compare with more classic definitions of family? Are there any they omitted, especially for the Canadian context, or even further afield?

Margolis, Rachel, Youjin Choi, Feng Hou, and Michael Haan. 2019. "Capturing trends in Canadian divorce in an era without vital statistics." *Demographic Research* 41:1453-78.

A superbly written paper from Western Sociology team that walks you through demographic research in absence of vital statistics data and highlights current divorce trends in Canada. Extract how the team approached the analysis in absence of standard data and what they found overall.

OPTIONAL READINGS

Smock, Pamela J., and Christine R. Schwartz. 2020. "The Demography of Families: A Review of Patterns and Change." *Journal of Marriage and Family* 82(1):9-34.

Seltzer, Judith A. 2019. "Family Change and Changing Family Demography." *Demography* 56(2):405-26.

- Margolis, Rachel & Mikko Myrskylä (2011). "A Global Perspective on Happiness and Fertility." *Population and Development Review* 37: 29–56.
- Myrskylä, Mikko, and Rachel Margolis (2014). "Happiness: Before and After the Kids." *Demography* 51: 1843-1866.
- Kohler, Hans-Peter, Jere R. Behrman, and Axel Skytthe. 2005. "Partner + Children = Happiness? The Effects of Partnerships and Fertility on Well-Being." *Population and Development Review* 31(3):407-45.
- Mikucka, Małgorzata, and Ester Rizzi. 2020. "The Parenthood and Happiness Link: Testing Predictions from Five Theories." *European Journal of Population* 36(2):337-61.
- Le Bourdais, Céline, and Évelyne Lapierre-Adamcyk. 2004. "Changes in conjugal life in Canada: Is cohabitation progressively replacing marriage?" *Journal of Marriage and Family* 66(4):929-42.

CLASS 8 March 6. MORTALITY – KEY CONCEPTS

CORE READINGS

Trovato Chapter 7.

Before class, you may wish to review and look at mortality measures including the life table. We will spend some time constructing the life table in class. The epi transition is summarized here although we also read the original formulation from Omran. We will also touch on rectangularization/compression of morbidity and we'll discuss issues around the limits to life expectancy (see also the Couzin-Frankel below). You can skip other parts; we will discuss health in Class 9.

Couzin-Frankel, Jennifer. 2011. "A pitched battle over life span." *Science*:549-50.

A fun, quick, easy read that nicely summarizes what really has been a heated argument in demography and gerontology.

Omran, Abdel R. 1971. "The Epidemiologic Transition: A Theory of the Epidemiology of Population Change." *The Milbank Memorial Fund Quarterly* 49(4):509-38.

Don't worry about the length. It's organized around XX propositions. Propositions 1 and 4 summarize DTT, largely – just skim super quickly. Proposition 2 is key – read closely! Proposition 3 – just see what it is, ignore details (but remember the connection to Coale and how mortality has a paradoxical effect on population structures)

Robles, Pablo, Vivian Wang, & Joy Dong. 2023. "In China's Covid Fog, Deaths of Scholars Offer A Clue." *The New York Times* February 2, 2023. Access [here](#).

A quick but fascinating 3-minute read on using alternative data sources (big data?) to obtain clues about covid mortality in China since the end of "zero covid" lockdowns in December 2022.

OPTIONAL READINGS

Kintner, Hallie. 2004. "The Life Table." Pp. 301-340 in *The Methods and Materials of Demography*. Jacob S. Siegel & David A. Swanson (Eds.). Elsevier Academic Press.

Poston, Dudley L Jr., and Leon F. Bouvier. 2017. "The Life Table." Pp. 173-177 in *Population and Society: An Introduction to Demography*, Second Edition. Cambridge University Press.

Robine, Jean-Marie. 2021. "Ageing populations: We are living longer lives, but are we healthier?": United Nations, Department of Economics and Social Affairs, Population Division.

Caldwell, John. 2006. "Back to the Future: The Great Mortality Crises." in *Demographic Transition Theory*. Netherlands: Springer.

CLASS 9 March 13. POPULATION HEALTH

CORE READINGS

Vos, Theo, Stephen S. Lim, Cristiana Abbafati, et al. 2020. "Global burden of 369 diseases and injuries in 204 countries and territories, 1990–2019: a systematic analysis for the Global Burden of Disease Study 2019." *The Lancet* 396(10258):1204-22.

This is packed with results so please don't get overwhelmed. Read only strategically to be able to answer the following questions: what are YLL, YLD, and DALYs, and how are they useful for capturing morbidity? What is the GBD study, and where do their data come from? If need be, search online for more info. What are they finding about trends in DALYs? Studying (but not getting overwhelmed) by Figure 2, what stands out to you about the leading causes of DALYs, their change since 1990, and their role across different age groups?

McKinlay, John B. 1979. "A case for refocusing upstream: the political economy of illness." Pp. 9-25 in *Patients, physicians and illness: A sourcebook in behavioral science and health*. New York: Free Press.

You've all been exposed to social determinants of health literature. This awesome essay goes way more upstream from individual characteristics as determinants and focuses on the political economy as a cause. What does "refocusing upstream" mean? Who are the "manufacturers of illness"? Who is the "unequal battle" between, and why is it unequal? How is food an excellent example of the relevant processes? And how this relatively old text is or isn't relevant today?

Zajacova, Anna, Hanna Grol-Prokopczyk, and Roger Fillingim. 2022. "Beyond Black vs White: Racial/Ethnic Disparities in Chronic Pain including Hispanic, Asian, Native American, and Multiracial U.S. Adults." *PAIN@* 163(9): 1688-99.

Get a sense of the main findings. Consider what you've previously known about health patterns and/or disparities. What is new here? What is as you expected? What is not? What questions arose as you reviewed the reading?

Journal of Population Research 2022 [Special Issue](#) "Demography and COVID-19: Risks, Responses, and Impacts."

The collection of 9 articles is at <https://link.springer.com/collections/jjaaicfqab>. Find one or two titles that interest you. What do you find interesting about them? What were the main findings described in the paper? What questions remained unanswered for you?

OPTIONAL READINGS

Burden of Disease additional information: <https://ourworldindata.org/burden-of-disease>

Richmond, Chantelle A. M. and Nancy A. Ross. 2009. "The Determinants of First Nation and Inuit Health: A Critical Population Health Approach." *Health & Place* 15(2):403-11.

Mikkonen, Juha, and Dennis Raphael. (2010). *Social Determinants of Health: The Canadian Facts*. York University School of Health Policy and Management.

- Zajacova, Anna, Hanna Grol-Prokopczyk and Zachary Zimmer. 2021. "Pain Trends among American Adults, 2002–2018: Patterns, Disparities, and Correlates ". *Demography* 58(2):711–38.
- Adler, Nancy, Thomas Boyce, Margaret A. Chesney, Sheldon Cohen, Susan Folkman, Robert L. Kahn and S. Leonard Syme. 1994. "Socioeconomic Status and Health: The Challenge of the Gradient." *American Psychologist* 49:15-24.
- Williams, David R. and Selina A. Mohammed. 2013. "Racism and Health I: Pathways and Scientific Evidence." *American Behavioral Scientist* 57(8):1152-73
- Kristof, Nicholas. 2019. "This Has Been the Best Year Ever." *The New York Times*, December 28, 2019. <https://www.nytimes.com/2019/12/28/opinion/sunday/2019-best-year-poverty.html>
- Choi, Kate H., Patrick Denice, Michael Haan, and Anna Zajacova. 2021. "Studying the social determinants of COVID-19 in a data vacuum." *Canadian Review of Sociology/Revue canadienne de sociologie* 58(2):146-64.
- Case, A. and A. Deaton. 2015. "Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century." *PNAS*, 112(49): 15078-15083.

CLASS 10 March 20. INTERNATIONAL MIGRATION

CORE READINGS

Trovato Chapter 8 only pages 340-379, and Chapter 9 (The definitions, measures, and theories of internal migration in Chapter 8 overlap closely with the theories of international migration; it's helpful to read them together)

Kaushal, Neeraj, and Yao Lu. 2015. "Recent Immigration to Canada and the United States: A Mixed Tale of Relative Selection." *International Migration Review* 49(2):479-522.

Balintec, Vanessa. 2022. "Internationally-Trained Nurses Are Entering the Battle against Covid-19. But Is It Too Little, Too Late?" in *CBC News*.
<https://www.cbc.ca/news/canada/toronto/internationally-trained-nurses-are-entering-the-battle-against-covid-19-but-is-it-too-little-too-late-1.6317775>.

Massey, Douglas S., Joaquin Arango, Graeme Hugo, Ali Kouaouci, Adela Pellegrino, and J. Edward Taylor. 1993. "Theories of International Migration: A Review and Appraisal." *Population and Development Review* 19(3):431-66.

SKIM; EXTRACT MAIN FINDINGS AND IMPLICATIONS

Abada, Teresa, Feng Hou, and Bali Ram. 2008. "Ethnic differences in educational attainment among the children of Canadian immigrants." *Canadian Journal of Sociology* 34(1):1-30.

OPTIONAL READINGS

Massey, Douglas S. 2003. "Patterns and Processes of International Migration in the 21 st Century." in *Conference on African Migration in Comparative Perspective*. Johannesburg, South Africa.

Alba, Richard, and Victor Nee. 1997. "Rethinking Assimilation Theory for a New Era of Immigration." *International Migration Review* 31(4):826-74.

- Coleman, David. 2006. "Immigration and Ethnic Change in Low-Fertility Countries: A Third Demographic Transition." *Population and Development Review* 32(3):401-46.
- Zagheni, Emilio, Ingmar Weber and Krishna Gummadi. 2017. "Leveraging Facebook's Advertising Platform to Monitor Stocks of Migrants." *Population and Development Review* 43(4):721-34.
- Smits, Jeroen, Clara H. Mulder and Pieter Hooimeijer. 2003. "Changing Gender Roles, Shifting Power Balance and Long-Distance Migration of Couples." *Urban Studies* 40(3):603-13.

CLASS 11 March 27. INTERNAL MIGRATION AND URBANIZATION

CORE READINGS

Trovato Chapters 8 pages 379 to end of chapter, and Chapter 10

Glaeser, Edward. 2011. "Cities, Productivity, and Quality of Life." *Science* 333:592-94.

McCoy, Terrence. 2022. "Brazil mudslides: Climate change turns favelas into disasters waiting to happen." *The Washington Post*, February 24, 2022. Accessed February 25, 2022.
<https://www.washingtonpost.com/world/2022/02/24/brazil-landslide-petropolis-favela/>.

SKIM FOR MAIN POINTS, OVERLAPS WITH TROVATO

Amirault, David, Daniel de Munnik, and Sarah Miller. 2013. "Explaining Canada's regional migration patterns." *Bank of Canada Review* 2013(Spring):16-28.

OPTIONAL READINGS

Cooke, Martin, and Christopher Penney. 2019. "Indigenous Migration in Canada, 2006–2011." *Canadian Studies in Population* 46(2):121-43.

Chastko, Karl. 2021. Internal Migration: Overview, 2016/2017 to 2018/2019. Statistics Canada Catalogue No. 91-203-X. <https://www150.statcan.gc.ca/n1/en/pub/91-203-X/2021001/article/00001-eng.pdf?st=C15SmeMB>. Accessed January 3, 2022.

Ritchie, Hanna, and Max Roser. 2019. "Urbanization." *Our World in Data*.
https://ourworldindata.org/urbanization?source=content_type%3Areact%7Cfirst_level_url%3Aarticle%7Csection%3Amain_content%7Cbutton%3Abody_link#citation. Accessed January 3, 2022.

CLASS 12 April 3. EXAM 2. POPULATION, ENVIRONMENT, THE CLIMATE CRISIS

De Souza, Roger-Mark, John S. Williams, and Frederick A. B. Meyerson. 2003. "Critical links: Population, health, and the environment." *Population Bulletin* 58(3):2-43.

Malakoff, David. 2011. "Are More People Necessarily a Problem?" *Science* 333(6042):544-46.

Public Broadcasting Corporation. 2019. "How climate change is driving emigration from Central America."

Thiede, Brian. 2019. "Climate Change Will Likely Influence Fertility Rates." Wilson Center.

World Health Organization. 2021. "Climate change and health."

Yu, Eunice, and Jianguo Liu. 2007. "Environmental impacts of divorce." *Proceedings of the National Academy of Sciences* 104(51):20629-34.

OPTIONAL

Brown, Lester R, Gary Gardner, and Brian Halweil. 1998. *Beyond Malthus: The Nineteen Dimensions of the Population Challenge*: Routledge.

Easterbrook, G. 1997. "Forgotten Benefactor of Humanity." *The Atlantic Monthly* 279(1):74-82.

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162(3859):1243-48.

Trovato Chapter 11

Droughts augment youth migration in Northern Latin America and the Caribbean. (skim abstract and conclusion) <https://link.springer.com/article/10.1007/s10584-016-1863-2>

Climate change, internal migration, and the future spatial distribution of population: a case study of New Zealand. <https://link.springer.com/article/10.1007/s11111-017-0289-8>

McLeod, C., Barr, H., & Rall, K. (2019). Does Climate Change Increase the Risk of Child Marriage: Look at What We Know And What We Don't With Lessons from Bangladesh and Mozambique. *Columbia Journal of Gender and Law*, 38(1), 96-146. [Only pages from 106-123] <https://journals.library.columbia.edu/index.php/cjgl/article/view/4604>

CLASS 13. STUDENT CONFERENCE PRESENTATIONS. WORK ON POSTERS.

Important Information and Policies

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

When deemed necessary, tests and examinations in this course will be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

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 **Scholastic Offences** (below) for the link to Scholastic Discipline regulations.

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

Accommodation

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

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

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/

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

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/>.

Standards of Professional Behaviour

It is the responsibility of all members of the Department of Sociology to adhere to and promote standards of professional behaviour that support an effective learning environment. These include:

- **respect for others** both in and out of the classroom through words and actions (be professional, fair, and respectful in interactions with people on-line and in-person; understand and respect differences among classmates and colleagues; avoid disrupting the learning environment; respect others' expectations of confidentiality and privacy)
- **active engagement in learning** and commitment to quality (being prepared for classes; participating and listening actively to other; using technology and social media appropriately, striving to do your best)
- **personal integrity** (following through on commitments; doing own work)

Students should also be aware of the **UWO Student Code of Conduct** found at <https://www.uwo.ca/univsec/pdf/board/code.pdf>