Demography is an interdisciplinary field that deals with the life course of populations, describing how people are born and age; live and reproduce; fall ill and die. Demographic statistics and trends are often used by politicians, the media, and social scientists as launching points or supports for their arguments. Throughout the course, we will focus on issues that feature in contemporary social science and policy debates, including population aging, fertility and reproduction, population and economic development, immigration, and disparities by sex, race, and socioeconomic status.

The course is addressed to two groups of students (a) upper-level undergraduates and (b) graduate students. For some this course will be their only class on population. For others – especially for graduate students thinking about specializing in demography – the course is the first of several they will take. I’ve aimed to make the readings and lectures informative and challenging to both groups. Because of the mix of students, the amount of reading materials may be higher than usually encountered in undergraduate courses.

We take a historical, long-run perspective on population change. We will examine the determinants of demographic patterns and the consequences of these patterns on society. We will review trends and patterns for developed and developing countries, with an emphasis on inequality between and within countries. By the end of this course, you will have a better understanding of what population statistics represent and to what end they are being used to inform contemporary public debates in the United States and globally.

**Prerequisites and Recommended Reference**

Some of the readings contain quantitative material. While no prior knowledge of statistics is assumed, there will be an emphasis on the interpretation of visually presented data.

A good reference text for simple, straight-forward explanations of demographic concepts and various rates and measures (e.g., crude birth and death rates, population growth rates, infant mortality rates, life expectancy at birth, total fertility rate) is the *Population Handbook*, published by the Population Reference Bureau.

Readings

Readings should be completed before the lecture for which they are assigned. There are two types of readings listed below: required and supplementary. Supplementary readings are optional for undergraduates, but graduate students (especially those planning on taking the demography prelim) should do all the readings.

Most readings are journal articles that represent classic or contemporary treatments of population issues. All the readings except Riley’s book (see below) are available on the course’s Learn@UW page.

There is one book required for this course:
The book is available for purchase at the University bookstore and via Amazon.com. Two copies are also on reserve at the Social Science Reference Library (Room 8432 in the Sewell Social Sciences Building).

I highly recommend keeping a short reading journal to help you think about the readings and study for the exams. Suggested format:

- Begin with the full reference
- Identify the main aim of the author(s). For example: to critically review a particular literature, or to answer a specific research question, or to test a hypothesis.
- Briefly describe the data used in the reading (if any) and the methods (if any).
- List, in bullet form, up to 5 main “take-home messages” of the reading.
- What are the major strengths and limitations of the reading?
- What question(s) or complaints do you have about this reading?

Course requirements, assignments, & grading

1. Attendance and Active Participation (10%). In order to get full credit for participation, you must be an active participant in class discussions. Your contributions should demonstrate your familiarity with the reading material and offer insight into the demographic processes that we discuss. Please ask questions if you don’t understand something. Chances are that some of your classmates don’t understand either. If you disagree, make your views known. If you have an observation, please make it.

   If you must miss class for any reason (e.g. religious holidays, family emergencies), please email Prof. Engelman. If you must be absent on an exam day or on a day when one of the paper assignments is due, please contact Prof. Engelman as far in advance as possible to inquire about the possibility of making alternate arrangements.

2. Two exams (20% each). The first exam (March 5) will cover the topics of mortality change and population health, the second (April 16) will cover the topics of fertility, family demography, and migration. Exams will consist of brief term identification questions and short essays covering concepts discussed in lecture and the readings.

3. Research paper (35%). Your research paper grade will include a one-page proposal (5%, due March 26) and a final paper (30%, due May 13). See more details below.
4. Presentation (15%). You will present the topic and findings of your research paper to the class. Additional guidelines will be forthcoming.

Grades will be assigned in accordance with the UW undergraduate grade policy, using the following point distribution:


The instructor will determine the course-wide distribution of final grades at the conclusion of the semester.

Research paper

For the paper, students are expected to identify a contemporary population issue and review the relevant academic literature. Successful papers will be structured around a research question (e.g. How has the HIV epidemic influenced fertility patterns in sub-Saharan Africa? How are rising levels of education influencing the health of aging populations? What is the relationship between population growth and environmental change?) and will cite at least five articles (that we have not discussed in class) from peer-reviewed scientific journals. We will have a class session devoted to picking a good research question and searching the scientific literature. Graduate students are encouraged to choose a topic that relates to their broader research interests. All students are welcome to see me during office hours for assistance choosing a paper topic.

Students will submit a one-page proposal (with at least five references) on March 3rd. Late proposals will lose one letter for each day that the proposal is late. You will receive feedback on the proposal and will be expected to incorporate that feedback as you write your paper and prepare a presentation about your chosen topic.

Papers must be double spaced, in 12pt Times New Roman font. Undergraduates should plan to write 6-8 pages; graduate students should plan to write 8-12 pages. The final papers are due on May 13th via the course dropbox on Learn@UW. A letter grade will be deducted for each day the paper is late, unless permission for an extension was granted at least 3 days before the due date.

Academic Honesty

In your written assignment, you are expected to exercise academic honesty and integrity and to produce original work. If you must use the exact words used in another source, use quotation marks to indicate that those words are not your own and provide full credit to the source. If you are using an idea you obtained from someone else, cite the author(s), even if you did not quote her/him/them directly. The set of ideas you must cite includes those obtained from Wikipedia or any internet source. According to UWS 14, academic misconduct occurs when a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
• engages in conduct aimed at making false representation of [...] academic performance;
• assists other students in any of these acts.

The university’s Writing Center has an excellent webpage about how to successfully quote and paraphrase texts: http://writing.wisc.edu/Handbook/QuotingSources.html. See also these guidelines about avoiding plagiarism: http://writing.wisc.edu/Handbook/QPA_plagiarism.html.

The internet makes it very easy to plagiarize (both intentionally and not), but it also makes it easy to identify plagiarized texts. Evidence of academic dishonesty in an assignment will result in an automatic grade of zero for the assignment, and will be reported to the Dean of Students following a meeting with the professor.
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<th>Week</th>
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<th>Topic</th>
<th>Notes</th>
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<td>Introduction</td>
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<td>January 22</td>
<td>Demographic transition I: Longevity</td>
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<td>January 27</td>
<td>Mortality decline: Medicine &amp; public health</td>
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<td>January 29</td>
<td>Mortality decline: Economics &amp; education</td>
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<td>Epidemiologic transition</td>
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<td>Searching the scientific literature</td>
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<td>Proximate determinants of fertility</td>
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<td>Family planning programs &amp; policies</td>
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<td>Marriage</td>
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<td>Changing families</td>
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<td>Work on your papers</td>
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<td>May 7</td>
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The final paper is due on Wednesday, May 13th at 9am via the Learn@UW dropbox.
Detailed Schedule

**Tue. Jan 20: Introduction to the course**

*Supplementary reading*


**Thurs., Jan 22: Demographic Transition I: Rising longevity**

*Required reading*


*Supplementary reading*


**Thurs., Jan 29: Why did mortality decline? The context of economic development**

*Required reading*


*Supplementary reading*


**Tue. Jan 27 Why did mortality decline? The role of medicine and public health**

*Required reading*

Riley, *Rising Life Expectancy*, chapters 2 and 3.


*Supplementary reading*


Tue., Feb 3: Epidemiologic transition

Required reading

Supplementary reading

Thurs., Feb 5: Crises and Health reversals

Required reading

Supplementary reading

Tue., Feb 10: Population aging

Required reading

Supplementary reading

Thurs., Feb 12: Life course linkages

Required reading

Supplementary reading

Tue., Feb 17: Searching the scientific literature
Guest lecturer: Thomas Durkin, Social Science Librarian, UW-Madison.

Thurs., Feb 19: Disparities by sex/gender

Required reading

Supplementary reading
Tue., Feb 24: Disparities by socioeconomic status

Required reading


Olshansky, S. J., et al. 2012. Differences in life expectancy due to race and educational differences are widening, and many may not catch up. *Health Affairs* 31(8), 1803-1813.


Supplementary reading


Thurs., Feb 26: Disparities by race

Required reading


Supplementary reading


Tue., March 3: Review

*** Paper proposals DUE at the beginning of class ***

Thurs., March 5: * EXAM 1: Mortality and population health *
Tue., March 10: Demographic transition II: Fertility decline

Required reading


Supplementary reading


Thurs., March 12: Distal and Proximate determinants of fertility

Required reading


Supplementary reading


Tue., March 17: Family planning programs and policies

Required reading


Supplementary reading

Thurs., March 19: Low fertility

Required reading


Supplementary reading


Tue., March 24: Marriage

Required reading


Supplementary reading


Thurs., March 26: Family changes

Required reading


Supplementary reading


March 28-April 5: Have a great spring break!
Tue., April 7: Migration patterns

**Required reading**


**Supplementary reading**


Thurs., April 9: Migration and health

**Required reading**


**Supplementary reading**


Tue., April 14: Review

Thurs., April 16: * EXAM 2: Fertility, family, and migration*

Tue., April 21 : Presentations

Thurs., April 23: Presentations

Tue., April 28: Presentations

Thurs., April 30: *No class – work on your papers*

Tue., May 5: Presentations

Thurs., May 7: Presentations

*Final paper DUE via Learn@UW dropbox by 9am on Wednesday, May 13th *