DEMOGRAPHY AND POPULATION STUDIES

THREE (3) CREDITS, CROSS-LISTED AS
10:762:417 (PLANNING & PUBLIC POLICY [INDEX: 19538])
10:832:417 (PUBLIC HEALTH [INDEX: 20706])
10:833:417 (PUBLIC POLICY [INDEX: 19653])

SEMESTER: Fall 2017

DATE / TIME: Tuesdays, 1:10pm to 4:10 pm
Location: 205 Scott Hall
College Avenue Campus

PROFESSOR: Marc D. Weiner, J.D., Ph.D.
Room 367, Civic Square Building
mdweiner@ejb.rutgers.edu

OFFICE HOURS: visitors welcomed and encouraged; please email for an appointment

COURSE WEBSITE: https://sakai.rutgers.edu/portal at tab: DEMOGRAPHY-FALL17

CATALOG DESCRIPTION: Review of demographic concepts, history, methods from an interdisciplinary perspective. Global population studies, with an historical focus on distributions of wealth and power.

"[Since 2008], for the first time ever, we have more people living in cities than out on the land. For the first time, most of us have no substantive ability to feed or water ourselves. We have become reliant upon technology, trade, and commerce to carry out these most primitive of functions. Sometime in 2008, the human species crossed the threshold toward becoming a different animal: an urban creature, geographically divorced from the natural world that still continues to feed and fuel us. ..."


The publication of Alfred Crosby’s The Columbian Exchange opened a new field in the discipline of history. Crosby’s environmental history provided historians with an alternative to the predominantly political, economic, and social metanarrative which privileged Euro-American historical experience over those of other peoples.


Demography is the jam band of academic disciplines.

VANCE DAGGER, PERSONAL COMMUNICATION (AUGUST 31, 2017).
COURSE OVERVIEW AND LEARNING GOALS

The course introduces you to demography and population studies. Both of these academic perspectives address different aspects of the same basic unit of analysis, i.e., a population. While demography is primarily concerned with changes in population size, distribution, structure, and composition, population studies generally focuses on the determinants and consequences of population change; these forces can be sociological, political, geographic, cultural, or, really, anything. Through the lens of both demography and population studies, we will explore the causes, symptoms, consequences, and remedies of population issues and problems in New Jersey, the United States, and the world at large.

The primary course goal is to develop a reasonably sophisticated set of intellectual skills for understanding population dynamics and for thinking systematically about those concerns. This course will provide you with the tools you need to think systematically about population issues; these tools include:

- the outlines and history of demography/population studies as a theoretical discipline, along with an understanding of the competing paradigms available to frame the dominant theoretical canon (basically demographic transition theory versus demographic regime theory);
- the outlines and dynamics of demography/population studies as an applied empirical science including population processes (fertility/natality, morbidity/mortality; and migration) and population structures (age distributions, urbanization, and family and household configurations);
- a working knowledge of demographic data, i.e., appreciating what questions those data can answer, where to find them, how to read them, and how to use them in research; and,
- a deeper understanding and appreciation for the interplay of human populations across history, and the entwined roles of planning and policy development and public health in state, national, and global population studies.

In more operational terms, this course is designed around four specific learning goals, which correspond to achieving these four introductory-level competencies:

1. an understanding of the language and dynamics of demography and population studies and how population processes, structures, and policies integrate with other disciplines, particularly urban planning, public policy, and public health;
2. an understanding of the theoretical perspectives, and the critiques of those perspectives, by which we view changes in population processes and structures;
3. an understanding of the theory and use of the data and methodological measures and processes of formal demography; and
4. an understanding of historical and contemporary population problems in both subnational, national and international contexts.
ASSESSMENT AND GRADING

There are two assessment components for this course: (A) a course content problem sets component (through which you will affirm your mastery of the learning goals); and, (B) a portfolio component (through which you will develop and present a Demographic and Population Studies Country Case Study).

A. Course Content Problem Sets (5 at 10% each): Total: 50%

Problem Sets Component: Subject Matter: Course Content and Calculation of Demographic Indicators. All problem sets are open book, and you may work together. After all, real life is like that...

- PS#1: 10 points, due 10/10/17; covers History, Theory, and Population Data.
- PS#2: 10 points, due 10/17/17; covers Morbidity and Mortality, concepts and rates.
- PS#3: 10 points, due 10/24/17; covers Fertility and Natality, concepts and rates.
- PS#4: 10 points, due 10/31/17; covers Migration, concepts and rates.
- PS#5: 10 points, due 11/07/17; covers Population Structures (age; urban; family & household), concepts and rates.

B. Portfolio Component: Demographic and Population Studies Country Case Study Total: 50%

Part 1: Select Country and Assure Data are Available (a form will be provided):

- 05 points, due in class 09/19/17: Identify a country and locate and identify at least three separate useful data sources; you may not select the United States.

Part 2: Write a Political and Economic Profile of your case study country (1,500 words, double spaced, i.e., between 4 to 5 pages):

- 10 points, due through Sakai 10/03/17: Country profiles discuss your case-country’s origins, political and economic history, and current political and economic conditions.

Part 3: Write and present a Demographic Profile of your case study country. The written component and companion oral presentation is an interlocking two-part course capstone exercise, which should cover, at least, the following: (a) demographic policy, past and present; (b) current conditions for each population process [fertility, mortality, and migration]; (c) current conditions for each population characteristic [age structure, urbanicity, family and household trends]; and (d) population projections, with a brief discussion of the implications of those projects for the politics and economics of the country.

- Written Component: 15 points, due, through Sakai 11/14/17: 2,000 words, double spaced, i.e., between 5 to 6 pages, not including graphics, which should be at the end.

- Oral Presentation: 20 points, presented, in class, 12/12/17: Seven-minute presentation, which follows the narrative of your written component; presentation must include informing graphics, i.e., figures, charts, and/or tables, delivered via handouts or PowerPoint).
Points-to-Letter Grade Distribution and Grading Policy:

Rutgers does not maintain a standardized grading policy, and therefore individual faculty members are authorized to set their own thresholds for the different grades. For this course, the letter grade thresholds are as follows:

- 92 through 100% = A
- 87 through 91.9% = B+
- 82 through 86.9% = B
- 77 through 81.9% = C+
- 70 through 76.9% = C
- 60 through 69.9% = D
- 0 through 59.9% = F

There is no “rounding up as of right” and there is no such thing as “extra” credit. Those of you have who have worked with me before will recognize that these standards are marginally higher than previously published, this to account for grade inflation and to underscore that grades are not “given” and not “negotiated,” but rather are “earned.”

The course policy on late submissions is that you will lose 1 point per 24-hour period; that having been said, I’m not unreasonable; if you have a problem or delay, talk to me. If reasonable, I’ll help you out.

All assignments must be typed with 12-point font, Calibri or Cambria font preferred, double-spaced, and with 1 inch margins all around.

The Mechanics of Submission:

- Problem Sets will be downloadable from Sakai, but will handed in, on paper, in class on the due dates.
- The Case Study Country ID with Data Sources paper form will be distributed in class on 9/12/17 and handed in, on paper, in class on 9/19/17.
- The Case Study Country Profile and the Written Component of the Case Study will be uploaded through Sakai before the start of class on, respectively, 10/03/17 and 11/28/17.

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Books and Sources:

There are no books to buy for this course; all required readings are on Sakai, clearly labeled to correspond to this syllabus. I’m not a big fan of PowerPoint presentation for teaching, but they are sometimes useful; when I do use them, however, they will not be posted on Sakai; moreover, I use in-class-distributed handouts; they, too, will not be posted on Sakai.

Notes on Attendance and Participation:

Attendance is mandatory and will be taken each class. If you miss class for any reason, you are still responsible for all material covered, any assignments due, and any handouts distributed. If you miss class, do not email me to ask about the material covered while you were out, and do not ask me to email you any handouts. You should turn to your colleague-fellow-students for that. Obviously, you should arrive at class on time. More important than simply attending class, however, is being prepared to discuss the readings in class every week. Students are expected, indeed, required to come to class with thoughts, reactions, and ideas from the week’s readings. It is not sufficient to simply show up in class, but rather, you must be prepared to engage me and, more specifically, your classmates in discussion about the readings and topics of the day.

Statement about Academic Integrity:

The following is excerpted from Rutgers University’s statement about academic integrity:

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

Students committing acts of academic dishonesty not only face university censure but run a serious risk of harming their future educational and employment opportunities. In addition to the notation for a specific sanction placed on the student's transcript and which remains for the term of the sanction, prospective employers and other educational institutions frequently use recommendation forms that ask for judgment and comment on an individual's moral or ethical behavior. Since such forms are sent with the permission of the student, University faculty and administrators knowledgeable of academic dishonesty infractions are ethically bound to report such incidences. In all cases in which a grade of "F" is assigned for disciplinary reasons, moreover, the "F" will remain on the student's transcript, even if the course is retaken and a passing grade is achieved.

Statement about Letters of Recommendation:

Please see the course Sakai site, Resources Tab, “Notes on Letters of Recommendation” folder for two valuable readings about how, and from whom, to request a letter of recommendation, whether for an internship, graduate school, employment, or any other application requiring testimonial letters.
### Overview of Course Content, Fall 2017

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Part One: Introduction to Demographic Theory, Data, Processes, Structures, and Characteristics.

Tuesday, 09/05/17

- **Introduction:**
  - Demography and Population Studies as Fundamentally Interdisciplinary;
  - Situating Demography and Population Studies within Companion Disciplines: Environmental Studies; Geography; Economics/Sociology; Planning and Public Policy Development.

**Required Readings:**


Tuesday, 09/12/17

- **Population History and Theory:**
  - Premodern, Malthusian, and Marxian Population Doctrines;
  - Explaining Demographic Change and Response.

**Required Readings:**


**In-Class Videos:**  “What is Race?” PRB (Feb. 2015).

Tuesday, 09/19/17

- **Contemporary Population Theory:**
  - Demographic Transition Theory;
  - Demographic Regime Theory (Africa’s Challenge to Eurocentricity of Demographic Theorizing);
  - Strauss and Howe’s Generational Theory.

**Required Readings:**


   a. Preface, pp. 7-18;
   b. Chapter 1, “People Moving Through Time,” pp. 27-40;

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**Tuesday, 09/26/17**


**Required Readings:**


**In-Class Videos:**

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**Tuesday, 10/03/17**

- Population Processes: (1) The Health and Mortality Transition; (2) Death Rates.

**Required Readings:**


**In-Class Video:** “The Death Rate,” PRB. (June 2010).
Tuesday, 10/10/17

- Population Processes: (1) The Fertility Transition; (2) Birth Rates.

**Required Readings:**


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Tuesday, 10/17/17

- Population Processes: (1) The Migration Transition; (2) Immigration/Emigration Rates.

**Required Readings:**


In-Class Video: “Migration,” PRB. (Nov. 2010).

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Tuesday, 10/24/17

- Population Structures: The Age Transition.

**Required Readings:**


• Population Structures: The Urban Transition, and, The Family and Household Transition.

Required Readings, Urban Transition:


In-Class Video: “Urbanization,” PRB. (March 2012).

Required Readings, Family and Household Transition:

Part Two: Applied Demographic and Population Studies:
Section 1. The Columbian Exchange
Section 2. Contemporary Population Problems

Tuesday, 11/07/17

- Introduction to and Overview of “The Columbian Exchange”: Definitions, Empirical Support, and Implications.

Required Readings:

3. Reviews/Critiques of *The Columbian Exchange*:

Tuesday, 11/14/17

- 1491 and The Pristine Myth: The Americas in the Pre-Columbian State.
- Friday, October 12, 1492: The First Day of Globalization.

Required Readings: *1491: The Pristine Myth: The Americas in the Pre-Columbian State*.

4. Reviews/Critiques of *1491*:

In-Class Video: *America Before Columbus*, National Geographic.

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**Required Readings: Friday, October 12, 1492: The First Day of Globalization.**


**Tuesday, 11/21/17: No Class, Thanksgiving Week [Thursday class schedule]**

**Tuesday, 11/28/17**


**Required Readings:**

2. Reviews/Critiques of 1493:

**Tuesday, 12/05/17**


**Required Readings:**

...to be provided...

**Tuesday, 12/12/17**

- Student Presentations: *Demographic and Population Studies Country Case Studies.*