



The University of Western Ontario
SOCIOLOGY 9331B/4441B
Deaths, Fertility, Migration:
Demographic Analysis of Social Change

Winter 2022
Mondays 1:30-4:30, Room TBD

Professor: Dr. Anna Zajacova

Student Hours: Mon 4:30-5:30, Tue 3:30-4:30, and 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. Yet, the population's characteristics and the demographic processes that generate them are inextricably linked to effectively all critical social issues we face, from rising costs of health care and pensions, immigration policies, to environmental issues and the climate crisis. Understanding how populations 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, environmental issues, and other key demographic topics. The course will thus provide you with foundations in demographic thinking and analysis of social change, as well as key theories and some techniques used in formal and applied demography. We will also learn about basic demographic methods and how they generate findings about the topics above, as well as many others such as education, disability, and other important social issues.

You do not need to be a 'quant' or 'stats' person to succeed in this class. Only basic math and stats skills are necessary to succeed – and I am confident you can add, subtract, divide, multiply, and have some sense of exponential functions. Overall, all you need is to be willing to engage simple formulas, study tables and figures, produce some yourself, and generally navigate quantitative environment. For the 9331 version: You should also have basic statistics knowledge at the level of SOC 9001. If you did not take 9001, 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.

How to Contact Me

The Student Hours (Mon 4:30-5:30, Tue 3:30-4:30) is a time reserved just for you. You are welcome to stop by to ask questions, discuss class material, etc. You are also welcome to email me at anna.zajacova@uwo.ca with a request for meeting or simply to ask questions. I will aim to answer emails within 24 hours under most circumstances.

How to get important course information:

For information about the course, please read the course outline. The course OWL site may also answer your questions. Of course, you are welcome to email me as well.

Prerequisite(s):

Enrolment in fourth year of one of the Honors Specializations or Honors Double Major in Sociology.

Antirequisite(s): None

Course Material(s)

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) material on most key topics we will cover. If you have had a demography or population studies class before, you may 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.

I don't care whether you purchase or rent the text, whether you use a print or e-book, or whether you share to cut on the costs – just make sure to be able to access the material when you need it how you need it.

In addition, each week will include a set of required and optional readings, mostly journal articles and book chapters. I will post all materials on OWL either as pdfs or will include links to the articles.

Methods of Evaluation

The aim of the evaluation breakdown is to offer a variety of assessment opportunities that play on every student's different strengths. With that in mind, there will be time-limited exams, take-home written assignments both a shorter mini-assignment and a longer deep-dive research paper, as well as class participation. Please note differences in evaluation for 4441 versus 9331 versions of the class.

There will be two exams. Exam 1 will take place during the week of Class 6 and exam 2 will take place during the week of Class 10. It is likely that both exams will be take-home (OWL-based online) rather than during class time, open book/notes/internet/whatever resources, but time-limited. Both exams will

be based on lectures and readings, and will include primarily new material although Exam 2 may include a question from the prior material. Both exams will comprise different types of questions. These will likely include fill-in-the-blank or short answer items, as well as and short essays (1 or 2 paragraphs at most). Some items may include calculating and/or interpreting demographic measures. Finally, you may be asked to communicate the results of figures or tables. Make-up exams will differ in format.

Mini assignment will be due on Monday February 7. For this assignment, there will be a 3-day grace period to submit late without any penalty. The aim of the mini assignment is to integrate the material covered in the first three weeks of the class. You will be asked to choose a country and describe its key demographic features, focusing on the age and sex structure, recent trends and projections, etc. The specifics will depend across countries (i.e., population aging may be relevant to some whereas high fertility and young age structure, or perhaps the potential for a demographic dividend, for others; some of you may find population policy issues of particular importance, or other issues, such as the HIV/AIDS epidemic and its impact on the population). The expected length is ~3 pages plus figures or tables and references.

Research paper will be due on Monday April 4. For this assignment, there will be a 10-day grace period to submit late without any penalty. The topic will be developed in consultations with me and class discussions, and I will offer guidance along the way (as well as more detailed information about the papers by Week 5). The 4441 requirement will be a shorter paper that can be an empirical paper, a synthesis of literature paper, population-related policy paper, or a gaps-in-knowledge paper (the latter three are literature based). The 9331 requirement will be a full empirical analysis of a population issue based on an appropriate data set. I will help you choose a feasible topic and identify a good data source. This component of the class evaluation is critical because the development of independent scholarship in consultation with mentors and peers is the central tenet of graduate education.

The class participation mark will cover involved class presence (not just physical presence), and especially active and informed contributions to discussions are based on assigned material. Graduate students will also be assigned to present to the class summaries of assigned readings and occasionally lead discussions; thus in 9331, 50% of the class participation mark will be based on this component.

You are expected to do the assigned readings prior to class (starting with Class 2) and to come to class prepared to ask questions and discuss the material. You are also responsible for asking for assistance, clarification, or help as soon as you discover it's needed. I aim to maximize the overlap between the set of readings and what we discuss in class. However, please note that you are responsible for material in assigned readings even if we do not discuss it in detail. Conversely, you also are responsible for the material covered in class even if it does not appear in the readings.

Evaluation Breakdown

For 4441

Exam 1	23%
Exam 2	23%
Participation	12%
Research paper	35%
Mini assignment	7%

For 9331

Exam 1	20%
Exam 2	20%
Participation	20%
Research paper	35%
Mini assignment	5%

Grade guidelines. Sociology courses at the 4400-level are required to have a mean grade in the range of 78-82%. 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. Subject to change.

CLASS 1, January 10. INTRODUCTION

CORE READINGS

Trovato Chapter 1

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.

OPTIONAL READINGS

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

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.

CLASS 2, January 17. DEMOGRAPHIC DATA AND WORLD POPULATION

CORE READINGS

Trovato Chapters 2 and 3

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

Badger, Emily. 2018 "Extra Doorbells, Satellite Dishes: How Cities Search for People the Census Might Miss." in *The New York Times*. New York.

JUST SKIM TO GET THE SENSE OF THE WRITING

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

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

OPTIONAL READINGS

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.

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

Caldwell, John C. 2004. "Demographic Theory: A Long View." *Population and Development Review* 30(2):297-316.

Coale, Ansley J. 1974. "The History of the Human Population." *Scientific American* 231(3):40-51.

Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." *Journal of Economic Perspectives* 17(4):167-90.

CLASS 3, January 24. BASICS OF POPULATION STRUCTURE

CORE READINGS

Trovato Chapter 4

Williams, Ollie. 2022. "How the age of Northwest Territories residents is changing." Yellowknife, NT: Cabin Radio.

Ryder, Norman B. 1965. "The Cohort as a Concept in the Study of Social Change." *American Sociological Review* 30(6):843-61.

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

Cohen, Philip. 2021. "Generation labels mean nothing. It's time to retire them." in *The Washington Post*. Washington DC.

OPTIONAL READINGS

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.

Ritchie, Hannah, and Max Roser. 2019a. "Gender Ratio." Our World in Data.

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

CLASS 4, January 31. FERTILITY – KEY CONCEPTS

CORE READINGS

Trovato Chapter 6

Bongaarts, John, and Robert E. Potter. 1983. *Fertility, Biology, and Behavior: An Analysis of the Proximate Determinants*: Academic press.

Bielski, Zosia. 2021. "Baby bust: How the pandemic and subsequent lockdowns reshaped family planning." Pp. A10 in *Globe & Mail*.

OPTIONAL READINGS

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

CLASS 5, February 7. FERTILITY – SELECT TOPICS

CORE READINGS

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

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

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.

OPTIONAL READINGS

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

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.

CLASS 6, February 14. MARRIAGE, FAMILIES, HOUSEHOLDS

CORE READINGS

Trovato Chapter 5

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

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.

Margolis, Rachel & Mikko Myrskylä (2011) A Global Perspective on Happiness and Fertility. *Population and Development Review* 37: 29–56.

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.

OPTIONAL READINGS

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.

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.

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

Mikucka, Małgorzata, and Ester Rizzi. 2020. "The Parenthood and Happiness Link: Testing Predictions from Five Theories." *European Journal of Population* 36(2):337-61.

No class on Monday February 21: Reading week

CLASS 7, February 28. MORTALITY – KEY CONCEPTS

CORE READINGS

Trovato Chapter 7

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

CLASS 8, March 7. MORTALITY AND MORBIDITY – SELECT TOPICS

CORE READINGS

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

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.

Vos, Theo, Stephen S. Lim, Cristiana Abafati, 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.

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

OPTIONAL READINGS

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

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.

CLASS 9, March 14. INTERNATIONAL MIGRATION

COURE READINGS

Trovato Chapter 9

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.

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.

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

OPTIONAL READINGS

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.

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.

CLASS 10, March 21. INTERNAL MIGRATION AND URBANIZATION

CORE READINGS

Trovato Chapters 8 and 10

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

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.

CLASS 11, March 28. POPULATION, ENVIRONMENT, CLIMATE CRISIS

CORE READINGS

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.

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

OPTIONAL READINGS

Trovato Chapter 11

CLASS 12, April 4. SUMMARY; INTEGRATING THE MATERIAL

- What we have learned?
- What's next?
- New challenges in the study of populations

- Review

READINGS Will be selected jointly with students from the media and academic literature

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>.

Policies for Assignment Deadlines

Mini assignment will be due on Monday February 7. For this assignment, there will be a 3-day grace period to submit late without any penalty. Research paper will be due on Monday April 4. For this assignment, there will be a 10-day grace period to submit late without any penalty. After the grade period, I will deduct 7 percentage points from the earned percent mark per day.

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: <https://uwo.ca/se/digital/types/equity/index.html> Western's School of Graduate and Postdoctoral Studies' [Living Well](#) 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: 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>