

SOC 530–301: Demographic Behavior, Population and Social Change

Fall Semester 2003

Tuesday & Thursday, 9–10:30, 285 McNeil Bldg

Hans-Peter Kohler*

October 22, 2003

1 Course Description

Life is characterized by interactions with populations at the local, national and global level. The size, composition and structure of these populations affects almost every aspect of our lives. At the same time, the populations surrounding us—and their changes over time and space—are the result of a myriad of individual decisions that are taken within socioeconomic contexts that may be very similar or strikingly different to our own. This interaction between demographic behavior, population and social change is the focus of this course. Population size and structure, for instance, importantly determine the need for resource allocations of governments, families and individuals, and they affect living conditions, income distributions, and the technology that we have at our disposal. Interactions within and between populations may have shaped our life-histories, and our ability to survive and become a centenarian several decades from today. Demographic changes have also a profound effect on how individuals plan and realize their goals and/or dreams at every state of their life: for instance, whether, when and why we marry or have children, how we behave within partnerships, or how we plan and prepare for our retirement. Population changes also shape political systems and affect the economic vitality of countries. Not surprisingly, population changes feature prominently in important national and international debates, including the support of the rapidly growing elderly population in the United States and many other developed countries, the consequences of the AIDS epidemic on families and societies in Africa or other developing countries, or the implications of differential population growth rates and age-structures among countries on their international role and influence. *Population literacy* is therefore an important part of an individual's knowledge to understand current social, economic and political debates. In addition, population literacy is essential for yourself as you think about planning *your own life* in terms of human capital investments, marriage, fertility, labor force participation, saving, migration, and many related aspects!

Sociology 530-301 *Demographic Behavior, Population and Social Change* addresses the above topics, and (a) investigates the economic and social determinants of fertility, health, mortality and related demographic behaviors, and (b) discusses the effects of population size, composition and structure on economic and social conditions. In addition to these substantive aspects, the course includes an empirical “hands on research component” to (i) introduce students to newly available information on the internet about population and population change in the United States, other developed countries as well as developing countries, and (ii) enable students to use these data to conduct applied research on population changes and their implications for individuals and the society at large.

*Associate Professor of Sociology, 272 McNeil Building, 3718 Locust Walk, University of Pennsylvania, Philadelphia, PA 19104-6299, USA; Phone: (215) 898-7686, Email: hpkohler@pop.upenn.edu, [www: http://www.ssc.upenn.edu/~hpkohler](http://www.ssc.upenn.edu/~hpkohler)

2 Class Administration

- The course meets Tuesdays and Thursdays at 9–10:30 AM in 285 McNeil Bldg. Most classes will consist of lectures on the readings followed by discussions in class. Several lectures will be devoted to the presentation of online demographic data and the analyses of these data. A teaching assistant, Antonia Ness, will be available to discuss problem sets and provide support for computer-related problems in accessing and using these data.
- Contact info: **Hans-Peter Kohler**, 272 McNeil Bldg, *Phone:* (215) 898-7686,
Email: hpkohler@pop.upenn.edu,
Homepage: <http://www.ssc.upenn.edu/~hpkohler>
- Office hours: Monday, 2–4 PM
- Teaching Assistant: **Antonia Ness**, *Email:* aness@comcast.net
Office hours: TBA
- The course website is available via the U Penn Blackboard system at <http://courseweb.library.upenn.edu>
- Blackboard will be used as a primary tool for electronic communication with students—**please** make sure that you are enrolled in the class and that your email address is correct!
- Course Requirements:
 - Problem Set 1, due October 16, 2003 (also see Section 3);
 - Midterm exam (in class), October 21, 2003;
 - Problem Set 2 (research project), due December 04, 2003 (also see Section 3);
 - Final exam (cumulative); December 16, 2003, 11:00 AM – 1:00 PM (to be confirmed).
- Grade composition: problem set 1 (10%), midterm (20%), problem set 2 (25%), final exam (35%), class participation (10%).
- There are no classes on October 14 (fall term break) and November 27 (Thanksgiving).

3 Empirical Problem Sets

The requirement for the course include two problem sets in which students use census, survey and aggregate-level data (see Section 4 below) to research some of the substantive issues covered in class.

The first problem set consists of a set of exercises in which we ask students to empirically investigate specific questions related to the topics covered in the first part of the course.

The second problem set consists of a small empirical research project that is related to the topics covered in class. This project gives you the opportunity to get hands-on experience using demographic data as the basis for research on a question of your choosing. The primary requirements of this project are that you (a) integrate your project and its empirical findings with the conceptual frameworks discussed in class, and (b) do **not** take your data from a published source which has already analyzed it. The goal of the project is that you do your *own* empirical research and analyses, and that you draw your own conclusions from the original data. Examples of possible topics will be discussed in class. Papers should be no more than seven printed double-spaced pages, plus references, figures and tables. Graduate students can talk with me if they want to write a more standard research paper in lieu of the research project above.

Some do's and don'ts for the research project include:

- **do** provide a motivation for your topic and state why it is interesting and/or relevant;
- **do** label graphs completely;
- **do** cite all data used completely (for websites, this means complete URL, the date, and the organization publishing it);
- **do** think about the topic and your choice of data early, and discuss it with Hans-Peter Kohler or Antonia Ness;
- **don't** use any data or publication without citing it;
- **don't** use secondary data analyses based on results already presented in a published paper (with

exception to support your own original analyses);

- **don't** write a boring paper.

4 Some Sources of Information about Population and Population Change

A recent development in the context of this course is the enormous growth in internet resources that provide students with an opportunity to conduct their own research on population related topics without knowledge sophisticated software for data analyses, or complex quantitative methods. Basic training in quantitative techniques in combination with essential computer/software knowledge—e.g., internet, spread sheets, graphical presentation and analysis, and general computer literacy—already provide students with enormous possibilities for their own research. For instance, the *U.S. Census Bureau* (<http://www.census.gov>) has been among the leaders in making census data available on the web. A historical comparison of these census data is available via the *Integrated Public Use Microdata Series* (IPUMS) (<http://www.ipums.umn.edu>) projects that provides online tabulations and custom-made micro datasets from Census data for United States or other countries. Many other micro-data are online accessible, including also the U.S. *General Social Survey* (<http://www.icpsr.umich.edu/GSS>) that provides online data extraction and tabulation possibilities. Aggregate level information about populations and demographic behaviors are widely available from national and international organizations, including from

- the *U.S. Census Bureau International Database* (<http://www.census.gov/ipc/www>),
- the *United Nations Population Information Network (POPIN)* (<http://www.undp.org/popin/>),
- the *World Health Organization Statistical Information System (WHOIS)* (<http://www.who.int/whosis/>),
- *UNAIDS* (<http://www.unaids.org>),
- *United Nations Economic and Social Development* (<http://www.un.org/esa/>)
- the *Population Reference Bureau* (<http://www.prb.org>), and
- the links available on the web pages of the *Population Studies Center* (<http://www.pop.upenn.edu>) and the U Penn library (<http://www.library.upenn.edu>).

During the course we introduce some of these data sources and demonstrate their use for addressing population-related questions. Links to relevant data sources, and some introductory guidelines that help you to get started, will be provided on the Blackboard site for this course.

5 Course Outline and Reading list

Readings are available on reserve in the van Pelt Library. In most cases, pdf/html copies of the publications are also available through links in the pdf version of this document (available on the Blackboard site for this course). Students are expected to read the assigned readings prior to the class meeting.

Note: Many readings include page restrictions, but the links below provide you with the *complete* publications. You can save some trees (and printing costs) by printing only the selected pages. Only the assigned pages are required for class. Some readings provide primarily background information, and it is sufficient that you *skim* these papers.

Lecture 1. (Thursday, September 04, 2003) – Introduction

- McFalls, J. A. (1998). Population: A lively introduction. *Population Bulletin* 53(3), 1–47. Available at <http://www.prb.org> [PDF], read pages 1–16, 23–34, 38–47;

Lecture 2. (Tuesday, September 09, 2003) – Historical Context

- Livi-Bacci, M. (1992). *A Concise History of World Population*. Oxford: Basil Blackwell; Chapter 2 “Demographic Growth: Between Choice and Constraint” [PDF], read pages 35–50, and Chapter 4 “Towards Order and Efficiency: The Recent Demography of Europe and the Developed World” [PDF], read pages 100–123;

Lecture 3. (Thursday, September 11, 2003) – Malthusian Theory

- Livi-Bacci, M. (1992). *A Concise History of World Population*. Oxford: Basil Blackwell; Chapter 3 “Land, Labor and Population”, read pages 74–85 [PDF];
- Malthus, T. R. (1798). *An Essay on the Principles of Population (First Edition)*; Chapters 1 & 2 [PDF-Ch1,PDF-Ch2] ;

Lecture 4. (Tuesday, September 16, 2003) – Population and Technology

- Boserup, E. (1983). The impact of scarcity and plenty on development. *The Journal of Interdisciplinary History* 14, 383–407 [PDF];

Lecture 5. (Thursday, September 18, 2003) – Demographic Determinants of Population Change

- Schaufert, C. (1999). Building pyramids. *Population Today* 27(5), 3. Available at <http://www.prb.org> [PDF];
- Handout

Lecture 6. (Tuesday, September 23, 2003) – Demographic Concepts and Sources of Demographic Information

Note: Class meets 8–9:30am

- Haupt, A. and T. T. Kane (2000). *Population Reference Bureau’s Population Handbook* (Fourth ed.). Washington, D.C.: Population Reference Bureau. Available at <http://www.prb.org> [PDF], (this is a basic introduction to demographic concepts; do not read completely — use only as reference);
- Handout; see also “Links” on the course webpage on Blackboard;

Lecture 7. (Thursday, September 25, 2003) – Analytic Frameworks for Fertility

- Easterlin, R. A. and E. Crimmins (1985). *The Fertility Revolution*. Chicago: University of Chicago Press, Chapter 2 “Theoretical Framework”, read pages 12–31 [PDF];
- Becker, G. S. (1981). *A Treatise on the Family*. Cambridge, MA: Harvard University Press, Chapter 5 “The Demand for Children” [PDF];

Lecture 8. (Tuesday, September 30, 2003) – Empirical Examples & Handout of Problem Set 1

- Bachu, A. and M. O’Connell (2000). *Fertility of American Women: June 1998*. U.S. Census Bureau. Washington, D.C [PDF], skim;
- Bianchi, S. M. and L. M. Casper (2000). American families. *Population Bulletin* 55(4), 1–44 [PDF], skim;

Lecture 9. (Thursday, October 02, 2003) – Fertility: Contemporary Challenges to Theory

- Morgan, S. P. and R. B. King (2001). Why have children in the 21st century? Biological predispositions, social coercion, rational choice. *European Journal of Population* 17(1), 3–20 [PDF];
- Kohler et al, TBA, on happiness, family and children;

Lecture 10. (Tuesday, October 07, 2003) – The Changing Role of Women and the Family

- Becker, G. S. (1981). *A Treatise on the Family*. Cambridge, MA: Harvard University Press, Chapters 11 “The Evolution of the Family” [PDF];
- Mammen, K. and C. Paxson (2000). Women’s work and economic development. *Journal of Economic Perspectives* 14(4), 141–164 [PDF], skip pages 152–161;
- Costa, D. (2000). From mill town to board room: The rise of women’s paid labor. *Journal of Economic Perspectives* 14(4), 101–122 [PDF], read pages 114–120 (skim remainder of paper);

Lecture 11. (Thursday, October 09, 2003) – Marriage and the Family

- Lichter, D. T., F. B. LeClere, and D. K. McLaughlin (1991). Local marriage markets and the marital behavior of black and white women. *American Journal of Sociology* 96(4), 843–867 [PDF];
- Folbre, N. and J. A. Nelson (2000). For love or money—Or both? *Journal of Economic Perspectives* 14(4), 123–140 [PDF];
- Waite, L. J. (1995). Does marriage matter? *Demography* 32(4), 483–507 [PDF];

Tuesday, October 14, 2003 – No class: fall term break

Lecture 12. (Thursday, October 16, 2003) – Review

Lecture 13. (Tuesday, October 21, 2003) – Midterm

Lecture 14. (Thursday, October 23, 2003) – Evolutionary Perspectives

- Borgerhoff Mulder, M. (1998). The demographic transition: Are we any closer to an evolutionary explanation? *Trends in Ecology and Evolution* 13(7), 266–270 [PDF];
- Kaplan, H. and J. Lancaster (2003). An evolutionary and ecological analysis of human fertility, mating patterns, and parental investment. In Panel for the Workshop on the Biodemography of Fertility and Family Behavior, K. W. Wachter, and R. A. Bulatao (Eds.), *Offspring: Human Fertility Behavior in Biodemographic Perspective*, pp. 170–223. National Research Council, Committee on Population, Division on Behavioral and Social Sciences and Education. Washington, D.C.: The National Academies Press [PDF], read pages 170–192;
- Lee, R. D. (2003). Rethinking the evolutionary theory of aging: Transfers, not births, shape senescence in social species. *Proceedings of the National Academy of Sciences of the United States of America* 100(16), 9637–9642 [PDF];

Lecture 15. (Tuesday, October 28, 2003) – Health & Mortality

- Smith, J. P. (1999). Healthy bodies and thick wallets: The dual relation between health and economic status. *Journal of Economic Perspectives* 13(2), 145–166 [PDF];

Lecture 16. (Thursday, October 30, 2003) – HIV/AIDS

- Philipson, T. J. and R. A. Posner (1993). *Private Choices and Public Health: The AIDS Epidemic in an Economic Perspective*. Cambridge: Harvard University Press [PDF], read pages 31–56;
- Caldwell, J. C. (2000). Rethinking the African AIDS epidemic. *Population and Development Review* 26(1), 117–135 [PDF];

Lecture 17. (Tuesday, November 04, 2003) – Empirical Examples & Assignmet/Discussion of Problem Set 2

Lecture 18. (Thursday, November 06, 2003) – Population, Poverty and Crime

- Donohue, J. J. and S. D. Levitt (2001). The impact of legalized abortion on crime. *Quarterly Journal of Economics* 116(2), 379–420 [PDF], skip pages 400–413;
- Eastwood, R. and M. Lipton (2001). Demographic transition and poverty: Effects via economic growth, distribution, and conversion. In N. Birdsall, A. C. Kelley, and S. Sinding (Eds.), *Population Matters – Demographic Change, Economic Growth, and Poverty in the Developing World*, pp. 213–259. Oxford: Oxford University Press [PDF];

Lecture 19. (Tuesday, November 11, 2003) – Changing Age Distributions I: The Role of Relative Cohort Size

- Easterlin, R. A. (1978). What will 1984 be like? *Demography* 15(4), 397–421 [PDF];
- Bloom, D. E., D. Canning, and J. Sevilla (2002). *The Demographic Dividend: A New Perspective on the Economic Consequences of Population Change*. Santa Monica, CA: RAND Corporation, Chapter 2 “Demographic Transitions and the Demographic Dividend” [PDF];

Lecture 20. (Thursday, November 13, 2003) – Changing Age Distributions II: Population Aging

- Himes, C. L. (2002). Elderly Americans. *Population Bulletin* 56(4), 39. Available at <http://www.prb.org> [PDF], read pages 1–8, 20–27;
- Lee, R. D. and S. Tuljapurkar (1997). Death and taxes: Longer life, consumption and social security. *Demography* 34(1), 67–81 [PDF], read pages 67–73 and Conclusions;
- Solow, R. (1999, May 6, 1999). On Golden Pond: Review of “Gray Dawn: How the Coming Age Wave Will Transform America—and the World. *New York Review of Books* 46(8), 17–19 [PDF];
- Preston, S. H. (1984). Children and the elderly: Divergent paths for americas’s dependents. *Demography* 21(4), 435–457 [PDF];

Lecture 21. (Tuesday, November 18, 2003) – Retirement and Pension Systems

- Costa, D. (1998). *The Evolution of Retirement*. Chicago: University of Chicago Press, Chapter 2 “The Evolution of Retirement” [PDF] & Chapter 9 “Looking to the Future” [PDF] ;
- Gruber, J. and D. Wise (1998). Social security and retirement: An international comparison. *American Economic Review* 88(2), 158–163 [PDF]; skim, focus on graphs and their discussion;

Lecture 22. (Thursday, November 20, 2003) – Diverging Paths of the World’s Populations I: Implications of Below-Replacement Fertility

- A tale of two bellies (Economist, 8/24/2002, Vol. 364 Issue 8287)
- Half a billion Americans? - Demography and the West (Economist, 8/24/2002, Vol. 364 Issue 8287)
- The new demographics (Economist, 11/3/2001, Vol. 361 Issue 8246);
- McDonald, P. and R. Kippen (2001). Labor supply prospects in 16 developed countries, 2000–2001. *Population and Development Review* 27(1), 1–32 [PDF];
- Kohler, H.-P., F. C. Billari, and J. A. Ortega (2002). The emergence of lowest-low fertility in Europe during the 1990s. *Population and Development Review* 28(4), 641–681 [PDF], read pages 641–648 and 668–672;

Lecture 23. (Tuesday, November 25, 2003) – Diverging Paths of the World’s Populations II: Consequences of Population Growth

- Kelley, A. C. (2001). The population debate in historical perspective: Revisionism revised. In N. Birdsall, A. C. Kelley, and S. Sinding (Eds.), *Population Matters – Demographic Change, Economic Growth, and Poverty in the Developing World*, pp. 24–54. Oxford: Oxford University Press [PDF];
- Pebley, A. R. (1998). Demography and the environment. *Demography* 35(4), 377–389 [PDF];

Thursday, November 27, 2003 – No class: Thanksgiving Recess

Lecture 24. (Tuesday, December 02, 2003) – Policy Perspectives

- Lee, R. D. (2001). Childbearing, externalities of. In N. J. Smelser and P. B. Baltes (Eds.), *International Encyclopedia of the Social & Behavioral Sciences*, pp. 1686–1689. Amsterdam: Elsevier Science [PDF];
- Gauthier, A. H. (2001). The impact of public policies on families and demographic behaviour. Paper presented at the EURESCO Conference on the Second Demographic Transition, Bad Herrenhalb, Germany, June 23–28 (available at <http://www.demogr.mpg.de/Papers/workshops>) [PDF];

Lecture 25. (Thursday, December 04, 2003) – Review

Tentative Final Exam Schedule: December 16, 2003, 11:00 am – 1:00 pm