Social Demography  
Sociology 6200

Introduction:

Social Demography is the study of how population and social processes intersect. Social Demography focuses on the interaction between demographic systems and social systems. That is, social demography studies the relationships between social and cultural factors and the size, distribution, processes, and structures of human population.

Examples of social demography include the impact of migration on places and regions; or, the use of demographic data bases for rural economic development; or correlating social and economic factors as they relate to cause-specific mortality; or examining social influences of ethnic immigration to rural places; or understanding the social impacts of environment programs.

This course provides an overview of the tools of demographic analysis but pays particular attention to the methods of data collection, techniques of demographic analysis and the interpretation of research findings. Sociology 6200 examines the principles and methods of demography in planning and in decision-making problems in both public and private settings including the identification and analysis of important population trends and their consequences for work in government agencies, research organizations, and corporations.

Goals for the course:

- To communicate effectively on demographic topics
- To think critically and analytically about issues of fertility, mortality, migration, and related social aspects of population change
- To understand the sociological principles, concepts and theories associated with the topic
- To understand and evaluate the application of demographic thought to social behavior and issues
Assessment of Learning Outcomes:

1. Weekly writing assignments based on the readings  
   30%
2. Completion of a proposal that will serve to identify a problem,  
   10%
3. Prepare a paper on the topic, review literature on that topic,  
   and suggest research questions developed from the topic  
   40%
4. Presentation of the research paper to the class  
   10%
5. Attendance & weekly class participation  
   presentation based on readings  
   10%

(1) **Weekly writing assignments** (30% of grade): approximately one to two pages in length per week. The assignment is to:

   1. Summarize major points in each of the readings and
   2. In the last paragraph of these summaries, relate the articles to one another in ways that show why the readings were assigned together. That is, provide a synthesis of the articles.
   3. You must also list at least two questions that each reading raised for you and be prepared to raise these questions as the reading is being discussed in class. Note that the questions should be ones that are stimulated by an *analysis* of the articles, NOT yes or no questions.

The major purpose of the weekly writing is to facilitate your participation in the seminar. A secondary purpose, however, is to learn how to synthesize issues succinctly. The abstracts are due at the start of each class.

(2) **Presentations, discussion** (10% of grade - This is part of #1): Graduate courses, particularly seminars, require a high level of participation by students. The success of the course itself depends on student interest in and discussion of the topics. Class discussion helps you to learn the topic and to refine your understanding of social and population processes. You will be required to lead discussion on a regular basis in order to facilitate this process. You will be graded on content of presentations and summaries and on your readiness to participate in discussion.

The first and fifth course requirements are designed to help you to communicate effectively on demographic topics and to think critically and analytically about issues of fertility, mortality, migration, and related social aspects of population change.
(3) **Paper** (40% of grade): The paper you write for this course should be 15-20 pages. The first 10% of the grade will be the turning in of a one page detailed outline of the paper. With the outline must come a listing of at least ten sources (journal articles and books). There must be at least one reference to an article in the journal *Demography*. For the paper itself, more sources are assumed. Other sources must be from refereed journals, although one or two sources may be from popular literature, but no more than two! In other words, this should look like the first two chapters of a thesis or dissertation, although, of course, the literature review probably will not be as complete as will be the one in your thesis. The purpose of the paper is to facilitate your critical thinking abilities in regards to demographic topics. In the process of developing the paper, it is hoped that you will come to understand the sociological principles, concepts and theories associated with the topic and be able to understand and evaluate the application of demographic thought to social behavior and issues.

Please use either *Demography* or *Rural Sociology* as a style guide for your paper. A one-half page prospectus of your paper must be submitted to me by October 31 and be attached as the final page of your completed paper.

(4) **Final Presentation** (10%) of grade: In the final class session (or sessions, depending on class size), you will be presenting your paper. The presentation should be clear and should use visual cues where possible and appropriate. Again, the purpose of these projects is to facilitate course goals.

(5) **Attendance** (10%) Assignments, course readings, and in-class discussion are designed to help you learn the subject matter. Your job is to do the readings and assignments and to learn about the subject. My job is to provide critical feedback, written comments, and guidance to assist your learning about the subject. Our job is to learn together. Hence you need to be in class every single session.

We can best maintain a classroom environment that is conducive to learning by following some basic rules of mutual respect. If you cannot abide by these basic expectations, you should not take this class.

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<thead>
<tr>
<th>You can expect ME to be...</th>
<th>I expect YOU to be...</th>
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<tr>
<td>PROMPT. I will be on time for class and office hours, unless I have a meeting. Then I will try very hard to accommodate your schedule. I will also try to return papers in a timely fashion (usually within a week).</td>
<td>ATTEND every class and be PROMPT to every class. You should be on time for class and appointments, and stay until class is over. You should meet all deadlines.</td>
</tr>
<tr>
<td>PREPARED. I will make a sincere effort to help you learn the course material by spending enough time and effort in class preparation to make the material as understandable and as interesting as I can. In other words, I will do my homework.</td>
<td>PREPARED. You should make a sincere effort to learn the course material by being prepared for class. This includes reading all the assignments carefully in advance of our discussing the material in class. In other words, do your homework.</td>
</tr>
<tr>
<td>ATTENTIVE AND RESPECTFUL. When you are speaking, you will have my undivided attention. I will make every effort to respond to you respectfully and in a polite fashion.</td>
<td>ATTENTIVE AND RESPECTFUL. When another student or I are speaking to the class, you should give us your undivided attention. Inattention or disrespect either to me or to other students is unacceptable.</td>
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</table>
FAIR AND HONEST. Your grade will be based upon my best judgment of the work you produce for this class, not upon any personal consideration. This course is not just about "opinions;" there ARE right and wrong answers to some questions I will pose. Also, I must make judgment calls about the quality of the work that you produce. Within these limits, I will never penalize you for simply holding a view that is different than mine.

FAIR AND HONEST. You will follow basic academic ethics (see above). If you plagiarize or cheat, you are being dishonest and are unfairly gaining an advantage over other students. If you plagiarize or cheat, you will be subject to the policies I have outlined above. Period. No excuses.

ACCESSIBLE. I will be available during my office hours and, if needed, will try to accommodate you for appointments to meet at other times.

RESOURCEFUL. You must be willing to seek out additional help if you are having difficulty in this class. (See "Getting Assistance" above.)

Americans with Disabilities Act:
If you have a documented disability and need reasonable accommodation to complete the above or to participate in this course, please visit with the Disability Resource Center immediately to arrange the necessary accommodation. Please note that documentation of the disability must be provided via the Disability Resource Center on campus.

Weekly Topics:

1. August 29  Introduction and Overview
2. September 12  General Social Demographic Perspectives
3. September 19  Concepts and Data
4. September 26  Social Determinants and Consequences of Mortality
5. October 3  Social Determinants and Consequences of Fertility
6. October 10  Social Determinants and Consequences of Migration
7. October 17  Sociological Relevance of Population Size and Growth
8. October 24  Demography of Population and Poverty
   (also, one page paper proposal due)
9. October 31  Minority Groups
10. November 7  Demography and Health (Dr. Reither)
11. November 14  Demography and Gender  OR of Religion
12. November 21  Demography of Marriage, Divorce and Cohabitation
14. December 5  Paper Presentations
15. December 12  Papers are Due (No “A” for late papers)

Some weeks have more readings than others. Other weeks, I will send you more readings by email.
Readings for August 29 & September 12 ---Introduction

Calvin Goldscheider  

Jay D. Teachman, Kathleen Paasch, Karen Price Carver.  
1993 “Thirty Years of Demography” Demography 30(4):523-532

Nathan Keyfitz.  
1993 “Thirty Years of Demography and Demography” Demography 30(4):533-549

Eileen Crimmins  

Readings for September 12--Population Perspectives

Dudley Kirk  

Edward M. Crenshaw, Matthew Christenson, and Doyle Ray Oakley  

Moffitt  

Population Reference Bureau  
no date “Glossary of Population Terms” (do not abstract!)

Readings for September 19--- Concepts and Data in Social Demography

George W. Barclay  

Nicholas Eberstadt  
FOR IMMEDIATE RELEASE
WEDNESDAY, JANUARY 15, 2003

U.S. Census Bureau to Count Americans in France, Kuwait and Mexico

The Commerce Department’s Census Bureau said today it will conduct test censuses in France, Kuwait and Mexico in 2004 as the first step toward determining the feasibility of counting Americans overseas in the 2010 Census.

In the 1990 and 2000 censuses, only federal civilian employees and U.S. military and their dependents living overseas were included in the count, which used administrative records from the Department of Defense and other federal agencies. These counts then were added to those of United States residents to apportion the U.S. House of Representatives.

In the 2004 Overseas Enumeration Test, the Census Bureau, through partner organizations and English-language media in each of the three countries, will mount a publicity campaign to inform people how they can participate.

U.S. citizens living in the three countries may request that a questionnaire be mailed to their overseas address. In addition, Americans overseas may pick up questionnaires at embassies and consulates or from partner organizations that serve Americans overseas. They also may respond to the census via the Internet.

The countries in the 2004 test were selected for their geographic diversity, as well as for the large numbers of Americans—retirees, students and business people—residing in large and small towns within their borders.

Through the 2004 Overseas Enumeration Test, the Census Bureau expects to gather information about the level of participation of Americans overseas, the quality of the data collected, the effectiveness of its overseas outreach and marketing campaigns and if there are any barriers to integrating an overseas enumeration with stateside enumeration processes in 2010.
Readings for September 26---Social Determinants and Consequences of Mortality

Calvin Goldscheider

Samuel H. Preston

Richard G. Rogers, and Robert Hackenberg

Ken R. Smith, and Norman J. Waitzman

Robert A. Hummer, M Biegler, P de Turk, D Forbes, WP Frisbie, Y Hong, and SG Pullum.

Case, Anne and Christina Paxon.
2005. “Sex Differences in Morbidity and Mortality” Demography 2(2):189-214

Readings for October 3--- Social Determinants and Consequences of Fertility: Please read these in chronological order

John Knodel and Etienne van de Walle

Debra Friedman, Michael Hechter and Satoshi Kanazawa

Karen Oppenheim Mason
John C. Caldwell  

John Bongaarts  
1978  “A Framework for Analyzing the Proximate Determinants of Fertility.”  

S. Philip Morgan, Sharon Stash, Herbert L. Smith and Karen Oppenheim Mason  
2002  “Muslim and non-Muslim Differences in Female Autonomy and Fertility: Evidence from Four Asian Countries”  

Sullivan  
2005  
Age patterns of first birth rates for US women - Sullivan - should I include this?  
Demography (2)

*Readings for October 10--- Social Determinants and Consequences of Migration*

Sidney Goldstein  
1976  “Facets of Redistribution: Research Challenges and Opportunities.”  

Charles Hirschman  
2001  “The Educational Enrollment of Immigrant Youth: A Test of the Segmented-Assimilation Hypothesis.”  
*Demography* 38(3)

Emily Rosenbaum and Samantha Friedman  
2001  “Differences in the Locational Attainment of Immigrant and Native-Born Households with Children in New York City.”  
*Demography* 38(3)

Richard Alba, Amy Lutz and Elena Vesslinov  
2001  “How Enduring Were the Inequalities Among European Immigrant Groups in the United States?”  
*Demography* 38(3)

Deborah Reed  
2001  “Immigration and Males’ Earnings Inequality in the Regions of the United States”  
*Demography* 38(3)

Lingxin Hao and Yuko Kawano  
2001  “Immigrants Welfare Use and Opportunity for Contact with Co-Ethnics.”  
*Demography* 38(3)

Barry R. Chiswick and Paul W. Miller
2001 “A Model of Destination-Language Acquisition: Application to Male Immigrants in Canada” Demography 38(3)

Frank D. Bean, Rodolfo Corona, Rodolfo Tuiran, Karen A. Woodrow-Lafield, and Jennifer Van Hook
2001 “Circular, Invisible, and Ambiguous Migrants: Components of Difference in Estimates of the Number of Unauthorized Mexican Migrants in the United States” Demography 38(3)

Hill, and Wong
Mexico-US migration: views from both sides of the border: Population and development review.

Readings for October 17----Sociological Relevance of Population Size and Growth

John B. Calhoun

Thomas Robert Malthus

Frederick Engels

Geofrey McNicoll

Dennis A. Ahlburg

David E. Bloom, David Canning, Jaypee Sevilla.
2003. The Demographic Dividend: A New Perspective on the Economic Consequences of
Readings for October 24---- Population and Poverty (one page paper plan due)

Douglas S. Massey  

Sheldon Danziger  

Reynolds Farley  

Michael Hout, Richard Arum and Kim Voss  

Douglas S. Massey  

Greg J. Duncan, W. Jean Yeung, Jeanne Brooks-Gunn and Judith R. Smith  

Irene Brown  

Wendy Sigle-Rushton and Sara McLanahan  
2002  “For Richer or Poorer? Marriage as an Anti-Poverty Strategy in the United States” Population-E 57(3) 509-526

Readings for October 31---- Demography of Minority Groups

William O'Hare  

Marylee C. Taylor  
Stan L. Albrecht, Leslie L. Clarke and Michael K. Miller  

Joan Marie Kraft and James E Coverdill  

R. Kelley Raley  

Scott J. South and Kyle D. Crowder  

Charles Hirschman, Richard Alba and Reynolds Farley  

Something from William Julius Wilson on the Underclass!

Readings for November 7--Tentative!!! – Demography of Health

Stephanie A. Robert  

Hayward, Mark D., Eileen M. Crimmins, Toni P. Miles, and Yu Yang  

John W. Lynch, and George A. Kaplan  

Youngrae Cho, W. Parker Frisbie, Robert A. Hummer, and Richard G. Rogers  
2003 "Immigration, Duration of Residence, and the Health of Hispanic Adults in the United States." International Migration Review (Forthcoming).
Readings for November 14----- Demography and Religion

L. Anathea Brooks and Teresa Chandler

Michael B. Toney, William F. Stinner and Youngchan Byun

Evelyn L. Lehrer and Carmel U. Chiswick

William D. Mosher, Linda B. Williams and David P. Johnson


Rodney Stark

Rodney Stark

Readings for November 21 --- Demography of Population, Marriage & Family

Jennifer S. Barber and William G. Axinn

Alex Chika Ezeh
1997 “Polygyny and Reproductive Behavior in Sub-Saharan Africa: A contextual Analysis,” Demography, Vol. 34 No. 3 (August): 355-
Pamela Smock and Wendy D. Manning  
1997  “Cohabiting Partners’ Economic Circumstances and Marriage.”  

Steven Ruggles  

Valerie Kincade Oppenheimer  

Samuel H. Preston  

Steven Ruggles  
1997  “Reply to Oppenheimer and Preston.”  
*Demography*, Vo. 34 No. 4, (November): 475-479.

Joshua Goldstein and Catherine T. Kenney  
2001  “Marriage Delayed or Marriage Forgone? New Cohort Forecasts of First Marriage for U.S. Women”  
*American Sociological Review*  
66:506-519.

**Readings for November 28 ----- Population Policy**

F. L. Landis MacKellar  
1997  “Population and Fairness.”  

Joel E. Cohen  
1997  “Why Should More United States Tax Money Be Used to Pay for Development Assistance in Poor Countries.”  

Rodolfo A. Bulatao  
1998  *The Value of Family Planning Programs in Developing Countries*.  
RAND, Santa Monica.  79 pages  
Peter J. Donaldson and Amy Ong Tsui

**Other good, related, readings for this class.**

Kingsley Davis

Arne L. Kalleberg and Mark E. Van Buren

Kazuo Yamaguchi and Linda R. Ferguson

Jane Waldfogel

Robert D. Retherford and Norman Y. Luther

L. Toulemon

Elizabeth Thomson

Ian R. H. Rockett

Debra Umberson and Meichu B. Chen

Bruce A. Christenson and Nan E. Johnson
Paul R. Voss and Glenn V. Fuguitt  

Barrett Lee, R.S. Oropesa, and James W. Kanan  

Nan Marie Astone and Sara S. McLanahan  

Oded Stark and J. Edward Taylor  

Michael B. Toney and Chalon Keller  

Douglas L. Anderton, Andy B. Anderson John Michael Oakes and Michael Fraser  

William R. Freudenburg and Robert Emmett Jones  

Mark R. Rank and Thomas A. Hirschl  

Janet M. Fitchen  
1995 “Spatial Redistribution of Poverty through Migration of Poor People to Depressed Rural Communities.” Rural Sociology 60:181-201.

William P. O’Hare  

Karl Eschbach  

William A. V. Clark and Peter A. Morrison  

Richard G. Rogers  
Wendy D. Manning and Pamela J. Smock  
Demography, 32: 509-520.

Valerie Kincade Oppenheimer, Matthijs Kalmijn and Nelson Lim  

Timothy Gage  
1994 “Population Variation in Cause of Death: Level, Gender and Period Effects.”  
Demography 31:271-296.

Anju Malhotra  

Sunita Kishor  
1993 “May God Give Sons to All”: Gender and Child Mortality in India.”  

Steven F. Messner and Robert J. Sampson  

Kimberlee A. Shauman and Yu Xie  
1996 “Geographic Mobility of Scientists: Sex Differences and Family Constraints.”  
Demography, 33: 455-468.

Chris Girard  

Dennis E. Poplin  

Michael B. Toney, Carol McKewen Stinner and Stephan Kan  
1983 “Mormon and NonMormon Migration In and Out of Utah.”  

Charles Westoff*  

Participants of Reproductive Health and Justice: International Women’s Health Conference*  
Peng Peiyun, interviewed by Jing Wei*

Editors of the Far Eastern Economic Review*

Laurie Ann Mazur

Mark Sagoff

Mel Bartley and Ian Plewis

Gary L. Oates

Andrew J. Cherlin, PI Lindsay Chase-Lansdale and Christine McRae

Dowell Myers and Cynthia J. Cranford

Jacqueline Maria Hagan

Brian Powell and Douglas B. Downey

John A. Fulton, Glenn V. Fuguitt, and Richard M. Gibson

Scott J. South and Kyle D. Crowder
Suzanne Model  

Ted K. Bradshaw and Brian Muller  

Stephen E. White  

John Iceland  

Elizabeth Thomson  

Valerie Kincade Oppenheimer, Matthijs Kalmijn, and Nelson Lim  

Sonalde Desai and Soumya Alva  

James C. Cramer  

Karl Eschbach, Khalil Supple and C. Matthew Snipp  

Avery M. Guest, Gunnar Almgren and Jon M. Hussey  

Lori Ashford  

Jorge Durand, William Kandel, Emilio A. Parrado and Douglas Massey  
John Hagan, Ross MacMillan and Blair Wheaton

Lori M. Hunter

Kenneth M. Johnson and Calvin L. Beale