

SOC 331: Population and Society

Summer 2022

Instructor: Courtney Allen ckallen@uw.edu

Class time: Mondays, Wednesdays, 10:50-1:00

Class location: [MAR 168](#) (way down by Sakuma Viewpoint)

Office Hours:

Thursdays, 11:00-12:00pm on Zoom (<https://washington.zoom.us/j/94350535955>)

Or by appointment

This class is all about Population and Society

Many social forces are connected to population processes, but what are population processes? The study of population, also known as demography, considers how populations change through processes such as fertility, mortality, and migration. Demographers also consider more complex and emerging population themes, such as aging, kinship, urbanization, and environmental impact of population growth. This class will provide you with the knowledge and tools to understand, discuss, and analyze demographic topics such as population size, age structure, composition, and change. We will use demography to understand terms and basic methods for measuring populations, and we will also use a sociological lens to critically think about the uses of demography and how demography is everywhere around us.

By the end of this class, you will be able to integrate a demographic perspective into the study of social, political, environmental, and economic issues and you will have an expanded set of skills as a social scientist. Course materials and class discussion will help you to become a more informed consumer of news and political reports about issues related to population problems. This class will focus both on forming basic demographic analysis skills as well as strengthening critical reading and writing abilities.

No prior knowledge of sociology or population studies is assumed.

Class objectives

- Understand basic demographic measures and their components
- Be able to identify core demographic concepts and processes in current events
- Demonstrate ability to think analytically about the connection between population and society

Assignments

We'll navigate our learning through reading, discussion, response, and research.

- **Reading** - weekly 'reading' assignments. Our reading list will require you to read academic articles, as well as consume non-academic materials, such as films, op-eds, or podcasts.
- **Discussion** - discussions during class time are for students to engage with material
- **Response**- weekly responses on weekly readings and class discussions
- **Research** - a scaffolded final project that you will work on throughout the quarter (via 3 short projects)

Reading

The reading list can be found below along with the class schedule. Students are expected to read materials **before** class *and* have spent time reflecting on them *before* class. Please show up ready to discuss, analyze, and critique materials and their connections to each other. Materials will include journal articles, films, podcasts, and non-academic writing. Recommendation: Prepare notes, ideas, or a draft for your weekly response (see below) prior to class and revise it after class.

Discussion

As we work our way together through the course materials, your perspectives will greatly enrich our classroom discussions. To this end, participation includes being punctual, thoughtfully completing the assigned readings prior to class, listening patiently to others, and responding respectfully with evidence. Personal beliefs about course topics are indeed important. However, keep in mind that this is a college course designed to equip you with major sociological and empirical perspectives on population and society.

Weekly Responses to Reading & Discussion

Each week students will synthesize and reflect on the content from weekly readings and in-class discussions. These responses can take any of 4 different formats (see below). These formats allow you to experiment with different ways of communicating and I strongly encourage you to try all of the formats at least once to allow you to understand how you learn best. These formats will challenge you to summarize, write, speak, and reflect clearly. Putting thought into these responses will allow for rich and effective class discussion.

The goals of these weekly assignments are to :

- 1) focus your attention,
- 2) listen/watch/read with the intention of pulling out and processing key information, and
- 3) raise questions.

Weekly Response Formats

- **Written**: synthesize the material you read/watch/listen to and write up a 250-500 word response (about 1-2 single-spaced pages) in the A-N-O-O format
- **Verbal**: record a 3-5 minute audio file of you working through the A-N-O-O format
- **Performance**: record a 3-5 minute video file of you working through the A-N-O-O format
- **Dialogue**: record a 5+ minute conversation with a classmate (audio or video), A-N-O-O format

Students should engage with the material in an **A-N-O-O** format:

- **A** What is the main Argument?
 - Summarize the main argument or concepts. This should be clear, concise, and very brief.
- **N** What is New?
 - What was new, useful, or insightful? What surprised you?
- **O** What is Old?
 - What builds on knowledge you already have (from this class or elsewhere)?
- **O** What is Odd?
 - What stuck out or felt confusing? Was there anything that contradicted other material? What could have made the work stronger? What questions remain?

Post your response to the week's material by 10:30am on Wednesdays on Canvas.

Research Project

You will complete a research project by the end of the quarter. To accomplish this, throughout the quarter you will work on 3 short projects that will prepare material for your final project. These project descriptions are listed below. You can choose one of two options for a final project, *either* a country analysis or a topical analysis.

Option #1: Country Analysis

Country analysis will require you to choose a country and write about the demographic trends occurring in that country. You will need to summarize the historical and current patterns of population growth, fertility, mortality, and migration as well as 2 other population areas (e.g. kinship, aging, etc). You must discuss what kind of data sources are available for demographic analysis. Then you must discuss population policies and attitudes, and how the demographic patterns shape societal trends.

Option #2: Topical Analysis

Topical analysis will require you to choose a population topic (e.g. mortality, migration, population growth, aging) and review demographic literature on your chosen topic. You will need to take a global view, summarize what the historical and current global trends are, what do and don't we know about this topic, and how does this topic influence the way society functions and is structured.

If you have a keen interest in a project that diverges from these choices, come to office hours to see if it is appropriate for the final project. Also, I would prefer students to not have overlapping topics/countries. If students have similar interests, I may have students narrow their focus or write about different facets of their chosen project.

Your final project should be at least 2,000 words in length and double-spaced (for reference, this is roughly 8 pages without figures or tables). Please do not exceed 3,000 words. I encourage you to include figures wherever possible.

Short projects for the Research Project

Your three short projects will help you finish your final project.

- **Short Project #1 – proposal** (5 points)
By the end of the second week, you will need to choose the topic or country of your final project. Include a ~200 word description on what you plan to cover in your paper. I will approve these, and make sure there are no overlapping projects.
- **Short Project #2 – outline** (10 points)
By the end of the fourth week you will develop an outline of the main flow of ideas in your project.
- **Short Project #3 - sources & issues** (10 points)
By the end of the sixth week, you'll need to identify at least 6 sources you'll use and where in your outline you see them fitting in. Your outline should be more developed than what you turned in during week 4. Additionally, this is a good time to raise any issues you are having with finding sources, identifying the direction you should head in, etc.

Final Research Project – presentation and paper

Your paper will be due at midnight, August 18th, 2022. During the last two days of class, **students will give a 5-minute lightning talk that gives a brief overview of what they learned in their project.** These presentations will be low-stakes and serve to let students share their findings and knowledge with each other.

Class structure

Class time will be split into three parts:

1. **Engagement** (10:50 – 11: 05)
We will spend the first 15 minutes of class identifying population processes or demographic concepts in current news, events, or policies. We will also spend this time to clarify questions from previous classes.
2. **Lecture** (11:05-12:15)
Lecture will take place in two 30-minute sessions with room for 5-minute breaks during and after. Lectures will generally consist of slides, class polls, and student engagement. Sometimes we'll move around, do class activities, or engage in thought experiments. Students will be expected to participate and be engaged.
3. **Discussion or Lab** (12:10 – 1:00)
At the end of lecture, we'll break into groups to discuss what we've learned.

Assessments

Assignments	Points Possible
Participation (attend 13/16 classes)	5
Weekly Responses (5pts x 7)	35
Short Projects	25
Final Project	35
Total	100
Final grade is sum of points out of 100	

Class schedule

Wk	Date	Topic	Assignment	Project deadlines
1	June 22	Introduction, Population concepts		
2	June 27	Population structure		
	June 29	Population history, transitions	Weekly response, due 6/29	Short project #1, due July 1
3	July 4	----- NO CLASS, Holiday -----		
	July 6	Data sources, the census	Weekly response, due 7/6	
4	July 11	Mortality I		
	July 13	Mortality II	Weekly response, due 7/13	Short project #2, due July 15
5	July 18	Fertility I		
	July 20	Fertility II	Weekly response, due 7/20	
6	July 25 ¹	Population control, fear (asynchronous recorded lecture)		
	July 27 ²	----- NO CLASS -----	Weekly response, due 7/27	Short project #3, due July 29
		----- NO CLASS -----		
		----- NO CLASS -----		
7	August 8	Migration I		
	August 10	Migration II	Weekly response, due 8/10	
9	August 15	-----Presentations-----		
	August 17	-----Presentations-----		Final papers, due Aug 19

¹ Weeks shaded in green will be asynchronous recorded lectures, no in-person class.

Class reading schedule

WEEK 1 - INTRODUCTION

Wednesday, June 22, 2022

---NO READING, FIRST DAY OF CLASS---

WEEK 2 – POPULATION HISTORY & STRUCTURE

Monday, June 27, 2022

Required

1. Population Reference Bureau's Population Handbook (Sixth Edition). Pages 2-8; 29-31.
<https://www.prb.org/wp-content/uploads/2020/11/prb-population-handbook-2011-1.pdf>
2. Rethink Population Podcast. *Is Demography Destiny?*
<https://www.bbc.co.uk/sounds/play/m001326k>

Optional, helpful, or interesting

- Rosling, Hans. 200 Countries, 200 Years, 4 Minutes.
<https://www.youtube.com/watch?v=jbkSRLYSojo>

Wednesday, June 29, 2022

Required

1. Lee, Ronald. 2003. "The Demographic Transition: Three Centuries of Fundamental Change." *Journal of Economic Perspectives* 17(4):167–90. doi: [10.1257/089533003772034943](https://doi.org/10.1257/089533003772034943).
2. Rosling, Hans. 2018. *Factfulness*. Chapter 2: The Negativity Instinct [NOTE: this book is free for Kindle on Amazon Prime]

Optional, helpful, or interesting

- Rosling. Hans Truth about population. <https://vimeo.com/79878808>
- Demographic Divide: What it is and Why it Matters <https://www.prb.org/resources/the-demographic-divide-what-it-is-and-why-it-matters/>

WEEK 3 – DATA SOURCES, THE CENSUS

Monday, July 4, 2022

---NO CLASS, HOLIDAY---

Wednesday, July 6, 2022

Required

1. Seltzer, William, and Margo Anderson. 2001. "The Dark Side of Numbers: The Role of Population Data Systems in Human Rights Abuses." *Social Research* 68(2):481–513.
<https://www.jstor.org/stable/40971467>
2. The Evolution of the American Census. <https://pudding.cool/2020/03/census-history/>

Optional, helpful, or interesting

- <https://www.prb.org/resources/milestones-and-moments-in-global-census-history/>
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WEEK 4 - MORTALITY

Monday, July 11, 2022

Required

1. Goldstein, J. R., & Lee, R. D. (2020). Demographic perspectives on the mortality of COVID-19 and other epidemics. *Proceedings of the National Academy of Sciences*, 117(36), 22035-22041.
2. Wilmoth, J.R. (2011). Increase of Human Longevity: Past, Present and Future. *The Japanese Journal of Population*, 9(1), 155-16

Wednesday, July 13, 2022

Required

1. Alburez-Gutierrez, Diego. 2022. "The Demographic Drivers of Grief and Memory After Genocide in Guatemala." *Demography* 59(3):1173–94. doi: [10.1215/00703370-9975747](https://doi.org/10.1215/00703370-9975747).
 2. Macmillan, Ross, Naila Shofia, and Wendy Sigle. 2018. "Gender and the Politics of Death: Female Representation, Political and Developmental Context, and Population Health in a Cross-National Panel." *Demography* 55(5):1905–34. doi: [10.1007/s13524-018-0697-0](https://doi.org/10.1007/s13524-018-0697-0).
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WEEK 5 - FERTILITY

Monday, July 18, 2022

Required

1. Population Reference Bureau's Population Handbook (Sixth Edition). Pages 9-15.
<https://www.prb.org/wp-content/uploads/2020/11/prb-population-handbook-2011-1.pdf>
2. Billari, F.C. (2008). [Lowest-low Fertility in Europe: Exploring the Causes and Finding some Surprises](#). *The Japanese Journal of Population*, 6(1), 2-18

Optional, helpful, or interesting

- Bongaarts, J. 2002. "The end of the fertility transition in the developed world." *Population and Development Review* 28: 419-443
 - Hirschman, C. (1994). Why Fertility Changes. *Annual Review of Sociology*, 20:203-233.
 - Raftery, Lewis and Aghajanian. 1995. Demand or ideation? Evidence from the Iranian marital fertility decline. *Demography* 32:159-182.
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Wednesday, July 20, 2022

Required

1. "Unmet Need for Contraception: Fact Sheet." PRB. (<https://www.prb.org/resources/unmet-need-for-contraception-fact-sheet/> (Links to an external site.)).
2. Mason, Karen Oppenheim. 1997. "Explaining Fertility Transitions." *Demography* 34(4):443–54. doi: 10.2307/3038299 (Links to an external site.).

Optional, helpful, or interesting

- Stevenson, Amanda Jean. 2021. "The Pregnancy-Related Mortality Impact of a Total Abortion Ban in the United States: A Research Note on Increased Deaths Due to Remaining Pregnant." *Demography* 58(6):2019–28. doi: 10.1215/00703370-9585908

WEEK 6 – POPULATION CONTROL AND FEAR

Wednesday, July 25, 2022 (choose ONE article, listed by topic below)

Required

- Fear of population growth and/or decline
 - a. Nair, Rahul. 2011. "The Construction of a 'Population Problem' in Colonial India 1919–1947." *The Journal of Imperial and Commonwealth History* 39(2):227–47. doi: [10.1080/03086534.2011.568757](https://doi.org/10.1080/03086534.2011.568757).
 - b. van Dalen, Hendrik P., and Kène Henkens. 2011. "Who Fears and Who Welcomes Population Decline?" *Demographic Research* 25:437–64.
 - c. Lam, David. 2011. "How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History." *Demography* 48(4):1231–62. doi: [10.1007/s13524-011-0070-z](https://doi.org/10.1007/s13524-011-0070-z).
- Demography ideas, themes, fears in literature
 - a. Shriver, Lionel. 2003. "Population in Literature." *Population and Development Review* 29(2):153–62. doi: [10.1111/j.1728-4457.2003.00153.x](https://doi.org/10.1111/j.1728-4457.2003.00153.x).
 - b. Domingo, Andreu. 2008. "'Demodystopias': Prospects of Demographic Hell." *Population and Development Review* 34(4):725–45. doi: [10.1111/j.1728-4457.2008.00248.x](https://doi.org/10.1111/j.1728-4457.2008.00248.x).
- Fear and population blame relating to climate change
 - a. Merchant, Emily Klancher. 2022. "Environmental Malthusianism and Demography." *Social Studies of Science* 03063127221104929. doi: [10.1177/03063127221104929](https://doi.org/10.1177/03063127221104929).

Optional, helpful, or interesting

- Family planning advertisements: <https://scroll.in/video/213/five-clever-ads-that-aim-to-stop-india-from-becoming-the-worlds-most-populated-country>
- Merchant, Emily Klancher. 2021. "American Demographers and Global Population Policy in the Postwar World." *Modern American History* 4(3):239–61. doi: [10.1017/mah.2021.22](https://doi.org/10.1017/mah.2021.22).

Wednesday, July 27, 2022 – no class

WEEK 7 – class canceled

WEEK 8 – MIGRATION

Wednesday, August 8, 2022

Required

1. Appendix B (pp. 184-194) Garip, Filiz. 2017. *On the Move: Changing Mechanisms of Mexico-US Migration*. Princeton University Press.
2. Choose one:
 - a. Code Switch Podcast, May 25, 2022 episode:
<https://www.npr.org/2022/05/24/1101055230/how-we-decide-who-is-worthy-of-welcome>
 - b. This American Life Podcast, episode 770 My Lying Eyes: How the Other Side Leaves
<https://www.thisamericanlife.org/770/my-lying-eyes/act-two-8>

Optional, helpful, or interesting

- Massey, et al. 1993. "Theories of international migration: A review and appraisal." *Population and Development Review* 19: 431-466.
- Portes, Alejandro. "Immigration theory for a new century: Some problems and opportunities." *International migration review* 31, no. 4 (1997): 799-825.
- Zagheni, E., and Weber, I. (2012). You are Where you E-mail: Using E-mail Data to Estimate International Migration Rates. *In Proceedings of the 4th Annual ACM Web Science Conference*
- Lu, X., Bengtsson, L., and Holme, P. (2012). Predictability of Population Displacement after the 2010 Haiti Earthquake. *Proceedings of the National Academy of Sciences*, 109(29), 11576-11581

Wednesday, August 10, 2022

Pick one (or more)!

1. Crawley, Heaven, and Dimitris Skleparis. 2018. "Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe's 'Migration Crisis.'" *Journal of Ethnic and Migration Studies* 44(1):48–64. doi: [10.1080/1369183X.2017.1348224](https://doi.org/10.1080/1369183X.2017.1348224).
2. Creighton, Mathew J., and Fernando Riosmena. 2013. "Migration and the Gendered Origin of Migrant Networks Among Couples in Mexico." *Social Science Quarterly* 94(1):79–99. doi: [10.1111/j.1540-6237.2012.00928.x](https://doi.org/10.1111/j.1540-6237.2012.00928.x).

3. Shin, Adrian J. 2017. "Tyrants and Migrants: Authoritarian Immigration Policy." *Comparative Political Studies* 50(1):14–40. doi: [10.1177/0010414015621076](https://doi.org/10.1177/0010414015621076).
 4. Toma, Sorana, and Sophie Vause. 2014. "Gender Differences in the Role of Migrant Networks: Comparing Congolese and Senegalese Migration Flows." *International Migration Review* 48(4):972–97. doi: [10.1111/imre.12150](https://doi.org/10.1111/imre.12150).
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WEEK 9 – STUDENT PRESENTATIONS

Wednesday, August 15, 2022

Class presentations

Wednesday, August 17, 2022

Class presentations

Class conduct

I encourage students to speak up, ask questions, and critique the field of population studies. We will be discussing ideas and concepts that are not perfect and benefit from critical, curious, and engaged discussion.

As a class, we collectively welcome viewpoints grounded in critical reasoning that demonstrate compassion and respect for each other. We will stick to this rule under all circumstances. When engaging in the classroom or with fellow students, let's try to build a constructive environment. Have humility in discussing different opinions, recognize your own positionality (race, gender, class, ability,...) and how it affects your opinions, learn to push yourself in topics that are new or difficult.

To ensure a safe learning environment, I will address offensive, hurtful, and questionable language immediately. Students should feel comfortable and safe to engage in our classroom setting. If the classroom dynamic is not working in any way, please reach out to me to discuss how we can make changes and improve. If you do not feel comfortable reaching out to me, reach out to a faculty member you trust in the Sociology Department, and they will follow up with me.

Email policy

I welcome your emails about our course!

Given the number of students in the class I want to make clear expectations for when you can expect a response. First, I'll strive to respond to your emails within 48 weekday hours. So, if you send me something on Thursday evening, I will aim to reply by Monday evening. Also, questions that require a paragraph-long reply are probably better settled in office hours, so I may write a brief response and invite you to come talk to me for more detail.

Abilities, Needs, and Accommodations

It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. DRS information can be found at:

<http://depts.washington.edu/uwdrs/>

DRS is a great resource for facilitating formal accommodations, but you may experience other barriers in the classroom. At the beginning of the quarter I will ask you to complete a survey to get a better idea of how I can make this course more accessible in general and for you in particular. If your needs change over the quarter, please reach out to me in office hours or over email and we can work together to tweak things. Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form available at:

<https://registrar.washington.edu/students/religious-accommodations-request/>

Disability Access & Accommodations It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with DRS to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. Disability Resources for Students (DRS) offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor (me) and DRS. DRS information can be found at:

<http://depts.washington.edu/uwdrs/>

Religious accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at <https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/Accommodations> must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>)

Student resources

Accessing course readings: Electronic versions of all readings are available on the course Canvas site. For accessing newspaper articles behind a paywall, use private browsing or see:

<https://guides.lib.uw.edu/research/news/enews>

Need equipment, like a laptop, or having trouble with technology?

UW has some available, though it is unclear how many units. Go to: <https://stlp.uw.edu/>