

## **Sociology 630: Population and Society**

**Spring 2024**

Professor: Philip N. Cohen ([pnc@umd.edu](mailto:pnc@umd.edu))

Seminar meetings: Mondays 6:30pm - 9:00pm, ASY 1101

Office hours: By appointment

### Course Objectives

This course is designed as a basic graduate level introduction to social demography. We will use sociology to facilitate the understanding of the interaction between social and demographic forces. We start with an introduction to basic concepts and data issues in demography. We then cover the study of three basic population processes: fertility, mortality and migration. Other selected topics include family demography, population composition and structure, population aging, and the intersection among population, policy, and environment.

### Course Materials:

Reading assignments are listed here on the syllabus. All the reading material will be available in pdf format on ELMS or in links from the syllabus.

Course Requirements: To facilitate productive seminar discussion, each student will:

1. Turn in a 400-500 word reading reflection paper every week, starting the February 5. You can skip this assignment twice over the semester. The assignment is due at 6 pm Sunday night before each seminar meeting, posted to the weekly discussion on ELMS. This is worth 25% of your grade. These reflections do not have to address all the readings. Do not summarize the readings.
2. Introduce the discussion of one reading twice during the semester (we will set this up at the start of the semester). This is a 5-10 minute presentation in which you pose questions and issues for the discussion to get us started. Do not summarize the reading for more than 1 minute. These presentations are worth 25% of your grade.
3. A final paper. You have three choices:
  - a) a critical and synthetic literature review of any topic that is related to the theme of the class.
  - b) a research proposal, which includes the literature review and research design;
  - c) an empirical analysis, which includes the literature review, research design and data analysis.

I expect the final paper to be approximately 15-25 pages double spaced, depending on the format you choose. You need to submit a one-page prospectus of what you intend

to do for the final paper by **week 9**. The final paper will be due on **the day of the last meeting**. The final paper will count towards 40% of your total grade.

4. Make a short presentation on your paper in the last class meeting. This is 10% of your grade.

## **Schedule**

\* Indicates recommended for additional information, not required readings.

### **Week 1, January 29: Introduction and overview**

Mather, Mark, Linda A. Jacobsen, and Paola Scommegna. 2021. "Population: An Introduction to Demography," *Population Bulletin* 75(1).

Billari, Francesco C. 2015. "Integrating Macro- and Micro-Level Approaches in the Explanation of Population Change." *Population Studies* 69(sup1):S11–20. doi: 10.1080/00324728.2015.1009712.

### **Week 2, February 5: Data, concepts, and tools**

Mathenge, Gloria, Petra Nahmias, Tanja Sejersen, and Afsaneh Tazdani. 2020. "Population Registers: A Key Resource for Producing Vital Statistics." *Stats Brief* 26. UNESCAP.

Palmore, J. A., & Gardner, R. W. (1983). Chapter 1: Rates, Ratios, Percentages, and Probabilities. in *Measuring Mortality, Fertility, and Natural Increase* (pp.1-7). East-West Population Center.

Coale, Ansley J. 1964. "How a Population Ages or Grows Younger." In Ronald Freedman (ed.) 1964. *Population: The Vital Revolution*. Garden City, New York: Anchor Books. As updated by PN Cohen (2024). (Ansley Coale discusses this article here: <https://www.youtube.com/watch?v=ek3nc7XtEOU>.)

Van Hook, Jennifer, Anne Morse, Randy Capps, and Julia Gelatt. 2021. "Uncertainty About the Size of the Unauthorized Foreign-Born Population in the United States." *Demography* 58(6):2315–36. doi: 10.1215/00703370-9491801.

\* Bryan, T., & Heuser, R. (2004). Chapter 3: Collection and Processing of Demographic Data. in J. S. Siegel and D. A. Swanson (Eds.), *The Methods and Materials of Demography* (2nd Edition) (pp. 43-63). San Diego, CA: Elsevier Academic Press.

### **Week 3, February 12: Population Composition and Structure: Sex and Gender**

Westbrook, Laurel, and Aliya Saperstein. 2015. "New Categories Are Not Enough: Rethinking the Measurement of Sex and Gender in Social Surveys." *Gender & Society* 29(4):534–60. doi: 10.1177/0891243215584758.

Chao, Fengqing, Patrick Gerland, Alex R. Cook, and Leontine Alkema. 2019. "Systematic Assessment of the Sex Ratio at Birth for All Countries and Estimation of National

Imbalances and Regional Reference Levels.” *Proceedings of the National Academy of Sciences* 116(19):9303–11. doi: 10.1073/pnas.1812593116.

Kolk, Martin, and Karim Jebari. 2022. “Sex Selection for Daughters: Demographic Consequences of Female-Biased Sex Ratios.” *Population Research and Policy Review* 41(4):1619–39. doi: 10.1007/s11113-022-09710-w.

\* Lagos, Danya. 2018. “Looking at Population Health Beyond ‘Male’ and ‘Female’: Implications of Transgender Identity and Gender Nonconformity for Population Health.” *Demography* 55(6):2097–2117. doi: 10.1007/s13524-018-0714-3

\* Davis, Heath Fogg. 2018. *Beyond Trans: Does Gender Matter?* NYU Press.

#### **Week 4, February 19: Population Composition and Structure: Race and Ethnicity**

Johnson, Sandra. 2020. A Changing Nation: Population Projections under Alternative Immigration Scenarios. P25-1146. US Department of Commerce, US Census Bureau. <https://census.gov/content/dam/Census/library/publications/2020/demo/p25-1146.pdf>

Alba, Richard. 2020. “The Great Demographic Illusion: Majority, Minority, and the Expanding American Mainstream.” Princeton University Press. Chapter 4: “The Demographic Data System and the Surge of Young Americans from Mixed Family Backgrounds.”

Agadjanian, Alexander. 2022. “How Many Americans Change Their Racial Identification over Time?” *Socius* 8:23780231221098547. doi: 10.1177/23780231221098547.

Prewitt, Kenneth. 2018. “The Census Race Classification: Is It Doing Its Job?” *The ANNALS of the American Academy of Political and Social Science* 677(1):8–24. doi: 10.1177/0002716218756629.

#### **Week 5, February 26: Mortality transitions**

Gutin, Iliya, and Robert A. Hummer. 2021. “Social Inequality and the Future of US Life Expectancy.” *Annual Review of Sociology* 47(1):501–20. doi:10.1146/annurev-soc-072320-100249.

Santosa, Ailiana, Stig Wall, Edward Fottrell, Ulf Högberg, and Peter Byass. 2014. “The Development and Experience of Epidemiological Transition Theory over Four Decades: A Systematic Review.” *Global Health Action* 7(1):23574. doi: 10.3402/gha.v7.23574.

Vaupel, James W., Francisco Villavicencio, and Marie-Pier Bergeron-Boucher. 2021. “Demographic Perspectives on the Rise of Longevity.” *Proceedings of the National Academy of Sciences* 118(9):e2019536118. doi: 10.1073/pnas.2019536118.

Dummer, Trevor J. B., and Ian G. Cook. 2008. “Health in China and India: A Cross-Country Comparison in a Context of Rapid Globalisation.” *Social Science & Medicine* 67(4):590–605. doi: 10.1016/j.socscimed.2008.04.019.

\* Cutler, David, and Grant Miller. 2005. "The Role of Public Health Improvements in Health Advances: The Twentieth-Century United States." *Demography* 42(1):1–22. doi: 10.1353/dem.2005.0002.

\* Sidel, Victor W. 1972. "The Barefoot Doctors of the People's Republic of China." *New England Journal of Medicine* 286:1292–1300. doi: 10.1056/NEJM197206152862404.

\* Preston, Samuel H., and Haidong Wang. 2006. "Sex Mortality Differences in The United States: The Role of Cohort Smoking Patterns." *Demography* 43(4):631–46. doi: 10.1353/dem.2006.0037.

\* Polizzi, Antonino, and Jennifer Beam Dowd. 2024. "Working-Age Mortality Is Still an Important Driver of Stagnating Life Expectancy in the United States." *Proceedings of the National Academy of Sciences* 121(4):e2318276121. doi: 10.1073/pnas.2318276121.

### **Week 6, March 4: Mortality Differentials**

Case, Anne, and Angus Deaton. 2015. "Rising Morbidity and Mortality in Midlife among White Non-Hispanic Americans in the 21st Century." *Proceedings of the National Academy of Sciences* 112(49):15078–83. doi: 10.1073/pnas.1518393112.

Montez, Jennifer Karas, Jason Beckfield, Julene Kemp Cooney, Jacob M. Grumbach, Mark D. Hayward, Huseyin Zeyd Koytak, Steven H. Woolf, and Anna Zajacova. 2020. "US State Policies, Politics, and Life Expectancy." *The Milbank Quarterly* 98(3):668–99. doi: 10.1111/1468-0009.12469.

Sasson, Isaac. 2016. "Trends in Life Expectancy and Lifespan Variation by Educational Attainment: United States, 1990–2010." *Demography* 53(2):269–93. doi: 10.1007/s13524-015-0453-7.

Paglino, Eugenio, and Irma T. Elo. 2024. "Immigrant Mortality Advantage in the United States during the First Year of the COVID-19 Pandemic." *Demographic Research* 50:185–204.

\* Van Hook, Jennifer, Michelle L. Frisco, and Carlyn E. Graham. 2020. "Signs of the End of the Paradox? Cohort Shifts in Smoking and Obesity and the Hispanic Life Expectancy Advantage." *Sociological Science* 7:391–414. doi: 10.15195/v7.a16.

### **Week 7, March 11: Fertility Transitions**

Mason, Karen Oppenheim. 1997. "Explaining Fertility Transitions." *Demography* 34(4):443–54. doi: 10.2307/3038299.

McDonald, Peter. 2000. "Gender Equity in Theories of Fertility Transition." *Population and Development Review* 26(3):427–39. doi: 10.1111/j.1728-4457.2000.00427.x.

Raybould, Alyce, and Rebecca Sear. 2021. "Children of the (Gender) Revolution: A Theoretical and Empirical Synthesis of How Gendered Division of Labour Influences Fertility." *Population Studies* 75(2):169–90. doi: 10.1080/00324728.2020.1851748.

## **SPRING BREAK**

### **Week 8, March 25: Fertility Trends and Differentials: USA**

Torres, Andrés F. Castro, and Emilio Parrado. 2022. "Nativity Differentials in First Births in the United States: Patterns by Race and Ethnicity." *Demographic Research* 46:37–64.

Cohen, Philip N. 2021. "Hard Times and Falling Fertility in the United States." SocArXiv. July 1. doi:10.31235/osf.io/pjf3n.

Lindberg, Laura D., and Leslie M. Kantor. 2022. "Adolescents' Receipt of Sex Education in a Nationally Representative Sample, 2011–2019." *Journal of Adolescent Health* 70(2):290–97. doi: 10.1016/j.jadohealth.2021.08.027.

Mark, Nicholas D. E., and Lawrence L. Wu. 2022. "More Comprehensive Sex Education Reduced Teen Births: Quasi-Experimental Evidence." *Proceedings of the National Academy of Sciences* 119(8):e2113144119. doi: 10.1073/pnas.2113144119.

\* Wu, Lawrence L., and Nicholas D. E. Mark. 2023. "Is US Fertility Now Below Replacement? Evidence from Period vs. Cohort Trends." *Population Research and Policy Review* 42(5):76. doi: 10.1007/s11113-023-09821-y.

### **Week 9, April 1: Fertility Trends and Differentials: World / East Asia**

Casterline, John B., and Laila O. El-Zeini. 2022. "Multiple Perspectives on Recent Trends in Unwanted Fertility in Low-and Middle-Income Countries." *Demography* 59(1):371–88.

Cheng, Yen-hsin Alice. 2020. "Ultra-Low Fertility in East Asia: Confucianism and Its Discontents." *Vienna Yearbook of Population Research* 18:83–120.

Cai, Yong, and Wang Feng. 2021. "The Social and Sociological Consequences of China's One-Child Policy." *Annual Review of Sociology* 47(1):587–606. doi: 10.1146/annurev-soc-090220-032839.

\* Raymo, James M., Hyunjoon Park, and Jia Yu. 2023. "Diverging Destinies in East Asia." *Annual Review of Sociology* 49(1):443–63. doi: 10.1146/annurev-soc-020321-032642.

\* Huang, Wei, Xiaoyan Lei, and Ang Sun. 2021. "Fertility Restrictions and Life Cycle Outcomes: Evidence from the One-Child Policy in China." *Review of Economics and Statistics* 103(4):694–710. doi: 10.1162/rest\_a\_00921.

### **Week 10, April 8: Migration**

Héran, François. 2022. "Demography and Migration: The Wildcard in Population Dynamics." Pp. 78–129 in *Migration Theory*, edited by C. B. Brettell and J. F. Hollifield. Routledge.

Feliciano, Cynthia. 2020. "Immigrant Selectivity Effects on Health, Labor Market, and Educational Outcomes." *Annual Review of Sociology* 46(1):315–34. doi: 10.1146/annurev-soc-121919-054639.

Parr, Nick. 2023. "Immigration and the Prospects for Long-Run Population Decreases in European Countries." *Vienna Yearbook of Population Research* 21(1):1–29.

Moise, Alexandru D., James Dennison, and Hanspeter Kriesi. 2024. "European Attitudes to Refugees after the Russian Invasion of Ukraine." *West European Politics* 47(2):356–81. doi: 10.1080/01402382.2023.2229688.

\* Crossette, Barbara. 2000. "The World: It's the American Way; Europe Stares at a Future Built by Immigrants." *The New York Times*, January 2. <https://www.nytimes.com/2000/01/02/weekinreview/the-world-it-s-the-american-way-europe-stares-at-a-future-built-by-immigrants.html>Links to an external site.

### **Week 11, April 15: Family Demography - Kinship**

Manning, Wendy D., Krista K. Westrick-Payne, and Gary J. Gates. 2022. "Cohabitation and Marriage Among Same-Sex Couples in the 2019 ACS and CPS: A Research Note." *Demography* 59(5):1595–1605. doi: 10.1215/00703370-10181474.

Cherlin, Andrew J. 2023. "Evolutionary Influences on Assistance to Kin: Evidence from the Panel Study of Income Dynamics." *Sociological Science* 10:964–88. doi: 10.15195/v10.a34.

### **Week 12, April 22: Family Demography II - Time Use**

Rubiano Matulevich, Eliana Carolina and Viollaz, Mariana, Gender Differences in Time Use: Allocating Time between the Market and the Household (August 14, 2019). World Bank Policy Research Working Paper No. 8981, Available at SSRN: <https://ssrn.com/abstract=3437824>Links to an external site..

Colen, C. G., Drotning, K. J., Sayer, L. C., & Link, B. (2024). A Matter of Time: Racialized Time and the Production of Health Disparities. *Journal of Health and Social Behavior*, 65(1), 126-140. <https://doi-org/10.1177/00221465231182377>Links to an external site.

Cha, Y. and Park, H. (2021), Converging Educational Differences in Parents' Time Use in Developmental Child Care. *J. Marriage Fam*, 83: 769-785. <https://doi.org/10.1111/jomf.12720>.Links to an external site.

[Links to an external site.](https://doi.org/10.1111/jomf.12720)Gao, M. G. (2023). Converging trends in developmental child care time by fathers' education? Comment on Cha and Park (2021). *Journal of Marriage and Family*, 85(2), 603–615. <https://doi.org/10.1111/jomf.12889>Links to an external site.

## April 29: NO SEMINAR MEETING, PASSOVER

### Week 14, May 6: Politics and power in demography

Valle, Gaby del. "The Far Right's Campaign to Explode the Population." Politico, April 28, 2024. <https://www.politico.com/news/magazine/2024/04/28/natalism-conference-austin-00150338>Links to an external site..

Spears, Dean. "All of the Predictions Agree on One Thing: Humanity Peaks Soon." The New York Times, September 18, 2023, sec.

Opinion. <https://www.nytimes.com/interactive/2023/09/18/opinion/human-population-global-growth.html>Links to an external site..

Hartmann, Betsy. "Population Control I: Birth of an Ideology." International Journal of Health Services 27, no. 3 (July 1, 1997): 523–40. <https://doi.org/10.2190/BL3N-XAJX-0YQB-VQBX>Links to an external site.. (In the readings folder)

Presser, Harriet B. "PUERTO RICO: The Role of Sterilization in Controlling Fertility."

Studies in Family Planning 1, no. 45 (1969): 8–

12. <https://doi.org/10.2307/1965004>Links to an external site.. (In the readings folder)

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## Policies

*Academic integrity.* Students must be familiar with the UMD Code of Academic Integrity (<http://president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf>Links to an external site.). In this course there is zero tolerance for academic dishonesty.

*Discussion.* We will discuss course readings and related material, as well as current events, social issues, and politics. Everyone is free to express personal opinions and disagree with others, including the professor – just raise your hand. All discussion must be polite and respectful, and differences of opinion are tolerated. I will work to ensure the classroom is a safe space for all of us to participate freely. Please let me know if you have any concerns or suggestions for accomplishing this.

*Difficult subjects.* The content of this course may include topics that are difficult for some people to confront or discuss. As the professor, I cannot anticipate what those topics are, or who will be affected, but I can be sensitive and work with students who let me know of their needs. If there is a topic you are unable to discuss or need to be warned about, please notify me so we can make appropriate arrangements for your work. We will endeavor to be sensitive and considerate. However, we cannot prevent all students from being exposed to topics or ideas that they find objectionable or offensive.

## Universal learning

The principle of universal learning means that our classroom and our interactions should be as inclusive as possible. Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as

soon as possible so that we can work together to meet both your needs and the requirements of the course. Students with particular needs should contact the UMD Disability Support Service ([http://www.counseling.umd.edu/DSS/Links to an external site.](http://www.counseling.umd.edu/DSS/Links%20to%20an%20external%20site.)), which will forward the necessary information to me. Please do it now instead of waiting till late in the semester.

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*The structure of this course, some specific readings, assignments, and some syllabus text are copied from Feinian Chen's version of this course, with permission.*