

Demography: Population and Development

Course Syllabus, Spring 2014

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Course description

This course combines topics on demography from the perspective of population and development studies (based on course taught by Professor Tim Dyson, Department of Social Policy, LSE). It links theories and policies on population, development, and sustainability since Thomas Malthus to the most recent understanding and political implications of counting people and development trends. We will elucidate the key terminology such as the demographic transition, fertility and mortality rates, carrying capacity of Earth, as well as country specific topics on India, China, Brazil, Russia, ageing in Europe, environmental implications of the growing population, and population policies. The course addresses Malthusian and anti-Malthusian perspectives on the basic relationships linking population growth and economic growth. Urban growth, migration, and urbanization, as well as issues relating to women's empowerment and population ageing will receive special attention.

The course is designed for advanced level students. It challenges the understanding of demography as a disinterested science of counting people, while positing it as a politically driven and often interpreted field of knowledge that is to be updated and made current to the challenges facing the societies throughout the world with rapidly changing climate, resource depletion, and growing population.

Course Strategy

The readings and class questions are set up in an alternating rhythm of theory given in the lecture and discussions in the seminar classes. Seminars will address class questions from previous lectures, and students will be expected to prepare presentations both during lectures and seminars attempting to answer selected class questions, agreed with the instructor; individual or team format can be used depending on the subject. Students will get better grades (and learn more) if they make linkages between all weeks to arrive to a comprehensive overview of the course.

Class format

Seminars will address class questions, students will be expected to prepare presentations attempting to answer the class questions; individual or team format will be used depending on the subject. Workshops on academic writing will run in the first part of the course to prepare students for essay writing and peer evaluation assignments.

A *system of rotation* will be used. Each week three students will be assigned one of three tasks (writing a short essay, preparing a presentation, preparing in-class discussion questions). Thus, each student is expected to write 3 short essays, prepare 2 presentations, conduct and present 1 group project, and prepare discussion questions and class facilitation for 3 classes.

Grading

2 essays	30%
2 individual presentations	20%
3 discussion facilitations and questions	15%
1 group project + presentation	20%
Class attendance and participation	15%
Total	100%

Students have the option to make up for two missed classes **with a prior notice** by turning in a reflection essay of 300 words before the next class. The essay should be based on the course literature for the missed class.

If a student misses more than 4 classes without an excuse s/he would automatically receive an "F" for the entire course.

Grading scale

Grade	Percent	Grade	Percent
A	91% and more	C	73 – 75%
A-	88 – 90%	C-	70 – 72%
B+	85 – 87%	D+	67 – 69%
B	82 – 84%	D	63 – 66%
B-	79 – 81%	D-	59 – 62%
C+	76 – 78%	F	58% and less

All written assignments must be completed to pass the course. Students who do not complete the assignments on time will have their grades reduced, or will be dropped from the course. Students are expected to attend all lectures and seminars, to be well prepared, and to have read their readings.

Assignment guidelines

Individual presentation: Ten-minute individual presentations are done during lectures and seminars chosen by student. Each presentation will be followed by a discussion question addressed to the class. A responsible student is expected to facilitate the discussion.

Short essays: Should be 800 words long. They should not only present a short summary of chosen articles (from among class literature) but also critically assess class literature. Reflection essays should be handed in before the seminar on the week when they are assigned. Assignments will lose one letter grade for every day they are turned late.

Group project: Group project consists of a group presentation on the subject of women empowerment in Kyrgyzstan. **The presentations will be conducted in week 14.** Additional information is uploaded on e-course.

Please note that the instructor reserves the right to change the schedule of the meetings and topics as and when necessary.

Additional course information will be given during the semester

1. **General meeting, course overview and introductions.** Note: Introductions, brief presentation of the course, syllabus, requirements and important milestones.

Students, please make notes regarding the assignments in your own copy of the syllabus.

2. **Class topic: Why counting people, studying fertility and mortality rates and their link to the demographic transition, understanding migration flows, and the impact of population's growth and density on food production and biocapacity?**

1. Sen, A (2011) Quality of Life: India vs. China, The New York Review of Books, [May 12, 2011](http://www.nybooks.com/articles/archives/2011/may/12/quality-life-india-vs-china/)
<http://www.nybooks.com/articles/archives/2011/may/12/quality-life-india-vs-china/>
2. Sen, A (1994) Population: Delusion and Reality, New York Review, September 22, 1994
http://www.marathon.uwc.edu/geography/malthus/sen_NYR.htm

3. **Class topic: Malthusian and Anti-malthusian perspectives on population**

Class question: How do the two perspectives (Malthusian and anti-Malthusian) compare in historical and contemporary contexts?

1. Abernethy, V (2005) Foreword, To 2005 Edition of Esther Boserup's Conditions of Agricultural Growth, Transaction Publishers; Reprinted in Society, 42[5], July/August 2005, <http://www.virginiaabernethy.com/publishdetail.php?publishid=13>
2. Malthus, Thomas (1798) An Essay on the Principle of Population, Chapter 1

4. **Class topic: The Demographic Transition, fertility and mortality.**

Class question: Discuss the importance of the demographic transition theory in explaining the difference in fertility and mortality rates in the wealthy and poor countries.

Ten key terms of the course defined:

Population, fertility, mortality, ageing, migration, urban growth, urbanization, demographic transition, carrying capacity of earth, population policies.

1. Dyson, T. (2001) A Partial Theory of the World Development: The Neglected Role of the Demographic Transition, International Journal of Population Geography, Volume 7, Issue 2, 2001
<http://onlinelibrary.wiley.com/doi/10.1002/ijpg.215/pdf>
2. Bongaarts, J (2002, 1999) The End of the Fertility Transition in the Developing World, The Population Council,
<http://www.un.org/esa/population/publications/completingfertility/RevisedBONGAARTSpaper.PDF>

5. **Class topic: Urban Growth, Migration and Urbanization.**

Class question: What are the implications of fertility rates in urbanization processes and rural to urban migration? Discuss the difference between urban growth and urbanization from the perspective of fertility rates and migration policies.

1. Dyson, T (2009) The Role of the Demographic Transition in the Process of Urbanization, International Workshop on the Long Term Implications of the Demographic Transition, held at the Universidad Complutense de Madrid, 24-26th September 2009
http://sgfm.elcorteingles.es/SGFM/FRA/recursos/doc/Actos/2009/Ponencias_ingles/Long_term_Implicaciones/405329082_2192009135719.pdf

6. Class topic: Institutions and demographic change

1. McNicoll, J, Cain M. (1989) Institutional Effects of Rural Economic and Demographic Change
<http://www.jstor.org/pss/2807920>

7. Class topic: Population and Environment: Carrying Capacity of Earth and Population pressures.

Class question: What are the most pertinent arguments in population policies as a response to the growing concerns of carrying capacity of Earth? How do the Malthusian and anti-malthusian perspectives converge and diverge?

1. Daily, G., Ehrlich, P (1992) Population, Sustainability and the Earth's Carrying Capacity, paper 046, Department of Biology, Stanford University, Stanford, California
<http://dieoff.org/page112.htm>
2. Keyfitz, N. (1996) Population Growth, Development, and Environment, in Population Studies, Vol 50, Issue 3 (Nov. 1996) <http://f01.middlebury.edu/EC428A/conferences/Environment/2001-f/Keyfitz1.pdf>

8. Class topic: student presentations and instructor's feedback

Students presenters signed-up (please indicate article reference and student name):

1. Dyson, T. (2001) World Food Trends: A Neo-Malthusian Prospect? Proceedings of the American Philosophical Society, Vol.145, no.4, December 2001. <http://www.amphilsoc.org/sites/default/files/404.pdf>
2. McNicoll, J. (1989) Social Organization and Ecological Stability under Demographic Stress, Population and Development Review, <http://www.jstor.org/pss/2807925>

9. No classes: Mid term break

10. Class topic: Topics on population ageing, fertility planning, and womens' empowerment

Class question: Discuss ageing, fertility planning, and women's empowerment as the focus of population policies, and their intended and unintended consequences.

1. Demeny, P (2011) Demographic Changes and Challenges in Europe, An Interview with Paul Demeny - Population Council, Interviewed by Veronika Herche, DRI, Budapest *Online Journal, Volume 3: Demographic Change and the Family in Europe*, Brussels, February 2011, pp. 8-17. http://hermes-ir.lib.hit-u.ac.jp/rs/bitstream/10086/18934/1/pie_dp509.pdf
2. Zoubanov, A (2000) Population Ageing and Population Decline: Government Views and Policies, Expert Group Meeting on Policy Responses to Population Ageing and Population Decline, Population division, Department of Economic and Social Affairs United Nations Secretariat, New York, 16-18 October 2000
<http://www.un.org/esa/population/publications/popdecline/Zoubanov.pdf>

11. Class topic: Women's empowerment

1. Oppenheim Mason, K., Smith, H.L. (2003), Women's Empowerment and Social Context: Results from Five Asian Countries, World Bank 2003
http://siteresources.worldbank.org/INTEMPowerment/Resources/13323_womens_empowerment.pdf
2. Upadhyay, U. D., Karasek, D. (2010), Women's Empowerment and Achievement of Desired Fertility in Sub-Saharan Africa, Demographic and Health Research (DHS), N 80, USAID 2010
<http://www.ucghi.universityofcalifornia.edu/docs/womens-health/whe-desired-fertility-in-sub-saharan-africa.pdf> , Extended abstract of this article is at this link:
<http://paa2010.princeton.edu/download.aspx?submissionId=100228>

12. Class topic: Population and Economic Growth.

Class question: Explain how the dynamics between population growth and economic growth have been used in projecting economic change and development.

1. Easterlin, P. (1980) Introduction to "Population and Economic Change in Developing Countries" in Population and Economic Change in Developing Countries, 1980, <http://www.nber.org/chapters/c9662.pdf>

13. Class topic: Healthcare and development

2. Caldwell, J. (2001), Population Health in Transition, Bulletin of the World Health Organization, 2001, 79 (2) <http://www.who.int/bulletin/archives/79%282%29159.pdf>

14. Presentation of group projects

15. Class topic: Population Policies' pros and cons in fertility planning and migration.

Class questions: Discuss the advantages and disadvantages of population policies in fertility planning and migration, what were the impacts on the populations involved? What are the lessons to be learned from population policies of the past?

1. Demeny, P (2003) Population Policy: A Concise Summary, Population Council, N173 2003 <http://www.popcouncil.org/pdfs/wp/173.pdf>
2. Banjanovic, A (2007) Russia's new immigration policy will boost the population. Analyst Insight, Euromonitor International, <http://blog.euromonitor.com/2007/06/russias-new-immigration-policy-will-boost-the-population.html>

16. Class topic: Gender discrimination in population policy

1. Ebenstein, A (2008) The "Missing Girls" of China and the Unintended Consequences of the One Child Policy, *THE JOURNAL OF HUMAN RESOURCES*, ISSN 022-166X E-ISSN 1548-8004, 2010
 2. Sen, A (1990) More Than 100 Million Women Are Missing, The New York Review of Books, [December 20, 1990, http://www.nybooks.com/articles/archives/1990/dec/20/more-than-100-million-women-are-missing](http://www.nybooks.com/articles/archives/1990/dec/20/more-than-100-million-women-are-missing)
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Statement of Plagiarism

Plagiarism is a very serious offence and is considered as cheating under University rules. Plagiarism includes the following:

- Submission of work that is identical or substantially similar for assessment in more than one course, whether in the same department or in other departments.
- Passing off work as yours that is really the work of others (whether other students, text from a web page you have found or from a published source).
- Duplicating sentences or paragraphs from other works in whole or in part without accurate citation of the text being quoted and proper referencing of the source in the bibliography.

In other words, the only time you should use the words of somebody else in your work is in the form of a direct quote. This should be either indented or should clearly be in quotation marks and should include a direct reference immediately after the quote ends (name, date: page number) e.g. (Harvey, 1989: 64).

Direct quotes are accepted academic practice but should be used sparingly in your work. The reference from which the quote comes should then appear in your bibliography. e.g.

Harvey, D. (1989) *The Condition of Postmodernity*, Oxford, Blackwell.

Plagiarism does not include:

- **Summarising the arguments of someone else in your own words and citing them as a reference**
- Using published academic work to help you develop your own argument

In each case, though, you should still include a reference in your text to the things that you have read at the end of the relevant sentence or paragraph if you are referring directly to their work e.g. (Harvey, 1989).

Penalties for Plagiarism

First offence, minor (a few unconnected sentences). The lecturer will confront the student with the evidence and if an adequate explanation is not forthcoming they will deduct some marks (to be decided by the lecturer but normally up to 10% overall) from the piece of work in question and a note will be put on the student's file recording they have been caught plagiarising.

First offence, major (substantial plagiarism of more than a few isolated sentences). The lecturer will confront the student with the evidence and if an adequate explanation is not forthcoming the matter will be referred to the Head of Department for action. This will normally result in the piece of work in question being given a mark of zero. A note will be put on the student's file explaining the actions taken and the reasons for them.

Second or further offence. Once evidence has been presented the matter will be referred to the Head of Department for disciplinary action to be taken under University Rules.
