Population and Society

DEMOGRAPHY 200 / SOCIOLOGY 220

TIME	Tuesday / Thursday, 2-3:30 pm
LOCATION	Dept. of Demography, 2232 Piedmont Ave., Room 100 (main seminar room)
CREDIT	3 units
PROFESSOR	John R. Wilmoth
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READER	You may wish to consider buying some books on the syllabus, in particular the ones by Teitelbaum & Winter, the National Research Council, Silver, and Stock. Some reading materials are available through hyperlinks in the online syllabus, found at the course website. (Accessing some of these links will require working from on campus, or else setting up a "proxy server" when you are off campus). All other reading materials are being held on reserve in the Demography library (3rd floor, 2232 Piedmont Avenue). Please do not remove the reserve copies from the library except for photocopying.
DESCRIPTION	This course will examine a number of topics lying at the intersection of sociology and demography. For the current semester, we will focus on the following four areas:

1) Alternative paths to parenthood (assisted reproductive technologies, surrogacy, adoption, gay/lesbian couples);
2) Social and demographic inequality (within and between population, convergence vs. divergence, impacts of globalization);
3) Social policies affecting demographic events (two examples: pro-natalism, health promotion);
4) Future scenarios of social and demographic change (two examples: population projections, genetic engineering or "designer babies").

GRADING — Grades will be based on three factors:

Class participation	20%	
Research paper	60%	
Theoretical essay		15%
Literature review or data analysis		15%
Final paper		30%
Presentation	20%	

Active participation is an important element of this course. It is expected that students will attend class regularly and be well prepared to discuss assigned readings. In addition, students will provide written comments about the research projects of their fellow students (see explanation below); this work will also count as part of

class participation. The research paper is the most important component of the grade for this course; it will be developed in stages throughout the course of the semester (see description below). An oral presentation of the research project, during the last weeks of class, is the final component of the course grade.

RESEARCH PROJECT

The research project will be developed in six stages over the course of the semester:

1) Students should write a one-page proposal describing their initial topic.

2) The first major stage of the project involves writing a theoretical essay (10-12 pages) to lay out the logical structure of the relationships being investigated and to speculate about possible forms of causation. The emphasis in this exercise will be to establish the key theoretical contrast(s) that should motivate empirical research on the chosen topic.

3) The second major step is a review of existing literature related to the topic at hand. If you choose to do a detailed data analysis (see point 4), the literature review can be relatively short (3-5 pages) and is not graded in that case. In this case, the literature review may contain key examples of a larger literature. On the other hand, if you choose to do an abbreviated data analysis (see below), the literature review should be extremely rich and detailed (10-12 pages). In either case, the content and structure of the literature review should follow the theoretical essay. Where possible, speculation about causation (in the theoretical essay) should be replaced by established knowledge. In other situations, the camps that fall on either side of an unresolved theoretical contrast should be delineated.

4) The third major part of the project consists of analyzing and summarizing, in an appropriate manner, new or existing data that are relevant to the theoretical contrast(s) explored earlier in the project. If the literature review is long and detailed (see point 3), then the data analysis might consist merely of some simple illustrative displays assembled for this project, possibly including re-worked graphs or tables found elsewhere, with some accompanying text for explanation (3-5 pages). On the other hand, if the literature review is fairly short (see above), the data section should contain an original analysis based on data assembled or obtained for this purpose (10-12 pages, including any graphs and tables). In either case, the format of this section should normally include a description of the data, an appropriate explanation of the methods used, and a thoughtful discussion of the results or findings. For the latter case in particular, the data employed should consist of either a) an original dataset assembled for this project (e.g., compiling information from primary sources, conducting a small-scale survey), or b) an original analysis of an existing data source (e.g., vital statistics, public-use sample survey).

5) The three components of the project described above should then be combined into a final research paper (around 30-33 pages, including graphs, tables, and references). The theoretical essay and the literature review should be combined, so that they offer a complete and well-referenced theoretical discussion of the topic. The presentation of data, methods, and empirical results should be linked clearly to the theoretical contrasts established earlier in the paper.

6) In addition to a written paper, the project requires an oral presentation during the last weeks of the semester. Like the final paper, the presentation should present elements of all three of the major sections of the project.

In addition to pursuing one's own research project, each student will act as a "research mentor" to one or two other students in the course. In this capacity, each student will be responsible for providing written comments and suggestions, at each of the stages mentioned above, about the project(s) of the student(s) assigned to him or her. For sake of continuity, such assignments will typically remain fixed throughout the semester; however, some changes could be made depending on individual circumstances. At each of the major stages of the research project, there will be required meetings between students and their

assigned mentors. After each of these meetings, mentors will be required to write 2-3 paragraphs of comments, which will be shared with both the student whose work is being reviewed and with the instructor.

CALENDAR

Weeks 1-3. The first part of the course will examine paths to parenthood that fall outside the traditional model of a heterosexual married couple that conceives by natural methods. We will first examine the technology of assisted reproduction and explore some of the ethical issues that it raises. There will be a particular emphasis on the legal, social, and ethical context of surrogate motherhood in the context of these technological innovations. We will also consider the situation of specific groups for whom such technologies have created paths to parenthood that did not exist previously (e.g., single people, gays and lesbians). Finally, within the brave new world being created by increasing technological control over human reproduction, we will ask, what has become of adoption as a pathway to parenthood?

Weeks 4-6. Inequality of social and demographic characteristics will be the topic for the second part of the course. Several characteristics can be used for this purpose, but we will focus on two of the most fundamental ones: income and mortality. A key organizing principle is that we will consider and contrast the inequality that exists both within and across populations. Our primary motivation will be the broad question of whether inequality is increasing or decreasing over time, thus whether there is now occurring a convergence or a divergence between relatively advantaged and disadvantaged groups. We will also examine the special role that globalization may play in either exacerbating or mitigating conditions of inequality both across and within populations.

Weeks 7-9. The third part of the course is organized around social actions intended to influence demographic events. Rather than attempt to cover all possible examples, we will focus on government policies and other activities with one or two particular goals: pronatalism and health promotion. 1) We will examine historical examples of pronatalism, including those inspired by fears of population decline during the early 20th century in countries that rode the leading edge of the demographic transition. Some of these countries, such as France, still pursue vigorous pronatalist policies today. We will review the literature on the effectiveness and consequences of such measures. In addition to government policies, we will also discuss pronatalist acts and statements of religious and political leaders, especially in cases of pronatalism inspired by ethnic rivalry (such as in the Middle East). 2) Time permitting, we will also examine the policies of national and supra-national organizations (e.g., the World Health Organization) to promote the health of populations. In particular, we will explore the philosophical and political basis for the WHO definition of health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." We will consider the impact of this definition on, for example, the design of the Global Burden of Disease study, which is sponsored by the WHO and Harvard.

Weeks 10-12. Scenarios of future social and demographic change, and the implications of such changes for the topics considered earlier, will form the fourth section of the course. We will again emphasize two specific topics: world population projections and genetic engineering technologies. 1) We will review the latest projections of world population change during the 21st century, paying attention to both its size and its distribution among countries. We will consider the special role of migration in shaping future population trends, since it may be a critical factor affecting trends in inequality. 2) We will also examine likely developments in the genetic engineering of newborns. Such technologies raise the possibility of "designer babies." We will critically examine the claim that such techniques will accentuate inequality for a variety of reasons, and we will consider their possible role in future pronatalist policies.

Weeks 13-15. Reserved for student presentations.

READING LIST

The following readings are grouped according to the four sections of the course given above. Those listed here represent possible readings. Final selections will be made at a later date.

Alternative paths to parenthood

Assisted reproductive technologies

Robert H. Foote. "Developments in Animal Reproductive Biotechnology" (Chapter 1, pp. 3-20). In: D.P. Wolf and M. Zelinski-Wooten (eds.), *Assisted Fertilization and Nuclear Transfer in Mammals*, Totowa: NJ: Humana Press, 2001.

Robert H. Blank. Chapters 1-3. *Regulating Reproduction*, New York: Columbia University Press, 1990.

Surrogate parenting

Helena Ragoné. Introduction and Chapter 1. *Surrogate Motherhood: Conception in the Heart*, Boulder, CO: Westview Press, 1994.

New York State Task Force on Life and the Law. Chapters 5 and 7. *Surrogate Parenting: Analysis and Recommendations for Public Policy*, 1988.

Anton van Niekerk and Liezl van Zyl. "The ethics of surrogacy: Women's reproductive labor." *Journal of Medical Ethics* 21(6): 345-349, 1995 [LINK].

Alternative family forms

Kath Weston. Chapters TBA. *Families We Choose: Lesbians, Gays, Kinship* (2nd ed.). New York: Columbia University Press, 1997.

Adoption and fosterage

Elizabeth Bartholet. Chapters TBA. *Nobody's Children: Abuse and Neglect, Foster Drift, and the Adoption Alternative*. Boston: Beacon Press, 1999.

Social and demographic inequality

Within populations

Claude S. Fischer and Michael Hout. "Differences among Americans in living standards across the twentieth century." Working paper, draft dated 26 August 2002 [LINK].

Peter Gottschalk and Timothy M. Smeeding. "Cross-national comparisons of earnings and income inequality." *Journal of Economic Literature* 35(2): 633-687, 1997 [LINK1 LINK2].

Between populations

Chris Wilson. "On the scale of global demographic convergence." *Population and Development Review* 27(1): 155-171, 2001 [LINK].

Glenn Firebaugh. "Empirics of World Income Inequality." *American Journal of Sociology* 104(6): 1597-1630, 1999 [LINK].

Glenn Firebaugh. "The trend in between-nation income inequality." *Annual Review of Sociology* 26: 323-339, 2000 [LINK1 LINK2].

Social policies affecting demographic events

Pronatalism

Michael S. Teitelbaum and Jay M. Winter. *The Fear of Population Decline*. Orlando: Academic Press, 1985.

Anne Hélène Gauthier. Chapters 7, 8, and 10. *The State and the Family*. Oxford, U.K.: Clarendon, 1996.

Health promotion

Health Promotion: An Anthology, PAHO Scientific Publication, No. 557, 1996 [LINK].

Christopher J.L. Murray and Alan D. Lopez. *Summary, The Global Burden of Disease: A comprehensive assessment of mortality and disability from diseases, injuries, and risk factors in 1990 and projected to 2020*. Cambridge, MA: Harvard School of Public Health, 1996 [LINK].

Christopher J.L. Murray, Alan D. Lopez, Colin D. Mathers, and Claudia Stein. "The Global Burden of Disease 2000 project: aims, methods and data sources." Harvard University, Burden of Disease Unit, Research Paper No. 01.1, 2001 [LINK].

Future scenarios of social and demographic change

Population projections

National Research Council. *Beyond Six Billion: Forecasting the World's Population.* Washington, D.C.: National Academy Press, 2000 [LINK].

Wolfgang Lutz, Warren Sanderson, Sergei Scherbov. "The end of world population growth." *Nature* 412: 543-545, 2001 [LINK].

Genetic engineering

Lee M. Silver. Chapters 5-7 and 11-16. *Remaking Eden: Cloning and Beyond in a Brave New World.* New York: Avon Books, 1997.

Gregory Stock. Chapters 7-9. *Redesigning Humans: Our Inevitable Genetic Future*. New York: Houghton Mifflin, 2002.