

SOSC 16200: Global Society II (Population & Society)

Winter 2021

Prof. Trinitapoli; jennytrini@uchicago.edu

Tuesday 11:20am - 12:40pm; Thursday 11:20am - 12:20pm

Link for Class

<https://uchicago.zoom.us/j/93123576881?pwd=OHVScnNRVzRWcVRwRWRQcTZlbjVvQTo9>

Meeting ID: 931 2357 6881

Passcode: 10439i

Office Hours

Office hours: Tuesdays 1pm – 3pm on Zoom

Sign up to request a link: <https://www.wejoinin.com/sheets/cvllm>

COURSE DESCRIPTION

Population & Society is a hybrid course that brings together a) an intellectual history of population thought and census-taking and b) a practical introduction to basic demographic tools and contemporary debates. Students will engage Malthus, his detractors, and new incarnations of Malthusian thought in detail and will engage questions like: What is a population? What is at stake when we count? How many people can this earth support? Students will learn how to construct basic period lifetables, how to compare populations and sub-populations using basic standardization techniques, and how to analyze generations and cohorts in context. Population issues including reproduction, migration, and mortality are simultaneously philosophical, political, and empirical matters. Students will connect normative debates to relevant sources of population-level data and related estimation dilemmas and to the theoretical treaties engaged in global social thought.

COURSE OBJECTIVES

- (1) Develop the ability to know when and how to look for demographic explanations for social phenomena.
- (2) Discern the *descriptive* (“is”) foundations of *normative* (“ought”) arguments.
- (3) Understand some key themes and debates in population research.
- (4) Gain some basic with population tools: standardization, cohort analysis, and life tables.
- (5) Prepare to leverage demographic data and tools to advance your own research question.

REQUIRED TEXTS

Malthus, Thomas. 2018 [1803]. *An Essay on the Principle of Population and Other Writings*. New Haven: Yale University Press.

McNeil, William. 1998 [1976]. *Plagues and Peoples*. New York: Anchor.

These books are available from the Seminary Coop Bookstore and electronically through the Regenstein Library.

CLASS FORMAT & TOOLS

Updates to the syllabus, links to articles, and other course materials will be posted on Canvas, so please check the website regularly. Students will submit electronic copies of all assignments through <https://canvas.uchicago.edu>. Class meetings will be held on Zoom, synchronously, during the scheduled class time. Access secure Zoom links through Canvas using your CNET ID credentials. Asynchronous lectures will be posted occasionally for viewing outside of scheduled

course time. During weeks where asynchronous materials are assigned, in-class discussion time will be reduced so that the total in-class time stays consistent, week-to-week.

While I understand that it can be difficult to focus over Zoom, I expect your full attention on the discussion during class time. Minimize potential for distractions by closing other windows and putting your phone away. I am counting on you to help maintain an atmosphere of serious intellectual engagement for our sessions, but I understand that conditions may be less than ideal. While you are required to attend and participate in discussion, you are not required to turn your camera on during our Zoom sessions. Do your best to sign on in a quiet space, preferably with headphones. If that is not possible, you can keep your microphone muted and participate via the chat function.

We all are subject to circumstances out of our control this quarter. My goal is for students to read carefully yet efficiently, attend class and participate in discussions, and complete all the assignments on time. The weekly exercises are designed as low-stakes reactions to spur ideas and discussion – do your best and treat these as exercises, designed for practice and repetition.

COURSE REQUIREMENTS AND ASSESSMENTS

- Participation: 15%
- Exercises -- Précés & Response Papers: 25%
- Assignment 1: 10% (Demographic synthesis of fall quarter), **Due Friday, January 29**
- Assignment 2: 30% (Problem set packet), **Due Friday, February 26**
- Assignment 3: 20%, **Due Friday, March 19, 8am**

OTHER POLICIES

- *Contacting the instructor:* Use email for straightforward questions. For more complex ones, please schedule an appointment during office hours.
- *Students with Disabilities:* I will be happy to discuss appropriate academic accommodations that you may require as a student with a disability or ongoing medical condition and make reasonable accommodations. If you need any class-related accommodations, please follow the procedures outlined here: <http://disabilities.uchicago.edu/accommodations>
- *Academic Integrity:* This paragraph is probably unnecessary; still, I want to be very clear about my expectations. Any suspected academic dishonesty in the form of cheating, plagiarism, and/or fraud will be reported to the Office of the Dean of Students in the College. The University's policies regarding academic honesty and plagiarism and academic fraud are clearly stated here: <http://studentmanual.uchicago.edu/Policies>
- *Incompletes:* According to university policy, incompletes are reserved for exceptional circumstances; students must be passing the course and meet the criteria outlined here: <http://collegecatalog.uchicago.edu/thecollege/takingcourses/#incompletes>
- Students should be prepared to read challenging materials on these topics and should come with a firm commitment to engage one another in respectful, open and rigorous discourse. The University's recent "Report of the Committee on the Freedom of Expression" will be our guide on this point. The Report guarantees to members of this community the "broadest possible latitude to speak, write, listen, challenge, and learn." Find the full Committee Report here: <https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf>.

Abridged Schedule of Readings, Topics, and Deadlines

PART I: POPULATION THOUGHT

WEEK 1: Introduction & Demographic Transition

January 12: What is a population? What is demography?

January 14: Demographic Transition Theory: (Kirk 1996)

Malthus (1803 [2018]) Preface & TOC

*precis

WEEK 2: Malthus

January 19: *Essay on the Principle of Population* [1803 Edition]

Book One Chs I, II, & V; Book Two Chs I & XI; Book Four Ch. III, V, VIII & IX

January 21: Malthus in China, Africa, & The Americas

Nigeria (Smith 2004) & Malthus Book 1, Ch. VIII; China (Lee and Feng 1999) & Malthus Book 1, Ch XII; Latin America (Stycos 1967) & Malthus Book 1, Ch IV

*500w on TRM

*precis (1)

WEEK 3: Plagues and Peoples, Past and Now

January 26: *Plagues & Peoples* (Intro, Ch.2, 1 of Ch. 3, 4, or 5)

January 28: McNeil Chapter 6 & Feigenbaum, Muller, and Wrigley-Field 2019

*300-500 w response

*precis

PART II: POPULATION TOOLS

WEEK 4: Lexis Diagrams for Analyzing Social Change

February 2: (Ryder 1965; Wachter 2014)

February 4: Lab day

*précis on Ryder

WEEK 5: Standardization for Comparing Populations

February 9: (Keyfitz 1980; Preston, Heuveline, and Guillot 2001)

February 11: Lab day

*précis on Keyfitz

WEEK 6: Lifetables for Summarizing Single-decrement Processes

February 16: read Benjamin and Graunt 1964; skim Rowland 2003

February 18: Lab day

*300 words on Graunt

PART III: POPULATION TOPICS

WEEK 7: Fertility & Family Planning

February 23: Fertility: (Bledsoe, Banja, and Hill 1998; van de Walle 1992)

February 25: (Bogue 1962; Gribaldo, Judd, and Kertzner 2009)

*precis (2)

*précis (2)

WEEK 8: Migration

March 2: Key Theories of Migration: (Lee 1966; excerpts from Paul 2017)

March 4: (Drake and Cayton 1945; Park 1928)

*250 words

*250 words “Relate the concept of marginality to the process of migration”

WEEK 9: Inequality & Segregation

March 9: Selections from (Firebaugh 2015; Piketty 2014; Piketty and Saez 2014)

March 11: (Burgess 1928; Charles 2003; Christopher 1992)

*250-word

*250-words reaction

REFERENCES (COMPLETE LIST OF READINGS WITH CITATIONS)

- Benjamin, B., and John Graunt. 1664. "John Graunt's 'Observations': Foreword." *Journal of the Institute of Actuaries (1886-1994)* 90(1):1–61.
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- Burgess, Ernest W. 1928. "Residential Segregation in American Cities." *The ANNALS of the American Academy of Political and Social Science* 140(1):105–15. doi: 10.1177/000271622814000115.
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- Christopher, A. J. 1992. "Segregation Levels in South African Cities, 1911-1985." *The International Journal of African Historical Studies* 25(3):561. doi: 10.2307/219025.
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- Smith, Daniel Jordan. 2004. "Contradictions in Nigeria's Fertility Transition: The Burdens and Benefits of Having People." *Population and Development Review* 30(2):221-38.
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- van de Walle, Etienne. 1992. "Fertility Transition, Conscious Choice, and Numeracy." *Demography* 29(4):487-502. doi: 10.2307/2061848.