

Spring 2019  
SOC 971  
Credits: 3

## Graduate Seminar in Population and Society II

Professor: Michal Engelman

Meeting Time and Place: Mondays 9:30am-12pm, 6112 Social Sciences

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Office Hours: Wednesdays 10am-12pm, and by appointment.

Soc 971 is designed as a graduate level introduction to population studies and aims to set the foundation for meaningful engagement with important demographic research questions. The graduate seminar in Population and Society is offered over two semesters, every other year. This second course in the sequence covers the signature themes of UW-Madison's Center for Demography and Ecology and Center for the Demography of Health and Aging: (1) poverty & inequality, (2) families and households, (3) environmental and spatial demography, (4) health (and health disparities) across the life course, and (5) biodemography.

The course will provide students with a grounding in foundational texts and classic studies as well as a familiarity with contemporary research and policy debates in each area. In addition, students will develop competence in discussing data sources, methods, and analytic challenges central to each literature. Sessions will frequently include visiting faculty facilitators with expertise and ongoing research in the particular module. This course builds on its Fall Soc 971 precursor, but the latter is not an official prerequisite.

### Readings and Workload

Most required readings are available as PDFs on CANVAS. You will be asked to purchase one book – Conley and Fletcher's *The Genome Factor* – for the last two sessions of the course. Please plan ahead by obtaining the book from your favorite book sellers or the UW-Madison library.

I reserve the right to make changes to the reading schedule if needed. Any changes will be announced in class, via the course email list, and posted on the course website.

This course assumes UW's standard 2:1 rule, meaning that for every course credit hour you spend inside the classroom (namely, 2.5 hours each week) you should expect to spend an average of three hours working on course requirements outside of class (so: 7.5 hours per week). In sum, 10 hours a week average workload. Note this is an average; some weeks you may spend more time, and some weeks less.

**Doing all of the readings, as listed below, is absolutely necessary for success in this course.** Keeping up with the assigned reading will be crucial to your grade. More importantly (to me, at least): you won't get much out of this course if you don't give yourself enough time to get through and stay on top of the readings.

## Course Requirements and Evaluation

Your grade in this course will be based on the following components:

### 1. Prepare for class (read & submit weekly questions) and actively participate in discussions. (25%)

You are expected to do the readings each week and come to class prepared to actively participate in discussion. You are encouraged to take notes on each reading, both to organize your thoughts and keep track of ideas for the short response papers and research paper. As you read, keep track of (1) The 3-5 most important concepts; (2) The thesis of the paper; (3) the key take-home messages of the article; and (4) Your key gripe(s) about the paper, along with additional comments.

To help us all engage each other, I ask that you post *at least* 2 questions (more questions are welcome!) on the readings to a discussion thread on CANVAS by **8pm on Sunday** before class. One may be an informational question (e.g. asking for clarification of a concept or argument, asking for background, questioning the accuracy of something, etc.). The other(s) should be discussion questions – i.e. pushing on a concept, or an argument, or relationship within the text or between texts, or what a particular aspect of the readings means for contemporary population issues (statistical or substantive), etc. We'll use these questions to guide our discussion in class, so please be prepared to elaborate on questions you pose.

Research suggests that there are many benefits to class discussions (i.e. increases learning, fosters critical thinking and communication skills, develops the sociological imagination). However, an effective discussion doesn't happen without multiple people speaking. So, in this course, active participation means more than simply attending class, staying awake, politely paying attention, and making occasional eye contact. Those are all fine habits, but to be clear, I define *active participation* as students making substantive oral comments in class.

### 2. Co-lead class discussion once: 10%

I will lead the discussions for the first couple of weeks. You will sign up to co-lead the discussions during one subsequent week. This will involve writing up your reading notes, sorting through the submitted questions to pick key themes for the discussion, and helping to facilitate the conversation.

Leading discussion doesn't mean talking the entire session. Rather, it means opening up the text for critical analysis: locating it in space, time, and literature; highlighting its key questions and its central claims; assessing those claims and questions they left unanswered; and bringing up and in anything else that you, as facilitator(s), feel will lead to an engaged and productive exchange in class. *Bringing in at least one of the recommended readings to expand the scope of the discussion is encouraged.*

### 3. Write two reading response paper(s) (2-3 pages each): 10% each, total 20%.

Each response paper will be grounded in and draw connections among at least two texts from the course. The papers may compare and contrast the positions of authors on a given

issue, relate readings to current events or controversies, take issue with points you disagree with or find to be unclear, or expand on an interesting idea. The point of these papers is to force yourself to think clearly and succinctly enough about the issues and the texts to be able to put your thoughts down on paper. Either an informal, reading journal-style tone or a more formal tone is fine, but your writing should be proofread and clear, with proper citations. The first paper is due on **Feb 27**, the second on **April 3** (both by 5pm).

#### **4. Write a final research paper: 45%**

You will write a term paper (8-15 pages, depending on the number of credits – see above) in which you consider some demographic topic of contemporary importance through the lens(es) of one or more of the authors we have read and perform a critical reading of the relevant literature. You will present your own argument/thesis in both written and oral form, provide constructive feedback on others' research, and incorporate such feedback into your own work.

Your grade will be based on the following: (i) Paper topic and initial bibliography due March 8, 5pm (5%); (ii) Complete research paper due by Friday, May 10, 5:00 pm (40%).

### **Accommodations**

Please send me an email if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. If you wish to request a scheduling accommodation for religious observances, please send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See <https://kb.wisc.edu/page.php?id=21698> for details.

### **Academic Honesty**

In your written assignment, you are expected to exercise academic honesty and integrity and to produce original work. If you must use the exact words used in another source, use quotation marks to indicate that those words are not your own and provide full credit to the source. If you are using an idea you obtained from someone else, cite the author(s), even if you did not quote her/him/them directly. The set of ideas you must cite includes those obtained from Wikipedia or any internet source. According to UWS 14, academic misconduct occurs when a student:

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of [...] academic performance;
- assists other students in any of these acts.

The university's Writing Center has an excellent webpage about how to successfully quote and paraphrase texts: <http://writing.wisc.edu/Handbook/QuotingSources.html>. See also these guidelines about avoiding plagiarism: [http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html).

The internet makes it very easy to plagiarize (both intentionally and not), but it also makes it easy to identify plagiarized texts. Evidence of academic dishonesty in an assignment will result in an automatic grade of zero for the assignment, and will be reported to the Dean of Students following a meeting with the professor.

## **Learning objectives**

This course is designed to address the following instructional objectives, designated as priorities by the Department of Sociology:

- *Critically Evaluate Published Research*: Students will be able to read and evaluate published research as it appears in academic journals and popular or policy publications.
- *Communicate Skillfully*: Students write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical Thinking about Society and Social Processes*: Students can look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See Things from a Global Perspective*: Students learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.
- *Work effectively in groups*: Students will improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.
- *Improve project management skills*: Students will improve their skills in time management, ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

## **Departmental notice of grievance and appeal rights**

The Department of Sociology regularly conducts student evaluations of all professors near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (jraymo@wisc.edu).

## Course Overview and Organization

Week	Date	Module	Facilitators
1	January 28	Poverty & Inequality: Introduction to Poverty	Carlson
2	February 4	Poverty & Inequality: Inequality and Social Mobility	Engelman
3	February 11	Poverty & Inequality: Race, Class, Place	Curtis
4	February 18	Family: Current Debates	Carlson
5	February 25	Family: Classics	Schwartz
6	March 4	Environmental/Spatial Demography: Intro	Curtis
7	March 11	Environmental/Spatial Demography: Climate	Nobles
8	March 18	<i>Spring Break</i>	<i>No Class</i>
9	March 25	Environmental/Spatial Demography: Place & Health	Engelman
10	April 1	Health Across the Life Course: Introduction	Engelman
11	April 8	Health Across the Life Course: Cumulative Disadvantage	Engelman
12	April 15	Health Across the Life Course: Disparities	Engelman
13	April 22	Biodemography: Genomics	Fletcher
14	April 29	Biodemography: Gene/Environment & Epigenetics	Fletcher/Engelman

## Detailed Schedule

### Jan 28. Poverty & Inequality I: Introduction to Poverty (Carlson)

Smeeding, Timothy. 2016. Poverty Measurement, in: D. Brady and L. Burton, eds. *The Oxford Handbook of the Social Science of Poverty*, Oxford University Press, May: 21-46.

Haveman, R., Rebecca Blank, Robert Moffitt, Timothy Smeeding and Geoffrey Wallace. 2015. The War on Poverty: Measurement, Trends, and Policy. *Journal of Policy Analysis and Management* Summer, Volume 34, 3:593-638.

Iceland, John. 2013. Chapter 5, Causes of Poverty (pp. 79-113). *Poverty in America: A Handbook*. Berkeley, CA: University of California Press.

Duncan, Greg J., Katherine Magnuson, Ariel Kalil, and Kathleen Ziol-Guest. 2012. The Importance of Early Childhood Poverty. *Social Indicators Research* 108:87-98.

Alston, P. (2018). Statement on Visit to the USA, United Nations Special Rapporteur on Extreme Poverty and Human Rights. May 4th. (SKIM)

Autor, David. 2010. The Polarization of Job Opportunities in the U.S. Labor Market: Implications for Employment and Earnings. Center for American Progress. <https://economics.mit.edu/files/5554> (Read: Executive Summary, 7 pages.)

### Feb 4. Poverty & Inequality II: Inequality and Social Mobility (Engelman)

Piketty, Thomas, and Emmanuel Saez. 2014. Inequality in the Long Run. *Science* 344 (6186): 838-43.

Chetty, R., Grusky, D., Hell, M., Hendren, N., Manduca, R., & Narang, J. (2017). The fading American dream: Trends in absolute income mobility since 1940. *Science*, 356(6336), 398-406.

Wilkinson, Richard G. and Kate E. Pickett. 2009. "Income Inequality and Social Dysfunction." *Annual Review of Sociology* 35:493-511.

Gonalons-Pons, P., and Schwartz, C. R. (2017). Trends in economic homogamy: Changes in assortative mating or the division of labor in marriage? *Demography* 54(3), 985-1005.

Landry, Bart and Kris Marsh. 2011. The Evolution of the New Black Middle Class. *Annual Review of Sociology* 37:373-394.

### **Feb 11. Poverty & Inequality III: Race, Class, Place** (Curtis)

Chan, Tak Wing and John H. Goldthorpe. 2007. Class and Status: The Conceptual Distinction and Its Empirical Relevance. *American Sociological Review* 72(4):512-532.

Iceland, John and Rima Wilkes. 2006. Does Socioeconomic Status Matter? Race, Class, and Residential Segregation, *Social Problems* 53(2):248-273.

Western, Bruce, Deirdre Bloome, Benjamin Sosnaud, and Laura Tach. 2012. Economic Insecurity and Social Stratification. *Annual Review of Sociology* 38: 341-359.

Raj Chetty, Nathaniel Hendren; The Impacts of Neighborhoods on Intergenerational Mobility I: Childhood Exposure Effects, *The Quarterly Journal of Economics* Volume 133, Issue 3, 1 August 2018, Pages 1107-1162, <https://doi.org/10.1093/qje/qjy007> (SKIM)

Katherine J. Curtis, Paul R. Voss, and David D. Long. 2012. Spatial Variation in Poverty-Generating Processes: Child Poverty in the United States. *Social Science Research* 41(1):146-159.

### **Feb 18. Family I: Current Debates** (Carlson)

McLanahan, S. 2004. Diverging Destinies: How Children Are Faring under the Second Demographic Transition. *Demography* 41(4):607-27.

McLanahan, S., & Jacobsen, W. (2015). Diverging destinies revisited. In *Families in an era of increasing inequality* (pp. 3-23). Springer, Cham.

Cohen, P. N. (2015). Divergent responses to family inequality. In *Families in an era of increasing inequality* (pp. 25-33). Springer, Cham.

Lundberg, S., Pollak, R. A., & Stearns, J. (2016). Family inequality: Diverging patterns in marriage, cohabitation, and childbearing. *Journal of Economic Perspectives*, 30(2), 79-102.

Furstenberg, F. F. (2014). Fifty years of family change: From consensus to complexity. *The ANNALS of the American Academy of Political and Social Science* 654(1), 12-30.

### **Feb 25. Family II: Revisiting the Classics** (Schwartz)

William Goode (1963). Word Changes in Family Patterns, ch 1. *World Revolution and Family Patterns*.

Becker, G. S. (1973). A theory of marriage: Part I. *Journal of Political economy*, 81(4), 813-846. (Skim)

Oppenheimer, V. K. (1994). Women's rising employment and the future of the family in industrial societies. *Population and Development Review*, 293-342.

Ruggles. Steven. (2015) Patriarchy, Power, and Pay: The Transformation of American Families, 1800-2015. *Demography* 52: 1797-1823.

#### **March 4. Environmental & Spatial Demography I: Introduction** (Curtis)

Anselin, Luc. 2010. Thirty Years of Spatial Econometrics. *Papers in Regional Science* 89(1):3-25.

Pebley, Anne R. 1998. Demography and the Environment. *Demography* Vol. 35, No. 4, November: 377-389.

Entwisle, Barbara. 2007. Putting People into Place. *Demography* Volume 44-Number 4, November 2007: 687-703.

Black, Richard, W. Neil Adger, Nigel W. Arnell, Stefan Dercon, Andrew Geddes, D.S.G. Thomas. 2011. The effect of environmental change on human migration. *Global Environmental Change*. 21S (2011) S3S11.

Hunter LM, Luna JK, Norton RM. The Environmental Dimensions of Migration. *Annual Review of Sociology*. 2015;41:377-397.

#### **March 11. Environmental & Spatial Demography II: Climate** (Nobles)

Hunter LM, Menken J. Will climate change shift demography's 'normal science'? *Vienna Yearbook of Population Research*. 2015 Jan 1;13:23-8.

Lu, X., Bengtsson, L., & Holme, P. (2012). Predictability of population displacement after the 2010 Haiti earthquake. *Proceedings of the National Academy of Sciences* 109(29), 11576-11581.

Currie J, Schwandt H. Within-mother analysis of seasonal patterns in health at birth. *Proceedings of the National Academy of Sciences*. 2013 Jul 23;110(30):12265-70.

Barreca A, Clay K, Deschenes O, Greenstone M, Shapiro JS. Adapting to climate change: The remarkable decline in the US temperature-mortality relationship over the twentieth century. *Journal of Political Economy*. 2016 Feb 1;124(1):105-59.

Ausubel, J. H., Wernick, I. K., & Waggoner, P. E. (2013). Peak farmland and the prospect for land sparing. *Population and Development Review*, 38(s1), 221-242.

#### **March 18. Spring Break: No Class**

#### **March 25. Environmental & Spatial Demography III: Place and Health** (Engelman)

Chetty, R., Stepner, M., Abraham, S., Lin, S., Scuderi, B., Turner, N., ... & Cutler, D. (2016). The association between income and life expectancy in the United States, 2001-2014. *JAMA* 315(16), 1750-1766.

Montez, J. K., Hayward, M. D., & Wolf, D. A. (2017). Do US states' socioeconomic and policy contexts shape adult disability? *Social Science & Medicine* 178, 115-126.

Kramer, Michael R. and Carol R. Hogue. 2009. Is Segregation Bad for Your Health? *Epidemiologic Reviews* 31(1):178-94.

Gaskin, Darrell J., Roland J. Thorpe, Emma E. McGinty, Kelly Bower, Charles Rohde, J. Hunter Young, Thomas A. LaVeist, and Lisa Dubay. 2014. Disparities in Diabetes: The Nexus of Race, Poverty, and Place. *American Journal of Public Health* 104(11):2147-55.

Krieger, Nancy, Justin M. Feldman, Pamela D. Waterman, Jarvis T. Chen, Brent A. Coull, and David Hemenway. 2017. Local Residential Segregation Matters: Stronger Association of Census Tract Compared to Conventional City-Level Measures with Fatal and Non-Fatal Assaults (Total and Firearm Related), Using the Index of Concentration at the Extremes (ICE) for Racial, Economic, and Racialized Economic Segregation, Massachusetts (US), 1995-2010. *Journal of Urban Health* 94(2):244-58.

**April 1. Health Across the Life Course I: Introduction** (Engelman)

Ryder NB. 1965. The Cohort as a Concept in the Study of Social Change. *Am Sociol Rev* 30:843-61.

Riley, Matilda W. 1987. On the Significance of Age in Sociology. *American Sociological Review* 52:1-14.

Elder, Glen H., Jr. 1998. The Life Course as Developmental Theory. *Child Development* 69(1):1-12.

Leonard Pearlin and Marilyn McKean Skaff. 1996. Stress and the Life Course: A Paradigmatic Alliance. *The Gerontologist* 36:239-247.

Settersten, RA. Jr. 2009. It takes two to tango: the (un)easy dance between life course sociology and life-span psychology. *Advances in Life Course Research* 14(1-2):74-81.

**April 8. Health Across the Life Course II: Cumulative (Dis)advantage** (Engelman)

Dannefer, D. Cumulative advantage/disadvantage and the life course: Cross-fertilizing age and social science theory. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences* 58(6):S327S337, 2003.

DiPrete, T. A., & Eirich, G. M. (2006). Cumulative advantage as a mechanism for inequality: A review of theoretical and empirical developments. *Annu. Rev. Sociol.*, 32, 271-297.

Willson, Andrea E., Kim Shuey, and Glen H. Elder, Jr. 2007. Cumulative Advantage Processes as Mechanisms of Inequality in Life Course Health. *American Journal of Sociology* 112: 1886-924.

Ferraro, Ken F. and T.P. Shippee. 2009. Aging and Cumulative Inequality: How Does Inequality Get Under the Skin? *Gerontologist* 49(3):333-343.

**April 15. Health Across the Life Course III: Disparities and Inequities** (Engelman)

Barker, D.J.P. 2007. The origins of the developmental origins theory. *Journal of Internal Medicine* 261:412-17.

Geronimus, A. T., Hicken, M. T., Pearson, J. A., Seashols, S. J., Brown, K. L., & Cruz, T. D. (2010). Do US black women experience stress-related accelerated biological aging?. *Human Nature* 21(1), 19-38.

Dowd, J. B., Zajacova, A., & Aiello, A. (2009). Early origins of health disparities: burden of infection, health, and socioeconomic status in US children. *Social science & medicine*, 68(4), 699-707.

Zajacova, A., Montez, J. K., Herd, P. (2014). Socioeconomic disparities in health among older adults and the implications for the retirement age debate: a brief report. *Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 69(6), 973-978.



Brown, T. H. (2018). Racial stratification, immigration, and health inequality: A life course-intersectional approach. *Social Forces*, 96(4), 1507-1540.

**April 22. Biodemography I: Genomics** (Fletcher)

Conley, Dalton and Jason Fletcher. *The Genome Factor* (2017). Chapters 1-3, Appendix 1-2.

Lee, James J., Robbee Wedow, Aysu Okbay, Edward Kong, Omeed Maghzian, Meghan Zacher, M. Johannesson et al. "Gene discovery and polygenic prediction from a 1.1-million-person GWAS of educational attainment." *Nat Genet* (2018).

*Suggested Readings*

Turkheimer, Eric. 2000. "Three laws of behavior genetics and what they mean." *Current Directions in Psychological Science* 9:160-164.

Jencks, Christopher. 1980. "Heredity, Environment, and Public Policy Reconsidered." *American Sociological Review* 45:723-736.

Branigan, Amelia R., Kenneth J. McCallum, and Jeremy Freese. "Variation in the heritability of educational attainment: An international meta-analysis." *Social forces* 92, no. 1 (2013): 109-140.

Freese, Jeremy. 2008. "Genetics and the Social Science Explanation of Individual Outcomes." *American Journal of Sociology* 114:S1-S35.

Dar-Nimrod, Ilan and Steven J. Heine. 2011. Genetic essentialism: On the deceptive determinism of DNA. *Psychological Bulletin* 137:800-818

**April 29. Biodemography II: Gene/Environment Interactions and Epigenetics** (Fletcher/Engelma

Conley and Fletcher Chapter 5

Witherspoon, David J., Stephen Wooding, Alan R. Rogers, Elizabeth E. Marchani, W. Scott Watkins, Mark A. Batzer, and Lynn B. Jorde. "Genetic similarities within and between human populations." *Genetics* 176, no. 1 (2007): 351-359.

Novembre, John, Toby Johnson, Katarzyna Bryc, Zoltn Kutalik, Adam R. Boyko, Adam Auton, Amit Indap et al. "Genes mirror geography within Europe." *Nature* 456, no. 7218 (2008): 98-101.

Landecker, H., & Panofsky, A. (2013). From social structure to gene regulation, and back: A critical introduction to environmental epigenetics for sociology. *Annual Review of Sociology*, 39, 333-357.

Kuzawa, C. W., & Sweet, E. (2009). Epigenetics and the embodiment of race: developmental origins of US racial disparities in cardiovascular health. *American Journal of Human Biology*, 21(1), 2-15.