

Population and Society Population Economics

Professors: Michal Engelman and James R. Walker
Lectures: Tu/Th 2:30-3:45pm, 6203 Social Sciences
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Office Hours: Friday 10:00-noon, and by appointment
Location: Social Sciences 4432 (Engelman) and 6462 (Walker)

Demography is an interdisciplinary field that deals with the life course of populations, describing how people are born and age; live and reproduce; fall ill and die. Demographic statistics and trends are often used by politicians, the media, and social scientists as launching points or supports for their arguments. Throughout the course, we will focus on issues that feature in contemporary social science and policy debates, including population aging, fertility and reproduction, population and economic development, immigration, and disparities by sex, race, and socioeconomic status.

The course is addressed to two groups of students (a) upper-level undergraduates and (b) graduate students. For some this course will be their only class on population. For others – especially for graduate students thinking about specializing in demography – the course is the first of several they will take. We have aimed to make the readings and lectures informative and challenging to both groups. Because of the mix of students, the amount of reading materials may be higher than usually encountered in other undergraduate courses.

Because demography is an interdisciplinary field, we offer Econ 623 and Soc 663 jointly. Knowledge of more than one specialized discipline (e.g., sociology, economics, population health, anthropology, statistics, mathematics, . . .) is needed to appreciate the depth and breadth of population issues and research. Scholars in population studies do not have to forfeit their disciplinary training but must be willing to respectfully and completely consider alternative approaches beyond their own. Our expectations is that you will do so.

In the course you will be presented with more than one perspective on the basic components of population change: fertility, mortality, migration, aging. We have split the lectures according to our research expertise, and hope that you gain from this division of labor.

We have taught the material several times but this is the first time we have tried to meld the courses. We seek your feedback: please let us know what works, what doesn't, what's confusing, what readings and study aids are helpful and what else could make the material easier to understand.

Readings

Readings should be completed BEFORE the lecture for which they are assigned. There are two types of readings listed below: required and supplementary. Supplementary readings are optional for undergraduates, but graduate students (especially those planning on taking the demography prelim in sociology) should do all the readings.

Most readings are journal articles that represent classic or contemporary treatments of population issues. All the readings except Riley's book (see below) are available on the course's Learn@UW page.

There is one book required for this course:

Riley, James. 2001. *Rising Life Expectancy: A Global History*. Cambridge University Press.

The book is available for purchase at the University bookstore and via Amazon.com. Two copies are also available at the UW libraries.

We highly recommend keeping a short reading journal to help you think about the readings and study for the exams. Suggested format:

- Begin with the full reference
- Identify the main aim of the author(s). For example: to critically review a particular literature, or to answer a specific research question, or to test a hypothesis.
- Briefly describe the data used in the reading (if any) and the methods (if any).
- List, in bullet form, up to 5 main “take-home messages” of the reading.
- What are the major strengths and limitations of the reading?
- What question(s) or complaints do you have about this reading?

Course requirements, assignments, & grading

1. Two exams (30% each). The first exam (October 20) will cover the topics of mortality change and population health, the second (December 15) will cover material presented since the first midterm.

2. Research paper (40%). Your research paper grade will include three components: (i) Paper topic and bibliography (5%, due October 1st); (ii) Detailed outline and thesis statement (5%, due November 10); and (iii) Complete research paper (30%, due by Friday, December 18, 5:00 pm). See more details below.

3. Attendance policy. EXPECTED. We will take attendance every class via a short quiz (conducted sometime during class) on material covered previously in class or in the assigned readings. Results on the quizzes will be used as “tie-breakers” when assigning final grades. Students with a perfect class attendance will receive 5% of extra credit. The attendance quizzes will not be returned or otherwise graded.

At the conclusion of the semester, the instructors will determine the common distribution of final grades.

Research paper

For their final paper, students are expected to identify a contemporary population issue and review the relevant academic literature. Successful papers will be structured around a research question (e.g. How has the HIV epidemic influenced fertility patterns in sub-Saharan Africa? How are rising levels of education influencing the health of aging populations? What is the relationship between population growth and environmental change?) and will cite at least five articles (that we have not discussed in class) from peer-reviewed scientific journals. Graduate students are encouraged to choose a topic that relates to their broader research interests. All students are welcome to meet with us during office hours for assistance choosing a paper topic.

On October 1st, students will submit their proposed paper topic (ideally phrased as a research question, like the examples above) along with a bibliography of 5-7 relevant articles that you can draw on to answer that research question. Then, on November 10th, you will submit a detailed outline that

includes your thesis statement (ideally: a carefully considered answer to the research question you posed) and a summary of the key arguments and data points you will use to support your thesis. You will receive feedback on these assignments and will be expected to incorporate that feedback as you write your paper. Late assignments will lose one letter grade for each day that they are late.

Your final papers must be double spaced, in 12pt Times New Roman font. Undergraduates should plan to write 6-8 pages; graduate students should plan to write 8-12 pages. The final papers are due on December 18th via the course dropbox on Learn@UW.

Accommodations

Please send the instructors an **email by the end of the second week of the course** if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. **Provide a copy of your accommodations request (VISA) to the instructor by the end of the second week of class.** We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an **email by the end of the second week of the course** stating the specific date(s) for which you request accommodation. See <https://kb.wisc.edu/page.php?id=21698> for details on UW's campus policy.

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.

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.

Logistics and Classroom Etiquette:

Laptops and **all** other electronic devices (cell phones, iPads, tablets, etc.) should be in “sleep” or “airplane” mode at the beginning of class. Electronic devices are **not** allowed for use in class, (unless approved (with documentation) by the McBurney Center). Electronic devices prove distracting and create barriers for communication and sociability. The course requires a minimum amount of note taking. We will post in a timely fashion lecture notes and supplementary material on the course web page. As a courtesy to your fellow students and the instructors, please arrive on time and stay for the entire class. If you must leave early, courtesy dictates you notify the speaker before class. Also, please sit by the door.

Grievance and Appeal Procedures

The Departments of Economics and Sociology have developed a grievance procedure through which you may register comments or complaints about a course, instructor, or a teaching assistant. Both departments also use course evaluations. If you wish to make anonymous complaints to an instructor or teaching assistant, the appropriate vehicle is the course evaluation. If you have a disagreement with an instructor, we strongly encourage you to resolve the dispute with him or her. The grievance procedure is for situations where neither the course evaluation nor direct contact is appropriate.

To file a grievance with the Economics department, you should go to the undergraduate departmental office (Social Science 7238) and request a Course Content Sheet. On it you must provide a detailed statement about what you find unsatisfactory. You must also sign the sheet, provide your student ID number, an address and phone number. The Departments investigate grievances fully and will respond in writing. Your name, address, phone number and student ID will not be provided to the instructor or teaching assistant and will be treated confidentially. The Department uses this information in case the Department Chair or the chair’s nominee wishes to meet with the student to gather additional information. The written response is mailed to the address provided by the student.

If you would like to report an immediate concern to the Sociology office, please contact the chair at 8128 Social Science, or via email: Pamela.oliver@wisc.edu

Sociology learning objectives

Beyond the specific substantive and methodological content we will cover in this course, we have designed this course to achieve 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 will write papers 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.
- *Prepare for Graduate School and the Job Market:* Students use their social research skills to identify opportunities for employment or further study, assess their qualifications for these opportunities, and identify strategies for gaining the necessary knowledge and experience to improve their qualifications. Students are encouraged to develop and maintain portfolios of their written work and educational experiences to aid them in preparing applications.
- *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.

Career Help for Econ Majors

If you would like to discuss career options and career skills learned as an economics major, you are encouraged to email the Department Career Coordinator, Elizabeth Foste at foste@wisc.edu.

Course Overview and Organization

Table 1: Lecture Topics and Instructor

Week	Date	Topic	Notes
1	September 3	Introduction	ME & JW
2	September 8	Demographic transition & population growth	ME
	September 10	Malthus: Theory and Evidence	JW
3	September 15	Rising longevity	ME
	September 17	Population and economic development	JW
4	September 22	Medicine, public health, & mortality decline	ME
	September 24	Epidemiologic transition	ME
5	September 29	Population aging	ME
	October 1	Inequalities by sex	ME, Paper topic due
6	October 6	Inequalities by socioeconomic status	ME
	October 8	Inequalities by race	ME
7	October 13	Health across the life course	ME
	October 15	Review	ME
8	October 20	Exam 1	
	October 22	Fertility Overview: Levels, Trends, Measurement	JW
9	October 27	Neoclassical economic theory of fertility	JW
	October 29	Easterlin: Perspective of a reluctant economist	JW
10	November 3	Anthropological and sociological theories of fertility	JW
	November 5	Family Planning Programs	ME
11	November 10	Fertility response to mortality	JW, Outline due
	November 12	Different perspectives on marriage	JW
12	November 17	Matching Markets: On the job and at home	JW
	November 19	Household Behavior: Altruism and Rotten Kids	JW
13	November 24	Population Environment: Tragedy of the Commons	JW
	November 26	<i>Thanksgiving</i>	<i>No class</i>
14	December 1	Migration: Economic perspectives	JW
	December 3	Migration and health	ME
15	December 8	Weighing Lives	JW
	December 10	Review & Conclusion	JW & ME
16	December 15	Exam II	

The final paper will is due on or before Friday, December 18.

Detailed Schedule

Thur. Sept 3: Introduction to the course

Supplementary reading

Xie, Y. (2000). Demography: Past, present, and future. *Journal of the American Statistical Association* 95(450): 670-673.

McNicoll, G. (2007). Taking stock of population studies: A review essay. *Population and Development Review* 33(3): 607-615.

Tue. Sept 8: Demographic Transition & Population growth

Required reading

Riley, J. (2001). *Rising Life Expectancy: A Global History*. Cambridge University Press. Introduction and chapter 1.

Supplementary reading

Lee, R. (2003). The Demographic Transition: Three Centuries of Fundamental Change. *The Journal of Economic Perspectives* 17:167-190.

United Nations (2011). Population prospects for the twenty-first century: The 2010 United Nations projections. *Population and Development Review* 37(2): 407-411.

Thurs, Sept 10: Malthus: Theory and Evidence

Required reading

Kaplan, R. (2008) "The Return of Thomas Malthus" *The Atlantic Monthly* July 1, 2008.

Malthus, T. R. (1798) *An Essay on The Principle of Population*. Chapters 1-5.

Supplementary reading

United Nations. (1973) *The Determinants and Consequences of Population Trends: A New Summary of Findings on Interaction of Demographic, Economic, and Social Factors*. Volume 1. Chapter 3 Population Theories Sections A-E, pp. 33-51.

Eckstein, Z. and T.P. Schultz and K.I. Wolpin (1985) Short-run fluctuations in fertility and mortality in pre-industrial Sweden, *European Economic Review* 26: 295-317.

Lee, R. and M. Anderson (2002) Malthus in State-Space: Macro economic-demographic relations in English history, 1540-1870. *Journal of Population Economics* 15(2): 295-317.

Weil, D.N. and J. Wilde (2009) How relevant is Malthus for economic development today? *American Economic Review* 99(2): 255-260.

Tue., Sept 15: Rising longevity

Required reading

Riley, ch. 5

Oeppen, J. and Vaupel, J. 2002. Broken limits to life expectancy? *Science* 296 (10 May 2002): 1029-31.

Supplementary reading

Wilmoth, John R. 2007. "Human Longevity in Historical Perspective." Pp. 11-22 in *Physiological Basis of Aging and Geriatrics* (4th ed.), edited by P. S. Timiras. New York: Informa Healthcare.

Vaupel, J. W. (2010). Biodemography of human ageing. *Nature*, 464(7288), 536-542.

Vallin, Jacques, and France Meslè (2010) Will life expectancy increase indefinitely by three months every year? *Population & Societies*, No. 473, pp. 1-4.

Thurs., Sept 17: Population & economic development

Required reading

Riley, *Rising Life Expectancy*, chapter 4.

Cutler, D., and A. Deaton, and A. Lleras-Muney (2006) The Determinants of mortality. *Journal of Economic Perspectives* 20(3): 97–120.

Supplementary reading

Caldwell, J.C. 1986. Routes to low mortality in poor countries. *Population and Development Review* 12(2):171-220.

Deaton, A. (2006) The Great Escape: A Review of Robert Fogel's *The Escape from Hunger and Premature Death, 1700–2100*. *Journal of Economics Literature* 44(1): 106–114.

Fogel, R. W. (1994) Economic growth, population theory, and physiology: The bearing of long-term processes on making of health policy. *American Economic Review* 84(3), 369–395.

Lee, R.D. (2009) New perspectives on population growth and economic development. Working Paper, University of California at Berkeley, Center on the Economics and Demography of Aging, <http://www.ceda.berkeley.edu/Publications/pdfs/rlee/UNFPANewPerspectives09.pdf>.

Tue. Sept 22: Why did mortality decline? The role of medicine and public health

Required reading

Riley, *Rising Life Expectancy*, chapters 2 and 3.

Colgrove, J. 2002. The McKeown Thesis: A Historical Controversy and Its Enduring Influence. *Am J Public Health* 92:725-729.

Supplementary reading

McKeown T, Brown RG. 1955. Medical evidence related to English population changes in the eighteenth century. *Population Studies*. 9:119-141.

Szreter, S. 1988. The importance of social intervention in Britain's mortality decline c. 1850-1914: A re-interpretation of the role of public health. *Social History of Medicine* Pp. 1-38.

David Cutler and Grant Miller. 2005. The role of public health improvements in health advances: The twentieth-century United States. *Demography*. 42(1): 1-22.

Thurs., Sept 24: Epidemiologic transition

Required reading

Omran, A.R. 1971. The epidemiologic transition: A theory of the epidemiology of population change. *Milbank Memorial Fund Quarterly* 49:501-538. (Reprinted in 2005).

Bloom, B.R. (2005, September). Public health in transition. *Scientific American* 92-99.

Supplementary reading

Murray, C. J., and Lopez, A. D. (2013). Measuring the global burden of disease. *New England Journal of Medicine*, 369(5), 448-457.

Rogers R.G. and R. Hackenberg. 1987. Extending epidemiological transition theory: a new stage. *Social Biology* 34(3-4):234-243.

Olshansky, S.J. and Ault, A.B. 1986. The fourth stage of the epidemiologic transition: The age of delayed degenerative diseases, *The Milbank Quarterly* 64(3).

Tue., Sept 29: Population aging

Required reading

Martin. 2011. Demography and Aging pp. 33-45 in Binstock & George, Handbook of Aging and the Social Sciences, 7th Edition.

Macarthur Foundation Research Network on an Aging Society. 2009. acts and Fictions about an Aging America *Contexts* 8:16-21.

Fries, J.F. 1980. Aging, natural death, and the compression of morbidity. *New England Journal of Medicine* 303: 130-135.

Supplementary reading

Goldstein, J.R. 2009. How populations age. In: *International Handbook of Population Aging*, Peter Uhlenberg, Ed. Springer, pp.7-18.

John Wilmoth (2000). Demography of longevity: past, present and future trends. *Experimental Gerontology*. 35: 1111-1129

Eileen Crimmins and Hiram Beltran-Sanchez. 2010. Mortality and Morbidity Trends: Is there Compression of Morbidity? *Journal of Gerontology: Social Sciences*. 66B(1): 75-86.

Weil, David (2006) Population aging. NBER Working papers #12147.

Thurs., Oct 1: Inequalities by sex/gender

Required reading

Zhu, W.X., L. Lu, and T. Hesketh. (2009) China's excess males, sex selective abortion and one child policy. *British Medical Journal* 1-6.

Buvinic, M., Gupta, M. D., & Casabonne, U. 2009. Gender, poverty and demography: An overview. *The World Bank Economic Review*, lhp013.

Anne Case and Christina Paxson. 2005. Sex Differences in Morbidity and Mortality. *Demography* 42(2):189-214.

Supplementary reading

Knodel, J and M.B. Osftedal 2003. Gender and aging in the developing world: Where are the men? *Population and Development Review* 29(4): 677-98.

Preston, S and H. Wang. 2006. Sex mortality differences in the United States: the role of cohort smoking patterns. *Demography* 43(4):631-646.

Tue. Oct 6: Inequalities by socioeconomic status

*** Paper topic/research question and bibliography due in class ***

Required reading

M. Marmot. 2002. ?The influence of income on health: view of an epidemiologist.? *Health Affairs* 21(2):31-46.

Link, B. and J. Phelan. 1995. Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior*. 35:80-94

Supplementary reading

Smith, J. 2005. Unraveling the SES-health connection. *Population and Development Review* 30 (supplement): 108-32.

Lleras-Muney, A. 2005. The Relationship Between Education and Adult Mortality in the United States. *Review of Economic Studies* 72(1):189-221.

Thurs. Oct 8: Inequalities by race

Required reading

American Anthropological Association, 1998. Statement on Race
<http://www.aaanet.org/stmts/racepp.htm>

Hummer, R. A. (1996). Black-white differences in health and mortality. *The Sociological Quarterly* 37(1), 105-125.

Patterson, Evelyn J. 2010. Incarcerating Death: Mortality in U.S. State Correctional Facilities 1985-1998. *Demography* 47(3): 587-607.

Supplementary reading

Geronimus, A. T., Hicken, M., Keene, D., Bound, J. 2006. "Weathering" and age patterns of allostatic load scores among blacks and whites in the United States. *American Journal of Public Health* 96(5).

Lynch, S. M., Brown, J. S., Harmsen, K. G. 2003. Black-white differences in mortality compression and deceleration and the mortality crossover reconsidered. *Research on Aging*, 25(5), 456-483.

Tue., Oct 13: Life course linkages

Required reading

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

Montez J.K. and M.D. Hayward. 2011. Early life conditions and later life mortality. pp.187-206 in R.G. Rogers and E.M. Crimmins (eds). *International Handbook of Adult Mortality*. Springer.

Supplementary reading

Hayward, M. D., Gorman, B. K. 2004. The long arm of childhood: The influence of early-life social conditions on men's mortality. *Demography* 41(1), 87-107.

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):S327-S337, 2003.

Thurs., Oct 15: Review

Tue., Oct 20: * EXAM 1 *

Thurs. Oct 22: Fertility overview: Levels, trends, measurement

Required reading

McFalls, Joseph (2007) *Population: A Lively Introduction, 4th Edition*. Population Reference Bureau.

Population Reference Bureau (2015) *World Population Data Sheet*.

United Nations (2014) *A Concise Report on the World Population Situation in 2014*. (Especially pages 6-11.)

Supplementary reading

Ryder, Norman (1980) Components of temporal variation in American Fertility, in R.W. Hiorns (ed.) *Demographic Patterns in Developed Societies*. pp 15-45.

Ryder, N. (1986) Observations on the measurement of cohort fertility in the United States, *Population and Development Review* 12(4): 617-643.

Tue. Oct 27: Neoclassical economic theory of fertility

Required reading

Becker, G. S. (1960) An Economic Framework for fertility analysis. In A. Coale and T. Hoover (eds.), *Demographic and Economic Change in Developed Countries*. pp. 209-231. Princeton University Press.

Schultz, T.P. (1981) *Economics of Population*. Chapter 6. pp. 150-190.

Supplementary reading

Feyrer, James and Bruce Sacerdote and Ariel Dora Stern (2008) Will the Stork Return to Europe and Japan? Understanding Fertility within Developed Countries, *Journal of Economic Perspectives* 22(3): 3-22.

Hotz, V. J. and J. Klerman and R. Willis (1997) The economics of fertility in developed countries. In O. Stark and M. Rosenzweig (Eds.) *Handbook of Population Economics*, Volume 1. Chapter 7. North Holland.

Schultz, T. P. (1997) The demand for children in low income countries. In O. Stark and M. Rosenzweig (Eds.) *Handbook of Population Economics*, Volume 1. Chapter 8. North Holland.

Schultz, T.P. (1985) Changing World Prices, Women's Wages, and the Fertility Transition in Sweden, 1860-1910. *Journal of Political Economy* 93(6): 1126-1154.

Thurs. Oct 29: Easterlin: Perspective of a reluctant economist

Required reading

Easterlin, R. A. (1961) The American Baby Boom in Historical Perspective. *American Economic Review* 51(5): 869–911.

Easterlin, R.A. (1987) The Easterlin Hypothesis. In J. Eatwell, M. Milgate, and P. Newman (eds.) *The New Palgrave: A Dictionary of Economics 2*. The Stockman Press. New York. pp. 1-4.

Supplementary reading

Easterlin, R.A. (1978) The economics and sociology of fertility: A synthesis. In C. Tilly (ed.) *Historical Studies of Changing Fertility*. University of Chicago Press. pp. 57–132.

Macunovich, D. (1998) Fertility and the Easterlin hypothesis: An assessment of the literature. *Journal of Population Economics* 11:53–111.

Tue. Nov 3: Anthropological and Sociological Theories of Fertility

Required reading

Coale, A. (1973) The demographic transition reconsidered. In *International Population Conference, Liège, 1973*. Vol 1. International Union for the Scientific Study of Population, 53-72.

Cleland, J. and C. Wilson (1987) Demand theories of the fertility transition: An iconoclastic view. *Population Studies* 41(1): 5-30.

Van de Kaa, Dirk J. The second demographic transition revisited: Theories and Expectations. In G. Beets et al. (eds.) *Population and Family in the Low Countries 1993: Late Fertility and Other Current Issues*. NIDI CGBS Publications No 30, pp. 81-126.

Supplementary reading

Abella, Eric (2004) *Culture, Biology, and Anthropological Demography*. Cambridge University Press. Chapter 3 Mating Effort and Demographic Strategies. pp. 70-110.

Montgomery, Mark and Casterline, John (1993) Social learning, social influence, and new models of fertility. *Population and Development Review*. 22 (Supplement): 151-175.

Upton, Rebecca (2011) Using infertility, useful fertility: Cultural imperatives on the value of children in the United States. In Lauster, Nathanael, Allan, Gramham (eds.) *End of Children? Changing Trends in Childbearing and Childhood*. University of British Columbia Press. Chapter 3, pp 54-69.

Thurs. Nov 5: Family Planning Programs

Required reading

Sinding, Steven W. 2008. "Overview and Perspective." Pp. 1-12 in *The Global Family Planning Revolution*, edited by W. C. Robinson and J. A. Ross. Washington, DC: The World Bank.

Cleland, J. et. al. 2006. Family planning: The unfinished agenda. *The Lancet* 368: 1810-27.

Kaiser, Jocelyn. 2011. Does Family Planning Bring Down Fertility? *Science* 333(6042):548-49.

Supplementary reading

Amy Tsui. 2001. Population Policies, Family Planning Programs and Fertility: The Record. *Population and Development Review*. 27(Suppl): 184-204.

Finkle, J. L., McIntosh, C. A. 2002. United Nations Population Conferences: Shaping the Policy Agenda for the Twenty-first Century. *Studies in Family Planning*, 33(1), 11-23.

Connelly, Matthew (2006). Population control in India: Prologue to the Emergency Period." *Population and Development Review*. 32(4): 629 - 667

Tue. Nov 10: Fertility Response to Mortality

Required reading

Ben Porath, Y. (1976) Fertility Response to Child Mortality: Micro Data from Israel. *Journal of Political Economy* 84(4, Part 2): S163-S178.

Guinnane, T. W. (2011) The Historical Fertility Transition: A Guide for Economists. *Journal of Economic Literature* 49(3): 589-614.

Supplementary reading

Eckstein, Zvi, Mira, Pedro, Wolpin, Kenneth I. (1998) A Quantitative Analysis of Swedish Fertility Dynamics: 1751-1990. *Review of Economic Dynamics* 2: 137-165.

Mira, Pedro (2007) Uncertain Infant Mortality, Learning, and Life-cycle fertility. *International Economic Review* 48(3): 809-846.

Wolpin, Kenneth I. (1998) The Impact of Infant and Child Mortality Risk on Fertility. In Montgomery, Mark K. and Cohnen, Barney (eds.) *From Death to Birth: mortality Decline and Reproductive Change*. Chapter 3. pp. 74-111.

Thurs. Nov 12: Different Perspectives on Marriage

Required reading

Becker, G. (1993) Nobel Lecture: The economic way of looking at behavior. *Journal of Political Economy* 90(3): 385-409.

Cherlin, Andrew J. (1999) Going to extremes: Family structure, children's well-being and social science. *Demography* 36(4): 483-498.

Hajnal, J. (1982) Two kinds of preindustrial household formation systems. *Population and Development Review* 8(3): 449-494.

Supplementary reading

Tue., Nov 17: Matching Markets: On the job and at home

Required reading

Browning, Martin, Chiapoori, Pierre-André, and Weiss, Yoram (2014) *Economics of the Family*. Introduction, Chapter 1. pp. 1-10, 11-57.

Supplementary reading

Browning, Martin, Chiapoori, Pierre-André, and Weiss, Yoram (2014) *Economics of the Family*. Chapters 7, 10. pp. 277-315, 414-437.

Rosenzweig, Mark R. and Stark, Oded (1989) Consumption Smoothing, Migration and Marriage: Evidence from Rural India. *Journal of Political Economy* 97(4): 905-926.

Thurs. Nov 19: Household Behavior: Altruism and Rotten Kids

Required reading

Bergstrom, T. C (1996) Economics in a family way. *Journal of Economics Literature* 34(4): 1903-1934.

Supplementary reading

Chiappori, Pierre-André, Oreffice, Sonia, Quintana-Domeque, Climent (2012) Fatter Attraction: Anthropometric and socioeconomic matching on the marriage market *Journal of Political Economy* 120(4): 659-695.

Tue. Nov 24: Population and Environment: tragedy of the commons

Required reading

Hardin, Garret (1968) Tragedy of the Commons, *Science* 162(3859): 1243-1248.

Mann, Michael (1993) How many is too many? *The Atlantic Monthly*.

Supplementary reading

Ostrom, Elinor, Nagendra, Harini (2006) Insights on linking forests, trees, and people from the air, on the ground, and in the laboratory. *Proceedings of the National Academy of Science* (December, 19, 2006) 103(21): 19224-19231.

Thurs. Nov 26: Happy Thanksgiving! No class

Tue. Dec 1: Migration: Economic perspectives

Required reading

Schultz, Theodore (1961) Investment in human capital. *American Economic Review* 51(1): 1-17.

Walker, J.R. (2006) *Economic Perspectives on Family and Migration*, Prepared for “The Moving Americans” conference at the University of Seattle, May 4-6.

Supplementary reading

Kennan, J. and Walker, J.R. (2011) The effect of expected income on individual migration decisions. *Econometrica* 79(1): 211-251.

Castles, S., Miller, M. (2003) *The Age of Migration: International Population Movements in the Modern World*. Chapters 1, 4, 10, 12, pp. 1-20, 68-93, 220-254, 278-290.

Massey, D.J., et al. (1993) Theories of International Migration: A Review and Appraisal, *Population and Development Review* 19(3): 431-466.

Thurs.Dec 3: Migration and health

Required reading

Cunningham, S. A., Ruben, J. D., & Narayan, K. V. (2008). Health of foreign-born people in the United States: A review. *Health & place*, 14(4), 623-635.

Dupre, M. E., Gu, D., & Vaupel, J. W. (2012). Survival differences among native-born and foreign-born older adults in the United States. *PloS One*, 7(5), e37177.

Supplementary reading

A. Palloni and E. Arias. (2004). Paradox Lost: Explaining the Hispanic American Mortality Advantage. *Demography* 41(3):385-415.

Antecol, H. and K. Bedard. (2006). Unhealthy assimilation: Why do immigrants converge to American health status levels? *Demography* 43(2): 337-360.

Tue. Dec 8, Weighing Lives: Ethical Considerations in Population Analysis

Required reading

Sen (1993) The economics of life and death. *Scientific American* 268(5): 40-47.

Broome, John (2004) *Weighing Lives*. Oxford University Press. Pp. 3-28, 200-211.

Supplementary reading

Dasgupta, Partha (1993) *An Inquiry into Well-Being and Destitution*. Chapter 13. pp. 377-394.

Nussbaum, Nancy (2011) *Creating Capabilities*. Belknap Press. Chapter 2. 17-45.

Thurs. Dec 10: Review & Conclusion

Tue., Dec 15: Exam II

Final paper will be due via the Learn@UW DropBox on Friday, December 18, 5pm.