PAM 2030: POPULATION & PUBLIC POLICY, Spring 2016  
Tuesday/Thursday, 1:25 – 2:40  
MVR G71

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Office Hours: Monday, 10:30 – 12:00, or by appointment

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Office Hours: Thursdays 11:30 – 1:00pm

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E-mail: MH2337@Cornell.Edu  
Campus Address: MVR 3M28  
Office Hours: Wednesdays 3:00 – 4:30pm

Course Website: The course web site will be used for posting the syllabus, assignments, readings, announcements of extra credit opportunities, and more, at: [http://blackboard.cornell.edu/](http://blackboard.cornell.edu/).

Course Description: Population and Public Policy exposes students to the logic and skills of demographic research and policy analysis. The course emphasizes the nature, collection, and interpretation of demographic data, the application of demographic techniques, the major components (i.e., fertility, mortality, and migration) of national and global population change, and contemporary population problems (e.g., teen childbearing, the sex composition of the population, etc.). The course also emphasizes public policies that can influence demographic change. The format of the course will primarily involve lectures and class discussion. Students are expected to attend each class and be prepared to discuss the assigned materials.

Course Objectives: Fundamental objectives of this course are: 1) to gain a broader understanding of the demographic forces that shape our daily lives; 2) to apply basic tools of demographic analysis to population data; and 3) to develop skills for assessing and synthesizing evidence in social demography.

The class is structured to provide various ways for students to interact with the course material, including readings, hands-on empirical research, and in-class discussions. Assignments will provide opportunities for reflecting, writing, and doing demographic analysis, and class time will include lecture and discussion. Your active participation in this process is critical to our learning objectives.

Readings: Class discussion, assignments, and exams depend on your careful and critical reading of the course materials, and they should be completed before class on the date specified. There is one required book, available for purchase at the Cornell University Store, Kraftees, and on Amazon.com. Copies are also on reserve at Mann Library. Note: Earlier versions of the book are quite similar (and cheaper), though the material may not have the latest data.

Text:  

There are a number of additional readings (non-technical articles and policy briefs) available on Blackboard (under “Course Documents”).
**COURSE ASSESSMENTS: How will grades be determined?**

**Two Exams.** There will be a midterm, worth 15%, and a final exam, worth 25% of the total grade. The mid-term and final will be in-class, closed book exams that include identifications, definitions, interpretations of data, and perhaps short essays. They will cover all course material (lectures, readings, discussions, clips, etc.) and are intended to gauge your understanding of key concepts.

**Empirical Assignments (5 exercises, worth 10% each):** There will be five short empirical writing assignments. These are designed to have you think about population data, apply demographic techniques, critically engage with the readings and other course material, and write clearly. While the emphasis will be placed on evidence of your knowledge and comprehension, the quality of your writing (including grammar, spelling, and clarity) will also affect your grades.

**Class Attendance & Participation (10%):** Students are expected to come to class ready to engage with the course material. If missing lecture, leaving early, or arriving late to class is unavoidable, make arrangements in advance with a classmate to help with missed material. Class attendance will be measured with i>Clickers, which are required at each lecture. We use them to assess comprehension of material, enhance learning and recall, and facilitate discussion. i>Clicker remotes and subscriptions are available for purchase at the Cornell University Store. There is also an i>Clicker phone app. There will be one for-credit i>Clicker question posted in each class: 2 points will be given for a correct answer, 1 point for an incorrect answer, and 0 points for no answer. Missed i>Clicker questions cannot be made up for any reason, but I will drop the lowest 2 scores on these graded questions.

Class Participation is a multifaceted creature. Some students are quite comfortable talking in class, others sit in the front row and let me know they are attentive, while others post interesting and relevant articles they have found on the course Discussion board. All of these are forms of participation. The best way to ensure that we know you have been participating in class is to introduce yourself to us!

**Absences and Late Papers:** Students are responsible for all announcements made and material covered during their absence. Make-up exams and extensions are offered only for extreme circumstances, and must be requested in advance. **Late assignments will be penalized a half-grade for each day late, and will only be accepted for 4 days.** Special allowances are, of course, made for those with family emergencies, but you will need to talk to the Professor about those as they are taking place, and provide documentation.

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<thead>
<tr>
<th>Summary of Graded Assignments:</th>
<th>Due Date</th>
<th>Value</th>
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<tbody>
<tr>
<td>Midterm (Exam 1)</td>
<td>March 15\textsuperscript{th} (in class)</td>
<td>15%</td>
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<tr>
<td>Final (Exam 2)</td>
<td>TBD</td>
<td>25%</td>
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<tr>
<td>Attendance/Participation</td>
<td>Every Class!</td>
<td>10%</td>
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<tr>
<td>Exercise 1 (Data)</td>
<td>Feb. 18\textsuperscript{th}</td>
<td>10%</td>
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<td>Exercise 2 (Population Composition)</td>
<td>March 3\textsuperscript{rd}</td>
<td>10%</td>
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<td>Exercise 3 (Mortality)</td>
<td>March 22\textsuperscript{nd}</td>
<td>10%</td>
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<td>Exercise 4 (Fertility)</td>
<td>April 7\textsuperscript{th}</td>
<td>10%</td>
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<tr>
<td>Exercise 5 (Migration)</td>
<td>April 28\textsuperscript{th}</td>
<td>10%</td>
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COURSE POLICIES AND RESOURCES

Writing resources: Students are expected to be familiar with established practices for acknowledging the use of academic resources. A useful tutorial for avoiding plagiarism is available at http://plagiarism.arts.cornell.edu/tutorial/index.dfm. The library also offers a range of services to assist students in the research process, including consultations with a librarian to answer questions about why, how, and when to document sources, or go to http://www.mannlib.cornell.edu/library-services/consulting.

Academic integrity statement: Absolute integrity is expected of every Cornell student in all academic undertakings. The values inherent to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. A Cornell student’s submission of work for academic credit indicates that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic position truthfully reported at all times. For further information regarding the Cornell Code of Academic Integrity, see http://cuinfo.cornell.edu/aic.cfm.

Course materials posted on Blackboard are intellectual property belonging to the professor. Students are not permitted to buy or sell course materials without the express permission of the instructor. Such unauthorized behavior constitutes academic misconduct.

Turnitin.com acknowledgement: Students agree by taking this course that all papers submitted for the course may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Turning In Course Assignments: In order to facilitate the grading process, we are asking you to turn in projects electronically, on Blackboard (via Turn-It-In). You are also required to bring a hard copy to class. The Blackboard submission is your insurance in case the hard copy gets misplaced or lost; it logs the date and time you entered it. If both forms are not completed (hard copy, turn-it-in), papers will be reduced by 5 points.

Disability accommodations: In compliance with section 504 of Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodations will be provided students with documented disabilities. Students with disabilities must provide the College with appropriate documentation of their disability before any accommodation can be made. Reasonable accommodation will be provided, on a case-by-case basis.
## Course Schedule and Major Due Dates:

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<thead>
<tr>
<th>Dates</th>
<th>Topics and Readings</th>
<th>References</th>
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<tbody>
<tr>
<td><strong>January 28</strong></td>
<td>What is Demography? How Does Demography Inform Public Policy?</td>
<td>Weeks, Chapter 1 (Introduction to Demography)</td>
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<tr>
<td><strong>WEEK 2</strong></td>
<td><strong>U.S. and Global Population: Reasons for Public Concern</strong></td>
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<td><strong>February 2</strong></td>
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<td><strong>February 4</strong></td>
<td><strong>How Do We Know What We Know? Demographic Data</strong></td>
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<td><strong>WEEK 3</strong></td>
<td><strong>DEMOGRAPHIC PERSPECTIVES: Malthus and the Population Debate</strong></td>
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<td><strong>February 9</strong></td>
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<td><strong>February 11</strong></td>
<td><strong>The Theory of the Demographic Transition</strong></td>
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<td><strong>WEEK 4</strong></td>
<td><strong>No Class</strong></td>
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<td><strong>February 16</strong></td>
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PART II: POPULATION COMPOSITION

February 18
Age and Sex Distribution
Weeks, Chapter 8 (The Age Transition)

Exercise 2 Due

Exercise 1 Due

WEEK 5
February 23
America’s Changing Racial/Ethnic Composition


February 25
Mortality & Morbidity: Concepts and Measurement

Discuss Exercise 3

Weeks, Chapter 5 (The Health and Mortality Transition)

WEEK 6
March 1
- James W. Vaupel. 2010. “Biodemography of Human Ageing.” *Nature*, 464(March):536-542. (This one is also available as an MP3, in case you want to listen to it while walking – go to the library and look it up under this reference).

News Stories

March 3
Fertility: Concepts and Measurement

Discuss Exercise 4

Exercise 2 Due

WEEK 7
March 8  Fertility Transitions and Family Planning


March 10  Reproductive Rights and the Contraceptive Revolution


WEEK 8
March 15  MID-TERM EXAM  (In class)

March 17  Out-of-Wedlock Childbearing: Teen Births, Unintended Births, Cohabitating Births . . . Cause for Concern?


WEEK 9
March 22  The Family & Household Transition (or Why Marry? Threats to Traditional Marriage)  Exercise 3 Due

Weeks, Chapter 10 (The Family and Household Transition)
March 24  
**Does Marriage Matter? Marriage and Public Policy**


**SPRING BREAK: March 29, March 31**

**WEEK 10**

April 5  
**Interracial Marriage and Changing Racial Boundaries**


**Guest Lecture**

April 7  
**Work-Family Debates: How Are the Kids Doing? Exercise 4 Due**


**WEEK 11**

April 12  
**Migration: Concepts and Measurement**  
Discuss Exercise 5

Weeks, Chapter 7

April 14  
**Urbanization: U.S. and Global Dimensions**

Weeks, Chapter 9

**WEEK 12**

April 19  
**Why Blacks and Whites Live in Different Neighborhoods**


April 21

Immigration and Public Policy


WEEK 13

April 26

Immigration and Assimilation


April 28

Poverty and Welfare Policy

Exercise 5 Due


WEEK 14

May 3

POPULATION AND THE ENVIRONMENT

Weeks, Chapter 11

May 5  
**How Many Is Too Many? Contemporary Debates**


**WEEK 15**  
May 10  
**Global and U.S. Inequality: Why It Matters**


Review for final exam

May 16-24  
**FINAL EXAM (TBA)**

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<tbody>
<tr>
<td>Chapter 2, Global Pop. Trends</td>
<td>pp. 25-38</td>
<td>pp. 30-46</td>
<td>pp. 30-45</td>
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<tr>
<td>Chapter 4, Demographic Data</td>
<td>Skim pp. 127-136</td>
<td>Skim pp. 135-144</td>
<td>Skim pp. 135-145</td>
</tr>
<tr>
<td>Chapter 6, The Fertility Transition</td>
<td>pp. 189-223 (skim 234-246)</td>
<td>pp. 197-233 (skim 244-257)</td>
<td>pp. 198-234 (skim 245-257)</td>
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