

SOCI 626 Demographic Methods
Fall 2017
Thursdays 10:35 p.m.-12:25 p.m.
Peterson 310

Instructor: Prof. Shelley Clark
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Office hours: Thursdays 12:30 p.m. – 2:30 p.m. or by appointment

Course description:

This is a survey course in techniques that are widely used in demographic analysis. These include techniques that describe population structure, analyze demographic dynamics, and evaluate demographic data. The aim of this course is to introduce you to these various demographic methods, to understand their strengths and weaknesses, and to see how these techniques may be applicable to your own research.

There are no specific pre-requisites for this course. I will assume you have a basic knowledge of demography and social science research. If you have not had a specific class in demography you may want to pick up a textbook to use as a reference (e.g. Weeks, John R. 2012. *Population: An Introduction to Concepts and Issues*). The library has some of these books on its shelves.

Some basic math skills (adding, subtracting, division, multiplication, exponentiation, etc) are necessary to be successful. You do not need to be a “stats” person, only willing to look at and work with tables, numbers, and simple formulae.

Course website:

We will make use of the course website through myCourses. Readings not in the text book may be posted there and I will use the email feature for most email communications.

Required text:

Rowland, D. T. 2003. *Demographic Methods and Concepts*. Oxford: Oxford University Press. Available for purchase at the McGill Bookstore. A copy of the book is also on reserve in the library.

This book comes with a CD containing additional exercises. Some of these will be included in the homework.

Additional readings can be found electronically through myCourses or the library. If not, they will be made available to students either through the myCourses website or as an email attachment.

You will need a calculator for this class. Most, if not all, the calculations will only require a basic calculator.

You may want to download *Population Handbook* from the Population Reference Bureau to use as an additional reference. <http://www.prb.org/Publications/Reports/2011/prb-population-handbook-2011.aspx>

Course requirements:

1. Mid-term Exam (35%). There will be one mid-term exam on **November 2nd**. This is an in-class, closed-book exam and will cover all material presented up to this date.

2. Final Exam (40%). There will be a closed-book final exam administered during the **last week of classes**.
3. Homework (25%). There will be 5 homework assignments throughout the semester. Every student must turn in their own assignment, but I encourage students to work together on completing them.

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). »

Grading:

| | | | |
|---------------|-----|----|---------|
| Mid-term Exam | 35% | A | 85-100% |
| Final Exam | 40% | A- | 80-84% |
| Homework | 25% | B+ | 75-79% |
| | | B | 70-74% |
| | | B- | 65-69% |
| | | C+ | 60-64% |
| | | C | 55-59% |
| | | D | 50-54% |
| | | F | 0-49% |

POLICIES

Remise des travaux en français.

Les étudiants de ce cours peuvent rédiger tous leurs travaux (incluant les examens) en français, mais doivent pour ce faire obtenir la **permission préalable** de la professeure. **Aucune permission rétroactive ne sera accordée.**

Cell phones and other electronic devices. The use of cell phones and similar electronic devices is not allowed in class. Use includes texting, checking Facebook, and other similar activities. Laptops will be permitted for note-taking purposes only. Laptops used for other purposes will be banned from the classroom.

Using your phone's calculator for calculations during class or an exam is the only exception.

Academic misconduct. "McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information)."

«L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/integrity).» »

Academic misconduct of any sort will not be tolerated. If I find evidence of any academic misconduct for any activity in this class I will report the offense to the Office of the Dean of Students and they will determine the appropriate sanction.

Academic misconduct includes, but is not limited to deceptive acts such as the following: cheating, fabrication

(lying), falsification, multiple submission, plagiarism, complicity, or violation of departmental or college rules. Signing in for another student on an attendance sheet is considered academic misconduct.

Attendance and participation in class discussions.

You are responsible for all announcements made in class and on MyCourses, as well as for all course materials given out in class. You should also check for new announcements or material on MyCourses at least weekly.

Policy Concerning the Rights of Students with Disabilities

“If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009 before you do this.”

Policy for the Accommodation of Religious Holy Days

“1 Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances. (...)

2 Students who because of religious commitment cannot meet academic obligations, other than final examinations, on certain holy days are responsible for informing their instructor, with two weeks’ notice of each conflict. (...)

3 When the requested accommodation concerns a final examination, students are responsible for advising their faculty office as soon as possible and not later than the deadline for reporting conflicts. Additional documentation confirming their religious affiliation may be requested.” (Approved by Senate - November 20, 1996 - Minute 92)

In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

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Course Outline (subject to change)

Week 1. September 7 (No Class/Rescheduled TBA)

Do Readings for Week 2

Week 2. September 14

Introduction: demographic data, growth, rates, and probabilities

Rowland Chapters 1 and 2

Recommended:

Duncan, G.J. 2008. "[When to Promote, and When to Avoid, a Population Perspective.](#)" *Demography* 45(4): 763-784.

Merli, M.G. and A.E. Raftery. 2000. "[Are Births Underreported in Rural China? Manipulation of Statistical Records in Response to China's Population Policies.](#)" *Demography* 37(1): 109-126.

Yu Xie. 2000. "[Demography: Past, Present, and Future.](#)" *Journal of American Statistical Association* 95: 670-673.

Week 3. September 21.

Age-sex composition

Rowland Chapter 3

Recommended:

Knodel, J. 1999. "[Deconstructing Population Momentum.](#)" *Population Today* 27(3):1-27.

Week 4. September 28.

HW 1 Demographic data due

Standardization and decomposition

Rowland Chapter 4 (pages 119-134)

Recommended:

Lam, David, Deborah Levison. 1992. "[Age, Experience, and Schooling: Decomposing Earnings Inequality in the United States and Brazil.](#)" *Sociological Inquiry*, 62 (2): 220-245.

Smith, Morgan & Koropecj-Cox. 1996. "[A decomposition of trends in the nonmarital fertility ratios of blacks and whites in the United States, 1960-1992](#)" *Demography* 33(2):141-151.

Week 5. October 5.

Periods and cohorts

Rowland Chapter 4 (pages 135-149)

Recommended:

Frejka and Calot. 2001. "[Cohort Reproductive Patterns in Low-Fertility Countries.](#)" *Population and Development Review* 27(1): 103-132.

Park, J. and D. Myers. 2010. "[Intergenerational Mobility in the Post-1965 Immigration Era: Estimates by an Immigrant Generation Cohort Method.](#)" *Demography* 47(2):369-392.

Ryder, N. 1965. "[The Cohort as a Concept in the Study of Social Change.](#)" *American Sociological Review* 30(6):843-861.

Yang, Yang. 2008. "[Social Inequalities in Happiness in the US 1972-2004: An Age-Period-Cohort Analysis.](#)" *American Sociological Review* 73: 204-226.

Week 6. October 12.

HW 2 Standardization due

Mortality and health

Rowland Chapter 6

Recommended:

Murray & Lopez. 1997. "[Mortality by cause for eight regions of the world: Global Burden of Disease Study.](#)" *The Lancet* 349(9061):1269-76.

Preston, S.H. & H. Wang. 2006. "[Sex mortality differences in the United States: The role of cohort smoking patterns.](#)" *Demography*, Volume 43: 631–646

Week 7. October 19.

Fertility and family

Rowland Chapter 7

Recommended:

Bhrolcháin, M.N. 2011. "[Tempo and the TFR.](#)" *Demography* 48(3): 841-861.

Schoen, R. 2004. "[Timing Effects and the Interpretation of Period Fertility.](#)" *Demography* 41(4): 801-819.

Steven Ruggles & Susan Brower. 2003. "[Measurement of household and family composition in the United States, 1850-2000.](#)" *Population and Development Review* 29(1):73-101.

Week 8. October 26.

HW 3 Mortality and Fertility due

Catch up and review

Week 9. November 2.

Mid-term exam

Week 10. November 9.

Life tables

Rowland Chapter 8

Recommended:

Eloundou-Enyegue, P. 2004. "[Pregnancy-Related Dropouts and Gender Inequality in Education.](#)" *Demography* 41(3): 509-528.

Schoen, Landale, Daniels, and Cheng. 2009. "[Social Background Differences in Early Family Behavior.](#)" *Journal of Marriage and Family* 71 (May 2009): 384–395

Week 11. November 16.

HW 4 Life tables due

Stable and stationary models

Rowland Chapter 9

Recommended:

Alho, J.M. 2008. "[Migration, Fertility, and Aging in Stable Populations.](#)" *Demography* 45(3): 641-650.

Preston, S.H. 1982. "[Relations between Individual Life Cycles and Population Characteristics.](#)" *American Sociological Review* 47(2): 253-264.

Week 12. November 23

HW 5 Stable and stationary models due

Migration

Rowland Chapter 11

Recommended:

Basia Zaba. 1987. "[The Indirect Estimation of Migration: A Critical Review.](#)" *International Migration Review*, Special Issue: Measuring International Migration: Theory and Practice. Vol. 21, No. 4: 1395-1445.

Yinger, Nancy V. 2007. *The Feminization of Migration: Limits of the Data*. Population Reference Bureau.

(<http://www.prb.org/Publications/Articles/2007/FeminizationofMigrationLimitsofData.aspx>)

Week 13. November 30.

Catch up and review

Week 14. December 4-7 (Make-up class-TBA).

Final exam