

## Term Information

Effective Term Summer 2016

## General Information

Course Bulletin Listing/Subject Area Sociology  
Fiscal Unit/Academic Org Sociology - D0777  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 8802  
Course Title Proseminar for Graduate Interdisciplinary Specialization in Demography  
Transcript Abbreviation Prosem: Demog Spec  
Course Description Core required course for students enrolled in the Graduate Interdisciplinary Specialization in Demography (GISD). Presents an introduction to demography (the study of populations) and population health.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable Yes  
Allow Multiple Enrollments in Term Yes  
Max Credit Hours/Units Allowed 12  
Max Completions Allowed 4  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Graduate standing, or permission of instructor with approval by Graduate School for undergraduate credit.

Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 45.1101  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- This course will present an introduction to demography (the study of populations) and population health. Students will gain broad knowledge on the basic processes of the field—fertility, mortality, migration.

### Content Topic List

- Mortality, Fertility, Migration, Population Health Disparities, Family Demography, Population and the Environment, EcoSocial Approaches to Health, Big Data and Population Health

## Attachments

- Sample Syllabus for 8802 revised.doc: revised syllabus

*(Syllabus. Owner: Hopkins,Kelly Renee)*

- reply to contingency and rec for Sociology 8802.docx

*(Academic Program Revision Stmt. Owner: Hopkins,Kelly Renee)*

## Comments

- See 1-19-16 e-mail to R. Frank. *(by Vankeerbergen,Bernadette Chantal on 01/19/2016 10:47 AM)*

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hopkins,Kelly Renee	12/10/2015 11:02 AM	Submitted for Approval
Approved	Williams,Kristi L.	12/10/2015 11:16 AM	Unit Approval
Approved	Haddad,Deborah Moore	12/10/2015 11:31 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/19/2016 10:47 AM	ASCCAO Approval
Submitted	Hopkins,Kelly Renee	02/01/2016 01:46 PM	Submitted for Approval
Approved	Williams,Kristi L.	02/16/2016 11:10 AM	Unit Approval
Approved	Haddad,Deborah Moore	02/16/2016 03:24 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	02/16/2016 03:24 PM	ASCCAO Approval



**Proseminar for the Graduate Interdisciplinary  
Specialization in Demography (GISD)**

**SOCIOL 8802**

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**Proseminar for the Graduate Interdisciplinary Specialization in  
Demography (GISD) (SOCIOL 8802)**

Semester: Fall 2016

Room: 038 Townshend Hall

Time: Tuesdays 10:30am-1:30pm

**GENERAL STATEMENT**

This course is a requirement for students enrolled in the Graduate Interdisciplinary Specialization in Demography (GISD). See <https://ipr.osu.edu/GISD> for more information on the degree requirements for this specialization.

The purpose of this course is to present an introduction to demography (the study of populations) and population health. Demography can be defined as the scientific study of the causes and consequences of population change. This includes the study of the components of change (fertility, mortality, migration) as well as composition (age structure, racial/ethnic composition, labor force, household structure, and living arrangements etc.). Population health has been defined as “the health outcomes of a group of individuals, including the distribution of such outcomes within the group.” In this course we will focus on topics that fall under both areas, demography and population health, highlighting the similarities and differences between demographic and population health perspectives throughout.

The purpose of this course is a basic graduate-level introduction to demography and population health. We will cover the basic processes of the field—fertility, mortality, migration—along with the major developments in the field of population health. The three-fold goals of this course are to: 1) introduce students to current literature in the fields of demography and population health; 2) expose students to cutting edge research in demography and population health via attendance in the weekly seminar held by the Institute for Population Research and; 3) teach students to critically assess the major literature in a sub-area of demography or population health in which they are interested and develop ideas for their own research through the preparation of a presentation and paper on the topic of their choosing. This course is meant to be an intensive graduate seminar and class-time will be devoted to lecture, presentations, and discussion.

**COURSE MATERIALS**

Articles and book chapters will be made available to students through the course web page on Carmen. Note that the reading list may slightly change for some sections of the course later on. Any changes to the list of required readings will be posted on Carmen no later than a week before the class in which they will be discussed.

I also encourage students to pay attention to articles published in the three leading outlets in the field—*Demography*, *Population and Development Review*, and *Population Studies*—along with other journals in the field (e.g., *International Migration Review*, *Population Research and Policy Review*, *Demographic Research*).

## **EVALUATION CRITERIA**

The course meets once a week and attendance is expected and recorded. You *must* read the assigned readings for that class session, *actively participate* in class discussions, and *attend* the weekly IPR seminar. Class participation will account for 30 percent of your grade and will be based on attendance as well as evidence that you have critically read the assigned articles and contribute to general discussion.

The course requirements are as follows.

- |                                     |            |
|-------------------------------------|------------|
| 1) General Class participation:     | 20 percent |
| 2) IPR seminar attendance:          | 20 percent |
| 3) Peer Review of Research Proposal | 20 percent |
| 4) Research Proposal                | 20 percent |
| 5) Research Presentation            | 20 percent |

### **General In-Class Participation**

Class participation—attendance, preparation, presentation, and discussion—is a core portion of the course.

Course Readings--Every student must read all of the assigned articles prior to the class meeting and be prepared to discuss them before the class.

### **Attendance at the Weekly IPR seminar**

Attendance at the IPR weekly seminar is required. Its purpose is to expose students to cutting edge research in the fields of demography and population health.

### **Research Proposal**

Each person will complete a research proposal on a demographic-related topic of their choosing. Research proposals should consist of a statement of the research question and rationale for posing the question, a description of the guiding theoretical or conceptual framework, a review of the relevant literature, and a description of the data and methods that you propose to use to study the question posed. Research proposals must include a conceptual framework for the empirical study of the research question. The framework should have, embedded within it, specific hypotheses that can empirically be tested. Thus, you should really consider this paper to be the first half of an empirical research paper in any area of demography or population health. You should identify your subject as early as possible and discuss it with me prior to beginning your work. One-page summaries of your proposal idea are due to me Sept 27th. The final paper will be submitted December 9<sup>th</sup> by 5pm in my Townshend Hall mailbox.

### **Peer Review of Paper**

Each student will be paired up with another student in the class in order to provide a peer review of each other's work. Each student will provide the other student with a draft of a research proposal on a demographic topic of the student's choosing. The students will provide each with a complete peer review, which will take the form of a review of a journal article. More details will be provided in class on how to construct a peer review. The exchange of papers will occur on November 8<sup>th</sup> and peer reviews will be completed and shared by November 22<sup>nd</sup>.

## **Research Presentation**

The last two class periods will be dedicated to presentations of the final proposal. Students are required to make a presentation (approximately 15 minutes in length) on their research proposal. This is a formal presentation and should include power point slides with any relevant charts, graphs or tables summarizing what you have found, what you conclude so far, and where future research might lead you.

## **ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct." <http://studentlife.osu.edu/csc/>

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

## **DISABILITIES**

If you have a documented disability, please register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your

accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or [slds@osu.edu](mailto:slds@osu.edu)

## **COURSE SCHEDULE AND READINGS**

**\*\*Below are the assigned readings. In addition to those listed below, I will also add 1-3 additional readings connected to the weekly IPR seminar speaker. These readings will either be provided by the speaker (i.e. a written paper from which they will present) OR other relevant/related articles published by the speaker. As soon as the IPR speaker series is finalized for the semester I will post the papers to Carmen.**

### **August 23: Course Overview and Introductions**

#### **August 30: Introduction to Demography**

*Required Readings:*

Nam, Charles B. 1979. "The Progress of Demography as a Scientific Discipline." *Demography* 16(4): 485-492.

Ryder, Norman B. 1964. "Notes on the Concept of a Population." *American Journal of Sociology* 64: 447-463.

Weeks, John. 2005. *Population: An Introduction to Concepts and Issues 9<sup>th</sup> Edition*. Wadsworth. Chapter 8: The Age Transition.

Morgan, Phillip and Scott Lynch. 2001. "Success and Future of Demography: the Role of Data and Methods." *Annals of the New York Academy of Sciences*. 954:35-51.

#### **September 6: Introduction to Population Health**

*Required Readings:*

Kindig D & G Stoddart. 2003. "What is population health?" *American Journal of Public Health* 93:380-383.

Kindig, David. 2007. Understanding Population Health Terminology. *Milbank Quarterly*. Vol. 85 Issue 1, p139-161.

Caldwell, J. C. 1996. "Demography and Social Science." *Population Studies* 50: 309-316.

#### **September 13: Origins of Demography**

*Required Readings:*

Greenhalgh, Susan. 1996. "The Social Construction of Population Science: An Intellectual, Institutional, and Political History of Twentieth Century Demography." *Comparative Studies in Society and History* 38 (1): 26-66.

Tienda, Marta. 2002. "Demography and the Social Contract." *Demography*. 39(4): 587-616.

Lee, Ron. 2001. "Demography Abandons Its Core." Presentation at the Annual Meeting of the Population Association of America.  
<http://www.ceda.berkeley.edu/Publications/pdfs/rlee/FormalDemog.pdf>

## **September 20: Origins of Population Health**

### *Required Readings:*

Berkman, Lisa and Ichiro Kawachi. 2000. "A Historical Framework for Social Epidemiology" in (eds. Lisa Berkman and Ichiro Kawachi) *Social Epidemiology*: Oxford University Press.

Rose, Geoffrey. 1985. "Sick Individuals and Sick Populations." *International Journal of Epidemiology*;14:32–38.

Caldwell, John C. 2002. "Demographers and the Study of Mortality. Scope, Perspectives and Theory." *Annals of the New York Academy of Sciences*.

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## **CORE POPULATION PROCESSES**

### **September 27: Mortality: the Epidemiologic Transition**

Omran, Abdel R. 1971. "Epidemiologic Transition: a Theory of the Epidemiology of Population Change." Reprinted in 2005. *The Milbank Quarterly* 83(4): 731-57.

Salomon, Joshua A. and Christopher J.L. Murray. 2002. "The Epidemiologic Transition Revisited: Compositional Models for Causes of Death by Age and Sex." *Population and Development Review*. 28(2): 205-228.

Kuate Defo, Barthelemy. 2014. "Beyond the 'transition' frameworks: the cross-continuum of health, disease and mortality framework." *Global Health Network*. 1-17.

Santosa, A., S. Wall, E. Fottreell, U. Hogberg and P. Byass. 2014. "The development and experience of epidemiological transition theory over four decades: a systematic review." *Global Health Network*. 56-71.

### **October 4: Fertility: the Demographic Transition**

Mason, K. O. 1997. "Explaining Fertility Transitions." *Demography* 34(4): 443-54.

Canning, David. 2012. "The causes and consequences of demographic transition. *Population Studies* 65(3): 353-361.

Lee, Ronald. 2003. "The demographic transition: Three Centuries of Fundamental Change." *Journal of Economic Perspectives* 17: 167-190.

Canning, David. 2012. "The causes and consequences of demographic transition. *Population Studies* 65(3): 353-361.

### **October 11: Migration**

Portes, Alejandro and Ruben Rumbaut. 2014. *Immigrant America*. Chapters 1 and 2.

Martin, Phillip and Elizabeth Midgley. 2006. "Immigration: Shaping and Reshaping America." *Population Bulletin*. 61(4).

Brown, Anna and Eileen Patten. 2014. "Statistical Portrait of the Foreign-Born Population in the United States, 2012." Pew Research Center.  
<http://www.pewhispanic.org/2014/04/29/statistical-portrait-of-the-foreign-born-population-in-the-united-states-2012/>

Passel, Jeffrey. 2014. "Unauthorized Immigrant Totals Rise in 7 States, Fall in 14." Pew Hispanic Center Report. [http://www.pewhispanic.org/files/2014/11/2014-11-18\\_unauthorized-immigration.pdf](http://www.pewhispanic.org/files/2014/11/2014-11-18_unauthorized-immigration.pdf)

Pew Center. 2011. "The Mexican-American Boom: Births Overtake Immigration." <http://www.pewhispanic.org/files/reports/144.pdf>

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## POPULATION HEALTH

### October 18: Population Health Disparities

#### Required Readings:

Olshansky, S.J., Antonucci, T., Berkman, L. et al. 2012. Differences in Life Expectancy Due to Race and Educational Differences are Widening, and Many May Not Catch Up. *Health Affairs* 31(8):1803-1813.

Jennifer Karas Montez, Robert A. Hummer, and Mark D. Hayward. 2012. "Educational Attainment and Adult Mortality in the United States: A Systematic Analysis of Functional Form." *Demography* 49(1): 315-336.

Case, Anne and Angus Deaton. 2015. "Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century. *PNAS*. Vol 112 (49): 15078-15083. Also read related critiques posted on Carmen.

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## EMERGING TOPICS IN DEMOGRAPHY AND POPULATION HEALTH

### October 25: Family Demography

#### Required Readings:

McClanahan, Sarah. 2004. "Diverging Destinies: How Children are Faring Under the Second Demographic Transition." *Demography*: 41(4): 607-627.

Lichter, Daniel T., Sharon Sassler and Richard N. Turner. 2014. "Cohabitation, post-conception unions, and the rise in nonmarital fertility." *Social Science Research* 47: 134-147.

Lesthaeghe, Ron. 2014. "The second demographic transition: A concise overview of its development." *Proceedings of the National Academy of Sciences of the United States of America*. 111(51): 18112-18115.



Hayford, Sarah R., Karen Benjamin Guzzo, and Pamela J. Smock. 2014. "Decoupling Marriage and Parenthood? Trends in Timing of Marital First Births, 1945-2002." *Journal of Marriage and Family* 76 (3): 520-538.

### **November 8: Population and the Environment**

#### *Required Readings:*

Hogan, Daniel Joseph and Eduardo Marandola. 2012. "Bringing a Population-Environment Perspective to Hazards Research" *Population and Environment*. 34(1): 3-21.

Pais, Jeremy, Kyle Crowder, and Liam Downey. *Forthcoming*. "Unequal Trajectories: Racial and Class Differences in Residential Exposure to Industrial Hazard" *Social Forces*.

Bonds, Eric and Liam Downey. 2012. "Green Technology and Ecologically Unequal Exchange: The Environmental and Social Consequences of Ecological Modernization in the World-System." *Journal of World Systems Research* 18(2): 167-186.

### **November 15: Ecosocial Approaches to Health**

#### *Required Readings:*

Krieger, Nancy. 2012. "Methods for the Scientific Study of Discrimination and Health: An Ecosocial Approach" *American Journal of Public Health*. 102(5): 936-944.

Braveman, Paula, Susan Egerter, and David R. Williams. 2011. "The Social Determinants of Health: Coming of Age." *Annual Review of Public Health* 32(1):381-98.

Paradies, Yin et al. 2015. "Racism as a Determinant of Health: A Systematic Review and Meta-Analysis." *PLoS ONE* 10(9):e0138511.

Krieger, Nancy et al. 2013. "Racial Discrimination & Cardiovascular Disease Risk: My Body My Story Study of 1005 US-Born Black and White Community Health Center Participants (US)." *PLoS ONE* 8(10):e77174.

### **November 22: Big Data in Demography and Population Health**

#### *Required Readings:*

Lazer, David, Ryan Kennedy, Gary King, and Alessandro Vespignani. 2014. "[The Parable of Google Flu: Traps in Big Data Analysis](#)." *Science* 343 (14 March): 1203-1205.

Ruggles, Steven. 2014. "Big Microdata for Population Research". *Demography*. 51(1): 287-297.

### **November 29: Final Presentation of Papers Part I**

### **December 6: Final Presentation of Papers Part II**

Sociology 8802 (new course): unanimously approved with one contingency and four recommendations/questions

*Contingency: Clarify what research presentation is and if any formal “paper” needs to be submitted.*

We have made two changes to clarify this aspect of the course. There will be a written research proposal that will be submitted in addition to the class presentation. In addition, we have added a peer-review process so that students will exchange drafts of their research proposals, provide critical feedback, make changes, and then present their final products via both a class presentation and by turning in a written proposal.

*Recommendations/questions:*

- *Why is course repeatable 4 times since the course only counts once for the GISD?*

The students can only count the class once towards the GISD requirement. But given the course’s dual purpose as an introduction to both the subject matter of demography and to being a demographer (i.e. a professionalization aspect—via meeting demographers from the IPR speaker series, preparing proposals for peer review and possible presentation at the Population Association of America etc), we thought that students could benefit from repeated enrollments. Additionally, the emphasis on the demographic subject matter (i.e. fertility versus migration) will likely change depending on which IPR affiliate is teaching the course.

- *The question was raised of whether there are enough readings for a 3-hr seminar. Indeed, every week there are 20-40 pp. of reading for this graduate course. Maybe there will be additional readings linked to the outside speakers? As such, the course does not seem to be a 3 credit hr graduate course.*

We have addressed this concern in two ways. First, we have added to the list of required readings. Second, we now include the stipulation that, each week, the students will be assigned additional readings connected to the IPR speaker. This will involve either a paper(s) provided in advance by the speaker or relevant/related articles published by the speaker. Frequently, the GISD students will have the opportunity to meet with the IPR speakers so even if the speaker does not provide a paper related to their presentation in advance of their visit, the students will read other demographic-related work by the speaker and have the opportunity for Q&A on that article(s). For instance, an upcoming IPR speaker is Sarah Hayford (OSU, Sociology) presenting on “Stopping, Spacing, and Waiting: Longitudinal Dynamics of Fertility Intentions in Rural Mozambique.” In preparation for her talk, students will read two of her recent papers on this study: “Father’s Labor Migration and Leaving the Parental Home in Rural Mozambique” in the *Journal of Marriage and Family* and “Bridging the Client and Provider Perspectives: Family Planning Access and Utilization in Rural Mozambique” in *International Journal of Gynecology and Obstetrics*.

- *Include the link to the Code of Student Conduct in the statement on academic misconduct: <http://studentlife.osu.edu/csc/>*

This has now been added to the syllabus.

- *Use standard statement about disability services (since it is ODS that determines which accommodation is necessary). See p. 14 of the ASC Curriculum and Assessment Operations Manual: <http://ascas.osu.edu/sites/asccas.osu.edu/files/asc-curr-assess-operations-manual.pdf>*

This has now been added to the syllabus.