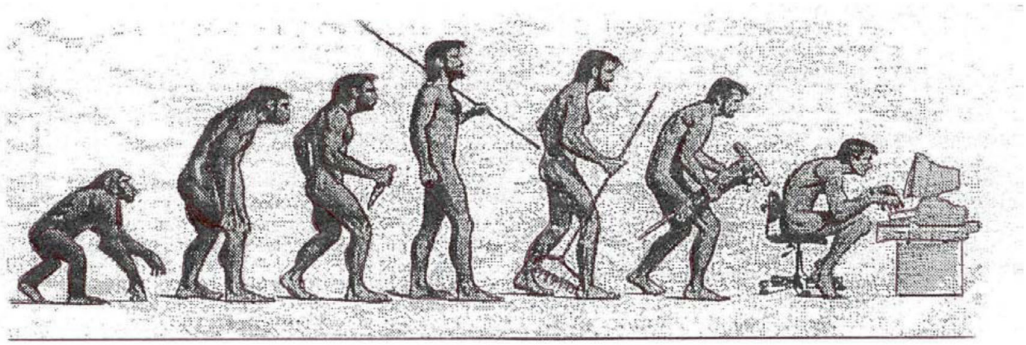
SAMPLE course outline only
Course contents will vary if taught by different teachers.
Please refer to the course teacher for the actual course content offered in each term.

SOCI3227: Social Demography 2024-2025 (Term II)
Mondays: 9:30am-11:15am
Chen Kou Bun Bldg UG04



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Tutorial time: See the tutorial guideline

Course Introduction
This course provides an overview of the field of demography from a sociological perspective. Demography is the scientific study of the size, composition, and spatial distribution of human populations; and the changes that occur in these phenomena through the processes of fertility, mortality, and migration. The course's key goal is to map out the linkages between population patterns, trends, and some of the socioeconomic issues that occur locally, nationally, and globally. You will learn the concepts, theories, data, and some basic analytical techniques. This course will help you achieve an understanding of the roots of population structures, processes, and consequences for individuals, families, and societies.

Learning Outcomes
1. To stimulate students' interest in the science of demography.
2. To learn the basic demographic indices and techniques.
3. Not simply to teach demography, but how to learn demography through an introduction to the perspectives and tools of demography. With these two things in hand, desire and skill, students will be prepared for a lifetime of reflective study of population and how large-scale population changes impact their own lives. Such ability will benefit students in any field they pursue in the future.

Statement of Honesty
Attention is drawn to university policy and regulations on honesty in academic work, and the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Students will be required to submit a statement that they are aware of these policies,

regulations, guidelines, and procedures with each assignment. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/. A video clip is also available: http://www.cuhk.edu.hk/clear/tnl/acad_honesty.html.

Course requirements:

1) **In-class questions (5%)**: During some class sessions, students will be asked to answer some questions, which could be questions related to readings or a response to a news item on demography. These in-class questions will together account for 5% of the total grade.
2) **Short papers (30%)**: You are required to write two short papers (3-5 pages) for this course. Each is worth 15%. The instructions for each paper will be issued four weeks before the deadline.
3) **Tutorials and research projects (30%)**: There will be two formal tutorial sessions and two informal tutorial sessions, including one orientation session. During these tutorials, you are expected to develop a project on a topic related to Demography. Some topics will be provided for you to select from, but you can choose to work on a different topic beyond that list. The product is a group presentation. The grading is based on your participation and discussion in tutorial sessions (10%) and your final presentation (15% on your slides content and 5% on your presentation performance).
4) **Final in-class exam (35%)**: The final exam will consist of short-answer and essay questions. It will be based on topics and concepts covered in the class and in required readings. I will hand out an outline of the topics and concepts before the exam. ***No*** electronic device is allowed during the exam, although students can bring up to a two-page review notes in the exam (can be both-sided print). It will last from 9:30 am to 11:15 am and is scheduled to be held during the last class session.

Grade	Descriptors
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in substantial overall performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes.
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Texts & Readings

The readings are from all sources. Some of the basic concepts in population studies are from some chapters in a book written by John R. Weeks. *Population: An Introduction to Concepts and Issues*. 13th Edition. (Library has an old version with code: HB871.W43 2008). Cengage Learning, 2020. Some of the chapters in PDF format of this book are available online for the chapter users. You can do a google search by yourself. I will also use the course webpage to distribute other class-related materials such as journal articles (some of them may need to be accessed via CUHK VPN when you are off campus) and population documents. Occasionally we will also use visual materials in class.

Schedule and Readings (Subject to minor changes throughout the term)
Topic 1: **Introduction: Overview of Social Demography**

Required reading
McFalls, Joseph A. Jr. (2007). Population: A Lively Introduction, 5th Edition. *Population Bulletin*, 62(1): 3-32.

Weeks, Chapter 1.

Recommended Reading:
Vogel, G. (2011). Regional Snapshots. *Science,* 333: 555-557.

Poston, Jr., Dudley L. (2019). *Handbook of Population*

Topic 2: **World Population Growth and Demographic Transition**

Required reading
Weeks, Chapters 2 & 3.

Recommended Reading:
Population Reference Bureau. (2004). Transition in World Population. *Population Bulletin,* 59(1): 1- 40.
Gerland, P., Raftery, A. E., Ševčíková, H., Li, N., Gu, D., Spoorenberg, T., ... & Bay, G. (2014). World population stabilization unlikely this century. *Science*, *346*(6206), 234-237.
Feng, W. (2011). "The future of a demographic overachiever: Long-term implications of the demographic transition in China." *Population and Development Review 37*, 173-190.
Lesthaeghe, R. (2014). The second demographic transition: A concise overview of its development. *Proceedings of the National Academy of Sciences*, *111*(51), 18112-18115.

Topic 3**: Theories of Population Growth**

Required reading
Weeks, Chapter 3

Recommended readings:
Malthus, T. (1798). An Essay on the Principle of Population.
Turner, B. L., & Fischer-Kowalski, M. (2010). Ester Boserup: An interdisciplinary visionary relevant for sustainability. *Proceedings of the National Academy of Sciences*, 107(51), 21963-21965.

Topic 4**: Demographic Data**

Required reading
Weeks, Chapter 4

Topic 5**: Fertility Technique and Fertility Transition**

Required reading
Weeks, Chapter 6.

Recommended reading:

Dudley L. Poston. (2000). Social and Economic Development and the Fertility Transitions in Mainland China and Taiwan. *Population and Development Review*, 26(supplement): 40-60.

Bongaarts, J. (2008). Fertility Transitions in Developing Countries: Progress or Stagnation? *Studies in Family Planning*, 39: 105–110.

Billingsley, S., & Ferrarini, T. (2014). Family policy and fertility intentions in 21 European countries. *Journal of Marriage and Family*, 76(2), 428-445.

Gietel-Basten, S. (2017). Family planning and fertility transition in China. In *Handbook on the Family and Marriage in China*. Edward Elgar Publishing.

Basten, S., & Jiang, Q. (2015). Fertility in China: An uncertain future. *Population Studies*, 69(sup1), S97-S105.

Chen, M., & Yip, P. S. (2017). The discrepancy between ideal and actual parity in Hong Kong: Fertility desire, intention, and behavior. *Population Research and Policy Review*, 36(4), 583-605.

Yi, J., & Zhang, J. (2010). The effect of house price on fertility: Evidence from Hong Kong. *Economic Inquiry*, 48(3), 635-650.

Topic 6: **Mortality technique, Epidemiological/Health Transition and the Social Consequences**

Required reading

Weeks, Chapter 5.

Recommended reading:

Gaziano, J. M. (2010). Fifth phase of the epidemiologic transition. *JAMA: The Journal of the American Medical Association*, 303(3), 275-276.

Santosa, A., Wall, S., Fottrell, E., Högberg, U., & Byass, P. (2014). The development and experience of epidemiological transition theory over four decades: a systematic review. *Global health action*, 7(1), 23574.

Chetty, R., Hendren, N., & Katz, L. F. (2016). The effects of exposure to better neighborhoods on children: New evidence from the Moving to Opportunity experiment. *American Economic Review*, 106(4), 855-902.

Kalmijn, M. (2017). The ambiguous link between marriage and health: A dynamic reanalysis of loss and gain effects. *Social Forces*, 95(4), 1607-1636.

Crimmins, E. M., & Zhang, Y. S. (2019). Aging populations, mortality, and life expectancy. *Annual Review of Sociology*, 45, 69-89.

Topic 7: **Causes and Consequences of Migration and Immigration**

Required reading

Weeks, Chapter 7

Recommended readings:

Sanderson, M. R., & Kentor, J. D. (2009). Globalization, Development and International Migration: A Cross-National Analysis of Less-Developed Countries, 1970–2000. *Social Forces*, 88(1), 301-336.

Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1993). Theories of international migration: a review and appraisal. *Population and development review*, 431-466.

Chan, K. W. (2019). China's hukou system at 60: continuity and reform. In *Handbook on urban development in China*. Edward Elgar Publishing.
Su, Y., Tesfazion, P., & Zhao, Z. (2018). Where are the migrants from? Inter-vs. intra-provincial rural-urban migration in China. *China Economic Review*, 47, 142-155.
Feliciano, C. (2020). Immigrant Selectivity Effects on Health, Labor Market, and Educational Outcomes. *Annual Review of Sociology*, 46.

***Topic 8*: Age and Sex Structure of Population: Population Aging and Sex Ratio**

Required reading
Weeks, Chapter 8

Recommended readings:
Kinsella, Kevin and David R. Philips. (2005). Global Aging: The Challenge of Success. *Population Bulletin* 60(1): 1 – 42.
Zimmer, Z. and J. Kwong. (2003). Family Size and Support of Older Adults in Urban and Rural China: Current Effects and Future Implications. *Demography*, 40 (1): 23-44.
Murphy, Rachel. (2003). Fertility and Distorted Sex Ratios in a Rural Chinese County: Culture, State, and Policy. *Population and Development Review,* 29(4): 595-626.
Guilmoto, C. Z. (2009). The sex ratio transition in Asia. *Population and Development Review*, 35(3), 519-549.

***Topic 9:* The Family and Household Transition**

Required reading
Weeks, Chapter 10

Recommended readings:
Lesthaeghe, R. (2010). The unfolding story of the second demographic transition. *Population and Development Review*, 36(2), 211-251.
Brown, S. L. and W. D. Manning. (2009). Family Boundary Ambiguity and the Measurement of Family Structure: The Significance of Cohabitation. *Demography*, 46(1):85-101.
Mills, M., and Blossfeld, H. P. (2013). The Second Demographic Transition Meets Globalization: A Comprehensive Theory to Understand Changes in Family Formation in an Era of Rising Uncertainty. *Negotiating the Life Course*, 9-33.
Raymo, J. M., Park, H., Xie, Y., & Yeung, W. J. J. (2015). Marriage and family in East Asia: Continuity and change. *Annual Review of Sociology*, 41, 471-492.

***Topic 10*: Population Policy**

Recommended readings:
Lee, R., & Mason, A. (2014). Is low fertility really a problem? Population aging, dependency, and consumption. *Science*, 346(6206), 229-234.

Final Exam (April. 14 in CKB UG04; Time: 9:30am to 11:15am)

Online resources
• PowerPoint files for lectures and some additional course materials will be provided on the course webpage**.**

http://www.ncmi.cn/84: National scientific data sharing platform for population and health.

Research Project

I. Topics
The following is just a list of possible topics for your research project.

1. An overview of Hong Kong or China's demographic transition since the 1950s and the social and economic determinants of demographic transition in Hong Kong or China.

2. Review particular population policy such as the pro-natal policies in a particular country or several countries, and their effectiveness.

3. Select a country and investigate the path of their fertility transition and the fertility transition determinants in that country.

4. Investigate the relationship between labor force participation and women having birth. You can do it by either selecting one country or do a cross-country study.

5. The change of the family planning system in China. This can also be divided into different projects, such as the newly changed two-child policy per family or three-child policy.

6. Select one country to study the population and urban change.

7. The causes and consequences of low fertility in the East-Asian country.

8. Select a country and investigate the path of mortality transition and the determinants of the country's mortality transition.

9. Study why the health and mortality are not only a demographic issue but also a social issue. Select a country to study it or do a cross-country study.

10. Review and evaluate the second demographic transition theory, such as major critiques and the theory's applicability to non-Western low-fertility societies such as Japan, South Korea, or China.

11. Investigate factors that cause people to migrate internally or internationally in different social contexts.

12. Investigate the relationship between family socioeconomic status and fertility or mortality.

13. Investigate how migration/immigration will impact people left behind in the place of origins or people in the destination. You can also select a particular country or region to do this.

14. Evaluate the consequences of aging. You can select one country or a region to do the evaluation.

15. Evaluate the causes and consequences of high sex ratio in China or other countries.

16. Investigate the relationship between marriage and fertility.

If you are interested in any other topics, please feel free to discuss it with me or our TA Ms. Yang Xingyue or Mr. Zhu Jiachen.

II. Data or Reference Sources
1. Journal articles such as *Demography, Population Development Review, Journal of Marriage and Family, Population Studies*, and any other population and sociology journals like the *American Journal of Sociology* or *American Sociological Review*.
2. News reports.
3. Official governmental documentation and website.
4. Research institutes documentation.

Whatever your sources are, you need to clearly specify where you obtain the information throughout the text and list a full record of references at the end of your report.

III. Presentation (see tutorial guidelines)

Tutorial Guidelines

There are four tutorial classes to help you finish the research project. Two of them are informal, and the other two are formal. This project could be group-based, and **two or three students (**two-person is encouraged and three-person is acceptable**)** will form a group. It is also OK to work on your own in the situation that it is extremely difficult to find a research partner. The evaluation criteria will be the same no matter it is group work or individual work. To receive full credit on participation for tutorial sessions, you should actively participate in the discussion, whether it is a formal or informal session. The tutorials will be conducted in English.

Students are encouraged to email the TA with questions regarding the research projects and presentations, as well as the class.

Tutorial 1: Orientation (informal)
Tutorial introduction: introduce the objectives and guidelines of the tutorials.
Group formation: help students to form groups. All students should come. If you cannot come, email TA about your group arrangement, and schedule a meeting to discuss your topic.
Research topic selection: each student group/student sets up their research topic.
Presentation date confirmation: use lucky draw to help decide the presentation date.

Tutorial 2: Individual group meeting (informal)
Students are supposed to finish the preliminary outline of their group project and meet with the TA. The TA will provide you with a form via email to let you sign up for the appointments. Once an appointment is scheduled, the students must meet the appointment on time. A meeting will often last 10-15 minutes. Each group should prepare a one-page outline and email it to the TA two days before the meeting. The outline should include the following:
a. A specific research project topic and the motivation to select this research topic.
b. The outline of your research project and key points under each section.

Tutorials 3-4: Presentations (formal)

Each group should prepare a handout of the presentation and email it to the TA two days before the presentation date. The presentation should roughly cover the following: the motivation, the significance/importance, the objectives of the presentation, the existing theories and literature, the empirical evidence based on previous studies conducted by others or existing data, the remaining debates, and a conclusion with some discussion.

Time arrangement:
Group Time slots

	Group	Venue	Week 3 Introduction	Week 7 Individual group meeting	Week 12 Presentation	Week 13 Presentation
A	Tuesday 10:30 - 12:15	TBC	21/01/2025	18/02/2025	25/03/2025	01/04/2025
B	Tuesday 14:30-16:15	TBC	21/01/2025	18/02/2025	25/03/2025	01/04/2025
C	Wednesday 10:30 - 12:15	TBC	22/01/2025	19/02/2025	26/03/2025	02/04/2025
D	Wednesday 14:30 - 16:15	TBC	22/01/2025	19/02/2025	26/03/2025	02/04/2025
E	Thursday 10:30 - 12:15	TBC	23/01/2025	20/02/2025	27/03/2025	03/04/2025

Please sign up for tutorials at https://forms.office.com/r/t41CcQVuD6 as soon as possible. Initial groups should be formed by 17/01/2025 (Friday), and after some adjustments, the final group assignments will be posted online on 20/01/2025 (Monday). Late adjustment for grouping is discouraged unless under some unusual circumstances.