

**CARLETON UNIVERSITY  
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

**SOCI 3805A  
FALL 2023  
STUDIES IN POPULATION**

**Instructor:** Dr. Rania Tfaily

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**Pre-requisites & Precluded Courses:** Third year standing.

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**Course Description and Objectives:**

This course serves as an introduction to the field of demography, focusing on the study of human populations, particularly in relation to population growth, fertility (births), mortality (deaths), and migration. We examine Malthus's and Marx's theoretical perspectives on population growth and critically assess the demographic transition theory. We delve into the politics of population, and how population issues shape the world. We also learn how to access relevant and reliable demographic data and interpret various demographic measures.

We then explore specific issues related to mortality, fertility, and migration. We analyze the factors behind the historical decline in mortality and examine racial/ethnic and socioeconomic inequalities in health, with a particular focus on Indigenous health. We then shift our attention to fertility. We assess various explanations for the decline in fertility and the emergence of low fertility. Finally, we discuss immigrants and immigration policies.

The objectives of this course are to enable students (to):

- Develop a solid understanding of the field of demography, including demographic research and the politics of demography.
- Critically assess various theoretical perspectives commonly used in demographic research.
- Acquire demographic literacy and gain practical experience in sourcing reliable demographic data.
- Calculate and interpret a range of demographic indicators.
- Describe and explain variations in population growth, mortality rates/life expectancy and fertility patterns over time and across geographical regions.
- Develop a profound understanding of the determinants of health and inequalities in health based on Indigenous status and socioeconomic status.
- Engage in a critical analysis of contemporary demographic issues in Canada.
- Strengthen oral and written communication skills, with a special focus on demographic topics.

**Diversity and Inclusion in Learning**

I strive to foster a learning environment in which students feel valued, supported, and respected. Sharing our perspectives and interpretations of the course material will enhance everyone's

learning experience. I encourage students to ask questions, engage in class discussions, share their opinions, and debate with their fellow classmates and me, based on mutual respect and a desire to learn from each other.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols. Given that this is a demography course, it is important to highlight that Canada's population policies have had detrimental impact on Indigenous peoples. In choosing the course topics and readings, I included some of the classical topics and readings that are usually covered in demography courses along with important and engaging readings related to colonization and racism that are not often included in demography courses.

### **Readings:**

Required readings are available through the library website and/or on Brightspace via ARES.

### **Course Requirements & Methods of Evaluation:**

It is essential for students to regularly attend class, complete the assigned readings, actively participate in class discussions, and submit their assignments on time. The course grade distribution is as follows:

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|--------------------------|-----|
| • In-class participation | 15% |
| • Assignment             | 15% |
| • Midterm Exam           | 25% |
| • Presentation           | 15% |
| • Final Exam             | 30% |

#### ***In-class participation (15%)***

- Active participation in class discussions is crucial as it is key to enhancing oral skills and sharpening critical analysis. Students are expected to have thoroughly read the assigned readings before class and come prepared to discuss, critique and engage in debates.

#### ***Assignment (15%)***

- There is one assignment in this course. The assignment will involve calculations and interpretations of specific demographic measures, looking up certain demographic indicators and short-answer questions. It will be posted on Brightspace about two weeks before the due date and will be discussed in class.
- Assignments should be typed and submitted via Brightspace. Assignments that are not submitted on time will incur a penalty of 2.5% per day, unless a valid and **documented** excuse is provided.
- Students are encouraged to post their questions regarding the assignment on the Brightspace discussion board.

### ***Presentation (15%)***

- Students should form groups, with each group consisting of approximately five members. Each group is expected to prepare and deliver a presentation on a demographic topic, with each member presenting for about seven minutes. Students within the same group should collaborate to ensure that their presentations complement each other.
- The presentation should be based on peer-reviewed journal articles, academic books, and reputable sources (e.g., Statistics Canada, United Nations, etc.).
- A brief outline of each presentation and a list of sources should be submitted by October 3<sup>rd</sup>. A comprehensive outline containing relevant excerpts from sources is required on the day of the presentation. Additional guidelines will be posted on Brightspace and discussed in class. Please be aware that students within the same group may receive different grades, dependent on the quality of their preparation and presentation.

### ***Exams (55%)***

- This course includes two in-person closed-book exams: a midterm exam and a final exam. The exams cover all materials discussed in class, including assigned readings, lectures and documentaries/ films shown during class.
- The exams encompass short-answer questions, multiple-choice questions, and essays.

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

### **Academic Regulations, Accommodations, Plagiarism, Etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

### **Academic Accommodations for Students with Disabilities**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or **[pmc@carleton.ca](mailto:pmc@carleton.ca)** for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for December full fall examinations is November 15, 2023.

**For Religious Obligations:**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For Pregnancy:**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

**For Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [www.carleton.ca/sexual-violence-support](http://www.carleton.ca/sexual-violence-support)

**Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Plagiarism**

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

**What are the Penalties for Plagiarism?**

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

**What are the Procedures?**

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the

student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

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### **Assistance for Students:**

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

### **Important Information:**

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- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
  - Check Brightspace regularly for announcements and course related materials.
  - This syllabus may undergo minor modifications throughout the term at the discretion of the instructor.
  - Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
  - Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
  - In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
  - Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>
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## COURSE OUTLINE AND READING LIST

### September 12 – Populations: Past, Present and Future

- Kerr, Don and Roderic Beaujot. 2016. “The Population of Canada before the Twentieth Century.” Pp. 16-37 in *Population Change in Canada*. Don Mills, Ontario: Oxford University Press.
- Bongaarts, John. 2009. “Human Population Growth and the Demographic Transition.” *Philosophical Transactions of the Royal Society B-Biological Sciences* 364(1532):2985-90.

#### Optional

- Van de Walle, Etienne and Jacques de Luc. 2006. “Birth Prevention in the American and French Fertility Transitions: Contrasts in Knowledge and Practice.” *Population and Development Review* 32(3):529-56.

### September 19 – Population Growth, Resources, and the Environment

- Hall, Charles A.S. and John W. Day, Jr. 2009. “Revisiting the Limits to Growth after Peak Oil.” *American Scientist* 97(3):230-37.
- Lam, David. 2011. “How the World Survived the Population Bomb: Lessons From 50 Years of Extraordinary Demographic History.” *Demography* 48(4):1231-62. **[Read until 1245]**.
- Becker, Stan. 2013. “Has the World Really Survived the Population Bomb? (Commentary on “How the World Survived the Population Bomb: Lessons from 50 Years of Extraordinary Demographic History”)”. *Demography* 50(6):2173-81.

#### Optional

- Malakoff, David. 2011. “Are More People Necessarily a Problem?” *Science* 333:544-46.
- Sachs, Jeffrey D., Andrew D. Mellinger, and John L. Gallup. 2001. “The Geography of Poverty and Wealth.” *Scientific American* 284(3):70-75.

### September 26 – How Demography Matters & The Politics of Demography

- Morland, Paul. 2019. “The Triumph of the Anglo-Saxons.” Chapter 3 in *The Human Tide: How Population Shaped the Modern World*. New York, NY: Hachette Book Group.
- Kunitz, Stephen. 2002. “Disease and the Destruction of Indigenous Populations.” Pp. 297-325 in *Companion Encyclopedia of Anthropology*, edited by T. Ingold. New York, NY: Routledge. **[Read until page 306]**.

#### Optional

- Dyck, Erica and Maureen Lux. 2016. “Population Control in the “Global North”: Canada’s Response to Indigenous Reproductive Rights and Neo-Eugenics.” *The Canadian Historical Review* 97(4):481-512.
- Connelly, Matthew. 2006. “Population Control in India: Prologue to the Emergency Period.” *Population and Development Review* 32(4) 629-67.
- Basu, Alaka. 1997. “The Politicization of Fertility to Achieve Non-Demographic Objectives.” *Population Studies* 51(1):5-18.
- Curtis, Bruce. 2006. “The Politics of Demography.” Pp. 619-37 in *The Oxford Handbook of Contextual Political Analysis*, edited by R. E. Goodin and C. Tilly. New York: Oxford University Press.

### **October 3 – Demographic Data and Methods**

*Presentation topic, research questions and sources due*

- Population Reference Bureau. 2022. “2022 World Population Data Sheet.” <https://www.prb.org/wp-content/uploads/2022/09/2022-World-Population-Data-Sheet-Booklet.pdf>.

#### Optional

- Trovato, Frank. 2015. “Fertility”. Pp. 192-204 in *Canada’s Population in a Global Context*. Don Mills, Ontario: Oxford University Press.
- Trovato, Frank. 2015. “Mortality and Population Health”. Pp. 262-78 in *Canada’s Population in a Global Context*. Don Mills, Ontario: Oxford University Press.

### **October 10 – Historical Decline in Mortality & Health Inequalities**

- Cutler, David, Angus Deaton, and Adriana Lleras-Muney. 2006. “The Determinants of Mortality.” *The Journal of economic perspectives* 20(3):97–120.
- Marmot, Michael. 2015. “The Health Gap: The Challenge of an Unequal World.” *The Lancet* 386(10011):2442-44.
- Diez-Roux, Ana. 2020. “Population Health in the Time of COVID-19: Confirmations and Revelations.” *The Milbank Quarterly* 98(3):629-40.

#### Optional

- Braveman, Paula, Susan Egerter, and David R. Williams. 2011. “The Social Determinants of Health: Coming of Age.” *Annual Review Public Health* 32:381-98.
- Marmot, Michael. 2005. “Social Determinants of Health Inequalities.” *Social Biology* 41(1-2):20-37.
- Elo, Irma T. 2009. “Social Class Differentials in Health and Mortality: Patterns and Explanations in Comparative Perspective.” *Annual Review of Sociology* 35:553-72.
- Adler, N. et al., 1994. “Socioeconomic Status and Health: The Challenge of the Gradient.” *American Psychologist* 49(1):15-24.

### **October 17 – Midterm Exam**

October 24 – No Class, Fall Break

### **October 31 – Colonization, Racism, and Indigenous Health**

*Assignment due*

- Gracey, Michael and Malcolm King. 2009. “Indigenous Health part 1: Determinants and Disease Patterns.” *The Lancet* 374 (9683):65-75.
- King, Malcolm, Alexandra Smith and Michael Gracey. 2009. “Indigenous Health part 2: The Underlying Causes of the Health Gap.” *The Lancet* 374 (9683):76-85.
- Ziersch, Anna M., Gilbert Gallaher, Fran Baum, and Michael Bentley. 2011. “Responding to Racism: Insights on How Racism Can Damage Health from an Urban Study of Australian Aboriginal People.” *Social Science & Medicine* 73(7):1045-53.

#### Optional

- Czyzewski, Karine. 2011. “Colonialism as a Broader Social Determinant of Health.” *The International Indigenous Policy Journal*, 2(1).

### **November 7 – Fertility Transition**

- Casterline, John B. 2015. “Fertility Transition: Middle East and North Africa.” Pp. 73-79 in *International Encyclopedia of the Social and Behavioral Sciences*, second edition, vol. 9. Oxford: Elsevier.
- Mbacké, Cheikh. 2017. “The Persistence of High Fertility in sub-Saharan Africa: A Comment.” *Population and Development Review* 43:330-37.

#### Optional

- Davis, Kingsley. 1963. “The Theory of Change and Response in Modern Demographic History.” *Population Index* 29(4):345-66.
- Hirschman, C. 1994. “Why Fertility Changes?” *Annual Review of Sociology* 20:203-33.

### **November 14 – Low Fertility**

- Zaidi, Batool, and S. Philip Morgan. 2017. “The Second Demographic Transition Theory: A Review and Appraisal.” *Annual Review of Sociology* 43(1):473-92.
- Presser, Harriet B. 2001. “A Gender Perspective for Understanding Low Fertility in Post-Transitional Societies.” *Population and Development Review* 27:77-183.
- Boling, Patricia. 2008. “Demography, Culture, and Policy: Understanding Japan’s Low Fertility.” *Population and Development Review* 34(2):307-26.

#### Optional

- Morgan, S. Philip and Miles G. Taylor. 2006. “Low Fertility at the Turn of the Twenty-First Century.” *Annual Review of Sociology* 32:375-99.
- Lesthaeghe, Ron and Paul Willems. 1999. “Is Low Fertility a Temporary Phenomenon in the European Union?” *Population and Development Review* 25(2):211-28.
- Morgan, S. Philip. 2003. “Is Low Fertility a 21<sup>st</sup> Century Demographic Crisis?” *Demography* 40(4):589-603.

### **November 21 – Immigrants and Immigration Policies**

- King, Russell. 2012. “Theories and Typologies of Migration: An Overview and a Primer.” *Willy Brandt Series of Working Papers in International Migration and Ethnic Relations* 3/12. Sweden: MALMÖ Institute for Studies of Migration, Diversity and Welfare.
- Portes, Alejandro. 2020. “Bifurcated Immigration and the End of Compassion.” *Journal of Ethnic and Racial Studies* 43:2-17.
- Rankin, Jim. 2017. “Unscrupulous Recruiters Keep Migrant Workers in ‘Debt Bondage’.” *The Star*, October 11.

#### Optional

- Bloemraad, Irene. 2012. “Understanding ‘Canadian Exceptionalism’ in Immigration and Pluralism Policy.” Washington, DC: Migration Policy Institute.
- Wallia, Harsha. 2010. “Transient Servitude: Migrant Labor in Canada and Apartheid of Citizenship.” *Race and Class* 52(1):71-84.

### **November 28 – Presentations**

### **December 5 – Presentations & Review**

### **December 10-22 – Final exam to be scheduled by the University**



### Important Dates and Deadlines: Fall 2023

August 29, 2023:	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
September 6, 2023:	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 19, 2023:	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
September 30, 2023:	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 6, 2023:	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 9, 2023:	Statutory holiday. University closed.
October 23-27, 2023:	Fall break, no classes.
November 15, 2023:	Last day for academic withdrawal from full fall and late fall courses. Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
November 24, 2023:	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 8, 2023:	Fall term ends. Last day of full fall and late fall classes. Classes follow a Monday schedule. Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
December 9, 2023:	No classes or examinations take place.
December 10-22, 2023:	Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.